

Assessment Cycle 2020 - 2021

Northwestern State University Libraries

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Approved by: **Dr. Greg Handel**

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University Mission. Northwestern State University is a responsive, student-oriented institution committed to acquiring, creating, and dissemination knowledge through innovative teaching, research, and service. With its certificate, undergraduate, and graduate programs, Northwestern State University prepares its increasingly diverse student population to contribute to an inclusive global community with a steadfast dedication to improving our region, state, and nation. *1 July 2020.*

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

Methodology: The assessment process includes four steps:

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

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

NOTE: During Assessment Cycle 2020-2021, the COVID-19 virus forced Northwestern State University to reevaluate how to execute its mission. Through deliberate planning, Northwestern substantially modified academic programs, facilities, services, and resources to enhance learning and the health and safety of students, faculty, staff, and the public.

Service Outcomes:

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

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Measurement 1.1 Compare figures from the 2019-20 and 2018-19 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, 2018-June 30, 2019 to July 1, 2019-June 30, 2020).

Service	2019-2020	2018-2019	+/-	%
Reference	7,050	6134	+916	+13%
Circulation	4,581	8797	-4,216	-92%
Interlibrary Loan	3,993	1,982	2011	+51%
Database Access	19,360,746	36,674,220	-17,313,474	-89%

Finding. Target was not met.

Analysis: In 2019-2020 the target was not met. Based on the analysis of the previous results, the following changes were implemented according to the plan of action: train faculty, staff, and student workers to record and report necessary statistics. Make sure forms are available at all relevant public service points. Remind library liaisons that interlibrary loans are free to faculty, students, and staff and make it a point of emphasis in library instruction. Finally, begin a program to train student workers on basic database searching to help peers.

Based on these changes, in 2020-2021, the target was not met. The largest decline was circulation which fell by 92% followed by database usage falling 89%. Reference usage increased by 13%. Interlibrary loan which had the largest decrease in last year rebounded with a 51% increase. The following changes were implemented in 2020-2021 according to the action plan: interlibrary loan services were a point of emphasis in all library instruction classes, LibGuides, and library liaisons. The robust numbers indicate that for interlibrary loan, the action plan was successful. However, the COVID-19 pandemic was probably the largest contributing factor to both the increase in Interlibrary Loan and reference. It was a large factor in the decrease in circulation. The library building closed at the end of March 2020 and all faculty and staff worked from home. Library patrons could not come into the building to locate resources and check them out. This decline in circulation was anticipated. With the COVID-19 closures, library faculty responded to reference questions from home and widely promoted this service which probably accounts for the 13% increase. The decline in database usage is more a function of how usage was counted. Prior to this time, databases that were listed in the *FindIt! Discover* program were counted whether library researchers actually used them or not. This was filtered out in 2019-20 so the usage was going to decline, which it did. Interlibrary Loan became the primary library service in operation during the COVID-19 pandemic since it could continue to operate remotely to provide journal articles directly to users.

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Decision. Based on the results in 2020-21, the following changes will be implemented to drive continuous improvement. Since it is difficult to determine which changes were driven by the COVID-19 Pandemic and which were based on other factors, the library will continue to promote all library services listed above.

Comprehensive Summary of Key Evidence of Improvement Based on the Analysis of 2019-2020 Results.

SO	Measure	Key Evidence
1	1	Placed forms at public service desks to record questions. Student-workers. Student workers tracked statistics on reference questions. Reference remained operational remotely during the pandemic/
		Used workflows to count items circulated. With the library building closed to the public from March 23 to June 30. Book circulation was zero during this time period.
		Use Iliad program to count the number of interlibrary loan transactions. The increase of usage was due to this service being able to continue to function during the pandemic and was the primary means of meeting library users research needs.
		LOUIS supplied the number of database accesses plus added independent databases. A change in how database usage was counted also accounts for the drop in usage.

Plan of Action Moving Forward.

