2010 Library Assessment Conference
Building Effective, Sustainable, Practical Assessment

Poster Abstracts

October 24–27, 2010
Baltimore, Maryland
## 2010 Library Assessment Conference: Building Effective, Sustainable, Practical Assessment

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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)
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)

Purpose
Utilizing your library's existing software programs can provide essential information in assessing student use of library resources. Librarians often use statistics supplied by database vendors for gathering data on the number of searches conducted in a given database. In this way, the library can get a rough idea of the value of a particular database to its users. Many database vendors are compliant with COUNTER (Counting Online Usage of Networked Electronic Resources) which allows easy comparison and ranking. Access to other types of usage data can contribute to the evaluation process.

Springshare's LibGuides was purchased by Sherrod Library at East Tennessee State University (ETSU) to produce specialized subject guides, which are linked to Desire2Learn (D2L) courseware. Librarians at ETSU have discovered that the tracking data compiled in the usage statistics module within each LibGuide contributes to the evaluation of library resources.

Design/Methodology
LibGuides is a web-based program developed to facilitate the customized design of library subject guides. Generally a LibGuide includes links to electronic library resources (netbooks, databases, e-journals, the catalog), Internet websites, copies of printed materials, videos, etc. Each element of a LibGuide can be created with a link or exist in box format. Usage statistics are generated for each link, box, and page. These statistics are compiled monthly and cumulated annually. Librarians can use these statistics to further evaluate particular resources. Included in each box is a comment function to allow patrons to evaluate any resource accessed from the LibGuide. Once librarians have decided on an acceptable level of usage, this data becomes an indicator of value.

Findings
Data accessed through the LibGuides statistics module can be compiled along with vendor data to develop a complete picture of usage. These findings provide important data for retention and collection development.

Practical Implications
While the selection of resources is often a value judgment by the librarian, the LibGuide usage statistics for each item gives its creator automatic feedback. This type of feedback can prompt the librarian to proactively connect students with materials when statistics show below standard use. Since the resources are directly linked to a class syllabus, the statistics for these resources are an important indicator of their value to students.

Leslie Adebonojo is the Undergraduate Student Services Librarian at East Tennessee State University. As a medical and academic librarian, she has presented at national conferences and published a number of articles. She received an MSLS from Case Western, an MEd from ETSU, and a BA from the University of Rochester.
Kathy Campbell is Head of Reference at the East Tennessee State University Library. Her prior experience includes academic, public, and school libraries. She holds an MLS from the University of Tennessee and a BA from the University of South Carolina, and has published in both national and state journals.

Dr. Mark Ellis is the Documents/Law/Maps Librarian at East Tennessee State University. He was formerly Head of Reference at ETSU. He has presented at regional and national conferences. He holds a PhD from the University of Illinois, an MSLS from the University of Kentucky, and a BA from Wake Forest.

Notes
#2
Learning from Our Users: Using Assessment to Drive Change

Beth Avery (University of North Texas)
Diane Wahl (University of North Texas)

Purpose
Libraries need an effective way to incorporate the voice of the user into their strategic plans. They often use results from surveys such as the LibQUAL+® survey for this purpose. While these surveys may indicate problem areas, they don't give sufficient detail about the issues to fully delineate either the underlying problems or the appropriate actions to take.

Design/Methodology/Approach
Using analysis of LibQUAL+® demographic data and comments, as well as the university's strategic objectives, two groups, graduate students and distance students, were selected for the focus groups. Working groups of library staff involved in providing services to the targeted groups assisted in development of questions for the focus group scripts. The series of focus groups with graduate students was held in person. The series with online students was virtual and presented a number of technological challenges. The principle investigators analyzed the data to identify the issues and coordinated working groups of library staff, faculty, and academic support services staff that reviewed the results and developed responses.

Findings
These focus groups made the issues more concrete for library staff, faculty, and academic support services; and allowed users to propose their own ideas as well as provide feedback on solutions developed by library staff. This process provided data driven evidence to feed into the strategic planning process and overcome longstanding objections to some proposed solutions. Also notable was the consistency of the feedback within each targeted group and, in some cases, across the two targeted groups.

Practical Implications/Value
Our results confirmed for us our view that survey data provides a flag identifying problem areas but follow-up research is needed to provide an understanding of the full implications. They also indicated the importance of concrete evidence in overcoming barriers to solutions. Bringing together library staff, faculty, and academic support services staff resulted in increased cooperation among these groups and resulted in a wider range of possible ways to address the issues.

Beth Avery is Head of Research and Instructional Services and chair of the Assessment Work Group at the UNT Libraries, Denton, TX. She is past president of the Mountain Plains Library Association. She is the editor of Assessing Student Learning Outcomes for Information Literacy Instruction in Academic Institutions.

Diane Wahl is Librarian for Planning, Assessment, and Training at UNT Libraries in Denton, Texas. Her assessment activities are informed by twenty years spent in management, training, and consulting in the IT industry. It was here that she learned the critical importance of listening to the voice of the user.

Notes
In 2006, Duke University Libraries developed a new strategic plan, Connecting People + Ideas, as a five-year roadmap to guide the strategic evolution of the library. In the turbulent environment of challenges created by the 2009 economic crisis, the time period for this plan was drawing to a close. A new targeted strategic planning process was charged with articulating ways to maintain momentum and focus on University priorities but within a briefer two to three year time frame, in anticipation of rapidly changing financial and environmental circumstances.

A key question for this new strategic plan task force was the extent of support to date for assessment as a strategic priority. A review of the library's progress, broader academic library trends, the institutional climate, and the landscape of higher education indicated that assessment activities had generated significant recognition for the library across campus, particularly during Duke's 2008-09 re-accreditation process, as well as positive momentum toward the use of data in decision making within the library. This nascent culture of assessment was viewed as having the potential to transform the library's approach to planning and meeting user needs, if properly nourished by the climate created by the new strategic plan.

As Phipps and Lakos note, a library's formal documents, "should explicitly refer to outcomes for customers and the expectation of an attitude of assessment." The new Duke Libraries strategic plan which resulted from this targeted planning process, Sharpening Our Vision, calls for a more formal structure for assessment, including a core team of staff to guide assessment activities. The plan also commits the Libraries to address emerging University priorities in planning and assessment.

As the first step toward the plan's implementation, a new Assessment Core Team was convened in January 2010. This team is responsible for advancing the goals of the library strategic plan through coordination and monitoring of assessment activities undertaken across the library's many departments and divisions, as well as drawing attention to broader initiatives that would encompass and benefit many departments. This Core Team has since developed a one year working plan that defines specific tasks that will build the culture of assessment, including building a data repository, intensifying collaboration with campus assessment groups, and implementing student learning outcomes assessment for library instruction. At the end of the year, the team's mission and work plan will be reviewed and revised.

Since the time frame for the new strategic plan was deliberately kept short, there will be an opportunity within three years to evaluate how well the Libraries were able to build a culture of assessment. The Assessment Core Team provides a framework for answering important questions as part of the implementation of the new strategic plan, including: What kind of infrastructure has been built to collect and analyze information about our...
users? How many library staff are producing and using assessment information? What changes have occurred in the Libraries as a result of a more robust culture of assessment?


Yvonne Belanger is Head of Assessment & Planning at Perkins Library, Duke University. Yvonne heads the Assessment Core Team and also 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.

Diane Harvey is Head, Library Instruction & Outreach at Duke University. Diane serves on the Targeted Strategic Planning Task Force as well as the Assessment Core Team. Her library career has included 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.

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

Steven Bell (Temple University)

Multiple articles about library subject guides have examined how users respond to the design of the guides, how effective the users think the guides are, and other aspects such as user familiarity with guides. But the literature contains no articles that attempt to connect the use of library guides to academic performance. In particular, no article discusses using a courseware-integrated performance assessment system to evaluate assignments.

During 2007 and 2008, librarians from Temple University presented at multiple conferences about LibGuides highly customizable subject guides that allow the integration of Web 2.0 features such as widgets and user comments. At every presentation, the same question was asked: has any research been done to demonstrate the effectiveness of the guides on improving student research and academic performance. When a search of the literature yielded no research that could answer this question, especially for LibGuides, a research team was assembled to design and conduct a quasi-experiment research project aimed at answering an excellent and important question not yet addressed by any quantitative research project.

To conduct the research, a single course with multiple sections was identified; in order to accumulate a sufficient sample for analysis. a course with at least 300 students was needed. A course in the School of Communications that offered 16 sections enrolling 345 total students was selected. Eight sections each were assigned to an experimental group and a control group. This process was repeated the following semester but with a smaller number of sections, just four. This course requires a research assignment in which the students compile an annotated bibliography consisting of at least 10 citations and abstracts, of which several must come from scholarly publications. Each group received an instruction session. The only difference between the two groups was that the experimental group was shown a LibGuide designed specifically for the assignment. Both the librarian and the instructors promoted the use of this LibGuide. The control group was not told about the LibGuide (for ethical reasons the students had access to the LibGuide if they were motivated to find it). Students then submitted their bibliographies to the institution's Blackboard Outcomes Assessment module. The research team crafted a rubric that was integrated into the Assessment module. It was used to analyze and assign points to each assignment; the librarians doing the assessment did not know which group produced the bibliography. In addition to the analysis of the bibliographies, all students completed a 25-question instrument on the use of library subject guides for research. The research seeks to determine if the use of LibGuides leads to better quality bibliographies that demonstrate more sophisticated and significant use of library research resources.

This poster's focus is on identifying in what ways the Blackboard Outcomes Assessment Module facilitated the assessment process. Was learning how to use the system worth the
effort, and what did the research team learn about the strengths and weaknesses? Attendees will learn if a courseware-integrated assessment system can make a difference for the review of student assignments.

Steven J. Bell is Associate University Librarian at Temple University. He blogs at Kept-Up AcademicLibrarian, ACRLLog, and Designing Better Libraries, a blog about design thinking and library user experiences. He is co-author of the book *Academic Librarianship by Design*. Point your browser to http://stevenbell.info for more information.

Notes
One of the common roles of an assessment librarian is acting as consultant to other units within the library, assisting them in designing and launching their own assessments more effectively. This paper discusses the development and implementation of an electronic assessment consultation intake form by the assessment unit in Florida State University Libraries' undergraduate services department. This form is used to assist the department's other units (circulation, reference, programming, etc) perform their practical internal assessments. The assessment intake form was developed by melding outcome based assessment methods with counseling intake processes to create an online assessment consultation intake instrument. While encouraging the development of effective internal assessment, we have found the intake process also meets several other assessment goals in one effective step.

Those goals are to:

1. Ensure that unit-level assessment is aligned to the libraries' strategic plan and departmental goals.
3. Streamline communication of unit level assessment needs.
4. Gather background information to inform the assessment consultation.
5. Ease record keeping for a department-level assessment repository.

The practical concerns and implications, such as user adaptation to the new intake method, electronic form creation and maintenance, etc., are also addressed.
Beyond Babylon: Evidence-Based Data Management for Academic Libraries

Frank Biss (Counting Opinions (SQUIRE) Ltd)
Carl Thompson (Counting Opinions (SQUIRE) Ltd)

The problem?
Babylon: Multiple silos of library data, each incapable of communicating with the others in any meaningful fashion.

The reality?
- Change is the constant.
- Operational, fiscal and relevance challenges are omnipresent.
- The ability to effectively monitor library performance is mandatory.

The opportunity?
- “Libraries have lots of data. Managing and employing it effectively and productively, that's the real challenge.”
- Insightful peer comparisons offer opportunities to identify best practices.
- Access and the means to manage data with integrity would represent a major step forward for overall library management.
- Agility around planning and fiscal challenges is of increasing importance.

The objective?
The above, partially paraphrased library director's comment is the inspiration behind the creation of a comprehensive evidence-based management solution for libraries.

The solution?
LibPAS (Library Performance Assessment System) is a web-based 24x7x365, self-manageable service.

LibPAS enables:
- The capture and consolidation of new and historical data (quantitative and qualitative)
- The deployment of standard or custom forms and surveys
- The integration and employment of real-time and on-demand report outputs for internal and external purposes

From the capture of original and/or the importation of historical or third-party data, to the automated roll-up of data across operational unit(s) and longitudinally over time, to the integration of quantitative and qualitative data, to fully managed, multi-level secure access to the data, to built-in communication and knowledge management functionality, to comprehensive report outputs (e.g., monthly, quarterly, annual, ad hoc, etc.) and the subsequent distribution and sharing thereof, LibPAS fulfills the objective of a comprehensive, 21st century data management solution for library management.

Specifically, LibPAS responds to the following data management issues:
INPUT MEASURES
- Resources
- Services
• Customer Feedback
• Publicly available data sets
• Funding
• Facilities
• Programs

OUTPUTS
• Reports
• Dashboards
• Impacts and Outcomes
• Targets and Benchmarks
• Advocacy Support
• Key Performance Indicators
• Continuous Improvement

The where?
LibPAS is an evidence-based management solution developed by Counting Opinions (SQUIRE) Ltd. http://www.countingopinions.com/academic

The declaration?
Counting Opinions is a corporate sponsor of the 2010 Library Assessment Conference, October 24-27, Baltimore, MD, USA.

Frank Biss is an executive with experienced in project management, team leadership, customer service, strategic planning, sales, marketing, advertising and communications, operations, and government relations.

Carl Thompson is an IT professional and entrepreneur with 30 years of technology management and software development experience across large multi-national and international firms managing technology deployment on large-scale projects.

Notes
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)

What strategies and methodologies are utilized by graduate students throughout the information-seeking research process and how do these behaviors change during students' scholarly maturation? In order to provide appropriate research support, academic librarians must understand if and when graduate students use library resources and services, as well as how students perform research from idea conception through to publication.

We have begun exploring the research process of graduate students through individual interviews with 96 students from all degree-granting departments across the University of Virginia (U.Va.) Graduate School of Arts and Sciences, as well as the Schools of Architecture, Engineering and Applied Sciences, and Education. After the study protocol was approved by the U.Va. Institutional Review Board for the Social and Behavioral Sciences, students were recruited through departmental e-mail lists; the responses of interested students were collected, and individuals were selected for participation. When possible, at least one master's and one PhD student were selected from each department. Students were interviewed by one or more members of the project team following a written script. Interviews generally took between 60 and 90 minutes and were audio recorded. All subjects were compensated for their time with a $20 U.Va. gift card. Recorded interviews have been transcribed and the data is being analyzed both qualitatively and quantitatively. Transcriptions have been coded to identify trends and techniques utilized by graduate students. We have taken a broad approach to studying graduate student research habits; in addition to traditional library resources and services, we have examined the role of advisors, peer groups, membership in professional organizations, and the proliferation of discipline-specific blogs and search engines. Our preliminary findings and observations illustrate how graduate students across all disciplines and at all academic levels, first-year master's to PhD candidate, pursue and manage their information-seeking research process.

The results of this study have practical implications for librarians in developing a greater understanding of when and where library services may best be targeted, formally or informally, across graduate students' academic careers. Recommendations for creating embedded, innovative, and directed library initiatives and services are discussed. Additionally, our preliminary results indicate that many of the students interviewed hope to become academic faculty. Understanding the transition from graduate student to faculty member provides libraries the opportunity to develop value-added liaison services. Lastly, our study has generated a rich repository of data; the insights gained from the individual graduate student interviews will inform the next phase of our study which will elicit more in-depth discoveries through discipline-specific focus groups.
Beth Blanton-Kent is the Librarian for Physical Sciences at the Charles L. Brown Science & Engineering Library at the University of Virginia. Her research interests include information-gathering behavior, library-faculty collaboration, bibliometrics, and librarian faculty status.

Rebecca Pappert is the Librarian for Life Sciences at the Charles L. Brown Science & Engineering Library at the University of Virginia. Rebecca's work focuses on supporting the research activities of students and faculty, through targeted classroom instruction and individual consultations. She is involved in broad range of library-focused projects.

Tina Smith is the Collections Coordinator and Librarian for Biomedical Engineering at the Charles L. Brown Science & Engineering Library at the University of Virginia. She is actively involved in the User Requirements and Usability Committee at the Library.

Keith Weimer is the Reference and Instructional Technology Librarian at Alderman Library at the University of Virginia. His research interests include library usability/user requirements and the implementation of mobile technologies for public services.

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

Barbara Blummer (Center for Computing Sciences)
Jeffrey Kenton (Towson University)

Purpose
This concept paper presents an assessment plan that evaluates the effectiveness of a proposed course-integrated information literacy program aimed at education graduate students. The unit objectives for the pilot project centered on teaching students how to use the scholarly resources and mirrored the American Library Association's Association of College & Research Libraries' (ACRL) Information Literacy Competencies.

Approach
The literature contains numerous illustrations of education graduate students' inability to search, locate, and use information effectively. Despite numerous literacy training initiatives, many of their outcomes lacked definitive conclusions about success. In part, these conclusions could not be made because there was no systematic assessment plan in place to measure effectiveness. For example, Bhavnagri and Bielat (2005) judged the effectiveness of their bibliographic instruction program for education graduate students at Wayne State University on a post-student survey on self-assessment skills. McMillen and Deitering (2007) argued end-of-the-session assessments do not address student learning and especially their ability to apply their “concepts and skills” (p. 64). The assessment for the proposed information literacy instruction considers a variety of elements in gauging the effectiveness of the pilot project. Ultimately this strategy enables a thorough assessment that encompasses individual as well as program perspectives to accurately gauge the effectiveness of the course integrated information literacy instruction of the pilot project.

Findings
The stakeholders in this study include students, faculty, the University's education department administrators, and the University librarians. Feedback from all of the stakeholders forms the foundation of the assessment and remains essential for a true illustration of student learning from the pilot project. Students enrolled in the ethics and laws in education cases class comprise the major participants in this study. These students will receive the instruction, and the assessment will focus both on their knowledge gained and their opinions of the program. Foremost, the assessment gauges students' ability to meet the library outcomes of the ACRL standards for information literacy as well as create a literature review. The type of assessment data considered varies and includes website usability tests, student grades, stakeholders' comments, focus group interviews, and pre/post test results. Individual assessment is accomplished through problem recognition tasks incorporated in website usability tests and focus group interviews. Program assessment of the pilot project encompasses various dimensions such as students' grades, administrations' attitudes, and participants' degree of interactivity in the inquiry-based learning activity. Students' accessibility to computers in the education department for searching the library's online resources and assistance provided by the education liaison librarian will also be considered. In addition, the content of the
instruction and especially its relevancy and clarity represent a feature of the program evaluation.

**Implications**

Identifying the effectiveness of information literacy instruction remains essential for ensuring administrative, faculty, and student support of these initiatives. Assessing the appropriateness of novel information literacy instructional techniques such as inquiry-based learning activities remains especially important. The approaches described in this paper highlight the availability of numerous measurements for gauging the effectiveness of the pilot project in facilitating learning.

Barbara Blummer is the reference librarian for the Center for Computing Sciences in Bowie, Maryland. She is also a doctoral candidate in instructional technology at Towson University.

Dr. Jeffrey Kenton is the assistant dean in the Department of Educational Technology and Literacy at Towson University.

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

Raynna Bowlby (Library Management Consulting)
Francine M. DeFranco (University of Connecticut)

Successful initiatives such as the “Effective, Sustainable, Practical Assessment” spearheaded by the Association of Research Libraries (ARL) and efforts organized by the Association of College & Research Libraries (ACRL/ALA) have nurtured a growing number of librarians charged with library assessment responsibilities. Assessment librarians lead efforts to obtain input from the user community, often in the form of user surveys. However, assessment librarians cannot single-handedly implement improvements for users; indeed, staff throughout the library must be able to understand, interpret, and act upon user survey results. This poster session will describe a consultation process used to engage key library staff in responding to user feedback, highlighting this implementation at the University of Connecticut (UConn) Libraries.

UConn administers the LibQUAL+® user survey on a regular 3-year cycle and those involved in assessment activities are knowledgeable about the tool and the specifics of the users' responses. Yet while various methods had been used by the assessment librarian and committee to disseminate survey results internally, most liaison librarians had not achieved a solid and in-depth understanding and internalization of the survey and the results. Consequently, they had not consistently and proactively analyzed the findings and made changes to better respond to the specific academic communities with which they work. After the 2008 survey, the Libraries sought a way to evolve the knowledge base beyond the assessment librarian and committee to the librarians directly responsible to support education, research, and scholarship. The ARL Statistics and Assessment Program welcomed the opportunity presented by UConn to pioneer and test the feasibility of a post-survey consultation service.

This poster will demonstrate how the consultation tailored the objective and desired outcomes to the specific needs of the institution. At UConn, the overall objective was to better equip subject liaison librarians to act upon survey results and implement continuous improvements. The desired outcomes for the participants included the development of the ability to:

1. Examine the results in the context of general findings and specified peer libraries.
2. Mine the data by separate user population and discipline subgroup.
3. Develop actionable goals and objectives for the Libraries' Strategic Plan related to Graduate Education and Research, Scholarship and Creative activity.
4. Identify metrics among specific LibQUAL+® survey items to serve both as targets for continuous improvement and measures of impact.

Three approaches used by the consultants during a one-day site visit will be described:

1. Presenting background information about the survey and observations of notable findings by the “experts”
2. Training the liaisons to “drill down” and examine results by individual academic discipline
3. Facilitating the librarians in writing measurable goals based on the survey data specific to the population which each liaison is charged to serve

As a result of this consultation, UConn's subject liaisons internalized the findings and contributed to the development of goals and metrics targeted to different user populations for the Libraries' Strategic Plan. The library staff that work most directly with faculty and students now have a better understanding of their particular user communities and they can make data-based, user-centered decisions for continuous improvement in their delivery of programs and services.

