

Assessment Cycle 2025 – 2026

Northwestern State University Libraries

Prepared by: Dr. Megan Lowe, Director of Libraries

Date: June 18, 2026

Approved by: Dr. Greg Handel

Date:

University Mission. Northwestern State University is a responsive, student-oriented institution committed to acquiring, creating, and disseminating 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.

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

Methodology

The assessment process includes four steps:

- (1) Data from assessment tools (both direct and indirect, quantitative, and qualitative) are collected and returned to the library director.
- (2) The library director, assisted by department heads, will analyze the data to determine whether the applicable outcomes are met.
- (3) Results from the assessment will be discussed with the appropriate staff.
- (4) The library director, in consultation with the staff and senior leadership, will determine proposed changes to measurable outcomes, tools for the next assessment period, and, where needed, service changes.

Service Outcomes.

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

Measurement 1.1. Record and monitor statistics from the 2024-2025 and 2025-2026 statistical reports on reference, circulation, interlibrary loan, and database usage as obtained from Watson Memorial Library. No increase was intended to be assessed,

Assessment Cycle 2025 – 2026

as concerns around the accuracy of the numbers being reported gave rise to the notion that University Libraries was attempting to compare apples and oranges, making any attempt enable increases may be futile. While increases/decreases are being noted in the following table, along with the percentage of change, these numbers are part of the monitoring effort and not meant to be indicative of success or failure.

Service	2025-2026	2024-2025	+/-	%
Reference	2,108	2,293	-185	-8.1%
Circulation	7,103	4,964	+2,139	+35.5%
Interlibrary Loan (ILL)	1,703	1,328	+375	+28.2%
Database Access	8,743,607	9,892,469	-1,148,862	-12.3%
Gate Counts	75,057	81,620	-6,563	-8.4%

Finding. The target was met.

Analysis. In AC 2024-2025 the target was met. The focus turned from increases to simply monitoring and recording statistics because of concerns about apples-to-oranges comparisons. University Libraries simply recorded statistics during the AC 2025-2026 year and will likely do that moving forward. Based on the AC 2024-2025 results analysis, library personnel recorded and reported statistics with the addition of adding gate counts to the monthly reported statistics with a view towards adding them to the annual report. All statistics were recorded and reported to the Director of University Libraries. Gate counts from Watson Library remained a part of the statistics monitored.

As a result of these changes, in AC 2025-2026, the target was met.

Decision. In AC 2025-2026, the target was met. Based on the 2025-2026 results analysis, the decision has been made to continue to monitor these statistics and abstain from recommending increases. Gate count numbers will remain a part of the statistics being monitored. University Libraries will also begin tracking uses of the Watson Parking Lot, as the Watson Parking Lot is popular with recognized student organizations (RSOs) for fundraising events like carwashes and stationary rowing.

It should be noted that the LOUIS consortium, of which University Libraries is a member, is in the process of migrating its shared library services platforms (LSP). The new LSP,

Assessment Cycle 2025 – 2026

ALMA, may have the capacity to help track and provide more accurate reporting. This circumstance also advocates against looking for increases in usage and simply continuing to monitor these numbers.

Measurement 1.2. Update library policies and job descriptions. Library policies have not been updated consistently since 2016 (as far as can be determined), and several policies no longer seem relevant and therefore in need of elimination. Therefore, continuing from the 2024-2025 cycle, the University Libraries policies will be reviewed and updated. Similarly, it does not appear that University Libraries job descriptions have been updated with anything resembling regularity. Therefore, for the 2025-2026 cycle, position descriptions for all University Libraries jobs were reviewed and updated.

Finding. The target was not met.

Analysis. In AC 2024-2025, the target was not met. However, progress was made on updating policies. University Libraries personnel have been involved in the process of reviewing policies and offering feedback and input. Policies have been assessed in terms of relevance and are still being discussed. A shared tracking document was created that guides discussion and updating efforts.

As a result of these efforts, in AC 2025-2026, the target was not met.

Decision. In 2025-2026, the target was not met. Based on the analysis of 2025-2026, University Libraries will implement the following plan. The review and revision of policies will proceed until complete. The intention is for all policies to be reviewed by the end of Summer 2027, revised where appropriate, and archived where unnecessary or unneeded.

Comprehensive Summary of Key Evidence of Improvement Based on the Analysis of Results. All of the statistics selected for monitoring for Measurement 1.1 were recorded and reported, meaning the target was met. There was concern that the reporting methods may be at fault (apples-to-oranges) and may need to be reconsidered, meaning recommendations for increasing numbers may be complicated. Therefore, University Libraries intends to continue to record and report numbers. All job descriptions were reviewed and submitted for approval, but not all policies have been reviewed and/or revised at this time.

Plan of Action. With regard to Measurement 1.1, University Libraries suspends the pursuit of increases in numbers and for the next year (at least) only monitor and record the current set of statistics. The implementation of a new LSP may affect how statistics are obtained, so monitoring remains the most judicious approach. University Libraries will also begin tracking event uses of the Watson Parking Lot, as the Watson Parking Lot is popular with recognized student organizations (RSOs) for fundraising events like carwashes and stationary rowing.

With regard to Measurement 1.2, the policies will be examined until all policies are

Assessment Cycle 2025 – 2026

reviewed, retained or discarded, and updated to reflect current practice. They will then be submitted for approval to the appropriate authority on campus (Academic Affairs for policies).

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

Assessment Cycle 2025 – 2026

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

Measure 2.1. Students will use online LibGuides to obtain or supplement instruction in library resources, research methods, and information literacy. A 5% increase in total LibGuide usage is the target metric.

Finding. The target was not met.

Analysis. In AC 2024-2025, the target was not met. In AC 2024-2025, the total number of LibGuide all-page views for the academic year totaled 17,382 views, and the LibGuide homepage user views totaled 2,006. In AC 2025-2026, LibGuide all-page views totaled 16,076, which was a decrease of 7.5% from the previous year. LibGuide homepage views for AC 2025-2026 totaled 1,974, representing a 1.6% decrease; the target increase was not met. However, it must be noted that due to the report deadline, statistics are not calculated for half of June and all of July.

Based on the analysis of the AC 2024-2025 results, the library teaching faculty's plan of action for AC 2025-2026 to drive the cycle of improvement included deleting or revising outdated Guides and creating new Guides by subject and class. Additionally, the teaching faculty would promote the updated LibGuides through classroom instruction and faculty collaboration. LibGuides have been reorganized by subject, and progress has been made on deleting and revising outdated information. LibGuide statistics decreased in both areas from AC 2024-2025; however, the project is still ongoing, and due to new WCAG 2.1 accessibility requirements, librarians responsible for LibGuide revisions and updates could not implement last year's Plan of Action.

Consequently, the target was not met.

Decision. Based on the analysis of the results from AC 2025-2026, in AC 2026-2027, the library teaching faculty will continue revising Guides and creating new Guides following the new WCAG 2.1 accessibility requirements to drive the cycle of improvement. Once completed, the teaching faculty will promote the updated LibGuides through classroom instruction and faculty collaboration. No target usage increase will be set for AC 2026-2027 due to the changing accessibility requirements and the need to update LibGuides.

Measure 2.2. Students 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 survey completion rate of 60% and a 70% session satisfaction rating of "good" or "excellent".

Assessment Cycle 2025 – 2026

Finding. The targets were met (survey completion) and met (satisfaction rating).

Analysis. In AC 2024-2025, students completed and returned 67% of the surveys. Research consultation surveys received a rating of “excellent” on 100% of completed surveys, with library instruction receiving a rating of “very satisfied” by 84% of respondents. Based on the analysis of the AC 2024-2025 results, the library teaching faculty implemented the following changes to drive the cycle of improvement: both the research consultation survey and library instruction surveys created in Microsoft Forms were used to measure session satisfaction. Both forms were administered through email, with a survey completion rate of 60% and a 70% session satisfaction rating of “good” or “excellent” as the target for AC 2025-2026. The library survey forms were completed at 65%, with 100% of respondents reporting a rating of “excellent” on the research consultation surveys, and 86% “very satisfied” on the library instruction surveys, exceeding the completion rate of 60% and 70% session satisfaction targets.

Decision. Based on the analysis of the results from AC 2025-2026, in AC 2026-2027, the library teaching faculty will implement the following changes to drive the cycle of improvement: both the research consultation and library instruction surveys created in Microsoft Forms will continue to be used to measure session satisfaction; however, both forms will be modified in length. Both surveys are useful tools for developing greater instruction and reference services and measuring patron satisfaction. These forms will continue to be administered through email. A survey completion rate of 60% and a 70% session satisfaction rating of “good” or “excellent” will be maintained for AC 2026-2027.

Comprehensive Summary of Key Evidence of Improvement Based on the Analysis of Results. The library teaching faculty's plan of action for AC 2025-2026 to drive the cycle of improvement included deleting or revising outdated Guides and creating new Guides by subject and class. Additionally, the teaching faculty would promote the updated LibGuides through classroom instruction and faculty collaboration. However, the target of a 5% increase in LibGuide usage was not met due to several factors, including the need to revise all LibGuides to WCAG 2.1 accessibility standards. Due to LibGuide revisions and updates not being finalized, the teaching faculty could not fully implement the plan to promote LibGuides through classroom instruction or faculty collaboration. However, the target completion measure of 60% for the library surveys was met with 64% of surveys completed and returned by students, with 100% of respondents reporting a rating of “excellent” on the research consultation surveys, and 86% “very satisfied” on the library instruction surveys, exceeding the completion rate of 60% and 70% session satisfaction targets.

Plan of Action Moving Forward. The LibGuide administrator will continue revising Guides and creating new Guides by subject and class to drive the cycle of improvement. Additionally, the teaching faculty will promote the updated LibGuides through classroom instruction and faculty collaboration once WCAG 2.1 accessibility standards are completed. For assessment purposes, the research consultation satisfaction survey will be retained, as well as the library instruction satisfaction survey. Both surveys will be administered electronically through Microsoft Forms.

Assessment Cycle 2025 – 2026

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

Assessment Cycle 2025 – 2026

SO 3. Library faculty at the Shreveport Nursing Library in the College of Nursing and Allied Health (CONSAH) provides individual research consultations and delivers library instruction in person, online, and in hybrid formats. These services support nursing and allied health students and faculty by: (1) Assisting with identifying the most appropriate resources for conducting basic research and comprehensive literature reviews; (2) Training students in the PICO (Population, Intervention, Comparison, Outcome) process; (3) Teaching students how to evaluate evidence-based research; (4) Enhancing understanding of qualitative and quantitative research methodologies; and (5) Providing instruction on the use of systematic review software and citation management software.

Measure 3.1. Increase the number of CONSAH students utilizing research consultations across all Nursing and Allied Health programs at the Shreveport, Natchitoches, Leesville, and Alexandria campuses. Target / Key Performance Indicator (KPI): Achieve a 50% increase in student research consultations compared to the prior year. Benchmark: Performance will be measured against the actual number of consultations conducted, based on a 12-month rolling average tied to fall enrollment data.

Finding. The target was not met.

Analysis. AC 2025–2026, the target was not met. The percentage of students utilizing library consultations declined. Despite an increase in CONSAH enrollment from 2,423 students in Fall 2024 to 2,463 students in Fall 2025, representing an increase of 40 students (1.65%), the number of library consultations decreased significantly. Library consultations declined from 54 in the previous year to 34 (a decrease of 37%). This suggests that factors other than enrollment growth may have influenced student engagement with library consultation services during the assessment period. One possible contributing factor is the rapid growth in the availability and use of AI-based tools, which many students now use to develop initial research ideas and outlines. As these tools have become more sophisticated, widely adopted, and increasingly capable of generating cited content and identifying relevant scholarly sources, students may perceive less need to seek assistance from librarians during the early stages of the research process. This shift may have contributed to the lower-than-expected utilization of library consultation services (see Figure 1).

Although the CONSAH Library Teaching Faculty expanded its traditional outreach efforts to promote consultation services, utilization remained below the established target.