SO	Measure	Plan
1	1	Continue to distribute Reference forms to all public service desks and work with supervisors to make sure student workers know how to count questions.
		Make sure shelveers count in-house usage when returning books to the shelves. This is considered in-house circulation.
		Emphasize that interlibrary loan can be used to obtain materials between campuses and articles can be scanned to send to distance learners.

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		Promote Interlibrary loan through Messenger, Student Messenger, LibGuides, and Library Instruction.
		Continue promoting databases through social media, promotional materials, and library instruction.

Primary responsibility: Abbie Landry, Director of Libraries.

SO 2. Library instruction

Measure 2.1 Students will use online LibGuides to obtain or supplement instruction in library resources, research methods, and information literacy. Based on data from the two previous years, a target of 5% usage increase is chosen for 2020-21.

Assessment Tool: Analysis of LibGuide usage. LibGuides were chosen for this measure because the pandemic restrictions pushed much library and classroom work online last year. Since usage has increased over the past two years, it seems to be a pertinent indicator for whether student research and information literacy instruction needs are being met.

Finding: The target was not met.

Analysis: In AC 2019-2020, there was no target for this S.O. because it replaces the previous measure. However it was possible to retrieve statistics for the 2019-20 academic year, 25,938 LibGuide views were recorded.(12 months) In addition, 4,688 users viewed the LibGuide homepage last year. So far in the 2020-21 academic year, 25,235 LibGuide views were recorded May 2, 2021. In addition, 3,522 users viewed the LG homepage during that time. However, many LibGuides are linked from other Guides and from course Moodle pages, so not every user needs to use the LibGuides homepage.

Based on the analysis of the AC 2019-2020 LibGuide statistics, the reference and information literacy department made the following changes in AC 2020-2021 to drive the cycle of improvement: ongoing revision, creation of needed new Guides, continuation of announcements in Messenger and Student Messenger. As a result of these changes, in AC 2020-2021 the new target was close to being met.

Decision for 2021-22: So far in AC 2020-2021 the target was close to being met. Based on the analysis of the AC 2020-2021 results, the information literacy faculty will implement the following changes in AC 2021-2022 to drive the cycle of improvement: Survey the faculty about their use of LibGuides and their willingness to both encourage their use and include pertinent links in their course Moodle. These changes should improve the student's exposure to LibGuides, thereby continuing to push the cycle of information literacy improvement forward. The aggregate statistical results show more

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than twice as many uses as students enrolled at NSU. However, they do not show how many individuals use LibGuides, because some users may visit the site more than once. (The stats register only the total number of Guide views, not unique users.) Neither do the LG stats distinguish between students and other users. However, it is unlikely that faculty and administrators account for more than a few of those users, and highly unlikely that many non-NSU people are using them, except for the "Guide during the COVID-19 Situation."

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

Assessment tool: Survey via email, sent May 3. To protect privacy--no names will be recorded.

How helpful was your individual research consultation with the librarian?

Very Somewhat A little. Not at all.

Has your thesis progressed to your satisfaction since that meeting?

Very Somewhat A little. Not at all.

Have you encountered any difficulty in the research process since then?

Very Somewhat A little. Not at all.

Other comments:

"The research consultation was really helpful!"

"Thanks for your help with my research and for helping me to be more confident in my work!"

" I hadn't even considered finding the opposing viewpoint of my main subject of focus or realized the majority of my sources were one-sided until our meeting....I know my proposal still has a lot of room for improvement but it has definitely gotten much better since we met....I've been able to find a lot of new sources since our meeting and included the two books you showed me in my historical background."

Finding: Target for 60% completion rate was not met but satisfaction target was met with 100% of respondents saying their consultation was "very helpful."

Analysis: In AC 2019-2020, there was no data due to COVID-19. For comparison, the 2018-2019 statistics will be used here. Eighteen students responded to that year's survey, for a 53% response rate. Sixteen rated their consultations helpful, for an 89% success rate. The plan for 2019-2020 was to repeat the survey in the spring semester, but due to the pandemic lockdown, it was not possible to contact the students who had research consultations. In 2020-2021, nineteen student responses were received. (The questions were slightly changed.) As a result of these changes, in AC 2020-2021, only ten of nineteen students responding--52.6%, 7.4% less than the target. Satisfaction target was met with 100% of respondents saying their consultation was "very helpful."