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 for Libraries® and she consults on organizational development and assessment. Raynna has an MLS from Simmons and an MBA from the University of Rhode Island.

Francine DeFranco is Director for Library Research Services and Liaison Librarian to the Neag School of Education at the University of Connecticut Libraries. She has served as Team Leader of the Libraries' survey team since 1995. She has made numerous presentations on user surveys, assessment, and liaison roles and responsibilities, and co-authored the ARL Spec Kit on Evaluating Library Instruction in 2003.

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

Melissa Bowles-Terry (University of Wyoming)
Kaijsa Calkins (University of Wyoming)

Purpose
Librarians at the University of Wyoming have a rich and productive relationship with the composition program. The English Reference Librarian serves on a curricular committee for the first-year Composition & Rhetoric course and has helped to design a reader and assignments for this class. Librarians have taught this class in one-shot sessions at the library for many years, but have not formally assessed student learning in these library sessions; however, an embedded librarian project within a section of the course has been assessed using a reflective evaluation assignment. We initiated a citation analysis project to assess one of the student learning outcomes from our instruction sessions, hoping to learn how many students are able to identify and use resources in various formats that are appropriate for their research paper assignment.

Design/Methodology/Approach
With the cooperation of course instructors and the approval of our Institutional Review Board (IRB), librarians collected 89 student bibliographies from five different instructors and coded the bibliographies according to source type and provider (e.g., journal article from library database or newspaper article from web). One of the five instructors who provided us with bibliographies brought his students to the library to do research, but his students did not meet with a librarian for an instruction session as the four other sections did. After coding student bibliographies we compared the students who received library instruction from a librarian to students who did not.

Findings
Students who did not receive library instruction used an average of 6 sources each and 26% used just one type of source or one tool to find all of their sources (e.g., JSTOR). Students who received library instruction used more sources, 7.6 on average, and only 10% relied on one type of source or one tool.

Students in both groups had a very strong preference for electronic resources: over 86% of the sources listed on student bibliographies were electronic. This is not surprising, based on other studies of student research preferences, but it should guide our practice as instructors and collection developers.

Practical Implications/Value
Based on our analysis of student citations, we have identified a real need to work with English 1010 instructors on lesson plans and learning activities to help students evaluate their sources. We need to help students go way beyond a CRAAP test (currency, relevance, authority, accuracy, purpose) and move toward a careful reading of their sources, where they place ideas in context with other ideas, identify gaps in their own knowledge and in the information they have gathered, and view information with a more critical eye. In our presentation, we will suggest ways to improve students' critical thinking about and evaluation of information sources they gather in the course of a
research project. This project is complementary to other assessment efforts on campus, including a long-term study of first-year reading, which is aimed at finding out how students read and providing evidence of the need for more critical reading instruction in the first year of college.

Melissa Bowles-Terry is Instruction and Assessment Coordinator at University of Wyoming Libraries. She is currently working on a comprehensive assessment plan for instruction efforts at the library. Research interests include one-on-one instruction, active learning in information literacy instruction, and authentic assessment of student learning.

Kaijsa Calkins is English Reference and Instruction Librarian at the University of Wyoming. She is embedded in curriculum planning efforts in the English composition program and is currently co-editing a book on embedded librarianship, forthcoming in fall 2010. Her other research focuses on first-year college students and reading.

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This poster session will describe the activities and goals of the recently announced Global Institutional Profiles Project. This initiative seeks to develop a data source that provides the best informed and most effective resource to build profiles of universities and research-based institutions around the world. The Profiles Project will create data-driven portraits of globally significant research institutions, combining peer review, scholarly outputs, citation patterns, funding levels, and faculty characteristics in one comprehensive database. The Profiles Project, launched in 2009, rests on the principle that one size does not fit all-as the world continues to flatten and specialize, profile databases must broaden in scope, deepen in content, and become increasingly flexible.

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.

Notes
LibQUAL+® Data for Subject Librarians

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

Purpose
To highlight the data categories in LibQUAL+® that are particularly relevant for subject librarians in their efforts to provide disciplinary collections and services.

Design/Methodology/Approach
Specific LibQUAL+® data elements will be examined for potential use by subject librarians. Information literacy and collections elements are only the most obvious examples of relevant LibQUAL+® data. Data on response rate, minimum and desired ratings, frequency of use, satisfaction, and web navigation, as well as collections and information literacy, will be examined and discussed. Both quantitative data and comments will be considered. The LibQUAL+® Customized Discipline Analysis report will be featured. Examples will be drawn from analysis of UNLV LibQUAL+® 2009 results.

Findings
LibQUAL+® is a rich source of disciplinary data. This data can be useful for the subject librarian in a variety of ways, among them informing their profile of the faculty and students in their discipline, providing a basis for planning services, and suggesting questions to pursue with individuals and groups in their areas.

Practical Implications
Liaisons or subject librarians are a primary, though substantially unacknowledged, stakeholder group for LibQUAL+® data. They can potentially be one of the most effective tools the library has for closing the loop between collected data and positive library change and improvement.

Jeanne M. Brown has been Assessment Librarian at UNLV since late 2007. Prior to the formal position, she served as member and then chair of the Libraries Assessment Committee. She has been engaged in assessment activities at UNLV since 1996.

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<td>Amy Brunvand (University of Utah)</td>
<td>This poster illustrates 15 years of change at an academic library documented by the Marriott Library User Satisfaction Survey, which has been given biennially since 1995. The survey was developed in-house in order to measure user satisfaction. It asks respondents what they did in the library that day and asks them to rate their satisfaction on a 5-point Likert scale. Survey data and comments have been used to identify highlights and trouble spots of library facilities and services. Changes in survey questions and design have sometimes proven useful to gather new information, and sometimes not worked as planned.</td>
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<td>Amy Brunvand</td>
<td>Amy Brunvand is the Digital Scholarship Librarian at the University of Utah Marriott Library. Amy has been involved in library assessment projects since 1995, beginning with development of a user satisfaction survey and a patron suggestion box.</td>
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Purpose

Instant response systems (clickers) have been used in higher education for many years. In some cases professors use the clickers to take attendance, at other times to administer exams or to simply engage the students. Librarians at East Tennessee State University (ETSU) profiled the first-year student population and realized that although students were tech savvy, there was a tremendous variation in their research skill levels. They determined that students needed shorter and less complicated library instruction. The librarians introduced the use of clickers to facilitate an immediate assessment of student comprehension during library instruction sessions. This type of immediate response can allow the librarian to alter format and content during the library instruction session to better address student needs.

Design/Methodology

Library instruction classes are part of reference service for the ETSU community. To evaluate student comprehension during library instruction sessions, librarians decided to use clickers with a set of 5 questions at two intervals. The clickers are used with slides created with a software product such as TurningPoint. Each student is given a clicker which is tuned to a receiver on the instructor's computer. The responses are displayed in a predetermined format (pie chart, bar graph, etc.). This type of immediate response can allow the librarian to alter the format of the library instruction session to better address student needs. The student's response is anonymous, encouraging a truthful response from each student.

Findings

Findings vary for each class, since each class is comprised of individuals with different abilities. The anonymity of a response system allows students to answer honestly, without peer pressure. Furthermore, the librarian can be assured of 100 percent participation since the response system tracks responses and does not permit a student to respond more than once. Information collected through the use of a response system can be a vital part of the overall assessment of library services.

Practical Implications

Librarians using immediate response systems during a library instruction session have a reliable way to assess student comprehension and alter their teaching methods and content accordingly. One problem librarians experience while teaching freshmen library instruction classes is an inability to keep students' attention. Since clickers engage students who are used to interactive entertainment, they are less likely to surf social networking sites, text friends, or work on assignments for other classes. Once students are engaged, lessons can be fine tuned so that students are getting more of the information they need and seeing less of what they already know.
Dr. Mark Ellis is the Documents/Law/Maps Librarian at East Tennessee State University. He was formerly Head of Reference at ETSU. He has presented at regional and national conferences. He holds a PhD from the University of Illinois, an MSLS from the University of Kentucky, and a BA from Wake Forest.

Leslie Adebonojo is the Undergraduate Student Services Librarian at East Tennessee State University. As a medical and academic librarian, she has presented at national conferences and published a number of articles. She received an MLS from Case Western, an MEd from ETSU, and a BA from the University of Rochester.

Kathy Campbell is Head of Reference at the East Tennessee State University Library. Her prior experience includes academic, public, and school libraries. She holds an MLS from the University of Tennessee and a BA from the University of South Carolina and has published in both national and state journals.

Notes
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)

Purpose
Libraries collect a vast array of data, from usage statistics and gate counts, to student learning outcomes. Some of the data are readily available and easily retrievable. Most of the data, however, are dispersed across multiple and disparate systems. Using the data as “evidence” of what the library does and how the Library makes a difference is then particularly challenging. Practicing Evidence Based Librarianship (EBL) in today's academic budget climate is essential, and data to support management decisions needs to be accessible, easily retrievable, suitable for demonstrating value and impact, appropriately analyzed, and well-presented.

Design/Methodology/Approach
A team of two assessment librarians (AL) with different but complimentary skill sets developed a project to identify, organize, analyze, and report on organizational “evidence.” One AL has a keen understanding of assessment/evaluation concepts, theories, and best practices. The other AL, skilled in database administration and data mining contributed a technical skill set. Organizational “evidence” is now organized, analyzed, and reported on in a library data repository, a “data farm,” and available for internal staff use. An annual report for external use was created using documentation from multiple sources (including the data farm) and designed by the library's marketing specialist.

Findings
The Library collects a lot of input and output data, but very little outcomes or impact data. Often, data are collected, but then never used for management or administrative decisions. Data that are adequately collected and appropriately analyzed provide important insight into library operations. Identifying and organizing organizational evidence by exploiting the features of tools already in place (in this case, Microsoft SharePoint) is possible. Reporting the evidence to internal and external groups is a final necessary step in EBL.

Practical Implications/Value
Health sciences libraries must be able to show their contribution to the academic institutional goals of teaching, learning, research, and patient care. Evidence that shows how the library makes a difference is important to campus budget administrators. Collecting data that supports requests for continued or increased funding is vital for every library in today's economic climate. Often, a library will have lots of data that can support budget requests, but accessing and analyzing it is practically impossible if the data are not evaluated and organized. Identifying and categorizing evidence and using it to tell the story of how the library makes a difference is a necessary skill for today's libraries.
Kay Chapa (MPA, MLS) has worked at UT Southwestern Medical Center 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.

Scott Carpenter (MLS) has worked at UT Southwestern Medical Center for 10 years. He worked as a software system specialist in the Library before becoming an Assessment Librarian.

Jane Scott (BA) has worked in various positions at UT Southwestern. For the past year, she has been the Promotion and Design Specialist for the Library.

Notes
Networking in North Texas: Connected by Assessment

Kay Chapa (University of Texas Southwestern Medical Center)
Diane Wahl (University of North Texas)

Purpose
Assessment is increasingly important in academic libraries because of accreditation requirements. Additionally, there is an increasing requirement for assessments to focus on the results of library activities as opposed to the traditionally collected inputs. Libraries need effective ways to share information about successful techniques, internally developed tools, vendor experiences, etc., especially in a time when budget limitations may reduce the ability of some to attend conferences. To this end, librarians in North Texas are working to create a regional ‘culture of assessment’ via a network of assessment librarians.

Design/Methodology/Approach
In the fall of 2008, academic librarians in north Texas began meeting annually to share information about library assessment activities at their institutions. The meeting location and planning rotate among the participating libraries. At the first meeting, in 2008, the focus of the meeting was on overviews of assessment activities at each institution. At the second meeting, in 2009, several librarians, representing different institutions, presented more detailed information about specific assessment initiatives of wide interest. This meeting also included an assessment of each library’s interests and strengths to identify possible collaborators or consultants among the participants. To provide a venue for communication in addition to the meetings, Ning is being used as the platform for a virtual network.

Findings
Academic librarians are willing to take time out of their schedules to meet and discuss assessment. Twenty-two librarians from eleven academic institutions attended the first meeting and fifteen librarians from nine academic institutions attended the second. The third meeting is scheduled for the fall of 2010. Additionally, information and questions about conferences, assessment tools, and related topics are being posted on the Ning site.

Practical Implications/Value
Bringing together librarians in the area who are involved in assessment has established a network of contacts for the participants. They know what types of assessment activities are going on at the area libraries and who to contact about them if they are planning similar activities or facing similar issues.

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

Diane Wahl is Librarian for Planning, Assessment, and Training at UNT Libraries in Denton, Texas. Her assessment activities are informed by twenty years spent in management, training, and consulting in the IT industry. It was here that she learned the critical importance of listening to the voice of the user.
Thinking in Cycles: Assessment, Improvement, and Validation

Felix Chu (Western Illinois University)

In looking at assessment as a continuous process, we want to know how well we are doing, whether we are doing the right things, and how we can improve. In this sense, we need to think in cycles. We assess, analyze the results, make changes, and then validate the changes.

The LibQUAL+® survey conducted in October 2006 is used as the beginning of the cycle. Quantitative results and comments were analyzed. Focus groups were then conducted in February and October of 2007. Results were analyzed for directions for improvement and changes were put into place. In October 2009, the LibQUAL+® survey was again conducted. Written comments were analyzed using a grounded theory approach. Quantitative data were then compared to the 2006 data using the two-tailed t-test, commonly used to compare means.

While four out of the twenty-two items were rated below a 7 on a 9-point scale in 2006, only one was rated below 7 in 2009, but still above the minimal level, 6.97 for “employees who instill confidence in users.” In comparing ratings of the 22 core items, the 2009 results the ratings are all higher than the 2006 results. The significant increases include items related to services. Also significant are the availability of electronic resources, having modern equipment, and being able to have access from off-campus locations. Another area of significant improvement is having a comfortable and inviting location. Overall, the rating went from 7.16 in 2006 to 7.44, a very significant increase (p<.01).

In looking at minimum levels and desired levels, it became evident that user expectations have shifted. For example, for the item concerning electronic journals, the 2009 perceived mean is 7.10. But the minimum level has increased from a value of 6.85 for 2006 to 7.14 for 2009. Thus, in absolute terms, current perceived mean is 0.25 more than the 2006 minimum, but the shift in expectation has outpaced our improvement. The other two areas where the minimum levels have increased concern are access from off-campus and the amount of individual attention from library staff members. The desired levels have also increased in most areas of library service and in regard to access to electronic resources. In all areas of service, even though the perceived means have increased significantly, the desired levels have also increased. In one case, “giving users individual attention,” the 2009 perceived mean (7.39) is actually more than the 2006 desired value (7.3).

Written comments, while not directly comparable, have shifted in content. For example, comments from 2006 included calls for a coffee bar, lounge area for students, and group study spaces. With changes in place, for 2009, one fundamental shift is to a higher level of abstraction on whether the library should return to a purely academic space or remain as a social space.
With shifting user expectations, changes in libraries have to be mission- and value-driven. The findings provide evidence validating the changes implemented by the library. This is crucial in retaining our value within the institution.

Felix Chu holds an MLS and a PhD in Educational Administration and Foundations. He has held positions at Western Illinois University in assessment, cataloging, reference, and systems work. He has published a book and several journal articles in systems work, reference, cataloging, and collection development.

Notes
The University of North Carolina at Greensboro Libraries has in recent years seen explosive growth in its archive and manuscript collections as well as other areas of special collections. Space was identified for re-purposing and expanding these areas and an assessment was conducted to identify the important attributes that needed to be addressed from a researcher's perspective. This assessment resulted in a set of recommendations that was provided to the designers in order to influence design of new space to be used by both external and internal researchers.

This assessment was designed to blend typical researchers’ needs with physical needs, at the time they were present in the facility, to online activities that might occur on either end, initial searching or follow-up research. The methodology used began with an electronic survey of recent researchers which provided talking points in subsequent interviews of randomly selected researchers. Demographic information was included as well as the classification of internal or external, meaning their affiliation with the University.

The following types of information were compiled from the assessment as it related to establishing new research space within the library:

- Access to needed documents and restrictions placed on use/viewing
- Access to online materials and tools used during physical review of materials
- Available equipment or physical needs, i.e., copier, scanner, etc.
- Level of service expected regarding knowledge of materials, policies, and authority control and privacy issues (important for staff adjacency impact)
- Comfort features such as lighting, seating, table space and noise, temperature
- Logistical issues such as hours or operations, security, signage or locating information, and personal possessions allowed

All of these factors listed were critical due to this activity occurring in a tough economic environment and due to infrastructure issues with the building. It was important to upgrade space dedicated to researchers but at the same time address the limitations by focusing on the issues or attributes most important to doing research.

The findings from the assessment activities resulted in a list of researcher preferences which were compiled and presented to the designers to incorporate into their drawings and schematics for the affected space. Some items which dealt more with policies and procedures were forwarded to the department to consider in managing and operating the new space. An added value of this activity and related examination of the space was learning how to market the space and collections better to both internal university researchers and external researchers coming from the community or out of town.

This presentation for the conference will provide samples of the assessment tools, graphs and charts showing results, designer drawings that demonstrate the assessment influence,
and changes to policies and procedures. It will also include a short discussion on the point of view of staff and the marketing efforts that were enhanced from this learning opportunity.

Michael A. Crumpton is the Assistant Dean for Administrative Services for the University Libraries at The University of North Carolina at Greensboro, and is responsible for budget, facilities, and human resource administration. Michael received his MLS from the University of Kentucky after a 22 year retail management career.

Hermann J. Trojanowski is the Assistant University Archivist at The University of North Carolina at Greensboro and is highly involved in teaching archive components, conducting campus tours, and interviewing for oral histories. Hermann received his MLIS from The University of North Carolina at Greensboro and his BA in history from Greensboro College.

Notes
Purpose:
Moore Library at Rider University has created several online tutorials to teach information literacy (IL) skills for a distance learning psychology course and a traditionally taught organic chemistry course. Both tutorials involved course integrated library instruction based on the research papers assigned in these classes. The students in the distance learning course were able to find appropriate resources for their papers but it could only be assumed that they learned IL skills to do so. This experience led to the addition of challenge questions for review as a means for assessing student learning. This psychology course was taught in the traditional manner for the spring 2010 semester, with the faculty member referring students to the online tutorials and the review questions added to the tutorial. The organic chemistry tutorial was used during this same semester and review questions devised integrated into this tutorial as well. These review questions serve to provide a snapshot of the students' IL skills; additionally, feedback forms documented the usefulness of the online tutorials for these classes.

Design/Methodology/Approach
Faculty sent the class assignments to the liaison librarian, and these formed the basis for constructing appropriate modules for each tutorial. Storyboards with screenshots and scripts were devised and used to create audio portions of the modules. The software program, Captivate, was used to generate the online tutorials, and the end products mounted on the library's web page. The website addresses were provided to the faculty who provided the link to their students. In the case of the organic chemistry class, the review questions and the feedback form were handed out in class and collected at the end of the semester. The psychology students voluntarily filled out both forms online.

Findings
Anecdotal evidence from the psychology faculty member indicated that students were successful in finding appropriate resources for their papers in the online course. In the past, students in the traditionally taught psychology course had difficulty finding the required articles. The review questions added to the tutorial for the traditionally taught psychology and organic chemistry classes in the spring semester provided concrete evidence of skills learned. The feedback forms for both tutorials indicate which modules were most useful to students, allowing the faculty and the librarians to assess which parts of the research assignments needed to be targeted for information literacy skills.

Practical Implications/Value
Analysis of the challenge questions for both the Psychology and Chemistry classes allows us to determine gaps in IL skills and to modify the tutorials to address those shortcomings. This will be important information whether the classes are taught in the traditional classroom setting or for distance learning classes. Time constraints, weather, and distance learning classes pose numerous obstacles for direct library instruction, and online tutorials can be a practical solution. Review questions and feedback forms are
valuable methods to gauge student learning in these tutorials, providing methods for assessing student IL skills. The challenge questions encourage students to revisit appropriate modules to help them with their research assignments.

| Patricia Dawson is the Science Instruction-Reference Librarian at Rider University. Her liaison responsibilities include the Psychology and Chemistry Departments. She is the Chair of the Library Assessment Subcommittee and is a member of the Rider University Assessment Committee. Danielle Jacobs is an Assistant Professor in the Department of Chemistry at Rider University. She received her PhD in Organic Chemistry from the University of North Carolina at Chapel Hill in 2008. In addition to mentoring undergraduates in a variety of research projects geared towards improving methodology in natural product synthesis, she is dedicated to enhancing science communication skills in the STEM disciplines. She initiated her efforts with an AAAS Science & Engineering Mass Media Fellowship in 2008, and has continued as she works closely with the librarians at Rider University to improve scientific information literacy in her courses. Sharon Yang is the Systems Librarian at Rider University. She got her MS and PhD in library and information science in 1988 and 1997, all from Columbia University. Part of her responsibilities includes teaching in Rider libraries' information literacy programs and reference. She has been working with Pat Dawson creating library instruction online tutorials. | Notes |
Rasmussen College Library System has worked diligently toward collaboration with faculty at each campus on information literacy, as well as development of proper assessment tools to evaluate student learning. However, we face several obstacles to developing such assessment tools, such as diverse geographical locations across 5 states, fast-paced growth of new campuses, a largely non-traditional student population, and solo librarians at each campus.