Decision. In 2025–2026, the target was not met. As a result, the CONSAH Library Teaching Faculty will recommend that the target be adjusted to a 15% increase. The Teaching Faculty will further recommend that the CON-SAH Learning Resource Information Technology Committee revise the student satisfaction survey to include a question that measures student utilization of project consultation services. Based on findings from the 2025–2026 assessment cycle, the CONSAH Library

Assessment Cycle 2025 – 2026

Teaching Faculty will enhance marketing and outreach efforts to increase student awareness of library consultation services and their value in supporting academic success. To improve access and encourage participation, the library's online appointment request form will be promoted more broadly, and the booking link will be distributed to all instructors for sharing with their students. This approach will allow students to schedule consultations at their convenience. These initiatives are intended to increase student engagement with consultation services and help achieve future participation goals.

Measure 3.2. Increase student participation in face-to-face, online, and hybrid library instruction sessions. Instruction areas include database searching, citation management tools, and systematic review software.

Finding. The target was not met.

Analysis: In 2025–2026, the outcome exceeded the previous year's performance; however, the established target was not fully achieved. This finding suggests that the implementation strategies were effective in increasing library instruction activity. The number of library instruction sessions increased from 1,456 in 2024–2025 to 1,540 in 2025–2026, representing an increase of 84 sessions, or 5.8% (See Figures 2, 3, & 4).

Although this increase reflects growth, it falls short of the 50% growth target and indicates only modest improvement in student and faculty engagement with library instruction services.

This was the fourth year that CONSAH library faculty actively promoted Microsoft Stream video training and SharePoint slide presentations to Nursing and Allied Health instructors. Undergraduate instructors included video training links for CINAHL, PubMed, and PICOT resources in their Moodle course shells, while graduate instructors also incorporated Microsoft Stream training videos for Rayyan.AI. In addition, the instructional librarian promoted APA citation and bibliographic training materials through LibGuides to all students. Nursing administrators at each campus who oversee TEAS testing introduce prospective clinical nursing students to the CONSAH Library faculty, creating an early connection to the NSU Nursing Program. A pre-clinical Webex is then scheduled to familiarize students with library resources and preparatory databases that support their academic success. We will continue this outreach effort to engage students early in their nursing education and promote awareness of available resources throughout their program.

Graduate faculty promoted video-based, face-to-face, and Webex training sessions throughout the assessment period (see Figure 4). Participation among graduate students in both the MSN and DNP programs was strong.

In March 2026, however, CONSAH discontinued the use of training videos that did not meet Web Content Accessibility Guidelines (WCAG) standards. Although the compliance deadline was extended from April 24, 2026, to April 24, 2027, Nursing and

Assessment Cycle 2025 – 2026

Allied Health administration recognizes that the existing online training videos are not fully compliant. In addition, a decision has not yet been made regarding the continued use of Microsoft Stream as the platform for delivering training content.

Once WCAG-compliant videos are developed and approved, links to the training materials will be added to course Moodle shells to ensure students have convenient access to the resources.

Library Management has not yet determined whether YouTube will be used as the platform for developing and delivering fully WCAG-compliant training tutorials and accompanying transcripts. If YouTube is not selected, Northwestern State University will need to provide and approve an alternative platform that meets accessibility requirements. This decision will be made collaboratively by the NSULAL Library Director and the CONSAH Library Teaching Faculty during the summer of 2026.

If YouTube is approved and supported by the University, Library Teaching Faculty will develop and publish fully WCAG-compliant training videos on that platform. To prepare for this initiative, all library faculty have completed social media training through Northwestern State University's Marketing Department.

Decision. In AC 2025-2026, the target was not met. Based on the analysis of the 2025-2026 findings, the CONAH Teaching Faculty will pursue a more modest target of 15% increase in 2026-2027, as a new crop of students begins every year.

The Comprehensive Summary of Key Evidence of Improvement. Although this increase reflects growth, it falls short of the 50% growth target and indicates only modest improvement in student and faculty engagement with library instruction services. The number of library instruction sessions increased from 1,456 in 2024–2025 to 1,540 in 2025–2026, representing an increase of 84 sessions, or 5.8% (see Figures 2, 3, & 4).

This was the fourth year that CONSAH library faculty actively promoted Microsoft Stream video training and SharePoint slide presentations to Nursing and Allied Health instructors. Undergraduate instructors included video training links for CINAHL, PubMed, and PICOT resources in their Moodle course shells, while graduate instructors also incorporated Microsoft Stream training videos for Rayyan.AI. In addition, the instructional librarian promoted APA citation and bibliographic training materials through LibGuides to all students. Nursing administrators at each campus who oversee TEAS testing introduce prospective clinical nursing students to the CONSAH Library faculty, creating an early connection to the NSU Nursing Program. A pre-clinical Webex is then scheduled to familiarize students with library resources and preparatory databases that support their academic success. We will continue this outreach effort to engage students early in their nursing education and promote awareness of available resources throughout their program.

Graduate faculty promoted video-based, face-to-face, and Webex training sessions

Assessment Cycle 2025 – 2026

throughout the assessment period (see Figure 4). Participation among graduate students in both the MSN and DNP programs was strong.

In March 2026, however, CONSAH discontinued the use of training videos that did not meet Web Content Accessibility Guidelines (WCAG) standards. Although the compliance deadline was extended from April 24, 2026, to April 24, 2027, Nursing and Allied Health administration recognizes that the existing online training videos are not fully compliant. In addition, a decision has not yet been made regarding the continued use of Microsoft Stream as the platform for delivering training content.

Plan of Action Moving Forward. Based on the analysis of the 2025-2026 findings, the CONAH Teaching Faculty will pursue a more modest target of 15% increase in 2026-2027.

Once WCAG-compliant videos are developed and approved, links to the training materials will be added to course Moodle shells to ensure students have convenient access to the resources.

If YouTube is approved and supported by the University, Library Teaching Faculty will develop and publish fully WCAG-compliant training videos on that platform. To prepare for this initiative, all library faculty have completed social media training through Northwestern State University's Marketing Department.

Library Management will determine whether YouTube will be used as the platform for developing and delivering fully WCAG-compliant training tutorials and accompanying transcripts. If YouTube is not selected, Northwestern State University will need to provide and approve an alternative platform that meets accessibility requirements. This decision will be made collaboratively by the NSULAL Library Director and the CONSAH Library Teaching Faculty during the summer of 2026.

The Library Teaching Faculty will also participate in outreach efforts directed toward undergraduate and graduate students, working in collaboration with course instructors.

{Graphs & Charts: follow on next pages}

Figure 1| Enrollment

Figure 2 | Instructor Engagement

Figure 3 | Shreveport Yearly Report

Figure 4 | List of video training by CRM and course number

Primary responsibility: Sherri Voebel, Head at CONSAH/Shreveport Library.

Assessment Cycle 2025 – 2026

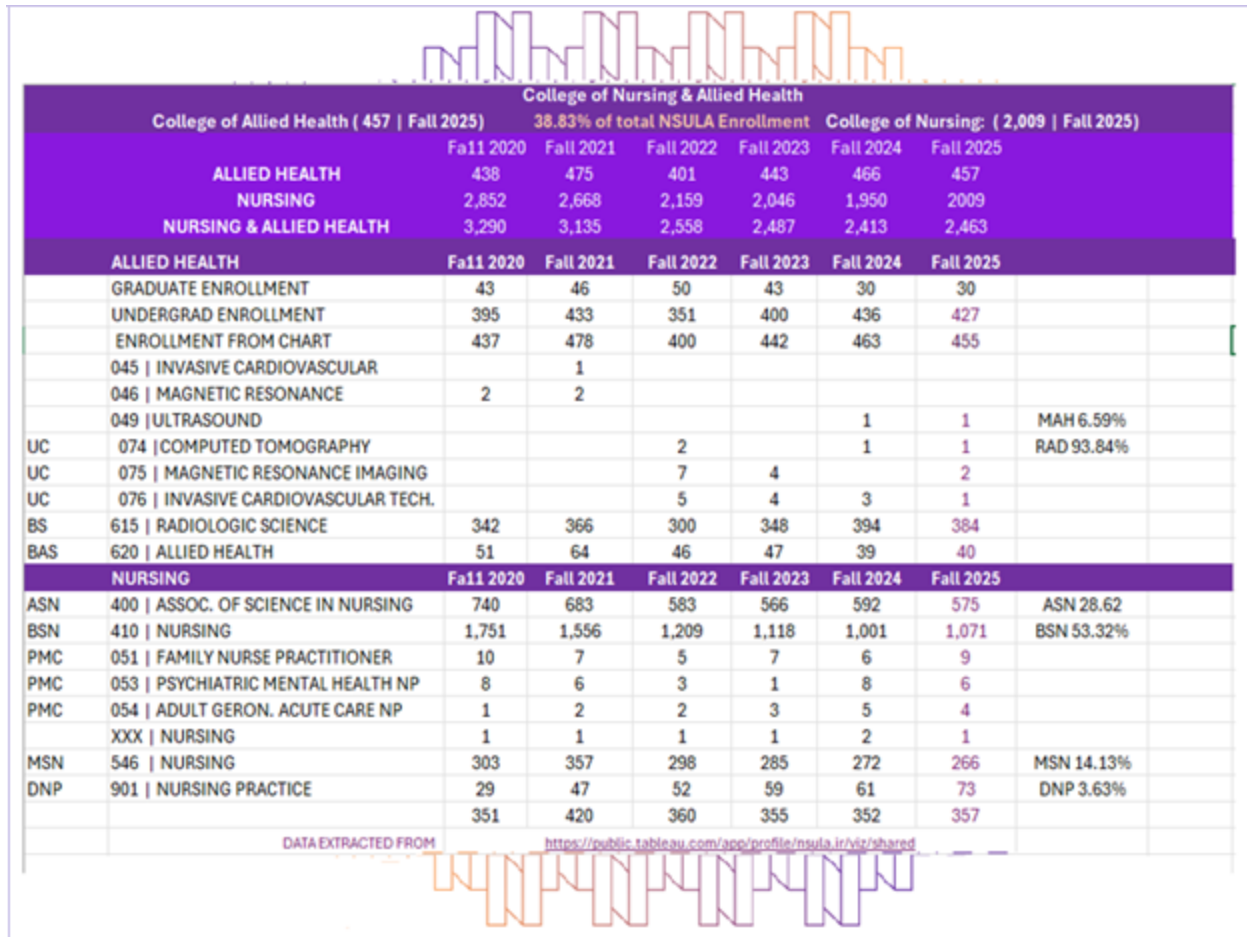


Figure 1.

Assessment Cycle 2025 – 2026

FY 2025 - 2026 Assessment

Figure 2 | Instructors: Research 1 & 2 (MSN), Clinical Scholarship (DNP), Research Practicum (DNP)

Aaron Chadwick Stigers (Dr.)
 Aimee Ladreyt Badeaux (Dr.)
 Alice Claire Blue (Dr.)
 Anna Marie Morris (Dr.)
 Armando E Paladino (Dr.)
 Charla Marie Johnson (Dr.)
 Cheryl Wiley Adair (Dr.)
 Dana Carol Clawson (Dr.)
 Donald A. Johnston (Dr.)
 Donald James Stafford (Dr.)
 Elizabeth Ashley Cole (Dr.)
 Heather Stephenson Hayter (Dr.)
 Joel Jimes (Dr.)
 Joseph John Andary (Dr.)
 Kristi Rae Hylan (Dr.)
 Krystyna Anne Tabor (Dr.)
 Lisa Nicole Kellogg (Dr.)
 Mary Elizabeth Zapczynski (Dr.)
 Mattie Geneva Caldwell (Dr.)
 Meredith Zepp Bergeron (Dr.)
 Meryn Allen Olivier (Dr.)
 Myra Michelle DeBose (Dr.)
 Robyn T Ray (Dr.)
 Ruzanna Topchyan (Dr.)
 Stacey Welborn Joslin (Dr.)
 Susan Karen Steele-Moses (Dr.)
 Tiffany Teal Williams (Dr.)
 Tonye Pillar Cox-Miller (Dr.)

Figure 2.

Figure 3: Shreveport Yearly Report 2025-2026

	2025								2026								Year to Date Total	Sum Total
	July	August	Sep.	Quarter Total	Oct.	Nov.	Dec.	Quarter Total	Jan.	Feb.	Mar.	Quarter Total	Apr.	May	Jun.	Quarter Total		
Research Consults																		
Undergraduate	2	1	1	4	2	1	0	3	0	6	1	7	0	0	0	0	14	
Masters	0	9	8	17	1	0	0	1	0	1	0	1	0	0	0	0	19	
Doctorate	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1		
Faculty	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Totals	2	10	9	21	3	1	0	4	0	7	1	8	0	1	0	1	34	
Library Instruction																		
No. Lib classes	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	1	
No. of students	28	0	0	28	0	0	0	0	0	0	0	0	0	0	0	0	28	
Webex Classes																		
No. of students	0	0	1	0	0	1	0	1	5	4	0	9	2	0	0	2	12	
	0	0	1	1	0	1	0	1	43	6	0	49	39	0	0	39	90	
Online Video Trainings																		
No of students	Details: Figure 3																1,188	1188
																		1540

Fig. 3

Figure 3.