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These changes showed that students benefited from individual consultations with a librarian.

Decision for 2021-22: In AC 2020-2021 the satisfaction target was met. For 2020-2021, the questions were slightly changed. Nevertheless, there was a 5% increase in individual research consultations from 2018-19 to 2020-21. Based on the analysis of 2018-19 results and the absence of AC 2019-2020 data, the instruction librarian made the following change in AC 2020-2021 to drive the cycle of improvement: sent out a simplified survey.

Comprehensive Summary of Key Evidence of Improvement Based on the Analysis of 2019-2020 Results. The following changes were made in LibGuides for 2020-21: ongoing revision, creation of needed new Guides, and continuation of announcements in Messenger and Student Messenger. For research consultations the simplification of the survey was implemented to increase student responses. Although the COVID-19 pandemic directly affected library instruction, the usage of LibGuides remained about the same for both time periods. The number of Research Consultations was negatively impacted by COVID-19, but the satisfaction level of students who requested Research Consultations remained high. There was a 5% increase in individual research consultations from 2018-19 to 2020-21. Based on analyses of the above results, the evidence seems to show that academic library instruction at Watson Library continues to benefit those who take advantage of it, but that not enough do so.

Plan of Action Moving Forward.

Measure #1, LibGuide usage. Based on the analysis of the AC 2020-2021 results, the information literacy faculty will implement the following changes in AC 2021-2022: survey the faculty about their use of LibGuides and their willingness to both encourage their use and include pertinent links in their course Moodle. These changes should improve the student's exposure to LibGuides. The following changes will continue to drive the cycle of improvement: ongoing revision, creation of needed new Guides, and continuous announcements about changes and new Guides in Messenger and Student Messenger. 5% increase of usage will continue to be the target.

Measure #2. Individual research consultations. The plan for 2019-2020 was to repeat the survey in the spring semester but due to the early pandemic lockdown, it was not possible to contact the students who had research consultations. Based on the analysis of the AC 2020-2021 results, the following changes will be implemented in AC 2021-2022: the survey will be sent out earlier, perhaps with the highest category split into "exceptionally" and "very" for more precise reporting. Comments from the emails will be considered for formative assessment. Follow-ups will be made to students who indicate they are having difficulty. These changes will improve the student's ability to consult with a librarian about thesis work.

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

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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 2020-21 the target was met with total consultations increased from 100 to 141.

	2019-2020	2020-2021	+/-	Percent
Classes	35	57	+22	66% increase in number of classes
No. Students	587	559	-28	5% decrease in number of students trained

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, Rayyan Systematic Reviews (software analysis) instruction and RevMan5 (software analysis) instruction to meet the 50% targeted increase.

Measure 3.2. Select students and faculty for satisfaction after research consultations to determine an **85% satisfaction with professional consultations** using a short questionnaire developed by the Library Teaching Faculty.

Finding: Target was not met.

Analysis: In 2020-2021 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. 85% 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. Students preferred in

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person consultations versus WebEx consultations; many students are not comfortable with WebEx technology.

Decision, action or recommendation Based on the comparison of 2019-2020 and 2020-2021 results, the following actions will take place in seeking improvement. 1) Examine Faculty Survey from LRITS committee to gather feedback and find ways of improving student participation in research consultations. 2) contact nursing coordinators quarterly to gather input. 3) Send a bi-monthly electronic newsletter with instructional training links and a result consultation form to put in the class Moodle Shell. 4) Distribute a library needs assessment survey to Fall Nursing and Allied Health students through the Student Services Coordinator 5) Aligned the library questionnaire with Assessment SO3 Measure 2.2.

