

# 2010 LIBRARY ASSESSMENT CONFERENCE

BUILDING EFFECTIVE, SUSTAINABLE, PRACTICAL ASSESSMENT

## Program

OCTOBER 24–27, 2010

BALTIMORE, MARYLAND

UNIVERSITY  
*of* VIRGINIA  
LIBRARY



ASSOCIATION OF  
RESEARCH LIBRARIES

**W** UNIVERSITY LIBRARIES  
UNIVERSITY *of* WASHINGTON



# Welcome

September 2010

Dear colleagues,

It is with great pleasure that we welcome you to Baltimore and the 2010 Library Assessment Conference. This is the third gathering in North America of this growing community; the first conference took place in Charlottesville in 2006 and the second one in Seattle in 2008. The Library Assessment Conference is a partnership of three institutions, the Association of Research Libraries, the University of Washington Libraries, and the University of Virginia Library. The 2010 conference, with an attendance of more than 450 registrants, marks an opportunity for the three of us to reflect on a journey that started almost two decades ago. In 1992 the University of Washington Libraries conducted its first large scale faculty and student survey. The University of Virginia Library did its first faculty survey in 1993, and its first student survey a year later. In 1994 ARL hired Martha Kyrillidou in its statistics unit; Martha built upon ARL's rich history of statistics collection and moved the organization into broader areas of library assessment. In 2000 ARL sponsored a forum on Measuring Service Quality, where the latest thinking on assessment was brought together and immortalized in a special issue of *Library Trends*. At this gathering, innovative developments in library assessment came forth, notably the new survey protocol branded as LibQUAL+®. In early 2001 ARL and OCLC co-sponsored a forum on academic library performance in the digital age; this meeting led to the implementation of the Balanced Scorecard at the U.Va. Library. Later that year Steve Hiller and Jim Self presented a review of library surveys at the Northumbria international conference, an event co-sponsored by ARL. This event initiated the collaboration between U.Va, UW, and ARL.

In 2004 ARL offered a new service, originally called "Making Library Assessment Work," a customized onsite consultation for individual libraries. The consultations were carried out, over one or two days, by Steve Hiller and Jim Self, and coordinated by Martha Kyrillidou. In 2005 ten libraries took part in the program. By 2010 a total of 42 libraries, in five countries, had participated in this service.

In 2005 Martha, Steve, and Jim realized the growing library assessment community needed a venue for exchanging information and ideas, both formally and informally. Thus was born the Library Assessment Conference. The success of the conference reflects the growth and the success of the library assessment community. That is to say, it is you, the practitioners of library assessment, who are providing the ideas, the creativity, and the enthusiasm that makes this conference possible.

This conference will focus on five themes, each with a keynote speaker:

- Strategic approaches to service quality and library assessment (Fred Heath)
- Library as space (Danuta Nitecki)
- Learning outcomes (Megan Oakleaf)
- Performance measures and scorecards (Joe Matthews)
- Value and impact (Stephen Town)

During the conference, thoughtful papers along these themes will enrich our perspectives; the papers will be published in the conference proceedings and made accessible through the conference website. Our program also includes pre- and post-conference workshops, poster sessions, and many opportunities for informal discussion. A special event, a reception at the Peabody Library, offers the opportunity to explore a unique and magnificent structure.

Over the last two decades, we have observed a willingness to experiment with new tools and measures in redefining library purpose and roles. Rich lessons have emerged from placing the library user at the center of our assessment operations. As before, we call upon each one of you to make the best of the wisdom shared in this event, and to share your best with the community. We are already planning to see each other again in September 2012—moving forward by going back to Charlottesville!

Gratefully,

Conference co-chairs:

Steve Hiller, University of Washington Libraries

Martha Kyrillidou, Association of Research Libraries

Jim Self, University of Virginia Library

2010 Conference Planning Committee:

John Bertot, University of Maryland; Sam Kalb, Queen's University; Liz Mengel, Johns Hopkins University; Megan Oakleaf, Syracuse University; Kathy Perry, VIVA Consortium; Bill Potter, University of Georgia; Roberta Shaffer, Library of Congress; Agnes Tatarka, University of Chicago; and Stephen Town, University of York (UK)



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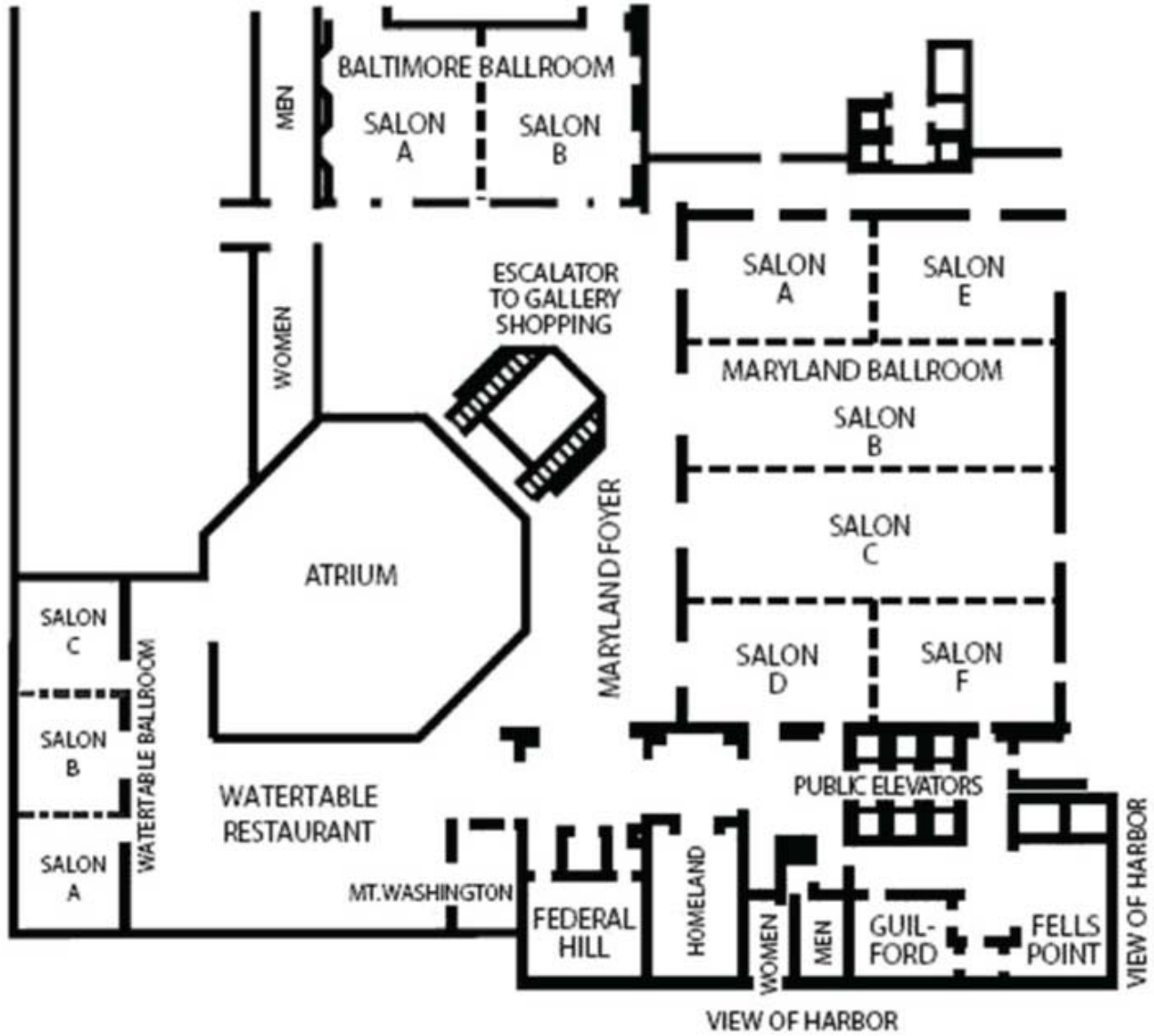






# Renaissance Baltimore Harborplace Hotel Floor Plan

## Fifth Floor





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**PROGRAM AT A GLANCE—Library Assessment Conference: Building Effective, Sustainable, Practical Assessment (Baltimore, MD)**

<b>SUNDAY, OCTOBER 24</b>	<b>MARYLAND A</b>		<b>MARYLAND E</b>
8:30 am – 6:00 pm	<b>Registration Opens: Federal Hill Room, 5<sup>th</sup> Floor</b> (Renaissance Baltimore Harborplace Hotel, 202 East Pratt Street, Baltimore, MD)		
<b>WORKSHOPS</b> 9:00 am – 4:30 pm	<u>Oakleaf</u> : <i>Getting Started with Learning Outcomes: Assessment: Purposes, Practical Options, and Impact</i>		<u>Bowlby and Kyrillidou</u> : <i>Working Effectively with LibQUAL+®</i>
<b>MONDAY, OCTOBER 25</b>	<b>MARYLAND A,B, E</b>		
<b>Welcome &amp; Opening</b> 9:00 am - 9:15 am	Speakers: Steve Hiller, Martha Kyrillidou, and Jim Self (Conference Co-Chairs)		
<b>PLENARY I</b> 9:15 am – 10:00 am	<b>Keynote: Library Assessment: The Way We Have Grown</b> Fred Heath (Texas)		
10:00 am – 10:30 am	Break		
<b>PLENARY II</b> 10:30 – Noon	<b>Keynote: Are They Learning? Are We? Learning Outcomes and the Academic Library</b> Megan Oakleaf (Syracuse) <b>Keynote: Space Assessment as a Venue for Defining the Academic Library</b> Danuta Nitecki (Drexel)		
12:00 pm - 1:00 pm	Lunch (box)		
	<b>MARYLAND A &amp; E</b>	<b>MARYLAND B</b>	<b>WATERTABLE</b>
	<i>NOTE: Lead author listed below; full list of authors/presenters available in detailed program and abstracts</i>		
<b>Parallel #1</b> 1:30 pm – 3:00 pm	<b>Library Space I</b> <u>Fox</u> : Longitudinal Assessment of User-Driven Library Commons Spaces <u>Harvey, E</u> : LibQUAL+® and the Information Commons Initiative at Buffalo State College <u>McCarthy</u> : An Assessment of the Bass Library as a Learning Commons Environment	<b>Service Quality—LibQUAL®</b> <u>Kalb</u> : Canada Lite: Impact of LibQUAL+® Lite on the Members of the LibQUAL+® Canada Consortium <u>Thompson</u> : Research on the LibQUAL+® Lite Scores <u>White, Lynda</u> : Coding Practices for LibQUAL+® Comments	<b>Teaching and Learning I</b> <u>Crowe</u> : Assessment = Improved Teaching and Learning: Using Rubrics to Measure Information Literacy Skills <u>Gardner</u> : Using a Rubric to Assess Freshman English Library Instruction <u>Pellegrino</u> : What Classroom Assessment Can Tell You about Student Learning
3:00 pm to 3:30 pm	Break		
<b>Parallel #2</b> 3:30 pm – 5:00pm	<b>Library Space II</b> <u>Ball</u> : You Don't Say! Students at the University of Virginia Come Clean When Asked "What Are You Working on, and How Can We Help?" <u>Diller</u> : Multiple Methodologies for Space Assessment to Support Learning	<b>Assessment in Practice</b> <u>Friesen</u> : Towards Democratizing Library Data: Data Management and Sharing in the Institutional Repository <u>Harvey, D</u> : Know Thy User: The Duke Libraries User Studies Initiative <u>McCulley</u> : Sustaining Feedback: Assessment in the Liberal Arts College Library	<b>Teaching and Learning II</b> <u>Johnson</u> : Assessing the Library within a University Context <u>Kirk</u> : Using Student Data to Assess Library Instruction's Role in Student Success and Retention <u>Shepstone</u> : Finding the Library: An Institutional Assessment of the Undergraduate Experience
	<b>MARYLAND A, B, E</b>		
<b>WELCOME FROM ARL</b> 6:00 pm - 6:30 pm	<b>Welcome Remarks</b> Charles Lowry (Executive Director, Association of Research Libraries)		
<b>POSTER RECEPTION</b> 6:30 pm - 9:00 pm	<b>Buffet Dinner and Poster Reception</b> (Posters in Baltimore Foyer and Ballroom)		

**PROGRAM AT A GLANCE—Library Assessment Conference: Building Effective, Sustainable, Practical Assessment (Baltimore, MD)**

TUESDAY, OCTOBER 26	MARYLAND A, B, E		
PLENARY III 8:30 am – 10:00 am	<b>Keynote: Value, Impact and the Transcendent Library: Progress and Pressures in Performance Measurement and Evaluation</b> Stephen Town (University of York) <b>Keynote: Addressing Organizational Effectiveness: The Role of Frameworks</b> Joe Matthews (JRM Consulting)		
10:00 am - 10:30 am	Break		
	BALTIMORE A	BALTIMORE B	WATERTABLE
Parallel #3 10:30 am – Noon	<b>Value and Impact I</b> <u>Rutner</u> : Still Bound for Disappointment? A Follow-Up with Faculty about Journal Collections, Based on LibQUAL+® <u>Jubb</u> : Value of Libraries: Relationships between Provision, Usage, and Research Outcomes <u>King</u> : The Link between Academic Journal Collection Cost, Use, User Performance, Value, & Return-on-Investment	<b>Organizational Performance I—Library Scorecards</b> <u>Chew</u> : Serving Multiple Stakeholders: Crafting a “Blended” Scorecard at the University of Minnesota Health Sciences Libraries <u>Lewis</u> : Building Scorecards in Academic Research Libraries: Organizational Issues and Measuring Performance* <i>*This presentation will last 1 hour</i>	<b>Usability</b> <u>MacKenzie</u> : A Usable Movable Feast: Usability and the Mobile Library Website <u>Tawatao</u> : LibGuides Usability Testing: Customizing a Product to Work for Your Users <u>Turner</u> : Librarians Do It Differently: Comparative Usability Testing with Students and Library Staff
	MARYLAND A, B, E		
PLENARY IV 12:00 pm – 1:15 pm	<b>Lunch Speaker: The Relationship between University Assessment and Library Assessment</b> David Shulenburg (National Association of State Universities and Land-grant Colleges)		
	BALTIMORE A	BALTIMORE B	WATERTABLE
Parallel #4 1:30 pm – 3:00 pm	<b>Value and Impact II</b> <u>Brennan</u> : Institutional Collaboration Key to Measuring the Knowledge Economy <u>Davidson</u> : Measuring Use of Licensed Electronic Resources: A Second Iteration of the MINES for Libraries® Survey <u>Dupont</u> : “What’s So Special about Special Collections?” Assessing the Value Special Collections Bring to Academic Libraries	<b>Organizational Performance II</b> <u>Allen</u> : Analyzing the MISO Data: Broader Perspectives on Library and Computing Trends <u>Bowlby</u> : Are We There Yet? Aligning Planning and Metrics—Strategically <u>Chapa</u> : Performance Measurement: Organizational Changes and Outcomes Monitoring	<b>Qualitative</b> <u>Asher</u> : Ethnography as an Assessment Tool: The ERIAL Project <u>Foster</u> : The Librarian-Student-Faculty Triangle: Conflicting Research Strategies? <u>Ward</u> : Persona Development and Use, or, How to Make Imaginary People Work for You
3:00pm – 3:30 pm	Break		
Parallel #5 3:30 pm – 5:00 pm	<b>Value and Impact III</b> <u>Hinchliffe</u> : Value of Academic Libraries: Findings and Implications for Profession <u>Fleming-May</u> : What Impact Do Academic Libraries Have on Teaching and Learning? Review of Literature and Preliminary Taxonomy for Library Resources <u>Zucca</u> : Data Farms or a Field of Dreams? Libraries CAN Build Infrastructure for Collaborative Assessment	<b>Organizational Performance III</b> <u>Jantti</u> : Measuring the Value of Library Resources and Student Academic Performance through Relational Datasets <u>Koltay</u> : Cutting the Knot: A Holistic and Pragmatic Framework for Public Service Measures <u>White, Larry N.</u> : Library Administrators' Uses/Perceptions of Perform. Meas. Info in Strategic Dev of Competitive Responses	<b>Digital Libraries</b> <u>Bakoyema</u> : Engaging Library Websites Users through Usability Testing and Inquiries Using Morae <u>Campbell</u> : Assessing Quality of Digital Objects Created in Large Scale Digitization <u>Krueger</u> : Evaluating Usage of Non-Text Resources Within and Beyond the Online Environment
6:15 pm	Conference buses start pick up at 6:15pm; additional options: (a) Charm City Circulator Bus, (b) 30 min walk, (c) taxi		
6:30 pm – 8:30 pm	<b>Conference Reception, Peabody Library</b> (Welcoming Remarks by Winston Tabb, Johns Hopkins University)		



**PROGRAM AT A GLANCE—Library Assessment Conference: Building Effective, Sustainable, Practical Assessment (Baltimore, MD)**

WEDNESDAY, OCTOBER 27	MARYLAND A & E		MARYLAND B	BALTIMORE A		
<b>Parallel #6</b> 8:30 am – 10:00 am	<b>Information Services</b> <u>Brunvand</u> : Ask the Expert: Using Expertise Domains for Library Service Assessment <u>Passonneau</u> : Instant Messaging, a Synchronous Virtual Reference Tool That Mirrors Higher Education’s Mission and Students’ Needs: How Grounded Theory Placed the Library in the Middle of the Mix <u>Pors</u> : Renewals and Interlibrary Loans in Libraries		<b>Data and Libraries</b> <u>Griffiths</u> : The Future of Academic Librarians in the Workforce: A Ten-Year Forecast of Librarian Supply and Demand <u>Bertot</u> : Assessing Public Library Use of the Internet <u>McClure</u> : Conducting Practical Library Assessments that Promote Program Change and Improvements	<b>Research in Progress</b> <u>Bailey</u> : On Becoming a Process Focused Library <u>Brown</u> : Developing a Library Value Indicator That Resonates with a Disciplinary Population <u>Plum</u> : Cultural Heritage Informatics and the GSLIS Digital Curriculum Laboratory: <u>Sivak</u> : A Model for Assessing Interdisciplinary Collections <u>Walter</u> : Recruiting for Results: Assessment Skills and the Academic Library Job Market		
10:00 am - 10:30 am	Break					
<b>Parallel #7</b> 10:30 am – Noon	<b>Collections</b> <u>Crum</u> : Using an Availability Study to Assess Access to Electronic Articles <u>Entlich</u> : Focus on Circulation Snapshots: A Powerful Tool for Print Collection Assessment <u>Lewellen</u> : Leveraging Resources to Avoid Lost Opportunities: Consortial Collection Analysis to Reduce Unnecessary Monographic Duplication		<b>Marketing and Advocacy</b> <u>Kennedy</u> : Cycling through: Paths Libraries Take to Marketing Electronic Resources <u>Lyons</u> : Truth-Telling and Survey Methods in Advocacy Research: A Call for the Formation of the Flat Venus Society in Library Assessment <u>Porat</u> : Marketing and Assessment in Academic Libraries: A Marriage of Convenience or True Love?	<b>Organizational Performance IV—ClimateQUAL®</b> <u>Hilyer</u> : ClimateQUAL® and ThinkLets: Using ClimateQUAL® with ThinkLets to Facilitate Discussion and Set Priorities for Organizational Change at Criss Library <u>Mengel</u> : After the Data: Taking Action on ClimateQUAL Results <u>Phipps</u> : Striving for Excellence: Climate Matters		
<b>MARYLAND A, B, E</b>						
<b>Closing</b> 12:00pm – 1:15pm	<b>Lunch</b>  <b>Library Assessment Conference: Past, Present and Future</b> (Conference Co-Chairs) Steve Hiller (University of Washington) Martha Kyrillidou (Association of Research Libraries) Jim Self (University of Virginia)					
		WATERTABLE C	BALTIMORE B	BALTIMORE A	WATERTABLE A, B	
<b>WORKSHOPS</b> 1:30 pm - 5:00 pm	<u>Lyons</u> : Best Practices in Graphical Data Presentation		<u>Kaske &amp; Shaffer</u> : Successful Current Practices: Getting Returns on Investment (ROI)!	<u>Tolson</u> : Successfully Managing Change with the Balanced Scorecard	<u>Bertot</u> : Telling the Story	



# DETAILED PROGRAM

## Sunday, October 24

8:30 am - 6:00 pm

**Registration/packet pick-up**

*Renaissance Baltimore Harborplace Hotel  
Federal Hill Room, 5th Floor  
202 East Pratt Street, Baltimore, Maryland 21202  
410-547-1200*

Conference staff will be available to answer questions about Baltimore and provide dinner recommendations.

9:00 am - 4:30 pm

**Pre-Conference Workshops**

*Getting Started with Learning Outcomes Assessment: Purposes, Practical Options, and Impact*

Megan Oakleaf (Syracuse University)  
Maryland A

*Working Effectively with LibQUAL+®*

Rayna Bowlby and Martha Kyrillidou (Association of Research Libraries)  
Maryland E

## Monday, October 25

8:00 am	<b>Registration/packet pick-up/continental breakfast</b> <i>Renaissance Baltimore Harborplace Hotel, Federal Hill Room, 202 East Pratt Street, Baltimore, Maryland, 410-547-1200</i>
9:00 am - 9:15 am	<b>Welcome and Opening</b> <i>MARYLAND A, B, E</i>  Steve Hiller, Martha Kyrillidou, and Jim Self (Conference Co-Chairs)
9:15 am - 10:00 am	<b>Plenary Session I</b> <i>MARYLAND A, B, E</i>  <b>Library Assessment: The Way We Have Grown</b> Fred Heath (University of Texas) <i>Moderator: Charles Lowry (Executive Director, Association of Research Libraries)</i>
10:00 am - 10:30 am	<b>Break</b>
10:30 am - 12:00 pm	<b>Plenary Session II</b> <i>MARYLAND A, B, E</i>  <b>Are They Learning? Are We? Learning Outcomes and the Academic Library</b> Megan Oakleaf (Syracuse University) <i>Moderator: Lisa Hinchliffe (University of Illinois at Urbana-Champaign)</i>  <b>Space Assessment as a Venue for Defining the Academic Library</b> Danuta Nitecki (Drexel University) <i>Moderator: Brinley Franklin (University of Connecticut)</i>
12:00 pm - 1:00 pm	<b>Box lunch</b>
1:30 pm - 3:00 pm	<b>Parallel Session #1</b>  <b>Library Space I</b> <i>MARYLAND A &amp; E</i> <i>Moderator: Joan Rapp (University of Cape Town)</i>  <i>Longitudinal Assessment of User-Driven Library Commons Spaces</i> Robert Fox (Georgia Institute of Technology) Ameet Doshi (Georgia Institute of Technology)  <i>LibQUAL+® and the Information Commons Initiative at Buffalo State College: 2003 to 2009</i> Eugene Harvey (Buffalo State College SUNY) Maureen A. Lindstrom (Buffalo State College SUNY)  <i>An Assessment of the Bass Library as a Learning Commons Environment</i> Cheryl A. McCarthy (University of Rhode Island) Danuta A. Nitecki (Drexel University)

# Monday, October 25

1:30 pm - 3:00 pm

## Parallel Session #1 (continued)

### Service Quality—LibQUAL+®

MARYLAND B

Moderator: Stephen Town (University of York, UK)

*Canada Lite: Impact of LibQUAL+® Lite on the Members of the LibQUAL+® Canada Consortium*

Sam Kalb (Queen's University)

Sylvain Champagne (Hautes Etudes Commerciales (HEC) Montreal)

Susan Czarnocki (McGill University)

Eun-ha Hong (Wilfred Laurier University)

*Research on the LibQUAL+® Lite Scores*

Bruce Thompson (Texas A&M University)

Martha Kyrillidou (Association of Research Libraries)

Colleen Cook (Texas A&M University)

*Coding Practices for LibQUAL+® Comments: Survey Findings*

Lynda White (University of Virginia)

Eric Ackermann (Radford University)

Karen Neurohr (Oklahoma State University)

Daniel O'Mahony (Brown University)

### Teaching and Learning I

WATERTABLE

Moderator: Lisa Hinchliffe (University of Illinois at Urbana-Champaign)

*Assessment = Improved Teaching and Learning: Using Rubrics to Measure Information Literacy Skills*

Kathryn Crowe (University of North Carolina at Greensboro)

*Using a Rubric to Assess Freshman English Library Instruction*

Susan Gardner (Loyola Marymount University)

Elisa Slater Acosta (Loyola Marymount University)

*But What Did They Learn? What Classroom Assessment Can Tell You about Student Learning*

Catherine Pellegrino (Saint Mary's College)

3:00 pm - 3:30 pm

**Break**

3:30 pm - 5:00 pm

## Parallel Session #2

### Library Space II

MARYLAND A & E

Moderator: Kathryn Crowe (University of North Carolina at Greensboro)

*You Don't Say! Students at the University of Virginia Come Clean When Asked "What Are You Working on, and How Can We Help?"*

Matt Ball (University of Virginia)

Meridith Wolnick (University of Virginia)

# Monday, October 25

3:00 pm - 5:00 pm

## Parallel Session #2 (continued)

### Library Space II (continued)

MARYLAND A & E

#### *Multiple Methodologies for Space Assessment to Support Learning*

Karen Diller (Washington State University Vancouver)

Sue F. Phelps (Washington State University Vancouver)

### Assessment in Practice

MARYLAND B

*Moderator: Joan Stein (Carnegie Mellon University)*

#### *Towards Democratizing Library Data: Data Management and Sharing in the Institutional Repository*

Margaret Friesen (University of British Columbia)

Bailey Diers (University of British Columbia)

Suher Zaher-Mazawi (University of British Columbia)

#### *Know Thy User: The Duke Libraries User Studies Initiative*

Diane Harvey (Duke University)

Yvonne Belanger (Duke University)

Emily Daly (Duke University)

Linda Daniel (Duke University)

#### *Sustaining Feedback: Assessment in the Liberal Arts College Library*

Lucretia McCulley (University of Richmond)

### Teaching and Learning II

WATERTABLE

*Moderator: Megan Oakleaf (Syracuse University)*

#### *Assessing the Library within a University Context*

Ryan Johnson (University of Mississippi)

#### *Using Student Data to Assess Library Instruction's Role in Student Success and Retention*

Rachel Kirk (Middle Tennessee State University)

Jason Vance (Middle Tennessee State University)

Justin G. Gardner (Middle Tennessee State University)

#### *Finding the Library: An Institutional Assessment of the Undergraduate Experience*

Carol Shepstone (Mount Royal University)

6:00 pm - 6:30 pm

## **Welcome from ARL**

MARYLAND A, B, E

Charles Lowry (Executive Director, Association of Research Libraries)

*Moderator: William G. Potter (University of Georgia)*

## Monday, October 25

6:30 pm - 9:00 pm

### Poster reception and buffet dinner

BALTIMORE FOYER AND BALLROOM (Posters)

*Automatic Assessment of Library Resources Utilizing LibGuides*

Leslie Adebonojo (East Tennessee State University)

Kathy Campbell (East Tennessee State University)

Mark Ellis (East Tennessee State University)

*Learning from Our Users: Using Assessment to Drive Change*

Beth Avery (University of North Texas)

Diane Wahl (University of North Texas)

*Seize the Day: Launching Library Assessment in Alignment with Strategic Planning*

Yvonne Belanger (Duke University)

Diane Harvey (Duke University)

*Using Blackboard's Outcomes Assessment Module to Evaluate the Impact of LibGuides: A Quasi-Experimental Research Study*

Steven Bell (Temple University)

*Designing and Implementing a Practical Assessment Consultation Intake Form*

Rachel Besara (Florida State University)

Kirsten Kinsley (Florida State University)

*Beyond Babylon: Evidence-Based Data Management for Academic Libraries*

Frank Biss (Counting Opinions (SQUIRE) Ltd)

Carl Thompson (Counting Opinions (SQUIRE) Ltd)

*Understanding the Graduate Student Research Process: From Concept to Product*

Beth Blanton-Kent (University of Virginia)

Rebecca Pappert (University of Virginia)

Tina Smith (University of Virginia)

Keith Weimer (University of Virginia)

*Assessing an Instructional Program Geared at Teaching Education Graduate Students Research Skills*

Barbara Blummer (Center for Computing Sciences)

Jeffrey Kenton (Towson University)

*Guiding Subject Liaison Librarians in Understanding and Acting on User Survey Results: A Model LibQUAL+® Consultation from ARL*

Rayna Bowlby (Library Management Consulting)

Francine M. DeFranco (University of Connecticut)

*Cite It, Write It!: Analysis of Freshman English Bibliographies*

Melissa Bowles-Terry (University of Wyoming)

Kaijsa Calkins (University of Wyoming)

*The Thomson Reuters Global Institutional Profiles Project*

Patricia Brennan (Thomson Reuters)

*LibQUAL+® Data for Subject Librarians*

Jeanne M. Brown (University of Nevada, Las Vegas)

## Monday, October 25

6:30 pm - 9:00 pm

### Poster Reception (*continued*)

*The Marriott Library User Satisfaction Survey, 1995-2009: 15 Years of Change at an Academic Library*

Amy Brunvand (University of Utah)

*Instant Assessment: Using Response Systems to Evaluate Student Comprehension in Library Instruction*

Kathy Campbell (East Tennessee State University)

Leslie Adebajo (East Tennessee State University)

Mark Ellis (East Tennessee State University)

*Critical Sources Identified: Gathering, Organizing, and Analyzing Evidence—Just Like a CSI Unit!*

Kay Chapa (University of Texas Southwestern Medical Center)

Scott Carpenter (University of Texas Southwestern Medical Center)

Jane Scott (University of Texas Southwestern Medical Center)

*Networking in North Texas: Connected by Assessment*

Kay Chapa (University of Texas Southwestern Medical Center)

Diane Wahl (University of North Texas)

*Thinking in Cycles: Assessment, Improvement, and Validation*

Felix Chu (Western Illinois University)

*Researching the Researcher's Space*

Michael Crumpton (The University of North Carolina at Greensboro)

Hermann Trojanowski (The University of North Carolina at Greensboro)

*Online Tutorials and Assessment of Information Literacy Skills*

Patricia Dawson (Rider University)

Sharon Yang (Rider University)

*Joint Efforts: Information Literacy and Collaborative Workshop Development*

Mary DiMaggio (Rasmussen College)

Emily O'Connor (Rasmussen College)

*Assessing Community Users in an Academic Library*

Wanda Dole (University of Arkansas at Little Rock)

J.B. Hill (University of Arkansas at Little Rock)

*In the Zone @UNH: Practical Low-Cost Approaches to Student Space Concerns*

Annie Donahue (University of New Hampshire)

Jennifer Carroll (University of New Hampshire)

Tracey Lauder (University of New Hampshire)

*Evaluation Frameworks for Libraries: Providing a Holistic, Whole of Organisation Strategy?*

Rachel Esson (Victoria University, Wellington)

Sue Roberts (Victoria University, Wellington)

*Evaluating Access to the Journal Literature Using the Journal Citation Reports Database*

Alan Gale (University of Guelph)

Linda Day (University of Guelph)



## Monday, October 25

6:30 pm - 9:00 pm

### Poster Reception (*continued*)

*Using Gimlet Desk Statistics to Improve Library Services*  
Susan Gardner (Loyola Marymount University)

*Creating Analyst Positions in an Academic Library: The UC-San Diego Experience*  
Kymberly Goodson (University of California, San Diego)  
Dan Suchy (University of California, San Diego)

*Developing Assessment for an Information Literacy Program: The First Year*  
Larissa Gordon (Arcadia University)

*Promotion Techniques to Build a Larger and More Representative Sample for Your Survey: Findings from LibQUAL+®*  
David Green (Association of Research Libraries)

*ARL Statistics™ Analytics through StatsQUAL®*  
Henry Gross (Association of Research Libraries)  
David Green (Association of Research Libraries)  
Martha Kyrillidou (Association of Research Libraries)  
Gary Roebuck (Association of Research Libraries)

*Building Buy-In Using the Information Literacy Instruction Assessment Cycle*  
Margaret Grotti (University of Delaware)

*Employees as Customers Judging Quality: A Delphi Study of Metrics for Quality Assessment Instrumentation Development*  
John Harer (East Carolina University)

*Institutional Publications Tracking (IPT) System*  
Susan Heckethorn (Los Alamos National Laboratory)  
Valerie Trujillo (Los Alamos National Laboratory)

*"It Was Awesome": Assessing the Benefits of Course-Specific Research Guides*  
Laura Horne-Popp (University of Richmond)

*A Multi-Year Information Literacy Assessment Program Using Google Docs*  
Ma Lei Hsieh (Rider University)  
Patricia H. Dawson (Rider University)

*Understanding the Research Practices of First-Year and Senior Students: A Report on the Research Practices Survey*  
Jennifer Jarson (Muhlenberg College)

*What to Do When Your Survey Generates More Questions Than Answers: Selecting Additional Assessment Methods That Gather the Information You Need to Improve Library Resources and Services*  
Karen Jensen (University of Alaska Fairbanks)  
Susan Mitchell (University of Alaska Fairbanks)

*Using Library Turnstile Data to Inform Decision Making*  
Jennifer Jones (Georgia State University)

## Monday, October 25

6:30 pm - 9:00 pm

### Poster Reception (*continued*)

*The Survey as Outreach: How Measuring Recognition Can Further Promote Services and Resources*

Robin M. Katz (University of Vermont)

*Staffing a New Learning Commons: Practical, Sustainable Assessment for Role Reorganizations*

Kirsten Kinsley (Florida State University)

Rebecca Bichel (Florida State University)

Rachel Besara (Florida State University)

*Learning from Distance Faculty: A Faculty Needs Assessment at University of Wyoming*

Cassandra Kvenild (University of Wyoming)

Melissa Bowles-Terry (University of Wyoming)

*Assessment Influencing Action*

Joscelyn Langholt (University of Maryland, College Park)

*Using LibQUAL+® Data for an Accreditation Review*

Janice Lewis (East Carolina University)

*Using LibQUAL+® Feedback to Improve Your Library as a Place*  
Virginia Loveless (Augusta State University)

*Assessing the Assessment: How Institutions Administered, Interpreted, and Used SAILS*

Brian Lym (Hunter College, City University of New York)

Hal Grossman (Hunter College, City University of New York)

Lauren Yannotta (Hunter College, City University of New York)

Makram Talih (Hunter College, City University of New York)

*Assessing Library Performance Using the Baldrige Criteria for Performance Excellence: The Systems That Focus on Results and Ensure Sustainability*

Susan Makar (National Institute of Standards and Technology)

Mary-Deirdre Coraggio (National Institute of Standards and Technology)

Mylene Ouimette (National Institute of Standards and Technology)

Barbara P. Silcox (National Institute of Standards and Technology)

*Music Library Space Use Study: Assessing When “Times They Are a Changin’”*

Margaret Martin Gardiner (The University of Western Ontario)

Monica Fazekas (The University of Western Ontario)

*Reference Transaction Assessment: A Survey of New York State Academic and Public Libraries*