Assessment Cycle 2025 – 2026

Years 2025 - 2026													
1	2	3	4	5	6	7	8	9	10	11	12	13	14
TERM	CRM	COURSE	INSTRUCTORS	ST.	TERM	CRM	COURSE	INSTRUCTORS	ST.	TERM	CRM	COURSE	ST.
2025 Summer	30126	5095 - 01i	Donald A. Johnston, Mattie Geneva Caldwell, Tonye Pilliar Cox-Miller, Myra Michelle DeBose, Aaron Chadwick Stigers	17	2026 Spring	22483	5010 - 03i	Donald A. Johnston, Aaron Chadwick Stigers	9	2026 Spring	22483	5010 - 03i	9
2025 Summer	30127	5095 - 02i	Donald A. Johnston, Mattie Geneva Caldwell, Tonye Pilliar Cox-Miller, Myra Michelle DeBose, Aaron Chadwick Stigers	12	2026 Spring	22484	5010 - 04i	Donald A. Johnston	16	2026 Spring	22484	5010 - 04i	16
2025 Summer	30271	5095 - 02i	Donald A. Johnston, Krystyna Anna Tabor	15	2026 Spring	22485	5010 - 05i	Myra Michelle DeBose, Donald A. Johnston	16	2026 Spring	22485	5010 - 05i	16
2025 Summer	30128	5995 - 03i	Donald A. Johnston	15	2026 Spring	22720	5997 - 01i	Donald A. Johnston	7	2026 Spring	22720	5997 - 01i	7
2025 Summer	30271	5995 - 04i	Donald A. Johnston	16	2026 Spring	22721	5997 - 02i	Tiffany Teal Williams	8	2026 Spring	22721	5997 - 02i	8
2025 Summer	30371	5995 - 05i	Donald A. Johnston	12	2026 Spring	22722	5997 - 03i	Cheryl Wiley Adair	7	2026 Spring	22722	5997 - 03i	7
2025 Summer	30272	7002 - 01i	Robyn T Ray, Dana Carol Clawson	17	2026 Spring	22723	5997 - 04i	Myra Michelle DeBose	8	2026 Spring	22723	5997 - 04i	8
2025 Summer	30476	7002 - 02i	Susan Karen Steele-Moses, Dana Carol Clawson	3	2026 Spring	22724	5997 - 05i	Mary Elizabeth Zapczynski	8	2026 Spring	22724	5997 - 05i	8
2025 Summer	30511	7002 - 03i	Robyn T Ray, Dana Carol Clawson	2	2026 Spring	22725	5997 - 06i	Mattie Geneva Caldwell	8	2026 Spring	22725	5997 - 06i	8
2025 Summer	30647	7005 - 01i	Merleith Zepp Bergeron, Dana Carol Clawson	15	2026 Spring	22726	5997 - 07i	Donald A. Johnston	8	2026 Spring	22726	5997 - 07i	8
2025 Summer	30649	7005 - 02i	Merleith Zepp Bergeron, Dana Carol Clawson	9	2026 Spring	22727	5997 - 08i	Tonye Pilliar Cox-Miller	8	2026 Spring	22727	5997 - 08i	8
2025 Summer	30756	7005 - 03i	Merleith Zepp Bergeron, Dana Carol Clawson	7	2026 Spring	22728	5997 - 09i	Alice Claire Blue	8	2026 Spring	22728	5997 - 09i	8
2025 Summer	30753	7012 - 01i	Susan Karen Steele-Moses (P), Dana Carol Clawson, Meryn Allen Olivier, Donald James Stafford	2	2026 Spring	22597	7002 - 01i	Robyn T Ray	15	2026 Spring	22597	7002 - 01i	15
2025 Summer	30213	7012 - 02i	Ruzanna Topchyan, Aimee Ladreyt Badeaux, Meryn Allen Olivier, Susan Karen Steele-Moses	5	2026 Spring	22598	7002 - 02i	Robyn T Ray	10	2026 Spring	22598	7002 - 02i	10
2025 Summer	30332	7012 - 03i	Robyn T Ray, Meryn Allen Olivier, Susan Karen Steele-Moses	4	2026 Spring	22284	7011 - 01i	Heather Stephenson Hayter, Joseph John Andary, Dana Carol Clawson	2	2026 Spring	22284	7011 - 01i	2
2025 Summer	30754	7012 - 04i	Ruzanna Topchyan, Aimee Ladreyt Badeaux, Meryn Allen Olivier, Susan Karen Steele-Moses	1	2026 Spring	21077	7011 - 02i	Joel James, Joseph John Andary, Dana Carol Clawson, Meryn Allen Olivier	1	2026 Spring	21077	7011 - 02i	1
2025 Summer	30244	7012 - 05i	Stacey Welborn Joslin, Meryn Allen Olivier, Donald James Stafford, Susan Karen Steele-Moses	2	2026 Spring	21643	7011 - 03i	Robyn T Ray, Joseph John Andary, Dana Carol Clawson, Meryn Allen Olivier	3	2026 Spring	21643	7011 - 03i	3
2025 Summer	30512	7012 - 06i	Charla Marie Johnson, Dana Carol Clawson, Meryn Allen Olivier, Donald James Stafford, Susan Karen Steele-Moses	3	2026 Spring	22283	7011 - 04i	Lisa Nicole Kellogg, Joseph John Andary, Dana Carol Clawson, Meryn Allen Olivier	1	2026 Spring	22283	7011 - 04i	1
2025 Summer	30568	7012 - 07i	Anna Marie Morris, Aimee Ladreyt Badeaux, Meryn Allen Olivier, Susan Karen Steele-Moses	3	2026 Spring	21078	7011 - 05i	Elizabeth Ashley Cole, Joseph John Andary, Dana Carol Clawson, Meryn Allen Olivier	2	2026 Spring	21078	7011 - 05i	2
2025 Summer	30569	7012 - 08i	Armando E Poladino, Aimee Ladreyt Badeaux, Meryn Allen Olivier, Susan Karen Steele-Moses	3	2026 Spring	21079	7011 - 06i	Charla Marie Johnson, Joseph John Andary, Dana Carol Clawson, Meryn Allen Olivier	2	2026 Spring	21079	7011 - 06i	2
2025 Summer	30570	7012 - 09i	Dana Carol Clawson, Meryn Allen Olivier, Susan Karen Steele-Moses	3	2026 Spring	21080	7011 - 07i	Aimee Ladreyt Badeaux, Joseph John Andary, Dana Carol Clawson, Meryn Allen Olivier	3	2026 Spring	21080	7011 - 07i	3
2025 Summer	30571	7012 - 10i	Meryn Allen Olivier, Donald James Stafford, Susan Karen Steele-Moses	1	2026 Spring	21901	7011 - 09i	Dana Carol Clawson, Joseph John Andary, Kristi Rae Hylan, Meryn Allen Olivier	3	2026 Spring	21901	7011 - 09i	3
2025 Fall	10568	5010 - 01i	Donald A. Johnston, Aaron Chadwick Stigers	14	2026 Spring	21902	7011 - 10i	Meryn Allen Olivier, Joseph John Andary, Dana Carol Clawson, Meryn Allen Olivier	3	2026 Spring	21902	7011 - 10i	3
2025 Fall	10809	5010 - 02i	Donald A. Johnston	14	2026 Spring	30335	5690 - 01i	Tiffany Teal Williams, Aaron Chadwick Stigers	4	2026 Spring	30335	5690 - 01i	4
2025 Fall	12213	5010 - 03i	Myra Michelle DeBose, Donald A. Johnston	18	2026 Spring	30121	5995 - 01i	Donald A. Johnston, Mattie Geneva Caldwell, Tonye Pilliar Cox-Miller	15	2026 Spring	30121	5995 - 01i	15
2025 Fall	10728	5995 - 01i	Donald A. Johnston	7	2026 Spring	30122	5995 - 02i	Donald A. Johnston	20	2026 Spring	30122	5995 - 02i	20
2025 Fall	12057	5995 - 02i	Tiffany Teal Williams	8	2026 Spring	30123	5995 - 03i	Donald A. Johnston	16	2026 Spring	30123	5995 - 03i	16
2025 Fall	10729	5995 - 03i	Cheryl Wiley Adair	7	2026 Spring	30234	5995 - 04i	Donald A. Johnston	15	2026 Spring	30234	5995 - 04i	15
2025 Fall	12058	5995 - 05i	Myra Michelle DeBose	8	2026 Spring	30503	5995 - 05i	Donald A. Johnston	15	2026 Spring	30503	5995 - 05i	15
2025 Fall	10772	5995 - 06i	Mary Elizabeth Zapczynski	8	2026 Spring	30219	7012 - 02i	Joel James, Joseph John Andary, Dana Carol Clawson, Meryn Allen Olivier	2	2026 Spring	30219	7012 - 02i	2
2025 Fall	12059	5995 - 08i	Mattie Geneva Caldwell	8	2026 Spring	30287	7012 - 03i	Robyn T Ray, Joseph John Andary, Meryn Allen Olivier, Donald A. Johnston	1	2026 Spring	30287	7012 - 03i	1
2025 Fall	12400	5995 - 09i	Donald A. Johnston	9	2026 Spring	30615	7012 - 04i	Lisa Nicole Kellogg, Joseph John Andary, Kristi Rae Hylan, Meryn Allen Olivier	1	2026 Spring	30615	7012 - 04i	1
2025 Fall	11032	5995 - 12i	Tonye Pilliar Cox-Miller	0	2026 Spring	30220	7012 - 05i	Elizabeth Ashley Cole, Joseph John Andary, Meryn Allen Olivier	2	2026 Spring	30220	7012 - 05i	2
2025 Fall	12692	5995 - 13i	Alice Claire Blue	0	2026 Spring	30441	7012 - 06i	Charla Marie Johnson, Joseph John Andary, Dana Carol Clawson, Meryn Allen Olivier	2	2026 Spring	30441	7012 - 06i	2
2025 Fall	10905	7010 - 01i	Susan Karen Steele-Moses, Joseph John Andary, Dana Carol Clawson, Elizabeth Ashley Cole, Meryn Allen Olivier	3	2026 Spring	30405	7012 - 07i	Dana Carol Clawson, Joseph John Andary, Kristi Rae Hylan, Meryn Allen Olivier	3	2026 Spring	30405	7012 - 07i	3
2025 Fall	10906	7010 - 02i	Joel James, Joseph John Andary, Kristi Rae Hylan, Meryn Allen Olivier, Susan Karen Steele-Moses	3	2026 Spring	30403	7012 - 09i	Dana Carol Clawson, Joseph John Andary, Kristi Rae Hylan, Meryn Allen Olivier	3	2026 Spring	30403	7012 - 09i	3
2025 Fall	11030	7010 - 03i	Robyn T Ray, Joseph John Andary, Meryn Allen Olivier, Donald James Stafford, Susan Karen Steele-Moses	3	2026 Spring	30409	7012 - 010i	Meryn Allen Olivier, Joseph John Andary, Elizabeth Ashley Cole, Meryn Allen Olivier	3	2026 Spring	30409	7012 - 010i	3
2025 Fall	12693	7010 - 04i	Lisa Nicole Kellogg, Joseph John Andary, Kristi Rae Hylan, Meryn Allen Olivier, Susan Karen Steele-Moses	1	2026 Summer	30614	7012 - 011i	Heather Stephenson Hayter, Joseph John Andary, Dana Carol Clawson, Meryn Allen Olivier	3	2026 Summer	30614	7012 - 011i	3
2025 Fall	11031	7010 - 05i	Elizabeth Ashley Cole, Joseph John Andary, Meryn Allen Olivier, Robyn T Ray, Susan Karen Steele-Moses	1	2026 Summer	30235	7002 - 01i	Robyn T Ray, Dana Carol Clawson	10	2026 Summer	30235	7002 - 01i	10
2025 Fall	11924	7010 - 06i	Charla Marie Johnson, Joseph John Andary, Meryn Allen Olivier, Donald James Stafford, Susan Karen Steele-Moses	2	2026 Summer	30403	7002 - 02i	Robyn T Ray, Dana Carol Clawson	14	2026 Summer	30403	7002 - 02i	14
2025 Fall	12062	7010 - 07i	Aimee Ladreyt Badeaux, Joseph John Andary, Meryn Allen Olivier, Susan Karen Steele-Moses	3	2026 Summer	30440	7002 - 03i	Robyn T Ray, Dana Carol Clawson	7	2026 Summer	30440	7002 - 03i	7
2025 Fall	12149	7010 - 09i	Dana Carol Clawson, Joseph John Andary, Kristi Rae Hylan, Meryn Allen Olivier, Susan Karen Steele-Moses	3					292				292
2025 Fall	12150	7010 - 10i	Meryn Allen Olivier, Joseph John Andary, Elizabeth Ashley Cole, Joel James, Susan Karen Steele-Moses	3									
			Total = 712	304	408			Total = 876	292				384

Fig. 4

Figure 4.