Comprehensive Summary of Key Evidence of Improvement Based on the Analysis of 2019-2020 Results. In 2020-2021 library faculty promoted research instruction in library instruction classes, revised and further developed the Nursing LibGuides, mailed a monthly newsletter to faculty, emailed faculty with links to online class signups and advocated research consultations in meetings with nursing faculty and allied health faculty. All of these activities resulted in a 98% - 100% success rate.

Plan of action moving forward. 1) LITRC, Nursing and Allied Health Instructors have suggested video tutorials and PowerPoint training are replicated in Moodle Shells and on the CONSAH Professional Training web pages to provide students 24 X 7 on-demand access at their point-of-need for training. 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 email and email of library consultation marketing information on a quarterly basis.

Primary Responsibility: Sherri Voebel, Head of Nursing Library

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 15% increase from last year's target numbers.

Finding: Target was met.

In AC 2019-2020, the NSU Leesville/Ft. Polk Library had 118 reserve items and 41 library research items, totaling 159 reserve materials all together. Reserve materials were utilized 134 times between July 2019 and May 2020. In AC 2020-2021, faculty reserves had 115 reserve materials and 18 library research items, giving a total of 133 reserve materials, available to the students.

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Leesville Reserve Statistics July 2020-May 2021	
Reserve Monthly Checkouts	
July	1
August	8
Sept	9
Oct	13
Nov	4
Dec	9
January	2
February	0
March	e-reserve checkout-- 310
April	20
May	0
Total	376

Analysis: Based on the analysis of AC 2019-2020 faculty use of course reserves decreased from 237 checkouts to 134, which was a decrease of 57%. This enormous decrease in usage was caused by the COVID-19 pandemic that swept across the nation. Total usage of course reserves by students over the AC 2020-2021 increased by 236 check outs, majority being reserve materials posted online via social media. Usage went from a 57% decrease in 2019-2020 to a 36% increase in 2020-2021. The 2019-2020 plan of action was to improve the course reserve holdings and to increase visibility, marketing, and usage of reserves to faculty and students. Specifically targeting marketing to adjunct and new faculty who may not have been aware of the course reserve section in the library through the creation of promotional materials. The steps taken to increase usage included library flyers, professor welcome letters, library brochures, e-mails to professors, and social media advertisements and posts.

Decision. Implementing the plan of action from AC 2019-2020 to improve the course reserve holdings and to increase visibility, marketing, and usage of reserves to faculty and students resulted in a decrease of 26 items (-84%). This large reduction in reserve holdings is in part because library staff revamped the reserves section and pulled unused materials from the shelves and returned them to their normal locations. However, despite the drop in reserve holdings, check out numbers for AC 2020-2021 increased by 36% due to students' electronic reserve usage through Facebook. Based on the analysis, the evidence reflects that students and faculty do not use the reserve resources available to them within the confines of the physical library. However, there could be several factors as to why this could be. The first being is that they are not allowed to touch the books or the scanner right now due to COVID-19. Secondly, they

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could be fearful of coming into the library because of the COVID-19 virus. Finally, they could be uncomfortable with all the restrictions set in place due to COVID-19. It is because of this that the library has decided to continue to monitor the reserves and to work closely with all current and new faculty to provide needed course materials to serve our student population by providing the professors with flyers, brochures, and e-mail reminders about the library's course reserves. The library will also continue to provide any additional reserve materials both physically and electronically that may be helpful for student research. The recommendation is to decrease target percentage numbers for AC 2021-2022 from 15% to 5%.

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 10%.

Finding: Target has not been met.

In AC 2019-2020, surveys were distributed to 10 faculty and adjunct members with 4 completed and returned, which was 41% less than the previous year. The surveys sent out in AC 2020-2021 were distributed to 11 faculty and adjunct members with only 3 completed and returned. A decrease of 1.3% of surveys from last year. Of the completed surveys 3 faculty responded "yes" and none replied "no" to putting course materials on reserve. Of the 3 respondents, 3 reported "yes" to reserves being useful and none of them replied "no." 2 professors reported that their students find the reserves useful while one professor reported that his/her students do not find them all that useful.