Jean McLaughlin (University at Albany)

*Project SAILS: What's in It for You and Your Students*

Valla McLean (Grant MacEwan University)

*Learning in an Online Environment: Assessment of an Online Information Literacy Credit Course*

Yvonne Mery (University of Arizona)

Jill Newby (University of Arizona)

Ke Peng (University of Arizona)

## Monday, October 25

6:30 pm - 9:00 pm

### Poster Reception (*continued*)

*Using LibQUAL+® for Continuous Improvement at Eastern Washington University Libraries*

Julie Miller (Eastern Washington University)

*Assessing Student Learning through Collaboration*

Lisa Moeckel (Syracuse University)

Noreen Gaubatz (Syracuse University)

*Library Staff Buy-In: Building a Broad-based Support for a Culture of Assessment at Washington University Libraries*

Carol Mollman (Washington University in St. Louis)

*Totally Twitterpated—Evaluating Twitter Use in an Academic Library*

Linda Musser (Pennsylvania State University)

*Keeping Stakeholders Informed: Disseminating the Results of Assessment Activities through a Library's Website*

Paul Neuhaus (Santa Clara University)

*Qualitative Assessment on a Shoestring: Developing a Cost Effective Strategy to Analyze LibQUAL+® Comments*

David Nolfi (Duquesne University)

Tracie Ballock (Duquesne University)

Allison Brungard (Duquesne University)

Bridget Euliano (Duquesne University)

*When Numbers Don't Tell the Whole Story: Using Meta-Analysis to Create an Effective, Sustainable Electronic Resource Assessment Process*

David Nolfi (Duquesne University)

Carmel Yurochko (Duquesne University)

Tracie Ballock (Duquesne University)

*Sharing the Wealth: A Process for Engaging a Large Group in Coding LibQUAL+® Survey Comments*

Daniel O'Mahony (Brown University)

*The Road to a Quality Information Literacy Assessment Study: Lessons Learned*

Darlene Parrish (Florida Atlantic University)

Madelyn LaVigne (Florida Atlantic University)

Malka Schyndel (Florida Atlantic University)

*Focus on Assessment*

Kimlyn Patishnock (The Pennsylvania State University)

Heather Benner (The Pennsylvania State University)

Sydney Bennington (The Pennsylvania State University)

Dr. Gregory Crawford (The Pennsylvania State University)

Jennifer McCauley (The Pennsylvania State University)

Linda Musser (The Pennsylvania State University)

Nonny Schlotzhauer (The Pennsylvania State University)

Ann Snowman (The Pennsylvania State University)

## Monday, October 25

6:30 pm - 9:00 pm

### Poster Reception (*continued*)

*The Needs Analysis: The First Step in Library Instruction Assessment*  
Anne Pemberton (University of North Carolina Wilmington)

*From the Ground up: Developing an Assessment Plan*  
Ruth Perkins (Kutztown University)  
Krista Prock (Kutztown University)  
Karen Wanamaker (Kutztown University)

*Systematic Reviews for Evidence-Based Practice: How to Glean Information from the Research of Your Peers*  
Sue F. Phelps (Washington State University Vancouver)  
Nicole Campbell (Washington State University Vancouver)

*The Big Picture: Artists on the Library*  
Henry Pisciotta (The Pennsylvania State University)

*Selecting a User Survey Instrument and Adapting to Institutional Needs*  
Linda Plunket (Boston University)  
Sarah Struble (Boston University)

*Integrated Information Literacy Assessment Using ePortfolios*  
Eric Resnis (Miami University)

*Developing the Understanding Library Impacts Protocol*  
Derek Rodriguez (Triangle Research Libraries Network (TRLN))

*Measuring Up: Using Operational Reviews as a Departmental Assessment and Streamlining Tool*  
Paulina Rousseau (University of Toronto Scarborough)  
Elizabeth O'Brien (University of Toronto Scarborough)  
Catherine Devion (University of Toronto Scarborough)

*Analysis Using Japanese Norms: Aspects of National/International Benchmarking*  
Yukiko Sakai (Keio University)  
Midori Ichiko (Keio University)

*Assessment of Student Information Literacy: Introducing Individually-Scored SAILS Tests*  
Joseph A. Salem, Jr. (Kent State University)  
Carolyn Radcliff (Kent State University)

*Evidenced-Based Collection Assessment and Development: The Use of Web of Knowledge to Study Faculty Publication and Citation Patterns at the Campus Level*  
Lutishoor Salisbury (University of Arkansas)  
Jeremy S. Smith (University of Arkansas)

*Assessing Library Performance Using the Baldrige Criteria for Performance Excellence: Role Model Practices*  
Barbara P. Silcox (National Institute of Standards and Technology)  
Mary-Deirdre Coraggio (National Institute of Standards and Technology)  
Susan Makar (National Institute of Standards and Technology)  
Mylene Ouimette (National Institute of Standards and Technology)

## Monday, October 25

6:30 pm - 9:00 pm

### Poster Reception (*continued*)

*The National Survey of Student Engagement and Library Circulation Statistics: A Data Mining Exercise*

Nancy Slight-Gibney (University of Oregon)

*Goals Met? Quantitative Assessment of Diversity Goals, Methods, and Tools*

Eileen Theodore-Shusta (Ohio University)

Christopher Guder (Ohio University)

*Assessment: What's a Poor, Small Academic Library to Do?*

Shawn Tonner (North Georgia College & State University)

*All Satisfaction Is Local: Using a Tactical Assessment Tool to Gauge Student Satisfaction and as the Basis for On-the-Fly Program Improvements*

Bill Uricchio (University of Connecticut)

Marsha M. Lee (University of Connecticut)

Janice Mathews (University of Connecticut)

*LibQUAL+® Lite at UNT*

Diane Wahl (University of North Texas)

Hector Ponce (University of North Texas)

*Mission Difficult, but Not Impossible: How We Followed Up LibQUAL+® Results to Satisfy User Needs*

Jianrong Wang (The Richard Stockton College of New Jersey)

Carolyn Gutierrez (The Richard Stockton College of New Jersey)

*Web 2.0 for Library Collections: Assessing Users' Collective Wisdom Applications*

Ya Wang (San Francisco State University)

*Students Studying Students*

Allyson Washburn (Brigham Young University)

Sheila Bibb (Brigham Young University)

*LibQUAL+® and Campus Climate Surveys as Tools for Reshaping Library Spaces*

Patricia West (American University)

Gwendolyn Reece (American University)

Diana Vogelsong (American University)

*Usability on a Shoestring: Embedded Usability and User Studies at Cornell University Library*

Wendy Wilcox (Cornell University)

Gaby Castro Gessner (Cornell University)

Jeffrey Petersen (Cornell University)

*Integrated Information Literacy Education and Assessment at Indiana University, Bloomington: Progress and Possibilities*

Brian Winterman (Indiana University)

## Tuesday, October 26

7:30 am

**Registration desk opens/continental breakfast**

8:30 am - 10:00 am

**Plenary Session III**  
*MARYLAND A, B, E*

**Value, Impact and the Transcendent Library: Progress and Pressures in Performance Measurement and Evaluation**

Stephen Town (University of York)

*Moderator: Colleen Cook (Texas A&M University)*

**Addressing Organizational Effectiveness: The Role of Frameworks**

Joe Matthews (JRM Consulting)

*Moderator: John Bertot (University of Maryland)*

10:00 am - 10:30 am

Break

10:30 am - 12:00 pm

**Parallel Session #3**

Value and Impact I

*BALTIMORE A*

*Moderator: Terry Plum (Simmons College)*

*Still Bound for Disappointment? A Follow-Up with Faculty about Journal Collections, Based on LibQUAL+® Results*

Jennifer Rutner (Columbia University)

Jim Self (University of Virginia)

*Value of Libraries: Relationships between Provision, Usage, and Research Outcomes*

Michael Jubb (Research Information Network)

Ian Rowlands (University College London)

David Nicholas (University College London)

*The Link between Academic Journal Collection Cost, Use, User Performance, Value, and Return-on-Investment*

Donald W. King (Bryant University and University of North Carolina)

Carol Tenopir (University of Tennessee)

Organizational Performance I—Library Scorecards

*BALTIMORE B*

*Moderator: Raynna Bowlby (Library Management Consulting)*

*Serving Multiple Stakeholders: Crafting a “Blended” Scorecard at the University of Minnesota Health Sciences Libraries*

Katherine Chew (University of Minnesota)

Erinn E. Aspinall (University of Minnesota)

*Building Scorecards in Academic Research Libraries: Organizational Issues and Measuring Performance\**

Vivian Lewis (McMaster University)

Steve Hiller (University of Washington)

Liz Mengel (Johns Hopkins University)

Donna Tolson (University of Virginia)

*\*This presentation will last 1 hour*

## Tuesday, October 26

10:30 am - 12:00 pm

### Parallel Session #3 (continued)

#### Usability

##### *WATERTABLE*

*Moderator: Jennifer Ward (University of Washington)*

*A Usable Movable Feast: Usability and the Mobile Library Website*

James MacKenzie (University of New Brunswick)

Lesley Balcom (University of New Brunswick)

Jeff Carter (University of New Brunswick)

*LibGuides Usability Testing: Customizing a Product to Work for Your Users*

Christine Tawatao (University of Washington)

Rachel Hungerford (University of Washington)

Lauren Ray (University of Washington)

Jennifer Ward (University of Washington)

*Librarians Do It Differently: Comparative Usability Testing with Students and Library Staff*

Nancy Turner (Syracuse University)

12:00 am - 1:15 pm

### Plenary Session IV

MARYLAND A, B, E

(lunch)

### The Relationship between University Assessment and Library Assessment

David Shulenburg (National Association of State Universities and Land-grant Colleges)

1:30 pm - 3:00 pm

### Parallel Session #4

#### Value and Impact II

##### *BALTIMORE A*

*Moderator: Sam Kalb (Queen's University)*

*Institutional Collaboration Key to Measuring the Knowledge Economy*

Patricia Brennan (Thomson Reuters)

*Measuring Use of Licensed Electronic Resources: A Second Iteration of the MINES for Libraries® Survey on Scholars Portal and Other Resources for the Ontario Council of University Libraries*

Catherine Davidson (York University)

Martha Kyrillidou (Association of Research Libraries)

Terry Plum (Simmons College)

Dana Thomas (Ryerson University)

*"What's So Special about Special Collections?" Or, Assessing the Value Special Collections Bring to Academic Libraries*

Christian Dupont (Atlas Systems, Inc.)

Elizabeth Yakel (University of Michigan)

## Tuesday, October 26

1:30 pm - 3:00 pm

### Parallel Session #4 (continued)

#### Organizational Performance II

##### *BALTIMORE B*

*Moderator: Carol Mollman (Washington University in St. Louis)*

#### *Analyzing the MISO Data: Broader Perspectives on Library and Computing Trends*

Laurie Allen (Haverford College)

Neal Baker (Earlham College)

Josh Wilson (Brandeis University)

Kevin Creamer (University of Richmond)

David Consiglio (Bryn Mawr College)

#### *Are We There Yet? Aligning Planning and Metrics—Strategically*

Rayna Bowlby (Library Management Consulting)

#### *Performance Measurement: Organizational Changes and Outcomes Monitoring*

Kay Chapa (University of Texas Southwestern Medical Center)

Kelly Gonzalez (University of Texas Southwestern Medical Center)

Richard Wayne (University of Texas Southwestern Medical Center)

#### Qualitative

##### *WATERTABLE*

*Moderator: Toni Olshen (York University)*

#### *Ethnography as an Assessment Tool: The ERIAL Project*

Andrew D. Asher (The ERIAL Project)

Lynda Duke (Illinois Wesleyan University)

#### *The Librarian-Student-Faculty Triangle: Conflicting Research Strategies?*

Nancy Fried Foster (University of Rochester)

#### *Persona Development and Use, or, How to Make Imaginary People Work for You*

Jennifer Ward (University of Washington)

3:00 pm - 3:30 pm

### Break

3:30 pm - 5:00 pm

### Parallel Session #5

#### Value and Impact III

##### *BALTIMORE A*

*Moderator: Susan B. Bailey (Emory University)*

#### *The Value of Academic Libraries: Findings and Implications for the Profession*

Lisa Hinchliffe (University of Illinois at Urbana-Champaign)

Megan Oakleaf (Syracuse University)

Mary Ellen Davis (Association of College and Research Libraries)

#### *What Impact Do Academic Libraries Have on Teaching and Learning? A Review of the Literature and Preliminary Taxonomy for Determining Library Resources and Services Value and Return on Investment*

Rachel Fleming-May (University of Tennessee)

Crystal Sherline (University of Tennessee)



## Tuesday, October 26

3:30 pm - 5:00 pm

### Parallel Session #5 (continued)

#### Value and Impact III (continued)

##### **BALTIMORE A**

*Data Farms or a Field of Dreams? Libraries CAN Build Infrastructure for Collaborative Assessment*

Joe Zucca (University of Pennsylvania)

#### Organizational Performance III

##### **BALTIMORE B**

*Moderator: Rachel Lewellen (University of Massachusetts Amherst)*

*Measuring the Value of Library Resources and Student Academic Performance through Relational Datasets*

Margie Jantti (University of Wollongong)

Brian Cox (University of Wollongong)

*Cutting the Knot: A Holistic and Pragmatic Framework for Public Services Measures*

Zsuzsa Koltay (Cornell University)

Elena MacGurn (Cornell University)

*Library Administrators' Uses and Perceptions of Performance Measurement Information in the Strategic Development of Competitive Responses*

Larry Nash White (East Carolina University)

#### Digital Libraries

##### **WATERTABLE**

*Moderator: David Larsen (University of Chicago)*

*Engaging Library Websites Users through Usability Testing and Inquiries Using Morae*

Fagdeba Bakoyema (Middle Tennessee State University)

*Assessing Quality of Digital Objects Created in Large Scale Digitization*

Emily Campbell (University of Michigan)

*Evaluating Usage of Non-Text Resources Within and Beyond the Online Environment*

Stephanie Krueger (ARTstor)

Anna Perricci (ARTstor)

6:15 pm

Buses begin pickup from Renaissance Baltimore Harborplace Hotel.

Other transportation to The George Peabody Library include: (a) Charm City Circulator Bus, which operates free of charge every 10 minutes from conference hotel to near Peabody, (b) a 30 minute walk, (c) a 10 minute taxi ride. Parking is limited.

6:30 pm - 8:30 pm

### **Conference Reception, The George Peabody Library**

17 East Mt. Vernon Place, Baltimore, Maryland 21202

Welcoming Remarks: Winston Tabb, Johns Hopkins University

## Wednesday, October 27

7:30 am

8:30 am - 10:00 am

### Registration desk opens/continental breakfast

#### Parallel Session #6

##### Information Services

###### *MARYLAND A & E*

*Moderator: Lucretia McCulley (University of Richmond)*

*Ask the Expert: Using Expertise Domains for Library Service Assessment*  
Amy Brunvand (University of Utah)

*Instant Messaging, a Synchronous Virtual Reference Tool That Mirrors Higher Education's Mission and Students' Needs: How Grounded Theory Placed the Library in the Middle of the Mix*

Sarah Passonneau (Iowa State University)

Dan Coffey (Iowa State University)

*Renewals and Interlibrary Loans in Libraries*

Niels Ole Pors (Royal School of Library and Information Science)

##### Data and Libraries

###### *MARYLAND B*

*Moderator: Beverly Lynch (UCLA)*

*The Future of Academic Librarians in the Workforce: A Ten-Year Forecast of Librarian Supply and Demand*

José-Marie Griffiths (Bryant University)

Donald W. King (Bryant University and University of Tennessee)

*Assessing Public Library Use of the Internet*

John Bertot (University of Maryland)

Charles R. McClure (Florida State University)

*Conducting Practical Library Assessments that Promote Program Change and Improvements*

Charles R. McClure (Florida State University)

Bradley Wade Bishop (University of Kentucky)

Lauren H. Mandel (Florida State University)

John T. Snead (University of Oklahoma)

##### Research in Progress

###### *BALTIMORE A*

*Moderator: Joe Matthews (JRM Consulting)*

*On Becoming a Process Focused Library*

Susan B. Bailey (Emory University)

Claudia Dale (Emory University)

*Developing a Library Value Indicator That Resonates with a Disciplinary Population*

Jeanne M. Brown (University of Nevada, Las Vegas)

## Wednesday, October 27

8:30 am - 10:00 am

### Parallel Session #6 (continued)

#### Research in Progress (continued)

##### **BALTIMORE**

*Cultural Heritage Informatics and the GSLIS Digital Curriculum Laboratory:  
A Cyberlearning Platform for the Evaluation of Digital Asset Management Systems in  
the Context of Student Learning Outcomes*

Terry Plum (Simmons College)

Jeannette Bastian (Simmons College)

Ross Harvey (Simmons College)

Martha Mahard (Simmons College)

*A Model for Assessing Interdisciplinary Collections*

Allison Sivak (University of Alberta)

*Recruiting for Results: Assessment Skills and the Academic Library Job Market*

Scott Walter (University of Illinois at Urbana-Champaign)

Megan Oakleaf (Syracuse University)

10:00 am - 10:30 am

### Break

10:30 am - 12:00 pm

### Parallel Session #7

#### Collections

##### **MARYLAND A & E**

*Moderator: Allison Sivak (University of Alberta)*

*Using an Availability Study to Assess Access to Electronic Articles*

Janet Crum (Oregon Health & Science University)

*Focus on Circulation Snapshots: A Powerful Tool for Print Collection Assessment*

Richard Entlich (Cornell University)

*Leveraging Resources to Avoid Lost Opportunities: Consortial Collection Analysis to  
Reduce Unnecessary Monographic Duplication*

Rachel Lewellen (University of Massachusetts Amherst)

Leslie Horner Button (University of Massachusetts Amherst)

#### Marketing and Advocacy

##### **MARYLAND B**

*Moderator: Wanda Dole (University of Arkansas at Little Rock)*

*Cycling through: Paths Libraries Take to Marketing Electronic Resources*

Marie Kennedy (Loyola Marymount University)

*Truth-Telling and Survey Methods in Advocacy Research: A Call for the Formation of  
the Flat Venus Society in Library Assessment*

Ray Lyons (Independent consultant)

*Marketing and Assessment in Academic Libraries: A Marriage of Convenience or True  
Love?*

Lynne Porat (University of Haifa)

## Wednesday, October 27

11:00 am - 12:30 pm

### Parallel Session #7 (continued)

#### Organizational Performance IV—ClimateQUAL®

*BALTIMORE A*

*Moderator: Margie Jantti (University of Wollongong)*

*ClimateQUAL® and ThinkLets: Using ClimateQUAL® with ThinkLets to Facilitate Discussion and Set Priorities for Organizational Change at Criss Library*

*Nora Hillyer (University of Nebraska at Omaha)*

*Audrey Defrank (University of Nebraska at Omaha)*

*After the Data: Taking Action on ClimateQUAL Results*

*Elizabeth Mengel (Johns Hopkins University)*

*Judith Smith (University of Michigan)*

*Elizabeth Uzelac (Northwestern University School of Law)*

*Striving for Excellence: Climate Matters*

*Shelley Phipps (University of Arizona)*

*Brinley Franklin (University of Connecticut)*

*Shikha Sharma (University of Connecticut)*

12:00 pm - 1:15 pm

### **Box lunch, conference close, and adjournment**

*MARYLAND A, B, E*

### **Library Assessment Conference: Past, Present and Future**

*(Conference Co-Chairs)*

*Steve Hiller (University of Washington)*

*Martha Kyrillidou (Association of Research Libraries)*

*Jim Self (University of Virginia)*

1:30 pm - 5:00 pm

### **Post-Conference Workshops**

#### *Best Practices in Graphical Data Presentation*

*Ray Lyons (Independent consultant)*

*Watertable C*

#### *Successful Current Practices: Getting Returns on Investment (ROI)!*

*Neal Kaske (NOAA) and Roberta Shaffer (Library of Congress)*

*Baltimore B*

#### *Successfully Managing Change with the Balanced Scorecard*

*Donna Tolson (University of Virginia)*

*Baltimore A*

#### *Telling the Story*

*John Bertot (University of Maryland)*

*Watertable A & B*

Sunday, October 24 9am-4:30pm	Pre-Conference Workshop	Maryland A
Getting Started with Learning Outcomes Assessment: Purposes, Practical Options, and Impact		
Megan Oakleaf (Syracuse University)		
<p><i>Tasked with assessing information literacy on your campus? Confused about your options? Dissatisfied with assessments you've already attempted?</i></p> <p>Intended for librarians considering, commencing, or retooling a plan for assessing student learning outcomes, this full-day workshop will include mini-lectures, discussion, and hands-on, scenario-based activities to engage participants in answering three questions:</p> <ol style="list-style-type: none"> <li>1. What is the purpose of learning outcomes assessment in my library?</li> <li>2. What assessment tools can I use? What are the strengths and limitations of each? How do I choose the right one for my campus?</li> <li>3. How will my choices impact teaching and learning? How will I “close the loop”?</li> <li>4. How might I use learning outcomes assessment to highlight the value of my library to my overarching institution?</li> </ol>		
<p>Megan Oakleaf is an Assistant Professor in the iSchool at Syracuse University where she is professor of record for “Planning, Marketing, and Assessing Library Services.” Her research interests include outcomes assessment, evidence-based decision making, information literacy instruction, information services, and digital librarianship. She is also on the faculty of the ACRL Institute for Information Literacy Immersion Program and the author of an upcoming ACRL report on the value of academic libraries. Oakleaf completed her dissertation entitled, “Assessing Information Literacy Skills: A Rubric Approach,” at the School of Information and Library Science at the University of North Carolina at Chapel Hill. Previously, Oakleaf served as Librarian for Instruction and Undergraduate Research at North Carolina State University. In this role, she trained fellow reference librarians in instructional theory and methods, provided library instruction for the First-Year Writing Program and First-Year College, and spearheaded the development of the LOBO tutorial. Prior to a career in librarianship, Oakleaf taught advanced composition in Ohio public secondary schools.</p>		
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Sunday, October 24 9am-4:30pm	Pre-Conference Workshop	Maryland E
Working Effectively with LibQUAL+®		
Raynna Bowlby and Martha Kyrillidou (Association of Research Libraries)		
<p>The administration of a user survey is a significant investment for any library and it raises expectations among members of the user community and among staff. Many aspects of the LibQUAL+® survey administration process have been streamlined and there is rapid access to data and results. But some libraries indicate that they are not well-prepared to work effectively with and act upon the results, once received. This workshop will enable staff responsible for administering the LibQUAL+® survey to develop work plans that they can apply in their libraries in order to: perform some simple analyses of the quantitative and qualitative results data, present the results visually, make comparisons, identify what is actionable, organize their colleagues and committees to work with LibQUAL+®, present the results effectively to different stakeholders, utilize data to target areas for improvement, and develop a process of continuous assessment.</p> <p>Audience: Survey administrators and members of assessment groups/teams.</p> <ul style="list-style-type: none"> <li>• Calculating statistics</li> <li>• Determining representativeness</li> <li>• Preparing customized charts &amp; graphs</li> <li>• Using norms tables</li> <li>• Making peer comparisons</li> <li>• Doing longitudinal analysis</li> <li>• Identifying what is actionable</li> <li>• Identifying roles &amp; responsibilities</li> <li>• Presenting results to stakeholders</li> <li>• Engaging others in understanding &amp; utilizing the results</li> <li>• Targeting incremental improvements</li> <li>• Applying data in decision-making</li> <li>• Identifying &amp; using best practices</li> <li>• Integrating w/other assessments</li> <li>• Planning next steps</li> </ul>		
<p>Raynna Bowlby serves as a Consultant to ARL's Statistics &amp; Service Quality Programs. As a consultant, Raynna develops and delivers consulting and training support for libraries in areas including organizational development, strategic planning, work analysis, human resource allocation and training, implementation of process improvement and new work processes, and assessment initiatives. Raynna is also affiliated with the Simmons College Graduate School of Library &amp; Information Science (GSLIS) as Adjunct Faculty teaching Principles of Management and also as a Recruiting Coordinator. Formerly, Raynna worked for twenty years in the Brown University Library, with 10 years as the organizational and staff development officer. She was responsible for library assessment activities and was the administrator of Brown's LibQUAL+® survey in 2005. Raynna has an MLS from Simmons College and an MBA, with a specialization in General Management and Organizational Behavior, from the University of Rhode Island.</p>		

Martha Kyrillidou, Senior Director of the ARL Statistics and Service Quality Programs, has led ARL's statistics and measurement activities since 1994. She is responsible for identifying tools for measuring the organizational performance and effectiveness of academic and research libraries, leading the StatsQUAL® program that includes assessment tools such as LibQUAL+®, ClimateQUAL®, MINES for Libraries®, and DigiQUAL®. Previously, Martha worked in the Library Research Center at the Graduate School of Library and Information Science at the University of Illinois at Urbana-Champaign and the Bureau of Research at the School of Education at Kent State University. Martha has an MLS and an MEd with specialization in Evaluation and Measurement from Kent State University; and a PhD in library and information science from the University of Illinois at Urbana-Champaign (2009). In 2007, she received Kent State's School of Library and Information Science Alumni of the Year Award; in 1988-89, a Fulbright Scholarship.

Notes

Monday, October 25 9:15am-10am	Plenary I	Maryland A, B, E
Library Assessment: The Way We Have Grown		
Fred Heath (University of Texas)		
<p>This presentation attempts to trace the demands for accountability. It will provide important background and context for the additional four keynote papers, and emphasize some of the work the Association of Research Libraries and its partners have supported over the last decade while placing ARL developments in the larger context of assessment activities across the profession and across the globe. Additionally, it will convey an overview of the strides we have made over the past decade in library assessment, an account of the way we have grown as a library assessment community. There will be a particular focus on the role that the Association of Research Libraries (ARL) has played in knitting together diverse pieces of the library assessment movement into a coherent suite of services while at the same time creating a constructive space in which other voices can contribute to the assessment dialog.</p>		
<p>Fred Heath is Vice Provost and Director of the University of Texas Libraries, a position he has held since 2003. He has served in similar capacities at Texas A&amp;M University, Texas Christian University and the University of North Alabama during his career of 30+ years in librarianship.</p> <p>Fred currently serves as board chair of the Center for Research Libraries (CRL). He has also served as president of the board of the Association of Research Libraries (ARL), The Virginia Library Association (VLA), and chair of the Texas Council of State University Librarians (TCSUL). Service on the boards of the Coalition of Networked Information, SPARC, and the steering committee of the Digital Library Federation (DLF) are among other national appointments.</p> <p>He makes frequent presentations and publishes in the areas of digital library trends, evolving user needs, and service quality issues. He is a co-developer of the widely employed service quality assessment tool (LibQUAL+®). Fred also serves or has previously served on the editorial boards of <i>The Journal for Library Administration</i>, <i>Library Quarterly</i>, <i>Libraries &amp; the Cultural Record</i> and <i>College and Research Library News</i>. He served as editor of <i>Library Administration and Management</i>. A list of presentations and publications can be found on the UT Libraries web site.</p> <p>He earned his library degree at Florida State University, earned his doctorate at Virginia Tech University and has additional degrees from the University of Virginia (MA) and Tulane University (BA). He served the United States as an Air Force officer during the era of the Vietnam conflict.</p>		
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Monday, October 25 10:30am-Noon	Plenary II	Maryland A, B, E
Are They Learning? Are We? Learning Outcomes and the Academic Library		
Megan Oakleaf (Syracuse University)		
<p>Since the 1990s, the assessment of learning outcomes in academic libraries has accelerated rapidly, and librarians have come to recognize the necessity of articulating and assessing student learning outcomes. Initially, librarians developed tools and instruments to assess information literacy student learning outcomes. Now, academic librarians are moving to a larger scale assessment approach: the articulation and demonstration of library impact on institutions of higher education. This presentation considers six questions relevant to the assessment challenges librarians face in coming years:</p> <ol style="list-style-type: none"> <li>1) How committed are librarians to student learning?</li> <li>2) What do librarians want students to learn?</li> <li>3) How do librarians document student learning?</li> <li>4) How committed are librarians to <i>their own</i> learning?</li> <li>5) What do librarians need to learn?</li> <li>6) How can librarians document their own learning?</li> </ol>		
<p>Megan Oakleaf is an Assistant Professor in the iSchool at Syracuse University where she teaches “Reference and Information Literacy Services” and “Planning, Marketing, and Assessing Library Services.” Her research interests include outcomes assessment, evidence-based decision making, information literacy instruction, information services, and digital librarianship. She is also on the faculty of the ACRL Institute for Information Literacy Immersion Program. Oakleaf completed her dissertation entitled, “Assessing Information Literacy Skills: A Rubric Approach,” at the School of Information and Library Science at the University of North Carolina at Chapel Hill.</p> <p>Previously, Oakleaf served as Librarian for Instruction and Undergraduate Research at North Carolina State University. In this role, she trained fellow reference librarians in instructional theory and methods, provided library instruction for the First-Year Writing Program and First-Year College, and spearheaded the development of the LOBO tutorial. Prior to a career in librarianship, Oakleaf taught advanced composition in Ohio public secondary schools.</p>		
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Monday, October 25 10:30am-Noon	Plenary II	Maryland A, B, E
Space Assessment as a Venue for Defining the Academic Library		
Danuta Nitecki (Drexel University)		
<p>This presentation offers a framework to consider different factors affecting library space assessment, and insights for undertaking a meaningful inquiry about the relationship of space to an academic library’s purpose and ambitions. The presentation proposes multiple paths for approaching such assessment, differentiating the assessment’s purpose, types of questions posed by it, data gathering methodologies, and reporting strategies of results, by the perspectives on the library’s purpose. These paths are useful to gain insights into the evolving role of the library and its contribution to the academic enterprise.</p> <p>Not surprisingly, the inquiry turns as well to changes in the identity of librarians as separate from the building where they work. A tool emerges from this discussion: it suggests the nature of key elements of an assessment associated with different library paradigms: “as reader-centered, book-centered, and learning-centered.”</p> <p>Research that defines library spaces and the role of academic libraries is in its nascent stages; future inquiry is encouraged building on conceptualizations of the Japanese concept of “ba” thought of as a shared space to build relationships and advancing both individual and collective knowledge. Methodologies for assessment of library spaces are becoming expansive and exciting, and have potential to advance the conversations beyond the building to the very essence of the library.</p>		
<p>After nearly four decades, Danuta A. Nitecki has returned to where she began her library education by coming to Drexel University this year as Dean of Libraries and Professor in its College of Information Science and Technologies. In between she held administrative positions in the academic libraries of the Universities of Tennessee, Illinois, Maryland and Yale. The topic of her keynote merge two of her favorite interests—library spaces and research. She has directed library program development as an administrator or consultant, or otherwise participated in nearly a dozen library renovation or construction projects. These have included construction and renovation of standalone facilities for shelving print volumes as well as traditional book stacks, renovation of entire libraries, and design and renovation of iconic reading rooms as well as innovative learning commons. At Drexel, she has been conducting a review of library space needs as part of efforts to transform and redefine its academic library to align with a momentum that US News &amp; World Report ranks as the country’s second “up and coming” university to watch. As an Associate University Librarian at both Yale University and University of Maryland, she provided overall leadership for the Library’s core public services to ensure access to its collections and information resources for research, teaching, and learning, and to strengthen the impact of the Library on education. This alignment of the library service offerings with university missions always involved attention to space. Her assessment interests and teaching of research methods and evaluation were grounded by her education; Danuta earned a PhD in Library and Information Science and two Master of Science degrees. Her professional activities include publications, presentations at international conferences, consulting, editorial board service, teaching and development of graduate courses.</p>		
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Monday, October 25 1:30pm-3pm	Parallel 1 #1 Library Space I	Maryland A & E
Longitudinal Assessment of User-Driven Library Commons Spaces		
Robert Fox (Georgia Institute of Technology) Ameet Doshi (Georgia Institute of Technology)		
<p>Purpose</p> <p>The purpose of this study was to conduct a longitudinal assessment of library spaces at the Georgia Tech Library. In 2006, the Georgia Tech Library completed renovation of the “Library East Commons” (LEC) space. This renovation was particularly successful due to the depth of user feedback gathered throughout the design process. Another recent renovation, the 2<sup>nd</sup> floor West Commons (“2 West”), was completed in summer 2009. This 2 West project continued and enhanced the level of user design input to the extent that it is described by all as a “student designed” library space.</p> <p>Although our study focused on the renovated collaborative spaces, we also investigated usage of other spaces in the library. This longitudinal study sought to answer key questions:</p> <ul style="list-style-type: none"> <li>• How are renovated library spaces being used?</li> <li>• How does usage change over time?</li> <li>• To what degree does renovation impact library space utilization?</li> <li>• And, how satisfied are students with the renovations?</li> </ul> <p>Design/Methodology/Approach</p> <p>The methodology for this longitudinal study involved quantitative and qualitative components. Initial observational data was first collected in 2008 by measuring incremental usage of all library spaces for one week. Observations included counts of patrons using each space (or “zone”) individually and in groups. Incidental laptop utilization data was also collected. We collected comparative observational data in March 2010 to more definitively determine the impact of opening a new space on overall usage.</p> <p>Additionally, feedback gathered from students during the initial design phase of 2 West informed specific areas for improvement. These themes included a desire for improved power and data access, improved lighting and aesthetics, and flexible spaces that could be student-owned. We conducted a survey spring 2010 with students to confirm if the 2 West renovation met their needs.</p> <p>Comments from the survey were useful to describe the “lived experience” of the students within the library, and specifically in Commons areas. These narratives inform the quantitative statistics to provide a fuller picture of how and why our users interact with renovated areas in the library.</p> <p>Findings</p> <p>Student usage data indicates that the renovated spaces are successful. The most recent renovation increased use of that Commons space, as well as overall usage of the building both in headcount and in the number of groups. Our initial hypothesis that opening a</p>		

collaborative group work space would increase overall usage of the library, while shifting usage from other library spaces, holds true. Additional findings noted that the recent renovation exceeded student expectations.

#### Practical Implications/Value

This study is unique because it assesses how renovating spaces impacts overall usage of the library over time. Based on our literature review, this type of longitudinal study of library space utilization has not yet been published. This research also illustrates how renovating one space can attract users away from other library spaces. Furthermore, qualitative user feedback helped in our assessment that the final product matched the original themes and intent that students communicated. The study serves as support for future user-engaged renovation projects.

Robert Fox is Associate Director for Public and Administrative Services at the Georgia Tech Libraries. Bob leads a Public Services agenda that seeks to transform the library's physical and programmatic aspects by actively seeking user engagement and employing continuous assessment. He is also responsible for leading the library's administrative functions.

Ameet Doshi is the User Engagement Librarian and Assessment Coordinator at Georgia Tech Libraries. As head of the User Experience department, he guides UX initiatives for the library, and also coordinates the library's student advisory board.