Assessment Cycle 2025 – 2026

S.O. 4 NSU Leesville/Ft. Johnson provides services and resources to support the needs of students, faculty, and staff on the Leesville/Ft. Polk Branch Campus.

Measure 4.1. The NSU Leesville/Ft. Polk library associate manager will collect and analyze usage data for the group and individual study rooms with a target of 5% usage rate for AC 2025-2026.

Finding. The target was not met.

Month 2024-2025	Study Room Usage
July 2024	0
August 2024	29
September 2024	80
October 2024	76
November 2024	56
December 2024	26
January 2025	62
February 2025	146
March 2025	35
April 2025	121
May 2025	26
TOTAL	657

AC 2025-2026

Month 2025-2026	Study Room Usage
July	5
August	24
September	73
October	70
November	31
December	0
January	21
February	36
March	28
April	24
May	19
TOTAL	331

Analysis. In AC 2025-2026, the **target was not met**. The total study room usage was 331, compared to 657 uses in AC 2024-2025. This represents a decrease of 326 uses,

Assessment Cycle 2025 – 2026

or approximately a 49.6% decline in overall usage.

Monthly comparisons show that while usage patterns in AC 2025-2026 followed a similar academic trend—peaking in early fall and declining toward winter break—the overall volume was consistently lower than the previous year. Fall semester usage in AC 2025-2026 (July-November total=203) was significantly reduced compared to AC 2024-2025 (July-November total=241), with particularly notable declines in November (56 to 31) and December (26 to 0).

The most substantial decrease occurred during the spring semester. In AC 2024-2025, spring usage (January-May) totaled 390 uses, while in AC 2025-2026 the same period accounted for only 128 uses, reflecting a 67% decrease in spring engagement. February, which was the highest-use month in AC 2024-2025 at 146 uses, dropped sharply to 36 uses in AC 2025-2026. Similar declines were observed across all spring months.

The data suggests that additional factors may have influenced student behavior and study room demand, particularly during the spring semester. These may include changes in reduced campus presence, scheduling conflicts, or a need for more targeted and timely promotional efforts.

Overall, the results indicate that while prior strategies were effective in increasing usage in earlier cycles, current approaches will need to be reassessed and enhanced to better address declining engagement and to support future growth in study room utilization.

Given that the established target was a 5% usage rate increase, the significant overall decline demonstrates that the library **did not meet the target** for AC 2025-2026. Despite continued outreach efforts, including faculty engagement, marketing materials, and email communication, these strategies did not produce the sustained or increased usage observed in the previous cycle.

Decision. The results of AC 2025-2026 indicate that the current plan of action did not achieve the desired outcome, as study room usage significantly declined compared to the previous academic cycle. While prior strategies implemented in AC 2023-2024 and sustained through AC 2024-2025 demonstrated strong success, resulting in increased visibility and a 32% rise in usage, the same approaches did not maintain effectiveness in the current cycle.

Although efforts such as faculty engagement, flyers, brochures, and email reminders remained in place, the notable decrease in both fall and spring usage suggests that these methods alone were insufficient to sustain student engagement. In particular, the sharp decline during the spring semester highlights a need for more targeted, timely, and adaptive outreach strategies.

Assessment Cycle 2025 – 2026

Moving forward, the library will revise its approach by enhancing promotional efforts with a stronger focus on strategic timing, increased faculty collaboration, and direct student outreach, especially during peak academic periods. Additional methods such as in-class promotion, digital signage, and partnerships with student services will be explored to improve awareness and accessibility of study rooms.

The library will continue to monitor usage trends closely and reassess its performance measures. Given the decline in usage, the previously considered increase to a 6% study room usage target will be adjusted to 3% for AC 2026-2027, while the library remains committed to strengthening study room utilization through revised strategies and continuous assessment.

Measure 4.2. The library associate manager will communicate with NSU Leesville/Ft. Polk patrons to assess the effectiveness of current study room policies and procedures with a target response rate of 3%.

Finding. The target was met.

Analysis. In AC 2025-2026, the target response rate of 3% increase was met. A total of 16 surveys were distributed and all 16 were completed and returned, resulting in a 100% response rate, which represents an increase from AC 2024-2025, where 15 surveys were handed out and 15 were returned. This reflects a positive increase in participation and engagement with assessment efforts.

Survey results from AC 2025-2026 indicate strong overall patron satisfaction with library services, particularly in the areas of customer service and facilities, both of which received predominantly “Excellent” ratings, while facilities received 8 “Excellent” ratings, suggesting that users perceive the library environment and staff support as highly effective.

Feedback on hours of operation was generally positive, with 6 “Excellent,” 1 “Good,” and 1 “Fair” response indicating overall satisfaction but also highlighting a potential for minor adjustments. Other service areas such as collections, programs, online services, interlibrary loan (ILL), and policies showed a higher number of “Don’t Know” responses, suggesting that some patrons may not be fully aware of or utilizing these services.

Importantly, study rooms were identified as the most valued resource by the majority of respondents (9 out of the 16 responses), reinforcing their central role in supporting student success. Additionally, free snacks and treats were noted as valued by 3 respondents, indicating that smaller engagement initiatives also contribute to the library experience.

Feedback for improvement revealed consistent themes. The most common suggestion—made by 4 respondents—was the need for additional study rooms, indicating strong demand that exceeds current capacity. Additional recommendations include earlier operating hours and updated technology (TVs) in group study rooms,

Assessment Cycle 2025 – 2026

both of which point to opportunities for enhancing accessibility and functionality.

When compared to AC 2024-2025, where most responses indicated that study rooms were widely used, useful, and available when needed, the current data continues to affirm the high value and effectiveness of study room spaces, while also highlighting increasing demand and expectations.

Overall, the data demonstrates strong engagement, high satisfaction levels, and clear patterns in patron needs. The increase in survey participation and the consistency of feedback provide reliable insight for decision-making. Continued use of surveys will remain essential for tracking trends, identifying service gaps, and aligning library resources with evolving patron expectations. Furthermore, the **target was met**.

Action, decision, or recommendation. Based on the findings from AC 2025–2026, the library will implement a targeted action plan to enhance study room accessibility, increase awareness of services, and improve overall patron satisfaction.

First, the library will evaluate options for expanding study room availability by assessing current space utilization and identifying opportunities to convert underused areas into additional individual or group study spaces. This may include reconfiguring existing layouts, adding flexible furniture, or implementing reservation limits during peak periods to ensure equitable access.

Second, in response to feedback regarding hours of operation, the library will conduct a feasibility analysis for adjusting or extending operating hours, particularly during high-demand times such as midterms and finals. This evaluation will consider staffing, budget constraints, and student usage trends to determine the most effective and sustainable approach.

Third, to address technology-related concerns, the library will assess current equipment in group study rooms and develop a plan to upgrade outdated TVs and presentation tools. Enhancing technology capabilities will improve the functionality of collaborative spaces and better support student academic needs.

Additionally, the library will strengthen outreach and communication efforts to increase awareness of underutilized services such as collections, programs, online resources, and interlibrary loan (ILL). Strategies will include in-class presentations, targeted email campaigns, social media engagement, and improved signage within the library. Finally, the library will continue administering regular patron surveys and feedback tools to monitor satisfaction, identify emerging needs, and evaluate the effectiveness of implemented changes. These ongoing assessment efforts will ensure that services remain aligned with patron expectations and support continuous improvement.

Through these combined actions, the library aims to build on current strengths, address identified gaps and further enhance the study environment for students and faculty in AC 2026–2027.

Assessment Cycle 2025 – 2026

Comprehensive Summary of Key Evidence of Improvement Based on the Analysis of Results. The NSU Leesville/Ft. Polk Library continues to prioritize visibility and patron engagement while adapting to changing usage trends. Marketing efforts, including email outreach, flyers, and social media, previously contributed to significant increases in study room usage (32% growth from AC 2022–2023 to AC 2023–2024). However, data from AC 2025–2026 reflects a notable decline in study room utilization, with total usage decreasing from 657 in AC 2024–2025 to 331, indicating a need to reassess and strengthen current outreach and engagement strategies.

Despite the decrease in usage, survey data from AC 2025–2026 demonstrates strong patron satisfaction and increased engagement in feedback efforts, with a 100% survey response rate (16 out of 16). Patrons continue to identify study rooms as the most valued resource, reinforcing their importance to student success. Feedback also highlights key areas for improvement, including the need for additional study room capacity, potential adjustments to operating hours, and upgraded technology in group study spaces.

Moving forward, the library will maintain its commitment to visibility while placing greater emphasis on targeted outreach, enhanced communication of available services, and strategic timing of promotions, particularly during peak academic periods. Additionally, the library will explore facility improvements, space optimization, and technology enhancements, while continuing to leverage patron feedback and ongoing assessment to guide decision-making.

Through these efforts, the library aims to address current challenges, improve utilization, and better align its services with evolving patron needs in AC 2026–2027.

Plan of Action Moving Forward. To address the decline in study room usage (657 in AC 2024–2025 to 331 in AC 2025–2026) and build on strong patron feedback (100% survey response rate with 16/16 returned surveys), the NSU Leesville/Ft. Polk Library will implement the following strategies:

- Strengthen marketing and visibility efforts by continuing promotion through campus flyers, brochures, and social media platforms (Facebook and X), with an increased focus on peak academic periods where usage traditionally rises.
- Increase targeted faculty engagement by sending scheduled email reminders throughout the semester to encourage faculty to promote study room usage to their students.
- Expand onboarding outreach by distributing promotional materials during on-call week to ensure new and returning faculty are aware of study room availability and policies.
- Address capacity concerns by exploring options to add additional study rooms or reconfigure existing spaces, as survey feedback indicated demand exceeds current availability (4 patrons requested more rooms).
- Analyze usage trends more strategically, particularly the significant drop in spring semester usage (390 to 128 year-over-year), to identify gaps in

Assessment Cycle 2025 – 2026

awareness, scheduling, or access.

- Evaluate and enhance facility quality, including assessing and planning for upgrades to group study room technology (e.g., TVs), in response to patron feedback.
- Assess operating hours feasibility, especially during high-demand periods, to determine if earlier opening times would improve access and usage.
- Continue systematic survey distribution each semester to maintain strong engagement and gather feedback on services, policies, and facilities.
- Monitor and maintain high response rates, using the successful strategies that resulted in a 100% response rate in AC 2025–2026, while adjusting outreach methods as needed.
- Sustain daily transaction tracking for study room usage to ensure accurate and consistent data collection.

Through these targeted actions, the library aims to reverse the current decline in usage, respond directly to patron feedback, and improve overall engagement and resource utilization in AC 2026–2027.

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

Assessment Cycle 2025 – 2026

SO 5. Cammie G. Henry Research Center. The Cammie G. Henry Research Center (CGHRC) supports the mission of University Libraries and Northwestern State University through execution of core library and archival activities including but not limited to acquisition, reference, accessibility, instruction, exhibit and display design and installation, community engagement and research, donor relations, and the support and promotion of scholarship through the Center's unique holdings.

Measure 5.1. The Cammie G. Henry Research Center will capture, analyze, and retain data regarding user engagement and research interactions (virtual and onsite).

The Center will adopt basic measures suggested in *Standardized Statistical Measures and Metrics for Public Services in Archival Repositories and Special Collections Libraries* and advanced measures as appropriate when such reasonable.