Our literature review on information literacy assessment shows that other libraries have implemented collaborative practices between faculty and librarians, as well as creation of assessments to measure student learning; this has obviously been a major trend in the field. However, these studies lack certain initiatives that we feel are necessary. Rather than imbed the librarian in specific courses or only first-year courses, our method allows the librarian to become imbedded in any course, encourages both librarians and faculty to work together to determine objectives, and allows for greater flexibility in terms of curriculum development. Our method stands out in its flexibility, practical application, and use of collaboration to influence assessment.

To meet these obstacles, we designed a simplistic yet innovative method of assessment through collaborative workshop worksheets. Librarians contact faculty (or vice versa) about conducting library workshops in the classroom, on topics such as library research and/or bibliographical creation. Faculty then complete a workshop worksheet with the librarian face-to-face, encouraging further collaboration and discussion. Their blended efforts produce workshop objectives, based on ACRL Information Literacy Objectives. Faculty must then work with the librarian to create a formative assessment tool. Faculty are also encouraged to focus the workshop on a specific assignment, thus allowing the students to see the practical value in learning information literacy techniques. After the workshop, the librarian completes the remainder of worksheet, evaluating the workshop and reflecting on both successes and failures. Students also complete a post-workshop survey to further give each librarian an assessment of the workshop.

One success of this method is found at the Aurora campus of Rasmussen College. Here, the librarian regularly hosts an average of 25 in-class workshops per quarter, and has experienced immense collaboration with faculty. An initial collaboration with an English composition faculty member (developed by using the worksheet method described above) has lead to a 3-part workshop series in that class, complete with information literacy worksheets that follow the student from brainstorming, thesis development, research selection, and finally bibliographic creation. These additional in-class worksheets allow the librarian in-depth assessment tools to evaluate how students develop their research skills, what areas need addressing in the future, and how workshops should be redesigned. Unlike other methods of assessment, such as review of sources used in final research papers and post-workshop surveys, these worksheets allow both the librarian and
the faculty member insight into the student's process from start to finish, and forces the students to think critically about research as a whole. The English composition series has become quite popular, and the majority of students leave the class well prepared for future research projects.

May DiMaggio has served as the Campus Librarian at Rasmussen College, Aurora, IL campus for almost 2 years. She has a MLIS from the University of Illinois Urbana-Champaign and a MA in Humanities from the University of Chicago.

Emily O'Connor is the Director of Library & Learning Resources for Rasmussen College. She has an MLIS from Florida State University, and has served as the Library Director for 5 years.

Notes
Assessing Community Users in an Academic Library

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

As a public, metropolitan university, the University of Arkansas at Little Rock has accepted a leadership role in the community and is committed to improving and enhancing the livelihood, viability, and progress of Little Rock, Central Arkansas, and particularly the University District (i.e., the neighborhoods surrounding the university). As a participant in the University's outreach efforts, the Ottenheimer Library has extended generous library privileges to members of community. Privileges include Internet access, the ability to borrow items (in all formats) from the circulating collection, as well as use electronic resources, reference materials, and other non-circulating materials within the Library.

This presentation reports on a recent study of the Library's community users. Quantitative measures include an examination of data from the Library's integrated library system and print management system. Qualitative measures include data collected from a survey of community user needs and expectations. The results of this study have provided a clearer understanding of who the community users are and how to best meet their needs while not diminishing resources for the Library's primary clientele.

Wanda Dole has been the Dean of UALR's Ottenheimer Library since 2006. Previously, she held administrative positions in a number of academic libraries and led assessment and strategic planning at Penn State's Ogontz campus, SUNY Stony Brook, and Washburn University. She is a member of the IFLA Statistics & Evaluation Section and ALA's Library Research Roundtable.

J.B. Hill joined the Ottenheimer Library as Director of Public Services in January 2009. Prior to UALR, he held positions in a number of academic libraries, most recently serving as Associate Dean for Public Services at Indiana University. His research interests include the application of technology in reference and other public service areas.

Notes
In this poster session, we will share several different approaches taken by the University of New Hampshire Libraries to address students' concerns about limited collaborative space and noise issues. The fixes we came up with were very simple and economical but also very effective and highly portable to other institutions. None of our initial solutions involved permanent structural change so they are easily modified or discontinued as space and needs change. At every step, we listened to input from our users—complaints as well as proposed solutions. We began by addressing complaints about the lack of quiet study spaces we received verbally and through the online library comment link as well as comments submitted during a recent LibQUAL+® survey.

On the Durham campus, the first initiative was a "Respect the Q" campaign in the Dimond Library which utilized posters, table tents, an article on the library homepage, and a visit from the university mascot—Wild E. Cat—wearing a "Respect the Q" sandwich board during the finals period to reinforce the need for designated quiet areas in the library. Next we moved the Reserves Service Desk out of one of the large reading rooms designated for quiet study. This move had no budget impact but had a huge impact on reducing the noise level in the reading room as well as creating a more peaceful atmosphere in the room.

On the Manchester campus, our challenge was to convert a large open mill space into three separate zones to accommodate conversational, quiet, and silent study space at minimal expense. Shifting reference stacks, group-study tables, and individual carrels allowed for three distinct areas to emerge and the costs associated with this change negligible. As students returned for spring semester, posters, table tents, screen-savers and bookmarks alerted users to the redesigned space and defined the noise tolerance levels for each zone. A survey to assess the effectiveness of this change will be conducted before the end of the term.

Currently at Dimond Library, we are working with architects to redesign library space to continue to meet user needs. In determining those needs, we are using several methods to gather input from students including placement of flip charts throughout the library for students to write what they like most and least about several spaces in the building. Once we finish gathering and analyzing comments, we will work with the architects to create solutions that will be more permanent but still allow as much flexibility as possible. We will continue to solicit input and feedback on a regular basis from users both informally and through more formal assessment like LibQUAL+® to ensure that we respond to the evolving spacial needs of our ever-changing user population.

Jennifer Carroll is Electronic Resources Librarian and Interim Head of Collection Development and Loan at the University of New Hampshire Library in Durham where she is responsible for coordination of print resources.
and online materials selection as well as overseeing provision of access to collections. She loves coffee and donuts a lot.

Tracey Lauder is Assistant Dean for Library Administration at the University of New Hampshire Library in Durham where she is responsible for non-faculty personnel, resource allocation, and facilities management. Lauder is currently coordinating a redesign of library space at Dimond Library with Gund Partners, an architectural firm from Cambridge, Massachusetts.

Annie Donahue is the Director of the UNH Manchester Library. Her research interests include library/faculty information literacy collaboration, assessment of student learning, and developmental education partnerships. She has presented her research at state, regional, and national conferences and co-authored an article which appeared in *Reference Services Review* in 2006.

### Notes

Rachel Esson (Victoria University, Wellington)
Sue Roberts (Victoria University, Wellington)

Purpose
Frameworks enable complex tasks to be carried out in a structured and logical way. Many university libraries implement a range of evaluation methods to assess their services. A review of the library literature found few reports of frameworks being used by libraries to enable a clear and explicit approach to service evaluation. This research aims to establish if explicit evaluation frameworks are used to plan and carry out assessment of library services in university libraries in New Zealand and Australia; if so, what is their use and impact, and if not, why not?

Design/Methodology
Structured interviews with 10 university librarians using the critical incident technique to determine the use of evaluation frameworks.

Findings
The work is currently underway and initial work indicates that explicit evaluation frameworks are not used extensively in university libraries in New Zealand.

Practical Implications
To be able to determine if a framework for evaluation would facilitate planning and assist libraries to identify key objectives, indicators, and measures of success and sustainability. Evaluation frameworks are used extensively in healthcare and are beginning to be used in other areas such as environmental risk assessment. Developing a framework and template to use in libraries would ensure a consistent approach to evaluation of services and enable more meaningful benchmarking.

An explicit framework may enable a more strategic approach to the use of limited resources in carrying out evaluation processes in university libraries in New Zealand and Australia. This research will result in recommendations concerning a framework approach to establishing an evaluation programme for university libraries.

Rachel Esson is Head of Research and Learning Services at Victoria University, Wellington. She has co-edited a special issue of Health Information & Libraries Journal on assessing the impact of information services in the health sector. She has also carried out research about how to increase library user survey response rates.

Sue Roberts is University Librarian at Victoria University Library, Wellington. She is the co-author of Managing Information Services (2005) and Leadership: The Challenge for the Information Profession (2008).

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

Alan Gale (University of Guelph)
Linda Day (University of Guelph)

The Journal Citation Report (JCR) database provides information on more than the 6,500 journals drawn from a broad range of science disciplines, and more than 1,900 from the social sciences. Many ARL libraries subscribe to the product.

Using the JCR database it is possible to construct a list of “important” journals in a related subject area to which a library's journal holdings in that area can be compared. This gives an indication of the degree of access to the literature provided by the library's holdings. The approach described builds on the work of Gale and Day (2009). It will be of greatest interest to those librarians in the pure and applied sciences but might be of value to those in the social sciences, too.

The presentation will address practical issues such as: selecting journals for comparison based on “total citation” count rather than “impact factor”; determining the appropriate number of journals in the comparison list (from the JCR database); special techniques for plotting, such as the use of primary and secondary axes, to clearly represent the degree of access provided by a library; and the stability of JCR rankings in a subject area, based on “total citations,” over time. Illustrative examples will be provided using data from the physical and life sciences, as well as engineering.

The presentation concludes with a discussion of related issues such as communicating the results of these analyses to the user community; especially in conjunction with LibQUAL+® results. A list of citations to relevant papers will be provided for those who wish to do further reading.


Alan Gale is a Librarian in the Information Resources and Collections Unit, University of Guelph Library. Linda Day is the Electronic Resources Librarian in the Discovery and Access Unit, University of Guelph Library.
Using Gimlet Desk Statistics to Improve Library Services

Susan Gardner (Loyola Marymount University)

The Reference and Instruction Department in the William H. Hannon Library at Loyola Marymount University (LMU) uses Gimlet (http://gimlet.us) to record statistics on all encounters at the “almost 24/7” Information Commons Desk. Gimlet is a web-based tool we license for a monthly fee of $10 that offers unlimited staff user accounts and a searchable knowledge base of our data. Additional features include customizable statistical reports, the ability to measure difficulty level for each question, and social tagging. Gimlet records basic information about who asked what kinds of questions, and how and when they are answered. This poster session will chronicle the mining of Gimlet data to improve library services.

Our department looked at the Gimlet data logged by all Information Desk workers in the fall semester of 2009 (August through December). Desk workers include library staff, student workers, Information Technology staff, and our outsourced “overnight desk” staff. We looked at a total of 8,195 questions asked by LMU students, faculty, staff, and visitors (including alumni and community members) during the fall 2009 semester. Automatic reports were generated comparing different variables (such as type or difficulty of questions by time of day), and then all variables were dumped into an Excel file for further and more in-depth comparison. Also, the list of social tags applied to questions was sorted by frequency to start building a FAQ list.

Content from directional questions was mined for improved signage and the acquisition of items asked for but unavailable, such as overnight checkout of adapters and a scanner. Time of day and day of the week variables were looked at to develop optimal staffing schedules at the Desk. Questions were sorted by staff login to evaluate student workers. Finally, technical questions were mined for the top software inquiries, and the results were added to our Information Desk “technology training” module.

It took a time commitment on the part of Information Desk workers to log all transactions into Gimlet during their shifts. Extracting data using the automatic reports functions in Gimlet was instantaneous and provided a quick “at a glance” overview, but doing a data dump into Excel, sorting the data, setting up a pivot table for time of day and day of the week analysis, and analyzing the data for service improvement action items took several days for each component. The extra time and effort of the data mining led to advancements in service and staffing.

Susan Gardner is Head of Reference and Instructional Services in the William H. Hannon Library at Loyola Marymount University (LMU). 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.

Notes
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)

In a climate of reduced library funding and rapidly changing user needs, academic library administrators are required to make increasingly difficult decisions regarding their institutions' services and resources. In 2008 and 2009, the University of California, San Diego Libraries established the new positions of User Services Decision Support Analyst and User Services Technology Analyst. Reporting directly to the AUL for User Services, the analysts serve a libraries-wide role, supporting each of the nine locations that comprise the UCSD Libraries.

The analysts work independently and together on wide-ranging projects designed to understand and enhance the library user experience and to gather and assess information to assist library administration with effective decision making. The analysts are also charged to remain abreast of industry trends, looking to the future and proposing new services, methods, and technology tools to continually improve the experience of library users.

The analyst positions have allowed the investigation and implementation of projects that previously went unfulfilled because of a lack of time and/or appropriate staff. They further supported administrative decision making based on statistics, data, observation, and direct user feedback rather than on uncertain, incomplete, or anecdotal information. Finally, these dedicated positions have allowed for sustained and more systematic assessment efforts.

After more than two years, the analyst positions have proven successful through supplying useful information and insight to library leadership in support of decision making, performing varied assessments of both library use and staff workflow, analyzing information and making recommendations, and leading small- and large-scale projects across the Libraries.

The poster will include an explanation of the need for and benefits of this library staffing model, expectations for each role, examples of completed and in-progress analyst projects, and considerations for other institutions which might wish to follow UCSD's lead to establish decision and/or technology support analyst positions.

Librarian Kymberly Goodson is the inaugural User Services Decision Support Analyst for the University of California, San Diego Libraries. Primary activities include understanding the library user experience, developing and implementing services to meet user needs, and using statistics, user/usability studies, and other information to support effective library management decision making.

Librarian Dan Suchy is User Services Technology Analyst for the University of California, San Diego Libraries, where he plans and manages public computing projects and works to improve the library user experience through the effective use of emerging technology.

Notes
Developing Assessment for an Information Literacy Program: The First Year

Larissa Gordon (Arcadia University)

This poster will outline the process of developing an assessment strategy for library instruction in the First Year Seminar, one of the cornerstone courses of Arcadia's Information Literacy program. Each seminar has a library liaison, and approximately 30 First Year Seminars are held each fall. In the fall of 2009, each librarian pilot tested several assessment methods in a few of their assigned First Year Seminars. Included among the methods were a pretest, various Classroom Assessment Techniques, a standardized in class worksheet, and a review of project bibliographies. After collecting and reviewing assessment data from the fall pilot program, the assessment strategies deemed the most useful and time efficient from among the assessment methods tested were selected to compose the information literacy assessment plan for the First Year Seminar. These assessment methods were chosen because they complemented each other both in the variety of data they gathered and in the energy involved in giving and evaluating the assessments. Librarians at Arcadia intend to use the same method in subsequent years to identify an assessment plan for other key classes in Arcadia's Information Literacy program. The importance of encouraging librarian involvement in testing and planning assessments will also be discussed, as will the necessity of publicizing assessment results across campus.

Larissa Gordon is a reference librarian at Arcadia University's Landman Library. She has been working for the past three years to help develop an information literacy program at the university, and is now hard at work developing an assessment strategy for that program.

Notes
#28

Promotion Techniques to Build a Larger and More Representative Sample for Your Survey: Findings from LibQUAL+®

David Green (Association of Research Libraries)

**Purpose**

This poster will address the following research question: Do certain marketing techniques increase response rate for the LibQUAL+® survey? It is hypothesized that the use of survey reminders, incentives prizes, and other methods of promotion increases the percentage of views and completed surveys from an institution's survey sample. If increased awareness and incentive to participate do in fact raise the rate of participation, the resulting dataset will be more robust and perhaps even be more representative of the population.

**Design/Methodology/Approach**

To address the research question, this study uses data collected from LibQUAL+® surveys, Post Hoc Questionnaires, and Representativeness Questionnaires conducted between 2004 and 2009, inclusive. All three surveys are voluntary, online questionnaires. The LibQUAL+® survey is a rigorously tested web-based survey that measures user perceptions of library service quality. For the purposes of this study, the only data used from the LibQUAL+® survey itself is total surveys viewed and completed, and descriptive demographic data. The Post Hoc Questionnaire is the centerpiece of this study. After the completion of a LibQUAL+® survey run at an institution, that institution's contacts are asked about the local process for conducting their survey. The questionnaire is voluntary and gathers the following information used for the current study:

- number of e-mail addresses to which survey notification e-mails were sent; the number of bounced e-mails from that original notification; and the number of e-mails sent to replace those bounced e-mails (broken down by position group, e.g., undergraduate, faculty, etc.);
- survey reminder e-mail dates;
- incentives offered; and
- methods for promoting the survey.

The Representativeness Questionnaires are filled out by institution contacts during a LibQUAL+® survey run. The data provided is used to determine the representativeness of an institution's survey sample to its population once the survey run is completed. For the purposes of the current study, institutional counts for user group, role, and sex are used to test whether marketing techniques affect representativeness.

This study will compare promotion techniques with the number of survey views, completed surveys, and valid surveys. Peer institutions (including multiple survey runs by the same institution) can be compared against one another to find the result of the various combinations of promotion techniques.

**Findings**

This study is designed to determine how the various possible individual and combination
of promotion techniques affect survey view and completion percentages, and how they affect representativeness.

Practical Implications/Value
The findings from this study will be shared with the LibQUAL+® community to help guide institutions in their administration of future survey runs. Significant findings would also be helpful to researchers studying ways to improve survey response rates and increasing sample representativeness of populations.

As Librarian Relations Coordinator for the Association of Research Libraries Statistics & Assessment Program, David Green provides guidance in how to most effectively use library assessment tools and supports the suite of assessment services known as StatsQUAL®. He earned his MSLS from the University of North Carolina at Chapel Hill.

Notes
One of the longest-running and most recognizable activities of the Association of Research Libraries is the ARL Statistics™ data collection. Quantitative and descriptive statistics have been collected and published annually for the members of ARL since 1961-62. Before 1962, annual statistics for university libraries had been collected by James Gerould, first at Minnesota and later at Princeton. These data cover the years 1907-08 through 1961-62, and are now called the Gerould statistics. The whole data series from 1908 to the present represents the oldest continuing library statistical series in North America. The current ARL Statistics™ include data on collections, staffing, expenditures, library services, and library and university characteristics of the member libraries of ARL.

In the 1990s, many of the annual surveys evolved into analytical products and services in unforeseen ways—primarily due to the use of new technologies ranging from innovations in data collection to electronic publishing of datasets, as well as derivative print publications. Probably the biggest challenge for any organization, including ARL, is the attempt to bring disparate web products and projects together in a way that complement and build on each other so that users can get maximum benefit.

The ARL Statistics™ Web Interactive Edition was one of the first electronic interactive products ever to appear on the web. From 1994 until this year, it was supported by what was one of the well-known electronic centers of the University of Virginia Library: the Geostat Center. In 2010, the interactive product has moved to the StatsQUAL® gateway, hosted by ARL.

In addition to the move, the new ARL Statistics™ Analytics is more tightly integrated with the main ARL Statistics™ data entry forms in the new StatsQUAL® system, pulling results directly from the values entered by institutions as soon as they are submitted. It runs on Windows Server and is powered by C#/ASP.NET 3.5 backed by a SQL Server 2008 database. This move reduces the complexity of the system and minimizes reliance on third party tools, while retaining the same functionality. It will also make extending the system simpler, resulting in shorter times to market new features.

ARL Statistics™ Analytics will allow users to:
- Review the library data collected by ARL—select institutions for peer group comparison and download the data in .csv format for every year separately since 1963.
- Generate rankings of institutions—based on any one of the variables or any ratio formed by any two of these variables for every year separately.
- Create graphs from the data—for one institution and up to a certain threshold of variables, or for a certain number of institutions and one variable.
• Generate summary statistics for all ARL libraries—on any of the variables, or a ratio formed by two of these variables, for every year for either all libraries or a user-defined peer group.
• Download the data by year in spreadsheet format—a dataset in .csv format created by selecting the institutions, geographic regions, variables, and year(s) in which you are interested.
• Review the ARL indices—a set of options for displaying individual institutional data and graphs on the variables comprising the ARL indices.

Henry Gross develops and maintains the software powering the StatsQUAL® platform as the Applications Developer for the Statistics and Measurement Program at the Association of Research Libraries. He holds a BA in computer science from Carleton College.

David Green, Librarian Relations Coordinator for ARL Statistics and Measurement Program, provides guidance in how to most effectively use library assessment tools and supports the suite of assessment services known as StatsQUAL®. He earned his MSLS from the University of North Carolina at Chapel Hill.

Dr. Martha Kyrillidou, Senior Director of ARL Statistics and Service Quality Programs, 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.

Gary Roebuck, Director of Information Technology, manages the development and ongoing operations of StatsQUAL®, a suite of assessment applications that are used by libraries worldwide. Gary earned a Master of Science degree in Information Systems from DePaul University.

Notes
#30
Building Buy-In Using the Information Literacy Instruction Assessment Cycle

Margaret Grotti (University of Delaware)

**Purpose**
Library instruction programs face tremendous challenges when attempting to foster support for best practices including instituting evidence-based pedagogy, fostering reflective teaching practice among librarians, and ultimately for the cyclical assessment of student learning. Yet, in order to build a sustainable assessment plan such buy-in is essential. This presentation will describe how the University of Delaware Library is moving librarians from a teaching mindset to a student-centered, learning mindset, using the Information Literacy Instruction Assessment Cycle as its guiding conceptual model.

**Design/Methodology/Approach**
To determine the extent to which librarians have shifted their teaching to an outcomes-based approach, a pre-and-post test design will be employed. During the spring 2010 semester, librarians' classes were formally observed, and librarians completed a survey on teaching practices. A body of information was thus collected which serves as a benchmark for current teaching practice within the library. This information allowed us to determine areas in which training is needed. A series of workshops was then planned for the summer of 2010 which will focus upon teaching to learning outcomes, assessing student learning, and adopting a reflective approach to teaching. The workshops will use the Information Literacy Instruction Assessment Cycle as a conceptual model which makes the relationship between these concepts clear, and which is aimed at building a solid foundation for assessment efforts. After attending these workshops, librarians will complete a second survey and their teaching will be observed a second time in the fall 2010 semester to determine the extent to which they have adopted a more student-centered approach to teaching.

