

Section Header	Description
Institution Name/Characteristics	<p><i>Southern Illinois University Edwardsville</i> (public university, 10,704 FTE; Library 37 FT, 1 PT)</p> <p><i>Southern Illinois University Carbondale</i> (public research university, 12,463 FTE; Library 52 FT);</p> <p><i>College of DuPage</i> (community college, 12,080 FTE; Library 36 FT, 28 PT)</p> <p><i>University of Illinois Chicago</i> (public research university in Chicago, Illinois, 33,518 FTE; Faculty: 2,817, Academic Professionals and Civil Service: 6,021, Library 136 FT);</p> <p><i>Illinois State Library</i> (special/government library, 62 FT)</p>
CARLI Counts Participant Name + Job Title	<p>Tammie Busch - Catalog and Metadata Librarian, Southern Illinois University Edwardsville</p> <p>Susan M. Howell - Cataloging and Metadata Librarian, Southern Illinois University Carbondale;</p> <p>Mary S. Konkol - Head of Technical Services, College of DuPage Library;</p> <p>Mingyan Li - Metadata Librarian, University of Illinois Chicago;</p> <p>Ross Taft - Library Specialist, Illinois State Library.</p>
Project Name/Title	Perceived Value of Cataloging in Identifying Resources for Students
Single Sentence Abstract	The purpose of this project is to assist a team of technical services librarians in investigating how reference and instruction librarians and staff perceive the value of enhanced cataloging upon the process of identifying resources for a student.
Motivation(s) for Project	The Technical Services Cohort was prompted by the CARLI Technical Services Committee. One of the discussion topics was to promote the value and importance of technical services regarding how its work supports the strategies of our institutions. Among the strategies was “student success”. The CARLI Counts II Cohort was the perfect venue to research and champion this topic.
Partners and Stakeholders	<p>This is a team project, the first team approach of either cohort.</p> <p>Stakeholders: CARLI institutions using PrimoVE as their discovery service. The survey utilized in this project pertains to libraries of all types—academic, public, school, and special—and could be</p>

	<p>expanded to gather more data on the impact of cataloging work on student success.</p> <p>Partners: Cathy Mayer (Lake Forest College) - Director of Donnelley and Lee Library & CARLI Counts Mentor Dennis Krieb (Lewis & Clark Community College) - Director, Institutional Research and Library Services Debbie Campbell (CARLI) - Senior Library Services Coordinator</p>
Inquiry Question	<i>ENHANCED CATALOGING</i> was our independent variable and the <i>DEGREE OF PERCEIVED VALUE FOR LIBRARY STAFF</i> was our dependent variable.
Study Participants/ Population	Reference and Instruction Librarians and Staff.
Method(s) of Data Collection and Analysis	Survey using Qualtrics experience management software under the University of Illinois at Chicago's subscription.
Findings	Survey data was collected in October-December of 2020. Analysis of data is scheduled for January 2021 and will be utilized to write an article for submission to a peer-reviewed academic journal.
Use of Findings	<p>Develop recommendations for libraries interested in which bibliographic enhancements have the most impact on finding, identifying, and searching resources for students.</p> <p>Increasing the awareness of the value of enhanced cataloging and the professional staffing needed to achieve it.</p>
Next Steps and Other Results	We plan to pursue publication in Spring and take our research even further by developing a survey for student focus groups in order to connect and lend credence that our efforts in enhanced cataloging does impact student success.
Additional Reflections	<p>One of the many things we learned is that our collective effort allowed us to do things that we had never done before.</p> <p>The fortuitous composition of our team carried over into the process and tools of our team-based research development. We stayed motivated by weekly team meetings and by using Box (hosted by the University of Illinois at Urbana-Champaign, which CARLI is affiliated with) to post agendas, minutes,</p>