Finding: Not met (ongoing).

Analysis. There were 189 entries in the daily register during this assessment cycle, with approximately 116 non-repeating users. Researchers rarely filled in an answer for Researcher Status or completed the Subject area, but thirty-nine researchers declared a NSU affiliation and fourteen visitors were there as part of a class.

The Center engaged in 123 remote research inquiries and follow up communications in the assessment cycle 2025-2026. We do not have an accurate count of how much time goes into these requests, but this will be a future measure captured for strategic purposes (FAQs, digitization program, digital humanities projects).

The Interlibrary Loan Manager submitted twenty-four requests to the CGHRC. Of those requests, five were for Rare Books holdings and all were rejected. From the Louisiana Collection holdings, seven reels of microfilm for one title were loaned, two items were accepted for scan only, and one title was a digitized manuscript and sent directly to the requestor via email, not through ILLiad.

Decision, action, or recommendation. While the target to track basic data has been met, improvements are ongoing and necessary. CGHRC staff abandoned the spreadsheet used for many years of assessment as it did not capture the data in a meaningful way. Currently, the Center relies on the daily register, material request forms, and remote reference request threads to measure engagement.

Regarding Interlibrary Loans, this cycle brought the Head Archivist's attention missing titles. While disheartening, those titles are noted and added to our search process. All titles marked "missing" on internal documents will be part of stacks maintenance during the Center's upcoming annual shutdown. Previous contemplation of arranging the book collections by size to prevent misfiles and accidental damage by shelving will be moving to a planning stage in the next cycle.

Assessment Cycle 2025 – 2026

Measure 5.2. The Cammie G. Henry Research Center will capture, analyze, and retain data regarding acquisitions, holdings, processing, and collection use.

The Center will adopt basic measures suggested [Guidelines for Standardized Holdings Counts and Measures for Archival Repositories and Special Collections Libraries](#) and advanced measures as appropriate when such reasonable.

Finding: Not met (ongoing).

Analysis. While aspects of the measure have been improved, this measure is nowhere near satisfactory. Information about current acquisitions is captured, satisfying the measure. Most donations during the assessment cycle were accretions to existing collections in this assessment cycle, including the most recent addition of eight banker boxes to the John Overton Collection. Transfers from other offices and departments are recorded through email and other documentation, but a new transfer form for NSU departments and affiliates will be introduced in the Fall semester.

The focus of this cycle was on accession records using the spreadsheet used for an “at a glance” tool for collections. In this time we started processing the manuscript collections, which on the spreadsheet is about 855 lines of information regarding dates of donations, donors, restrictions, extent, subject headings, and other intake information. This data was compared to the physical files that should contain all this information and more. It should include initial inventories, all deeds and legal documents referring to acquisition, but it should not include finding aids, reference emails, and publishing permission forms. Of the 855 entries regarding collection donations, 160 entries did not have any donor or intake information in the associated physical file. We are not done with this project, but that comes to almost 20% of manuscript collections with no acquisition documentation or information. In the “at a glance” spreadsheet, many fields were left blank, which leaves valuable information off entirely with no documentation in a file to give a complete acquisition account. We are still working on our records, and we are using the *Current Sauce*, *Alumni Columns*, a scrapbook from the Watson Library Collection, and, when possible, Mary Linn Wernet’s Faculty Activity Reports, to fill in the spreadsheet and to add to our accession files whenever possible.

Additionally in this cycle we have created new inventories for the following:
John Price Collection
Carol Wells Collection Addition
Dr. Steve Horton/LSMSA/NSU – ongoing
Robert Neuman Collection Addition

In this cycle we revised finding aids and/or inventories for the following:
James Hearron Architecture Collection
B.A. Cohen Collection
Carol Wells Collection
Caroline Dormon Collection
Melrose Collection

Assessment Cycle 2025 – 2026

Lady of the Bracelet

In this cycle we have started preservation assessments for the following:

John Curtis Guillet Collection

Carol Wells Collection Addition

Sybil Kein Collection

Newspaper Collection

Microfilm Collection – Collection related film and Historic Newspapers

In this cycle we have created custom housing and preservation efforts on the following:

James Hearron Architecture Collection

Carol Wells Collection Addition

B.A. Cohen Collection

J. M Jones Diary (Civil War, Mississippi)

Lady of the Bracelet

Decision, action, or recommendation. Accession records are incomplete, deeds of gift missing or incomplete, and intake information about the collections was never collected. This situation not only makes basic archival work across the domains even harder to complete, but it also can potentially damage the reputation of the Center as a trustworthy repository. New [guidelines](#) from the Society of American Archivists have been issued and the Head Archivist will continue to concentrate on compliance in the next assessment cycle. This work should allow for improved arrangement and description, and therefore improved accessibility, moving forward. The Society of American Archivists will also be issuing an updated guideline for [reappraisal and deaccession](#) that will be consulted as we continue to work through the accession records and the collections themselves.

We will continue to our due diligence to fill in gaps in our accession records and control files. We will continue to use the *Current Sauce*, *Alumni Columns*, scrapbooks, the Carol Wells Collection, and Mary Linn Wernet's Faculty Activity Reports, to fill in the spreadsheet and to add to our accession files.

Measure 5.3. The Cammie G. Henry Research Center will support the mission of University Libraries and Northwestern State University through instruction sessions designed to orient and assist students and users for archival and Special Collections research.

Finding: Met.

Analysis. The Center continues to host instruction sessions consistently with particular instructors. The Head Archivist continued networking with faculty across campus, promoting the use of our collections not only for traditional research papers but also project-based assignments.

Decision, action, or recommendation. While this goal is met, improving and

Assessment Cycle 2025 – 2026

expanding engagement with instructors is ongoing. The Head Archivist will attempt engagement activities across the board, with the understanding that course offerings and learning exercises may not require archival research. Still, if there are opportunities to participate in library tours, orientation, History Day or research activities, the Head Archivist will be sure to fully engage.

Measure 5.4. The Cammie G. Henry Research Center will support the mission of University Libraries and Northwestern State University through exhibit design and installation utilizing the Center's unique holdings. The goal is to install three exhibits in the Center per year.

Finding: Not met (ongoing).

Analysis. The downward trend continues for in-person engagement with installations in the CGHRC's exhibit space. Because the Head Archivist was the only staff member at the Center for most of 2025, the summer exhibit was not installed to focus on researchers and collection maintenance. For the fall exhibit, only ten visitors signed the guest book. There have only been six entries for 2026. Some UNIV 1000 classes visited the Center as part of a library services tour on several occasions, with forty-one students signing the guest book. The exhibit was not the focus of the time spent in the Center, but they did have a few minutes to spend there.

Additional programming included a visit from the Red/Pink Hat Ladies on 16 September A2026, with the ladies getting a brief tour and an overview of our collections. On 19 November 2025, the Center hosted a program featuring the Guy Carwile and his work with the Historic American Buildings Survey. This required its own display illustrating house in Natchitoches mentioned in the talk, and was a mix of books, photography, architectural renderings, and records. Sixteen people attended the event, and the interest from this event will likely be revisited through an exhibit and/or event programming on a HABS anniversary in either 2028 or 2033.

Decision, action, or recommendation. The Center has at least a partial exhibit schedule through 2030. This includes installations for the Research Room and hallway cases. This also includes efforts to plan and collaborate with other parties and colleagues. Still, the return on investment to create in-house exhibits is in a deficit. A deviation from traditional outreach patterns and habits must be evaluated by outside professionals and/or targeted focus groups.

Measure 5.5. The Cammie G. Henry Research Center will support the mission of University Libraries and Northwestern State University through creating greater accessibility to materials.

Finding: Not met.

Analysis. Remote reference transactions and scan on demand requests are already standard practice in the Center's reference workflows. While not always particularly

Assessment Cycle 2025 – 2026

efficient, it is beneficial overall.

In this cycle, we did a comparison of the Collection Files Folder on our Library-Archive server partition and the Collection Files Folder on the Watson Library server space. We did this for two reasons: one, because we revised the most of the miscellaneous collections and newspaper collections and those revisions only live on the Library-Archive partition, and two, the Head Archivist noticed that the contents of the two folders did not match each other, and in turn those versions often did not match the physical copies in our finding aid binders. Currently, we instruct patrons to look through both the card catalog and then the paper finding aids to see what we may have on their subject. But a collection the size of Melrose, Dormon, or Guillet for example is far too large to skim for material if you do not have an exact citation. It is helpful for the patron to use the public terminal to do a keyword search across the electronic version of the finding aids as found in the Collection Files folder Library-Archive. Only Library-Archive folders are available to our patrons (to view, not for download). The problem is that if there is a revised edition of the finding aid in the Collection Files folder on Watson Library server, neither the patron nor the staff member can access that finding aid on the public computer. The staff may not even notice the discrepancy until after the patron has left the Center. This situation needs to be resolved in the next cycle to improve accessibility for all parties. We want to track the version history of our inventories and finding aids for our own understanding and for citation history, but we want the researchers to have the most up to date guides to maximize their time at the CGHRC.

Decision, action, or recommendation. Progress has been made to bring our collections into arrangement and description standards that will aid overall accessibility. The Cammie G. Henry Research Center needs a platform and/or institutional repository to make collections more accessible and to house digital collections.

In this cycle, the library contemplated a collaboration with the Parish regarding a digitization program. Our part of that will not come until later, if at all, but this allowed the Center to open talks with the Louisiana Digital Library. We hope to consider meaningful projects with them to make our collections more accessible at a future date.

We will take the data compiled about our Collection Files Folders and our physical finding aids to provide the most accurate finding aid to our patrons and to create an accurate version history of our inventories and finding aids. This will help to understand past collection decisions, to assist with any citation confusion caused by revisions, and, when possible, to help with misfile correction or misunderstandings caused by poor descriptions.

Comprehensive Summary of Evidence. The Cammie G. Henry Research Center continues to make improvements in public services and technical services. While some general improvement measures and targets were not met, applying basic consistent standards, best practices, and measurements as the Center has done in this assessment cycle will position the Center to plan and implement acquisitions, documentary strategies, engagement, and user-centered tasks more efficiently and

Assessment Cycle 2025 – 2026

impactfully.

Plan of Action. The Cammie G. Henry Research Center is moving with due speed to employ advanced metrics as recommended in [Standardized Statistical Measures and Metrics for Public Services in Archival Repositories and Special Collections Libraries](#). The emphasis in the next cycle will be to monitor total time spent on reference requests.

The Head Archivist should consider restating or expanding the targets for Measure 5.3: Outreach, advocacy, and marketing tasks as recommended in the accepted archival domains include educational programming including instruction and orientation sessions. It is part of professional practice and will be ongoing. The Center will continue to market and schedule in-person instruction and orientation sessions.

The Center will be implementing survey instruments for commentary and suggestions for future events and exhibits.

The Center will continue to compile LibGuides to support exhibits and special interests.

The Cammie G. Henry Research Center needs a collection management system (not to be confused with an institutional repository) for collections maintenance, acquisition and intake tasks, donor relations, preservation notation, exhibit installation tracking, and arrangement and description.

Primary responsibility: Donna J. Baker, University Archivist and Records Officer.

Assessment Cycle 2025 – 2026

SO 6. The mission of the Department of Serials, Media, and Electronic Resources is to provide materials, services, and a welcoming place to support learning, teaching, and research. Student learning and success lies in our ability to equitably support every student so s/he can learn, thrive, and become productive members of a democratic society.

Measure 6.1. Rightsizing the print journal collection to become ADA compliant was completed June 30, 2024. Removing six stacks of shelving allowed the remaining 25 stacks to be spaced either 36 or 42 inches apart. Additionally, there is either 45 or 60 inches of space at the ends of the stacks to accommodate a wheelchair turning. Following through with the 2024-2025 plan of action, the print journal collection was shifted to fill in the gaps of empty shelves during the summer of 2025. The stacks at the end of the room were purposefully left empty to allow for future growth.

Finding. The target was met on July 24, 2025.

Analysis. This project began in December 2022. Rightsizing JSTOR journals A-Z and government documents M-Z finished June 2024. Removing government documents titled A-L finished December 2024. Gaps of empty selves were eliminated July 2025. The endcaps were renumbered with laminated signs designed and printed by NSU printshop. Additional directional signs were also updated to accurately reflect which journal titles are available on each stack.