**Findings**
The findings of this research have not been fully assessed. However, we hypothesize that after librarians have received instruction that is tailored specifically to the needs of the group, we will see a much greater instance of student-centered teaching practices, and most notably the assignment of learning outcomes within classes taught by librarians.

**Practical Implications/Value**
The scarcity of library instruction courses within library science programs is well documented, as is the fact that librarians are traditionally underrepresented within campus assessment bodies. As a result, instruction librarians often have limited exposure to the underlying theories of teaching and assessment. Too often, this lack of knowledge can lead to situations in which library instruction programs react to top-down requests for assessment but are unable to build a foundation of support for the effort among teaching librarians, leading to one-time assessments which do not evolve into a truly cyclical model.

The professional development project outlined above provides a model which has the
potential to introduce a team of librarians to both sound pedagogy and the foundations of sustainable assessment in a short time frame, with a minimal investment of funding and staff time.


Margaret Grotti is an Assistant Librarian and Coordinator of Library Instruction at the University of Delaware Library. She received a BA in English from the University of Connecticut in 2004 and her MLIS from Syracuse University in 2007. Research interests include federated searching, information literacy, online instruction, and assessment.

Notes
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<td>The purpose of this study is to identify specific metrics of quality in the production of library services and work systems that can be used for assessment from the employees' perspective and that can be tested for inclusion in assessment instruments. It is grounded in the theoretical perspective that customers judge quality and that employees are internal customers equally important to assessment efforts as are external customers. The study argues that employees provide a unique perspective to the assessment of quality that external customers cannot provide and that quality assessment needs to be an additional form of employee assessment from that of employee satisfaction or organizational climate initiatives.</td>
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<td>The methodology is grounded and informed by the Malcolm Baldrige National Quality Award (MBNQA) Education Criteria for Performance Excellence, especially Category 5: Workforce Focus. A content analysis of various employee assessment instruments, such as employee satisfaction surveys and organizational climate surveys that have been gathered from Association of Research Libraries, will be performed to identify possible performance measures valuable to quality assessment in libraries from the employees' perspective. Additionally, an extensive literature review of quality literature, literature on MBNQA performance measures, especially criteria for workforce focus, and employee assessment in other industry sectors is being conducted to gather potential metrics or language useful for possible metrics of quality assessment to be analyzed for such content. An expert panel will be consulted to guide the content analysis and to assist in the formation of an extensive list of metrics of quality assessment gathered and formulated from the content analysis. The list of metrics identified through this process will be sent to a Delphi panel with a set of instructions for ranking using a Delphi methodology. Delphi panelists will rank the metrics according to their importance and relevance to quality assessment from the employee perspective. The Delphi review will have three iterations of ranking metrics by importance and relevance, the original ranking, and two follow ups, utilizing Delphi methodology for blind review.</td>
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<td>The Delphi review will yield a smaller, more viable, list of quality assessment metrics that will be ranked by their importance and relevance to quality assessment from the employees' perspective that can then be tested for validity and reliability in follow up testing. The specific wording of the metrics will be more clearly identified as well, eliminating duplication of wording and bringing more clarity in specific wording.</td>
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<th>Practical Implications</th>
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<td>This list of quality metrics will form the basis of a test for their validity and reliability for the eventual purpose of developing assessment instrumentation, either as enhancements</td>
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to existing employee assessment instruments or a stand-alone instrument of quality assessment from the employee perspective.

Value
This study contends that quality assessment is different than employee satisfaction or organizational climate assessment, and significantly enhances employee assessment that benefits both the library and its employees. It adds value to libraries assessing the quality of library services and work systems by data gathering from the internal customer perspective.

John B. Harer, PhD, is an associate professor of library science at East Carolina University in Greenville, NC, USA. He is the author of a study on performance measures of quality for libraries implementing continuous improvement programs and several articles on this topic, and numerous books on intellectual freedom.

Notes
Institutional Publications Tracking (IPT) System

Purpose
The IPT system was developed in late 2006 to identify all publications attributable to Los Alamos National Laboratory (LANL) authors. The system enables us to meet management's requirement to provide “peer reviewed” publication counts to the Department of Energy (DOE). The need to identify the individual LANL-affiliated authors was an initial requirement. Authors are identified by a unique employee number that is necessary to disambiguate common names. This information, augmented with data supplied by HR, allows us to query and generate specialized reports on various demographic criteria.

Design/Methodology/Approach
From multiple commercial vendor data sources, bibliographic records are loaded locally into our Library's repository. We then harvest summary data based on institutional affiliation. We eliminate duplicate records and ensure the best quality record is loaded into the IPT system. We then run the records through multiple, automated matching routines which provide initial matching of the LANL authors identified in the publisher records with their unique employee ID number. Using a local web interface, these matches are verified and corrected by Library staff using the published record as the authority. The harvest and author verification are ongoing processes, undertaken monthly.

MySQL tables are used to store data in the IPT system. In addition to tables for publication data and author data, a table stores information on journals, including flagging peer reviewed titles. Another table tracks each time a record is used in a report. Microsoft Access is utilized to query and generate reports.

Finally, an end-user application, myPubs@lanl, was developed which allows individuals to query the system. This application pulls records based on an employee's unique ID and displays the publication data with the current “times cited” as calculated by OPPIE (locally developed search and retrieval service for vendor bibliographic data).

Findings
Harvesting data from multiple sources creates issues with duplicate records. We demonstrate the variety of processes used to eliminate duplicate records and highlight difficulties encountered in these efforts—i.e., unicode vs non unicode characters for scientific notation and variant page numbering across vendor data. We discuss solutions being explored for more sophisticated matching/removal of duplicate records, issues stemming from punctuation and compound names, the effect that efforts such as Researcher ID might have, and how we catch records that do not contain complete institution field metadata.
well as to individual LANL authors. Specialized reports are run and formatted based on criteria provided by the requester. Based on their feedback, we have learned that data at the functional unit level is an important management tool. And individual authors and managers have responded favorably to the myPubs@lanl tool.

We continue to investigate and implement improvements to the system. We plan to develop additional web applications which could allow our customers to query the database directly and output standardized reports. We also plan to incorporate visualization tools for added analysis capability.

Valerie O. Trujillo is a Library Technology Professional at the Los Alamos National Laboratory (LANL) Research Library. She is a member of the Metrics Team which focuses on gathering and providing metric data to Library management and customers. She administers the Library's system that tracks LANL publications and authors.

Susan K. Heckethorn is a Librarian at the LANL Research Library whose subject focus is Chemistry. Additionally, she is the team leader of the Metrics Team and works closely with customers to determine how best to meet their metric needs. She received her MLIS from the University of Texas.

Notes
"It Was Awesome": Assessing the Benefits of Course-Specific Research Guides

Laura Horne-Popp (University of Richmond)

Purpose
Academic libraries currently focus on research guides as a predominant library service for students. Boatwright Memorial Library, at the liberal arts institution, University of Richmond (UR), is no exception. Since implementing LibGuides in August 2009, librarians at UR have created a variety of subject and course-specific guides to continue a high commitment to library services. As of February 2010, 58 subject research guides and 55 course-specific research guides were created for the UR research community. Currently at Boatwright Memorial Library, there is emphasis on using these guides for instruction purposes in workshops and classes, as well as for reference. But does all of this exertion pay off? The effort put forth to create these resources is significant. It is important to determine the advantage of these course-specific guides for students in relation to the work librarians have put into developing them. Through assessment of the course-specific guides, the librarians have been able to measure the guides usage and usefulness in order to optimize the benefit of these resources for UR students.

Design/Methodology/Approach
The assessment of course-specific guides at Boatwright Memorial Library was a blended approach. Surveys were used to document students' perceptions of the course-specific guide and these responses were compared to usage statistics captured through LibGuides "Usage Statistics" tool and Google Analytics. The surveys were disseminated in paper to students by instructors of every class with a course-specific guide. The survey asked students: their awareness of the guide, use of the guide, number of times the guide was used (zero to 10+), how useful was the guide (1 to 5), what portion of the guide's content was most useful, and any suggestions for improvement to the guide. The usage data was collected during the semester the course was taught.

Findings
Students value and use course-specific guides, but need reinforcement by their instructor/librarian on awareness of the guide and using it advantageously. Generally, student responses either gave high marks for the course-specific guide or stated a need for more awareness of the guide's existence. Very few students responded that the guide for their course did not meet their needs. In most cases, the portions of each guide students reported as most useful were corroborated by the usage statistics gathered through LibGuides and Google Analytics. Using the assessment data collected, strategies were developed to improve awareness of the guide. The most successful of these strategies have been instruction by the librarian on locating and using the guide, and/or the instructor referring to the guide throughout the course, as well as embedding the link to the guide in a course-management system, such as Blackboard.

Practical Implications/Value
Assessing course-specific research guides ensures that librarians are able to develop and
promote high-quality resources that achieve the maximum benefit for students. The information gleaned from the surveys and usage statistics allowed for librarians at UR to confirm, with confidence, the time and energy spent on creating, maintaining, and promoting the course-specific guides was well worth the effort and should continue.

Laura Horne-Popp is currently the Social Sciences & Humanities Librarian at the University of Richmond. She is a member of the Library Assessment Committee for Boatwright Memorial Library. Laura received her MLIS from the University of Washington in 2007 and her English degree from the University of Kansas in 2004.

Notes
A Multi-Year Information Literacy Assessment Program Using Google Docs

Ma Lei Hsieh (Rider University)
Patricia H. Dawson (Rider University)

Purpose
The Rider University academic community has adopted information literacy (IL) as one of the core learning objectives of the undergraduates. The IL objectives are based on the ACRL IL Competency Standards for Higher Education. The Moore Library developed an online survey to assess students' skills on the first IL objective—identifying various resources. The survey was administered to students who attended the library instructional sessions (LIS) in fall 2009. In spring 2010, a new survey was developed to assess students' skills on the second IL objective—developing keyword strategies and accessing relevant information from the most appropriate resources. The surveys for the IL objectives will collect rich data sets to inform the University community of the IL competency of students. The information is valuable for librarians and faculty in planning and incorporating IL into the curriculum of academic departments.

Design/Methodology/Approach
The surveys were generated with Google Forms within Google Docs. Each survey includes 5 knowledge questions on one IL objective and demographic questions so that IL skills of students can be cross referenced by disciplines and years in college. In spring 2010, one additional question was added on how many library instructional sessions students had taken. It took about 5 minutes for students to complete each survey before the library session, therefore minimizing class time in giving assessment. The data was exported to MS Excel and tabulated using the Excel functions. A new set of survey questions will be constructed for the remaining IL objectives in each new semester until fall 2011 when the assessment for the last IL objective would be complete.

Findings
Over 1100 students took the survey in fall 2009. All grade levels were represented. No significant differences were found among grade levels and disciplines concerning the ability to identify the various sources. The data revealed that as students advanced in years, their understanding of the function of the online catalog decreased, but the use of journal databases and the ability to access full-text journal articles increased. Almost half of the surveyed students did not know about the tool for locating full text journals. Only a quarter of participants would use encyclopedia for background information. The survey of spring 2010 will reveal further how many LIS students had taken in various years in college, and how relevant these prior sessions might be to their competences on developing keyword strategies and on accessing the appropriate resources for information.

Practical Implications/Value
The results revealed valuable information about students' IL skill levels, and allow librarians to develop lesson plans to target those IL areas where students need the most help. The information enables librarians to work with faculty on IL concepts that need to
be reinforced throughout the semester. Librarians can strategically plan to improve their IL program and request needed resources from the administrators to achieve the core IL objectives the University has set for undergraduate students.

Ma Lei Hsieh is an Assistant Professor I - Librarian at Rider University at Lawrenceville, New Jersey. She works in instruction and reference services, and is the Government Documents Librarian. Her research interests are in user education, assessment of learning outcomes, Web 2.0/3.0 technologies, and government documents.

Patricia H. Dawson is the Science Instruction-Reference Librarian at Rider University. She is the Chair of the Library Assessment Subcommittee and a member of the Rider University Assessment Committee.

Notes

Jennifer Jarson (Muhlenberg College)

Muhlenberg College implemented the Research Practices Survey in the spring 2009 semester to assess first-year and senior-year students' experiences with and perceptions of academic research, as well as to explore students' development over time. The administration of the survey was a joint initiative of Trexler Library, the Writing Program, and the Office of the Associate Dean for Institutional Assessment.

Developed by and for liberal arts colleges, the 34-question survey covers: experiences with research; attitudes and beliefs about research; familiarity with research terms and strategies; and approaches to evaluating sources. The survey is based on the Information Literacy Competency Standards for Higher Education from the Association of College and Research Libraries and is designed to explore students' proficiencies with information literacy standards (e.g., locating, evaluating, and using information), as well as their attitudes regarding library research.

This poster session will examine notable themes emerging from the survey's results, including: students' research strengths and weaknesses; students' beliefs about their abilities as compared to their performance on research related tasks; patterns in students' help seeking; and more. The poster session will also discuss future steps and questions for applying these results to practice, especially with respect to collaboration among invested campus partners, as well as further assessment plans.

Jennifer Jarson is the Information Literacy and Assessment Librarian and Social Sciences Subject Specialist at Muhlenberg College in Allentown, PA. Jen has presented on information and technology literacy at the NITLE conference, has been published in *Communications in Information Literacy*, and was selected as a 2009 ALA Emerging Leader.

Notes
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)

Purpose
Many libraries have used surveys to assess services, collections, and facilities. Results give library personnel a rich source of data, which can be used to support decisions and improve library services. But survey results alone don’t always give libraries the information they need to make the necessary changes. Instead, the results prompt more questions. What don’t patrons like about the library’s website? Which journals do our faculty really need? What would be the most convenient service hours for our users? Using methods such as focus groups and institutional data analysis the University of Alaska Anchorage and the University of Alaska Fairbanks libraries were able to come up with actionable lists of priority changes. The purpose of this program is to share these and other assessment methods and show how they can be used to inform library decision making and make improvements.

Approach and Findings
The UAA/APU Consortium Library serves students, faculty, and staff at the University of Alaska Anchorage and at Alaska Pacific University in Anchorage, Alaska. The library implemented separate LibQUAL+® surveys on each campus in fall 2008. Survey results helped library staff and the Library Advisory Committee pinpoint areas of success and concern. As a follow up to the survey, the Library Advisory Committee organized a series of focus groups with faculty from each university using the appreciative inquiry method. In addition, the UAA/APU Consortium Library staff used a number of other methods to follow up on questions generated by the survey. Presenters will discuss the pros and cons of each of these methods, and discuss how and when they can be used to improve assessment and inform the decision-making process.

The Rasmuson Library at the University of Alaska Fairbanks (UAF) surveyed students, faculty, and staff in fall 2007 using an instrument adapted from the University of Washington triennial surveys. Findings contributed to a number of improvements in library collections. In order to explore further some of the specific responses to survey questions, such as the difference between collection and overall library satisfaction, UAF assessment committee members looked at specific types of institutional data. Using information such as journal citations and ILL borrowing activity, collection development was able to highlight the specific journals needed. Using more than one assessment method is critical to creating a broader picture of library patron needs.

Karen Jensen is Collection Development Officer at University of Alaska Fairbanks. Karen has worked in UAF Libraries fourteen years, including eight years as Circulation/ILL Manager. She currently coordinates library patron and collections assessment activities. She received her BA degree from Grinnell College, and an MLS from the University of Washington.

Susan Mitchell is Head of Technical Services at University of Alaska Anchorage. She has worked at UAA four years. She has coordinated library assessment activities at two institutions, and has served on...
University-wide assessment committees. She received her BS degree from Niagara University, and her MLS and Advanced Certificate in Educational Technology from the State University of New York at Buffalo.

Notes
Using Library Turnstile Data to Inform Decision Making

Jennifer Jones (Georgia State University)

Purpose
The purpose of this project was to apply practical use to data that are collected systematically as patrons enter the Georgia State University (GSU) Library.

Design/Methodology/Approach
Since 2005, students, faculty, and staff at Georgia State University (GSU) Library have been required to swipe their campus ID cards at turnstiles in order to enter the library buildings. The swipe verifies the individual is affiliated with GSU and unlocks the turnstile, ultimately allowing entry into the library. With each swipe, data associated with affiliates, such as year in school, major, and GPA, are sent to a database. The library's card swipe data sat unused until a fortuitous conversation between the Assessment & Staff Development Librarian and the Director of the Student Recreation (Rec) Center. The Rec Center's patrons also are required to swipe to gain entry into the center, and the Rec Center decided to capitalize on this information to discover more about its visitors. The Rec Center partnered with Advanced Campus Services, (ACS), the high-performance, research computing unit, to create a tool to access the data. The Assessment & Staff Development Librarian contacted ACS to discuss duplicating the project. ACS agreed to build out a library database similar to the Rec Center's database. The back-end of the system uses Mondrian, an open-source, OLAP (online analytical processing) engine. ACS produced two query tools for us to use, one online and one using Microsoft Excel. Data are available back to 2005 and the online version of the system is updated daily.

Findings
The end product has been a valuable tool for the library. We have used the data to inform staffing and hours of operation decisions. Additionally, we have been able to produce reports for campus stakeholders, such as college deans, to help illustrate their student populations' use of the library. The most exciting aspect of the project is that there is no endpoint; patrons continue to swipe in day after day, and the data are continuously collected.

Practical Implications/Value
Other libraries that require affiliates to swipe their campus ID cards in order to enter the library should be able to implement a similar project. Since the data are being collected anyway, there is no reason not to tap into this demographic goldmine. A system such as this adds depth to simple door counts and helps validate assumptions about, for example, library visitors and busy days.

Jennifer Link Jones is the Assessment & Staff Development Librarian at Georgia State University Library in Atlanta, where she coordinates the library's assessment activities and the employee training program. She has been a librarian for nearly 10 years and always has been interested in assessment—but hasn't always known it.
The Survey as Outreach: How Measuring Recognition Can Further Promote Services and Resources

Robin M. Katz (University of Vermont)

Background
The University of Vermont Libraries’ Center for Digital Initiatives (CDI), a digital library of unique research collections, was launched in April 2007. Having focused on infrastructure in its first few years, it is now the CDI's goal that students, faculty, staff, scholars, and community members participate as users and creators of digital resources in an open, collaborative environment. We also hope to work with users to integrate digital collections in their research, teaching, and learning strategies.

In order to reach this goal, the CDI hired an Outreach Librarian to implement a strategic publicity campaign, engage target audiences, and perform regular assessment.

Purpose of Recognition Surveys
The purpose of the surveys is to gauge the success of publicity and outreach efforts by measuring recognition of the CDI's resources and services among various on-campus target audiences. The Recognition Surveys simultaneously function as an outreach tool in and of themselves; by taking this survey, people previously unfamiliar with our resources and services were made aware of what the CDI can offer.

Design/Methodology/Approach
A short, web-based survey has been created for each target audience and will be delivered via direct e-mail in February 2010 (UVM faculty), April 2010 (UVM students), and May 2010 (UVM staff). The survey will be advertised on listservs, Library web pages, and 2.0 outreach tools (Facebook, Twitter, etc.). Each will remain live until the desired sample sizes are reached or for a maximum of 4 weeks.

Each target audiences' desired sample sizes follow for a Confidence Level of 95% and a Confidence Interval of +@/- 4:
- Faculty: 393
- Undergrad Students: 567
- Graduate Students: 430
- Staff: 473

This poster session will report on the findings of the 2010 surveys.

The Recognition Surveys will be repeated annually (again in 2011). At each interval, we hope to see increased recognition and use of our resources and services. Use will be measured by self-reported answers in the recognition surveys, by our Google Analytics reports, and by our own inventories.

Findings
The surveys have not yet been delivered; they will be analyzed in the summer of 2010. We expect recognition rates to exceed demonstrated and self-reported usage rates of our services and resources; we hope our outreach activities will lead to an increase in
recognition and use over time. We anticipate that the survey itself will drive new traffic to our site.

Practical Implications/Value
This poster session will share one digital libraries' experience measuring outreach success; these methods can be applied to any library service.

Survey questionnaires will be available for interested colleagues. Our question wording “Prior to taking this survey, I was aware of . . .” is a useful way to draw attention to resources and services while simultaneously measuring recognition to date. In this way, the survey itself acts as a means of reaching out to target audiences.

The data collected will add to available examples (still few) of digital library assessment. We hope to garner interest in our assessment methods so that by 2011, when the second round of Recognition Surveys are delivered, there is professional awareness of our evaluative activities.

Robin M. Katz is the Outreach Librarian for the University of Vermont Libraries' Center for Digital Initiatives, a digital library of unique research collections. She is responsible for collection development, assessment, and outreach of the CDI. This is her first professional position since graduating library school in 2009.