Leesville Reserves Faculty Survey April 2021 (11 Sent Out / 3 Completed)								
Questions					Yes	No		
Do you put course material on reserve in the library?					3			
Do you find course reserves useful?					3			
Do your students find them useful?					2	1		
How can we improve course reserves for you and your students?								
					Totals	8	1	

Analysis: In AC 2020-2021, the target increase of 10% was not met with respondents in returned surveys from AC 2019-2020. Data suggests that the survey response rates decreased by sending it out in April. Based on feedback from the surveys sent out, the

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professors have positive responses about the reserves, but many of them do not use this library resource available to them and their students.

Decision: The plan of action moving forward is to continue 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. Additionally, promotion of the library reserves and services will continue throughout the semester by utilizing popular media sites such as Facebook and Twitter to keep faculty and students aware of the materials we have on our reserve shelves. Library staff will also continue to create research tip sheets and other resources to post online. The main objective is to increase reserve visibility and usage statistics by faculty and students through the employment of social media. However, with fewer faculty requiring textbooks and the statewide focus on open educational resources (OER), the recommendation is to lower the measure from 10% to 5%. To improve survey response rates and alleviate 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 2019-2020 Results. The Leesville Library worked closely with current and new faculty to provide additional library collection course reserve materials to better serve the NSU Leesville student population. The target of 15% was met mainly due to library staff creating and posting library research help tip sheets on social media sites. Library staff scanned reserve materials and sent the pages needed to the patrons via e-mail or we printed the materials out for the patrons to pick up at the circulation desk. Library manager also personally visited the offices of the professors on campus to see if they would like to place anything on the reserve shelves or if they needed anything. Assistant library manager also posted flyers around campus about the reserve materials available.

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 may not be aware of the course reserve section in the library by continuing to create promotional materials to include each semester on call meetings. Additionally, the library will promote the use of reserves throughout the semester by utilizing social media to keep faculty and students aware of the materials we have on our reserve shelves as well as promote the tip sheets we have physically available on the shelf. The library will 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 15% will be decreased to 5% for the AC 2021-2022 assessment.

Finally, it is recommended that based on feedback from the surveys to lower Measure 4.2 from 10% to 5% for the AC 2021-2022 assessment to reflect the changing need of faculty and adjunct professors. The primary goal remains to increase faculty

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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 2020-2021 the target was met. The number exhibits increased by 8 for a total of 28 which met the target of 10% increase. As noted in the 2019-2020 Assessment under Plan of Action moving forward and due to the COVID-19 pandemic, exhibits were held online through social media platforms including Twitter, Facebook, Pinterest, and Instagram. By launching into a fully online exhibit presence in 2020-2021, NSU CGHRC added 4 new exhibit venues and 102 new postings. These venues involved posting specific manuscript and rare book holdings from the Research Center to themed archive and rare book venues including US National Archives Hashtag Parties, Throwback Thursdays, and Days of Celebration. In addition, the CGHRC posted a new series of 3 themed digital exhibits. The most comprehensive statistical information, demonstrating how many people interacted with an exhibit, was the total impressions statistic. Consequently, total impressions statistics were used for this report. In 2019-2020, there were 9,720 people who interacted with the exhibits. In 2020-2021, there were 46,907 total impressions, a growth of 37,187 reaching a wide age range and diverse population of people.

Decision. Although the 2020-2021 online social media exhibits were extremely successful and exceeded the target, the online social media exhibits were extremely time consuming for the one faculty person who was tasked with all the phases of each exhibit and posting including the selection process, the care and handling of each item, watermarking, researching copyright issues, crafting informative and concise explanations, mounting the exhibit, and managing the posts. During COVID-19 restrictions that included months of working from home to limited face-to-face researchers, the online social media exhibits served as the CGHRC public outreach interface. With COVID-19 restrictions easing in late spring of 2021 and more face-to-face researchers and university classes making appointments in the CGHRC, online social media exhibits became more difficult to post and continue to manage. In addition, NSU Freshman/Parent Connection days and fall conferences began inviting exhibitors to their face-to-face events. Taking into consideration the labor intensity of online social media exhibits and the positive outlook of face-to-face exhibits, the CGHRC will decrease its online social media exhibit presence and increase its face-to-face traveling

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exhibit presence and hopes to reach out to future and current students and faculty with onsite exhibits, receptions, and book/author events during 2021-2022.