#### Notes

Monday, October 25 1:30pm-3pm	Parallel 1 #1 Library Space I	Maryland A & E
LibQUAL+® and the Information Commons Initiative at Buffalo State College: 2003 to 2009		
Eugene Harvey (Buffalo State College SUNY) Maureen A. Lindstrom (Buffalo State College SUNY)		
<p><b>Purpose</b> In 2003, E.H. Butler Library at Buffalo State College (SUNY) prepared to engage in its first LibQUAL+® assessment initiative. After receiving its first dataset and analyzing results as compared against the instrument's national norms, Butler Library discovered that levels of user satisfaction fell short in all 3 service areas (i.e., Affect of Service, Information Control, and Library as Place) by up to 10 percentile points. Using the quantitative and qualitative results as a guiding framework for service restructuring and departmental reorganization, Butler Library implemented a long-term plan to develop an Information Commons in an attempt to improve patrons' perceptions of library service. The purpose of this presentation is to not only share the findings of LibQUAL+® data collected by Butler Library over the past six years but also to share our successes of developing and implementing the concept of an Information Commons in a public academic institution.</p> <p><b>Approach</b> Beginning in 2003, Butler Library utilized a cross-sectional sampling plan to collect LibQUAL+® survey data from its constituents in three-year intervals, the most recent in 2009. After the data collection periods, results were analyzed in 3 distinct ways. Firstly, results from each measurement interval were compared to the national norms of the LibQUAL+® instrument, a process commonly referred to as benchmarking. Secondly, results were examined across time as a means of self-benchmarking, which enabled the library to determine the overall success of the Information Commons initiative and to make ongoing “course corrections” toward patrons' perceptions of ideal library quality. Lastly, each set of results was analyzed on a more micro-level, including between-groups analyses and comparisons (e.g., differences between undergraduates, graduates, and faculty), item-by-item examinations, and qualitative data/feedback.</p> <p><b>Findings</b> After the Information Commons initiative was completed, results of 2006 LibQUAL+® data revealed statistically significant improvements in users' overall perceptions of library service quality (i.e., total scale scores) and the scale's three sub-dimension scores as compared to 2003 data. Scale scores increased and approached or exceeded the 50th percentiles of respective national norms. Also, results of 2009 data showed no significant declination, if any, in perceived library quality despite fiscal and service hardships stemming from state budgetary cuts and concerns.</p> <p>Between-groups analyses of 2009 data revealed statistically significant differences in perceived library quality between undergraduate and graduate students. We hypothesize this could be due to group differences in service needs and ideals. For example, undergraduate students tended to place greater emphasis on “library as place” whereas</p>		

graduate students indicated information control and affect of service as being of greater importance. Since the Information Commons initiative was based somewhat on spatial renovations and structural reorganization (i.e., more easily “visible” changes), it might have been more aligned with undergraduates' needs and values than graduates.

#### Practical Implications

The Information Commons has been shown to be a useful model for realigning a library and its services with its users' ideals, and the same was true for Butler Library, overall. Also, marketing efforts can be specialized to reach out to and inform constituents based on their individual service needs.

Eugene J. Harvey holds an MLS and MSW. Prior to his 2009 graduation from SUNY Buffalo's library studies program, Mr. Harvey was a clinical social worker for many years in the field of adult psychopathology. He is a former PhD candidate (ABD) in Social Welfare from the Mandel School of Applied Social Sciences at Case Western Reserve University.

Maureen A. Lindstrom, MLS, is the Associate Director for Information Commons at Buffalo State College (SUNY)'s E.H. Butler Library. Ms. Lindstrom's library service career at Buffalo State College began almost 25 years ago, and she recently received the SUNY Chancellor's Award for Excellence in Librarianship. She actively participates in the SUNY Librarians Association and the Western New York Library Resources Council.

#### Notes

Monday, October 25 1:30pm-3pm	Parallel 1 #1 Library Space I	Maryland A & E
An Assessment of the Bass Library as a Learning Commons Environment		
Cheryl A. McCarthy (University of Rhode Island) Danuta A. Nitecki (Drexel University)		
<p><b>Summary and Purpose</b>  Few published assessments exist on the impact of learning commons on student learning in academic libraries. The newly renovated Bass Library, with its Collaborative Learning Center, has served as a learning commons environment within the Yale University Library for two years. Undertaken in fall 2009, this case study is an assessment of the impact of the Bass Library's space and collaborative services on teaching and learning, explored through three themes: (1) how space design and instruction foster student learning, (2) how spaces and collaborative services especially technology enhance teaching, and (3) to what extent students use a Learning Commons environment to enhance their learning.</p> <p><b>Research Questions/Methodology</b>  This study employed both qualitative and quantitative methodologies including surveys for students and faculty, focus group interviews with librarians and collaborative course support staff, and unobtrusive observations for one week to address three overarching research questions:</p> <ol style="list-style-type: none"> <li>1. What is the perception among first-year students of the impact of library spaces and research sessions on their learning experiences?</li> <li>2. How do faculty, librarians, and staff perceive the impact of Bass Library spaces, classrooms, and collaborative course support services on teaching and learning?</li> <li>3. To what extent do students use the Bass Library's spaces as fostering a learning community and extending the concept of a Learning Commons?</li> </ol> <p><b>Findings</b></p> <ol style="list-style-type: none"> <li>1. <i>Student Perceptions:</i> 87 first-year students responded to a survey after attending an introductory research session. Most [86%] indicated use of the Bass Library prior to this instruction session and [60%] identified it as very helpful to their study, including the Library's facilities, information resources, as well as research sessions and expert assistance from librarians and IT staff. The majority of students [65%] indicated that this space supported their learning.</li> <li>2. <i>Faculty Perceptions:</i> Faculty who used course support services in Bass Library in fall 2009 were asked to complete an anonymous online survey. The majority responding indicated increased satisfaction with the quality of their students' papers compared to the past and all stated that they would recommend a research session to a colleague. While most indicated the research sessions enabled their students to learn a great deal, their reactions to spaces varied.</li> <li>3. <i>Librarians and Course Supporters Perceptions:</i> Attendees at two focus group sessions indicated that both research sessions and collaborations enhanced teaching and learning</li> </ol>		

in these spaces.

4. *Extent That Bass Library Spaces Foster a Learning Commons Environment:* After one week of sweep counts and detailed unobtrusive observations of how students use the Bass Library, the results analyzed for preferred spaces show students engaged in three areas of study for studying alone, for studying alongside, and for studying in groups. Thus, the Bass Library appears to reflect the concepts of both social and individual learning as addressed by the design of learning commons spaces.

#### Practical Applications/Value

This assessment provides insights for future changes in academic library designs and suggests the Bass Library as a robust model for other academic libraries to assess the impact of renovated library spaces to enhance student learning.

Cheryl A. McCarthy is a Professor in the Graduate School of Library and Information Studies at the University of Rhode Island. She is the Coordinator of the School Library Media Program and the Information Literacy Instruction Program. She served as the outside evaluator for this sabbatical project at Bass Library.

Danuta A. Nitecki is Dean of Libraries at Drexel University and Professor in its College of Information Science and Technology. Previously an Associate University Librarian at Yale University, she was the Library's Program Director for the renovation resulting in the Bass Library and instrumental in creating its Collaborative Learning Center.

#### Notes



Monday, October 25 1:30pm-3pm	Parallel 1 #2 Service Quality—LibQUAL+®	Maryland B
Canada Lite: Impact of LibQUAL+® Lite on the Members of the LibQUAL+® Canada Consortium		
<p>Sam Kalb (Queen's University)  Sylvain Champagne (Hautes Etudes Commerciales (HEC) Montreal)  Susan Czarnocki (McGill University)  Eun-ha Hong (Wilfred Laurier University)</p>		
<p>This paper will assess the impact of the new LibQUAL+® Lite survey as experienced by the members of the LibQUAL+® Canada Consortium. LibQUAL+® 's largest consortium did the survey with 50 academic libraries in 2007 and 49 academic members in 2010. This paper will examine the adoption rate of the Lite survey in the consortium, the impact on response rates, survey completion rates, and survey results between 2007 and 2010. In addition to the broad consortium perspective, the paper will offer an assessment of LibQUAL+® Lite and its value for the libraries in the province of Quebec, Canada's francophone province.</p> <p>The bi-lingual nature of the consortium presented LibQUAL+® with a number of challenges in 2007. This paper will also see how well these challenges have been met.</p>		
<p>Sam Kalb is the Library Assessment and Scholarly Communications Services Coordinator at Queen's University. Sam served many years as a technical services administrator. Sam developed and led the LibQUAL+® Canada consortium and he developed Queen's Scholarly Communication Services including QSpace, the Queen's institutional repository, and OJS @ Queen's, a journal publishing service.</p> <p>Sylvain Champagne has been the Customer Service Director at the HEC Montreal Library since 2005, and was Project Manager of the LibQUAL+® Survey at HEC in 2007 and 2010.</p> <p>Susan Czarnocki operates the Electronic Data Resources Service at McGill University Library and was the coordinator of the implementation and analysis of the LibQUAL+® survey at McGill, including 5 previous instances, beginning in 2002.</p> <p>Eun-ha hong is the Assessment Librarian at Wilfrid Laurier University Library and coordinator of the implementation and analysis of the LibQUAL+® survey and assessment projects at Laurier. Eun-ha has been a business librarian for five years.</p>		
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Monday, October 25 1:30pm-3pm	Parallel 1 #2 Service Quality—LibQUAL+®	Maryland B
Research on the LibQUAL+® Lite Scores		
Bruce Thompson (Texas A&M University) Martha Kyriallidou (Association of Research Libraries) Colleen Cook (Texas A&M University)		
<p>The Association of Research Libraries has been experimenting to offer an improved LibQUAL+® survey to the hundreds of libraries that have implemented the protocol. One of the major improvements is the ability to offer a shorter version of the survey that reduces respondent burden and improves response rates, a protocol known as LibQUAL+® Lite. Research published in 2009<sup>1</sup> indicates that the LibQUAL+® Lite protocol reduces respondent burden and improves response rates. Furthermore, LibQUAL+® Lite and long perceptions scores are essentially equivalent and there is no need for score conversion. The low effect sizes regarding the difference in the scores for total scores, dimension scores, and linking item scores indicate that there was little, if any, practical difference between responses in the long and Lite forms.</p> <p>For the purposes of the research presented in this session, we are proposing to analyze data from more than 12,000 library users from institutions that implemented randomized control trials during the spring and fall 2008, and spring and fall 2009 survey cycles. The sample of institutions implemented the Lite protocol in a variety of languages: American English, British English, French, Greek, and Hebrew.</p> <p>The paper presented here will attempt:</p> <ul style="list-style-type: none"> <li>(a) to ascertain the equivalence of long and Lite scores for the desired and minimum expectation scales identifying whether there are differences in the total, subscale, and linking item scores between the long and the Lite protocol overall, as well as within the three main user groups: undergraduate students, graduate students, and faculty.</li> <li>(b) To examine the reliability and validity of LibQUAL+® Lite and long forms for different languages, institutions, and user groups.</li> <li>(c) To establish a set of norms for LibQUAL+® Lite for institutions to use for benchmarking purposes.</li> </ul> <p>1. Martha Kyriallidou, "Item Sampling in Service Quality Assessment Surveys to Improve Response Rates and Reduce Respondent Burden: The "LibQUAL+® Lite" Randomized Control Trial (RCT)." (PhD diss., University of Illinois at Urbana-Champaign, 2009); Bruce Thompson, Martha Kyriallidou, and Colleen Cook, "Item Sampling in Service Quality Assessment Surveys to Improve Response Rates and Reduce Respondent Burden: The LibQUAL+® Lite Example," <i>Performance Measurement and Metrics</i> 1 (2009a): 6-16; Bruce Thompson, Martha Kyriallidou, and Colleen Cook, "Equating Scores on "Lite" and Long Library User Survey Forms: The LibQUAL+® Lite Randomized Control Trials." <i>Performance Measurement and Metrics</i> 3 (2009b): 212-219; Colleen C. Cook, "A Mixed-Methods Approach to the Identification and Measurement of Academic Library Service Quality Constructs: LibQUAL+®?" (PhD diss., Texas A&amp;M University, 2001).</p>		
Bruce Thompson is Distinguished Professor of Educational Psychology and CEHD Distinguished Research Fellow, and Distinguished Professor of Library Science at the Texas A&M University. He is a former member of the Council of the American Educational Research Association (AERA), a former nominee for		

AERA President, and a former editor of American Education Research Journal (Section on Teaching, Learning, and Human Development), and several other journals. Bruce is especially known for (a) his work on effect sizes, and (b) his contributions to creating the LibQUAL+® protocol. He has published numerous articles and papers in both areas, and has written several standard textbooks in statistics.

Martha Kyrillidou is Senior Director of ARL Statistics and Service Quality Programs at the Association of Research Libraries. She is responsible for all aspects of the Statistics and Assessment capability at ARL, which offers assessment products and services to the library community ranging from descriptive statistics to evaluative tools focusing on service quality improvements in libraries. Martha provides analytical support to libraries and other program areas within the ARL office and has widely disseminated assessment developments through a rich publication record. She has been one of the developers of LibQUAL+® and co-chairs the biennial Library Assessment Conference.

Colleen Cook is Dean and Director of Libraries at Texas A&M University Libraries. Colleen oversaw the administration of the SERVQUAL protocol to the university library community in 1995, 1997, and 1999, which led to her role in developing LibQUAL+®. She has published journal articles and book chapters and made numerous presentations in the fields of library science, history, and research methodology. She specializes in qualitative and quantitative methodologies. Colleen currently chairs the ARL Statistics and Assessment Committee and the IFLA Statistics and Evaluation Section Committee.

Notes

Monday, October 25 1:30pm-3pm	Parallel 1 #2 Service Quality—LibQUAL+®	Maryland B
Coding Practices for LibQUAL+® Comments: Survey Findings		
Lynda White (University of Virginia) Eric Ackermann (Radford University) Karen Neurohr (Oklahoma State University) Daniel O'Mahony (Brown University)		
<p>Since its launch in 2000, more than 1100 libraries in 23 different countries have utilized the LibQUAL+® survey to gather feedback on library service quality from over one million users. A key component of the LibQUAL+® survey data is the file of respondents' free-text comments that accompanies the quantitative data—between 40% and 50% of LibQUAL+® respondents typically provide narrative comments. “[T]he open-ended comments gathered as part of LibQUAL+® are themselves useful in fleshing out insights into perceived library service quality. Respondents often use the comments box on the survey to make constructive suggestions on specific ways to address their concerns.”<sup>1</sup> Thus, systematic analysis of a library's qualitative data from LibQUAL+® can be extremely valuable in assessing the library's performance and identifying areas for improvement.</p> <p>To better understand libraries' current practices in analyzing and using their LibQUAL+® comments, the authors conducted a survey of all US and Canadian libraries that administered at least one LibQUAL+® survey from 2003 through June 2009. Survey questions asked respondents to describe what they did with the open-ended comments received from administering the LibQUAL+® survey and probed aspects including coding methods, local resources for coding, and the use of comments for various purposes. This paper presents the survey findings, as well as suggestions for practical steps to help facilitate qualitative analysis of LibQUAL+® comments.</p> <p>1. Colleen Cook et al., <i>LibQUAL+® 2008 Survey: ARL notebook</i>, (Washington, DC: Association of Research Libraries, 2008).</p>		
<p>Eric Ackermann is the Reference/Instruction and Assessment Librarian at the McConnell Library, Radford University. As the Assessment Librarian, he administered the 2005, 2006, 2008, and 2009 LibQUAL+® surveys, oversaw the development of library instruction assessment, and presented and published on library instruction and library assessment.</p> <p>Karen Neurohr is Assessment Librarian at the Edmon Low Library, Oklahoma State University. She administered the 2008 and 2010 LibQUAL+® surveys and coordinates a variety of other assessment activities. Karen is a doctoral student in higher education studies at Oklahoma State University and her MLS is from North Texas State University.</p> <p>Daniel P. O'Mahony is Senior Scholarly Resources Librarian at the John D. Rockefeller Jr. Library, Brown University. During his 18 year tenure at Brown, he has overseen numerous assessment activities, including the administration of the 2002, 2005, and 2008 LibQUAL+® surveys.</p> <p>Lynda S. White has worked at the University of Virginia Library since 1977 and is currently Associate Director of Management Information Services. Activities include articles; co-authoring the ArtMARC Sourcebook (ALA, 1998) and ARL SPEC KIT on Library Assessment (2007); statistical compilations; and management of assessment projects including LibQUAL+®.</p>		

Notes

Monday, October 25 1:30pm-3pm	Parallel 1 #3 Teaching and Learning I	Watertable
Assessment = Improved Teaching and Learning: Using Rubrics to Measure Information Literacy Skills		
Kathryn Crowe (University of North Carolina at Greensboro)		
<p>The University Libraries at the University of North Carolina at Greensboro has a long history of an active information literacy program at the first-year, upper undergraduate, and graduate level. To improve our program, we are exploring a variety of assessment methods to gain data on how well our students are acquiring these important skills.</p> <p>One assessment project, using a rubric to score a library worksheet, began in spring 2009 in Communication Studies (CST) 300, an upper-level core course. Students are required to write an 8-10 page paper and use primary research articles from communication journals. Because it is required of all CST majors, it is an ideal course to target for information literacy and the Libraries have worked with it for over 15 years. Students have traditionally attended an instruction session and completed a library worksheet graded by both the librarian and faculty member. In spite of this long collaboration, teaching faculty were still frustrated with the quality of resources selected and students' poor citation skills. It was an ideal situation to apply new skills learned at ACRL's first Information Literacy Assessment Immersion in December 2008 and an opportunity to provide a model of assessment that could be adopted by other librarians.</p> <p>More specific information literacy outcomes were established in close consultation with the teaching faculty and the worksheet was revised to reflect the outcomes. A rubric was devised to score the worksheet with three levels; the students did not perform well. As a result, several changes were made for the fall 2009 semester including requiring students to take specific chapters of the Libraries' online tutorial before the instruction session, revising the rubric to include four levels, and delaying the instruction session to allow students more time to think about their topics.</p> <p>The students' performance improved dramatically from the previous semester with an increase of 78% for outcome 1, 30% for outcome 2, and 27% for outcome 3. The study will continue in spring 2010 to include three semesters of data.</p> <p>This presentation will provide information on the research methods used, how the data instigated changes in the pedagogy, and how these changes made a significant difference in student learning. It will also describe how a good collaboration with faculty was made stronger and led to the promotion of student learning assessment in the Libraries and on campus.</p>		
Kathryn M. Crowe is Associate Dean for Public Services at the University of North Carolina at Greensboro. She supervises Reference and Instructional Services, Access Services, and the Music Library, and also has overall responsibility for assessment.		
Notes		

Monday, October 25 1:30pm-3pm	Parallel 1 #3 Teaching and Learning I	Watertable
Using a Rubric to Assess Freshman English Library Instruction		
Susan Gardner (Loyola Marymount University) Elisa Slater Acosta (Loyola Marymount University)		
<p>Purpose Loyola Marymount University's (LMU) Reference Department designed a rubric (see <a href="http://libguides.lmu.edu/data/files2/54980/Rubric5.pdf">http://libguides.lmu.edu/data/files2/54980/Rubric5.pdf</a>) to measure student learning outcomes for freshman English. The rubric was applied to collected library research worksheets, and was set up to parallel learning outcomes from ACRL's Information Literacy Competency Standards for Higher Education. Students are ranked as beginning, developing, or proficient for each worksheet module. Overall areas of weakness are communicated to the Director of the First Year English Program.</p> <p>Design An interactive five-module introduction to the research process was created, with all teaching materials inserted onto a "LibGuide" content management system. A rubric was created to evaluate the library research worksheet that divides the five modules into subsections with quantitative evaluation criteria for each section. Also, the rubric maps each module to a corresponding ACRL competency standard. 755 worksheets were collected, copied, and numbered throughout the fall 2009 semester. The Department undertook a multi-step process to try to calibrate the rubric and achieve consensus estimates, or inter rater reliability, among eight graders. After several rounds of group grading practice and subsequent discussions and revisions of the rubric, an acceptable percent agreement was reached among independent graders. A random number table was then used to sample 100 worksheets from the 755 total. Graders were assigned worksheets to single-grade and independently recorded scores in a Google form. Averages were calculated for all modules and subsections.</p> <p>Findings The process of achieving consensus among graders resulted in minor changes to the worksheet and rubric. Improvements included greater consistency; more precise instructions for both the worksheet and the rubric; and formatting changes. Furthermore, the cyclical process of research and the evolving nature of a research question will be better reflected in future drafts of the worksheet. Evaluation of the 100 randomly sampled worksheets revealed that on average, students scored at least a "developing" rank (equivalent to a "2") on all modules, and were somewhere between developing and proficient on most competencies. The lowest scoring skill was listing differences between library resources and the Internet or Google. Students also scored lower on narrowing down a broad research topic, picking out its key components, and generating keywords on those components. Students scored high on finding books and articles, but needed more help in matching citation elements into the correct fields. Also, they scored lower on finding articles that are relevant to their research topic.</p>		

### Practical Implications

Designing a worksheet and rubric leads to standardization across all freshman library instruction. Because the modules and worksheet let students choose a research question, it can be applied to any class or subject area. The teaching material was designed to work as either a standalone tutorial or with instructor mediation. Furthermore, individual modules are adaptable and could be inserted into any lesson plan wanting to measure similar learning objectives. Creating learning objectives and assessing student learning leads to greater communication of instruction goals to students, librarians, the Director of the First Year Program, and the teaching staff.

Susan Gardner is Head of Reference and Instructional Services in the William H. Hannon Library at Loyola Marymount University. Her primary research interest is assessment: how students learn, how patrons use the library, and how these processes are influenced by new tools and resources.

Elisa Slater Acosta is a Reference Librarian/Instruction Coordinator at the William H. Hannon Library at Loyola Marymount University. She also serves as liaison librarian to the School of Education at LMU. Elisa received her MLIS from the University of California, Los Angeles.

### Notes



Monday, October 25 1:30pm-3pm	Parallel 1 #3 Teaching and Learning I	Watertable
But What Did They Learn? What Classroom Assessment Can Tell You about Student Learning		
Catherine Pellegrino (Saint Mary's College)		
<p><b>Purpose</b> This presentation, aimed at librarians who do information literacy instruction, compares a typical course or session evaluation with a classroom assessment technique (the “minute paper”) with the goal of demonstrating what the assessment can tell the librarian about what the students have learned, and how the librarian can alter his or her teaching in light of the assessment results, thereby closing the loop on the assessment cycle.</p> <p><b>Design/Methodology/Approach</b> Teaching evaluations, modeled on the ubiquitous university course evaluation, are commonly used by librarians as a tool to improve their information literacy instruction. These evaluations essentially describe how satisfied students are with the classroom instruction, but provide no information on what students actually learned in a particular session. Classroom assessment techniques, on the other hand, are designed to show what students have learned, and can also often give an indication of students' satisfaction with the session.</p> <p>This session will compare the results of a typical teaching evaluation with the results from a common classroom assessment technique (the “minute paper”), with a focus on what the classroom assessment tool can tell the librarian about what students are learning. The presentation will explore common reasons why evaluations are used, and offer concrete suggestions for replacing or supplementing them with classroom assessments.</p> <p><b>Findings</b> The results of actual “minute paper” assessments, which ask students to identify one useful thing they learned and one thing they are still confused about, will be discussed. The presentation will identify common themes that emerged from these assessments, and demonstrate what specific changes the presenter made in her approach to teaching and learning in the course sessions where the assessments were used. Suggestions for using assessment results as a communication and outreach tool with faculty will also be offered.</p> <p><b>Practical Implications/Value</b> Attendees will leave with an understanding of the differences between teaching evaluations and student learning assessments, ideas for implementing student learning assessments in their own classes, and ready-to-use examples of classroom assessment techniques that they can implement immediately.</p>		
Catherine Pellegrino is a reference librarian and the coordinator of instruction at the Cushwa-Leighton Library at Saint Mary's College, Notre Dame, Indiana. She earned her MSLS from the University of North Carolina at Chapel Hill, and has previously worked as a Fellow at the North Carolina State University Libraries.		

Notes

Monday, October 25 3:30pm-5pm	Parallel 2 #1 Library Space II	Maryland A & E
You Don't Say! Students at the University of Virginia Come Clean When Asked "What Are You Working on, and How Can We Help?"		
Matt Ball (University of Virginia) Meridith Wolnick (University of Virginia)		
<p>Ever look out into your library and wonder, “Who are those people, what are they working on, and how can I help them?” Clemons Library at the University of Virginia did, and decided to look for some answers by using simple assessment techniques learned from an earlier project. In 2008, the Clemons staff redesigned the main floor to encourage and facilitate mobile computing. Suggestions from the Library and the University's IT office sparked the idea and the changes we made were based entirely on student feedback, gathered using a variety of assessment tools. Building on that successful project, we employed similar techniques to discover the Who, What, When, Where, Why, and How of Clemons's patrons. This presentation will describe the various assessment activities we conducted, what we learned from them, and how we'll use that knowledge to design new services and redesign existing ones in Clemons.</p>		
<p>Matt Ball is a librarian at Clemons Library at the University of Virginia. In addition to coordinating outreach programs, Matt oversees the video and print collections in Clemons. He holds degrees from Georgia State and Syracuse universities, and worked in the libraries of Emory and Harvard before arriving at U.Va.</p> <p>Meridith Wolnick is a librarian at Clemons Library, the undergraduate and media library at the University of Virginia. Meridith coordinates 80 freshman instruction classes annually. She holds a Master’s in Education from the University of San Francisco and a Master’s in Library Science from the University of Arizona.</p>		
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Monday, October 25 3:30pm-5pm	Parallel 2 #1 Library Space II	Maryland A & E
Multiple Methodologies for Space Assessment to Support Learning		
Karen Diller (Washington State University Vancouver) Sue F. Phelps (Washington State University Vancouver)		
<p>Washington State University Vancouver is a growing commuter campus in SW Washington State. The student population has increased over thirty percent since the State of Washington allowed WSUV to admit freshmen in the fall of 2006. Librarians have had a growing concern about how to best serve student learning in their existing space as well as how to best plan for expansion. The purpose of our space studies, therefore, was to gather data about student use of space for learning, in general, and the use of our library space, in particular.</p> <p>Following best practices for assessment we used multiple methodologies to determine student space preferences for learning activities. Initial evaluation included hourly mapping of library space use and a photo survey four times a day across the areas of campus where students were known to work alone or in groups. Using a phenomenological approach we were able to make observations about space preference. These observations were then compared to results from previous general satisfaction surveys. Although these methodologies provided some valuable insights into student use of space, the research team had unanswered questions which led them to develop a second phase of research.</p> <p>In this second phase, the researchers took their unanswered questions from phase one and developed questions that will be used to conduct interviews with students in their various study spaces across campus.</p> <p>Findings from both phases of research will be discussed in this paper, especially those findings from phase one that led to further questions to be answered in phase two. For example, researchers observed that students avoided carrels in the library when other seating was available. However, in other areas of campus, students seemed to prefer carrels to other types of available seating. In phase two, researchers will ask questions to understand what the preferences mean and how those preferences are related to student learning. Another example involves resolving conflicting data. Survey data indicated student preference for comfortable chairs over sitting at a table but the seating survey indicated that students use tables even when lounge chairs are available. Is this a problem with the definition of “comfortable chair” or an example of “watch what I do not what I say”?</p> <p>In addition to drawing conclusions about the use of space for learning activities, the team working on these studies over the past three years has also drawn conclusions about both the limitations of these methods and the need for further investigations. Presenters will open a discussion of these topics at the conclusion of the presentation.</p> <p>The methodologies used in these studies are easily adapted to any library and require no specialized training or technical skill. The techniques can be applied with a minimum</p>		

amount of time by librarians, staff, or student workers making them affordable and sustainable assessment tools. In some libraries, these techniques can be worked into existing data collection. Additionally, data can be used from multiple assessment methodologies to draw sound conclusions that lead to practical decision making for administration and design teams.

Karen R. Diller is the Associate Library Director at Washington State University Vancouver. She has been involved in a variety of library assessment activities over the years, including assessment of student learning during 2007-2009, when she served as the Assistant Vice Chancellor for Academic Affairs.

Sue F. Phelps is a Reference Librarian at Washington State University Vancouver with an interest in assessment. She has applied this interest to a series of assessment activities during the past four years and has taught rubric workshops regionally for a library consortium and nationally for ACRL.

Notes

Monday, October 25 3:30pm-5pm	Parallel 2 #2 Assessment in Practice	Maryland B
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Towards Democratizing Library Data: Data Management and Sharing in the Institutional Repository

Margaret Friesen (University of British Columbia)  
Bailey Diers (University of British Columbia)  
Suher Zaher-Mazawi (University of British Columbia)

#### Abstract

Library data repositories exist in many forms, in many libraries, and at the Association of Research Libraries repository, but data access and manipulation is generally restricted to authorized users. If data is accessible to the public, it is often presented in a static dashboard format or as a PDF file. More often, data resides on standalone or personal computers in the assessment librarian's office.

The University of British Columbia Library explored ways to make library data more accessible to both non-specialist and specialist audiences when it piloted the analysis of its first LibQUAL+® survey in 2007 by using the Nesstar WebView application program. The Nesstar data analysis program allowed library staff without expert knowledge of statistical programs (SPSS, etc.) to view and manipulate statistical data.

The exploratory work continued with two projects:

1. To replicate and enhance the 2007 methodology for the LibQUAL+® 2009 and 2010 survey analysis and prepare comparative results using Nesstar again
2. To prepare and submit library statistical data to an open access institutional repository for viewing and re-use by a broader audience

#### Purpose

The purpose is three-fold: to merge library data with presentation tools to communicate the value of the library more effectively; to explore the open access institutional repository as a "container" for "democratizing" library data, i.e., creating locally digitized library data and disseminating it widely; and to raise awareness of assessment methodologies within the library and beyond.

#### Methodology

Categories of documents submitted to cIRcle were: in-house data on library services; longitudinal data from the LibQUAL+® 2007, 2009, and 2010 survey results; data dictionary; tutorial; and publications on assessment.

#### Project Management Steps:

1. Determine scope of the data sets to be deposited in cIRcle
2. Determine method of presentation
3. Develop a data dictionary of terms, definitions for a non-specialist audience
4. For the LibQUAL+® 2009 and 2010 data, replicate and enhance the analysis carried out for the 2007 survey with the Nesstar WebView application program
5. Deposit the data sets in cIRcle
6. Evaluate the measures of success: access, acceptance, usability, usefulness

The previous project was described in Margaret Friesen's "Applying ATLAS.ti and Nesstar WebView to the LibQUAL+® Results at UBC Library: Getting Started," in *Proceedings of the Library Assessment Conference: Building Effective, Sustainable, Practical Assessment, August 4-7, 2008, Seattle, WA*, eds. Steve Hiller et al. (Washington, DC: Association of Research Libraries, 2009), 449-455.

Bailey Diers is the School of Library, Archival, and Information Studies Co-op Student at the University of British Columbia Library Assessment Office.

Margaret Friesen is the Assessment Librarian at the University of British Columbia Library and the LibQUAL+® Project Manager. The UBC Library participated in the LibQUAL+® program in 2007, 2009 and 2010. Margaret has been the Library Statistics Program Coordinator since 2001.

Suher Zaher-Mazawi, MLIS/MAS, School of Library, Archival, and Information Studies, was the Assessment Projects Assistant, University of British Columbia Library, spring 2010.

Notes

Monday, October 25 3:30pm-5pm	Parallel 2 #2 Assessment in Practice	Maryland B
Know Thy User: The Duke Libraries User Studies Initiative		
Diane Harvey (Duke University) Yvonne Belanger (Duke University) Emily Daly (Duke University) Linda Daniel (Duke University)		
<p>Academic libraries increasingly advocate local user studies as a way to provide library services that are relevant to their particular culture and user population. While librarians benefit from learning about other institutions' methods for studying user behavior and needs, it is essential that they recognize that user needs are shaped by local factors. As libraries integrate user studies into their larger culture of assessment, it becomes critical to develop staff expertise to design and use assessment research. Good studies require collaboration and participation from many individuals. “What is stopping the average librarian from helping to build up this necessary body of research? Practicing librarians face numerous obstacles to conducting research including funding, time, experience, support, and access to research.”<sup>1</sup></p> <p>The goal of the Duke Libraries User Studies Initiative is to overcome these obstacles—to increase librarians' capacity to conduct valid studies of users' needs and behaviors and then implement their findings to improve services. With the enthusiastic endorsement of library administration, three staff members co-facilitated a year-long series of workshops to increase staff members' awareness of good research practices.</p> <p>The series included discussion of studies of library user behavior and their implications for Duke Libraries; an overview of social science research methods; and specialized training on research skills such as how to organize focus groups. Drawing from expertise across the university and local institutions, this Initiative created a learning community, fostering collaboration among librarians and building a support structure.</p> <p>Several user studies resulted from this staff development series; this paper will highlight the purpose, methodologies and findings of two projects.</p> <p>The first, based on Minnesota's Multi-dimensional Framework for Academic Support, studies the research needs and strategies used by faculty and graduate students in the Cultural Anthropology Department at Duke. Through interviews and online surveys, information was gathered about the materials the department uses, collects, and preserves; what services and technology tools they find useful; and the role the library plays in their research. The goals of the study included increased understanding of key challenges faced by researchers in the department and determining how the library can offer better support.</p> <p>The second study involved interviewing nine undergraduates writing honors theses in various disciplines at three points during their research. This study aimed to understand better how students navigate thesis projects, from formulating a research question to writing final products. Investigators analyzed students' interviews to determine ways to</p>		



improve services the Libraries offer for students writing honors theses. The interviews also provided participants the opportunity to learn more about existing library services and resources and to reflect on their research.

The User Studies Initiative was effective, resulting in multiple user studies and the creation of a toolkit of resources for librarians to use in planning new studies. The Initiative is practical in its use of local training resources and manageable scale, and is sustainable, as the training may be adapted to meet the growing needs of Libraries staff.

1. D. Koufogiannakis and E. Crumley, "Research in Librarianship: Issues to Consider," *Library Hi Tech* 24 (2006), 324.

Diane Harvey, Head, Library Instruction & Outreach, Duke University, leads Instruction and Outreach and serves on the Assessment Core Team. She has worked in a variety of libraries including Rutgers, Johns Hopkins, University of Maryland, and the Association of Research Libraries. She has a BA and MLS from Rutgers and came to Duke in January 2009.

Yvonne Belanger, Head of Assessment & Planning, Perkins Library, Duke University, provides leadership to library assessment efforts and directs evaluation for Duke's Center for Instructional Technology. She has a Master's degree in Instructional Design, Development, and Evaluation from Syracuse University; and a BA from St. John's College, Annapolis.

Linda Daniel, Librarian for Sociology, Cultural Anthropology, and Linguistics, Duke University, is a member of the Research Services Department at Perkins Library. She holds a BA from Duke University and a MLS from UNC-Chapel Hill.