Notes
#39

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

<table>
<thead>
<tr>
<th>Kirsten Kinsley (Florida State University)</th>
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<tr>
<td>Rebecca Bichel (Florida State University)</td>
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<td>Rachel Besara (Florida State University)</td>
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New library spaces, and the staffing within them, are designed to meet student needs. However, student needs are not static; they constantly undergo tiny changes, adding up to measurable changes over time. This means that staffing must also be changed over time to remain in alignment with student needs. This requires cyclical, sustainable assessment to inform decision making about staffing, which the undergraduate developed and used to shape staffing in Florida State University Libraries' new undergraduate Learning Commons. Three assessment instruments were developed and aligned to organizational and departmental staffing goals:

1. A survey on who would best fit the new commons' leadership roles
2. A survey of who would best fit the new staff level roles
3. A work qualities assessment instrument

Since the new staffing measure is based strongly on shared leadership and interconnected responsibilities, a 360 assessment matrix was developed and the surveys were inserted into the matrix, giving a librarian-to-staff-to-student employee (and back again) as well as a peer-to-peer view of the perceived ideal qualities and roles within the department. This approach is sustainable and practical, easy to adjust and re-administer on a semesterly or yearly basis. The library administration found the data gathered a valuable tool to supplement the traditional top-down approach to staffing assessment for decision making. On the assessment cycles where the staffing is not being reorganized, the data can be used to recognize and give credit to the employees that exemplify key work qualities to their peers. When developing and deploying the assessment, there were many practical challenges, such as requirements of faculty union contracts, shaping the instrument to organizational needs, and employee buy-in; these will be discussed as well.

Kirsten Kinsley is the Assessment Librarian for Undergraduate Services at the Florida State University Libraries. She also has a background in career counseling before completing her Master of Library Science degree at Florida State University in 1999. She was project manager for a major ethnographic study on library spaces in 2008.

Rebecca Bichel is the Associate Director for Public Services at Florida State University Libraries. She provides leadership for all public service functions in three FSU libraries and has played a central role in developing two major new library spaces at FSU. Rebecca came to FSU in 2005 from Penn State University.

Rachel Besara is the Assessment Specialist for Undergraduate Services at Florida State University Libraries. She had a background in education before completing her Master of Information and Library Science Degree at FSU in 2007. She was involved in the curriculum development of Project LEAD, an IMLS-funded library leadership project at FSU.

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

Cassandra Kvenild (University of Wyoming)  
Melissa Bowles-Terry (University of Wyoming)

### Purpose
Distance learning is gaining popularity in higher education. In 2007, over 20% of all higher education students in the United States took at least one online course, a 12% increase from the previous year. At the University of Wyoming, almost 25% of students take courses from a distance via the UW Outreach School. The UW Libraries have a long-standing partnership with the Outreach School and librarians strive to provide reference and instruction services to all distance learners. Librarians embed in online courses, teach online credit courses for the Outreach School, provide instruction via video uplink, and offer library guides and video tutorials to distance students, as well as providing online reference services. Based on this active collaboration with the Outreach School, Cass Kvenild (distance learning librarian) and Melissa Bowles-Terry (instruction and assessment librarian) decided to formally assess how well the libraries were meeting the needs of distance educators at UW.

### Design/Methodology/Approach
Because the population of distance students is an easily accessible online community, they are often an over-surveyed group. Rather than add to the influx of surveys received by these students, the authors opted to survey instructors from the Outreach School to learn more about how the libraries meet their needs. In fall 2009, Kvenild and Bowles-Terry initiated a needs assessment of distance faculty which was formally approved by the Institutional Review Board and the Outreach School. Survey questions were created based on the instrument designed by Shaffer and Finkelstein (2004). An electronic survey was sent to all distance instructors at UW (a total of 195 people currently teaching distance courses). The survey had a response rate of about 20%.

### Findings
The library services most used by distance faculty are interlibrary loan and electronic course reserves. We found that instructional services are underutilized. Over half (57%) of instructors who responded to the survey require their students to use library resources, but only 10% have had a librarian give an in-class orientation to library resources. Other instructors expect that students already have the research skills they need (33%) or they direct students to ask a librarian for help (40%). Of the various barriers to using library services, the two most commonly identified were “I had not considered using the library for support” and “I am not aware of library services to support Outreach education.”

### Practical Implications/Value
Based on the response to the survey, we learned that the major barrier to use by distance educators is lack of awareness of library services. In this presentation we will address ways to increase visibility of library services to off-campus faculty members. A link to library services is currently included in every online course, but it seems that many instructors are unaware of other ways to incorporate library services from a distance.
While few libraries have formally assessed the provision of library services to distance educators, the increase both at UW and nationally in enrollment in distance courses indicates that extending library services to those students through their instructors is central to our educational mission.

| Notes |

Cass Kvenild is the Distance Learning Librarian at the University of Wyoming. She is currently editing a new book for ACRL press, *Embedded Librarians: Moving Beyond One-Shot Instruction*. Her research interests include embedded librarianship, online library instruction, utilizing technology to improve library services, and assessment of distance learning.

Melissa Bowles-Terry is the Instruction and Assessment Coordinator at University of Wyoming Libraries. Her research interests include one-on-one instruction, active learning in information literacy instruction, and authentic assessment of student learning.
Assessment Influencing Action

Joscelyn Langholt (University of Maryland, College Park)

This case study follows the process of how formal and informal assessment methods resulted in revisions to a large instruction program. At the University of Maryland, College Park the Library's User Education Services Department has nurtured a strong relationship with the First Year Writing Program; this program manages the core course ENGL 101—Academic Writing. The University of Maryland Libraries support ENGL 101 through an information literacy program called Library Day. Throughout the academic year, over 165 Library Day sessions are taught to approximately 3,500 first year students. A large amount of information was collected regarding the assessment of student learning in Library Day. This data was collected through formal and informal methods, including an online questionnaire, e-mails, and talking with instructors, applied during the 2009 spring semester. Data collected included the specifics of the curriculum Library Day was supporting, what course instructors most often requested to be covered for those sessions, and what students learned.

Having a large collection of data was the first step. Next, the numbers, comments, and suggestions were reviewed, analyzed, and then translated into an actionable plan by the User Education Services Department. Some of the conclusions were self-evident. For example, the majority of ENGL 101 course instructors requested that we explain and demonstrate the differences between scholarly and popular sources. However, the data showed that after Library Day students still lacked an understanding of how to differentiate between the two types of sources. As a result of this analysis, several changes were made to the way in which this subject was presented; small adjustments in the allocation of class time for the different content elements intended for Library Day to better reflect the goals of ENGL 101. Not all of the adjustments to the Library Day curriculum and supplementary materials were as self-evident, but rather, they required more analysis.

This poster session will show the formal and informal assessment tools used and demonstrate the process of how these assessments resulted in real change in this information literacy program. Assessments performed between then and now confirm that those small adjustments in the use of class time resulted in Library Day better reflecting the goals of ENGL 101. This experience demonstrates that while the assessment process does require a time commitment, “closing the loop” of assessment by analyzing the data and instituting changes can produce visible and valuable results that are well worth the investment.

Joscelyn Langholt is a Reference and Instruction Librarian at the University of Maryland, College Park. She graduated with her MLIS in 2008 from the University of Missouri, Columbia. Her research interests are in the areas of information literacy and assessment of end-user needs.

Notes
Using LibQUAL+® Data for an Accreditation Review

Janice Lewis (East Carolina University)

East Carolina University (ECU) is a national leader in distance education. It is planning for its Reaffirmation of Accreditation by the Southern Association of Colleges and Schools (SACS) in 2013. SACS guidelines require courses and programs offered via distance education, as well as those offered by more traditional methods, to meet the core requirements and comprehensive standards found in its Principles of Accreditation. For example, ECU must show that distance education students have access to and can effectively use library resources. It must regularly assess the effectiveness of its provision of library resources for distance education students.

Administration of the LibQUAL+® user satisfaction survey is one way that ECU assesses the effectiveness of its services and identifies where improvements are needed. In 2007, we administered LibQUAL+® only to students who were enrolled in at least one online course. The results helped us identify the areas of most importance to students in these courses. We developed action items to address areas with the largest superiority gaps. In 2009, we administered LibQUAL+® to all students and faculty. Because the survey did not provide a method for identifying students who took distance education classes, we faced a dilemma regarding how to use the results to assess the effectiveness of our services to these students specifically. Our solution was to filter by responses to the question, “The library that you use most often.” Students who chose the response “Online only use of ECU Library resources” were treated as distance education students for the purpose of survey analysis. Their results were compared with the results for students who chose the response “Joyner Library” for this question. Since neither the LibQUAL+® Results Notebook nor its Analytics tool offers an option for analyzing results by “library used most often,” we used the Excel results file to conduct the analysis. To keep the analysis manageable, we identified seven core questions, two outcomes questions, and two use questions that were most relevant to distance education students. We also compared the mean values of the overall Adequacy and Superiority Gaps for the core questions, and mean values of the Adequacy and Superiority Gaps for two dimensions—Affect of Service and Information Control.

This poster will compare results for these two student populations and discuss how the data was used to document the effectiveness of our provision of library resources to distance education students for SACS reaffirmation purposes. The poster should be of interest to two population groups: those who want to use LibQUAL+® data in a reaffirmation or accreditation review and those who are interested in making better use of the Excel files that accompany their LibQUAL+® results. A review of the literature found only a few articles dealing with the use of LibQUAL+® Excel files. Sharing methods for analyzing this data will increase the body of knowledge on this topic and increase use of LibQUAL+® results to improve services to our users.

Janice S. Lewis is Associate Director at Joyner Library, East Carolina University, where she leads planning.
and assessment efforts. She serves on ECU's SACS Compliance Certification Council. Lewis has a JD from University of Virginia School of Law, an MLS from Catholic University of America, and a BA in Economics from the College of William and Mary.

Notes
Using LibQUAL+® Feedback to Improve Your Library as a Place

Virginia Loveless (Augusta State University)

In spring 2006, Reese Library at Augusta State University administered the LibQUAL+® survey to university faculty, staff, and students. Using both the quantitative and qualitative analysis of this survey, areas of improvement in the three LibQUAL+® service dimensions of Information Control, Affect of Service, and Library as a Place were identified. While all dimension responses fell within the “zone of tolerance” as defined by LibQUAL+®, Reese Library personnel decided that, based on survey responses and respondent feedback, Library as a Place should be targeted for improvement. In fact, Library as a Place improvements have become a permanent element of the Library's Unit Plan.

The main challenge was to create an environment in which instruction and research could flourish, and would also serve as a cultural and intellectual resource for the community. The goal was to improve the appearance, navigability, and safety of the library building. As a direct response to the 2006 LibQUAL+® survey results, some of the changes Reese Library implemented were:

- Purchases of furniture throughout the building (including all public and staff areas), display cases, shelving, library-wide directional signage, floor lamps, computers, printers, copiers, and carpeting;
- Installation of fire sprinklers;
- Application of fresh paint throughout the building;
- Addition of an art gallery in previously unused space;
- Rearrangement of furniture to meet patron space and traffic flow; and
- Improvement of library staff job satisfaction.

In addition, the construction of a new student activities building attached to the Library raised awareness of and increased traffic to the building.

This poster presentation will explore these and other improvements Reese Library underwent from 2006-2010, and how those changes affected the Library as a Place responses in the subsequent LibQUAL+® survey administered in spring 2010, four years after the original survey.

Ginny Loveless holds a Bachelor of Science in Sociology from Augusta State University. She began her library career at Reese Library as a student assistant and has held a variety of positions since joining the staff in 2000. She currently serves as the Business Manager, with interests in disaster planning and employee motivation.

Notes
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)

Purpose
This presentation addresses the administration of SAILS (Standardized Assessment of Information Literacy Skills), the use of SAILS report data, and respondent perceptions of the utility of SAILS at institutions that comprise the “All Institutions Benchmark”—the institutions which participated in the SAILS testing through the spring 2007 testing period.

Methodology/Approach
An online survey was used to collect qualitative and quantitative data for the study. Overall response rate for the survey employed in this study was 63.9%. Disregarding unusable responses, the response rate for the data analysis was 57.8%.

Findings
The large majority of institutions used convenience sampling in administering SAILS. With regard to the SAILS report data, there are indications that those institutions that received support for data analysis were more likely to find the results useful; the utility of the SAILS report data can also be correlated with institutional type.

Practical Implications
Results from this study suggest that SAILS can be most effective if there is statistical/institutional research support for data analysis, if the sampling method for selecting test takers is more rigorous, if SAILS is used in conjunction with other instruments, and if the SAILS data is correlated with other institutional data.

Originality/Value
There have been few published studies on the large-scale administration of standardized information literacy assessments. Moreover, there has been no other published research study assessing multiple institutions' experience of administering SAILS and using SAILS results. Institutions interested in the use of SAILS and other well-known standardized information literacy tests will find this presentation especially relevant.

The authors' paper on the study on the administration, interpretation, and use of SAILS by institutions which participated in the SAILS testing through the spring 2007 testing period is forthcoming: Lym, B., Grossman, H., Yannotta, L., & Talih, M. “Assessing the Assessment: How Institutions Administered, Interpreted, and Used SAILS.” Reference Services Review 38, 1 (2010).

Brian Lym is a Reference/Instruction Librarian and library liaison to the science departments at the main campus of Hunter College. He also coordinated the administration of the SAILS assessment at Hunter College in spring 2007.

Hal Grossman is a Reference/Instruction Librarian and liaison to the Education department at Hunter College.
Lauren Yannotta is the Instructional Design Librarian at Hunter College. She also participated in the administration of SAILS at Hunter College in spring 2007.

Makram Talih is Associate Professor in the Urban Public Health Program (Epidemiology & Biostatistics Track), Hunter College. His research interests include: Bayesian statistics & computation; data analysis methodology; multivariate analysis; and statistical measures of health/environmental disparities.

Notes
Successful management of organizational performance requires interconnected systems that link goals and strategies with customer and stakeholder requirements, key processes, and measures. This systems-oriented approach ensures consistency across plans, supports organizational learning, and helps to achieve effective results. This poster illustrates the methodologies used by the Information Services Division (ISD)\(^1\) at the National Institute of Standards and Technology (NIST) to enable a continuously evolving and sustainable focus on outcomes and performance excellence. It is intended as a companion to the poster, “Assessing Library Performance Using the Baldrige Criteria for Performance Excellence: Role Model Practices.”

ISD’s continuous evolution is rooted in a commitment to customer service excellence and culture that encourages risk-taking, learning, and assessment to provide professional scientific/technical information assistance to NIST research staff through their research and publishing cycles. ISD’s Knowledge Continuum (KC), representing the research process stages—discovery, dissemination, and preservation—is the overarching philosophy driving strategic and operational goals. The Baldrige Criteria for Performance Excellence serve as the systems framework for organizational management and assessment in key areas: leadership; strategic planning; customer focus; measurement, analysis, and knowledge management; workforce focus; and process management. ISD began its Baldrige journey in 1997; ten years later it was awarded the Maryland Silver Quality Award by the Maryland Performance Excellence Award (MPEA) Program. Examiners rigorously evaluated ISD’s written application, conducted a full-day site visit to verify and clarify application information, and provided ISD with a written feedback report.

The poster will show how the KC and the holistic organizational view guide ISD’s operations. It will describe how and why ISD links strategic and operational goals with customer requirements, key processes, and workforce development. More importantly, it will show how measurement, analysis, and knowledge management are embedded within all levels of the organization to ensure continuous learning and improvement. The MPEA Examiners noted that ISD’s alignment of performance measures with strategic objectives, action plans, key customer requirements, key workforce requirements, and key processes helped to manage the whole organization to achieve success. The systems and methodologies illustrated in the poster were identified as “critical success factors” by the MPEA Examiners, and can be emulated or adapted by other libraries or research organizations.

1. ISD is responsible for creating, maintaining, organizing, and disseminating information to support the research and programmatic needs required to fulfill the scientific and technical mission of NIST.
As a lab liaison, Susan Makar assists NIST researchers in determining the impact of their research through publication and citation analyses. She has also performed analyses to assess the impact of the NIST Research Library’s journal collection. She earned her MA in Library and Information Science from the University of Iowa.

Mary-Deirdre Coraggio provides strategic oversight for the NIST Research Library, Electronic Publications, and Museum/History programs. Her leadership philosophy centers on a customer centered vision with well-focused directions and well-defined processes. These merge in a learning environment of shared responsibility encouraging the assessment activities described. She earned her MLS from Pratt Institute.

As a lab liaison, Mylene Ouimette supports NIST scientists and engineers in manufacturing, electronics, and nanoscience research. She worked for 15 years as a research engineer prior to earning her MLS from University of Maryland. Ms. Ouimette also holds BS and MS degrees in engineering, both from University of Maryland.

Barbara Silcox provides leadership and direction on a range of scholarly communication, digital services, knowledge management, and assessment projects. She developed expertise in organizational performance measurements, including techniques for determining customer requirements and satisfaction, benchmarking, and assessing impacts. She earned her MLS from the University of Maryland.

Notes
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)

In a 2007 LibQUAL+® study at The University of Western Ontario, faculty, graduate students, and undergraduate students at the Don Wright Faculty of Music indicated considerable concern with the inadequacy of Music Library space for both users and the collections. The Assessment Librarian and the Director of the Music Library proposed and implemented a two-phase study to investigate that concern. Phase 1 used an observation methodology to determine how users were currently interacting with the space. Phase 2 built on what was learned through the observations and used interviews to explore users' perceptions of how the current Library space supported and/or hindered their research, teaching, and learning. In order to gain University attention to the dire situation of the Music Library, we needed some data on the actual use of that library. The ultimate goal was to utilize this information to advocate for university funding to renovate the space and enlarge it if possible. At the very minimum, the director would have data to guide reorganizing existing space to best advantage.

The study began in 2008 and continued until early 2010. Three disasters struck after the beginning of the study. There was a fire in the cafeteria located directly below the Library. The Library suffered numerous floods from overhead leaking pipes, which caused considerable water damage and necessitated the removal of special collections. There were also infestations of mice. In addition, the fire marshal ordered some carrels removed because they impeded traffic in an aisle. This meant the removal of heavily used study carrels, which afforded users some privacy and space to spread out, to be replaced with small examination tables. In the broader context, the Faculty of Music increased both graduate and undergraduate enrolment. During this same period, the University began a reorganization of space on campus, freeing space in the building where the Music Library is located. All of these events have had an impact on the Music Library space study.

This presentation focuses on the pros and cons of the effectiveness of the observation and interview methodologies chosen for the study, the most significant results of the two phases, and how this information could assist other music librarians who face similar restrictive space issues. It addresses the impact that the changing environment both within the Music Library and on campus had on results, and how the information gathered is being used to position the Music Library in the competition for space on campus. Lastly, the paper discusses the value of conducting a space use study even in times of reduced budgets and full knowledge that your priority has not yet risen from the bottom of a long list of campus priorities.

Margaret Martin Gardiner has held the position of Assessment Librarian at The University of Western Ontario since 2005, with responsibility for creating and maintaining a culture of assessment within the Libraries. She has been involved in several local projects, as well as leading Western Libraries' participation, as a consortial member, in studies such as LibQUAL+® and MINES for Libraries®.
Monica Fazekas became Director of the Music Library at The University of Western Ontario in 2002. Prior to this study, Monica organized focus groups based on the future needs of the Music Library and what users would like in an ideal world. She was previously involved in space planning in a public library setting.

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

Jean McLaughlin (University at Albany)

Purpose
This poster depicts reference transaction assessment methodologies of a target group of New York State academic and public libraries. The intent of the survey was to determine how libraries use reference transaction data, whether they are satisfied with the assessment process, and how they would like to use data in the future.

Design/Methodology/Approach
A survey of approximately 400 libraries was conducted in November 2009. Using the 61st edition of the American Library Directory 2008-2009, the population included libraries noted as College and University (C), College and University Law (CL) or Medicine (CM), and Public and State Libraries (P), including libraries in the City University of New York (CUNY) and State University of New York (SUNY) systems. The public library population, defined by a search of the Library Statistics web page of the Institute of Museum and Library Services (IMLS), focused on “central libraries” and included those that recorded 1000 or more total annual reference transactions and had 9.5 or more staff as noted in IMLS Library statistics data files.

Findings
Results indicate that the majority of organizations use transaction data for internal and external reporting, with 50% or more also using data for adjusting service hours, staffing, and monitoring trends. More than 70% would like to improve their assessment of transaction data. The majority continue to use handwritten tick mark or tally sheets. The titles of those with responsibility for reference transaction assessment clearly indicated that the head of reference or head of reference and instruction is the person most frequently responsible, with the head of public services the next most frequent.

Practical Implications/Value
Survey responders provided detail on both the current and future use of data in libraries. Of interest is the correlation of data currently collected as compared to the future use of data for decision making. Tools specific to reference transaction assessment are identified with a focus on automating the process.

Jean McLaughlin is Honors College/Assessment Librarian, University at Albany/SUNY. She earned her MS LIS from Drexel University. Her roles have included hospital library management, reference, collection development, web development and usability, electronic resources, and assessment. She worked as writer, manager, analyst, and led continuous improvement efforts in healthcare information systems.

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

Valla McLean (Grant MacEwan University)

Purpose
This session will provide academic librarians with qualitative evidence to determine whether or not Project SAILS would be an effective tool to assess the information literacy skills of students at their institution.

Methodology
Using the Grant MacEwan University Library Project SAILS pilot project as a case study, I will discuss the benefits and challenges associated with the assessment tool, MacEwan Library's project plan, as well as our SAILS results and the possible implications for a library instruction program.

Findings
MacEwan University Library's Project SAILS experience will be discussed in detail. This will include our institutional data and reports, as well as strategies and practical tips for effectively implementing SAILS at an academic library.

Value
Evaluating library services and programs is necessary to ensure libraries are meeting the needs of their patrons. Using standardized tests, such as Project SAILS, which allow libraries to benchmark with peer institutions, represents one option available to academic librarians.