Decision, action, or recommendation. Rightsizing the print journal collection to become ADA compliant began December 2022 and was completed July 2025. This project involved carpenters, painters, student workers, and librarians. Moving the stacks further apart has resulted in an added benefit by improving the amount of light available in the stacks; however, lighting remains a concern. Regardless, this measure has been completed and will no longer appear in this report. Looking back, it was a big project that was undertaken to honor the namesake of this library, Dr. Eugene P. Watson, who was wheelchair bound as a result of childhood polio.

Measure 6.2. Negotiate a license agreement with Ovid specifying the legal use of their products: A) Lippincott Williams & Wilkins Nursing & Health Professions Premier Collection, e.g. 112 nursing journals on the Ovid platform, B) one seat for Ovid Emcare 2019 to the present, e.g. an Elsevier product, C) MEDLINE A&I 1946 to the present, and an D) Ovid site license with Wolter Kluwer Health.

Finding. Target was met on April 14, 2025.

Analysis. Natchitoches and Shreveport have their own separate Ovid license agreements and pay separate invoices for Ovid products. However, Natchitoches and Shreveport each have the same 109 journal titles in common. Additionally, Natchitoches has 3 perpetual access journal titles totaling 112; and Shreveport has 8 perpetual access journal titles totaling 117.

Assessment Cycle 2025 – 2026

The 109 journals in common come from a subscription to an Ovid product entitled, JBI Best Practices (formerly EBP) Database and Journal Package. Shreveport has their own license and pays this invoice. Ovid configures access by making Natchitoches the head of a consortium with Shreveport as a member site allowing access to both campuses. Natchitoches's subscription for LWW Nursing & Health Professions Premier Collection with one Ovid Emcare user license uses the exact same setup, e.g. LWW has the same 109 journals. Further, Ovid's Shreveport account lists the institution's IP ranges, but the Natchitoches account has no IP ranges listed.

January 9, 2025, our Ovid customer service representative discovered that Natchitoches did not have a signed license agreement. Ovid structures its license's in an unusual manner. Ovid's license does not include the subscribed product(s). Instead, Ovid's annual renewal for subscribed products is agreed to via an order/quote. As a result, business terms are excluded from the license, but included in the order/quote, such as authorized site(s), authorized user(s), cost, and list of subscribed journals. Structuring the Ovid license in this manner means the four items listed are not negotiable.

Additionally, Ovid's annual order/quote is emailed directly to EBSCO for signature and then returned to Ovid. The result of this practice meant that the business terms in Ovid's annual order/quote had never been seen by Natchitoches librarians.

Decision, action, or recommendation. Action taken was to discover a new workflow for working with NSU's new Director of Purchasing. Her email dated January 30, 2025, outlined the process since librarians do not have the level of authority to sign legal documents, e.g. license agreements. The Director of Purchasing said that librarians are responsible for sending the revised agreement to the vendor for review until each party agrees with the terms and conditions and then the final contract is emailed to her for the required legal signature. In other words, the Director of Purchasing is not involved with redlining a license or negotiations.

The models chosen for legal language used in Louisiana licenses included: RDA Toolkit License Agreement written by the American Library Association (ALA), December 2022; the Liblicense Model License Agreement with Commentary; LOUIS Electronic Resource Licensing Principles: May 2018; and EBSCO's Standard License Agreement, July 2024.

On March 4, 2025, a webinar was hosted by ALA's Electronic Resources Interest Group. Presenters included Katharin May, ONEAL Project, and Michael Rodriguez, Lyris. ONEAL is an acronym for Open Negotiations Education for Academic Libraries. It provides a free curriculum to learn how to develop negotiation skills
<https://sparc.open.org/our-work/negotiation-resources/oneal>.

During the webinar, Mr. Rodriguez cited "eResource Licensing Explained: an A-Z Licensing Guidebook for Libraries" by Sandra Enimil, et al.
<https://doi.org/10.29242/report.eresourcelicensing2024>. It was the most helpful resource for this negotiation.

Assessment Cycle 2025 – 2026

Unfortunately, the only negotiated items Ovid accepted were recognizing Louisiana law as governing law, silent on the Jury Trial Waiver section, and suggested marketing changes.

The Elsevier Addendum allowed absolutely no changes to its license for one seat to access the Emcare 2019 to the present database. It is important to realize that these legal documents are in effect in perpetuity, or until NSU no longer subscribes to Ovid products.

On June 12, 2025, a different Ovid customer service representative presented NSU's Order/Quote for review. Upon request the Leesville Library was added to the Order/Quote list of authorized facilities/sites. July 15, 2025, the Ovid customer service representative verbally verified that Leesville was added.

Measure 6.3. Complete the Serials portion of the National Center for Education Statistics' Integrated Postsecondary Education Data System (IPEDS) Academic Library report on July 1, 2025, to report the counts in January 2026, for data entry. The Serials portion includes: 1) Library Collections and Circulation of Databases, Media, and Serials in physical and electronic format; 2) Materials and Services Expenses for one-time purchases of books, serial backfiles, and other materials; and 3) Materials and Services Expenses for ongoing subscription commitments. The IPEDS coverage dates are July 1, 2024 – June 30, 2025, (aka FY 25).

Finding. Target was met.

Analysis. The desired statistics were collected on July 1, 2025, to facilitate Dr. Megan Lowe's reporting the IPEDS data January 2026 for the previous fiscal year, July 1, 2024 – June 30, 2025. Since EBSCO Experience Manager's Holdings Management module cannot go back in time, it is imperative to collect IPEDS statistics on the actual calendar day of July 1.

A LOUIS task ticket #10566 was opened to find a workaround, because July 1 was an annual leave day. LOUIS personnel suggested running the title count reports before July 1 and then running the remaining reports after returning to work.

Decision, action, or recommendation. Action taken to collect data for measure 6.3 consisted of creating the below linked Excel spreadsheet to compile the needed statistics. Each vendor or physical format has a tab consisting of a report with a culminating total. Additionally, instructions describing which report was run and other pertinent information were recorded. [2025 06 18 IPEDS FY 2024.2025 Master](#)

The action taken to collect data for measure 6.3, number 1, the number of physical journals and physical media, was to create a SirsiDynix Workflows report for each format. The reports were run automatically on July 1, 2025, showing the Title Count of Physical Serials at 20,703 (an increase of 15,396), and the Title Count of Physical Media at 4,812 (an increase of 1,968). Working with Elizabeth Kelly of LOUIS changed

Assessment Cycle 2025 – 2026

what was counted in the SirsiDynix Workflows reports via [LOUIS Task Ticket #10207](#). The increase in physical serials was the result of counting multiple copies of a title.

On June 18, and 19, 2025, several reports were run in EBSCOadmin Holdings Management to determine a count of unique titles for eSerials, eBooks, and eMedia. This count of electronic resources was obtained by following step-by-step instructions described in an EBSCO Connect knowledge base article dated March 10, 2021, entitled, *How do I get a count of all my ebook or serials titles?*

Holdings management contains 114,808 e-journal titles (an increase of 1,517 from last fiscal year), 337,499 e-books (a decrease of 21,939), and 1,958 (a decrease of 104) e-media. Lastly, the library provided 126 databases (an increase of 9 databases).

There were no one-time purchases this fiscal year. Thus, 6.3, number 2, one-time purchases of books, serial backfiles, and other materials were zero.

Action taken to collect data for measure 6.3, number 3, materials and services expenses for ongoing commitments to subscriptions consisted of utilizing Banner Finance module, specifically the FAIVNDH search command, limiting to fiscal year 2025, searching each vendor, and then summing the totals.

Thus, the amount of ongoing subscription costs, including LOUIS membership fee, was \$541,87.95 (a decrease of \$39,372.05 from last fiscal year). This amount includes the LOUIS membership fee of \$221,780.07 (a \$2,492.14 decrease).

Comprehensive Summary of Key Evidence of Improvement Based on the Analysis of 2024-2025 Results. In 2024-2025 the target was met for all three measures: 6.1, 6.2, and 6.3.

6.1 Rightsizing. Key evidence of improvement resulted in the bookstacks in Serials and Media department, room 311 are in ADA compliance measuring either 36 inches or 42 inches of space between them. Additionally, there is either 45 inches or 60 inches of space at the ends of bookstacks to accommodate a wheelchair turning around bookstacks. Lastly, the endcaps are renumbered and labeled with accurate directional signs.

6.2. The Ovid license. Key evidence of improvement resulted after working through [Open Negotiations Education for Academic Libraries \(ONEAL\)](#) project's free curriculum to learn how to develop negotiation skills.

6.3 IPEDS. Key evidence of improvement consisted of reworking the serials and media SirsiDynix Symphony reports in conjunction with Elizabeth Kelly, LOUIS, to more closely match the IPEDS dashboard results. Additionally, Banner Finance was used, instead of BlueCloud Analytics, to report ongoing subscription costs to ensure accuracy.

Plan of Action Moving Forward. Measure 6.1 is completely finished. The plan of

Assessment Cycle 2025 – 2026

action moving forward is to select a different measure. Since all libraries in the University of Louisiana system are migrating to a new library service platform on June 9, 2027 – Ex Libris' Alma - the focus will be on learning this new platform. On May 29, 2026, Alma's Electronic Resources Activation form was completed and submitted. It forms the basis for NSULA's test instance of the new library service platform that will be available late August 2026.

Measure 6.2 is completely finished in that the Ovid license is in effect in perpetuity, or until NSULA no longer subscribes to Ovid products. The plan of action moving forward is to complete the ONEAL negotiation skills curriculum at <https://sparcopen.org/our-work/negotiation-resources/oneal/oneal-curriculum/>.

Measure 6.3 is completely finished. On August 6, 2025, Dr. Lowe emailed a notice from IPEDS saying that the Academic Libraries component of the survey will be retired. <https://surveys.nces.ed.gov/ipeds/public/changes-to-the-current-year>

The plan of action moving forward is to earn LOUIS' Electronic Resources level 3 certification by completing a capstone project. After a virtual meeting with LOUIS staff on Monday, January 12, 2026, at 9:00 am, the topic selected for a capstone project was "setting up automatic COUNTER API harvesting of usage statistics in Alma and then visualizing the data using Alma analytics." From January through April 2026, all vendor credentials were collected: COUNTER API URL, customer ID, requestor ID, API key, and available COUNTER reports.

Primary responsibility: Kerri Christopher, Serials, Media, and Electronic Resources

Assessment Cycle 2025 – 2026

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.

Measure 7.1. Of the 141 NSU Dissertations already in the OPAC/OCLC, 41 need additional cataloging to become a complete and accurate record to ensure students, faculty, staff, researchers, and users' success in retrieving the desired information. Corrected bibliographic records will have a target of 100% completion. The assessment process includes original cataloging of NSU Dissertations, Theses, and Education Specialist Theses/Projects as well as correcting existing records over the year and percentage increase or decrease regarding set target rate. All existing records did not receive modifications because all newly bound dissertations, theses, and research projects were prioritized to be originally cataloged instead.

Finding. The target was met.

Analysis. In AC 2024-2025, the target was met. Based on the analysis of AC 2024 - 2025 results, 41 needed further modifications. The records without subject headings were addressed. However, the backlog of Education Specialist Projects and Theses as a full and complete record from various colleges still need modifications. The proper cataloging of NSU materials is important to both provide an accurate record of the dissertation and make sure users have all the metadata in order to locate the items in the ILS/OPAC. Therefore, in AC 2025-2026, the target was met.

Decision, action, or recommendation. In AC 2024-2025, the target was met. Based on the analysis of the results in AC 2025-2026, in AC 2026-2027, we will continue updating theses, dissertations, research projects by cataloging, with one to be held in the Archives and will still be searchable in the ILS/OPAC. My department and the director of University Libraries have worked alongside the Dean of the Graduate School in securing a Repository (Digital Commons' Institutional Repository) where NSU produced theses, dissertations, research projects, in-lieu of thesis projects, Scholars College theses, etc. will be accessible virtually. The Cataloging Department will still have a responsibility in making sure all documents can be retrieved within the OPAC/ILS System. All digital and physical copies will still need to be modified in the system to ensure that they are full/complete bibliographic MARC records according to current standards, guidelines, and cataloging rules.

Measure 7.2. Of the 345 NSU Education Specialist Projects already in the OPAC/OCLC, 59 need additional cataloging to be considered an accurate bibliographic record to reflect comprehensiveness, accuracy, and efficiency for item/subject retrieval. Corrected bibliographic records will have a target of 15% completion.