Emily Daly, Coordinator of Upper Level Library Instruction, Duke University, began her career in public and school libraries prior to joining Duke's Instruction and Outreach Department in August 2006. She has undergraduate degrees in English and secondary education from NC State and an MLS from UNC-Chapel Hill.

Notes

Monday, October 25 3:30pm-5pm	Parallel 2 #2 Assessment in Practice	Maryland B
Sustaining Feedback: Assessment in the Liberal Arts College Library		
Lucretia McCulley (University of Richmond)		
<p>Purpose Implementing an ongoing assessment program in a small-to-medium sized academic library poses some unique challenges. Identifying time, expertise, and commitment with limited staff are the some of the initial hurdles to cross. Libraries at liberal arts institutions are also closely tied to the assessment plans of the institution, which often call for close collaboration with faculty and institutional research staff. The purpose of this paper is to offer one model of implementing an assessment plan at Boatwright Library at the University of Richmond (5,000 students).</p> <p>Approach Past assessment projects had not been sustained or they only received close attention when the university was embarking on its reaccreditation process. With the growing emphasis on assessment within higher education, the University Librarian made a commitment to build a formal library assessment program. Jim Self and Steve Hiller visited the Richmond in the fall of 2008 to offer the “Effective, Sustainable and Practical Library Assessment” analysis, their first visit at a small liberal arts institution. As a result of that visit, the library formed an assessment committee, composed of five individuals representing various departments of the library.</p> <p>In the past year, the committee has made numerous advances in building a culture of assessment in the library. Accomplishments include the creation of a library assessment web page, development of a library-wide assessment plan, assessment forums for staff, unique collaborations, annual goals planning, and many other activities. The committee has also initiated several assessment projects, both large and small. Without a statistician on the library staff, we are creative in identifying options for surveys that offer built-in analyses and results. For example, we have recently used two national survey packages, such as Counting Opinions survey and the HEDS/NITLE Research Practices Survey. Small-scale surveys for various specific library services, such as course reserves, document delivery, and library space issues, have been accomplished through the use of StudentVoice software survey. Other library departments have found value in using small print surveys to obtain user feedback on services such as netbooks. Areas of emphasis include student learning, user services, and building facilities. Student learning assessment strategies are in connection with the university's new First Year Seminars, where library workshops are required of each first year student. In addition, librarians are receiving continuous feedback from newly created LibGuides and small, in-class surveys on the effectiveness of course-specific guides.</p> <p>Findings At the current time, the committee is in the process of analyzing data from various surveys and providing feedback to both the library staff and the university community</p>		

through normal communication channels, in addition to posting reports on the library assessment web page. Results of these surveys and how library staff have used them will be shared in the conference paper.

#### Practical Implications

Assessment can be accomplished in a small liberal arts institution with support from the library director, commitment to assessment at the university level, and motivation and desire among the library staff. Our successes in the past eighteen months have shown that persistent and focused activities have resulted in a sustainable program.

Director of Outreach Services at the University of Richmond's Boatwright Library, Lucretia McCulley received a BA in history from Salem College and an MLS from University of Tennessee. In her current position, she manages various public services units and coordinates assessment, staff development, and library promotion efforts for the libraries.

Notes

Monday, October 25 3:30pm-5pm	Parallel 2 #3 Teaching and Learning II	Watertable
Assessing the Library within a University Context		
Ryan Johnson (University of Mississippi)		
<p>The University of Mississippi implemented a campus wide assessment program in 1994 that required all campus programs and units to submit a biannual report consisting of at least three objectives with multiple means of assessment for each objective. The assessment program also requires each unit to develop changes to their operations based on the assessment program. This is required for each means for which the criteria for success are not met; and even if all the criteria for success are met, at least one new improvement is required. The program specifically excludes lack of funds as a rationale for not meeting criterion or as an excuse for not making improvements. These reports are evaluated by a committee using a rubric.</p> <p>As a member of the campus assessment committee the author evaluates other units' assessment plans and reports as well as using the comments on the University Library's report to make improvements in the next assessment cycle. One such example was the inclusion of student learning as an objective in the 2007-09 assessment cycle based on a suggestion in the comments on the 2005-07 report. There are two rubrics: one for instructional units and one for academic and educational support (AES) units. The University Library is classified as an AES unit and is on the B cycle with its first assessment report submitted in 1995 and each odd numbered year thereafter.</p> <p>This paper will explain how the University of Mississippi's assessment program operates and examine the University Library's ongoing self-assessment within this program. It will examine how changes in the objectives that were assessed to show ongoing changes in the University Library environment. The various means of assessment will also be examined both as examples of activities within the University Library, but also to show how use of the collections, services, and facilities have changed over the past 15 years. This process has forced University Library faculty and staff to examine their operations for new opportunities for assessment. Some have been successful and provided much needed information and others have resulted in either failed experiments or results that had little meaning. In conclusion, the paper will demonstrate how this program has led to specific improvements within the University Library and will continue to drive its assessment efforts.</p>		
<p>Ryan Johnson is the Head of Information, Outreach and Delivery Services in the J.D. Williams Library at the University of Mississippi. He chairs the library's assessment committee and serves on the university's assessment committee. He has an MLS from St. John's University and an MA in History from Villanova University.</p>		
Notes		

Monday, October 25 3:30pm-5pm	Parallel 2 #3 Teaching and Learning II	Watertable
Using Student Data to Assess Library Instruction's Role in Student Success and Retention		
Rachel Kirk (Middle Tennessee State University) Jason Vance (Middle Tennessee State University) Justin G. Gardner (Middle Tennessee State University)		
<p><b>Purpose</b> This study examines the relationship between formal library instruction and undergraduate student success and retention in higher education. Researchers analyzed two years of student data at Middle Tennessee State University in an attempt to quantify the effect of librarian-led classroom instruction on students' college persistence and overall academic achievement.</p> <p><b>Methodology</b> The researchers collected information from the library's instruction scheduling database and were able to identify a group of students who were enrolled in classes that received library instruction. The researchers then mined the university's administrative student data warehouse to get more information about these students and students who did not receive library instruction. This information included: gender, high school grade point average, college entrance exam scores, college cumulative grade point average, socio-economic status, and first-year retention status. After extracting these datasets, the researchers used them to estimate a regression model to predict college performance (GPA) and the probability of retention. This is problematic due to the interplay between performance and retention. We account for this relationship by employing a two-stage model that can provide unbiased estimates of the probability of student retention and thus successfully test the hypothesis that library instruction has an impact on performance and retention.</p> <p><b>Findings</b> The researchers are still at the data-extraction stage and have not yet analyzed the data. Findings will be available in the summer of 2010.</p> <p><b>Value</b> This study seeks to move library instruction assessment beyond anecdotal feedback, end-of-class satisfaction surveys, and pre-test/post-test models. By quantifying the relationship between formal library instruction and overall student success and persistence, libraries can begin to make data-driven arguments to various campus constituents about the importance of library research instruction to the long-term success of students.</p>		
<p>Rachel Kirk is a Collection Management &amp; Acquisitions Librarian at Middle Tennessee State University and a doctoral student in Communication &amp; Information Sciences at University of Tennessee. Her research focus is how the academic library affects student success.</p> <p>Jason Vance is Information Literacy Librarian and Assistant Professor at Middle Tennessee State University. He is an alumnus of ACRL's Assessment Immersion Program, and has previously published on topics ranging from online library instruction to library services delivered via horseback.</p>		

Justin G. Gardner holds a PhD in Agricultural and Consumer Economics from the University of Illinois at Urbana-Champaign and is the Assistant Professor of Agribusiness at Middle Tennessee State University. His diverse research interests range from the economic impacts of genetically modified crops to the impacts of instructional methods on student outcomes.

Notes

Monday, October 25 3:30pm-5pm	Parallel 2 #3 Teaching and Learning II	Watertable
Finding the Library: An Institutional Assessment of the Undergraduate Experience		
Carol Shepstone (Mount Royal University)		
<p><b>Purpose</b> This paper explores the opportunities and challenges for academic libraries to gain insight into their value and impact through institution-wide assessment initiatives. Consideration is given to both the library's involvement in the development of the assessment process, as well as to the impact of the research findings for the library context.</p> <p><b>Methodology</b> The paper discusses the development the Mount Royal University's (Calgary Alberta) Assessment Seminar, the importance of this project for the library, and the value of the findings in the continuous improvement of the library. Based on an adaptation of the successful and long running Harvard Assessment Seminar model, the research employs semi-structured interviews to gather the perspectives of undergraduate student on their University experience. The extensive qualitative data gathered through 60 minute interviews with more than 100 students provides insight into the undergraduate experience of first year students. Textual analysis methods are used to identify themes of both strengths and weaknesses, and the degree to which the institution is able to meet their goals student expectations.</p> <p><b>Implications/Value</b> A holistic approach to understanding the student experience allows for new insight and opportunities into educational improvement both at the institutional level but also at the program or service unit level. This integrated view of assessment allows for a more comprehensive perspective of student satisfaction and success and therefore a more responsive and robust approach to improvement. Placing the library within this context of assessment ensures an embedded view of the role of the library and offers new evidence on which to base our service improvements.</p>		
<p>Carol Shepstone joined Mount Royal University, Calgary Alberta, as Library Director in the fall of 2007, following holding the position of Head, Murray Undergraduate Library at the University of Saskatchewan. Carol has worked across western Canada holding positions in academic, public, and special libraries as well as museums and archives. Carol's current research interests include organizational culture, perspectives on new leadership, as well as Library planning and library as place.</p>		
Notes		

Monday, October 25 6:00pm-6:30pm	Welcome from ARL	Maryland A, B, E
We Don't Know What the Future Will Be, Except That There Will Be One		
Charles Lowry (Association of Research Libraries)		
<p>Among the difficult challenges of the current assessment scene is the rapid change that is undermining the traditional model for libraries. Today's innovative measure may be found wanting very rapidly unless we begin to take into account the potential "futures," not merely the familiar present. Current strategic planning methodologies are generally accompanied by an "environmental scan" intended to encourage thinking about potential changes several years out and to aid in setting goals that may be assessed for the success of the plan. Such scans are usually rife with speculative trends and predictions accompanied by disclaimers that "crystal balls" are often murky and probably off base, perhaps grossly so. The Association of Research Libraries' scenario thinking project, "Envisioning Research Library Futures," is providing a new "tool" to acknowledge and engage the uncertainties of the future to help overcome limitations of traditional planning. "ARL 2030 Scenarios: A User's Guide for Research Libraries" presents an organized set of four different visions of the world research libraries could confront and explains how to apply the scenarios to develop strategy. This presentation will discuss the progress of ARL's project and consider implications of scenario-based planning for designing assessment activities.</p>		
<p>Charles B. Lowry is currently on a three-year leave of absence from the University of Maryland to serve as the Executive Director of the Association of Research Libraries (2008–11).</p> <p>Lowry was previously the Dean of Libraries at the University of Maryland College Park (1996–2008)—a system composed of seven libraries. Lowry is also a professor in the University of Maryland College of Information Studies and will return to teach there in 2011. Lowry has directed five academic and research libraries. He was University Librarian at Carnegie Mellon University in Pittsburgh where he led significant information technology initiatives (1992–96). Prior to that he served as Director of Libraries at University of Texas Arlington, University of South Alabama, and Elon University.</p> <p>Lowry serves on the OCLC Research Libraries Advisory Committee (1999– ) and on the boards of the National Humanities Alliance, CNI, and SPARC. He is a member of the Board of Visitors, University Library System, University of Pittsburgh (2003–05) and has served on review boards for the Florida State University Libraries (2005) and the McGill University Libraries (2003). He has served on accreditation teams for the New England Association of Colleges and Schools and the Middle States Commission on Higher Education. He has chaired the Executive Committee of the Maryland Digital Library project since its inception in 1999.</p> <p>Lowry received his BS degree in history from Spring Hill College (1964); an MA in history from the University of Alabama, Tuscaloosa (1965); an MS in library science from the University of North Carolina at Chapel Hill (1974); and a PhD in history from the University of Florida, Gainesville (1979). In 1985, he participated in the Senior Fellows Program at the UCLA Graduate School of Library and Information Science.</p>		
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Monday, October 25 6:30pm-9:00pm	Poster Session	Baltimore Foyer and Ballroom
<p><i>Automatic Assessment of Library Resources Utilizing LibGuides</i> Leslie Adebonojo (East Tennessee State University) Kathy Campbell (East Tennessee State University) Mark Ellis (East Tennessee State University)</p> <p><i>Learning from Our Users: Using Assessment to Drive Change</i> Beth Avery (University of North Texas) Diane Wahl (University of North Texas)</p> <p><i>Seize the Day: Launching Library Assessment in Alignment with Strategic Planning</i> Yvonne Belanger (Duke University) Diane Harvey (Duke University)</p> <p><i>Using Blackboard's Outcomes Assessment Module to Evaluate the Impact of LibGuides: A Quasi-Experimental Research Study</i> Steven Bell (Temple University)</p> <p><i>Designing and Implementing a Practical Assessment Consultation Intake Form</i> Rachel Besara (Florida State University) Kirsten Kinsley (Florida State University)</p> <p><i>Beyond Babylon: Evidence-Based Data Management for Academic Libraries</i> Frank Biss (Counting Opinions (SQUIRE) Ltd) Carl Thompson (Counting Opinions (SQUIRE) Ltd)</p> <p><i>Understanding the Graduate Student Research Process: From Concept to Product</i> Beth Blanton-Kent (University of Virginia) Rebecca Pappert (University of Virginia) Tina Smith (University of Virginia) Keith Weimer (University of Virginia)</p> <p><i>Assessing an Instructional Program Geared at Teaching Education Graduate Students Research Skills</i> Barbara Blummer (Center for Computing Sciences) Jeffrey Kenton (Towson University)</p> <p><i>Guiding Subject Liaison Librarians in Understanding and Acting on User Survey Results: A Model LibQUAL+® Consultation from ARL</i> Rayna Bowlby (Library Management Consulting) Francine M. DeFranco (University of Connecticut)</p> <p><i>Cite It, Write It!: Analysis of Freshman English Bibliographies</i> Melissa Bowles-Terry (University of Wyoming) Kaijsa Calkins (University of Wyoming)</p> <p><i>The Thomson Reuters Global Institutional Profiles Project</i> Patricia Brennan (Thomson Reuters)</p> <p><i>LibQUAL+® Data for Subject Librarians</i> Jeanne M. Brown (University of Nevada, Las Vegas)</p> <p><i>The Marriott Library User Satisfaction Survey, 1995-2009: 15 Years of Change at an Academic Library</i> Amy Brunvand (University of Utah)</p> <p><i>Instant Assessment: Using Response Systems to Evaluate Student Comprehension in Library Instruction</i> Kathy Campbell (East Tennessee State University) Leslie Adebonojo (East Tennessee State University) Mark Ellis (East Tennessee State University)</p>		

Monday, October 25 6:30pm-9:00pm	Poster Session ( <i>continued</i> )	Baltimore Foyer and Ballroom
<p><i>Critical Sources Identified: Gathering, Organizing, and Analyzing Evidence—Just Like a CSI Unit!</i>  Kay Chapa (University of Texas Southwestern Medical Center)  Scott Carpenter (University of Texas Southwestern Medical Center)  Jane Scott (University of Texas Southwestern Medical Center)</p> <p><i>Networking in North Texas: Connected by Assessment</i>  Kay Chapa (University of Texas Southwestern Medical Center)  Diane Wahl (University of North Texas)</p> <p><i>Thinking in Cycles: Assessment, Improvement, and Validation</i>  Felix Chu (Western Illinois University)</p> <p><i>Researching the Researcher's Space</i>  Michael Crumpton (The University of North Carolina at Greensboro)  Hermann Trojanowski (The University of North Carolina at Greensboro)</p> <p><i>Online Tutorials and Assessment of Information Literacy Skills</i>  Patricia Dawson (Rider University)  Sharon Yang (Rider University)</p> <p><i>Joint Efforts: Information Literacy and Collaborative Workshop Development</i>  Mary DiMaggio (Rasmussen College)  Emily O'Connor (Rasmussen College)</p> <p><i>Assessing Community Users in an Academic Library</i>  Wanda Dole (University of Arkansas at Little Rock)  J.B. Hill (University of Arkansas at Little Rock)</p> <p><i>In the Zone @UNH: Practical Low-Cost Approaches to Student Space Concerns</i>  Annie Donahue (University of New Hampshire)  Jennifer Carroll (University of New Hampshire)  Tracey Lauder (University of New Hampshire)</p> <p><i>Evaluation Frameworks for Libraries: Providing a Holistic, Whole of Organisation Strategy?</i>  Rachel Esson (Victoria University, Wellington)  Sue Roberts (Victoria University, Wellington)</p> <p><i>Evaluating Access to the Journal Literature Using the Journal Citation Reports Database</i>  Alan Gale (University of Guelph)  Linda Day (University of Guelph)</p> <p><i>Using Gimlet Desk Statistics to Improve Library Services</i>  Susan Gardner (Loyola Marymount University)</p> <p><i>Creating Analyst Positions in an Academic Library: The UC-San Diego Experience</i>  Kymberly Goodson (University of California, San Diego)  Dan Suchy (University of California, San Diego)</p> <p><i>Developing Assessment for an Information Literacy Program: The First Year</i>  Larissa Gordon (Arcadia University)</p> <p><i>Promotion Techniques to Build a Larger and More Representative Sample for Your Survey: Findings from LibQUAL+®</i>  David Green (Association of Research Libraries)</p>		

Monday, October 25 6:30pm-9:00pm	Poster Session ( <i>continued</i> )	Baltimore Foyer and Ballroom
<p><i>ARL Statistics™ Analytics through StatsQUAL®</i> Henry Gross (Association of Research Libraries) David Green (Association of Research Libraries) Martha Kyrillidou (Association of Research Libraries) Gary Roebuck (Association of Research Libraries)</p> <p><i>Building Buy-In Using the Information Literacy Instruction Assessment Cycle</i> Margaret Grotti (University of Delaware)</p> <p><i>Employees as Customers Judging Quality: A Delphi Study of Metrics for Quality Assessment Instrumentation Development</i> John Harer (East Carolina University)</p> <p><i>Institutional Publications Tracking (IPT) System</i> Susan Heckethorn (Los Alamos National Laboratory) Valerie Trujillo (Los Alamos National Laboratory)</p> <p><i>"It Was Awesome": Assessing the Benefits of Course-Specific Research Guides</i> Laura Horne-Popp (University of Richmond)</p> <p><i>A Multi-Year Information Literacy Assessment Program Using Google Docs</i> Ma Lei Hsieh (Rider University) Patricia H. Dawson (Rider University)</p> <p><i>Understanding the Research Practices of First-Year and Senior Students: A Report on the Research Practices Survey</i> Jennifer Jarson (Muhlenberg College)</p> <p><i>What to Do When Your Survey Generates More Questions Than Answers: Selecting Additional Assessment Methods That Gather the Information You Need to Improve Library Resources and Services</i> Karen Jensen (University of Alaska Fairbanks) Susan Mitchell (University of Alaska Fairbanks)</p> <p><i>Using Library Turnstile Data to Inform Decision Making</i> Jennifer Jones (Georgia State University)</p> <p><i>The Survey as Outreach: How Measuring Recognition Can Further Promote Services and Resources</i> Robin M. Katz (University of Vermont)</p> <p><i>Staffing a New Learning Commons: Practical, Sustainable Assessment for Role Reorganizations</i> Kirsten Kinsley (Florida State University) Rebecca Bichel (Florida State University) Rachel Besara (Florida State University)</p> <p><i>Learning from Distance Faculty: A Faculty Needs Assessment at University of Wyoming</i> Cassandra Kvenild (University of Wyoming) Melissa Bowles-Terry (University of Wyoming)</p> <p><i>Assessment Influencing Action</i> Joscelyn Langholt (University of Maryland, College Park)</p> <p><i>Using LibQUAL+® Data for an Accreditation Review</i> Janice Lewis (East Carolina University)</p> <p><i>Using LibQUAL+® Feedback to Improve Your Library as a Place</i> Virginia Loveless (Augusta State University)</p>		

Monday, October 25 6:30pm-9:00pm	Poster Session ( <i>continued</i> )	Baltimore Foyer and Ballroom
<p><i>Assessing the Assessment: How Institutions Administered, Interpreted, and Used SAILS</i>            Brian Lym (Hunter College, City University of New York)            Hal Grossman (Hunter College, City University of New York)            Lauren Yannotta (Hunter College, City University of New York)            Makram Talih (Hunter College, City University of New York)</p> <p><i>Assessing Library Performance Using the Baldrige Criteria for Performance Excellence: The Systems That Focus on Results and Ensure Sustainability</i>            Susan Makar (National Institute of Standards and Technology)            Mary-Deirdre Coraggio (National Institute of Standards and Technology)            Mylene Ouimette (National Institute of Standards and Technology)            Barbara P. Silcox (National Institute of Standards and Technology)</p> <p><i>Music Library Space Use Study: Assessing When “Times They Are a Changin’”</i>            Margaret Martin Gardiner (The University of Western Ontario)            Monica Fazekas (The University of Western Ontario)</p> <p><i>Reference Transaction Assessment: A Survey of New York State Academic and Public Libraries</i>            Jean McLaughlin (University at Albany)</p> <p><i>Project SAILS: What's in It for You and Your Students</i>            Valla McLean (Grant MacEwan University)</p> <p><i>Learning in an Online Environment: Assessment of an Online Information Literacy Credit Course</i>            Yvonne Mery (University of Arizona)            Jill Newby (University of Arizona)            Ke Peng (University of Arizona)</p> <p><i>Using LibQUAL+® for Continuous Improvement at Eastern Washington University Libraries</i>            Julie Miller (Eastern Washington University)</p> <p><i>Assessing Student Learning through Collaboration</i>            Lisa Moeckel (Syracuse University)            Noreen Gaubatz (Syracuse University)</p> <p><i>Library Staff Buy-In: Building a Broad-based Support for a Culture of Assessment at Washington University Libraries</i>            Carol Mollman (Washington University in St. Louis)</p> <p><i>Totally Twitterpated—Evaluating Twitter Use in an Academic Library</i>            Linda Musser (Pennsylvania State University)</p> <p><i>Keeping Stakeholders Informed: Disseminating the Results of Assessment Activities through a Library's Website</i>            Paul Neuhaus (Santa Clara University)</p> <p><i>Qualitative Assessment on a Shoestring: Developing a Cost Effective Strategy to Analyze LibQUAL+® Comments</i>            David Nolfi (Duquesne University)            Tracie Ballock (Duquesne University)            Allison Brungard (Duquesne University)            Bridget Euliano (Duquesne University)</p> <p><i>When Numbers Don't Tell the Whole Story: Using Meta-Analysis to Create an Effective, Sustainable Electronic Resource Assessment Process</i>            David Nolfi (Duquesne University)            Carmel Yurochko (Duquesne University)            Tracie Ballock (Duquesne University)</p>		

Monday, October 25 6:30pm-9:00pm	Poster Session ( <i>continued</i> )	Baltimore Foyer and Ballroom
<p><i>Sharing the Wealth: A Process for Engaging a Large Group in Coding LibQUAL+® Survey Comments</i> Daniel O'Mahony (Brown University)</p> <p><i>The Road to a Quality Information Literacy Assessment Study: Lessons Learned</i> Darlene Parrish (Florida Atlantic University) Madelyn LaVigne (Florida Atlantic University) Malka Schyndel (Florida Atlantic University)</p> <p><i>Focus on Assessment</i> Kimlyn Patishnock (The Pennsylvania State University) Heather Benner (The Pennsylvania State University) Sydney Bennington (The Pennsylvania State University) Dr. Gregory Crawford (The Pennsylvania State University) Jennifer McCauley (The Pennsylvania State University) Linda Musser (The Pennsylvania State University) Nonny Schlotzhauer (The Pennsylvania State University) Ann Snowman (The Pennsylvania State University)</p> <p><i>The Needs Analysis: The First Step in Library Instruction Assessment</i> Anne Pemberton (University of North Carolina Wilmington)</p> <p><i>From the Ground up: Developing an Assessment Plan</i> Ruth Perkins (Kutztown University) Krista Prock (Kutztown University) Karen Wanamaker (Kutztown University)</p> <p><i>Systematic Reviews for Evidence-Based Practice: How to Glean Information from the Research of Your Peers</i> Sue F. Phelps (Washington State University Vancouver) Nicole Campbell (Washington State University Vancouver)</p> <p><i>The Big Picture: Artists on the Library</i> Henry Pisciotta (The Pennsylvania State University)</p> <p><i>Selecting a User Survey Instrument and Adapting to Institutional Needs</i> Linda Plunket (Boston University) Sarah Struble (Boston University)</p> <p><i>Integrated Information Literacy Assessment Using ePortfolios</i> Eric Resnis (Miami University)</p> <p><i>Developing the Understanding Library Impacts Protocol</i> Derek Rodriguez (Triangle Research Libraries Network (TRLN))</p> <p><i>Measuring Up: Using Operational Reviews as a Departmental Assessment and Streamlining Tool</i> Paulina Rousseau (University of Toronto Scarborough) Elizabeth O'Brien (University of Toronto Scarborough) Catherine Devion (University of Toronto Scarborough)</p> <p><i>Analysis Using Japanese Norms: Aspects of National/International Benchmarking</i> Yukiko Sakai (Keio University) Midori Ichiko (Keio University)</p> <p><i>Assessment of Student Information Literacy: Introducing Individually-Scored SAILS Tests</i> Joseph A. Salem, Jr. (Kent State University) Carolyn Radcliff (Kent State University)</p>		

Monday, October 25 6:30pm-9:00pm	Poster Session ( <i>continued</i> )	Baltimore Foyer and Ballroom
<p><i>Evidenced-Based Collection Assessment and Development: The Use of Web of Knowledge to Study Faculty Publication and Citation Patterns at the Campus Level</i> Lutishoor Salisbury (University of Arkansas) Jeremy S. Smith (University of Arkansas)</p> <p><i>Assessing Library Performance Using the Baldrige Criteria for Performance Excellence: Role Model Practices</i> Barbara P. Silcox (National Institute of Standards and Technology) Mary-Deirdre Coraggio (National Institute of Standards and Technology) Susan Makar (National Institute of Standards and Technology) Mylene Ouimette (National Institute of Standards and Technology)</p> <p><i>The National Survey of Student Engagement and Library Circulation Statistics: A Data Mining Exercise</i> Nancy Slight-Gibney (University of Oregon)</p> <p><i>Goals Met? Quantitative Assessment of Diversity Goals, Methods, and Tools</i> Eileen Theodore-Shusta (Ohio University) Christopher Guder (Ohio University)</p> <p><i>Assessment: What's a Poor, Small Academic Library to Do?</i> Shawn Tonner (North Georgia College &amp; State University)</p> <p><i>All Satisfaction Is Local: Using a Tactical Assessment Tool to Gauge Student Satisfaction and as the Basis for On-the-Fly Program Improvements</i> Bill Uricchio (University of Connecticut) Marsha M. Lee (University of Connecticut) Janice Mathews (University of Connecticut)</p> <p><i>LibQUAL+® Lite at UNT</i> Diane Wahl (University of North Texas) Hector Ponce (University of North Texas)</p> <p><i>Mission Difficult, but Not Impossible: How We Followed Up LibQUAL+® Results to Satisfy User Needs</i> Jianrong Wang (The Richard Stockton College of New Jersey) Carolyn Gutierrez (The Richard Stockton College of New Jersey)</p> <p><i>Web 2.0 for Library Collections: Assessing Users' Collective Wisdom Applications</i> Ya Wang (San Francisco State University)</p> <p><i>Students Studying Students</i> Allyson Washburn (Brigham Young University) Sheila Bibb (Brigham Young University)</p> <p><i>LibQUAL+® and Campus Climate Surveys as Tools for Reshaping Library Spaces</i> Patricia West (American University) Gwendolyn Reece (American University) Diana Vogelsong (American University)</p> <p><i>Usability on a Shoestring: Embedded Usability and User Studies at Cornell University Library</i> Wendy Wilcox (Cornell University) Gaby Castro Gessner (Cornell University) Jeffrey Petersen (Cornell University)</p> <p><i>Integrated Information Literacy Education and Assessment at Indiana University, Bloomington: Progress and Possibilities</i> Brian Winterman (Indiana University)</p>		

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Tuesday, October 26 8:30am-10am	Plenary III	Maryland A, B, E
Value, Impact and the Transcendent Library: Progress and Pressures in Performance Measurement and Evaluation		
Stephen Town (University of York)		
<p>This presentation is a response to the assumption that libraries are under pressure to prove their worth, and that library leaders have not achieved this fully and successfully. It suggests that this proof of worth will be measured by what higher order beneficial effects libraries deliver, and that evaluation within currently used performance frames of reference will therefore be insufficient. The presentation contends that what is sought includes an indication of transcendent contribution that is beyond the immediate or currently recognised temporal, spatial, and influential boundaries of libraries. Because what is sought is transcendent, then the right place to seek answers to value contribution will not be in immediate goals, but in values, as concepts of value depend entirely on values systems. A new higher order framework for evaluation and performance measurement is suggested, based potentially on a values scorecard. This is not merely a measurement issue but a strategic one, because the indications are that current measures based on short term goals might influence behaviour and activity in a way that reduces transcendent value rather than increases it.</p> <p>The presentation is focused mainly on the growing requirement for value and impact measurement in academic and research libraries, but may be seen to be relevant to other library sectors. A natural history of library performance measurement is proposed which places the requirement in context, and a reflection on the meaning of value for libraries is presented. The concept of the transcendent library, which contributes to organisational and social values, rather than simply to a narrow notion of economic value, is offered as a route to further progress.</p>		
<p>Stephen Town is Director of Information and University Librarian at the University of York, UK, including responsibility for its Libraries, Archives and IT Services. Prior to joining York, Stephen worked for Cranfield University at the Defence Academy of the UK where he was responsible for libraries, media services, and e-learning development. He began his career in the NHS after education at Cambridge and Loughborough Universities.</p> <p>Stephen has also been active in research and development, and in providing consultancy and advice within the UK and internationally in the fields of performance, measurement, management, strategy, information literacy and e-learning. Stephen has taught at postgraduate level in the Universities of Bristol, Sheffield and Pompeu Fabra (Barcelona).</p> <p>Stephen was until 2008 Chair of SCONUL's Working Group on Performance Improvement and has led projects on benchmarking, information literacy measures, LibQUAL+®, and value and impact measurement for SCONUL. Stephen is a member of international conference and journal editorial boards in the library evaluation field, is a member of the LibQUAL+® Steering Committee, and has presented and written widely on library matters.</p>		
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Tuesday, October 26 8:30am-10am	Plenary III	Maryland A, B, E
Addressing Organizational Effectiveness: The Role of Frameworks		
Joe Matthews (JRM Consulting)		
<p>This presentation offers a brief overview of the challenges associated with demonstrating organizational effectiveness and the role of performance measures as surrogates for demonstrating effectiveness are provided. The complexity of analysis and the importance of use of performance measures provide a way to review the strengths and weakness of eight different ways to utilize performance measures. Among the topics to be addressed are: dashboards, process improvement initiatives, self-assessment award frameworks, and integrated management frameworks including the Balanced Scorecard. Additionally, the presentation offers a discussion of which frameworks should be used for what purposes and what criteria should be used to select a framework.</p>		
<p>President of JRM Consulting, Joe Matthews has provided consulting assistance to numerous academic, public and special libraries and local governments.</p> <p>Until recently, he was also an instructor at the School of Library Information Science (SLIS) at San Jose State University. Joe taught evaluation of library services, library information systems, strategic planning, management, and research methods. He was selected as the SLIS Outstanding Scholar in 2008.</p> <p>In addition to numerous articles, he is the author of <i>Library Assessment in Higher Education</i>, <i>The Customer-Focused Library</i>, <i>The Evaluation and Measurement of Library Services</i>, and <i>Measuring for Results among other books</i>.</p> <p>Joe is an invited conference speaker and is active in the American Library Association. A dedicated grandfather, Joe resides in Carlsbad, CA.</p>		
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Tuesday, October 26 10:30am-12pm	Parallel 3 #1 Value and Impact I	Baltimore A
Still Bound for Disappointment? A Follow-Up with Faculty about Journal Collections, Based on LibQUAL+® Results		
Jennifer Rutner (Columbia University) Jim Self (University of Virginia)		
<p>After the publication of “Bound for Disappointment: Faculty and Journals at Research Institutions” by Jim Self in 2008, academic libraries found new insights into one particularly frustrating piece of data. LibQUAL+® results have consistently shown that faculty at ARL libraries report negative perceptions of library service regarding IC-8 “The print and/or electronic journals I require for my work.” One key finding was the strong correlation between the IC-8 survey item results and overall satisfaction with library services for faculty.</p> <p>This new study is a continuation of the analysis conducted in 2006, and applies the same methodology to the faculty population at Columbia University using 2009 LibQUAL+® data. Columbia's 2009 LibQUAL+® results indicated that faculty continue to be disappointed with journal collections. We hope to understand whether this trend has continued or changed in ARL libraries, and particularly at Columbia.</p> <p>This study serves a dual purpose: to improve library service to faculty regarding journal collections at Columbia by conducting an in-depth, targeted study that expands on survey results that indicate dissatisfaction. The secondary motivation is to follow up the analysis conducted in 2006 on LibQUAL+® data from all participating ARL libraries.</p> <p>Based on the methodology used in "Bound for Disappointment" (<a href="http://www.arl.org/bm~doc/arl-br-257-bound.pdf">http://www.arl.org/bm~doc/arl-br-257-bound.pdf</a>) in 2006, Columbia University Libraries conducted a series of phone interviews with faculty to discuss perceptions of journal collections, specifically adequacy of and satisfaction with journal collections as well as overall library service. One assumption of the study is based on the correlation between satisfaction with overall library services and satisfaction with journal collections, as established by Jim Self in 2006. Faculty were identified by discipline, and interviews were conducted with faculty from disciplines which scored a 0 or had a negative adequacy gap for the IC-8 issue. The interview questions from the 2006 study were used exactly in the 2009 study.</p> <p>An analysis of Columbia LibQUAL+® data and data from the other ARL libraries who participated in LibQUAL+® in 2009 was conducted. The analysis includes a review of adequacy gaps for the IC-8 item for the faculty populations of ARL Libraries. Longitudinal analysis of overall ARL faculty scores for the IC-8 item from 2004-2009 will be conducted. Correlations will be run using adequacy gaps for each of the IC items individually with the overall satisfaction score for library service. We will explore whether IC-8 is maintaining its status as the faculty's highest priority.</p> <p>The study is currently underway, and will be completed in June 2010.</p> <p>One outcome for Columbia will be the demonstration of a valuable follow-up process for</p>		

LibQUAL+® survey results. We also hope to use the faculty interviews to provide verification for results found locally at Virginia in 2006. Of course, another intention is to help academic libraries in North America continue to explore the relationship between faculty satisfaction and journal collections, and to suggest how libraries can continue to adjust services to meet user needs.