Do you want to assess the information literacy skills of your students and be able to benchmark with peer institutions? Are you curious about Project SAILS? Join the MacEwan University Library's assessment coordinator in a discussion about the Project SAILS experience at MacEwan. You will walk away from this session with a greater understanding of Project SAILS and strategies for effectively administering the test at your institution.

Valla McLean holds degrees in history, archival, and library and information studies from the University of British Columbia. She is currently the assessment coordinator as well as the History, Philosophy, and Classics librarian at Grant MacEwan University.

Notes
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)

This presentation demonstrates how a locally developed tool was used to investigate the effectiveness of an online information literacy course. The research design is an experimental method with three conditions: control group, traditional instruction mode, and online instruction mode. The presentation will focus on showing how an online course contributed to student learning in comparison with more traditional formats for information literacy instruction.

In the fall of 2009, the University of Arizona Libraries implemented its first online credit-bearing course for first-year students taking a foundational composition course. The Libraries had traditionally addressed information literacy with 50-minute library sessions. However, with budget and resource constraints and increasing student enrollment, this model could not be sustained. An online course would allow the Libraries to reach more students, cover more content, and address skills with more depth. In order to measure the effectiveness and impact of this course on student learning, and to determine if the course would be as effective as the traditional face-to-face library sessions, instruction librarians designed a research study to assess and compare students' skills acquisition.

An assessment instrument of multiple choice questions was developed and piloted with a group of 450 students. Item analysis statistics were performed on the questions in order to determine the quality of the questions and restructure them appropriately. Data was also analyzed in order to estimate the instrument's reliability and validity. A revised set of pre-test questions were then given to the following groups of students: 1) students in a control group who received no information literacy instruction, 2) students who attended a traditional 50-minute library session, 3) students who received library instruction from their English composition instructor, and 4) students who were enrolled in the online course. All groups performed equally poorly on the pre-test: No-Instruction Control Group: 48.2%; Traditional Instruction Group: 47.6%; English Composition Instructor Group: 47.4%; Online instruction group: 48.7%. Data collected from the pilot phase showed that students made significant improvements after taking the course with a 19% increase in their average score. (The post-test has not yet been given to students as the course is still being delivered; data will be available in summer 2010 and will be presented at the conference).

On most of our campuses, there is an ever-growing demand for online courses. Measuring the effectiveness of online delivery of information literacy instruction is necessary for improving instruction programs as well as being accountable to the institution. Our presentation will discuss the impact of an online course in comparison with other modes of delivery. Many academic libraries are being asked to measure information literacy learning outcomes on their campuses, but often lack the resources and experience to carry out such an assessment. Our presentation will also show that...
Librarians, who may lack assessment expertise, can develop valid and reliable test items with the hiring of an expert in statistical analysis, such as a knowledgeable PhD student.

| As an instructional design librarian, Yvonne Mery developed her library's first online credit course. She is interested in the pedagogy of online learning and the use of e-learning content authoring tools to develop interactive learning objects. Yvonne holds an MA in Applied Linguistics in addition to an MLS.  
Jill Newby has been involved with learning outcome assessment and evaluation of teaching at the University of Arizona. She has taught a credit course for life sciences students, participated on campus teaching and learning faculty committees, and has lead a cross functional information literacy team that piloted early SAILS testing.  
Ke Peng is currently a PhD candidate in East Asian Studies at University of Arizona. One of her major research interests is computer-assisted teaching and learning. She has taught an online information literacy course, and now concentrates on the research design and analysis of the course. |

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

Julie Miller (Eastern Washington University)

“We’ve got the survey results. Now what do we do with them?” At Eastern Washington University Libraries, we have been able to close the gap between planning and assessment by integrating the LibQUAL+® survey into improvement processes. This poster session will use the plan-do-check-act model (also known as the "Deming Cycle") to illustrate how we use LibQUAL+® in a practical, meaningful way.

EWU Libraries have incorporated the LibQUAL+® user satisfaction survey, to be administered every three years beginning with LibQUAL+® 2004, into our program of assessment. The poster session will identify how and where the LibQUAL+® survey has been integrated into the plan-do-check-act process for improvement, to plan activities in alignment with the university's mission and strategic goals, to do the activities that help us meet the goals, to check on progress and evaluate effectiveness, and to act and adjust based on that progress.

The benefits of using the LibQUAL+® survey as one tool in our assessment program include having a core set of quantitative data that can be used to measure progress toward specific strategic goals. We can compare results over time and against peer institutions, providing sound evidence to inform the decisions we make. Additionally, the survey is a rich source for qualitative assessment, with comments from users that can be analyzed by user group, discipline, age, and sex to help the library identify areas for improvement that may be unique to a specific demographic.

Julie L. Miller is Interim Dean of Libraries at Eastern Washington University, Cheney, WA, and a member of the AQIP peer review corps for the Higher Learning Commission of the North Central Association. She holds a PhD in English from Ohio University and an MLS from Kent State University.
The volume of face-to-face course related instruction conducted by the library has grown beyond sustainable levels. In response, the library has implemented an online tutorial to replace face-to-face information literacy sessions for the university's required first-year composition classes. Designed in collaboration with the University's Writing Program, the tutorial was piloted in fall 2009 and implemented in spring 2010. This project's purpose is to collaborate with the University's assessment office to assess student learning based on the tutorial's stated learning outcomes, to begin to develop a baseline for future assessments of library impacts on student learning, and to provide the Writing Program with valid data regarding the effectiveness of the tutorial in supporting the Writing Program curriculum.

Assessment efforts involve both direct and indirect measures of the students' ability to conduct specific library research tasks. Teaming with the Office of Institutional Research and Assessment, students in two sections of Writing 105 are participating in the project's assessment. Through a pre/post-test methodology, students will assess their abilities to perform specific research tasks prior to the tutorial and their perceived level of improvement upon completion of the tutorial. Reflective exercises in which students either apply skills presented in the tutorial or reflect on the value of the tutorial will be analyzed. Additional qualitative data will be ascertained from an interview with the instructor regarding her perspective on student attainment of the learning outcomes via the tutorial presentation. A short series of forced choice and open-ended questions will be added to the Writing 105 course evaluations for students to assess the impact of the tutorials on their learning.

The first phase of data collection (pre/post-test) was conducted in February 2010. Data analysis of the reflective exercises, the instructor interview, and the end-of-semester course evaluations will be conducted in April and May 2010. The results of this assessment will guide the library in determining how best to approach continued delivery of information literacy and other instructional content in a more scalable, less staff-intensive manner. Further, it will inform library staff as to effective design of online learning tools and assessment techniques.

Lisa Moeckel’s position as Associate Dean for Undergraduate Education involves identifying trends and best practices in undergraduate education, leading the planning for library undergraduate programs and services, and working with students and others to gain understanding of the undergraduate student perspective and improve student outcomes.

Noreen Gaubatz focuses on assessment initiatives within the University. Dr. Gaubatz’s work supports a variety of efforts, including accreditation, national research studies, assessment of student learning, and internal research studies.

Notes
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)

Purpose
This presentation will analyze the Assessment Team model at Washington University Libraries in St. Louis, in the context of the Culture of Assessment Surveys conducted in 2/09 and 2/10. The presentation will focus on what is being done to increase staff buy-in for assessment, with a candid analysis of the outcomes.

Design/Methodology/Approach
Lead by the Assessment Coordinator, the Assessment Team at Washington University Libraries functions as a clearinghouse for projects, and a hub for information and training. Participation in this committee is by appointment and interest. There are 12 members, and length of service is staggered (usually 1-2 years). Participants range in level from paraprofessional to associate deans, and reflect a broad range of functions within the organization.

This presentation will begin by addressing the organizational decisions that can improve or hinder support for a culture of assessment:
• Who should be on the Assessment Team?
• What are the Assessment Team member roles—Coach, Consultant or Contractor?
• How do we select appropriate projects/activities for assessment?
• How do we bridge the skill gaps—both in the Assessment Team and the larger organization?
• How do we communicate consistently and often?

Once these questions are answered, the challenge remains: what can we do to reduce resistance in the ranks to a culture of assessment? At Washington University Libraries we are focused on:
• Building Credibility—through team design, support for high profile projects, partnering on cost-saving initiatives;
• ‘Dividing and Conquering’—converting the skeptical by recruiting them for short-term projects with clear relevance and pay-off;
• ‘Broadening the Bench’—everyone who participates on a project is trained and on-call for future assessment projects; and
• Selling the concept that assessment is everyone's job.

Findings
So, is it working? Have we created a culture of assessment with a broad base of acceptance? A Culture of Assessment Survey was first conducted in February 2009. At that time, staffers were clear that the libraries' mission is customer focused and that leadership has put financial support behind assessing performance. However, one of the lowest scoring responses in the February test was: “Staff recognize the value of assessment and engage in assessment as part of their regular assignments.” By October
2010, the feedback from the second round survey will be available. We will be able to report how well we fared, and what actions were taken in response.

Practical Implications/Value
This session will be especially useful to anyone starting up an assessment group, or rethinking their current structure. Organizations struggling with broad-based staff acceptance for assessment activities will also benefit from this presentation. In addition, any groups thinking about running a Culture of Assessment Survey in their own organization should find this useful. Handouts/postings from the session will include results of the two surveys and a summary of the Assessment Team model.

Carol Mollman is the Assessment Coordinator at Washington University Libraries in St. Louis. Prior to this, she was Associate Director of the Business Library, after a 25 year career in marketing. Carol received her MLIS from the University of Kentucky and an MBA from Columbia University.

Notes
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<td><strong>Totally Twitterpated—Evaluating Twitter Use in an Academic Library</strong></td>
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<th>Linda Musser (Pennsylvania State University)</th>
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<td>Many libraries have adopted Web 2.0 technologies such as Facebook and Twitter to promote their organization and activities yet assessment of the efficacy of these technologies remains in its infancy. This poster will describe an example of use of Twitter and other Web 2.0 technologies in an academic library setting and various ways by which their impact is being measured.</td>
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<th>Linda Musser received her MSLS from the University of Illinois and has written extensively on science and technology issues.</th>
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**Notes**
Keeping Stakeholders Informed: Disseminating the Results of Assessment Activities through a Library's Website

Paul Neuhaus (Santa Clara University)

Libraries are increasingly devoting staff and other resources to assessment efforts. Information gathering takes many forms. These may include accreditation self studies, standardized surveys (e.g., LibQUAL+®), collection analyses, customer surveys, user feedback/suggestions/comments mechanisms on library websites, and so forth. It is important that libraries publicize their findings, both to laud their successes and to show how they are remediating shortcomings. This study examines how university libraries use their websites to disseminate information about assessment activities to stakeholders. These stakeholders can include provosts, faculty members, students, accreditation agencies, and other outside parties.

After a literature review, the author examined over 50 academic library websites to determine if libraries publish their assessment results online. For libraries using this tool, he further explored how easily searchers can find the information and what types of assessment results are distributed online. Following this appraisal, the author chose ten universities from among those he tested and interviewed a librarian from each who was associated with the library's assessment efforts. The interviews collected more in-depth information regarding libraries' assessment activities and how the results are reported to stakeholders. These interviews also investigated how user feedback/suggestions/comments gathered via library web pages are utilized and whether libraries publish this feedback to the broader community.

Preliminary analysis suggests that few libraries publish the results of their assessment efforts online and when published, the information is often difficult to find. The most likely results to be publicized are accreditation studies and LibQUAL+® participation. Many libraries provide opportunities for feedback/suggestions/comments on their websites, but few libraries publicize this feedback in any form.

Many constituencies have a stake in the success of academic libraries. Keeping these stakeholders informed is a vital component of assessment efforts. The author will suggest ways for libraries to be more responsive to their stakeholders. This transparency will increase stakeholders' trust that libraries are indeed an important component of the university's academic mission.


Notes
Gumberg Library administered the LibQUAL+® survey in February 2009. Duquesne University is an urban Catholic university with approximately 10,000 students. Gumberg Library serves all ten university schools with 17 librarians and 27 additional staff members (FTE).

One of our major goals was to analyze the respondents’ comments thoroughly in order to gain a better understanding of the quantitative sections of LibQUAL+® and to identify additional student, faculty, and staff concerns. For example, the quantitative scores showed significant improvements in service but the comment analysis identified specific issues regarding staff interactions with undergraduates.

We created a LibQUAL+® Analysis Task Force (LATF) that included the Health Sciences Librarian, Collection Management Librarian, Acquisitions Librarian, and a Reference Librarian. The rationale for this composition was to ensure diversity of thinking by including two librarians whose roles were primarily public services and two whose roles were primarily technical services.

Faced with 697 comments comprising nearly 30,000 words, the LATF decided to use Microsoft Access to analyze the comments since the software was readily available and there was no budget to purchase qualitative analysis software. We created a database that enabled us to group comments with demographic data, assign codes, and create queries and reports throughout the analysis process.

Two LATF members analyzed the comments and initially identified five major themes. Although the LATF worked to allow the themes to arise from the comments, two themes mapped directly to the LibQUAL+® dimensions “Affect of Service” and “Library as Place,” two mapped to “Information Control,” and one could be mapped to both “Library as Place” and “Affect of Service.” The LATF members assigned at least one major theme to each comment.

Each LATF member thoroughly read all comments within a theme and then developed documentation containing additional codes and rules used to sub-divide the theme. The whole LATF reviewed and edited the code definitions and rules, creating a coding manual.

In order to reduce potential biases, LATF members used Access to code comments in teams of two (technical services and public services) by closely following the coding manual. Each team agreed on all codes assigned to every comment. Most comments received more than one code.

The coding process identified three levels: quick fixes, easily implemented solutions, and strategic challenges. In response to comments, one quick fix involved erasing epithets
written on study carrel whiteboards. An easily implemented solution was opening the library earlier in the morning based on numerous respondents' comments that they needed access to the building before early classes. Strategic challenges included stated desires for a larger building, improved collections, and additional computers.

Using a systematic process to code and analyze LibQUAL+® comments enabled us to gain an in-depth understanding of respondents' comments. It provided starting points for our strategic planning process and helped stimulate productive communication with key campus stakeholders. We believe our method could serve as a practical model for any small to medium size library seeking a manageable approach to transform LibQUAL+® comments into an action plan.

David Nolfi is the Health Sciences Librarian at Duquesne University. His responsibilities include health sciences collection development, instruction, and research assistance. He chairs the library's assessment committee and co-chaired the committee to develop university-wide learning goals. David currently serves as Past Chair of MLA's Nursing and Allied Health Resources Section.

As the head of Collection Management at Duquesne University, Tracie Ballock leads the Acquisitions Department, the Serials/Electronic Resources Unit, and the Library's Gift Program. She chairs the library's liaison committee and is a member of the University Graduate Council. Tracie currently co-chairs the PALCI Cooperative Collection Development Committee.

Allison Brungard is a Reference Librarian at Duquesne University. She developed a graduate student library orientation program and co-authored “The Art of Part-Time” (Library Journal.com, 2006). Allison is currently a member of the Western Pennsylvania/West Virginia Chapter of ACRL and a past participant in ACRL's Institute for Information Literacy.

Bridget Euliano is the Acquisitions Librarian at Duquesne University. She manages the Acquisitions Department which is responsible for the ordering, receipt, and payment of library resources in all formats. Bridget also manages the licensing of electronic resources for the library. She has been a member of NASIG since 2004.

Notes
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)

While usage statistics are essential for electronic resource assessment, numbers don’t tell the whole story. Libraries need to gather additional kinds of information, including qualitative data, in order to accurately assess the value of and need for electronic resources. Putting together disparate forms of data in a manner that informs decision making presents a unique challenge. One possible solution is to employ a modified form of meta-analysis to combine multiple sources of quantitative and qualitative data.

Quantitative data sources, such as vendor-supplied or aggregated usage statistics and link resolver reports, have varying levels of reliability and accuracy. Libraries can effectively utilize these sources by combining them into a single comparison list using calculations such as cost per use in order to provide a common scale. Also, logarithmic charting can identify patterns across data sources and correct for differences in magnitude and scale.

Qualitative data is not limited to the results of traditional sources such as focus groups and LibQUAL+® comments. Some of the most critical qualitative data sources reflect the identity of an institution, such as mission, political climate, cultural environment, accreditation requirements, and research funding.

Duquesne University employed these methods when reviewing electronic journal subscriptions and aggregator database renewals. After careful review of all data, decisions resulted that would have seemed surprising had the analysis been limited to fewer data sources. For example, overwhelming qualitative evidence led to renewing selected high cost per use journals. In other cases, faculty members presented with additional evidence became advocates for cutting journal subscriptions that they had previously protected. Additionally, a combination of qualitative and quantitative evidence led to renewing two aggregated journal collections with significant levels of title overlap.

Bringing together quantitative data and qualitative factors requires an ongoing dialog with stakeholders including faculty, students, administrators, and library liaisons. Their input brings the data to life and provides a context for analysis. Two-way communication is a crucial part of the assessment process, closing the loop and bringing the “meta-analysis” process to a decision point.

Assessment of electronic resources should be an ongoing process, and it is imperative to regularly refine and reassess assessment methods. Effective and regular assessment leads to better understanding of users' needs and helps libraries prepare for any eventuality. Developing lists of potential cancellations during good times is easier than cutting subscriptions when faced with budget cuts. Since libraries must strive to be good stewards of their institutions' limited resources, proactive assessment of electronic resources is essential regardless of the economic climate.
David Nolfi is the Health Sciences Librarian at Duquesne University. His responsibilities include health sciences collection development, instruction, and research assistance. He chairs the library's Assessment Committee and co-chaired the committee to develop university-wide learning goals. David currently serves as Past Chair of MLA's Nursing and Allied Health Resources Section.

Carmel Yurochko is the Serials/Electronic Resources Librarian at Duquesne University. She maintains the print and electronic serials holdings, the library's link resolver, catalogs ETDs, and provides access to electronic books via the OPAC. Carmel is head of the Electronic Resources Review Committee. She is a currently a member of NASIG.

As the head of Collection Management at Duquesne University, Tracie Ballock leads the Acquisitions Department, the Serials/Electronic Resources Unit and the Library's Gift Program. She chairs the library's Liaison Committee and is a member of the University Graduate Council. Tracie currently co-chairs the PALCI Cooperative Collection Development Committee.
Sharing the Wealth: A Process for Engaging a Large Group in Coding LibQUAL+®
Survey Comments

Daniel O'Mahony (Brown University)

In the past ten years, the LibQUAL+® survey has grown to be a widely used tool for gathering feedback directly from users on library service quality. While the quantitative LibQUAL+ data are provided to each participating library both as raw data and summarized in a statistical report, the qualitative data (i.e., free-text comments) obtained from the LibQUAL+® survey are provided only as a raw file for local handling and analysis. Research on the extent to which libraries have undertaken a thorough and methodical analysis of their LibQUAL+ comments is scarce. Anecdotally, one obstacle to qualitative analysis cited often by libraries is the labor-intensive nature of the process and the lack of staff time to devote to it. When libraries do perform this more intensive analysis, it typically is done by one or two staff members, thus having the practical effect of isolating the data from other staff and contributing to the false impression that assessment is a task to be done by “someone else.”

This presentation describes the process used to engage a large group of library staff (24 subject librarians) to perform the coding and analysis for the open-ended comments received by Brown University Library during the spring 2008 LibQUAL+® survey. Staff worked in small groups (8 teams of 3 people in each team) to code sets of individual LibQUAL+® comments based on a common taxonomy developed by the group as a whole. The entire group then employed a “knowledge café” method to discuss the findings and trends, identify areas for potential improvement, and prioritize follow-up actions. Key advantages to the group approach included dividing the effort across a number of staff throughout the organization, exposing more staff directly to the data (i.e., providing a systematic means for more staff to “listen” directly to our users' feedback), obtaining a broader perspective on the findings and interpretations of the data, and having wider and stronger buy-in of staff for using the data for timely follow-up and improvements. This process represents a practical way to engage a larger cross-section of staff to interact directly with assessment data that are accessible and intuitive to most people (i.e., the narrative comments provided by survey respondents). It provides an efficient and timely way to perform a type of assessment that libraries sometimes ignore due to staff/time constraints, and it increases the impact of the survey data by creating a sense of ownership in the process among a larger group of staff.

Daniel O'Mahony has served at Brown University Library for 18 years where he has overseen numerous assessment activities, including the administration of the 2002, 2005, and 2008 LibQUAL+® surveys. He also was a co-investigator in a recent survey of LibQUAL+® libraries examining their treatment of qualitative data.

Notes
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)

Academic librarians spend a tremendous amount of time and effort to provide information literacy sessions for their students, but do these sessions really make a difference and do we learn through our efforts to develop quality methods for continuous assessment and improvement.

Reference/instruction librarians from Florida Atlantic University (FAU) wanted to find out if their library sessions have a lasting impact on student research activity. Additionally, the librarians sought to develop a paradigm for future assessment studies. For the first time, an effort was made to develop a model that could be used as a method of continuous assessment and improvement. Previously, the only method used to assess in any way library instruction was a brief student satisfaction survey that was administered after a library session.

In partial preparation for a Southern Association of Colleges and Schools (SACS) re-accreditation visit, a committee of reference/instruction librarians developed a 15-item multiple choice questionnaire to measure what specific library research skills first semester freshman students enrolled in a Strategies for Learning Success (SLS 1503) class have prior to library instruction, and if there is any improvement after library instruction. This survey instrument was specifically developed for the SLS assessment study conducted in the fall of 2009, but it was subsequently used for an ENC 1102: College Writing 2 study conducted in the spring of 2010. A pretest-posttest study design was used for both assessment studies.