	<p>literature reviews, research findings, and survey draft creation and deliberations. All team members who had not been IRB-certified, completed approximately 25+ hours of online training from the Collaborative Institutional Training (CITI Program) through Southern Illinois University Edwardsville and received certificates for faculty, staff or students conducting research involving human subjects. Our survey instrument was developed using Qualtrics experience management software under the University of Illinois at Chicago’s subscription.</p> <p>Once our research question was refined, which took several iterations, we determined our target audience to be librarians and paraprofessional staff working in reference and instruction. <i>Enhanced Cataloging</i> was our independent variable and the <i>Degree of Perceived Value for Library Staff</i> was our dependent variable. At our mentor’s suggestion, our survey was run against the Cronbach’s Alpha-Interrater and received a favorable .913 reliability score—a measure of scale/testing reliability and consistency. After testing our survey, ourselves and piloting it in a small sample group of CARLI mentors, we launched it via the CARLI Newsletter, CARLI Discussion Lists, and IACRL Discussion List.</p> <p>Despite professional disruptions within individual organizations due to the COVID-19 global pandemic and the CARLI migration to Alma, working across institutions enabled this project to proceed with minimal disruption. The shared burden of planning and collaboration distributed the work and enabled group members to carry one another if/when individual institutional workloads pulled team members away from project work for limited stretches of time. Strong camaraderie was developed through the process of completing the project and the team enduring amidst the stressors of professional life upended by the broader social unrest of 2020. Therefore, the group avidly endorses cross-institutional collaboration for future projects being considered.</p>
<p>Timeline</p>	<p>February 2020</p> <ul style="list-style-type: none"> • Began identifying enhanced cataloging fields <p>March 2020</p> <ul style="list-style-type: none"> • Set up regular weekly meetings via Zoom • Formulated research question <p>April 2020</p> <ul style="list-style-type: none"> • Started drafting initial survey template • Added demographic survey questions

- Queried library colleagues for initial survey feedback
- Determined primary IRB institution contact for our research

May 2020

- Continued drafting survey instrument
- Selected Qualtrics experience management software as survey mechanism
- Every team member to be IRB certified via CITI (Collaborative Institutional Training Initiative) Program for research on human subjects

June 2020

- Reviewed survey instrument in Qualtrics
- Team individually completed IRB certification via CITI Program
- Survey piloted among randomly selected CARLI members
- Ran Cronbach's Interrater validity test on our survey
- Tweaked survey based on feedback from pilot survey results and comments
- Began deliberations on pursuing publication on our research findings; initial identification of publications

July 2020

- Began initial discussion, format, layout, key points for the team's CARLI Counts poster keeping in mind storytelling and imagery
- Participated in 3-day CARLI Counts virtual conference

August 2020

- Created literature review spreadsheet
- Began literature review and comments
- Created timeline for survey rollout, close and scoring and analysis
- Outlined poster and settled on key areas to present

September 2020

- Reviewed previous CARLI Counts posters
- Completed poster and submitted to CARLI
- Added additional articles to literature review

October 2020

- Selected poster presenters for our team
- Prepped and developed poster presentation script
- Received expeditious IRB approval
- Rolled out survey via CARLI Newsletter and CARLI Discussion Groups: Tech Services, Instruction, and Public Services
- Received publication invite from publisher to publish our survey results and research

	<p>November 2020</p> <ul style="list-style-type: none"> • Presented poster at CARLI Annual Meeting • Continued literature review and article commentary <p>December 2020</p> <ul style="list-style-type: none"> • Continued literature review • Survey closed in December • Scoring training <p>January 2021</p> <ul style="list-style-type: none"> • Score and analyze survey • Create template/outline for publication; assign/claim sections • Turn in CARLI Annual Report/Review of our project <p>February-Late Spring 2021</p> <ul style="list-style-type: none"> • Write article • Submit article for publication • Respond to next iteration of CARLI Counts as available to address our future plans for student survey
Bibliography/Works Cited	<p>Hufford, Jon R. (1991). Elements of the Bibliographic Record Used by Reference Staff Members at Three ARL Academic Libraries. <i>College & Research Libraries</i>, 52(1), 54-64. https://doi.org/10.5860/crl_52_01_54</p> <p>Jeannette Ho MS (2005) Enhancing Access to Resources Through the Online Catalog and the Library Web Site: A Collaboration Between Public and Technical Services at Texas A&M University Libraries, <i>Technical Services Quarterly</i>, 22(4) 19-37. https://doi.org/10.1300/J124v22n04_02</p> <p>Calhoun, Karen, Cantrell, Joanne, Gallagher, Peggy & Hawk, Janet (2009). Online Catalogs: What Users and Librarians Want: an OCLC report. <i>OCLC, Online Computer Library Catalog, Inc.</i>, 2009. https://www.oclc.org/content/dam/oclc/reports/onlinecatalogs/fullreport.pdf</p> <p>Stalberg, Erin, Cronin, Christopher (2011). Assessing the Cost and Value of Bibliographic Control. <i>Library Resources & Technical Services</i>, 55(3), 124-137. https://journals.ala.org/index.php/lrts/article/view/5501/6757</p> <p>Porter, John (2011). Folksonomies in the library: their impact on user experience, and their implications for the work of librarians. <i>The Australian Library Journal</i>, 60(3), 248-255. https://doi.org/10.1080/00049670.2011.10722621</p>