Jennifer Rutner is the Assessment & Marketing Librarian at Columbia University Libraries, supporting the Libraries in making data-informed decisions about public services. Jennifer coordinates assessment projects across the University's 22 libraries; including LibQUAL+®, user-needs assessments, and usability studies. Jennifer is the Vice-Chair of the ACRL Assessment Committee.

Jim Self is director of Management Information Services at the University of Virginia Library. He administers the library's budget and oversees assessment and data activities. Jim has served as a Visiting Program Officer for ARL, participating in assessment consultations at academic libraries in North America, South Africa, and the UK.

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Tuesday, October 26 10:30am-12pm	Parallel 3 #1 Value and Impact I	Baltimore A
Value of Libraries: Relationships between Provision, Usage, and Research Outcomes		
Michael Jubb (Research Information Network) Ian Rowlands (University College London) David Nicholas (University College London)		
<p>In the UK, as in many other countries, expenditure on university libraries rose strongly in real terms in the decade from 1998 onwards, but fell as a proportion of total university expenditure. Now university managers are looking to cut budgets, for libraries as for other areas of activity. In these circumstances, it is important to look rigorously at issues of value and impact, as well as the efficiency or even the perception of library services. And in order to do so, we need to build up a more detailed understanding of user behaviours.</p> <p>This paper reports on a study that is exploring the relationships in the UK between library expenditure, levels of usage, and research outcomes, with a focus on the provision and use of e-journals. Expenditure on e-journals has risen rapidly over the past decade, and so has the number of titles available in UK universities. But as provision has risen, usage has risen even faster, by more than three-and-a-half times in the most research intensive universities. So the simple measure of cost-per-download has seen a dramatic fall. Moreover, there seems to be a strong correlation—even allowing for institutional size—between levels of expenditure and volumes of downloads; the amount spent seems to be closely related to usage.</p> <p>There are, however, significant differences in patterns of usage—in intensity of use per researcher; in their use of gateways; in their session length; and in other variables—not only between users in different disciplines, but between those in the same discipline in different institutions. The reasons for such variations are not always clear. They need to be investigated further, not least because they raise questions as the utility and value of the services provided by libraries and publishers.</p> <p>Our approach to value and impact has been to investigate correlations, at the whole institution level, between expenditure and usage on the one hand, and a range of measures of institutional research performance—including PhDs awarded, research grants and contracts, papers published, and citation impact—on the other. Our analysis shows that there is a strong positive feedback loop between usage and research performance; and that high levels of use are a strong predictor of subsequent research success.</p>		
<p>Michael Jubb is Director of the Research Information Network (RIN). He has held a variety of posts, as an academic; an archivist; a civil servant; Deputy Secretary of the British Academy; and as Deputy Chief Executive of the Arts and Humanities Research Board (AHRB), which he led through its transition to full Research Council status. In 2005, he took up the Directorship of the RIN, which has been set up to investigate how to improve the information resources and services available to and used by the UK researchers across all disciplines, in science, technology, and medicine, and well as the arts and humanities.</p> <p>Ian Rowlands is Professor in Scholarly Communication at the UCL Centre for Publishing, and a director of</p>		

CIBER. Recent research projects include a study of the implications on the 'Google Generation' for research libraries, a study of the implications of the digital transition for future curators as our personal information collections become increasingly digital, and work for the Research Information Network on the value and impact of electronic journal collections.

David Nicholas is Director of the Department of Information Studies, University College London and also of the UCL Centre for Publishing and CIBER research group. Research interests largely concern mapping behaviour in virtual spaces, log analysis, the virtual scholar, and information seeking analysis.

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<p>Tuesday, October 26 10:30am-12pm</p>	<p>Parallel 3 #1 Value and Impact I</p>	<p>Baltimore A</p>
<p>The Link between Academic Journal Collection Cost, Use, User Performance, Value, and Return-on-Investment</p>		
<p>Donald W. King (Bryant University and University of North Carolina) Carol Tenopir (University of Tennessee)</p>		
<p>There are many individual studies of journal collection costs, reading, purposes of reading, value, or return-on-investment. This paper presents an example of linking data and information from a study from a single university. All observations are categorized by print and electronic collections in order to arrive at the return-on-investment for those two types of collection. The journal collection costs are determined by the resources used (labor, space, equipment, systems, etc.) to perform about 70 functions (collection development and management, acquisitions, searching, user instructions, etc.). The costs are categorized by fixed and variable (by amount of use and number of users) and average costs (cost per use or user). Reading observations include amount of reading, time spent reading and use patterns (how articles are identified, where obtained, location, age of articles read, etc.). Purpose of reading includes research, teaching, continuing education, current awareness, etc. Value of collections include: (a) what readers are willing to pay in their time and in dollars and (b) use value, which includes favorable outcomes from reading, such as increased productivity, contingent valuation (how much more it would have cost readers to obtain the information if there were no library) and other indicators. Return-on-investment is the investment by the university in the relevant cost of the collection and time and dollars spent by readers. The return includes use value derived by readers with an emphasis on the net savings to readers by having the library available.</p> <p>An example is given to show how reading metrics such as amount of reading and time spent identifying, obtaining, and reading articles obtained from the two collections are related to collection costs, use patterns, each purpose of reading, what readers pay, and each use value and return-on-investment. Another example is given by relating a use value such as productivity to the collection cost, reading time and use patterns, purpose of reading, and return-on-investment.</p>		
<p>Donald W. King, a statistician, has 50 years experience in observing and evaluating information systems and services. Recently, he has been involved in detailed cost studies of academic print and electronic journal collections and, with Carol Tenopir, surveys of faculty and students in 8 universities in 3 countries. He has authored or edited 17 books and over 300 other formal publications.</p> <p>Carol Tenopir is a Chancellor's Professor at the School of Information Sciences at the University of Tennessee, the Director of Research for the College of Communication and Information, and Director of the Center for Information and Communication Studies. She is the author of five books and over 200 articles.</p>		
<p>Notes</p>		

<p>Tuesday, October 26 10:30am-12pm</p>	<p>Parallel 3 #2 Organizational Performance I— Library Scorecards</p>	<p>Baltimore B</p>
<p>Serving Multiple Stakeholders: Crafting a “Blended” Scorecard at the University of Minnesota Health Sciences Libraries</p>		
<p>Katherine Chew (University of Minnesota) Erinn E. Aspinall (University of Minnesota)</p>		
<p><b>Purpose</b>  Since its introduction in the early 1990s, the Balanced Scorecard has been widely used in the corporate world as a means of assessing overall organizational health. In recent years, the Balanced Scorecard has been successfully adopted by non-profits, including large academic and public library systems. Health sciences and other special libraries also stand to benefit from the use of a Balanced Scorecard. However, they often work under complex organizational structures that involve administrative-level reporting to multiple and diverse stakeholders. As such, the standard four perspectives of the Balanced Scorecard may not serve to adequately tell the library’s story. The Health Sciences Libraries (HSL) at the University of Minnesota have been working to develop and implement a “blended” scorecard that will provide meaningful measures of success for its multiple stakeholders.</p> <p><b>Design/Methodology/Approach</b>  In 2006, the HSL formed a Metrics that Matter team that was charged to develop new ways of measuring library activities to express outcomes and impacts in ways meaningful to its funders and constituents. The team’s final report recommended that the HSL use a modified form of the Balanced Scorecard based on Cogdill et al.’s “The Value of Library and Information Services in Hospitals and Academic Health Sciences Centers” report to the Medical Library Association.<sup>1</sup> In 2009, the HSL developed a blended scorecard that customized the standard four balanced scorecard perspectives by incorporating language from the strategic goals of the University Libraries and the Academic Health Center, its two major stakeholders.</p> <p><b>Findings</b>  The HSL is in the early adoption phase of using their blended scorecard approach to measuring overall organizational health. In January 2009, the language of the blended scorecard was developed, approved by HSL managers, and presented to library personnel. Additional work was done to incorporate annual goals and strategic planning into the matrix and identify relevant measures and targets for each perspective. Pilot testing of the blended scorecard will be continued with the HSL 2010-2011 goal setting. The authors will present the lessons learned through this experience by outlining the steps taken to (1) develop a blended scorecard, (2) seek staff buy-in and organizational support, (3) implement pilot testing, and 4) adjust the blended scorecard based on findings.</p> <p><b>Practical Implications/Value</b>  The HSL plans to use the blended scorecard to discover the extent to which its organizational goals have been met. Results will be used internally to set future goals and initiatives and externally to communicate successes and areas for improvement to its</p>		

primary stakeholders. When used annually, the HSL hopes to have a set of comparison metrics that can be analyzed to determine success over time.

1. Keith Cogdill, Eileen G. Abels, and Lisl Zach, *The Value of Library and Information Services in Hospitals and Academic Health Sciences Centers. Final Report. May 8, 2002* (Medical Library Association, 2002, [http://www.mlanet.org/pdf/research/value\\_study\\_final\\_report.pdf](http://www.mlanet.org/pdf/research/value_study_final_report.pdf)).

In her over twenty-five year library career, Katherine Chew has worked in Air Force Base Libraries, hospital, clinic and academic medical libraries. Ms. Chew has found assessment and the use of metrics to tell a library's story to external stakeholders an extremely useful negotiating tool.

Erinn Aspinall has over ten years of experience in health sciences libraries, including a post-graduate fellowship from the National Library of Medicine at the National Institutes of Health. Throughout her career, Ms. Aspinall has incorporated evaluation techniques to assess the impact of strategic initiatives, programmatic development, and grant-funded projects.

Notes



<p>Tuesday, October 26 10:30am-12pm</p>	<p>Parallel 3 #2 Organizational Performance I— Library Scorecards</p>	<p>Baltimore B</p>
<p>Building Scorecards in Academic Research Libraries: Organizational Issues and Measuring Performance</p>		
<p>Vivian Lewis (McMaster University) Steve Hiller (University of Washington) Liz Mengel (Johns Hopkins University) Donna Tolson (University of Virginia)</p>		
<p>The Balanced Scorecard is a widely accepted organizational performance model that ties strategy to performance in four critical areas: finance, learning and growth, customers, and internal processes. While originally designed for the for-profit sector, the Scorecard has been adopted by non-profit and government organizations, including some libraries. This paper focuses on the experiences of four prominent North American research libraries (Johns Hopkins University, McMaster University, the University of Virginia, and the University of Washington) as they developed and implemented scorecards as part of a one-year initiative facilitated by the Association of Research Libraries (ARL).</p> <p>The paper is divided into four major sections: an introduction to the Balanced Scorecard and its key components; an overview of the ARL initiative and the process used to develop scorecards at each library; an exploration of the concept of a standardized suite of measures for ARL libraries based on a commonality of key objectives; and a review of organizational challenges faced by the pilot sites during their implementations.</p>		
<p>Vivian Lewis is the Associate University Librarian for Organizational Analysis, Planning, and Accountability at McMaster University. Her research interests include strategic planning, initiative management, and organizational health. She is a new convert to Balanced Scorecard.</p> <p>Steve Hiller is Director of Planning and Assessment at the University of Washington Libraries. He has been active in library assessment for nearly 20 years, presenting and publishing widely on a number of assessment-related topics during that period. His current areas of interest are in user needs assessment, organizational performance metrics, and developing organizational capacity for assessment.</p> <p>Elizabeth Mengel is Head of Collection Development at the Johns Hopkins Sheridan Libraries where she has an intense interest in assessment. She received her BA from University of Houston and MLS from University of North Texas.</p> <p>Donna Tolson is the Head of Clemons Library at the University of Virginia, serving undergraduates and managing the Library's media collections and services. She has been involved with the Balanced Scorecard for 8 years. Donna has a BA and MA in sociology from the University of Virginia.</p>		
<p>Notes</p>		

Tuesday, October 26 10:30am-12pm	Parallel 3 #3 Usability	Watertable
A Usable Movable Feast: Usability and the Mobile Library Website		
James MacKenzie (University of New Brunswick) Lesley Balcom (University of New Brunswick) Jeff Carter (University of New Brunswick)		
<p>With the proliferation of truly web-friendly mobile devices and applications, the mobile web has attracted a great deal of attention from the academic library community, even as many remain skeptical of the degree to which mobile versions of databases, bibliographic management tools, and library websites are likely to impact student or faculty use of library resources and services. The University of New Brunswick began exploring a move to the mobile web following a full redesign of its library website in 2009, and this presentation will look at engaging library users in the initial development and testing of prototype designs for mobile platforms. Topics to be covered will include the use of needs assessment surveys, patron interviews, mobile web analytics and, most importantly, the unique challenges of usability testing for mobile devices.</p>		
<p>James MacKenzie is currently the Head of Reference at the Harriet Irving Library at UNB, where he also serves as Library Assessment Coordinator. Since arriving at UNB in 2003, he has been actively involved in library assessment projects, from surveys and focus groups to usability and accessibility testing.</p> <p>Lesley Balcom is the Associate Director of Libraries (Learning &amp; Research Services) at UNB Fredericton. She served as chair of the University's bi-campus library website review project, has been actively involved in UNB's library instruction program for many years, and is a former head of the Reference Department at UNB's Harriet Irving Library.</p> <p>Jeff Carter has been a Web Programmer Analyst with UNB Libraries since 2000, guiding the libraries' website through an explosive growth in electronic resources and online access.</p>		
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Tuesday, October 26 10:30am-12pm	Parallel 3 #3 Usability	Watertable
LibGuides Usability Testing: Customizing a Product to Work for Your Users		
Christine Tawatao (University of Washington) Rachel Hungerford (University of Washington) Lauren Ray (University of Washington) Jennifer Ward (University of Washington)		
<p>In an effort to continually improve users' experience of our resources, usability has become a programmatic step in the development of websites at the University of Washington Libraries. We have discovered that user testing is especially important when relying on an outside vendor's system. Implementation of the system can be adjusted to fit a local user population's needs, and testing the system can also help identify issues that the vendor might want to consider addressing on a universal level.</p> <p>In summer 2009, the Libraries moved subject and class guides from static html pages to Springshare's LibGuides system, with hopes that a content management system would provide easier tools for authors to create and maintain content. We set up the site to take advantage of the LibGuides system features and provide a more flexible template for authors creating content across a broad range of disciplines. Rather than spend much time trying to customize the site homepage and navigation to match how we previously had provided access to our guides, we configured it to use the default structure of the LibGuides system. After the site launched in the fall, a list of research questions was developed to investigate uncertainties and inconsistencies with the site's design. Usability testing—consisting of a pre-test survey, observed research tasks, an Xs &amp; Os test, and a post-test questionnaire—was conducted with ten undergraduate and graduate students to try to address these uncertainties and make site improvements.</p> <p>Usability testing showed that some system structures, like the homepage layout and navigation from the homepage to general and more advanced subject guides were confusing for users. Format-related guides were difficult to browse for when mixed with subjects/disciplines, even if they were pulled into a separate category or onto the side of the page. The search function for the site was consistently misused to find specific materials like books and full-text articles. We also identified other issues related to page layout inconsistencies that could be improved with stricter content guidelines.</p> <p>Working with observations taken during usability testing, members of the Libraries's Browsable Resources Discovery Working Group customized the site structure and navigation to provide users with clearer access to guides and developed new content guidelines and best practices that help subject liaison librarians create more usable LibGuides. Seeking to develop guidelines that work for a broad range of subject content, but at the same time provide users with a more cohesive and consistent experience across guides, the group prioritized changes that liaisons would need to make and provided flexible ways in which they could receive support on changing their guides.</p> <p>This presentation will cover the usability testing process, methodology and findings, as well as how data was remodeled into new guidelines for LibGuides. Participants will</p>		

learn how usability can improve their own understanding of students' search and navigation process, as well as how an outside vendor's system can be customized to create an improved user experience overall.

Rachel Hungerford leads usability testing as the Usability Engineer for the Human Factors/User Experience Program at the University of Washington Libraries. She is also a graduate student at the University of Washington Information School studying Information Management and User-Centered Design.

Lauren Ray is the Research Commons and Educational Outreach Services Librarian at the University of Washington Libraries. She chaired the Libraries' Browsible Resources Discovery Group in 2009-2010. She is responsible for planning and coordinating services in the UW Libraries Research Commons, a technology-rich collaborative space intended to serve students and faculty throughout the research process. This space is slated to open fall 2010.

Christine Tawatao is Web Support/Development Librarian at the University of Washington Libraries where she manages the evolution and maintenance of the Libraries' website. She is also actively involved with usability testing and digital communication efforts for the Libraries.

Jennifer Ward is Head of Web Services at the University of Washington Libraries, where she is responsible for general oversight of the Libraries' web presence. In addition, she manages the Services Group within the Information Technology Services department as well as the Libraries' Human Factors/User Experience Program.

Notes

Tuesday, October 26 10:30am-12pm	Parallel 3 #3 Usability	Watertable
Librarians Do It Differently: Comparative Usability Testing with Students and Library Staff		
Nancy Turner (Syracuse University)		
<p>Our experience as librarians suggests that library staff search and locate library resources differently than college students. We bring to our work knowledge about library collections as well as search tool functionality that informs our strategies finding library resources. The purpose of this research was to demonstrate whether that is in fact true and if so, to articulate those differences in search strategy and tool use. As those patterns are identified, the findings may be used to improve the usability of the website for students as well as illuminate real student behaviors for library staff.</p> <p><b>Design/Methodology/Approach</b> The library website underwent a re-design over the summer of 2009. The design includes new site architecture and of importance to this research question, new search tools for using the library catalog, for finding articles and databases. Usability tests with the website were conducted with 14 students and 18 library staff working in both public service and non-public service positions. Our students and many of our staff came to the test with little to no experience with the tools. The test required participants to conduct five pre-determined tasks of searching for resources using the Library's home page as the starting point. Tasks ranged from finding a named book to locating primary resource materials on a specific topic. The same procedure and tasks were assigned to library staff as to students. The sessions were recorded and analyzed using Morae video-capture.</p> <p><b>Preliminary Findings</b> Library staff took more time to locate resources, but their accuracy was better. For example, several student users did not identify the correct catalog record for the book they were asked to locate. Staff members were more deliberate in their choice of search tool and took more time with their searching and evaluation of results. Many library staff chose to use the "classic" catalog interface in preference to the new, more "user-friendly" version. As might be expected, library staff used facets and search limits more frequently, and were more apt to try multiple methods for getting at the best results. Students' more free-form search approach proved to be more effective for some tasks.</p> <p>In general, library staff used different strategies, selected different tools and used facets and search limits in ways that were different than students carrying out the same tasks. Their "pre-knowledge" about library collections and differences in how search tools function informed their search strategies. Students were more interested in speed and assumed a "Google-like" search functionality when presented with a search box.</p> <p><b>Practical Implications/Value</b> The presentation will include research results illustrated with examples of the analyzed video recordings. The results have led to recommendations for website changes, particularly our presentation and description of search and discovery tools. Findings may</p>		

necessitate our re-assessment of the new tools themselves. For example, what does it mean to implement a new search tool that is avoided by library staff? Finally, exposure to, and reflection on, different search behaviors—that of our students—impels us to consider the effectiveness of our own instruction and reference practices.

Nancy Turner is Research & Assessment Analyst at Syracuse University Library. She has an MA in Social Science and an MLIS in Library Science. Nancy's research areas include the use of anthropological methods in understanding the culture of libraries and their users, information-seeking behavior, and the usability of web interfaces.

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Tuesday, October 26 12pm-1:15pm	Plenary IV	Maryland A, B, E
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The Relationship between University Assessment and Library Assessment

David Shulenburg (National Association of State Universities and Land-grant Colleges)

Assessment of research universities and assessment of university research libraries focus on different dimensions. There is dysfunction in this since research university libraries thrive in the long-run only if their universities thrive. This presentation will examine the dimensions on which research universities are evaluated and muse about the possibility that library assessments also might be focused on their contributions to these dimensions.

David Shulenburg is Vice President for Academic Affairs at the Association of Public and Land-grant Universities, where his immediate areas of concentration are on accountability and assessment in higher education and on the economics of higher education. Before joining A·P·L·U in June 2006, he was Provost and Executive Vice Chancellor of the University of Kansas, where he still holds the emeritus professor title. He received his PhD and Master's from the University of Illinois, and his undergraduate degree from Lenoir Rhyne College. He previously served as a faculty member at Clemson University and as a labor economist for the US Department of Labor.

His current research and writing focus on accountability, the economics of universities and of scholarly communications. He has been active nationally and internationally as an advocate for reform in the areas of accountability, scholarly communication and academic accreditation. Mr. Shulenburg was chair of the Board of Directors of the Center for Research Libraries from 2005-07, and a member of that board from 2001-09, the National Commission on Writing, and a Consulting Editor for Change Magazine. He was Chair of the National Association of State Universities and Land-Grant Colleges Council on Academic Affairs in 2000-2001, a member of the BioOne board and of the Kansas Technology Enterprise Corporation.

Notes

Tuesday, October 26 1:30pm-3pm	Parallel 4 #1 Value and Impact II	Baltimore A
Institutional Collaboration Key to Measuring the Knowledge Economy		
Patricia Brennan (Thomson Reuters)		
<p>For higher education, measuring knowledge output and impact is now an accepted reality. A more startling reality perhaps is the fact that, for the majority of institutions, knowing what it produces is a new and difficult challenge. Most commonly, purchased tools are combined with internal processes to assess research output, though no two universities use the same combination. Increasingly, the library is being recognized as a central source for some of the more difficult data gathering, data management activities. This paper will describe activities at a number of institutions showcasing the cross departmental approach they are taking to achieve a centralized view of the institution's research strengths and activities. This paper will delve into the distinct needs—data sources, indicators, timeframes, and analyses—of the particular institutional stakeholders and contributors in the process recognizing that their individual goals may not always be aligned.</p>		
<p>Patricia Brennan is Director of Evaluative Products and Services in the Healthcare and Science division of Thomson Reuters. There she has responsibility for a variety of metrics and research evaluation initiatives including products such as Journal Citation Reports and InCites. Previously, she has held positions at Harvard University Library and the Association of Research Libraries. She has written and presented on a variety of topics including research evaluation, usage statistics in libraries, technology in libraries, and copyright and licensing. She holds degrees from the University of Maryland and The Catholic University of America.</p>		
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Tuesday, October 26 1:30pm-3pm	Parallel 4 #1 Value and Impact II	Baltimore A
Measuring Use of Licensed Electronic Resources: A Second Iteration of the MINES for Libraries® Survey on Scholars Portal and Other Resources for the Ontario Council of University Libraries		
Catherine Davidson (York University) Martha Kyriallidou (Association of Research Libraries) Terry Plum (Simmons College) Dana Thomas (Ryerson University)		
<p>Purpose Entering into its 10th year, the Ontario Council of University Libraries' Scholars Portal (<a href="http://www.scholarsportal.info/">http://www.scholarsportal.info/</a>) is undertaking a systematic evaluation of its content and services. Running a second iteration of the MINES for Libraries® Survey is an integral part of this assessment. Originally implemented in 2004/05 with sixteen OCUL libraries, MINES for Libraries® (Measuring the Impact of Networked Electronic Services)—a 5 question, point-of-use, web-based survey that captures user demographics and purpose of use of e-resources—measured the use of locally-loaded e-journals across a 365,000 FTE user base. Five years later, that user base has grown to 400,000FTE and the e-resources being measured has grown to 15 million e-journal articles and 240,000 e-books licensed by the consortium as well as content directly licensed by each of the 20 university libraries.</p> <p>Design/Methodology/Approach The 2010 iteration has the following distinct characteristics compared to the previous 2004/05 version:</p> <p>Because the survey is administered via Ex Libris' SFX open-URL resolver, the scope of resources being surveyed has broadened to include use of any resource that is part of the SFX knowledge base, both licensed by the consortium and by individual libraries.</p> <p>The survey must be run in both mandatory and optional versions. Institutional Ethics Review Boards granted permission to 5 of the 20 schools to run the survey in both optional and mandatory mode; the remaining will implement only the optional version. The 2004/05 survey was mandatory, so this approach will provide conversion factors between optional and mandatory results, thereby helping to shed light on the attributes of non-respondents.</p> <p>The sampling period will be 1 in every 250 for a 12 month period. This sampling methodology will be contrasted with the previous Scholars Portal sampling methodology of a two-hour or four-hour sampling period per month, and comparing the two approaches by method and by the results of preliminary data. For example, in the 2004/05 approach with two-hour sampling periods, repeat responses from an individual patron had to be mapped to a session. In every nth approach, the creation of sessions is not required, perhaps removing a source of survey error.</p> <p>Findings This paper will present key findings emerging from collected data analysis and will explore questions that arise from those findings. How does the use of consortial products</p>		

compare to that individually-licensed content? What can we infer from those results about profile and visibility of these collections? How are patrons discovering different formats such as e-books? Who are these patrons, and why are they using electronic collections? The paper will examine the implications of running the survey in mandatory and optional modes, the characteristics of the non-respondents of web-based, intercept surveys in the academic institution, the efficacy of surveying users via an open-URL resolver and other issues that present themselves when attempting to survey a large user base across a consortia versus an individual institution.

#### Practical Implications/Value

By comparing the results from two instances of the MINES for Libraries® Survey, methodological issues will be discussed that offer insights in the ability of libraries to benchmark as individual institutions and as consortia members for informed decision making about resource allocation. Further, the usefulness of this tool for liaison librarians and subject specialists will be examined. What can the data tell liaison librarians and subject specialists about the usage of electronic resources assigned to their subject area, and about the users from their liaison department or school who use electronic resources? Can this methodology be implemented continuously, creating consortial and institutional benchmark data by which to measure change?

Martha Kyrillidou is responsible for all aspects of the Statistics and Assessment capability at ARL, which offers assessment products and services to the library community ranging from descriptive statistics to evaluative tools focusing on service quality improvements in libraries. Martha provides analytical support to libraries and other program areas within the ARL office and has widely disseminated assessment developments through a rich publication record.

Terry Plum is a co-developer of MINES for Libraries® and has published on the evaluation of networked electronic resources. He teaches evaluation and technology for Simmons GSLIS, and has participated in teaching and technology projects outside of the US.

Dana Thomas has been an academic librarian for 5 years. Within collections services at Ryerson University Library, her responsibilities have included managing the Library's serials and electronic resources. Dana is currently seconded to the Ontario Council of University Libraries as Evaluation and Assessment Librarian for the Scholars Portal project.

Catherine Davidson is Associate University Librarian, Collections at York University and a member of the class of 2009-10 ARL Research Library Leadership Fellows Program. She spent her 2009-10 sabbatical as a Visiting Librarian at Scholars Portal, where she assisted in the OCU MINES implementation.

#### Notes

<p>Tuesday, October 26 1:30pm-3pm</p>	<p>Parallel 4 #1 Value and Impact II</p>	<p>Baltimore A</p>
<p>“What's So Special about Special Collections?” Or, Assessing the Value Special Collections Bring to Academic Libraries</p>		
<p>Christian Dupont (Atlas Systems, Inc.) Elizabeth Yakel (University of Michigan)</p>		
<p>“What's So Special about Special Collections?” was the title chosen for the inaugural issue of the ACRL journal “RBM: A Journal of Rare Books, Manuscripts and Cultural Heritage” and a theme issue of American Libraries published later that year in August 2000. In June 2001, ARL held a special collections symposium at Brown University that led the formation of a task force to engage the agenda that emerged from the symposium. Following the task force's final report in 2006, a new ARL special collections working group was assembled and given a charge that included “contributing to the work underway within ARL to develop qualitative and quantitative measures for the evaluation of special collections.” This past fall, the working group partnered with the Coalition for Networked Information (CNI) to host a two-day forum on special collections that opened with a panel titled “Why Are Special Collections So Important? Exploring the Value Proposition of Special Collections.” OCLC Research is currently completing the most comprehensive and detailed survey to date of special collections and archives; results will be published this summer. These two presentations will discuss current initiatives addressing the measure issues in special collections and university archives.</p> <p>In our two-part paper presentation, Christian Dupont will begin by summarizing the key activities and accomplishments of the past decade of efforts to assess the role and contribution of special collections and archives to the academic library enterprise. More importantly, he will point to the significant work that remains to be done to define common practices and measures for assessing special collections and archival services. At present, for instance, there are no generally agreed upon methods for counting basic reading room circulation and reference transactions, much less metrics for evaluating their quality and impact. With little basis for comparing special collections and archives units across institutions, it is difficult to point to best practices and the types of strategic investments needed to implement them. Recent literature indicates that more resources are being devoted to processing and providing access to previously “hidden” collections and conducting instruction outreach programs. Nevertheless, few studies thus far have attempted to systematically analyze their impact. In discussing those that have taken formal approaches, such as a recent National Historical Publications and Records Commission (NHPRC)-funded survey that measured user satisfaction with minimal archival processing techniques, Dupont will point to key areas where standards, guidelines, and assessment methods need to be developed.</p> <p>Elizabeth Yakel will discuss several methodologies of the Archival Metrics Project, such as the Repository of Archival Metrics (ROAM) initiative, designed to define and exchange benchmarking data among university archives and special collections. ROAM attempts to address the lack of effective metrics for special collections and archives in ARL Statistics™, standards such as ANSI/NISO (Z39.7), and the International Council</p>		

of Archives (ICA), International Standard for Describing Institutions with Archival Holdings (ICA-ISDIAH). Yakel will also discuss instruments that university archives and special collections can use to assess the learning and education impacts of their programs and the most recent research assessing the economic impact of government archives.

Formerly director of special collections at the University of Virginia and Syracuse University, since 2008 Christian Dupont has been leading the development of Aeon, an online circulation and request workflow management system for special collections and archives that is designed to improve patron services, increase efficiency, and enable usage analyses.

Elizabeth Yakel is an associate professor at the University of Michigan School of Information. With Helen Tibbo and Wendy Duff, she is co-principal investigator of the Archival Metrics project funded by the Andrew W. Mellon Foundation and the National Historical Records and Publications Commission. She publishes frequently and presents on user-based evaluation of archives.

Notes

Tuesday, October 26 1:30pm-3pm	Parallel 4 #2 Organizational Performance II	Baltimore B
Analyzing the MISO Data: Broader Perspectives on Library and Computing Trends		
Laurie Allen (Haverford College) Neal Baker (Earlham College) Josh Wilson (Brandeis University) Kevin Creamer (University of Richmond) David Consiglio (Bryn Mawr College)		
<p>Purpose          This presentation analyzes data collected by 38 colleges and smaller universities participants in the MISO Survey (<a href="http://misosurvey.org/">http://misosurvey.org/</a>) between 2005 and 2010. The survey gathers input from faculty, staff, and students about the importance, use, and satisfaction with campus library and computing services. The data analysis done by the MISO Survey Team provides a unique look at the relationships between services, changes over time in faculty and student populations, and trends in service provision and popularity.</p> <p>Design/Methodology/Approach          The MISO Survey Team has developed high standards for data quality by using tested questions, ensuring high response rates and customizing the survey instrument so that participating institutions can address local concerns. Each participating school receives a summary dataset representing all institutions for the survey year for comparison. This presentation will focus on analysis of the larger dataset of all schools and years, offering deeper analysis of user needs than any one school could conduct using its own data. To date, the MISO Survey Team has analyzed the data by faculty age group and student cohort and is now examining how views on services are affected by academic discipline. Finally, the Survey Team combined the use and importance trends to provide a richer look at longitudinal changes and better predict how constituents will view services in the future.</p> <p>Findings          The MISO data provide evidence of 2010 trends in stakeholder interactions with libraries. Faculty, for example, decreasingly use the online library catalog, library circulation services, and library reference services, and view these three service categories as decreasingly less important. Of these three service categories, the online library catalog and library circulations services experienced slight drops in perceived importance among faculty while library reference services experienced a somewhat larger drop.</p> <p>On the other hand, faculty increasingly use library databases and are increasingly likely to access online resources from off-campus, which potentially speaks to an increased importance of proxy services. At the same time, faculty consider library research instruction, library liaisons, the library website, and interlibrary loan to be increasingly important, in that order.</p> <p>As for undergraduates, they are slightly less inclined to use library reference services and</p>		

much less inclined to use the library website over time. Conversely, and more so than faculty, undergraduates increasingly use interlibrary loan, library databases, and particularly digital image collections. Like faculty but even more so, undergraduates consider library research instruction and interlibrary loan to be increasingly important, in that order. Unlike faculty, the undergraduate trend is to view the library website as slightly less important. Consistent with faculty, undergraduates view library databases and off-campus access as increasingly important.

#### Practical Implications/Value

The MISO annual summary data help participant schools in identifying their relative strengths and weaknesses, creating peer groups for analysis, and determining whether a problem is a local concern or a nationwide trend. The analysis of microdata provided by the Survey Team allows library and technology decision makers a wider perspective on trends and relationships between services.

Laurie Allen is the Coordinator for Research, Instruction, & Outreach at the Haverford College Libraries, where she oversees library reference, circulation, and branch libraries.

Neal Baker is Humanities and Languages Librarian at Earlham College. He is a Senior Bibliographer for the *MLA International Bibliography*, a Frye Leadership Institute graduate, and has published peer-reviewed articles on both science fiction and librarianship. He's currently working on an article about *Warhammer* and its relation to game studies.

Josh Wilson, the Director for Integrated Services in Library & Technology Services at Brandeis University, leads units responsible for computer help and repair, library public services, research assistance, and media services.

Kevin Creamer is the Director of The Center for Teaching, Learning and Technology at the University of Richmond.

David Consiglio is the coordinator of Information Services for the Social Science and Administrative departments at Bryn Mawr College. He works with researchers and students in the areas of statistics, research and survey methodology.

#### Notes

Tuesday, October 26 1:30pm-3pm	Parallel 4 #2 Organizational Performance II	Baltimore B
Are We There Yet? Aligning Planning and Metrics—Strategically		
Raynna Bowlby (Library Management Consulting)		
<p>Google the phrase “strategic planning” and look at the image results. You see a beautiful kaleidoscope of graphics, most based on the shape of a circle. Within each illustration, one can find phrases such as “vision,” “goals,” “priorities” as well as phrases such as “assess,” “evaluate,” “test”; some even have “outcomes,” “measures,” “metrics.” The message is clear: strategic planning is a cyclical process. The planning cycle outlines a systematic procedure for indicating what an organization needs and wants to do, for comparing actual performance to planned performance in order to assess success, and for using that information to inform and improve subsequent planning and action.</p> <p>Often, however, the development of a plan and the collection of data are enacted as separate, unlinked processes. Most libraries regularly prepare plans that document their vision and goals. Indeed, from accrediting agencies in higher education, to administrators in state governments, to professional organizations that create library standards, there is an expectation that libraries will show evidence of planning. Similarly, most libraries keep a record of their activities. Statistics are submitted annually to key stakeholders to whom the library is accountable and to a variety of collaborative partners and official agencies. But, is there any evidence that libraries “close the loop” by connecting the data collected back into the planning cycle to influence future action?</p> <p>This paper will explore how some academic research libraries are realizing the full advantages of the cyclical nature of planning, that is, aligning planning and metrics, strategically. The main focus of this presentation will be on current examples of academic libraries' strategic plans that have embedded performance measures. The different planning systems being used by research libraries to achieve this alignment—such as the Balanced Scorecard, the Japanese hoshin kanri method, S.M.A.R.T. goal setting, and other common types—will be explored. These libraries' selection of different types of metrics will be examined, from strategic targets that specify what a library needs and wants to do, to assessment measures by which a library can evaluate if and to what extent it has enacted its intended plans. Links to the growing body of literature on library metrics (Dugan, Hernon, Nitecki, Matthews, and others) will be noted.</p> <p>This review will be useful to libraries as they embark on future planning initiatives by informing participants of effective strategic planning approaches and by outlining actual performance metrics that other academic libraries are utilizing to strategically align planning and measurement. Participants may choose new planning techniques and select from some metrics that will serve as indicators for their plans' objectives (targets), as measures of their plans' successful accomplishments, and as gauges for future planning and action.</p>		

Raynna Bowlby is an Associate in Library Management Consulting and Adjunct Faculty at Simmons College Graduate School of Library & Information Science. She works with the Association of Research Libraries on LibQUAL+® and MINES® and she consults on organizational development and assessment. Raynna has an MLS from Simmons and an MBA from the University of Rhode Island.