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

Finding. Target was met.

Analysis. In 2019-2020, 150 paper-based impact surveys were answered at 9 face-to-face traveling exhibits and all agreed that the exhibits were informative and a beneficial component of the event. In 2020-2021 with the online social media exhibits and COVID-19 restrictions, paper-based surveys were not an option and gathering numbers on emoji signs from thumbs up to love were too time consuming to gather. Instead, the most consistent and overall statics gathered were total impressions. In 2019-2020, there were 9,720 people who interacted with the exhibits. In 2020-2021, there were 46,907 total impressions, a favorable growth of 37,187 reaching a wide age range and diverse population of people.

Decision. Due to the COVID-19 restrictions, the 2019-2020 decision was to move to online/social media exhibits. In 2019-2020, the CGHRC staff noted that online/social media exhibits canvassed a broader audience providing a rich glimpse into a rural area of Louisiana that most of the world may have known existed. However, during 2020-2021, the CGHRC staff heard from and communicated with students, faculty, local and regional folks who viewed our traveling exhibits and exhibits in the CGHRC before COVID-19 and voiced their positive comments about moving back to our traveling exhibits and exhibits in the CGHRC after COVID-19 restrictions were lifted. As the COVID-19 restrictions were lifted in 2021, the CGHRC staff noticed that researchers who came to the Center missed viewing our exhibits in the Center and asked when the Center would have exhibits and book/author receptions again. Consequently, as the COVID-19 restrictions ease, the CGHRC will participate more with face-to-face exhibits and offer surveys to those who view the face-to-face exhibits in 2021-2022. Furthermore, the CGHRC will add the in house exhibits and book/author events into the assessment along with offer a survey to those who visit the events in the Research Center.

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

Finding. Target was met.

Analysis. In the 2019-2020 Assessment report, under Measure 5.3, within the Decision section, it was noted that in 2020-2021, favorable replies would be in the form of acceptance to participate, not being blocked, and continued participation instead of favorable appraisal letters. Taking this into consideration in 2020-2021, the CGHRC was accepted into all online social media events and never blocked; consequently, the target was met.

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Decision. Along with the easing of COVID-19 restrictions in 2021-2022, events coordinators are easing away from formal letters to using their phones to text message and email exhibitors. Consequently, the CGHRC will rely on replies in the form of emails, social media replies, and text messages. In 2021-2022, social media exhibits replies will continue to be in the form of acceptance to participate, not being blocked, and continued participation.

Comprehensive Summary of Key Evidence of Improvement Based on the Analysis of 2019-2020 Results. As discussed in the 2019-2020 assessment report Summary, the COVID-19 pandemic and restrictions moved many event venues online. Consequently, the CGHRC moved to an online presence and sought new online venues. Although the CGHRC was successful with the online social media exhibits in 2020-2021, student, faculty, staff, and local and regional researchers looked forward to viewing the CGHRC face-to-face traveling exhibit, in house exhibits and book/author events as COVID-19 restrictions are lifted in 2020-2021. Moreover, the online social media exhibits created more work for the CGHRC dedicated faculty person especially when one considers the process of watermarking each image and checking the copyright of each image before mounting the image on the social media site and tangible feedback was difficult to gather. Taking in consideration COVID-19 and the adjustments the CGHRC staff quickly made to move to all online social media exhibit presence, 2020-2021 was a very successful year.

Plan of Action moving forward. In 2021-2022, the CGHRC will continue to seek online platforms to exhibit and showcase the rich and diverse resources of the CGHRC; however, the CGHRC looks forward to hosting exhibits in the CGHRC with opening exhibit reception, book/author events and curating traveling exhibits at face-to-face to venues.

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.