Finding. The target was not met.

Analysis. In AC 2024-2025, the target was not met. Consequently, the target from that

Assessment Cycle 2025 – 2026

period, 15% was reduced for AC 2025-2026. In AC 2025-2026, the target was not met. This measure was not addressed at all during AC 2025-2026 due to the retirement of Linda Guin, Library Associate. Head of the Department and Librarian Debbie Huntington's time is now stretched with numerous responsibilities and other job duties in addition to original cataloging, assigning subject headings, all the technical processing and entering all that metadata into an established template within the Staff Client of Symphony Workflows, which is the Integrated Library System (ILS) software application/platform interface(s) used by University Libraries. In AC 2026-2027, the target was lowered to 10% from 15%.

Given these circumstances, in AC 2025-2026, the target was not met.

Decision, action, or recommendation. In AC 2025-2026, the target was not met. Based on the analysis of the results in AC 2025-2026, in AC 2026-2027, the target rate of 15% will be lowered to 10% in order for the cataloging department to catch up with the backlog and allow time for the processing/cataloging of incoming materials and resources in addition to other responsibilities. The target rate is decreased also due to not knowing an accurate count of Dissertations and Theses that come in each Spring. Therefore, 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 house all theses, dissertations, research projects, etc. within an Institutional Repository – which is an Elsevier product – the platform, Digital Commons was chosen. However, my department will still need to prioritize all new incoming Dissertations, Theses, and Research Projects so they are accessible in the online catalog as well as indexed correctly within the Repository for library users. The older ones are already in the online catalog, therefore, making them accessible to some extent – even if the bibliographic record is incomplete and brief.

Measure 7.3. Of the 300 NSU Theses already in the OPAC/OCLC, 206 bibliographic records need modifying from some degree to an extensive degree – especially correcting verbiage of degrees as well as including authorized subject headings for library users to obtain the desired and best search results and sources. Corrected bibliographic records will have a target of 15% completion in AC 2026-2027.

Finding. The target was not met.

Analysis. In AC 2024-2025, the target was not met. Therefore, it was carried forward into AC 2025-2026. In AC 2025-2026, the target was also not met. In AC 2025-2026, many existing bibliographic records already in the OPAC/ILS system needed modifications to include subject headings and correct wording of verbiage of degrees. Therefore, the target rate was determined to be too high. We knew that the project assessing the accurate number would remain an on-going project each academic year. In September of 2023, Dr. Handel appointed Laura Aaron to address the expense of the binding of dissertations, theses, projects-in-lieu of theses, etc. Head of Collection Development and Cataloging, Debbie Huntington organized a meeting with Laura Aaron, Callie Hammonds, Santonia Helaire, and Dr. Megan Lowe via Teams on

Assessment Cycle 2025 – 2026

September 26th. Discussion centered on recognizing that better communication and organization was needed between The Graduate Office/School and University Libraries. Policies, procedures, digitization in place of binding, and correct degree verbiage that is consistent online, in the University Catalog, and what the authors include in their dissertations and theses were addressed and discussed. It was decided that this would be an ongoing project to ensure that we can institute best practices and procedures. Also, in Spring 2026, Dr. Lowe and Debbie Huntington met with the Dean of the Graduate School, Mary Edith Stacy, to discuss purchasing an Institutional Repository which will ensure that any/all NSU produced theses, dissertations, research projects, in-lieu of thesis projects, Scholars College theses, etc. can be retrieved virtually.

Despite these efforts, in AC 2025-2026, the target was not met. However, Dr. Lowe successfully negotiated the purchase of an Institutional Repository, and initial meetings are being currently held.

Decision, action, or recommendation. In AC 2025-2026, the target was not met. Based on the analysis of AC 2025-2026 results, the plan of action in AC 2026-2027 will be that all original cataloging of NSU Dissertations, Theses, Education Specialist Theses, Scholars College Theses, etc. will now be an on-going job responsibility for the Collection Development/Cataloging Librarian, with the possibility of overlapping fiscal/academic years. Also, in AC 2026-2027, we will be purchasing an Institutional Repository, Digital Commons', where all NSU produced theses, dissertations, research projects, in-lieu of thesis projects, Scholars College theses, etc. can be retrieved virtually full text.

A target rate is yet to be determined on how many can be loaded within the Repository. Meetings with Digital Commons' Institutional Repository will need to take place first regarding back-end setup and onboarding so information can be indexed, discovered, and retrieved. Again, due to the Collection Development and Cataloging Department having a key position frozen, time is a huge factor in meeting new target goals in making sure documents are correct and retrievable. Since the Library Associate position is still frozen, this limits progress on this measure. Reports and global edit projects will be periodically done to ensure that any incomplete records will/can be located and modified. 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. During AC 2024-2025, the Cataloging Department concentrated on entering 178 Theses and 38 Education Specialist Projects into the ILS before Linda Guin retired. During AC 2025-2026, subject headings were added to records to become a complete/full record to over 30 records. Over the last three years, when time allows, I have continued to make corrections to existing MARC records already in the system. This was not a priority due to working on a backlog of theses and research projects that had piled up during and after COVID. This was the focus during the Fall of AC 2024-2025. We also organized a meeting with the Graduate Office to streamline

Assessment Cycle 2025 – 2026

communication and procedures/policies between the Library and Graduate Office which also led to a discussion that resulted in the purchase of an online Repository.

Plan of Action Moving Forward. The Head of Collection Development and Cataloging, Debbie Huntington, Library Director, Megan Lowe, and other key personnel will schedule meetings with Digital Commons' Institutional Repository to the setup of back-end policies, procedures, onboarding, and configuration(s) within the Repository. According to state regulations, we will still need to provide the Archives with either a digitized copy or a physical copy since anything written, created, and published about/by NSU needs to be part of the Archives and retained as a permanent record. If so, only one physical copy will be needed and printed to meet state requirements on record management policies/procedures.

In addition, moving forward, all changes in degree verbiage still need to be addressed and made aware of the Collection Development and Cataloging Department at Watson Library. This is to ensure that the correct information is entered into the ILS System, therefore easily retrieved and accessible. In our MARC template, we will enter all degree information in MARC fields 502 and 830 as a necessary cataloging rule/mandate.

Primary responsibility: Debbie Huntington, Head Collection Development and Cataloging.

Assessment Cycle 2025 – 2026

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

Measure 8.1. LSA will complete Open Education Network training for Certificate in Open Education Librarianship. Librarian will complete both course and university action plan by September 19th and receive certificate in Open Education Librarianship.

Finding. The target was met.

Analysis. On September 29, 2025, the Librarian finished the training course and was awarded a certificate of completion.

Decision, action, or recommendation. The recommendation is to apply the information from the course. On application was to complete and distribute a university wide survey that measured interest in open education resources among the faculty (see below).

Measure 8.2. Librarian will complete university-wide survey measuring interest in creating open education resources among faculty in all departments. Survey content will be derived from already extant OER surveys directed at faculty. Librarian has completed an intensive literature search and has compiled questions based on prior experience and knowledge of OER, current use of OER, and interest in creating OER resources, with a special focus on upper-level courses. At the conclusion of the survey, respondents will be asked at the conclusion of the survey if they would like to be contacted by the librarian about open education resources and their interest in participating in a “special initiative.”

The survey will be completed in time for distribution on faculty on-call day, Monday, August 11th. The survey will close on Monday, August 25, and interested faculty will be contacted that week for a meeting TBA.

Finding. The target was not met.

Analysis. Target was not met because the course work was completed after the semester had already begun, and normal priorities of the University Libraries had to be addressed.

Decision, action, or recommendation. The recommendation is to wait until August 2027 to complete the survey project, including distribution and examination of its findings.

Measure 8.3. Depending on the success of 8.2, the librarian will apply for Board of Regents Departmental Enhancement Grant (RFP due by October 24, 2025), with a special focus on incentivizing faculty to create OER texts for 4000 level courses.

Assessment Cycle 2025 – 2026

Open education resource (OER) textbook initiatives usually target entry level courses to promote student retention and matriculation. This funding of this initiative will help provide OER textbooks in disciplines such as engineering and the health sciences, where average textbook prices increase as skills and concepts become ever more complex. If successful, another application will be made for 2026-2027 funding for Cycle II disciplines. With the participation of interested faculty (co-principal investigators) the librarian (principal investigator) will complete the RFP application by the posted due date.

Finding. The target was not met.

Analysis. The target was not met because ACT 222 of the Louisiana Legislature eliminated funding from the Louisiana Education Quality Trust Fund on June 18, 2025.

Decision, action, or recommendation. The recommendation is to revisit this measure after the LSP migration is completed in August of 2027, when alternate funding may be found, or the LEQTF re-instated.

Comprehensive Summary of Key Evidence of Improvement Based on the Analysis of 2024-2025 results. Measure 8.1 was met, but the opportunity for a successful survey was mitigated by the lateness of completing the course and the LSA's routine workload. The outcome of 8.3. was decided by the legislature before the Fall 2025 semester began.

Plan of Action Moving Forward. The LSA's course work and files will be maintained. After the migration of the library services platform (LSP), measure 8.2 will be restarted. The LSP migration itself necessarily requires new measures, which are listed below.

NEW 8.4. Certification in Alma Administration. The course work for this certification is necessary for understanding the new "back-end" system that operates the library catalog, circulation, cataloging, etc.

NEW 8.5. Certificate in Primo VE Administration. The course work for this certification is necessary for understanding the new "front end" system that comprises both the university libraries' catalog and the discovery layer for electronic resources.

NEW 8.6 Certificate in Alma Administration: Acquisitions. The course work for this certification is necessary for understanding the new acquisitions module which staff will use for invoicing and payment procedures.

NEW 8.7 Certificate in Alma Certification: E-Resource Management. The course work for this certification is necessary for understanding the selection and representation of electronic resources in the discovery layer of the "Primo VE" module.

Assessment Cycle 2025 – 2026

Primary responsibility: Michael Matthews, Head of Access Services and Government Documents Librarian.

Assessment Cycle 2025 – 2026

Comprehensive Summary of Key Evidence of Improvement Based on Analysis of Results.

The following reflects all the changes implemented to drive the continuous process of seeking improvement in AC 2024-2025. These changes are based on the knowledge gained through the AC 2023-2024 results analysis.

- **SO 1. Measure 1.1 and 1.2.** All of the statistics selected for monitoring for Measurement 1.1 were recorded and reported, meaning the target was met. There was concern that the reporting methods may be at fault (apples-to-oranges) and may need to be reconsidered, meaning recommendations for increasing numbers may be complicated. Therefore, University Libraries intends to continue to record and report numbers. Policy review and revision were not completed, meaning that target was not met. Policy review and revision will be prioritized for the coming year, to be completed by Summer 2027.
- **SO 2. Measure 2.1 and 2.2.** The library teaching faculty's plan of action for AC 2025-2026 to drive the cycle of improvement included deleting or revising outdated Guides and creating new Guides by subject and class. Additionally, the teaching faculty would promote the updated LibGuides through classroom instruction and faculty collaboration. However, the target of a 5% increase in LibGuide usage was not met due to several factors, including the need to revise all LibGuides to WCAG 2.1 accessibility standards. Due to LibGuide revisions and updates not being finalized, the teaching faculty could not fully implement the plan to promote LibGuides through classroom instruction or faculty collaboration. However, the target completion measure of 60% for the library surveys was met with 64% of surveys completed and returned by students, with 100% of respondents reporting a rating of "excellent" on the research consultation surveys, and 86% "very satisfied" on the library instruction surveys, exceeding the completion rate of 60% and 70% session satisfaction targets.
- **SO 3. Measures 3.1. and Measure 3.2.** Although this increase reflects growth, it falls short of the 50% growth target and indicates only modest improvement in student and faculty engagement with library instruction services. The number of library instruction sessions increased from 1,456 in 2024–2025 to 1,540 in 2025–2026, representing an increase of 84 sessions, or 5.8% (see Figures 2, 3, & 4). This was the fourth year that CONSAH library faculty actively promoted Microsoft Stream video training and SharePoint slide presentations to Nursing and Allied Health instructors. Undergraduate instructors included video training links for CINAHL, PubMed, and PICOT resources in their Moodle course shells, while graduate instructors also incorporated Microsoft Stream training videos for Rayyan.AI. In addition, the instructional librarian promoted APA citation and bibliographic training materials through LibGuides to all students. Nursing administrators at each campus who oversee TEAS testing introduce prospective clinical nursing students to the CONSAH Library faculty, creating an early connection to the NSU Nursing Program. A pre-clinical Webex is then scheduled to familiarize students with library resources and preparatory databases that support their

Assessment Cycle 2025 – 2026

academic success. We will continue this outreach effort to engage students early in their nursing education and promote awareness of available resources throughout their program. Graduate faculty promoted video-based, face-to-face, and Webex training sessions throughout the assessment period (see Figure 4). Participation among graduate students in both the MSN and DNP programs was strong. In March 2026, however, CONSAH discontinued the use of training videos that did not meet Web Content Accessibility Guidelines (WCAG) standards. Although the compliance deadline was extended from April 24, 2026, to April 24, 2027, Nursing and Allied Health administration recognizes that the existing online training videos are not fully compliant. In addition, a decision has not yet been made regarding the continued use of Microsoft Stream as the platform for delivering training content.