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Zetty, Janelle (2017). Different Departments, Same Goals: Improving User Experience through Collaboration. *Codex: The Journal of the Louisiana Chapter of the ACRL*. 4(3). 82-89. <https://journal.acrlla.org/index.php/codex/article/view/132/267>

	<p>Schultz, Jr., William N. & Braddy, Lindsay (2017) A Librarian-Centered Study of Perceptions of Subject Terms and Controlled Vocabulary. <i>Cataloging & Classification Quarterly</i>, 55(7-8), 456-466. https://doi.org/10.1080/01639374.2017.1356781</p> <p>Svab, Katarina (2018). The opinion of public and academic librarians on the necessary changes in the library catalogue. <i>Knjiznica</i> 62(3), 31-50. https://knjiznica.zbds-zveza.si/knjiznica/article/download/7376/6887/</p> <p>Smith-Yoshimura, Karen (April 2, 2020). New ways of using and enhancing cataloging and authority records. Hanging together, the OCLC Research Blog. OCLC, Online Computer Library Center, Inc. https://hangingtogether.org/?p=7805</p> <p>Wiley, Eric & Yon, Angela (2019) Applying Library of Congress Demographic Group Characteristics for Creators. <i>Cataloging & Classification Quarterly</i>, 57(6), 349-368. https://doi.org/10.1080/01639374.2019.1654054</p> <p>Hobart, Elizabeth (2020). Recording Creator Characteristics for Native American: An Analysis of Bibliographic Records. <i>Cataloging & Classification Quarterly</i>, 58(1), 59-75. https://doi.org/10.1080/01639374.2019.1704333</p> <p>Smith-Yoshimura, Karen (2020). Transitioning to the Next Generation of Metadata. Dublin, Ohio : OCLC Research. URL: https://doi.org/10.25333/rqgd-b343</p> <p>Aldred, B. Grantham (2019). Mapping the inside of a collection: ArcGIS as content analysis tool. <i>Qualitative and Quantitative Methods in Libraries</i>, 8(4), 479-493. http://www.qqml-journal.net/index.php/qqml/article/view/553</p>
Appendices	<p>Appendix A: Survey instrument Appendix B: Poster</p>

Appendix A: Survey Instrument

Research topic: How do reference and instruction librarians/staff perceive the value of enhanced cataloging upon the process of identifying resources for a student?

Q1- Do you have experience in providing reference and/or instructional services?

Yes or No

Q2 - Do you have cataloging experience?

Yes or No

Q3 - What is the job classification of your position?

Librarian (MLS/MLIS)

Paraprofessional

Graduate student worker

Student worker

Q4 – Y

Yes

No

Q5 - In a typical week during the academic semester, how many hours are devoted to providing reference assistance, including desk, chat, phone, or by appointment?

0-4 hours

5-10 hours

11-14 hours

15 or more hours

Q6 - In a typical week during the academic semester, how many information literacy/instruction classes do you teach, including in person and online?

I do not teach information literacy/instruction classes

1 class

2 classes

3 or more classes

Q7 - How long have you worked in an academic library?

0-4 years

5-9 years

10-14 years

15-19 years

20 years or more

Q8 - In determining the suitability of a resource for a student, how often do you review the summary/abstract within a catalog record?

Never

Rarely

Often

Appendix A: Survey Instrument

Always

If you would like to provide more information, please click and leave your comments below:

Q9 - In determining the suitability of a resource for a student, how often do you review the information contained in the table of contents of a catalog record (such as chapters, soundtrack titles, conference paper titles)?