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Tuesday, October 26 1:30pm-3pm	Parallel 4 #2 Organizational Performance II	Baltimore B
Performance Measurement: Organizational Changes and Outcomes Monitoring		
Kay Chapa (University of Texas Southwestern Medical Center) Kelly Gonzalez (University of Texas Southwestern Medical Center) Richard Wayne (University of Texas Southwestern Medical Center)		
<p><b>Purpose</b> Monitoring organizational changes is important. Determining the effectiveness of specific organizational changes requires identifying intended outcomes—administrative, managerial, organizational, strategic, and/or institutional—and the anticipated impact of each change. Constructing performance measures, including indicators (metrics and targets), devising a review schedule, developing a monitoring tool, and using appropriate technology enables careful tracking of the effects (intended and unintended) of organizational changes.</p> <p><b>Design/Methodology/Approach</b> Each organizational change was mapped to a strategic plan goal, an administrative/managerial need, and/or an institutional-level goal. Short and long-term outcomes were identified. Library-level and unit-level objectives were devised. Performance indicators were added to each objective. A review schedule was devised. This was all added to an Excel spreadsheet initially, and eventually to a SharePoint site on the Library's Intranet. Periodic review of progress on each objective occurs at monthly meetings.</p> <p><b>Findings</b> Identification of the multiple elements affecting performance related to specific organizational changes requires in-depth knowledge of performance measurement, quality improvement, organizational development, program evaluation, and the effective use of technology. Mapping organizational changes to specific intended outcomes creates trust and maximizes staff investment in change processes. Displaying the evaluation plan and the periodic updates permits transparency and fosters communication.</p> <p><b>Practical Implications/Value</b> An organization may change its structure or the functions of its organizational units for many reasons, among which are to: (1) address problems, (2) position itself for future needs, (3) increase performance, or (4) maximize staff skills that are being under-utilized. Ultimately, however, these changes occur to enable the Library to maximize its contributions to institutional goals. Identifying how changes relate to campus-wide goals ensures priorities are properly managed. Establishing metrics and targets at the unit and individual staff level that are indicative of performance and progress, periodic monitoring of these indicators, and transparency of all contributing elements are essential for change management and performance improvement. This type of “systems thinking” permits Library administrators to manage performance along several dimensions.</p>		

Kay Chapa, MPA, MLS, has worked at UT Southwestern Medical Center(UTSW) Library for 7 years. She started as the evening supervisor of the Information Desk and then moved into the instruction unit after receiving her MSLS (2005) from UNT. For the past 3 years she has been an Assessment Librarian.

Kelly Gonzalez, MSIS, has worked in the UTSW Library for 6 years. She began as a manager of the digital initiatives unit and later became the manager of the combined digital-technical unit. She is currently the Deputy Director of the Library.

Richard Wayne is the Assistant Director for Strategic Planning at UT Southwestern Medical Library. Richard has an MBA and recently completed 30 years in the information technology profession. He has done extensive consulting for libraries in the areas of library automation and strategic planning.

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Tuesday, October 26 1:30pm-3pm	Parallel 4 #3 Qualitative	Watertable
Ethnography as an Assessment Tool: The ERIAL Project		
Andrew D. Asher (The ERIAL Project) Lynda Duke (Illinois Wesleyan University)		
<p>The Ethnographic Research in Illinois Academic Libraries project was a two-year research study, funded by a Library Services and Technology Act grant through the Illinois State Library, which ethnographically examined how undergraduate students at five universities (Illinois Wesleyan University, University of Illinois Springfield, University of Illinois Chicago, Northeastern Illinois University, DePaul University) conduct academic research and utilize library services. The project was organized around three core goals: to gain a better understanding of undergraduates' research processes based on firsthand accounts of how they obtain, evaluate, and manage information for their assignments; to assess the role academic libraries and librarians play in these research processes; and finally, to adjust library services to more effectively address students' needs. Using a variety of anthropological data collection techniques, this study built a holistic and user-centered portrait of student needs through an examination of what students actually do while completing their research assignments. This paper will focus on the use of three of these methods as tools in assessing information literacy: ethnographic interviews with students, participant observation of students' search processes, and a paper-based information literacy test.</p> <p>At IWU, the results of this study have provided an especially rich data source for understanding how students approach academic research and use the library's resources, as well as the types of obstacles encountered along the way. Because of the complex processes involved in information literacy acquisition, and the diverse array of problems this study has observed in students' research practices, the problem of how to best measure the impact of library instruction continues to be a central issue. As an assessment tool at IWU, a general information literacy test appears to be effective for providing baseline data of students' knowledge, but ineffective for evaluating post-instruction improvements or for providing insight into students' application of this knowledge. By contrast, the qualitative interviews provided a rich data source for holistically understanding students' research processes and practices, as well as a fine-grained tool for analyzing the obstacles students encounter when conducting research. This paper will outline IWU's efforts to develop and implement a standardized qualitative interviewing method that could be used to make longitudinal comparisons of student's information literacy skills, in conjunction with a general information literacy test.</p>		
<p>Andrew Asher is the Lead Project Anthropologist for the Ethnographic Research in Illinois Academic Libraries project and the Resident Anthropologist for Illinois Wesleyan University and University of Illinois at Springfield. He received a PhD in sociocultural anthropology from the University of Illinois at Urbana-Champaign.</p> <p>Lynda Duke is associate professor, academic outreach librarian, at Illinois Wesleyan University. She</p>		

coordinates library outreach, marketing, and assessment activities, and is lead researcher for the IWU Ethnographic Research in Illinois Academic Libraries project team. Lynda received a Master of Science in Library and Information Science from the University of Illinois at Urbana-Champaign.

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Tuesday, October 26 1:30pm-3pm	Parallel 4 #3 Qualitative	Watertable
The Librarian-Student-Faculty Triangle: Conflicting Research Strategies?		
Nancy Fried Foster (University of Rochester)		
<p>Purpose</p> <p>Is there a fundamental conflict between the professional, library-school model of finding resources and the real-life practices of researchers? And, if so, what does that mean about the professional practices of librarians? In this presentation, I will draw from a large body of research from the University of Rochester and several partner institutions, describing ways in which faculty members, students, and librarians find trusted information, and exploring how these various methods work, how effective they are, and how they may conflict. I will also make programmatic recommendations based on the findings.</p> <p>Approach</p> <p>In studies at the University of Rochester and at partner libraries, we have used ethnographic methods to study academic work practices. Working mainly through interviews, we have gone into workplaces to see how researchers learn of the existence of resources, obtain them, and share information about them. We have also studied how people in these groups find trusted information outside of their professional, scholarly areas of study. Data from these studies provide the informational basis of this presentation.</p> <p>The analysis and interpretation of the data draw from two major theoretical approaches. Following the work of Jean Lave, I start by considering students as “apprentices,” becoming increasingly able, knowledgeable, and central in a variety of communities, in college and in other aspects of their lives. Senior researchers are likewise continuing their movement or reasserting their position in the center of knowledge, as experts. Some students are becoming academic researchers themselves, while others want a good grade, some information, or a credential. I will examine the differences in the methods by which people on these different tracks find trusted information.</p> <p>I will also discuss research methods used by librarians when they follow prescribed professional models and when they use any means at their disposal to pursue their own interests. Comparing the models, I will draw on actor-network theory (Bruno Latour) to understand how authors, researchers, books, and articles are connected in vast networks of people and objects. I will show how the different research methods reveal different models of what a scholarly work is, where it comes from, and how to find it.</p> <p>Findings</p> <p>Librarians reveal a professional view of books and articles as objects out there. The specialized tools they use to find them work best for people who know the least. Researchers, by contrast, use networks of people to find trusted and new information. They mobilize these networks in a variety of ways, including extensive reading, browsing, editing and reviewing, participation in conferences, and so on. Students reveal</p>		

a variety of research methods, some of them consistent with, and in imitation of, senior researchers, and others more like the tool-based models they learn in bibliographic instruction.

**Practical Implications/Value**

The research findings raise important questions about the professional models that librarians use at the desk and teach in instruction sessions. I will include programmatic recommendations about technology and services based on the findings and on input from librarians at the University of Rochester.

Nancy Fried Foster conducts research on academic work practices and facilitates participatory design of library technology, space and services. Dr. Foster has a PhD in Applied Anthropology from Columbia University and has conducted research in the Amazon and Papua New Guinea, and in educational institutions in the US and UK.

**Notes**

Tuesday, October 26 1:30pm-3pm	Parallel 4 #3 Qualitative	Watertable
Persona Development and Use, or, How to Make Imaginary People Work for You		
Jennifer Ward (University of Washington)		
<p>In the spring of 2009, the University of Washington (UW) Libraries User Experience (UX) Group embarked on a project to create personas, which are “detailed descriptions of imaginary people constructed out of well-understood, highly specified data about real people.” (John Pruitt and Tamara Adlin, “The Persona Lifecycle,” 2006). Although the Libraries regularly conducts assessments of its online services and shares the results of those efforts with staff, the UX group felt that a widely-shared understanding of the characteristics and motivations of “The Libraries' users” could be achieved through the development, marketing, and use of personas.</p> <p>Regardless of the type of library a user frequents, all library users span a wide range of disciplines and skill levels, but share certain fundamental goals and needs. By focusing on these essential characteristics, the personas embody our users and can help us make decisions about what will best serve the entire patron population. Personas have become a widely used design tool to help decision makers more clearly visualize their target user groups. These personas were developed by incorporating UW Libraries staff knowledge during a workshop, and validating that information against quantitative and qualitative research.</p> <p>In addition to using staff assumptions and published research on user behavior to develop our personas, we referred to population information from the UW Factbook, a campus data source of demographics, enrollment, degrees, finances, etc. Sole reliance on that source is dangerous, for some undergraduate students may be quite experienced researchers, while some scholars may behave more like beginners when looking for something outside their area of expertise. However, it has been useful as a rough way of thinking about our patrons.</p> <p>It's difficult to create an interface that is both simple enough for Beginners and rich enough for expert Researchers. When user needs conflict, these personas can help support design choices by making the costs and benefits of different alternatives more apparent. Different user needs can be prioritized based on:</p> <ul style="list-style-type: none"> <li>• the size of that user group</li> <li>• the value of that particular feature to their goals</li> <li>• the impact of their research goals on the University's mission</li> </ul> <p>The personas have been used at UW by several committees and key staff as a design and decision-making tool for various parts of the Libraries' main website (<a href="http://www.lib.washington.edu">www.lib.washington.edu</a>). We will soon introduce our “family” of personas more widely so that they may be used when developing or revising other services.</p> <p>This presentation will provide an overview of personas and their role in the product design cycle, describe how they were created at the UW, and provide examples of how</p>		

they have been used to improve our online services. Attendees will gain a better understanding about persona development in libraries and learn how this incredibly powerful tool can be used to streamline decision making.

Jennifer Ward is Head of Web Services at the University of Washington Libraries, where she is responsible for general oversight of the libraries' web presence. Since 2000 she has managed the Libraries' human factors/user experience program and has been an active participant on the Libraries Assessment and Metrics Team.

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Tuesday, October 26 3:30pm-5pm	Parallel 5 #1 Value and Impact III	Baltimore A
The Value of Academic Libraries: Findings and Implications for the Profession		
Lisa Hinchliffe (University of Illinois at Urbana-Champaign) Megan Oakleaf (Syracuse University) Mary Ellen Davis (Association of College and Research Libraries)		
<p><b>Purpose</b>          The Value of Academic Libraries project undertaken by the Association of College and Research Libraries is intended to provide library leaders with a clearer understanding of what research already exists documenting library impact and where gaps occur in research about the performance of academic libraries. Topics investigated include the library's impact on student learning, faculty success, and institutional goals as well as how national and governmental data sets and assessment initiatives provide evidence of library impact.</p> <p><b>Design/Methodology/Approach</b>          The Value project is based on a comprehensive review of all relevant literature broadly considered, including monographs, scholarly and trade articles, statistical sources, data sources, white papers, and gray literature with attention to methodological approaches, library type, and evidence-based findings. The literature will be coded for contribution to the documentation of academic library value; depiction of models for best practices in evidence-based librarianship; articulation of library impact of goals of the larger institution; emphasis on student learning or development; and outcome-based perspective rather than a focus on inputs/outputs. Literature covering higher education assessment relevant to academic libraries is also included, for example, strategies for communicating the value of services, facilitators of and barriers to assessment, major indicators of student success and institutional reputation, major movements in higher education accountability such as the Voluntary System of Accountability, NILOA (National Institute for Learning Outcomes Assessment), and the VALUE (Valid Assessment of Learning in Undergraduate Education) project are also coded. Data sources examined include student survey data (e.g., NSSE, CSEQ, CIRP), faculty survey data (e.g., FSSE, HERI), student tests (e.g., CAAP, iCritical Thinking), and other statistical data sets including IPEDS data from NCHEMS.</p> <p><b>Findings</b>          Findings of such a comprehensive review include identification and analysis of the predominant methods and best practices for demonstrating library value in order to glean those methods that best apply to the academic library environment; of methods that show promise but are underutilized; and of gaps in the literature. The Value project provides a summary of what is known about the contribution of academic libraries to their overarching institutions and research questions describing what is not known. On the basis of the literature analysis, recommendations also are extrapolated for how academic libraries should move forward in demonstrating their value including what methods to use, practices to follow, statistics to collect, tools to employ, and entry points to influence</p>		

stakeholders and decision makers.

#### Practical Implications/Value

As a truly comprehensive “state of the field” report, the Value of Academic Libraries project identifies useful tools and strategies to demonstrate the value of academic libraries to their institutional leadership, higher education groups, and funding agencies. The findings from the Value of Academic Libraries project can inform local, regional, national, and international efforts to use statistics, research findings, and assessment data to promote progress, make funding applications, and forge new research and assessment initiatives. It is envisioned as a touchstone report for the next decade of library assessment work.

Lisa Janicke Hinchliffe is Vice-President/President-Elect, Association of College and Research Libraries and Associate Professor for Library Administration and Coordinator for Information Literacy Services and Instruction at the University of Illinois at Urbana-Champaign. Her research interests focus on information literacy, student learning, and professional development for academic librarians.

Megan Oakleaf is Assistant Professor in the School of Information at Syracuse University and lead researcher for the Value of Academic Libraries Project. Her dissertation was “Assessing Information Literacy Skills: A Rubric Approach” and she won “Best Paper” at the International Evidence Based Library and Information Practice Conference (2009).

Mary Ellen Davis is the Executive Director of the Association of College and Research Libraries. Her career includes various positions at the American Library Association as well as positions at Central Michigan University, the Downers Grove Public Library, and Virginia Lake Elementary School.

#### Notes

Tuesday, October 26 3:30pm-5pm	Parallel 5 #1 Value and Impact III	Baltimore A
What Impact Do Academic Libraries Have on Teaching and Learning? A Review of the Literature and Preliminary Taxonomy for Determining Library Resources and Services Value and Return on Investment		
Rachel Fleming-May (University of Tennessee) Crystal Sherline (University of Tennessee)		
<p>Purpose</p> <p>In recent years, a darkening financial horizon has intensified the focus on accountability for academic institutions and their libraries.<sup>1,2</sup> Increasingly, funders are asking for evidence of return on financial investment or non-monetary measures of “value.” Identifying these “elusive”<sup>3</sup> models for measuring the effectiveness of library resources and services concerns both the Association of Research Libraries and the Association of College &amp; Research Libraries; ACRL's 2006-7<sup>4</sup> and 2009-10<sup>5</sup> presidents identified assessing and improving communication of academic library value as the primary focus of their administrations.</p> <p>Although researchers have made significant progress in identifying models for quantifying the return on investment in library resources in research revenue<sup>6</sup> and faculty time savings,<sup>7</sup> assessments of academic libraries' contributions to teaching and learning have been far less common. Recent studies have drawn connections between research library expenditures and student retention<sup>8</sup> and university reputation (specifically as it relates to student recruitment),<sup>9</sup> but have only generated models to establish a correlative relationship between expenditures and positive student-related outcomes. The Holy Grail of value-related assessment—the empirically proven causative relationship—has been harder to come by.</p> <p>Design/Methodology/Approach</p> <p>This project represents an effort to overcome one barrier to improving understanding of academic library value and return on library resource and service investment for teaching and learning: the lack of a schematic model of the academic library's roles in the educational mission of academic institutions. To create such a model, the authors reviewed the LIS literature for approaches to measuring the impact of service in a variety of library settings, and the higher education literature for techniques to evaluate the contributions of other campus facilities and services to effective teaching and student learning.</p> <p>The collected assessment models were analyzed through a dual lens: first, the authors used Abels, Cogdill, &amp; Zach's “Preliminary Taxonomy of the Value of Library and Information Services (LIS) in Hospitals and Academic Health Sciences Centers”<sup>10</sup> as a template for identifying similar contributions of academic libraries to teaching and learning. Because contribution to educational efforts is only one area of LIS service codified in Abels et al.'s “Taxonomy,” the authors applied an adapted version of Kirkpatrick's approach to evaluating training efficacy to reflect the teaching and learning context under consideration. Kirkpatrick's model identifies four levels of training outcomes: reaction, learning, behavior, and results.<sup>11</sup> While evaluative efforts in the reaction and learning phases reflect immediate response to training efforts, several</p>		

outcomes classified in phases 3 and 4—the behavioral changes caused by the event and longer-term results of those behavioral changes—can be assessed in order to demonstrate value and return on investment.

### Practical Implications/Value

This literature review and taxonomy were developed as part of the Institute of Museum and Library Services-funded Value, Outcomes, and Return on Investment of Academic Libraries (“Lib-Value”) project, a three-year project tasked with developing tools for assessing value and return on investment that will help librarians “demonstrate the value that the academic library provides to the campus community.”<sup>12</sup> In addition to presenting a thorough analysis of the literature related to the teaching- and learning-related value of and return on investment in academic library resources and services, the conceptual framework represented by the taxonomy of library-related teaching and learning outcomes represents a meaningful step toward developing models for improved assessment of libraries' contributions to universities' educational mission.

This proposal is based on work for the Institute of Museum and Library Services-funded Value, Outcomes, and Return on Investment of Academic Libraries (“Lib-Value”) project. Co-Principal Investigators: Carol Tenopir, Chancellor's Professor, School of Information Sciences, the University of Tennessee; Paula Kaufman, University Librarian and Dean of Libraries at the University of Illinois at Urbana-Champaign; and Martha Kyrillidou, Senior Director for Statistics and Service Quality Programs, the Association of Research Libraries.

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2. F. King Alexander, “The Changing Face of Accountability: Monitoring and Assessing Institutional Performance in Higher Education,” *The Journal of Higher Education* 71 (2000): 411.
3. Kathryn Deiss and Mary Jane Petrowski, *ACRL 2009 Strategic Thinking Guide for Academic Librarians in the New Economy* (Chicago: Association of College and Research Libraries, 2009), 4.
4. Pamela Snelson, “Communicating the Value of Academic Libraries,” *College & Research Libraries News* 67 (2006): 490-2.
5. Lori A. Goetsch, “What Is Our Value and Who Values Us?” *College & Research Libraries News* 70 (2009): 502-3.
6. Paula T. Kaufman, “The Library as Strategic Investment: Results of the Illinois Return on Investment Study,” *LIBER Quarterly: The Journal of European Research Libraries* 18 (2008): 424-36.
7. Carol Tenopir and Donald W. King, “Perceptions of Value and Value beyond Perceptions: Measuring the Quality and Value of Journal Article Readings,” *Serials: The Journal for the Serials Community* 20 (2007): 199-207.
8. Elizabeth M. Mezick, “Return on Investment: Libraries and Student Retention,” *The Journal of Academic Librarianship* 33 (2007): 561-6.
9. Sharon Weiner, “The Contribution of the Library to the Reputation of a University,” *The Journal of Academic Librarianship* 35 (2009): 3-13.
10. Eileen G. Abels, Keith W. Cogdill, and Lisl Zach, “The Contributions of Library and Information Services to Hospitals and Academic Health Sciences Centers: A Preliminary Taxonomy,” *Journal of the Medical Library Association* 90 (2002): 276, <http://www.ncbi.nlm.nih.gov/pmc/articles/PMC116398/>.
11. Donald L. Kirkpatrick, *Evaluating Training Programs: The Four Levels* (San Francisco, Calif.: Berrett-Koehler Publishers, 1998), 19-21.
12. The Institute of Museum and Library Services, “National Leadership Grants September 2009 Grant Announcement,” press release, September 2009, [http://www.imls.gov/news/2009/092409b\\_list.shtm#TN](http://www.imls.gov/news/2009/092409b_list.shtm#TN).

Rachel Fleming-May is an Assistant Professor in the School of Information Sciences, the University of Tennessee. Prior to completing her PhD, Rachel worked as an academic reference librarian. Her research interests include the conceptual foundations of LIS, particularly those related to the assessment of collection and service quality.

Crystal Sherline is a student in the Doctoral program of the University of Tennessee's College of Communication and Information. Her research interests include the information behaviors of practitioner-scientists.

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Tuesday, October 26 3:30pm-5pm	Parallel 5 #1 Value and Impact III	Baltimore A
Data Farms or a Field of Dreams? Libraries CAN Build Infrastructure for Collaborative Assessment		
Joe Zucca (University of Pennsylvania)		
<p>In 2008, the University of Pennsylvania Libraries' launched a new Management Information System or MIS initiative to addresses many of the assessment and decision-support needs of academic libraries. Dubbed Metridoc, the project is based on a generalizable technology framework, which can be adapted to different library and university settings in order to create decision-support environments. MetriDoc is an orchestrated, distributed set of open-source technologies that can be configured to:</p> <ul style="list-style-type: none"> <li>• recognize diverse transactional data sources, from a proxy server log to a database table in a course registration system;</li> <li>• transform data sources into an extensible XML schema; and</li> <li>• store the schema results in a data repository where they are available for analysis and dissemination in various presentation and publication formats.</li> </ul> <p>This project is part of the Penn Libraries' broader Data Farm initiative, a substantial but early attempt to work through the data issues that impact decision support in a research library. In brief, Data Farm is a “collection” of MIS functions that run on a common Oracle instance and output to the web or Excel. The underlying data come from a range of sources, for example: the Voyager ILS; Apache logs; a database that powers segments of the Penn Libraries website for metrics on e-resource use; COUNTER data from vendors (including a Penn-designed SUSHI harvester that will deploy in MetriDoc); and input from public services staff who consult with students and do bibliographic instruction. Though still a prototype for study and experimentation, Data Farm is used heavily by bibliographers and public service managers at Penn.</p> <p>MetriDoc represents a more rigorous phase of Data Farm development, and leverages knowledge Penn has gained since 2000, addressing many issues of sustainability and scalability. To achieve a durable, scalable MIS, Penn is designing MetriDoc to:</p> <ol style="list-style-type: none"> <li>1. “Light up” and process raw transaction data from the broadest range of library services;</li> <li>2. Adapt to evolving systems, new data streams, and workflows using modular, largely self-executing, and cost efficient data management methods; and</li> <li>3. Enable the widest possible distribution of decision-support data, so the use of evidence can become a routine and continuous facet of organizational culture and management.</li> </ol> <p>MetriDoc provides a natural complement to assessment methodologies that have gained national attention, including LibQUAL+®, and MINES. By following an extensible, event-based data model, MetriDoc will supplement survey findings with highly descriptive transactional information, and offer an effective means of implementing data</p>		

collection protocols, such as the READ Scale.

This paper will pick up where Penn's preliminary description of MetriDoc left off in 2008, when it was presented at the Library Assessment Conference in Seattle and elsewhere. The objective is to:

- describe the MetriDoc methodology and modular framework,
- discuss the trajectory of the project, including exhibits of the MetriDoc workflow and statistical output,
- explore the advantages of MetriDoc's open-source code base for collaborative development and use, and
- frame a wider discussion of MIS technology and its relationship to other assessment tools developing within assessment's community of practice.

Joe oversees the Penn Libraries strategic planning process, Management Information Services, and government and foundation grants. He is responsible for the Libraries' web presence, data dissemination, and marketing efforts. He was a member of the COUNTER Executive Committee and the Mellon-funded Open Library Environment (OLE) project lead by Duke University.

Notes

Tuesday, October 26 3:30pm-5pm	Parallel 5 #2 Organizational Performance III	Baltimore B
Measuring the Value of Library Resources and Student Academic Performance through Relational Datasets		
Margie Jantti (University of Wollongong) Brian Cox (University of Wollongong)		
<p>When the University of Wollongong Library (UWL) commenced its quality journey in 1994, there was a paucity of measures within the library and information sector to guide the evaluation of quality and effectiveness, and to supplement the data demonstrating efficiency. This situation is somewhat different now. Over the past 10 years, the concept of performance indicators and measures to monitor and evaluate library performance has steadily grown in both awareness and application. Within the literature there is an increased level of comfort and comprehension in engaging in a dialogue on library performance. Discussions about return on investment, quality outcomes, or impact indicators are, however, less prevalent. This is an area that UWL is currently seeking to explore.</p> <p>UWL currently uses a range of quantitative and qualitative assessment tools, aligned to its Vision, Mission, and Goals, to measure performance (i.e., how effectively and efficiently we manage and improve processes) and to assess clients' satisfaction with services and resources. The analysis of collected datasets has been instrumental in facilitating and sustaining transformational change, as reflected in a series of significant achievements and awards, including being the first library to receive an Australian Business Excellence Award. While the processes for evaluating expectations, performance, and satisfaction with available resources are robust and sustainable; measures of impact or affect are less well addressed. A critical impact question to be asked is: What is the value to the student when they use library information resources?</p> <p>In a period of economic turmoil, resource scarcity, and increased competitiveness in the attraction and retention of students, the ability to demonstrate the value gained by utilising library resources is becoming increasingly important. Students have unprecedented choice over where they will study, what they will study, and importantly the source, content, and format of learning materials they use; and can effectively bypass the Library. These wide-ranging choices have in effect repositioned the student from being an active though still highly dependent learner, into a consumer of information. This shift in behaviour comes with a learning cost, and it has become a battle that is fought daily in tutorial classes and lectures, as academics and librarians try to encourage students to make better use of high quality sources of information, acquired or subscribed to by the library (at considerable cost). For these reasons, it is more important than ever for libraries to demonstrate to students and stakeholders the value of using the library's resources and services.</p> <p>The challenge, however, is that the value delivered by libraries is often considered to be of a social, educational, or cultural value; values which are difficult to measure. As an academic library, the focus is on the transformative power of information; and the question to be answered is: Does a student's academic performance improve as a result of</p>		



using information resources made available by the library?

UWL has commenced a project designed to produce the information it needs to unambiguously demonstrate the contribution it is making to institutional learning, teaching, and research goals. It is anticipated that data obtained from the project will demonstrate that those students who do not use the UWL information resources are at an academic disadvantage. The project centres on the integration and interrogation of a series of discrete datasets, e.g., student performance, student attrition, student demographic data, and borrowing and electronic resources usage data. The project will allow UWL to identify whether a correlation exists between usage of Library resources and academic performance.

Margie Jantti, University Librarian at the University of Wollongong, has extensive experience in the interpretation and integration of globally recognised business excellence frameworks and quality standards within the library and information sector. Margie is actively contributing to the University's strategic agenda, notably in the review of Graduate Qualities the student experience, development and monitoring of quality assurance initiatives for learning and teaching, contribution to the University's Quality Improvement Plan, and membership of the University Planning and Quality Committee. She holds an MBA and a BA in Library and Information Science.

Brian Cox has worked in a variety of positions, including privacy, copyright, and records management, within and external to academic libraries. In his current position, Manager Quality and Marketing, Brian has been instrumental in the revitalisation of the Library's collection and management of its performance data and developing new reporting streams focussing on outcomes and value.

Notes

Tuesday, October 26 3:30pm-5pm	Parallel 5 #2 Organizational Performance III	Baltimore B
Cutting the Knot: A Holistic and Pragmatic Framework for Public Services Measures		
Zsuzsa Koltay (Cornell University) Elena MacGurn (Cornell University)		
<p><b>Purpose</b>          Collecting public services output measures, such as number of reference transactions, has been with the library profession for a long time. Keeping track of these basic indicators of operational activity has allowed us to understand trends in user behavior and how library functions adjust to changing needs. Organizational categories, such as reference and instruction, around which these measures tend to be defined, reflect traditional patterns much longer than practicable, making it difficult to accurately collect transaction data related to newer service models such as embedded librarianship, outreach, and consultations. At Cornell University Library, for example, the categories of reference and instruction are further codified by the existence of two separate data collections systems producing the unintended consequence of inconsistent definitions and collection practices among unit libraries when it comes to recording our diverse operations. This situation has led to both undercounts and overcounts as well as prolonged, passionate, but fruitless debates on how to fit our multiple square pegs into the two existing round holes of reference and instruction.</p> <p><b>Approach</b>          It became evident that a holistic review of public services reporting needs was in order to produce a new framework. Our approach was to sidestep as many definition debates as possible by designing a series of easy questions for public services practitioners to answer describing their transactions with users. Most definitions are then applied at the query end by combining the appropriate variables. This flexible approach supports both consistent central reporting and local decision-making nuance by allowing reporting based on the most relevant combination of variables.</p> <p><b>Findings</b>          The presentation will share details of the framework such as the logic of the questions asked and the proposed user interface. At the time this abstract was submitted specifications were being developed and shared with the IT staff. By the time of the presentation we will have gained experience with the implementation and use of the framework. As of March, the framework was agreed upon and accepted by all Public Services decision makers and stakeholders, a feat that no previous discussions of definitions or attempts at standardizing collection practices had achieved.</p> <p><b>Value</b>          Stepping away from the need for public services practitioners to categorize transactions into our traditional operational silos has the promise to better represent our diverse operations. It also allows an easier consensus on what to collect by allowing for a more flexible framework and for data rich enough to support both national and institutional reporting and local decision-making needs.</p>		

Zsuzsa Koltay has been Director of the Research and Assessment Unit at Cornell University Library since 2008. Her Cornell career also includes heading the 2008 redesign of Cornell's discovery environment, four years as the Director of the Engineering Library, and being the founding project manager of Project Euclid, an electronic journal publishing system for mathematics and statistics.

Elena MacGurn is a Business Research and Outreach Specialist at the Johnson Graduate School of Management Library at Cornell University. Her professional background includes graduate research instruction and consultation services with over six years of corporate experience managing marketing programs in the online content delivery, education, security, and advertising space.

Notes

Tuesday, October 26 3:30pm-5pm	Parallel 5 #2 Organizational Performance III	Baltimore B
Library Administrators' Uses and Perceptions of Performance Measurement Information in the Strategic Development of Competitive Responses		
Larry Nash White (East Carolina University)		
<p>Purpose</p> <p>The purpose of the study is to examine library administrators' uses and perceptions of performance measurement information as it applies to the collection, use, and application of performance measurement information in developing services and strategic responses. The study population includes the head library administrators (directors, deans, etc.) of the seventy-five public library systems, seventeen state university libraries, fifty-eight community/junior colleges, and over 50 private academic libraries within the state of North Carolina.</p> <p>In addressing this topic, the following research questions are being used to frame the study:</p> <ul style="list-style-type: none"> <li>• Research Question: How do library administrators use performance measurement information to develop new services or competitive responses?</li> <li>• Sub-question 1: How is performance measurement information collected by library administrators?</li> <li>• Sub-question 2: How do library administrators use the collected performance measurement information?</li> <li>• Sub-question 3: What are library administrators' perceptions of using performance measurement information?</li> <li>• Sub-question 4: How is performance measurement information used in developing new services and strategic responses?</li> </ul> <p>Design/Methodology</p> <p>The design overview of the study will use a mixed methods approach in a grounded theory study:</p> <ul style="list-style-type: none"> <li>• Qualitative methods including: interviews of key stakeholders, library administrators, and the supervisors of the library administrators, i.e., local government officials, college/university officials, etc., (interviews will be conducted by telephone and e-mail); review of the library professional literature; examination of library long range/strategic plans for evidence of performance measurement use; and case studies of libraries with effective performance measurement practices (as identified by key stakeholders and willing to participate in the study).</li> <li>• Quantitative methods including: survey of library administrators' use and perceptions of the use of performance measurement information including data collection methods used, types of performance measurement information collected, resource allocations in support of performance measurement, how performance measurement information is used by the library administrator, and how library administrator's experience, education, and knowledge skills and abilities (KSA) with performance</li> </ul>		

measurement information may affect use and perceptions of performance measurement information. The surveys will be conducted online using Qualtrics software for data storage and analysis.

Data analysis will include:

- Qualitative: direct and inductive content analysis, discourse analysis.
- Quantitative: descriptive, inferential statistics using Qualtrics and SPSS software.

Findings

This study is currently being implemented; results are not expected until late spring or early summer.

Practical Implications/Significance

The practical implications and significance of the study include:

- Development of improved models, best practices, etc. of the use of performance measurement information in decision making in libraries.
- Development of more effective strategic responses and improved benefit, value, and impact being generated by libraries.
- Identification of educational or continuing education needs of library administrators in the areas of performance measurement collection, analysis, and use.
- The study is significant due to:
- The current study is a repetition of the author's 2001 dissertation study with a wider population scope to determine the effectiveness, reliability, and validity of the survey instruments, processes, and data collection/analysis tools.

Dr. White has worked as an administrator in retail management and in public, academic, and state libraries. He is an internationally invited speaker on library performance, leadership, assessment, and competition for service. He is widely published and consults in the areas of performance assessment, leadership, and developing competitive and strategic response.