Methodology: Includes the promotion of select resources through instruction, presentations, promotional materials, email, and social media. The DVD collection will feature monthly displays in the library with posts and photographs on the library's social media platforms.

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.

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Finding. Target was not met.

Analysis. In AC 2020-2021 the target was not met. Accurate measurement of the Learning Express database statistics was not possible due to COVID-19 and the move to online and hybrid face-to-face and virtual studies. Database searches in Learning Express decreased 21.97% to 1858 for AC 2020-2021 from 2381 in AC 2019-2020. Based on analysis of the AC 2019-2020 results, the plan of action in 2020-2021 was to promote library resources through instruction, presentations, handouts to UNIV1000 classes, and targeted outreach at events like Freshman Connection. A modified plan consisted of promotion through emails sent directly to UNIV1000 instructors with tutorials and handouts, promotion on Messenger, and face-to-face outreach at Freshman Connection beginning in May 2021. Measures to market and promote Learning Express were implemented in AC 2020-2021, however, at a modified and reduced level of direct contact, leading to a decrease of 21.97% in usage. As a result of these changes, the target was not met.

Decision. Based on the analysis of 2020-2021 results, the department will implement the following changes in 2021-2022 to drive the cycle of improvement. Progress was started with a face-to-face Freshman Connection event held in May 2021. Targeted outreach and promotion methods that began last year will be implemented in the Fall semester of 2021 to reach new students, faculty, and support services. Usage statistics will be measured against 2020-2021 database usage statistics to evaluate improvement in student and faculty use of Learning Express. A targeted increase of 10% will be retained for 2021-2022.

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 was met.

Analysis. In 2020-2021 a target increase of 10% was met and exceeded. As the measure was developed for the department late in the 2019-2020 academic year a total of 31 checkouts were documented. Checkout of library DVDs for AC 2020-2021 was 68 checkouts with an increase of 119.35% from AC 2019-2020.

Based on analysis of 2019-2020 results, the plan of action in 2020-2021 was to concentrate on promoting and marketing the DVD collection to faculty and students. Additionally, social media would be used to feature new monthly displays to create interest in the collection and increase checkouts. COVID-19 restrictions impacted the ability of physical displays and browsing; however, DVDs were featured on the library's social media platforms. Even with the COVID-19 restrictions and fewer face-to-face interactions, the DVD collection checkout statistics exceeded last year's checkouts of 31 by 119.35% or 68 checkouts.

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Decision. Based on the analysis of 2020-2021 results, it is recommended that 2020-2021 usage statistics be measured against the 2021-2022 checkout statistics to evaluate consistent improvement in student and faculty use of the DVD collection. The plan of action moving forward is to continue to concentrate on promoting and marketing the DVD collection to faculty and students. New displays will be created monthly, now that restrictions have been lifted, and additional marketing will take place on the library's social media platforms. The goal is to increase the DVD collection visibility and usage statistics by 10% for 2021-2022.

Comprehensive Summary of Key Evidence of Improvement Based on the Analysis of 2019-2020 Results. In 2020-2021 the target was met and exceeded for measure 6.2, however, measure 6.1 failed to meet the 10% increase benchmark. Both measures were developed late in the academic year due to the hiring of a new department head and the creation of new measures. The effect of COVID-19 on face-to-face instruction and limited access to physical materials impacted the assessment statistics. While some progress has begun with promotion through Freshman Connection and instructor emailed tutorials and handouts, more focused and face-to-face outreach will be implemented in 2021-2022.

Plan of action moving forward. The plan of action moving forward includes the Serials, Media, and Electronic Resources Librarian implementing measures to increase the visibility of the library database Learning Express, and the DVD collection. Methods include actively marketing and promoting library resources through instruction, emails to UNIV1000 instructors, creating promotional materials, and outreach at targeted university events like Freshman Connection. The librarian will also create monthly displays of DVD materials. Learning Express as well as the displays will be featured on library social media platforms. The goal of outreach is to drive continuous improvement of collection visibility and usage by faculty and students. The target of a 10% increase will be retained for the AC 2021-2022 assessment.

