Lib-Value: *Multiple* academic institutions using *multiple* methods to measure *multiple* values of *multiple* services for *multiple* stakeholders
Implied Value: downloads

UTK Article Downloads

<table>
<thead>
<tr>
<th>Year</th>
<th>Downloads</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY04-05</td>
<td>1,336,639</td>
</tr>
<tr>
<td>FY05-06</td>
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<td>2,558,722</td>
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<td>FY09-10</td>
<td>4,496,516</td>
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</table>

Center for Information and Communication Studies
Implied Value: Downloads

UTK Article Downloads

<table>
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<tr>
<th>Fiscal Year</th>
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<td>4,496,516</td>
</tr>
<tr>
<td>FY10-11</td>
<td>4,303,739</td>
</tr>
</tbody>
</table>
Going beyond implied value to show...

- Purpose
- Outcomes
- Return on Investment (ROI)
Measuring Value

• Tie what you measure to the mission of the university
• Value to the institution and the stakeholders
• Measure outcomes, not just inputs or outputs
• Quantitative data can show ROI and trends
• Qualitative data tell a story
• No one method stands alone
Project Teams

- Ebooks
- Special Collections
- Information Commons
- Collections and Reading
- Value and ROI
- Teaching and Learning
- Comprehensive
- Tools
- Website and Value Bibliography
<table>
<thead>
<tr>
<th>Presentation Title</th>
<th>Lead Presenter</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scholarly Reading of Undergraduate and Graduate Students</td>
<td>Carol Tenopir, University of Tennessee</td>
</tr>
<tr>
<td>Faculty E-book Reading Patterns</td>
<td>Lisa Christian, University of Tennessee</td>
</tr>
<tr>
<td>Three E-Book Outlooks: What Humanists, Social Scientists and Scientists Want and Predict</td>
<td>Tina Chrazastowski, Santa Clara University</td>
</tr>
<tr>
<td>How Library Learning Spaces Contribute to Student Success</td>
<td>Regina Mays and Teresa Walker, University of Tennessee</td>
</tr>
<tr>
<td>Academic Libraries' Support for Teaching</td>
<td>Rachel Fleming-May and Regina Mays, University of Tennessee</td>
</tr>
<tr>
<td>The Value, Outcomes, and Return on Investment of Academic Libraries Bibliographic Database and Controlled Vocabulary</td>
<td>Rachel Fleming-May, University of Tennessee</td>
</tr>
<tr>
<td>The LibValue Toolkit</td>
<td>Martha Kyrillidou, Association of Research Libraries</td>
</tr>
</tbody>
</table>
Scholarly Reading Patterns of US Graduate and Undergraduate Students

Dr. Carol Tenopir
University of Tennessee
Knoxville, TN
ctenopir@utk.edu
How important is the academic library in the scholarly reading lives of students? Does this value differ based on:

- Academic Status
- Discipline
- Type of Material
Where do students get article readings and in what form?

From the Library
60% of Graduates
36% of Undergraduates

Electronic Source
Overall: Library:
Grads: 89.5% 95%
Undergrads: 82% 89%
Article Readings From the Library: Graduates

**Discipline**
- Sciences
- Medical Sciences
- E/T/M
- Social Sciences
- Humanities

**Age**
- 18-24
- 25-30
- 31-45
- Over 45

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Thoroughness of Reading – Articles Obtained through Library

- Graduates: 66%
- Undergraduates: 57%
- Great Care to All or Parts of the Article: 20%
- Main Points: 28%
Becoming Aware of Library Articles

Graduates
- 39%

Undergraduates
- 46%

15%

"Just browsing? You can do that without a computer?"
Medical Sciences Graduate Students Find More Articles by Searching
Where students get book readings

- Graduates: 47%
- Undergraduates: 66%
- Library: 22%
Book Readings From the Library: Graduates

- 18-24: 26%
- 25-30: 38%
- 31-45: 30%
- Over 45: 26%
Becoming Aware of Library Books

Graduates
- 27%  
- 25%  
- 20%

Undergraduates
- 34%  
- 32%

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## Library Books: Top Method for Becoming Aware by Discipline

<table>
<thead>
<tr>
<th>Discipline</th>
<th>Graduates</th>
<th>Undergraduates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science</td>
<td>Citation (24%)</td>
<td>Searching (45%)</td>
</tr>
<tr>
<td>Medical Science</td>
<td>Browsing/Searching (27% each)</td>
<td>Reading List (70%)</td>
</tr>
<tr>
<td>E/T/M</td>
<td>Another Person (48%)</td>
<td>Browsing (50%)</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>Searching/Citation (30% each)</td>
<td>Reading List (40%)</td>
</tr>
<tr>
<td>Humanities</td>
<td>Searching (33%)</td>
<td>Searching (75%)</td>
</tr>
<tr>
<td>Other</td>
<td>Searching (33%)</td>
<td>Searching (33%)</td>
</tr>
</tbody>
</table>
Principle Purpose of Readings
Obtained from Library

Articles: 32%
Books: 43%

Articles: 25%
Books: 14%

Articles: 11%
Books: 13%

Articles: 8%
Books: 7%

Articles: 67%
Books: 45%

Articles: 13%
Books: 36%

Complete Assignment
# Principle Purpose of Reading: Discipline of Graduates

<table>
<thead>
<tr>
<th>Discipline</th>
<th>Top Purpose - Articles</th>
<th>Top Purpose - Books</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sciences</td>
<td>Thesis/Dissertation (38%)</td>
<td>Thesis/Dissertation (53%)</td>
</tr>
<tr>
<td>Medical Sciences</td>
<td>Complete Assignment (38%)</td>
<td>Complete Assignment/ Keep Informed (27% each)</td>
</tr>
<tr>
<td>E/T/M</td>
<td>Thesis/Dissertation (34%)</td>
<td>Thesis/Dissertation (48%)</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>Complete Assignment (37%)</td>
<td>Thesis/Dissertation (37%)</td>
</tr>
<tr>
<td>Humanities</td>
<td>Thesis/Dissertation (37%)</td>
<td>Thesis/Dissertation (47%)</td>
</tr>
<tr>
<td>Other</td>
<td>Thesis/Dissertation (39%)</td>
<td>Thesis/Dissertation (50%)</td>
</tr>
</tbody>
</table>
Thanks!

Dr. Carol Tenopir
cetenopir@utk.edu