Never

Rarely

Often

Always

If you would like to provide more information, please click and leave your comments below:

Q10 - How often do you use filtering/faceting or an advanced search to narrow down search results when helping a student?

Never

Rarely

Often

Always

If you would like to provide more information, please click and leave your comments below:

Q10_5 - If you would like to provide more information, please click and leave your comments below:

Open Ended

Q16 - When selecting resources for a student, indicate the degree to which information in a catalog record is helpful.

0=not useful at all

1=somewhat useful

2=very useful

3=essential

Variant titles (such as preferred/also known as, published in another country as, title on container)

Supplementary content (such as a bibliography, appendix, discography, filmography, index, etc.),

Summary/abstract

Notes (such as history of work, details of conference/symposium, closed-captioning, target audience, reading level, Braille, other language tracks, dissertation information, system requirements for playback/access, etc.)

Table of contents (such as chapters, soundtrack titles, conference paper titles)

Local notes (such as retention, part of a specific donation, signed by author)

Other authors (such as producers, directors, translators, narrators, cinematographers, costume designers, performers, actors, screenplay writers, musicians)

Accompanying material (such as reader discussion guides, answer keys, test banks, supplements, booklets, maps, designs/plans, model key guides, etc.)

Subject headings (such as Library of Congress, Library of Congress Children,Äôs)

Appendix A: Survey Instrument

Specific subject headings beyond Library of Congress (such as MeSH (National Library of Medicine) and subject headings in other languages)

Statement of responsibility for creation/content with authors credentials & affiliations

Genre of resource (such as mystery, romance, detective, cookbooks, graphic novels, animated movies, western, sci-fi, etc.)

Genre Form of resource (such as large print, alphabet books, pop-up books, artists' books, etc.)

Related works (such as earlier, later, based on, translated from, contained in, etc.)

Q17 - Is there information you would add to a cataloging record to help students determine if a resource is useful? If yes, what information would you include?

Open Ended

Q19 - Biographical or historical data information within a catalog record would be useful in determining the suitability of a resource for a student?

Strongly agree

Agree

Disagree

Strongly Disagree

No opinion

Q20 - Related resource information within a catalog record would be useful in determining the suitability of a resource for a student, especially if this information were hyperlinked? (MARC 76X-78X fields)

These are examples of 76x-78x fields in bibliographic records:

770 08 Supplement (work): Breslin, John. Banking law. First supplement to the third edition. Dublin, Ireland : Round Hall, Thomson Reuters, 2015.

773 08 Contained in: Austin, Alfred, 1835-1913. Poetry of the period. London: R. Bentley, 1870.

776 08 Online version: Garfinkel, Irwin. Feminization of poverty. Madison : University of Wisconsin--Madison, 1985.

Strongly agree

Agree

Disagree

Strongly disagree

No opinion

Q21 - Author demographic information within a catalog record would be useful in determining the suitability of a resource for a student? (MARC 545)

Appendix A: Survey Instrument

Strongly agree

Agree

Disagree

Strongly disagree

Q22 - Is there anything else you would like us to share with us in regard to enhanced cataloging information?

Open Ended

Catalogers Create Connections for Student Learning

Tech Services | CARLI Counts 2020

Unique Format

- CARLI Tech Services Committee Prompted Project for:



- Assigned Focus: Explore the Value of Cataloging
- Goal: Understand Impact of Catalogers' Efforts & Focus
- Team Composition
 - ✓ Multiple Institutions
 - ✓ Cataloging, Reference, & Administration
 - ✓ Strong Mentors

Process & Tools

- Team Based Research Development
 - ✓ Target Audience: Librarians & Paraprofessionals
 - ✓ Independent Variable: Enhanced Cataloging
 - ✓ Dependent Variable: Degree of Perceived Value for Library Staff
- Weekly Meetings
- Tools:



Survey & The Future

- Pilot Survey – Randomly Selected CARLI Counts Cohort II participants
 - ✓ .913 Cronbach's Alpha Inter-rater Reliability Score
- Official Survey Release – 10/20
- Review Results & Pursue Publication – Spring 2021
- Further Research
 - ✓ Develop Survey for Student Focus Groups
 - ✓ Connect Enhanced Cataloging to Impact on Student Success

Research Question: How do you perceive the value of enhanced cataloging upon identifying resources for a student?



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