Notes

Tuesday, October 26 3:30pm-5pm	Parallel 5 #3 Digital Libraries	Watertable
Engaging Library Websites Users through Usability Testing and Inquiries Using Morae		
Fagdeba Bakoyema (Middle Tennessee State University)		
<p><b>Purpose</b> Libraries put a lot of human and financial resources in the acquisition and the design of various products for their patrons, only to become increasingly frustrated when the usage statistics of these products are far below expectations. Few libraries, however, put resources into tackling the poor usage of their resources. Resolving this issue requires patrons' involvement in the processes that lead to the acquisition or development of new products, specifically library website designs. This paper stresses the importance of usability study in the acquisition or development of library products, and emphasizes the impact of usability on library website design. When conducted during the life cycle of the website design, usability studies can not only improve users' information seeking experience, but also ensure the return on investment made on various costly library resources.</p> <p><b>Design/Methodology/Approach</b> Literature reviews and reports on library website usability testing have informed the design, methodology, and approach of this research. TechSmith's Morae software is used to record patron information seeking behavior and interaction with the website and as a gateway in the analysis of the data collected. The data collection approach includes task completion and task logging, followed by extensive debriefings, and small focus groups of two to three participants' discussion of the website. The entire process is recorded. Tasks questions range from basic information search such as library operation hours to complex research information such as peer-reviewed journal location and article citation. Debriefing inquiries include general architecture of the website and user impression and input. The target population includes students, faculty, staff, and some librarians.</p> <p><b>Findings</b> Research findings include causes of confusion and frustration in navigating the website, reasons why patrons turn to Google or other non-research engines to look for research materials (articles and journals), suggestions for changes in semantics of headings to ones readily understood by patrons, and the ease or difficulty of finding information (determined by the amount of time spent in task completions). Charts, graphs, time metrics, statistical analysis of data such as mouse clicks, and web changes stress the severity of usability problems.</p> <p><b>Practical Implications/Value</b> Findings from the usability study were used in the website redesign process to create a more patron-centered and useful library website. New architecture and meaningful semantics help increase access and use of valuable library resources available through the library website and consequently increase the return on the investment made to acquire various library resources. Furthermore, the relatively low cost of the Morae software and</p>		

the effectiveness of its usage in setting up a usability lab could help libraries in the decision-making process with regard to conducting an ongoing usability study on just about every library product and website. Usability data could be useful in the assessment of the value of the library as a learning place where priceless intellectual stimulation is made available to students, faculty, researchers, and the community.

Fagdeba Bakoyema is responsible for the overall daily maintenance of James E. Walker Library website <http://library.mtsu.edu>. Fagdeba also researches new technologies to sustain the dynamic nature and format of information and services offered by the library; informs the administration of James E. Walker Library on new and emerging technologies that affect library services and gives advice on the selection of those needed; manages the Patron Information Experience (PIE) usability lab; and teaches library instruction classes and works at the reference desk.

Notes

Tuesday, October 26 3:30pm-5pm	Parallel 5 #3 Digital Libraries	Watertable
Assessing Quality of Digital Objects Created in Large Scale Digitization		
Emily Campbell (University of Michigan)		
<p>The University of Michigan's unique agreement with Google for the digitization of its complete library collection also includes a stipulation that U of M will assess the quality of the images created in the project. This project is completely sustained by the University of Michigan Library and has provided solid information with which to dialogue with Google about quality. The purpose of the continued study is to track Google's progress in maintaining quality and improving quality of the original scans as they are reprocessed. Additionally it has had the benefit of allowing the University to capture errors in the process that may be missed by Google's automated quality assessment.</p> <p>In order to provide data that is useful to us and to Google, the University created a unique process to assess quality. We look at 20 page samples from the most recently uploaded versions of the scans and look at 2-3% of these scans per month. We have 8 error categories and the error is either Critical or Non-Critical. We also track anomalies or “oddballs,” errors which are previously un-encountered by our reviewers. The data is tracked on a monthly basis. We have used this information to track the general quality of these images, to track the improvement of the images as they are reprocessed by Google, and to create a dialogue with Google about our expectations for quality. Our data has shown that the quality of digital images has greatly improved over the past several years and continues to improve as Google's processes become more refined. At this point, certain error types are rarely seen, but are still taken very seriously since Critical errors indicate a total loss of information.</p> <p>This work can help allay the fears and misgivings that many have about the quality of digital scans. It also provides a solid starting point to a discussion about quality assessment in large-scale digitization. Our error categories and methodology have proven useful in our efforts to have Google digitize our Special Collections and could easily be implemented by other institutions that are participating in the Google project or any similar large scale digitization operation. This is a new area of library assessment, but one that is much needed and will prove very useful to libraries.</p>		
Emily Campbell has an MSI from the University of Michigan and has been studying the quality of digital images full time since June of 2007. She previously worked on this project as a graduate student.		
Notes		



Tuesday, October 26 3:30pm-5pm	Parallel 5 #3 Digital Libraries	Watertable
Evaluating Usage of Non-Text Resources Within and Beyond the Online Environment		
Stephanie Krueger (ARTstor) Anna Perricci (ARTstor)		
<p><b>Purpose</b> This paper will describe how The COUNTER Code of Practice might be modified to better support the reporting needs of multimedia resources that contain images, time-based media, or audio content. It will also discuss how usage of multimedia resources varies from that of textual materials and what this means for librarians in evaluating the usage patterns of the non-text electronic resources to which they subscribe.</p> <p><b>Approach</b> This case study will use ARTstor as an example of a non-text resource, and discuss efforts underway to develop a new multimedia COUNTER standard.</p> <p><b>Findings</b> Current COUNTER usage reports do not adequately address the needs of libraries in evaluating multimedia resource usage patterns. ARTstor, together with OCLC, COUNTER, and other partners from the community, is working to address these needs, but this process may take time. Librarians should be aware of the differences in usage patterns between text and multimedia resources when making collection development decisions.</p> <p><b>Practical Implications/Value</b> In this era of tightening budgets, librarians are increasingly turning to usage data from licensed resource providers to support difficult collection development decisions. The most recent release of the COUNTER code of practice for usage data reporting and the SUSHI XML protocol further support this decision-making process. Providing “COUNTER compliant” usage reports is an increasingly important feature expected of licensed digital materials by academic libraries. COUNTER reports are designed to primarily measure usage of textual resources such as: journals, e-books and database indexes.</p> <p>However, for multimedia resources that contain exclusively images, time-based media, or audio content, the usage patterns and terminology are different than textual materials. The COUNTER reports do not yet adequately address these differences. The purpose of this session is to explore the unique needs and challenges of reporting and effectively evaluating the usage of multimedia resources. It will look at some of the gaps in the existing COUNTER Code of Practice that need to be addressed in order for multimedia resources to adopt these reporting standards and perform a similarly useful assessment function for libraries. It also will discuss some of the complexities of multimedia resource usage, including the challenge of evaluating the substantial use that occurs outside of the measurable environment, and measuring the new types of use made possible by robust online environments.</p>		

Stephanie Krueger is Associate Director for Library Relations, ARTstor. Prior to ARTstor, Krueger held managerial posts at DRAM, a non-profit music streaming resource, and JSTOR. Krueger holds an MS in Information (Michigan), an MA in Educational Technology Leadership (George Washington University) and a BA in German/Public Service from Albion College.

Anna Perricci is a User Services Associate at ARTstor providing support and training to ARTstor users and administrators. She earned her MSI in Archives and Records Management at the University of Michigan and is working with the COUNTER Technical Advisory Group developing reporting standards for usage of multimedia resources.

Notes

Wednesday, October 27 8:30am-10am	Parallel 6 #1 Information Services	Maryland A & E
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Ask the Expert: Using Expertise Domains for Library Service Assessment

Amy Brunvand (University of Utah)

This paper describes the development of reference statistics categories based on library expertise domains, design of analytics to gather expertise data, and use of resulting data to plan organizational changes at the University of Utah Marriott Library.

In 2006, the Marriott Library began planning to reorganize reference services, combining subject-specialized desks in order to establish a one-stop-shopping Knowledge Commons. We soon realized that, like other academic libraries, the reference statistics we kept did not tell us what we needed to know in order to implement practical changes:

- What types of information and services are patrons seeking at our in-house and online service points?
- What expertise is required to answer those questions?
- Are people with appropriate expertise answering the questions?

After co-locating subject specialists at a single service desk we wanted to evaluate how often librarians were answering questions outside of their own subject expertise. We recorded all patron queries during one semester and used content analysis to identify four categories of library patron queries, which (not coincidentally) closely match library job descriptions:

1. Connecting people with Information = Experts: Librarians (There is an additional level of librarian subject expertise)
2. Technology Assistance = Experts: IT staff
3. Interpreting library policy and layout = Experts: Library support staff
4. Patron suggestions & comments = Experts: Library Users

From a cognitive science perspective, experts are people who perceive large, meaningful patterns, are faster and more accurate than novices at performing skills of their domain, and represent problems in their domain at a deeper level than novices. The only path to expertise, as far as anyone knows, is practice. In other words, it is advantageous for patrons to ask an expert, but likewise it is advantageous for specialists to answer complex questions within in their own expertise domain in order to build expertise.

Assessment measures that rank question difficulty can have the unintended consequence of punishing expertise rather than promoting expert knowledge. Any type of query can become complex enough to require expert knowledge, but typical reference statistics schemes lump queries from different expertise domains into generalized categories such as “easy/directional” or “general reference.” “Tiered reference” using trained paraprofessionals to answer “easy” questions implies that most questions will be handled

at a novice level. Thus the concept of expertise domains has implications for best practices to offer accurate, knowledgeable help and build staff expertise.

Based on this concept of expertise domains, the Marriott Library has:

- set up analytics in RefTracker and DeskTracker specifically to gather expertise data
- restructured subject-specialist departments/desks to become subject-specialist College & Interdisciplinary Teams (CITs) represented by committees/e-mail reference groups/subject guides.

We are currently analyzing our data in order to:

- validate expertise categories for reference statistics
- measure the effectiveness of CIT committees as a way to gather complex subject specific questions.

Amy Brunvand, Digital Scholarship Librarian, University of Utah Marriott Library, has been involved in library assessment projects beginning in 1995 with development of an in-house survey and managing a patron suggestion box.

Notes

Wednesday, October 27 8:30am-10am	Parallel 6 #1 Information Services	Maryland A & E
Instant Messaging, a Synchronous Virtual Reference Tool That Mirrors Higher Education's Mission and Students' Needs: How Grounded Theory Placed the Library in the Middle of the Mix		
Sarah Passonneau (Iowa State University) Dan Coffey (Iowa State University)		
<p>Most academic libraries provide instant messaging services to their users. For this research project, the authors wanted to discover what occurs during synchronous virtual reference interviews at Iowa State University library. In order to assess the totality of synchronous virtual reference service, the researchers implemented a qualitative, holistic approach that generates a theory about what happens during these interviews. Grounded theory formed the philosophical framework for this qualitative assessment. Classical grounded theory minimizes preconceptions, does not start with a research problem, and does not recommend a literature review before starting a project. Additionally, synchronous learning is a topic of interest in educational research. Analyzing the primary documents, in this case the IM transcripts, involved coding the text. The patterns that developed from these codes became axial or code families. From the code families emerged networks. Three networks emerged: titled teaching and learning; community awareness; and service quality.</p> <p>This assessment illustrated that reference services provided essential community mapping and teaching and learning opportunities for users. This research defined community mapping as the service librarians provide during the synchronous virtual reference transaction that point users to a place, a service point, or virtual marker either within or without the library. This service builds users awareness of their surrounding community. Synchronous virtual reference increases users' ability to access and assess research materials, and builds users knowledge of their campus community. Synchronous virtual reference illustrates the library central role in supporting the teaching and learning experiences of users and in complementing the mission of research institutions.</p>		
<p>Assistant Professor Sarah Passonneau, as the Assistant-to-the-Dean, is the assessment and outreach librarian at Iowa State University. Her current job complements her educational training and experience in educational assessment and program improvement initiatives. Ms. Passonneau has a MS in educational design and an MLIS.</p> <p>Dan is an Associate Professor and the Languages and Literatures Bibliographer at Iowa State University. In addition to selecting materials for acquisition, he spends a great deal of time working with students and instructors, providing in-depth assistance in using research resources at the classroom level. Dan has an MLS.</p>		
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Wednesday, October 27 8:30am-10am	Parallel 6 #1 Information Services	Maryland A & E
Renewals and Interlibrary Loans in Libraries		
Niels Ole Pors (Royal School of Library and Information Science)		
<p>Purpose</p> <p>The purpose of the paper is to explore intended and unintended effects of technological development in relation to user behaviour. Another purpose is to explore how well an ecological perspective and approach can contribute to explanations of intended and unintended effects. The specific purpose of the paper is to explore changes in renewals and in interlibrary loans and analyse these changes in relation to accessibility, availability, and use and perceived misuse of the whole system.</p> <p>The technological development investigated is the Danish national database consisting of the databases and catalogues of all libraries in the country. All citizens have access to the joint holdings of all libraries through a national database named bibliotek.dk. Users have the right to order material from every library in the country and get it delivered at their local library, be it a public library or a research library. Every library gives the user the option to seek, localise, reserve, and renew documents. One of the effects is that the number of renewals increases at a very high rate.</p> <p>Design/Methodology/Approach</p> <p>The data has been collected from 2000 to 2009. The data consists of the number of renewals and the number of interlibrary loans for every single library in the country. The data are analysed in relation to a number of other statistical indicators. The paper is built on longitudinal data covering 10 years from both public and academic libraries.</p> <p>Findings</p> <p>There are several interesting findings. First of all, the drastic increase in renewals and their distribution in different libraries and types of materials are analysed. The proportion of renewals in relation to circulation has increased from 10% to 35% in the public libraries and in many academic libraries the proportion has increased to over 50% of the circulation. The consequences and effects of this drastic increase are analysed in an ecological perspective. We also found an increase in interlibrary loans especially in relation to the size of the collection. It is surprising because one could hypothesise that access to an increasing amount of digital resources would minimise the need for interlibrary loans. The study indicates interesting correlations with other activity statistics.</p> <p>The results are of a wider interest than national due to the theoretical perspective.</p> <p>Practical Implications/Value</p> <p>Interlibrary loans are a well-established area of study but we do not find many studies on a national scale and of a longitudinal character. Renewals are a topic that is very little studied and not even reported in statistics. The drastic increase in renewals is a new phenomenon that indicates changed user behaviour. On a theoretical level, the paper</p>		

demonstrates the fruitfulness of the ecological perspective and on a more practical level, the study indicates tremendous changes in behaviour as an effect of exposure to and use of it—development. The paper gives evidence of this changed behaviour and discusses it in relation to advantages and disadvantages in relation to objectives. In this way, the paper is about assessment of a national library system.

Niels Ole Pors is professor in Information Management. Research interests include performance measurement, research methods and organisational studies. He is author of 20 books and over 250 papers. He is member of several journal boards and a member of national committees concerning libraries, standards, and statistics.

Notes

Wednesday, October 27 8:30am-10am	Parallel 6 #2 Data and Libraries	Maryland B
The Future of Academic Librarians in the Workforce: A Ten-Year Forecast of Librarian Supply and Demand		
José-Marie Griffiths (Bryant University) Donald W. King (Bryant University and University of Tennessee)		
<p>This paper presents results of an Institute of Museum and Library Services (IMLS) sponsored study “A National Study of the Future of Librarians in the Workforce” involving public, academic, and school librarians. The focus of this paper is to examine factors that contribute to a ten-year forecast of the supply and demand of academic librarians. Demand factors include past trends in growth in number of academic libraries and librarians (from 1982 to 2007), changes in staff structure, career paths of librarians (e.g., progression in type of work done and position), demographics of librarians (e.g., age), reasons that librarians leave the workforce (e.g., due to death, retirement, family obligations, etc.), and attitudes of librarians toward their work and librarianship in general. The demand factors and ten-year forecast of the number of librarians needed are based on a survey of academic libraries (n=822) and librarians (n=847) and other sources of information. Since we are currently in a recession, an analysis is made of the consequences of the past three recessions on the academic librarian workforce. Trends in academic librarian supply are based on a survey of ALA accredited LIS schools and data provided by the ALA, ALISE and IMLS.</p> <p>It is estimated there will be a demand for 15,100 new academic librarians from accredited schools from those entering 2007-08 to 2016-17. Across the entire librarian workforce, the demand far exceeds the projected supply. In 2007-08 there is estimated to be a deficit of about 400 academic librarians. That is, demand exceeds supply by that amount. The ten-year deficit is expected to require a doubling to quadrupling of the projected supply for the entire ten-year period.</p>		
<p>Dr. José-Marie Griffiths, an information scientist, has over 30 years experience as a researcher, educator and academic administrator in the information and information technology arena. She was PI of the recently-completed IMLS-funded study of the future of librarians in the workforce. Dr. Griffiths has published extensively and has been recognized with numerous awards and honors. She is currently serving a six-year term on the National Science Board.</p> <p>Donald W. King, a statistician, has 50 years experience observing and evaluating the information community. Most recently, he was Co-PI of the study of the future of librarians in the workforce (with Dr. Griffiths) and cost and use studies of academic journal collections with Carol Tenopir. He has hundreds of publications and his work has been recognized through many honors and awards.</p>		
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Wednesday, October 27 8:30am-10am	Parallel 6 #2 Data and Libraries	Maryland B
Assessing Public Library Use of the Internet		
John Bertot (University of Maryland) Charles R. McClure (Florida Sate University)		
<p>Purpose Conducted since 1994, the Public Libraries and the Internet [known as the Public Library Funding and Technology Access (PLFTAS) survey since 1996] survey provides national and state longitudinal data that tracks public library Internet use, connectivity, and services; informs policymakers at the state and federal level regarding issues that affect the success with which public libraries have access to and use the Internet; and provides individual public libraries with data from which they can compare their connection and use of the Internet to state and national data. The studies have been funded by the American Library Association and the Bill &amp; Melinda Gates Foundation since 2006.</p> <p>Design/Methodology/Approach The PLFTAS uses a weighted stratified sample that provides both national and state level estimates of public library Internet connectivity and use. The weighted sample based on three strata from the 2007 public library data file released by the Institute of Museum and Library Services (IMLS)<sup>1</sup> enabled both Metropolitan Status state and national estimates. The 2009-2010 survey was available for completion between September 7, 2009, and November 13, 2009. The survey produced 7,393 responses, for a response rate of 82.4 percent. Details regarding the methodology and approach can be found on the project's website, <a href="http://www.liicenter.org/plinternet">http://www.liicenter.org/plinternet</a>.</p> <p>Findings The studies indicate that public libraries provide a range of Internet-enabled services and resources to the communities that they serve. More specifically:</p> <ul style="list-style-type: none"> <li>• Almost 100% of public library outlets in the United States are connected to the Internet, as compared to only 44.6% connected to the Internet 10 years ago.</li> <li>• Public library public access Internet connectivity speeds continue to increase, with 51.8% of public libraries reporting connection speeds of greater than 1.5MBPS in 2009 as compared to 44.5% in 2008.</li> <li>• 82.1% of public libraries offered wireless (Wi-Fi) public access as compared to 36.7% 2006.</li> <li>• 66.6% of public libraries reported that they are the only providers of free Internet access in their communities.</li> <li>• There are an average of 14.2 public access workstations in public libraries, representing an increase from 11.0 workstations reported in 2008.</li> <li>• Libraries continue to report that the number of public access workstations provided are insufficient some (55.3%) or all (18.2%) of the time.</li> <li>• Libraries report inadequate connectivity speeds, with 30.4% of libraries reporting inadequate connection speeds some of the time and 14.7% reporting inadequate speeds all of the time.</li> </ul>		

Besides findings from the 2009 survey, the authors will discuss findings related to sustaining the survey over 16 years.

#### Practical Implications/Value

Findings from the survey have provided a number of important practical results. Individual public libraries refer to these findings to assist them in information technology and network planning and assessment; better understand the broadband capacity appropriate for the services being provided; and to track and plan for Internet services and connectivity. At the national level, survey findings have been used by organizations such as the American Library Association and IMLS to advocate to policymakers various issues such as E-rate, Broadband, E-government, and Internet services to under-served and vulnerable populations.

1. The 2007 file was the most recently national data file available in May 2009. See <http://harvester.census.gov/imls/data/pls/index.asp> for more file and data information.

John Carlo Bertot is Professor and Director, Center for Library and Information Innovation, University of Maryland. Bertot's work spans library planning and evaluation and information policy. His forthcoming book, with others, is *Public Libraries and the Internet: Roles, Perspectives, and Implications* (Libraries Unlimited).

Charles R. McClure is Francis Eppes Professor of Information Studies and Director, FSU Information Institute He has published extensively on topics related to planning and evaluation of library services. His most recent co-authored book is *Public Libraries and Internet Service Roles; Measuring and Maximizing Internet Services* (ALA, 2009).

#### Notes

Wednesday, October 27 8:30am-10am	Parallel 6 #2 Data and Libraries	Maryland B
Conducting Practical Library Assessments that Promote Program Change and Improvements		
Charles R. McClure (Florida State University) Bradley Wade Bishop (University of Kentucky) Lauren H. Mandel (Florida State University) John T. Snead (University of Oklahoma)		
<p>Purpose</p> <p>The purpose of this paper is to review a number of recent studies conducted by the Information Use Management and Policy Institute at the College of Communication and Information, Florida State University. The studies reviewed in the paper are intended to demonstrate how over the Institute’s 11 year history, effective, sustainable, and practical assessments can be accomplished that affect change and improve the delivery of library services and programs. Moreover, such studies do not have to be expensive nor does the methodology need to be complicated. The presentation analyzes a broadband mapping assessment, a training assessment, and a website assessment; and makes comparisons among these three in terms of methods, data collection, reporting, impacts, and benefits.</p> <p>Design/Methodology/Approach</p> <p>Typically, the Information Institute relies on multi-method assessment strategies and combines various strategies to best fit the needs and goals of the project at hand.</p> <p>In the broadband mapping assessment, GIS was used to manage, analyze, and map broadband data from the Bill &amp; Melinda Gates Foundation Florida public library technology dataset (2009) made available from the State Library to identify regions of the state with lower connectivity and higher costs. The methodology included the creation of spatial data depicting the broadband analysis using GIS software.</p> <p>For the website assessment the study team conducted interviews, focus groups, and surveys with Florida public librarians to obtain feedback on the website. The team also developed standard usability protocols for the evaluation of the hurricane website, which included utilizing Google Web Analytics to collect specific metrics for website usage.</p> <p>The Gale-Cengage training assessment is intended to increase usage of the Florida Electronic Library (FEL) and assess the effect of training and marketing on usage. Gale provided the study team with access to digital resources usage data from November 2009 and comparing these to data from May 2010—during which various training activities were being conducted.</p> <p>In each of these instances, the design of the methodology took into consideration the specific goals of the assessment, the resources available, and situational factors associated with the assessment—which will be further discussed in the final paper.</p> <p>Findings</p> <p>The broadband findings are presented on state and regional maps. Overall, the study found that the existing broadband connectivity speeds to most Florida public libraries are extremely slow and largely inadequate to support effective library activities. There are</p>		

also a broad range of situational factors affecting Internet speeds and connection costs for individual public library outlets, including the speed reported being much slower when split amongst multiple workstations with heavy use.

For the website assessment, hurricane-experienced librarians indicated unanimously that this website would indeed be a primary reference site in the event of a hurricane/disaster. Results from the usability testing indicate that the site is effective and efficient for users navigating through the site in order to locate desired content. Findings from Google Analytics showed that users of the website were actively searching the website and that the site was engaging, since the bounce rate was low and users were staying on the website on average for several minutes.

The Gale-Cengage training study is currently in the data collection phase and the study team is analyzing the benchmark data from November 2009. Usage statistics will be collected, analyzed, and compared to these benchmarks. Specific findings will be reported at the final paper and compared/contrasted to the findings from the other two studies.

#### Practical Implications/Value

While the Information Institute regularly conducts assessment studies that are budgeted in the hundreds of thousands of dollars, the assessments described above were budgeted in the \$50,000 range. Each assessment relied on very practical and effective methods and data collection techniques that resulted in high quality data. The broadband mapping findings assisted the state library and archives of Florida to identify areas in the state where improved library broadband is essential; the website assessment resulted in much improved access to hurricane preparedness and response content; and the Gale-Cengage training assessment will result in the company's ability to better fine tune the training content to specific audiences and to determine the degree to which the training affected overall FEL usage.

In each of these studies specific strategies are in place to insure that the findings can result in improved library services, that high quality data can be collected relatively inexpensively, that small numbers of participants can provide information for significant program/services improvement, and that data analysis and reporting techniques are straight-forward and not convoluted. Further, in each of these instances the assessment findings contributed to a longer term improvement in and impact from library services. Specific comparisons, trade-offs, and situational factors that affect successful practical assessments will be discussed further in the final paper.

Charles R. McClure is Francis Eppes Professor of Information Studies and Director, FSU Information Institute. He has published extensively on topics related to planning and evaluation of library services. His PhD is from Rutgers University and his most recent co-authored book is *Public Libraries and Internet Service Roles; Measuring and Maximizing Internet Services* (ALA, 2009).

Bradley Wade Bishop, PhD, is an assistant professor at the University of Kentucky, School of Library and Information Studies and was a doctoral candidate at FSU's College of Communication & Information and Graduate Research Assistant at the Information Institute. His research interests include Digital Reference and Geographic Information Studies.

Lauren Mandel is a doctoral candidate at FSU's College of Communication & Information and Research Coordinator at the Information Institute. Her research interests include public library facility design,

wayfinding, and geographic information studies. Her BA is from Vassar College and her MS in LIS is from Simmons College.

John T. Snead, PhD, is assistant professor, School of Library and Information Studies, University of Oklahoma. Areas of teaching/research interest include information policy, E-Government, and assessment of networked library resources and services. Formerly he was Manager of Research Development at the Information Institute, Florida State University.

Notes

Wednesday, October 27 8:30am-10am	Parallel 6 #3 Research in Progress	Baltimore A
On Becoming a Process Focused Library		
Susan B. Bailey (Emory University) Claudia Dale (Emory University)		
<p><b>Goal</b> Share information about the evolution of Emory’s business planning process and some tools and atypical resources relevant to business planning and process improvement used or explored by the Library’s Business Process Support Team (BPST) in its first year.</p> <p><b>Summary</b> Beginning in late 2006, the Emory Libraries began a new chapter in their approach to planning and evaluating the work of the Libraries. With a new director came the expectation that there would be a more business-oriented approach to planning and managing the work of the organization and measuring achievement of progress on the strategic plan.</p> <p>We have previously reported on the business planning and reporting processes developed at Emory and provided some of the tools and resources that we have found helpful. Two years ago we cited the Deming quote “It does not happen all at once. There is no instant pudding.” There is still no instant pudding, and we have found that sometimes the pudding doesn’t quite come together and you have to re-work the recipe to improve the result. We continue to work on the result!</p> <p>This year, the recipe has evolved with the addition of a new owner/champion for the library’s business planning process and a new organizational team to support the process. The BPST, consisting of membership drawn from across the Emory Libraries, has focused in its initial stages on streamlining processes and developing expertise through a variety of learning opportunities, both internal and external. The Team faces ongoing and new challenges, including understanding what is the right balance of external training and support, selecting the best structure and format for reporting on business plan progress, and collecting useful and meaningful metrics and data. Still, the BPST has seen an impact in improved planning documents and practices. As part of our paper, we will conduct a survey to better quantify the results of the BPST’s first year of work.</p> <p>The combination of adopting new tools and developing greater agility is critical to our value proposition and to our ongoing success in creating breakthrough changes that make our libraries relevant in the twenty-first century.</p>		
<p>Susan Bailey became Library Assessment Coordinator in Emory’s Main Library in September 2005. Her previous experience in academic libraries includes management positions in cataloging and general technical services.</p> <p>Claudia Dale is a business librarian in the Goizueta Business Library, Emory Libraries. Her previous experience includes academic and special libraries.</p>		
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Wednesday, October 27 8:30am-10am	Parallel 6 #3 Research in Progress	Baltimore A
Developing a Library Value Indicator That Resonates with a Disciplinary Population		
Jeanne M. Brown (University of Nevada, Las Vegas)		
<p><b>Purpose</b> The purpose of this presentation is to share with participants the process of developing multiple ways of documenting the value of the University of Nevada, Las Vegas Architecture Studies Library, and selecting the one which students deemed most indicative.</p> <p><b>Design/Methodology/Approach</b> Three different ways of documenting value were explored and presented to a student focus group: contingent valuation, library calculator, and a survey to rate importance and impact of library services and features. Students were enrolled in the School of Architecture.</p> <p><b>Findings</b> Students used the three approaches, then discussed their experiences with the presenter. They offered observations which resulted in the modification and final selection of approach.</p> <p><b>Practical Implications</b> Although calculators and contingent valuation methods have been used somewhat widely in public libraries, few academic libraries have explored these approaches. One source of reluctance might be a concern that once students know the costs of the library's collections and services they will lobby to decrease campus spending on the library—especially in the current fiscal climate. Working with a focused collection and population provides a relatively safe environment to explore whether those concerns have merit.</p>		
Jeanne M. Brown serves as both the Head of the UNLV Architecture Studies Library, and as the Libraries' Assessment Librarian. This combination of responsibilities provides the springboard to examine both library value and the process for determining value with a discrete population.		
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Wednesday, October 27 8:30am-10am	Parallel 6 #3 Research in Progress	Baltimore A
Cultural Heritage Informatics and the GSLIS Digital Curriculum Laboratory: A Cyberlearning Platform for the Evaluation of Digital Asset Management Systems in the Context of Student Learning Outcomes		
Terry Plum (Simmons College) Jeannette Bastian (Simmons College) Ross Harvey (Simmons College) Martha Mahard (Simmons College)		
<p>Purpose</p> <p>In 2009, the Graduate School of Library and Information Science at Simmons College (GSLIS) received funding from multiple sources (IMLS, NHPRC, Pottruck Technology Resource Center at Simmons College) to build a hands-on cyberlearning laboratory for archival, preservation, and museum education under an umbrella cultural heritage informatics curriculum. The Digital Curriculum Laboratory (DCL) is an organized, open, non-proprietary digital space providing integrated access to digital content, content management tools, standards, curriculum-based scenarios, and a workspace for learning modules tied to class outcomes. Once built, it will be open to other archival, preservation, and museum programs. The DCL will contain a variety of digital content, provide an array of digital asset management (DAM) tools for describing, preserving and managing this content, offer sets of descriptive, content, structure, and data value standards, and will have an evolving set of instructional learning modules to prepare students for today's professional environment in cultural heritage informatics. For example, students will have access to over 30 installed DAMs, such as Fedora, dSpace, CollectiveAccess, of which 10 are currently available.</p> <p>There are several opportunities for evaluation and assessment within the DCL:</p> <ul style="list-style-type: none"> <li>• student learning outcomes assessment;</li> <li>• evaluation of cyberlearning case studies, scenarios, and courses within the DCL;</li> <li>• evaluation of the suitability of competing digital asset management systems for specific digital content, audience, standards, and web usability;</li> <li>• evaluation of competing standards for metadata; and</li> <li>• evaluation of the process of building the Lab itself at various stages of its development.</li> </ul> <p>While these evaluation and assessment frameworks will be pursued by working within the DCL (in addition to the project evaluation for IMLS and NHPRC), this paper will focus specifically on the potential for the DCL to compare different evaluation systems of DAMs after implementation within a controlled pedagogical environment, that is, within the context of student learning outcomes. We are proposing the following research question:</p> <p>How will the students evaluate the efficacy and performance of the different evaluation methods for DAMs within the DCL and potentially within the digital collections of partner institutions?</p>		



### Design/Methodology/Approach

Because the DCL is a pedagogical test bed for teaching and learning, without a real-world user group for the digital collections, some evaluation methods will be difficult to include: service evaluation using patron satisfaction surveys, interviews or focus groups of patrons; ranking systems dependent on search engines such as repositories.webometrics.info; system or user information retrieval; or bibliometrics.

However, a number of useful evaluation methods will be modeled and tested in the DCL, including:

1. Reporting and statistical analysis functions within each DAM, and across DAMs;
2. Third party web metrics and transaction log analyzers;
3. Intercept and point of use survey tools such as MINES for Libraries® and DigiQUAL®;
4. Usability testing and usability inquiry of the different DAMs, using the GSLIS Usability Lab;
5. Deep log analysis, combining web log data with user demographic data; and
6. Other evaluation methods.

### Findings

This paper will present our current progress with enabling these evaluation systems for the students, and will report on measures of evaluation between different functioning DAMs populated with test digital content in the context of assessing student learning outcomes.

### Practical Implications/Value

The education of students in evaluation of digital collections, particularly in the area of cultural heritage informatics, will benefit from both the profession and the institutions that hire students graduating from this curriculum. This paper will report on the present directions in evaluation and assessment education, and will welcome feedback from institutions about what student skill and knowledge sets will most benefit the institution and the student. Since the DCL is an on-going test bed for current DAMs, it can model evaluation methods applicable to digital collections, and because of the flexibility of the DCL, we can install, teach, and evaluate in a controlled environment almost any digital asset management system and engage a variety of evaluation and assessment models. We welcome real-world examples for the DCL.

Terry Plum is Assistant Dean for Technology and GSLIS West at Simmons GSLIS. His research interests are the evaluation of networked electronic resources and digital libraries. He does work outside the US on the evaluation of libraries and technology.

Jeannette Bastian is Professor, Director of Archives Program, Principal Investigator of the NHPRC grant at Simmons GSLIS. Jeannette was the Territorial Librarian and Archivist of the United States Virgin Islands from 1987 to 1998 and her research interests and writings are in the areas of post-colonialism, collective memory, and archival education.

Ross Harvey is Visiting Professor at Simmons GSLIS. Before coming to Simmons he was the inaugural Professor of Library and Information Studies at Charles Sturt University, Australia. His research interests have in recent years focused on the stewardship of digital materials in libraries and archives, particularly on its preservation.

Martha Mahard is Professor of Practice, Co-Principal Investigator and Project Director of the IMLS grant at Simmons GSLIS. Martha is currently teaching full-time at Simmons GSLIS as a Professor of Practice.

She has taught at Simmons as an adjunct for over 15 years while pursuing a career working with special collections, rare books and manuscripts, and historical photographs in the libraries of Harvard University.