In this presentation, we will share the lessons learned from problems that were encountered with the SLS and ENC studies and our recommendations for improvements in library instruction and in the way that we assess student learning outcomes. These recommendations include the creation of core learning objectives for freshman level classes with input from university teaching faculty whenever possible, and in accordance with the ACRL standards. Another important recommendation is the revision of the survey instrument (multiple choice questionnaire) to incorporate the core learning objectives. The revised survey instrument, based on established learning objectives, will serve as a model for assessing student learning outcomes in teaching information literacy.

Darlene Ann Parrish is a University Librarian and Coordinator of Assessment at S.E. Wimberly Library, Florida Atlantic University, Boca Raton, Florida. Darlene graduated with a BA degree in Spanish from Fairleigh Dickinson University, Madison, New Jersey. She also holds an MA in Library Science from the University of South Florida and a PhD in Library and Information Studies with an emphasis in organizational behavior from Florida State University.

Madelyn LaVigne is an Assistant University Librarian/Instruction Librarian at S.E. Wimberly Library, Florida Atlantic University, Boca Raton, Florida. Madelyn graduated with a BA degree from Monmouth College, Monmouth, Illinois with majors in History and Secondary Education. She holds MA degrees in
Library Science from the University of South Florida; History from Florida Atlantic University; and Gifted and Talented Education from the University of Denver.

Malka Schyndel is an Associate University Librarian, Catalog Librarian and assists the Coordinator of Assessment at S.E. Wimberly Library, Florida Atlantic University, Boca Raton, Florida. Malka received an MSLS from Wayne State University in Michigan and has many years of practical experience working in academic, medical and special libraries.

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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)

Assessment is a valuable exercise. The challenge lies in developing and sustaining an effective program of assessment. This poster will illustrate how this challenge is being addressed at a large, public university with a multi-campus library.

In the absence of a position devoted to assessment, the library administration chose a committee approach and formed The Library Assessment and Metrics Council, which is charged with leading and promoting a culture of assessment within the library.

We will highlight activities undertaken in the first year, including an environmental scan, literature review, needs assessment, focus group interviews, surveys, data inventories, publicity, presentations, and workshops; and underscore our successes at building a culture of assessment in our organization.

Heather Benner is a business manager in Serials and Acquisitions Services of The Pennsylvania State University Libraries.
Sydney Bennington is the assistant to the Assistant Dean for Technical and Collections Services of The Pennsylvania State University Libraries.
Dr. Gregory Crawford is a librarian and the director of the Penn State Harrisburg Library of the The Pennsylvania State University Libraries.
Jennifer McCauley is a database specialist in the Department for Information Technologies of The Pennsylvania State University Libraries.
Linda Musser is a librarian and the head of the Fletcher L. Byrom Earth and Mineral Sciences Library of The Pennsylvania State University Libraries.
Nonny Schlotzhauer is an assistant librarian in the Social Sciences Library of The Pennsylvania State University Libraries.
Ann Snowman is an associate librarian and head of Access Services of The Pennsylvania State University Libraries.

Notes
Using instructional design methods, specifically conducting a needs analysis, can provide librarians with a road map for designing an assessment plan for library instruction. Instructional design models are often unfamiliar to librarians and underutilized in library instruction and in information literacy programs. One instructional design model is ADDIE: Analyze, Design, Develop, Implement, and Evaluate. The first step in the process, the analysis, can be done by developing a needs analysis for your specific institution in order to measure the gap between what faculty expect students to know and the knowledge and skills that students actually possess. Conducting a needs analysis is the first and most crucial step in determining what student knowledge and skills should be assessed after library instruction is provided. The steps of conducting a needs analysis will be provided and results of a recent needs analysis for English composition faculty and students at the University of North Carolina Wilmington will be shared. An assessment plan based on the needs analysis will be shared and tips for creating such a plan will be given.

Anne Pemberton is the Instructional Services Coordinator at the University of North Carolina Wilmington. Pemberton developed and teaches a three credit hour course at UNCW called “Introduction to Library Research and Technology.” Pemberton previously held positions at the University of Tennessee Libraries and North Carolina State University Libraries.

Notes
Kutztown University's Rohrbach Library is in the process of developing a formal assessment plan. Kutztown University is a medium-size, public, non-research university and is a member of the Pennsylvania State System of Higher Education (PASSHE.) Two factors contributed to our recognition of the need for a formal assessment plan.

In 2006, the Rohrbach Library formed a committee charged with completing a university-mandated program review. The committee, comprised of both library faculty and staff, was appointed by the Dean of Library Services. While collecting data for the review, the members realized that there was a lack of organized data collection, and therefore a lack of organized assessment in the Library. At the same time the Library was realizing that assessment should be made a priority, the University was undergoing a decennial review by our accrediting agency.

The Middle States Commission on Higher Education completed their review of Kutztown University in 2008. In response to their recommendations, the University made assessment a campus priority. A campus Office of Assessment was created and competitive grants were offered to faculty members with assessment projects ready for development.

Members of the Program Review Committee submitted a successful grant proposal to bring the Association of Research Libraries (ARL) “Effective, Practical, Sustainable Assessment” consultants to the Rohrbach Library. The purpose of their visit was to examine our past assessment efforts and make recommendations for improvement. The ARL team visited in April 2009 and submitted their report that summer.

In response to the team's recommendations, the Dean of Library Services formed an assessment committee for the Library in January 2010. This committee, chaired by the Associate Dean of Library Services, is currently drafting a plan to be implemented for the 2010-2011 academic year. The committee is identifying our top assessment priorities by focusing on the Library's mission statement, strategic plan, and the ways in which the library contributes to teaching and learning. Once priorities are determined, the committee will identify measurable outcomes and research instruments that can be used to gather and analyze data. The committee will also work with library faculty and staff to make sure the data will be used for continuous quality improvement.

Our poster will detail our process of developing an initial assessment plan in a non-research library with the goal of making assessment effective, sustainable, and practical.

Ruth Perkins is the Coordinator of Reference and Instruction at Rohrbach Library at Kutztown University of Pennsylvania. Ruth chaired the Library's Program Review Committee from 2006 to 2008 and is a member of the new Assessment Committee, formed in spring 2010. She has been at the University since 1998.
Krista Prock is the Information Literacy/Reference Librarian at Rohrbach Library at Kutztown University of Pennsylvania. Krista served on the Library's Program Review Committee from 2006 to 2008 and is a member of the new Assessment Committee, formed in spring 2010. She has been at the University since 2002.

Karen Wanamaker is the Education Librarian at Rohrbach Library at Kutztown University of Pennsylvania. Karen served on the Library's Program Review Committee from 2006 to 2008 and is a member of the new Assessment Committee, formed in spring 2010. She has been at the University since 1999.
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)

Purpose
In this time of limited resources, a practical strategy for evidence-based program planning and decision making is to strategically use the published research of our colleagues. The most comprehensive way to do so is the use of a systematic review. Systematic reviews are an effective research tool for finding, evaluating, and synthesizing information across published research studies. Librarians have not made use of systematic reviews even though we have expertise in the skills necessary to produce them. However, systematic reviews are an effective and practical strategy for librarians to glean information from the literature, while using our professional expertise.

Methodology
For this presentation, we will describe systematic reviews as a research methodology and give step-by-step instructions on how to conduct one using our own systematic review as an example. Currently we are exploring the librarian-faculty relationship across the disciplines through articles from twenty subject specific databases. The contents of the articles are coded based on the Commitment-Trust Theory of Relationship Marketing and the specific elements of the theory will allow us to enumerate what is promoting or detracting from the relationship.

We will cover formulating a precise research question, developing criteria for inclusion in the review, and analyzing the material collected. We will also discuss how to apply study outcomes to decision making or practice in your library. Finally, we will end with an analysis of the pros and cons of this research methodology.

Findings
The findings of our systematic review are preliminary at this time. The review is in process and will be completed, including analysis, over the summer of 2010 to use as an example of this research methodology.

Practical Implications/Value
This methodology makes use of shared ideas within the library profession and allows for inquiry across all academic disciplines. Systematic reviews are practical, low cost, and are ideal for practicum projects. Reviews can be used to investigate many topics, such as the success of new technologies, methods for collection development, strategies for information literacy instruction, use of research methods, and effective collaboration with faculty, all of which lead to improved service quality.

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.

Nicole Campbell is Reference & Electronic Services Coordinator at Washington State University Vancouver. She has an interest in assessing library services, which has been applied through numerous focus groups and usability studies.
The Big Picture: Artists on the Library

Henry Pisciotta (The Pennsylvania State University)

**Purpose**
This research examines the perception of the library as it has been manifested in the visual arts of the past four decades.

The public perception of libraries has been examined in many ways: surveys, focus group discussions, etc. Only a few of these have teased out perceptions at the broadest level—on the role of libraries in society and their value to the individual. In a sense, most forms of user study taint their results simply by focusing the subject's attention with questions. Posing questions to people is not always necessary, particularly if we want, as I do, to focus upon the perceptions of artists. Many artists have already recorded interesting perspectives on the idea of the library in their art works.

Over the years, methods of library assessment have moved from a rather narrow set of measures (usually counts and surveys) to a much more diverse assortment of tools from the social sciences, such as anthropological approaches. Extending that toolkit to include methods common the humanities is a possibility implied in this study.

**Approach**
A surprising number of works of art have offered “institutional critiques” of libraries. For the first time this group of works has been examined as a body of cultural evidence about the perception of libraries. Over a period of several years a list was built of more than 100 of these works by an international array of significant artists. During 9 months of sabbatical work including bibliographic research, interviews with artists and librarians who were involved with the creation of these art works, and direct experience of many of the works, common themes quickly emerged. To those of us in the library field, the themes may seem surprisingly philosophical and idealistic.

**Findings**
A number of artists, such as Stella Waitzkin or Buzz Spector, reflect upon the personal collection of books as a projection of individual identity. A larger group of works (by Ann Hamilton, Illya Kabakov, and others) recognize that public collections are projections of the communities they serve. Yet this role is made problematic by contradictions inherent in serving both the community and the individual. The artists' group Temporary Services raised questions about how democratically a collection can be built—by smuggling 100 unusual books into Chicago's Harold Washington Library. Before the popularity of Wikis, community-built collections of user-contributed content were manifested in art projects such as the Open Libraries by Michael Clegg and Martin Guttmann. The values of the library profession have sometimes been admired (by Mel Chin, Jeff Wall, etc.) and often deconstructed. For example, protection of patron confidentiality is questioned in works by George Legrady and Kathy Slade. Classification schedules may seem to us a simple approach to making books retrievable and sometimes browseable. But the ordered interiors of libraries can emit many other signals to patrons.
Works by Andrea Fraser, David Bunn, and many others explore the dichotomy between the apparent rectitude of cataloging and classification and the chaos that is often key to discovery. The distribution of these art works of across the last five decades clusters heavily in the most recent two—when the role of the library and the future of books has been most radically altered.

Practical Implications/Value
Like the works themselves, the impact of this research is largely visual, partially subjective, always thought provoking, and sometimes entertaining. Let's see how we have been seen.

Henry Pisciotta is Arts and Architecture Librarian at Penn State. In addition to articles on assessment, digital images, and software evaluation, he has published and presented art historical research such as the only study of the earliest public sculpture to depict African Americans and a review of *Visualizing Research*.

Notes
Purpose
This poster presentation shares one research library's quest for a useful tool to survey users given that library's particular situation and needs. It outlines the library's objectives for conducting user surveys, a decision matrix evaluating four instruments, and a process for adapting the selected survey tool.

Background
Boston University Libraries started its formal assessment program by forming an Assessment Committee and participating in the Association of Research Libraries' Effective, Sustainable, and Practical Assessment Program. One of the recommendations in the consultants' report was for the BU Libraries to begin to conduct satisfaction and use surveys: “Given that the BU Libraries has little experience with surveys, or substantial staff time to devote to the design/development process, we recommend use of a standardized survey tool such as LibQUAL+® which has the additional advantage of allowing comparison of results with peer libraries.”

Decision Process
The Assessment Committee developed objectives for what could be accomplished by surveying users and conducted an environmental scan to identify options. Four possibilities were evaluated: participating in ARL's LibQUAL+®; administering the Merged Information Services Organizations (MISO) Survey; adapting the University of Washington's Triennial Survey; and developing an in-house survey. These options were compared based on a number of selection criteria:

- Relevance of the questions for the particular institution
- Validity and reliability of the questions
- Staff time and skill level required
- Costs
- Usefulness of the projected results
- Ability to compare results over time, and with other libraries

Based on this evaluation, the Assessment Committee recommended to the University Librarian and the Administrative Library Council that permission be requested from the University of Washington Libraries to adapt and localize their Triennial Survey.

Adaptation of Questions and Methodology
Once the recommendation was approved and permission granted, the Assessment Committee began a process of adapting the University of Washington's Triennial Survey. The process included:

- Deciding the order in which user groups would be surveyed;
- Articulating what information was needed, how the information might be obtained, and what would be done with the information;
Outlining categories of questions and a possible methodology;
- Considering University of Washington Libraries' questions and methodology and determining which questions could be adopted, which ones needed to be adapted, and how the methodology needed to be localized;
- Consulting with the Director of Assessment and Planning at the University of Washington's Libraries about their questions and methodology;
- Reviewing the draft with library staff, users, and Boston University faculty knowledgeable about survey design; and
- Submitting the finalized survey to the Institutional Review Board for approval.

Practical Implications
Libraries seeking to begin to formally assess their users' needs and satisfaction do not always know how to begin. This poster shares one research library's objectives for conducting user surveys, a comparison of possible survey tools based upon a set of selection criteria, and a process for adapting an instrument and methodology to a particular institution's environment.

Linda Plunket is the Associate University Librarian for Graduate & Research Services at Boston University. She's responsible for overseeing collections, serials, and the branch libraries. She has held a variety of positions at the University including head of a branch library, Coordinator of Library Training and Development, and reference librarian.

Sarah Struble is a librarian at Boston University. She has a BA from Earlham College (1997) and an MLS from Simmons College (1999). She has been a member of the Boston University Library Web Committee since its formation in 2000, and the Assessment Committee since its formation in 2008.

Notes
Integrated Information Literacy Assessment Using ePortfolios

Eric Resnis (Miami University)

ePortfolios continue to gain strength in higher education as a viable and relatively quick method for assessment of student work. Miami University recently implemented Chalk & Wire as its ePortfolio system for the entire campus system of 21,000 undergraduates and 2,000 graduate students. Numerous programs and departments have embraced assessment using ePortfolios. One of the earlier adopters was the Honors Program, with a philosophy that focuses on student development in seven outcome areas (URL). Students create ePortfolios that demonstrate their growth in each outcome during the school year, and these ePortfolios are assessed by program staff and affiliated faculty.

The Miami University libraries have partnered with the Honors Program to utilize ePortfolios for the assessment of information literacy skills. Artifacts from three of the seven Honors Program outcomes (communication, inquiry, and critical/integrative thinking) are automatically forwarded to a team of librarians that assess the work using the Information Literacy rubric developed by the American Association of Colleges and Universities (AAC&U). These artifacts are the same that are submitted to the honors program, and are tailored for our purposes.

This poster will further explain the project, detail the results from initial assessments, and expand on how the data was used to enhance information literacy concepts in the Honors Program curriculum. Furthermore, the poster will describe future implications for the project, including the feasibility of expanding the program to additional departments.

Eric Resnis has been at the Miami University Libraries first as Engineering Librarian and subsequently as Instruction Coordinator. In addition to coordinating the Libraries instructional programming and assessment, his duties include development of online learning resources, and teaching Information Studies in the Digital Age (IMS 201), a semester-long course on locating, synthesizing, and creating information in digital formats.

Notes
Developing the Understanding Library Impacts Protocol

Derek Rodriguez (Triangle Research Libraries Network (TRLN))

Colleges and universities in the United States are increasingly expected to communicate to their stakeholders that the value of an undergraduate education is worth its cost. While retention and graduation are frequently used student outcome metrics, evidence of student learning outcomes is a key deliverable of interest today. A central purpose of the academic library is to support the teaching and learning goals of its parent institution, yet academic libraries still lack dependable tools for examining their contributions to student learning outcomes and communicating those contributions to stakeholders. An academic library that is unable to link investments in the library to the institution's mission may be vulnerable in a time of increasing competition for a dwindling pool of campus resources.

The Understanding Library Impacts (ULI) protocol is designed to fill this gap. The ULI protocol was initially developed using qualitative exploratory research methods, pilot tested at a liberal arts college, and field-tested at a doctoral/research university. The protocol has been converted to a survey format and will be piloted in that format in 2010.

At the core of the protocol is the notion of library impact which is defined in two parts:
1. How undergraduate use of library services or collections supports student achievement of institutionally relevant learning goals
2. The conditioning factors of library use that contribute to or inhibit that achievement

Drawing on the methods of context-sensitive evaluation, the ULI protocol first derives candidate learning outcomes from within the study setting, anchoring the findings to outcomes of local relevance. The second phase of the protocol uses the Critical Incident Technique (CIT) to connect undergraduate use of the library to candidate learning outcomes and uncover the behavioral and affective factors of use which help or hinder students. Findings from a ULI study can help demonstrate accountability to external stakeholders and drive internal decisions about service delivery and resource allocation.

The survey includes a battery of demographic questions and a battery of questions regarding student perceptions of two of the five National Survey of Student Engagement (NSSE) benchmarks for educational success, Level of Academic Challenge and Supportive Campus Environment. Responses to these parts of the survey allow libraries to compare ULI results to data collected with other instruments.

This poster communicates the central concepts and methods used in the design of the protocol and how results of the field trial supported the construction of the survey instrument. Preliminary results from the pilot test of the survey may also be reported.

Derek Rodriguez currently serves as a Program Officer with the Triangle Research Libraries Network where he coordinates Information Technology services and programs within the consortium. He is also completing his PhD at the School of Information and Library Science (SILS) at UNC Chapel Hill.

Notes
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)

Purpose
As part of its commitment to assessing all aspects of operations, in 2008-2009, the University of Toronto Scarborough Library conducted a series of operational reviews to assess three key library units: Resource Sharing, Circulation, and Collections. The reviews included an appraisal of practices and procedures, benchmark comparisons, establishing service expectations, and identifying areas for streamlining and stress reduction. Review outcomes have enabled the library to restructure operations, define performance indicators, and reorganize units for maximum effectiveness and efficiency.

This poster session will present the use of operational reviews as an assessment tool within the library setting. The presenters will elaborate on:

- The reasons for conducting operational reviews
- Techniques used to conduct a successful review
- Staffing and timing considerations
- The impact such a review has on both the units being evaluated and on the larger organization

Anecdotes from the review and implementation process, and a tip sheet of “dos” and “don'ts” will also be included.

Design/Methodology/Approach
Internal staff (librarians) were selected and designated to conduct the operational reviews and implement their findings. Review methods were customized to take into consideration the library’s strategic plan, scope of work, time frames, staffing, technological developments, and existing benchmarks. Established frameworks (Total Quality Management, Business Process Review) were used to analyze major processes within each unit.

In addition to literature reviews, numerous data collection methods were employed to gather both quantitative and qualitative data from internal and external stakeholders. These methods included surveys, interviews, process mapping, time/path studies, and best practices checklists. Additionally, comparable units outside of the organization were visited, and current trends impacting service provision within the unit functions were identified. Close analysis of all data gathered resulted in a list of findings and recommendations to be implemented within the units, ranging from minor tweaks to full scale reorganizations.

Findings
For the University of Toronto Scarborough Library, the use of operational reviews as an assessment tool has helped the organization define key performance indicators, align units reviewed with well defined best practices, identify numerous areas for streamlining,
and led to a major reorganization for maximum efficiency and effectiveness. Reviews can play a key role in an overall sustainable assessment strategy and can be customized to accommodate time frames, scope of work, and objectives.

**Practical Implications/Value**
Although they can be time consuming and resource intensive, operational reviews can serve as an extremely valuable assessment tool that help to identify areas for improved service delivery, streamlining, increased automation, and alliance with best practices. Additionally, they assist libraries in the establishment of benchmarks and performance indicators that aid in the creation of a culture of continual assessment and service improvement.

**Elizabeth O'Brien** works at the University of Toronto Scarborough as the Coordinator of Library Systems. Her position includes coordination of assessment activities within the library. She has a MBA from the Schulich School of Business, a Master of Information Studies degree from the University of Toronto, and a Master of Arts from York University.

**Paulina Rousseau** is an Operations Analyst and Reference Librarian at the University of Toronto Scarborough. She has an MLIS from the University of Western Ontario (UWO). Previous professional experience includes positions in the Planning and Development department of the Toronto Public Library, and the Cardinal Carter Library, UWO.

**Catherine Devion** has been a librarian in a variety of settings, including a school board, a hospital, and a pharmaceutical company. Catherine presently coordinates Circulation and Access Services at the U of T Scarborough Library, and is interested in how listening and communication can improve work processes in libraries.

**Notes**
### Purpose
In fiscal year 2008, LibQUAL+® surveys were conducted for the first time at four institutions in Japan. The purpose of this proposed study is to examine how Japanese participants can use LibQUAL+® surveys as a national and international benchmarking tool.

### Proposed Design/Methodology/Approach
The percentile equivalents of the total perception scores will be calculated using the LibQUAL+® 2008 scores obtained from three of four similar university libraries (i.e., Keio University, Osaka University, and Kanazawa University), and these values will be used as the tentative Japanese score norms. Second, the median ratings, the score dispersions of the ratings, and the lower/higher ends of the score distributions will be compared against percentile equivalents obtained from four other international cohorts (i.e., ARL, SCONUL, Canada, and Hong Kong) to clarify the characteristics of the Japanese LibQUAL+® survey results. Third, the Japanese and international norms will be used to further analyze the scores obtained at Keio University in terms of national and international benchmarks.