- **SO 4. Measures 4.1. and 4.2.** The NSU Leesville/Ft. Polk Library continues to prioritize visibility and patron engagement while adapting to changing usage trends. Marketing efforts, including email outreach, flyers, and social media, previously contributed to significant increases in study room usage (32% growth from AC 2022–2023 to AC 2023–2024). However, data from AC 2025–2026 reflects a notable decline in study room utilization, with total usage decreasing from 657 in AC 2024–2025 to 331, indicating a need to reassess and strengthen current outreach and engagement strategies.
- **SO 5. Measure 5.1. – 5.5.** The Cammie G. Henry Research Center continues to make improvements in public services and technical services. While some general improvement measures and targets were not met, applying basic consistent standards, best practices, and measurements as the Center has done in this assessment cycle will position the Center to plan and implement acquisitions, documentary strategies, engagement, and user-centered tasks more efficiently and impactfully.
- **SO 6. Measure 6.1 – 6.3.** In 2024-2025 the target was met for all three measures: 6.1, 6.2, and 6.3. 6.1 Rightsizing. Key evidence of improvement resulted in the bookstacks in Serials and Media department, room 311 are in ADA compliance measuring either 36 inches or 42 inches of space between them. Additionally, there is either 45 inches or 60 inches of space at the ends of bookstacks to accommodate a wheelchair turning around bookstacks. Lastly, the endcaps are renumbered and labeled with accurate directional signs. 6.2. The Ovid license. Key evidence of improvement resulted after working through Open Negotiations Education for Academic Libraries (ONEAL) project's free curriculum to learn how to develop negotiation skills. 6.3 IPEDS. Key evidence of improvement consisted of reworking the serials and media SirsiDynix Symphony reports in conjunction with Elizabeth Kelly, LOUIS, to more closely match the IPEDS dashboard results. Additionally, Banner Finance was used, instead of BlueCloud Analytics, to report ongoing subscription costs to ensure accuracy.

Assessment Cycle 2025 – 2026

- **SO 7. Measure 7.1. – 7.3.** During AC 2024-2025, the Cataloging Department concentrated on entering 178 Theses and 38 Education Specialist Projects into the ILS before Linda Guin retired. During AC 2025-2026, subject headings were added to records to become a complete/full record to over 30 records. Over the last three years, when time allows, I have continued to make corrections to existing MARC records already in the system. This was not a priority due to working on a backlog of theses and research projects that had piled up during and after COVID. This was the focus during the Fall of AC 2024-2025. We also organized a meeting with the Graduate Office to streamline communication and procedures/policies between the Library and Graduate Office which also led to a discussion that resulted in the purchase of an online repository.
- **SO 8. Measures 8.1 – 8.3.** Measure 8.1 was met, but the opportunity for a successful survey was mitigated by the lateness of completing the course and the LSA's routine workload. The outcome of 8.3. was decided by the legislature before the Fall 2025 semester began.

Assessment Cycle 2025 – 2026

Plan of Action Moving Forward. Service outcomes continue to guide the design and delivery of services within University Libraries, regardless of location within the University Libraries ecosystem. While all locations within the ecosystem share common policies and procedures, they serve different populations and needs. This also applies to individual departments within University Libraries. The ways in which their contributions to the overall operations of University Libraries vary but are no less important. Service outcome 1.2 – the review of policies and job descriptions – underlines this reality, as well as the growing need to reconsider the ways in which we collect and report statistics, not to mention how we conduct and promote our services.

Looking ahead to AC 2025-2026, and in keeping with the principle of continuous improvement and refinement of practice, the different departments and locations within the University Libraries ecosystem will implement a variety of actions that reflect this principle.

- **SO 1. University Libraries.** With regard to Measurement 1.1, University Libraries suspended the pursuit of increases in numbers; for the next year, University Libraries will only monitor and record the current set of statistics. The implementation of a new LSP has begun, which may affect how statistics are obtained, so monitoring remains the most judicious approach. University Libraries will also begin tracking uses of the Watson Parking Lot, as the Watson Parking Lot is popular with recognized student organizations (RSOs) for fundraising events like carwashes and stationary rowing. With regard to Measurement 1.2, the policies will be examined until all policies are reviewed, retained or discarded, and updated to reflect current practice. They will then be submitted for approval to the appropriate authority on campus (Academic Affairs for policies).
- **SO 2. Library Instruction.** The LibGuide administrator will continue revising Guides and creating new Guides by subject and class to drive the cycle of improvement. Additionally, the teaching faculty will promote the updated LibGuides through classroom instruction and faculty collaboration once WCAG 2.1 accessibility standards are completed. For assessment purposes, the research consultation satisfaction survey will be retained, as well as the library instruction satisfaction survey. Both surveys will be administered electronically through Microsoft Forms.
- **SO 3. The CONSAH/Shreveport Library.** Based on the analysis of the 2025-2026 findings, the CONAH Teaching Faculty will pursue a more modest target of 15% increase in 2026-2027. Once WCAG-compliant videos are developed and approved, links to the training materials will be added to course Moodle shells to ensure students have convenient access to the resources. If YouTube is approved and supported by the University, Library Teaching Faculty will develop and publish fully WCAG-compliant training videos on that platform. To prepare for this initiative, all library faculty have completed social media training through Northwestern State University's Marketing Department. Library Management will

Assessment Cycle 2025 – 2026

determine whether YouTube will be used as the platform for developing and delivering fully WCAG-compliant training tutorials and accompanying transcripts. If YouTube is not selected, Northwestern State University will need to provide and approve an alternative platform that meets accessibility requirements. This decision will be made collaboratively by the NSULAL Library Director and the CONSAH Library Teaching Faculty during the summer of 2026. The Library Teaching Faculty will also participate in outreach efforts directed toward undergraduate and graduate students, working in collaboration with course instructors.

- **SO 4. NSU Leesville/Ft. Polk.** The plan of action moving forward is to strengthen marketing and visibility efforts by continuing promotion through campus flyers, brochures, and social media platforms (Facebook and X), with an increased focus on peak academic periods where usage traditionally rises. The library will increase targeted faculty engagement by sending scheduled email reminders throughout the semester to encourage faculty to promote study room usage to their students. Additionally, the library will expand onboarding outreach by distributing promotional materials during on-call week to ensure new and returning faculty are aware of study room availability and policies. The library will also address capacity concerns by exploring options to add additional study rooms or reconfigure existing spaces, as survey feedback indicated demand exceeds current availability (4 patrons requested more rooms). The library will analyze usage trends more strategically, particularly the significant drop in spring semester usage (390 to 128 year-over-year), to identify gaps in awareness, scheduling, or access, and evaluate and enhance facility quality, including assessing and planning for upgrades to group study room technology (e.g., TVs), in response to patron feedback. Additionally, the library will assess operating hours feasibility, especially during high-demand periods, to determine if earlier opening times would improve access and usage. Furthermore, the library will continue systematic survey distribution each semester to maintain strong engagement and gather feedback on services, policies, and facilities. Finally, the library will monitor and maintain high response rates, using the successful strategies that resulted in a 100% response rate in AC 2025–2026, while adjusting outreach methods as needed and sustain daily transaction tracking for study room usage to ensure accurate and consistent data collection.
- **SO 5. Cammie G. Henry Research Center.** The Cammie G. Henry Research Center is moving with due speed to employ advanced metrics as recommended in Standardized Statistical Measures and Metrics for Public Services in Archival Repositories and Special Collections Libraries. The emphasis in the next cycle will be to monitor total time spent on reference requests. The Head Archivist should consider restating or expanding the targets for Measure 5.3: Outreach, advocacy, and marketing tasks as recommended in the accepted archival domains include educational programming including instruction and orientation sessions. It is part of professional practice and will be ongoing. The Center will continue to market and schedule in-person instruction and orientation sessions. The Center will be implementing survey instruments for commentary and

Assessment Cycle 2025 – 2026

suggestions for future events and exhibits. The Center will continue to compile LibGuides to support exhibits and special interests. The Cammie G. Henry Research Center needs a collection management system (not to be confused with an institutional repository) for collections maintenance, acquisition and intake tasks, donor relations, preservation notation, exhibit installation tracking, and arrangement and description.

- **SO 6. Department of Serials, Media, and Electronic Resources.** Measure 6.1 is completely finished. My plan of action moving forward is to select a different measure. Since all libraries in the University of Louisiana system are migrating to a new library service platform on June 9, 2027 – Ex Libris' Alma - the focus will be on learning this new platform. On May 29, 2026, Alma's Electronic Resources Activation form was completed and submitted. It forms the basis for NSULA's test instance of the new library service platform that will be available late August 2026. Measure 6.2 is completely finished in that the Ovid license is in effect in perpetuity, or until NSULA no longer subscribes to Ovid products. The plan of action moving forward is to complete the ONEAL negotiation skills curriculum at <https://sparcopen.org/our-work/negotiation-resources/oneal/oneal-curriculum/> to be prepared to negotiate a future vendor agreement. Measure 6.3 is completely finished. On August 6, 2025, Dr. Lowe emailed a notice from IPEDS saying that the Academic Libraries component of the survey will be retired. <https://surveys.nces.ed.gov/ipeds/public/changes-to-the-current-year>. The plan of action moving forward is to earn LOUIS' Electronic Resources level 3 certification by completing a capstone project. After a virtual meeting with LOUIS staff on Monday, January 12, 2026, at 9:00 am, the topic selected for a capstone project was "setting up automatic COUNTER API harvesting of usage statistics in Alma and then visualizing the data using Alma analytics." From January through April 2026, all vendor credentials were collected: COUNTER API URL, customer ID, requestor ID, API key, and available COUNTER reports.
- **SO 7. Collection Development and Cataloging.** The Head of Collection Development and Cataloging, Debbie Huntington, Library Director, Megan Lowe, and other key personnel will schedule meetings with Digital Commons' Institutional Repository to the setup of back-end policies, procedures, onboarding, and configuration(s) within the Repository. According to state regulations, we will still need to provide the Archives with either a digitized copy or a physical copy since anything written, created, and published about/by NSU needs to be part of the Archives and retained as a permanent record. If so, only one physical copy will be needed and printed to meet state requirements on record management policies/procedures. In addition, moving forward, all changes in degree verbiage still need to be addressed and made aware of the Collection Development and Cataloging Department at Watson Library. This is to ensure that the correct information is entered into the ILS System, therefore easily retrieved and accessible. In our MARC template, we will enter all degree information in MARC fields 502 and 830 as a necessary cataloging rule/mandate.

Assessment Cycle 2025 – 2026

- **SO 8. The Department of Access Services.** The LSA's course work and files will be maintained. After the migration of the library services platform (LSP), measure 8.2 will be restarted. The LSP migration itself necessarily requires new measures. NEW 8.4. Certification in Alma Administration. The course work for this certification is necessary for understanding the new "back-end" system that operates the library catalog, circulation, cataloging, etc. NEW 8.5. Certificate in Primo VE Administration. The course work for this certification is necessary for understanding the new "front end" system that comprises both the university libraries' catalog and the discovery layer for electronic resources. NEW 8.6 Certificate in Alma Administration: Acquisitions. The course work for this certification is necessary for understanding the new acquisitions module which staff will use for invoicing and payment procedures. NEW 8.7 Certificate in Alma Certification: E-Resource Management. The course work for this certification is necessary for understanding the selection and representation of electronic resources in the discovery layer of the "Primo VE" module.