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, accuracy, and efficiency will ensure the library patron's successful retrieval of information, sources, and research.

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

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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 not met.

Analysis: In AC 2019-2020, the target was not met. All numbers were carried over due to Nursing Accreditation responsibilities and mandatory COVID-19 protocols. Based on the analysis of 2019-20 results instead, a total of 100% of all new NSU Dissertations took priority and were originally cataloged and are now in the system. The following changes will be implemented in 2020-2021: use of reports and global edit projects will enable 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 2020-21, in 2021-2022, all recently submitted NSU dissertations NOT in the OPAC will still 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. In 2021-2022, with the lifting of COVID-19 protocols, the Cataloging Department will resume updating all NSU Dissertation that are existing MARC records as time permits.

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 2019-20, the target was not met. Due to Nursing Accreditation responsibilities and following the mandatory COVID-19 protocols which required quarantining of any materials pulled from the stacks. 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 that 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 book 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 2020-2021, in 2021-2022, the target rate of 70% will be lowered to 30%. The target rate is decreased also due to not knowing an accurate count of Theses that come in each Spring, we cannot give an

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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 for library users. The older ones are already in the online catalog, therefore, making them accessible to some extent– even if the bibliographic record is incomplete.

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 2019-20, the target was not met. Due to Nursing Accreditation responsibilities and following the mandatory COVID-19 protocols which required quarantining of any materials pulled from the stacks. Based on the analysis of the 2019-20 results, the following changes will be implemented in 2020-2021 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 2020-2021 results, the plan of action in 2021-2022 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 2019-2020 Results. Beginning in Fall of 2020, 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 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

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2019-2020 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. Now that COVID-19 restrictions and protocols are being lifted and Nursing has successfully been awarded Accreditation, the cataloging department will resume the correcting of existing records in the ILS System. 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. Also remaining a priority, all newly bound and uncatalogued items. Due to COVID-19 protocol restrictions, I made the decision to hold off for one year in scheduling a meeting with personnel in the Graduate Office. Moving forward in 2021-2022, a meeting will 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. This objective has not been met.

Analysis: In AC 2019-2020 the target was to investigate the purchase of an electronic reserves system. We investigated the pricing of electronic reserves systems and—given the current and possibly future financial straits of the university—an ERS was not considered feasible.

In response, the NSU Libraries applied for the LOUIS Consortium's Open Textbook Pilot program (<https://louislibraries.org/news-events/newsroom/open-textbook-pilot>), which would have provided a similar service and at significantly lower cost. In February of 2021, we were informed that our application was rejected. The NSU Libraries will apply for the next round of grant funding later this calendar year. As a result of these events, our target was not met.

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Decision. In AC 2019-2020, the target was not met. Based on the analysis of the AC 2019-2020 results the NSU Libraries will implement a new measure which does not rely on outside funding, **Measure 8.2** (see below).

Comprehensive Summary of Key Evidence of Improvement Based on the Analysis of 2019-2020 Results.

SO	Measure	Key Evidence
1	1	Queried other libraries and vendors concerning the cost of an electronic reserve system.
	2	Applied for LOUIS Open Textbook Pilot program and was rejected.

Measure 8.2 Beginning June 8th, 2021 the NSU Libraries will present an improved library catalog interface (https://nsula.ent.sirsi.net/client/en_US/). The changes are intended to enhance the overall usability of the Enterprise catalog through ADA compliant color contrasts, improved sizing and placement of page elements, and increased font sizes.

These changes will improve the student's ability to access the library catalog using both desktop and handheld devices without compromising readability or creating a hardship for students that are colorblind or otherwise sight-impaired.

Plan of Action Moving Forward.

SO	Measure	Plan
2	1	Work with staff in the department of Electronic and Continuing Education and the Office of Accessibility and Disability Support by designing and implementing a usability survey. The survey will assess whether different colors, font styles, or page elements should be integrated into the Enterprise pages.
	2	Re-apply for next round of LOUIS Open Textbook Pilot grants.

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