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Wednesday, October 27 8:30am-10am	Parallel 6 #3 Research in Progress	Baltimore A
A Model for Assessing Interdisciplinary Collections		
Allison Sivak (University of Alberta)		
<p>Purpose As the academy increasingly takes multidisciplinary and interdisciplinary approaches to scholarship and organization of faculties, the question of how libraries can understand and assess their collections for interdisciplinary research grows in its importance. However, little research has been conducted on methods of collections analysis for interdisciplinary scholarship. This paper will present a model for interdisciplinary collections assessment, employing methods based on the publishing landscape. The research focuses on the area of Environmental Studies, primarily due to the fact that there is no single liaison librarian responsible for this area, but materials are selected by several different liaison librarians.</p> <p>Design/Methodology/Approach This study uses three methods in order to understand the University of Alberta Libraries' (UAL) collection in the interdisciplinary field of Environmental Studies. First, the study uses the UAL's primary monograph vendors, Coutts and YBP, in order to understand how our alerting profile and purchases made compare with the landscape of environmental studies publications. Second, the study examines the UAL's holdings of the high-impact-factor journals within Environmental Studies. Third, the study includes results of a survey of liaison librarians at UAL in order to understand their own collection practices and awareness with respect to Environmental Studies, knowing that no single librarian is responsible for this area.</p> <p>Findings The analysis of monographic materials purchased and not purchased against the alerting profile demonstrated purchasing gaps in areas such as environmental engineering conference proceedings, clearly defining an area in which the liaison librarians can revisit the rationale for decision not to purchase these proceedings, and whether they should revisit this policy, considering the level of publishing activity in this area. The analysis of high-impact-factor journals in this area revealed strong holdings within Environmental Studies. The survey of liaison librarians is currently being developed, and will be conducted during the spring months of 2010.</p> <p>Practical Implications/Value This study will provide a framework for assessing interdisciplinary collections using tools already in place at UAL (i.e., vendor reports), a convenient and practical method of understanding the shape of publishing within an interdisciplinary area, as well as the library's own holdings strength in comparison.</p>		
Allison Sivak has worked as Assessment Librarian at the University of Alberta Libraries since 2006.		

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Wednesday, October 27 8:30am-10am	Parallel 6 #3 Research in Progress	Baltimore A
Recruiting for Results: Assessment Skills and the Academic Library Job Market		
Scott Walter (University of Illinois at Urbana-Champaign) Megan Oakleaf (Syracuse University)		
<p>Purpose</p> <p>The purpose of this study is to explore the discrete assessment skills included in the recruitment process for academic librarians, to discover the ways in which assessment skills are represented as required or preferred requirements for academic librarian positions, and to identify the position types for which assessment skills are sought.</p> <p>Design/Methodology/Approach</p> <p>This study will employ a content analysis of academic librarian position announcements posted through the American Library Association, Association of College &amp; Research Libraries, and Association of Research Libraries in the five years between the publication of Lakos and Phipps' seminal article "Creating a Culture of Assessment: A Catalyst for Organizational Change" in 2004 and 2009, the last year for which complete data is available.</p> <p>Findings</p> <p>The findings of this study will identify:</p> <ol style="list-style-type: none"> <li>1. The percentage of academic library position announcements specifying assessment skills as a required or preferred qualification</li> <li>2. The types of assessment skills specified as required or preferred qualifications for academic library positions</li> <li>3. The categories of positions for which assessment skills are specified as required or preferred qualifications</li> </ol> <p>Practical Implications/Value</p> <p>Increased concern about the establishment and promotion of a culture of assessment in academic libraries requires that assessment skills become a core competency for academic library positions, but we know little about how academic libraries are recruiting new professionals with an eye toward ensuring assessment skills across the workforce. This study will identify the degree to which assessment skills are being recruited into academic libraries, as well as the degree to which discrete skills, e.g., in the assessment of student learning or the assessment of the user experience, are being consciously integrated into recruitment for new positions. This study represents a necessary first-step toward the goal of understanding the skill sets required to establish a culture of assessment in academic libraries; the results create a foundation for future research into the assessment skills academic librarians need to be successful, the methods by which new librarians learn these skills, and best strategies for developing the assessment skills of veteran librarians. This study will conclude with practical suggestions for "recruiting for results" in libraries seeking to enhance assessment skills across the professional workforce.</p>		

Scott Walter is Associate University Librarian for Services and Associate Dean of Libraries at the University of Illinois at Urbana-Champaign, where he also holds appointments in the Graduate School of Library & Information Science and the College of Education. He has published widely on the subjects of information literacy instruction and professional development for teaching librarians.

Megan Oakleaf is an Assistant Professor in the iSchool at Syracuse University. Her research areas include assessment, evidence-based decision making, information literacy instruction, and reference services. Prior to this position, Oakleaf served as Librarian for Instruction and Undergraduate Research at North Carolina State University and as a teacher in Ohio public schools.

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Wednesday, October 27 10:30am-12pm	Parallel 7 #1 Collections	Maryland A & E
Using an Availability Study to Assess Access to Electronic Articles		
Janet Crum (Oregon Health & Science University)		
<p data-bbox="235 506 342 541"><b>Purpose</b></p> <p data-bbox="235 543 1385 869">How does a library assess the availability of its electronic journals? In most cases, the library can identify problems only when a patron submits a help request. The Oregon Health &amp; Science University (OHSU) Library wanted to identify barriers to access proactively, so we modified Kantor's availability study methodology to evaluate access to electronic articles via our link resolver and catalog. Using this methodology, we hoped to identify major barriers to access so that we could direct our limited resources to where they will have the greatest positive impact on our users. In this presentation, we will discuss how to use an availability study as a performance metric for access to electronic journal articles.</p> <p data-bbox="235 886 646 921"><b>Design/Methodology/Approach</b></p> <p data-bbox="235 924 1385 1325">Our link resolver vendor, Innovative Interfaces, Inc., was able to provide us with log files containing URLs of articles which patrons attempted to access via the resolver. These log files included complete openURLs, as well as any full text or other links the user clicked from the link resolver window. We analyzed logs of link resolver activity on six different days at various times between November 3 and November 30, 2009. We tested a random sample of approximately 400 entries, which was the recommended sample size in the literature on availability studies. For each item, we accessed the openURL in the log file and attempted to retrieve the article via both the link resolver and the library catalog. We recorded whether or not we were successful and, if not, the reason for the failure. We also recorded general information about the article, including the journal and publication year and whether or not the user clicked any links in the link resolver window.</p> <p data-bbox="235 1341 350 1377"><b>Findings</b></p> <p data-bbox="235 1379 1385 1560">We are currently analyzing our data and will present selected results at the conference. Preliminary findings indicate that most of our access problems are related to our collection; we don't have the article the user wants. Other culprits include intermediate services (e.g. CrossRef), which introduce additional points of failure into the retrieval process.</p> <p data-bbox="235 1577 602 1612"><b>Practical Implications/Value</b></p> <p data-bbox="235 1614 1385 1864">The highest priority our library defined in our strategic plan is to provide a user-centered experience for our patrons. One way we can do that is to give our users the information they want, when and where they want it. Our experience shows that an availability study of this type can help other libraries a) assess user access to electronic collections and b) focus their resources on the problems that will most improve access. We would like to share our experience so that other libraries can replicate or modify our work for their own settings.</p>		

Janet Crum has worn many hats in her 14 years at the Oregon Health & Science University Library, including responsibilities in cataloging, systems, electronic resource management, digital collections, and administration. As Head of Administration & Systems, she currently is responsible for coordinating assessment, systems, cataloging, digital collections, and web development.

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Wednesday, October 27 10:30am-12pm	Parallel 7 #1 Collections	Maryland A & E
Focus on Circulation Snapshots: A Powerful Tool for Print Collection Assessment		
Richard Entlich (Cornell University)		
<p>Though circulation of print research collections is trending downward, strong campus resistance to the transfer of such collections to off-site storage facilities indicates that they are still highly valued library assets. Nevertheless, both space and budget constraints necessitate changes in maintenance and acquisition policies for print monographs, and good usage data is essential for making decisions that align with the needs of students and faculty.</p> <p>Assessment of print collection use has traditionally relied on analysis of historical circulation data. Circulation counts can reveal usage patterns on the basis of subject, publication date, language, and other material characteristics, either at a particular moment, or over an extended period. But they are less helpful for recognizing or understanding changes in usage patterns and are of little value in evaluating how best to adapt collecting strategies to the evolution of new disciplines and research interests. The circulation snapshot, a detailed profile of all in-use materials at a moment in time, offers potential for more in-depth and informative analysis. By combining usage data with user demographics, such as status, department affiliation, and field of study, a single snapshot can be used to assemble a detailed portrait of how a particular scholarly community is utilizing the print collection. This portrait can supply meaningful responses to questions such as:</p> <ul style="list-style-type: none"> <li>• Which items are being used by which campus constituencies, and vice versa?</li> <li>• What materials are graduate students in highly interdisciplinary fields making use of?</li> <li>• Is there a correlation between the users' physical proximity to a library and degree of collection use?</li> </ul> <p>Over time, multiple circulation snapshots can be used to study usage trends from both a collection perspective and a user perspective. They may also help to identify developing cross-disciplinary interests and reveal new or unusual patterns of use, giving selectors insight into gaps or weaknesses in the collection relative to current demand.</p> <p>This presentation will explore the circulation snapshot as an assessment tool for print collection analysis. It will examine the numerous perspectives from which snapshot data can be analyzed, which measures add value to a snapshot, privacy concerns, and methods for querying, analyzing, and generating reports from snapshot data. It will also discuss additional data that's needed for putting snapshot data in proper context and enhancing its utility for planning and decision-making purposes.</p>		
<p>Richard Entlich is a librarian in the Research and Assessment Unit (RAU) at Cornell University Library. Prior to RAU's formation in 2007, his work focused on electronic publishing, digital imaging, and digital preservation. From 1999-2007, he was a regular contributor to RLG DigiNews.</p>		

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Wednesday, October 27 10:30am-12pm	Parallel 7 #1 Collections	Maryland A & E
Leveraging Resources to Avoid Lost Opportunities: Consortial Collection Analysis to Reduce Unnecessary Monographic Duplication		
Rachel Lewellen (University of Massachusetts Amherst) Leslie Horner Button (University of Massachusetts Amherst)		
<p>This presentation is an analysis of the cooperative collection development project to minimize book duplication within the Five Colleges libraries (University of Massachusetts Amherst, Amherst College, Mount Holyoke College, Smith College, and Hampshire College). An extensive analysis of the combined monograph collections identified the number of duplicated titles, the use (circulation), and the cost of these volumes. With up to 79% of the monographs within a single collection being duplicated within a partner library collection, and 43-61% of those duplicated items not circulating, it was imperative to adjust collection strategies to eliminate unintentional duplication and increase unique material within the consortium.</p> <p>The talk will review the analysis of ILS records and the findings including, duplication, use, cost, and selection.</p> <p>Overlap: Unique titles by library, duplicated titles by library, duplication by multiple libraries.</p> <p>Use: Use overall—what % of books were used, use of multiple copies (were multiple copies used), use of unique materials—what % of unique materials were used.</p> <p>Cost: of unique titles, of duplicated titles and multiple copies, of circulated books, of uncirculated books.</p> <p>Selection Method: by approval plan, by selector (or budget code), by LC classification/subject area, by institution.</p> <p>Policy to minimize duplication: First come, first served, intentional duplication is acceptable (for teaching or research for example), implemented July 2009, initial year review.</p> <p>It will evaluate the first year outcomes of the limited duplication policy which concludes June 2010. Also addressed are the challenges of assessment across libraries with their varying political environments, metadata practices, material processing protocols, and budget constraints. Finally, a review of potential collaboration may include patron initiated eBook purchasing on demand and greater coordination in collection development by subject.</p>		
<p>Rachel Lewellen is an assessment librarian at the University of Massachusetts Amherst.</p> <p>Leslie Horner Button is Associate Director for Library Services at the University of Massachusetts Amherst.</p>		
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Wednesday, October 27 10:30am-12pm	Parallel 7 #2 Marketing and Advocacy	Maryland B
Cycling through: Paths Libraries Take to Marketing Electronic Resources		
Marie Kennedy (Loyola Marymount University)		
<p>This study explores the marketing of electronic resources in libraries, investigating how libraries determine the effectiveness of their marketing campaigns, looking for evidence that they have a marketing plan in mind when they embark on a campaign, and determining if libraries have sufficient measures in place to move successfully through a cycle of marketing.</p> <p>This paper reports the results of a content analysis of the published literature in the field of library and information science about the marketing of electronic resources. The author uses the components of a typical marketing plan to guide the analysis, giving special consideration to the evaluation of marketing efforts.</p>		
Marie R. Kennedy is the Serials and Electronic Resources Librarian at Loyola Marymount University in Los Angeles, CA. She writes a blog about organization, librarianship, and sometimes monkeys and/or bananas at <a href="http://orgmonkey.net">http://orgmonkey.net</a> .		
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Wednesday, October 27 10:30am-12pm	Parallel 7 #2 Marketing and Advocacy	Maryland B
Truth-Telling and Survey Methods in Advocacy Research: A Call for the Formation of the Flat Venus Society in Library Assessment		
Ray Lyons (Independent consultant)		
<p>Computerized images from data gathered in the 1992 Magellan space probe included fascinating pictures of soaring mountains and dramatic valleys on the surface of the Venus. Nevertheless, planetary scientists were well aware that Venus is mostly flat, rolling plains and that the images released for public consumption were enthusiastically, yet grossly, distorted. These scientists thought that founding the Flat Venus Society might advance the aim of accurate and balanced representation of scientific data in their field. Since a culture of assessment requires accurate and impartial collection and communication of data, this paper proposes the formation of a Flat Venus Society in library and information science assessment.</p> <p>The paper reviews several national library advocacy research studies and projects conducted in the US. Research methods used in some of these studies are substandard and, unfortunately, end up being imitated by local libraries. For example, some studies neglect to acknowledge and assess the bias that their use of convenience sampling entails. Cost-benefit and return-on-investment studies are also subject to a form of sampling bias: they typically fail to include costs of unmet information needs within a service population, as well as opportunity costs associated with library expenditures.</p> <p>Research studies using accepted sampling and data analysis methods sometimes commit other methodological sins, like brashly partisan portrayals of expected research results. Most studies fail to disclose limitations of or biases in questionnaire items which can lead to overinterpretation of findings. Other studies misapply statistical techniques due to insufficient knowledge about their proper uses. Some prominent advocacy campaigns use questionnaires for educational, rather than data-collection purposes, adding to the misunderstanding among individual libraries concerning appropriate use of questionnaires and survey data.</p> <p>These and other methodological bad habits can produce inaccurate study findings and undermine the credibility of library advocacy research. This paper considers good survey research practices, including an in-depth examination of the exemplary 2010 US Federal Communications Commission's consumer survey on broadband use in the US.</p> <p>The paper discusses the need for a strategy by which the library assessment community can promote best research and data analysis practices among the profession at large. Potentially relevant standards, including the Program Evaluation Standards of the Joint Committee on Standards for Educational Evaluation and Principles of Disclosure of the National Council of Public Polls, are explored.</p>		
<p>Ray Lyons is an independent consultant in statistical programming, library evaluation, and software implementation. He is the co-designer of the Library Journal Index of Public Library Service. His articles on library performance measurement appear in <i>Public Library Quarterly</i>, <i>Public Libraries</i>, <i>Evidence Based</i></p>		

*Library and Information Practice*, and in *Library Statistics for the 21st Century World* (IFLA Publication 138).

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Wednesday, October 27 10:30am-12pm	Parallel 7 #2 Marketing and Advocacy	Maryland B
Marketing and Assessment in Academic Libraries: A Marriage of Convenience or True Love?		
Lynne Porat (University of Haifa)		
<p>Purpose To demonstrate the effects of systematic marketing and coordinated team efforts on the success of library assessment activities.</p> <p>Method Description of the mixed methods marketing approach used by the University of Haifa Library for the following assessment activities: in-library use survey, wayfinding study, focus groups, and LibQUAL+® prior, during, and after the surveys were conducted.</p> <p>Findings Good marketing improves response rates and visibility of the library. Practical Implications/Value: To present a marketing framework for possible application by library assessment teams around the world.</p> <p style="text-align: center;">* * *</p> <p>Since the 1980s, academic libraries have been aware of the need to market their products and services “in order to facilitate the achievement of important organizational goals” (Spalding &amp; Wang, 2006). However, library marketing is still not widely practiced outside of the US (Alire, 2007), possibly due to the substantial amount of effort and budget required to do so effectively. In addition, library managers are becoming increasingly aware of the importance of assessing their activities to accomplish their strategic goals (Kearns, 2004). As a result, marketing teams are now faced with the need to market not just their services and products, but also the surveys they conduct, which require the assistance of its users/non-users, and to market the results of their surveys—which may not show the library in a positive light.</p> <p>The University of Haifa's Marketing Team was formed in 2006 and consists of six members from different library departments. It has the following goals: to promote awareness of existing and new library resources and services, to increase accessibility, awareness and use of library resources and services, and to increase visibility of the physical and digital library.</p> <p>The Assessment Team was formed in 2007 and consists of nine members from each of the main library departments. It has the following goals:</p> <ul style="list-style-type: none"> <li>• To create a culture of assessment, i.e., a set of beliefs, behaviors, and assumptions that drive an ongoing cycle of data gathering, analysis, interpretation, organization, presentation, and use to achieve planned objectives (Covey, 2005).</li> <li>• To provide a basis for making management decisions based on facts, research and analysis, and where services are planned and delivered in ways which maximize positive outcomes and impacts for customers and stakeholders (Hiller &amp; Self, 2004)</li> </ul>		

Although initially neither the Marketing nor the Assessment Teams at the University of Haifa Library was very enthusiastic about cooperating, mainly due to fears of loss of autonomy and the difficulty of working with so many people, these reservations were quickly overcome and the two teams now work closely together with the help of a talented graphic designer. Together we have successfully marketed the following assessment activities since 2008: in-library use survey, wayfinding, focus groups, and LibQUAL+®. We are currently conducting a non-user study which will be followed by a marketing campaign aimed at converting non-users to users.

The paper and presentation will cover the areas below in greater detail:

Target audience: Our marketing activities are targeted toward the whole population of students, faculty, administrative staff, and librarians.

Slogan and website: A logo and slogan “You can impact the library!” were chosen and appear on all assessment materials, and a library assessment website was created.

Marketing methods: Upcoming surveys were announced via posters, e-mail, SMS messages, the library blog, the library and university websites, screen savers, and plasma television screens. Colorful bookmarks were also created and distributed at the service desks, balloons were hung up and sweets were distributed at the entrance/exit to the library. In addition, student employees with library t-shirts roved the campus with laptops in an attempt to increase participation. All marketing materials included details of the incentives for participation.

Follow-up: While the surveys were running, a weekly blog post reported on the ongoing response rate together with photographs of participants. After they closed, a summary of the results and a “You Said/We Did” document were published on the blog and presented at departmental meetings.

Assessing success: The success of each marketing campaign was assessed by the response rates, the representativeness of the results, and the number of free-text comments

Dr. Porat is the Head of the Library Assessment and Interlibrary Loans Teams at the University of Haifa library, Israel. She completed her doctoral dissertation at the Department of Information Science, Bar-Ilan University, Israel, in 2008. She has published several articles in English and Hebrew on interlibrary loans and gave a presentation with Steve Hiller on “Academic Library as Place: Users and Uses” at the 2009 8th Northumbria International Conference on Performance Measurement in Libraries and Information Services in Florence, Italy.

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Wednesday, October 27 10:30am-12pm	Parallel 7 #3 Organizational Performance IV— ClimateQUAL®	Baltimore A
ClimateQUAL® and ThinkLets: Using ClimateQUAL® with ThinkLets to Facilitate Discussion and Set Priorities for Organizational Change at Criss Library		
Nora Hillyer (University of Nebraska at Omaha) Audrey Defrank (University of Nebraska at Omaha)		
<p>Purpose</p> <p>This paper will describe how the librarians at the Criss Library of the University of Nebraska at Omaha (UNO) combined the information from the ClimateQUAL survey with thinkLets, a Group Support System tool developed at the UNO Institute of Collaboration Science to facilitate discussion and develop goals toward organizational change among the library staff.</p> <p>Approach</p> <p>Criss Library conducted the ClimateQUAL® survey during the 2009 fall semester. The library had been experiencing numerous changes due to a three year library renovation, several personnel resignations and library reorganizations. There was an over-riding perception of mistrust, fear, and uncertainty that needed to be addressed. Our first step in addressing the negative perceptions was to run the ClimateQUAL® survey to gather statistics for a better understanding of staff perceptions. Our next step was to report on the ClimateQUAL® data to the library staff and start discussions on goals and solutions for addressing the organization climate. The third step was to identify the areas of the organization to address first. Once those organizational areas were identified, they were prioritized and goals with solutions were developed.</p> <p>Due to the negative perceptions and climate of mistrust, we wanted a way to offer an open, comfortable line of communication so library staff felt free to express opinions and offer ideas for solutions. We found the answer to anonymous expression of opinion by using thinkLets, ways for people to use a pattern language for reasoning toward a goal, developed at the UNO Institute of Collaboration Science. The thinkLets were loaded on computers and the library staff was divided into groups where each individual in the group added their comments and ideas to their computer anonymously. The thinkLets facilitated discussions, allowed each participant freedom to openly express opinions, comments, and ideas, and led to a consensus of prioritizing problems and solutions with goals and timelines.</p> <p>Findings</p> <p>During the presentation, the original ClimateQUAL® findings will be presented along with detail on the thinkLets that were used, how the thinkLets were used, and the outcome of information from the thinkLets. We will also show some preliminary data on progress made toward the goals and solutions outlined from using the thinkLets.</p> <p>Practical Implications/Value</p> <p>ClimateQUAL® can be a valuable tool for assessing an organizations climate and diversity, but its value is limited if the results of ClimateQUAL® are not analyzed, discussed, and used for change. We want to show how the data from ClimateQUAL® can</p>		

be used for positive change within your organization by utilizing resources from our campus community.

Audrey DeFrank is Associate Professor of Library Science and Acting Dean of Criss Library at the University of Nebraska at Omaha. Her primary research interests and presentation topics are in the areas of organizational development, leadership, mobile communications, and collaborative technologies in academic libraries.

Nora Hillyer is an Assistant Professor and reference and subject specialist librarian with subjects in Business, Computer Science, Engineering and the Sciences at the University of Nebraska at Omaha Criss Library. Her research interests include assessment of library instruction for English Composition students and reference desk statistics.

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Wednesday, October 27 10:30am-12pm	Parallel 7 #3 Organizational Performance IV— ClimateQUAL®	Baltimore A
After the Data: Taking Action on ClimateQUAL Results		
Elizabeth Mengel (Johns Hopkins University) Judith Smith (University of Michigan) Elizabeth Uzelac (Northwestern University School of Law)		
<p>The Sheridan Libraries and Museums participated in ClimateQUAL® in 2009, driven by the Staff Development and Training Team which sought to facilitate constructive organizational change. To ensure these were changes based on data, the team administered ClimateQUAL®, a confidential, third party organizational health and diversity survey designed to assess the shared culture of the organization. By utilizing this survey, the team hoped to gain an understanding of staff members' perceptions to inform future programming.</p> <p>Little did the team realize that participating in ClimateQUAL® would begin a year-long odyssey building organizational trust. We did this by conducting 23 staff focus groups, in-depth interviews with library leadership, interpreting qualitative and quantitative data, re-evaluating what communicating well meant, finding ways to get staff and management to hear the other side, and developing short and long range recommendations. We discovered that getting your results is the easiest part of the process.</p> <p>Our ClimateQUAL® results came back full of critical data, but lacked a roadmap for our next steps. To develop a plan, the team spent focused, intensive time understanding our data. Because the team could not address every issue at once, it was important to prioritize issues. We identified a small number of indicators for which fewer than 60% of our organization's staff gave a positive response. We coded and categorized the comments to relate them to the targets we needed to improve the most.</p> <p>To dig deeper into the issues we targeted, we conducted focus groups with all departments. In these sessions, we probed for staff thoughts on the issues as well as suggestions for moving forward. By emphasizing confidentiality and constructive engagement, we heard an enormous amount even from individuals who had not previously felt comfortable actively engaging in global organizational issues.</p> <p>Once the focus groups were completed, the team developed and recommended concrete actions to management. Where specific solutions were trickier to find, we articulated the scope of what to address. Handing off the baton, the team engaged management with the data stemming from the report, focus groups, and other analysis. Management took ownership of actions, and the team took ownership of their role as a source of momentum.</p> <p>Several practical lessons follow our experiences with ClimateQUAL®. Whatever results you begin with will need to be interpreted and internalized for them to have meaning. A group-oriented process can give staff a non-confrontational group voice to management. Practically, an open and defined process helps answer the perpetual “what now?” questions that follow such an assessment. It is critical to communicate the process often</p>		

and in multiple ways so that the message is heard. Through the course of this process, we found that there can never be enough trust in an organization, and that it takes focus to build or repair trust. More broadly, organizational-level thinking by leadership is crucial for both intentional change and organizational health.

Elizabeth Mengel is Head of Collection Development at the Johns Hopkins Sheridan Libraries where she has an intense interest in assessment. She received her BA from University of Houston and MLS from University of North Texas.

Judy Smith serves as a Liaison Librarian at Taubman Health Sciences Library, University of Michigan. She previously managed the virtual library services within the Entrepreneurial Library Program at the Johns Hopkins University Sheridan Libraries. Judy received her BA from University of Michigan, and MSLIS from University of Illinois, Champaign-Urbana.

Elizabeth Uzelac is a student at the Northwestern University School of Law, where she is interested in the legal framework that underlies the trade and technology of information. Previously, she was the Instructional Services Coordinator and Librarian for Education with the Sheridan Libraries at Johns Hopkins University. She received a BM in Music Theory from Northwestern University and a MS in Library and Information Science from Simmons College.

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Wednesday, October 27 10:30am-12pm	Parallel 7 #3 Organizational Performance IV— ClimateQUAL®	Baltimore A
Striving for Excellence: Climate Matters		
Shelley Phipps (University of Arizona) Brinley Franklin (University of Connecticut) Shikha Sharma (University of Connecticut)		
<p>The University of Connecticut Libraries was one of five Phase 1 libraries that participated in the ClimateQUAL® survey in 2007. Once the quantitative and qualitative results were received, the Libraries needed help understanding how to interpret the findings. The Libraries also sought a mechanism to engage library staff in the process of internal organizational change and turned to an external library organizational development consultant for assistance with both interpreting the results and beginning to address them. The UConn Libraries' experience may be valuable to other libraries as they work with their ClimateQUAL® results as well.</p> <p>The consultant designed a format for focus groups to provide anonymous but more detailed, experience-based information which helped the Library discover, understand, and appropriately respond to the root causes of 'problem' areas indicated in the ClimateQUAL® Survey. A summary report, based on compiled data and including recommendations, was submitted and discussed with the Leadership Group. Assisting that group in understanding that problems were embedded in the Libraries' systems, policies, or practices, and should be divorced from 'personal blame' was an important part of the 'helping' role of the consultant. In line with Organization Development practice, recommendations were made to engage those closest to the 'problems,' the staff, in designing and recommending improvements to internal systems.</p> <p>Acting on the advice of the organizational development consultant, six teams comprising of staff members from different Library Units were formed. These teams were charged to investigate issues relating to: communications; continuous learning; leadership and decision making; hiring, merit, and promotion; performance management; and planning. Each team's key findings and set of recommended actions, aimed at fostering healthier organizational climate leading to enhanced customer service, will be shared. Progress to date on those recommendations and future plans will also be discussed.</p>		
<p>Shelley Phipps, Assistant Dean Emerita at the University of Arizona, has spent more than 25 years as an organizational development consultant and trainer, at the U of A Library, with the ARL OLMS and for numerous academic libraries.</p> <p>Brinley Franklin has led the University of Connecticut Libraries since 1999. He also works as a management consultant, specializing in library cost analysis studies, has served on and chaired the ARL Statistics and Assessment Committee, and served on the IFLA Statistics Committee.</p> <p>Shikha Sharma is the Social Sciences Team Leader and the Business, Economics, and Legal Studies Librarian at the University of Connecticut Libraries. She also serves on the Libraries' Survey and Assessment Team.</p>		
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Wednesday, October 27 1:30pm-5pm	Post-Conference Workshop	Watertable C
Best Practices in Graphical Data Presentation		
Ray Lyons (Independent consultant)		
<p>Charts and graphs are a primary means for presenting quantitative information in virtually all fields, including science, medicine, business, education, and government. Despite their ubiquitous use, especially in the popular media, the principles for creating high quality graphs and charts are frequently misunderstood or intentionally ignored. This session will provide a survey of best practices in graphical presentation of quantitative information. We will explore principles for creating effective graphs and charts as espoused by leading experts such as William S. Cleveland, Edward Tufte, and Howard Wainer.</p> <p>The key requirements for the graphical presentation of quantitative data are clarity, accuracy, fairness, and thoroughness. Session topics include selection of chart types appropriate for the data, devising informative labeling, use of color and fonts, enhancing the interpretability of data points, choosing axis scaling, avoiding “chartjunk,” transforming data to reveal latent patterns, communicating numerical evidence effectively, and using graphs in intermediate analytical steps to gain a fuller understanding of the data. Hands-on exercises will allow participants to create and refine graphs based on these cardinal principles.</p>		
<p>Ray Lyons is an independent consultant in statistical programming, library evaluation, and software implementation. He is the co-designer of the Library Journal Index of Public Library Service. His articles have appeared in Public Library Quarterly, Public Libraries, Evidence Based Library and Information Practice, and Library Statistics for the 21st Century World (IFLA Publication 138). He has been a presenter on library assessment topics at symposia organized by ARL, PLA, and the Ohio Library Council. His blog on library evaluation and performance measurement is at <a href="http://libperformance.com">http://libperformance.com</a>.</p>		
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Wednesday, October 27 1:30pm-5pm	Post-Conference Workshop	Baltimore B
Successful Current Practices: Getting Returns on Investment (ROI)!		
Neal Kaske (NOAA) and Roberta Shaffer (Library of Congress)		
<p>This workshop will provide a spectrum of current valuation practices/methodologies being used with a discussion of the problems and benefits of their use. The leaders will draw on their experiences with assessment methods in NOAA libraries, the Library of Congress, and academic libraries where they spent a good part of their careers. In particular the workshop will focus on examining “Return on Effort” as an effectiveness measure where institutions are asked to look at the costs of current processes/efforts and deciding to continue or discontinue a process; cutting out what is not needed and the surrounding decision making process. The concept of “Intellectual influence” and the “expected value of our efforts” will also be discussed. This involves comparing the cost of current processes/efforts with the expected value provided to customers and demonstrating how libraries help in intangible ways while placing a dollar value on these services and activities. Last issues related to the “economic impact of libraries” and how they save other community stakeholders money will be discussed. Return on Investment (ROI) applications will also be discussed as they have been applied to select library services.</p>		
<p>Neal Kaske is Director of the NOAA Central &amp; Regional Libraries at National Oceanic and Atmospheric Administration (NOAA). He is active library evaluation researcher and is currently working to document the value of online database and journal use. His experience includes federal and academic library administration, teaching, research, national survey and statistical management, research management, and grant management.</p> <p>Roberta I. Shaffer was appointed as the 22nd Law Librarian of Congress in August, 2009. She had been serving as the Executive Director of the Federal Library and Information Center Committee/Federal Library Network at the Library of Congress since 2005. Roberta has held previous positions with the University of Texas at Austin, the University of Maryland, George Washington University Law School, the University of Houston Law Center, and the Law Library of Congress. She has been a Fulbright Senior Research Scholar in Israel and Portugal.</p>		
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Wednesday, October 27 1:30pm-5pm	Post-Conference Workshop	Baltimore A
Successfully Managing Change with the Balanced Scorecard		
Donna Tolson (University of Virginia)		
<p>Is your library overwhelmed with projects and initiatives? Are you having trouble finding resources to develop in new directions? Do your staff know which priorities are most important to your mission? The Balanced Scorecard, a management approach designed to manage change and implement strategy, may be just what you need.</p> <p>Appropriate for anyone involved with mission, strategic planning, or assessment, this workshop will introduce you to the concept of the Balanced Scorecard, an assessment-based management approach used for 20 years in the private sector, and more recently adopted by governmental agencies, non-profit organizations, and libraries. You will learn how to develop a strategy map, draft some goals for your organization, and discuss scorecard metrics and targets. Through case studies, you will hear about the challenges and advantages realized by a few libraries that have used this approach to manage change in their organizations.</p> <p>The workshop will be led by Donna Tolson from the University of Virginia (UVa) Library. The UVa Library implemented the Balanced Scorecard in 2001, under Jim Self's leadership. Donna has worked closely with Jim on the scorecard since 2004, and chaired the scorecard committee for several years. As part of a recent ARL initiative, she and colleagues from ARL, Johns Hopkins University, McMaster University, and the University of Washington worked with consultants from Ascendant Strategy Management Group to learn how to refine the Balanced Scorecard approach to manage change in mission-driven organizations such as libraries. As a result of this initiative, UVa has recently revisited their scorecard program, aligning it more centrally to their strategic planning process. Donna will share her Library's experiences, and you will hear from some of the other library partners in the ARL initiative as well.</p>		
<p>Donna is currently Head of Clemons Library, the undergraduate and media services at library at UVa. Previously she served as Head of the Scholars' Lab, a collaborative venture between the Library and the University's IT division. Prior to joining the Library, she worked for twenty years in the areas of demographic research for the Commonwealth of Virginia, and at the U.S. Census Bureau.</p>		
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Wednesday, October 27 1:30pm-5pm	Post-Conference Workshop	Watertable A & B
Telling the Story		
John Bertot (University of Maryland)		
<p>Increasingly, libraries are being asked to demonstrate the value that they bring to their communities. Too often, librarians rely on data or stories without considering their audiences, how best to use their data, or developing a narrative that weaves library services, resources, and impact. This session focuses on helping librarians develop data-driven advocacy products and strategies to articulate library value, impact, quality, and use. In particular, the session will discuss messaging, branding, audience targeting, and creating a range of outreach approaches through web-based content, publications, webinars, social media technologies, and others.</p>		
<p>Dr. John Carlo Bertot serves as Director of the Center for Library &amp; Information Innovation, <a href="http://www.liicenter.org">http://www.liicenter.org</a>, and Associate Director for Research for the Center for Information Policy and Electronic Government, <a href="http://www.cipeg.umd.edu">http://www.cipeg.umd.edu</a>, in the College of Information Studies at the University of Maryland. His research spans library and government agency technology planning and evaluation, information and telecommunications policy, and e-government. Bertot serves as chair of the International Standards Organization's (ISO) Library Performance Indicator working group and serves as a member of the National Information Standards Organization's (NISO) Business Information Topic committee. Bertot is past Chair of the American Library Association's (ALA) Library Research Round Table, and is President-elect of the Digital Government Society of North America. With funding from the American Library Association and the Bill &amp; Melinda Gates Foundation, Bertot directs the public library survey component of the Public Library Funding &amp; Technology Access study.</p> <p>The Public Library Funding &amp; Technology Access study produces a large amount of data that describes and supports public library public Internet access services. The study team has increasingly developed techniques and approaches to using the data for advocacy purposes, producing issue briefs, state profiles, press releases, presentations, and a number of other tools designed to help libraries: (1) advocate for resources to support public computing and Internet activities, (2) demonstrate the impact of public computing and Internet on the communities libraries serve, and (3) inform policy makers on the critical role public libraries play in key areas of employment and e-government. More information regarding the study and the advocacy tools is available at <a href="http://www.ala.org/plinternetfunding">http://www.ala.org/plinternetfunding</a>.</p>		
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