### Expected Findings
A comparison using preliminary percentile equivalents calculated from the scores of two institutions (i.e., Keio University and Osaka University) showed that the Japanese results exhibited lower median ratings, a lower positivity for both the lower and higher ends, and a wider range of dispersions, compared with international benchmarks. The reasons for these characteristics will be discussed in terms of cultural and educational backgrounds. Further analysis of the results obtained at Keio University will also be discussed to create an analysis prototype. The findings should indicate how participants in Japan compare with both Japanese and international norms. Further evaluation of a larger number of peer institutions will be needed to establish more valid and reliable Japanese norms.

### Practical Implications/Value
The study will provide a practical prototype of further analysis of LibQUAL+® survey results for Japanese and other international participants.

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Yukiko Sakai works as project co-manager of Library Assessment Working Group for Keio University Media Center (Libraries) in Tokyo, Japan as well as head of Public Services at Shinanomachi Media Center (Kitasato Memorial Medical Library).

Midori Ichiko is a project general manager of the working group and operating director of Information and Media Center for Science and Technology (Matsushita Memorial Library).

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**Notes**
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Joseph A. Salem, Jr. (Kent State University)  
Carolyn Radcliff (Kent State University)

At this poster presentation, the Project SAILS team will introduce newly developed individually-scored tests of information literacy. Beginning in the fall of 2010, Project SAILS will offer two parallel tests that provide an overall information literacy score for each individual test taker. Interested institutions will be able to use the parallel tests for pre and post testing. Since individual scores are provided, either version of the test can be used to determine a student's level of information literacy. The test can also be used in any research study in which information literacy is an outcome or predictor variable. The presentation will describe the individually-scored tests, the materials that are provided to institutions that administer the individually-scored tests, the potential uses of the test as described above, and tips for selecting between the new individually-scored tests and the established SAILS cohort test. The presentation will also describe the research and pilot phases that informed the development of the individually-scored tests. Presentation attendees will learn about the new parallel tests, their development, their potential use, and tips for selecting information literacy assessment measures.

Joseph A. Salem, Jr. serves as Head of Reference and Government Information Services in Kent State and is responsible for item and test development and data analysis for Project SAILS. He has published and presented on information literacy assessment and is currently pursuing the PhD in Educational Evaluation and Measurement.

Carolyn Radcliff is a founding member of Project SAILS, for which she serves as project administrator. She is a reference and instruction librarian at Kent State, with a strong interest in library effectiveness. She has published and presented in the areas of information literacy assessment, reference service, and reference assessment.

Notes
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)

This presentation will provide information on a research project completed at the University of Arkansas Libraries in Fayetteville to study publications by the campus researchers with an emphasis on the STEM (agricultural sciences, physical science, biological sciences, engineering and mathematics, etc.) disciplines at the macro level for a 3-year period. The overall objective of the study was to provide evidence-based data of periodical use to assist with collection decisions and to identify collection strengths at the university level. We used the Web of Knowledge database (Science Citation Index, Social Science Citation Index, and Arts and Humanities Citation Index) to identify the periodical and other literature in which our researchers published and those that they cite in their publications. We were able to determine the extent to which our researchers are publishing in and citing periodicals from the Elsevier, Wiley, IEEE journal packages, and those that are open access. The methodology for using this data with other locally generated data for collection assessment will be presented.

Lutishoor Salisbury is Head of the Chemistry and Biochemistry Library at the University of Arkansas in Fayetteville. She is tenured faculty and has received the distinction of University Professor at her university.

Jeremy Smith is a library specialist in the Chemistry and Biochemistry Library at the University of Arkansas in Fayetteville.

Notes
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)

Best practices for assessment suggest that data routinely gathered from a variety of sources and viewed holistically should provide meaningful evidence for ongoing and data-driven decision making, strategic planning, and achieving organizational excellence. The Baldrige *Criteria for Performance Excellence* are a tool used by thousands of US organizations to provide this holistic view for measuring and improving performance. The criteria provide a framework of requirements and results in key categories of leadership; strategic planning; customer focus; measurement, analysis, and knowledge management; workforce focus; and process management. Within this framework, any organization can structure its path for organizational learning, continuous improvement, and sustainable performance excellence. The Information Services Division (ISD)\(^1\) at the National Institute of Standards and Technology (NIST) began its Baldrige journey in 1997; ten years later it was awarded the Maryland Silver Quality Award by the Maryland Performance Excellence Award (MPEA) Program. Along the way, ISD transformed into an organization in which systematic evaluation and assessment backed by analysis and knowledge sharing are embedded and evident throughout the organization.

This poster describes several systematic approaches identified as “role model” practices by the MPEA Examiners, which can be adapted and used by other organizations. It addresses how these approaches strengthened ISD’s ability to respond quickly to changing technologies and customer expectations and requirements. It also discusses how ISD has sustained an ongoing culture of assessment through the alignment of employee annual performance and professional development plans with ISD’s strategic and operational plans, building a depth of commitment to excellence and leadership. Finally, it addresses ISD’s current assessment activities, including developing methodologies for measuring impact. A companion poster presentation illustrates the holistic view of ISD’s approaches to performance excellence—describing the framework and systems ISD implemented for encouraging and ensuring a focus on results and creating value for stakeholders and customers.

1. ISD is responsible for creating, maintaining, organizing and disseminating information to support the research and programmatic needs required to fulfill the scientific and technical mission of NIST. ISD provides professional scientific and technical research assistance to NIST staff throughout their research and publishing cycles.

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Barbara Silcox provides leadership and direction on a range of scholarly communication, digital services, knowledge management, and assessment projects. She developed expertise in organizational performance measurements, including techniques for determining customer requirements and satisfaction, benchmarking, and assessing impacts. She earned her MLS from the University of Maryland.

Mary-Deirdre Coraggio provides strategic oversight for the NIST Research Library, Electronic Publications, and Museum/History programs. Her leadership philosophy centers on a customer centered...
vision with well-focused directions and well-defined processes. These merge in a learning environment of shared responsibility encouraging the assessment activities described. She earned her MLS from Pratt Institute.

As a lab liaison, Susan Makar assists NIST researchers in determining the impact of their research through publication and citation analyses. She has also performed analyses to assess the impact of the NIST Research Library's journal collection. She earned her MA in Library and Information Science from the University of Iowa.

As a lab liaison, Mylene Ouimette supports NIST scientists and engineers in manufacturing, electronics, and nanoscience research. She worked for 15 years as a research engineer prior to earning her MLS from University of Maryland. Ms. Ouimette also holds BS and MS degrees in engineering, both from University of Maryland.

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

Nancy Slight-Gibney (University of Oregon)

The National Survey of Student Engagement (NSSE) has been criticized for various shortcomings, including the limitations of human memory for self-reporting levels of activity. The validity of the survey results could be judged by correlating the NSSE data with metrics that do not rely upon self-reporting.

The University of Oregon participated in NSSE 2003, 2006, and 2009. Students in their freshman and senior years were surveyed. Of particular relevance to libraries are questions that ask about the amount of reading and writing assigned.

The University of Oregon Libraries has a long time series of circulation data showing the percentage of students who, in each of their years in our circulation system, have checked out at least one item. For example, in fiscal year 2009, 58% of the students in our system for the first year (roughly comparable to freshmen) showed some activity on their circulation record. By the time the students are in our system for four years (roughly comparable to seniors), 84% have had some activity on their record. A lot of caveats come with using this particular data set, but having the same statistics gathered the same way over time can illuminate trends.

Preliminary Findings
The NSSE data shows a dip in both the amount of assigned reading and the amount of assigned writing in 2006, while the 2009 numbers are back up to, or slightly above, 2003. The amount of time students spent preparing for class demonstrated the same pattern. This pattern is also reflected in the question, “worked on a paper or project that required integrating ideas or information from various sources.” This dip in workload for 2006 is evident for both groups measured: freshmen and seniors. Our circulation records show a similar trend line in the percentage of first-year students and fourth-year students with at least one library circulation transaction. Both the NSSE data and the circulation numbers can be viewed as measures of student workload. The similarities in the results would then be corroborating. Statistical tests of significance have not yet been performed. Correlations with other library metrics also have not yet been examined.

Practical Implications/Value
This data mining project was designed to illustrate how data from more than one source can be used together to provide greater value than each of the data sources independently. It also demonstrates how results from the National Survey of Student Engagement can be applied in the library context.

Nancy Slight-Gibney is the Director of Library Resource Management and Assessment at the University of Oregon Libraries. I have been the leader of the Assessment Team since its inception in 2005. Over the last several years, the Team has produced an annual report and conducted surveys, observational studies, and focus groups.

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

Eileen Theodore-Shusta (Ohio University)  
Christopher Guder (Ohio University)

In 2006, as part of the strategic planning process, Ohio University Libraries developed ambitious goals in the area of diversity. In order to assess the progress in meeting those goals, the Libraries' Diversity Committee administered a survey in 2009 that was originally developed at the another peer institution.

After administering and evaluating the results of that survey, the Committee felt that additional work was needed to create a more reliable and valid tool for answering two questions: “Does the Libraries' staff see the environment as inclusive?” and “How can we improve the environment of the Libraries?” A modified survey will be administered to library staff in the spring of 2010 that will attempt to be more relevant to our specific location and have an increased response rate.

Our presentation will discuss recent national trends in assessing workplace climate, previous efforts at Ohio University Libraries to assess workplace climate, and the results of the 2009 and 2010 surveys. The presentation will provide a framework for participants to take back and implement in their home institutions, with an emphasis on building a survey that is location specific and not simply borrowed from another institution.

Christopher Guder is a Reference & Instruction Librarian for Ohio University's Alden Library. His subject specialty is education and he is also the ADA librarian for the library, overseeing the adaptive technology lab. He is currently working on a PhD in Instructional Technology.

Eileen Theodore-Shusta, Human Resources Librarian for Ohio University Libraries, serves as the Libraries' Diversity Officer and chair of the Diversity Committee. Theodore-Shusta has a Master of Arts, Library Science from the University of Michigan, a Master of Administrative Services from Northern Michigan University, and over 25 years experience working in academic libraries.

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

Shawn Tonner (North Georgia College & State University)

This presentation will examine low-cost alternatives for 360 degree assessment of library services, collections, and facilities appropriate for small to medium academic libraries. Effective assessment in small and medium academic libraries is more necessary than ever in a climate of competition for scarce resources. The author will explore the benefits and challenges of collaboration with academic and institutional departments in assessing institutional as well as library effectiveness. Finally, the presentation will offer an inventory of modestly priced assessment tools available and explore methods for administering and managing assessment.

Shawn Tonner has been a director of small to medium-sized academic libraries for seven years. Prior to her career in library administration, she was a successful library building consultant. Areas of skills and interest include organizational behavior, facilitation, library design and construction, and targeted collection development.

Notes
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)

Using a limited scope, tactical assessment tool, librarians responsible for providing library orientation sessions for more than 130 first year students were able to conduct and analyze satisfaction surveys on a class by class basis and make program improvements “on-the-fly” based on the results.

The orientation sessions were comprised of three distinct sections—including a tour of the facility highlighting the location of resources, an electronic presentation concerning library services, and a PowerPoint history of the library and campus. Questions, which required responses on a 1 (strongly disagree) to 5 (strongly agree) point scale, covered both presentation and content. The mean score for this set of questions for the 129 respondents was 4.4.

A second set of questions, open ended in nature, sought specific information useful for the improvement of the design and content of the classes. Many of the suggestions made were implemented as the classes progressed through September and October 2009, in an effort to better meet the information needs of attendees.

Analysis Trends
A review of the comments accompanying each session revealed some interesting trends:

- Respondents in the earlier sessions valued each of the sessions reasonably equally with a slight edge given to the library/campus history.
- Respondents in the later sessions showed increasing interest in the tour and the library services parts of the presentation, especially where to find books and articles in the library and online.
- Scores and comments for the library services presentation improved when it was moved from an Internet based offering to a more structured, hyperlinked PowerPoint presentation.
- The history part of the presentation received generally very high marks for its content but not as much support for its relevance to the overall presentation, especially for the later groups.

Conclusions

- The relatively high mean score for satisfaction, 4.4. overall, suggests that students value and like the library's FYE tour and presentations.
- The survey, when analyzed following each session, allowed us to respond effectively to issues and concerns and to make improvements in an ongoing manner.
- Similarities in the responses of each group suggest that it may be possible to do this survey with a subset rather than all of the FYE classes.
- If the FYE sessions are to be truly introductory sessions they need to occur very early in the semester. Questions and comments received from FYE classes conducted later
in September were often more suitable for answering in the upcoming, more detailed and focused, instructional classes.

- All three parts of the presentation—tour, overview and history—were valued by attendees but the history might do just as well, or better, being made part of a general campus introduction session for all new students (including transfers and others beyond the freshman year) as well as new faculty and staff.

Summary
The tactical nature of the survey, with its short list of focused questions and the effort to analyze and respond to it rapidly, proved successful for immediate, non-strategic, gains.

Marsha M. Lee is the Undergraduate Services Librarian for the Harleigh B. Trecker Library, University of Connecticut Greater Hartford Campus, where she is responsible for a number of public services as well as serving as the library's academic liaison to the Humanities and Sciences.

Janice Mathews is the Social Science Librarian at the Harleigh B. Trecker Library, University of Connecticut Greater Hartford Campus. Responsible for reference, instruction, and collection development, she works with both undergraduate and graduate students and faculty. She is also the Urban Studies editor for Resources for College Libraries.

Bill Uricchio is the Director of the Harleigh B. Trecker Library, University of Connecticut Greater Hartford Campus. Additionally, he serves as the leader of the University of Connecticut Libraries Survey and Assessment Team. In 2008, he served as primary writer of the University Libraries' LibQual+® analysis and summary document, http://www.lib.uconn.edu/about/administration/surveys/LibQUAL+®_2008_Survey_UConn_Libraries_USER_Team_Report.pdf.
LibQUAL+® Lite at UNT

Diane Wahl (University of North Texas)
Hector Ponce (University of North Texas)

Purpose
After participating in the LibQUAL+® Lite pilot, I was interested in determining if our results were significantly different from results we had gotten using the original version of the survey.

Design/Methodology/Approach
In addition to the LibQUAL+® Lite pilot, UNT Libraries has participated in three LibQUAL+® surveys: 2005, 2007, and 2009. Minimum, desired, and perceived scores, as well as adequacy and superiority gaps for the twenty-two standard questions from the four surveys were compared for undergraduates and for graduate students using line charts. The number of participants from these two groups was also analyzed. Faculty and staff results were not included because these groups did not participate in the pilot.
Finally, an exploratory factor analysis test, which correlates questions in a survey to identify latent constructs (in this case, dimensions), was performed on the 2008 results to determine if the item sampling affected the validity of the dimensions.

Findings
Results of the four surveys were remarkably similar. Two primary causes for significant differences were identified:
1. The 2005 survey results showed the most differences from the other surveys. This is the only survey that was sent to a sample. The other surveys went to all undergraduates and graduate students.
2. The perceived scores, and the adequacy and superiority gaps, which are calculated using the perceived score, showed more differences than the minimum and desired scores. For the most part, these differences indicated slight improvements each year.

With respect to participation, UNT Libraries always administers the survey during the first half of the semester, when students are less busy, while the pilot was administered in the three weeks just prior to final exams, a very busy period for students. However, there was only a slight drop off in the number of student responses to the pilot. The 2009 survey showed a much greater drop off than the pilot, probably because a number of other surveys (not library surveys) were administered to students that semester.

The exploratory factor analysis test confirmed the existence of the three dimensions in the 2008 survey question results.

Practical Implications/Value
The results of the score comparisons suggest that the LibQUAL+® Lite Survey data is as valid a reflection of student opinions about library services as is the longer version of the survey. The participation analysis suggests that the survey is short enough that students will take it even when they are busy with end of semester activities. The exploratory
factor analysis indicates that the dimension scores retain validity as a basis for decision making.

Diane Wahl is Librarian for Planning, Assessment, and Training at UNT Libraries in Denton, Texas. Her assessment activities are informed by twenty years spent in management, training and consulting in the IT industry. It was here that she learned the critical importance of listening to the voice of the user.

Hector Ponce is a Graduate Research Assistant at UNT Libraries in Denton, Texas. He is working on a doctorate in educational research at the University of North Texas.

Notes
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)

Library assessment is a process toward improving library services and meeting user needs. One shortcoming is that there is frequently no follow up to assessment. Stakeholders are not informed of the results or what measures are being taken to remediate the problems identified through assessment.

In 2005 and 2008, The Richard Stockton College of New Jersey Library participated in LibQUAL+®, a web-based assessment survey tool that collects and interprets library users' perceptions of library service quality. This poster presentation illustrates the librarians' grass roots approach in following up on the LibQUAL+® results and examining them, not in isolation, but from a broad viewpoint, in search of trends and patterns that accurately reflect the overall perception of the library. Additionally, it also shares the roles the librarians played in this difficult endeavor, and what they have achieved in responding to the users' needs.

Using statistical correlation analysis, the 2005 and 2008 LibQUAL+® survey results were analyzed in three dimensions: Affect of Service, Information Control, and Library as Place. Local questions were also examined. In addition, the 2008 results were compared with that of other libraries in New Jersey to benchmark the library's services. Information collected was used to track trends and highlight the strengths and weaknesses of the library in the eyes of its users.

The findings from the comparison of 2005 and 2008 results showed an increase in perceived service in all three dimensions, but student and faculty expectations have risen even faster, especially with regard to Information Control (databases, equipment, and access to full-text of journal articles). There was also an increase in demand for group study space as more students participate in team projects. Positive results on Affect of Service (expertise, service attitude, and willingness to help by staff) demonstrated that users continued to value the personal attention and expertise of the library staff.

Librarians played an important role in this assessment process. They initiated an assessment committee, analyzed LibQUAL+® data, and presented the findings to the President, Provost, and the Council of Deans of the College. In addition, they collected qualitative data through student focus groups. Both the quantitative and qualitative data proved to be essential in supporting the need for increased budgets for desired resources, staff training, lighting improvement, furniture rearrangement, and space reclamation. All these follow-up measures have greatly improved the library services. This assessment has moved the library one step further toward a user-centered library.

Jianrong Wang is head of the Cataloging Department and Preservation Program in the Richard Stockton College of New Jersey. She holds MLS and EdM degrees from SUNY Buffalo.

Carolyn Gutierrez, Associate Professor in the Library, is a Public Services Librarian at The Richard
Stockton College of New Jersey, Pomona, NJ. She has an MLIS Degree from Rutgers, New Brunswick and an MA in American History from Rutgers, Camden.

Notes
Purpose
This presentation is a modified version of the author's earlier presentation about how user contributed contents improve access to library resources in an academic library. Users' collective wisdom applications such as LibraryThing and bX recommender are used in the library to help patrons simplify the research process. The LibraryThing service incorporates user generated tags and recommendations into the OPAC. bX recommender provides related recommendations for scholarly articles. This presentation will offer an overview of LibraryThing and bX, and summarize our data about patron usage of these services.

Design/Methodology/Approach
Examination of LibraryThing usage logs for tags and recommendations, OPAC subject search statistics, and SFX statistics.

Findings
Both services have the potential to increase usage and awareness of the library collections. The finding is that LibraryThing is less well-used, although we might feel that it enriches the catalog. bX is very widely used. However, we are uncertain whether offering immediately available alternative articles could reduce the need for costly ILL transactions.

Practical Implications/Value
Our assessment will provide a reference for other libraries who want to use LibraryThing as a cheap alternative to the next generation catalog. We may also help libraries determine whether they want to implement the bX service.
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**Allyson Washburn (Brigham Young University)**  
**Sheila Bibb (Brigham Young University)**

An Undergraduate Library Use study was undertaken to specifically address the question of what should be done with a large area in the Periodicals section which was soon to become empty. Additionally, the opportunity was taken to better ascertain how students use their time, and specifically the time spent in the library, as well as their input on what is and should be available within the library. In a move away from standard practice, students in an Applied Anthropology class were asked to carry out the research under the guidance of the principal investigators, an anthropology professor, and a librarian, and submit individual reports as the main requirement for their course work. Methods employed included not only basic surveys and interviews but also participant observation and focus groups with a strong emphasis on the use of ethnographic methods.

The data produced was then further analyzed by the principal investigators to not only verify the student findings, but to also elicit additional relevant information. By condensing the research into a one semester time-frame, definite limitations existed. However, this technique, essentially a rapid assessment, did provide valid and insightful results regarding not only the uses suggested for the periodicals area but also the overall expectations of what students would like to be able to do in a library setting. Among the suggestions were such basics as more study group areas, more computers and outlets, and more quiet areas. There were also suggestions such as natural lighting, a ‘homey’ atmosphere, a water feature, and a designated food area. Although the actual results of the exercise are not startling in their originality, the importance of this work lies in the use of ethnographic methods and student teams as researchers.

This approach of using students to study their peers elicited more background and contextual information than traditional methods and also highlighted problem areas regarding this particular method as well as suggesting ways in which these might be addressed in such future studies. Furthermore, it indicated the feasibility of conducting major research with limited resources, within a minimal time-frame, and with the minimum of disruption to staffing routines.

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Allyson Washburn has a Master’s Degree in Library and Information Science from Brigham Young University. She is the User Assessment Librarian at the Harold B. Lee Library and has conducted a series of surveys and focus groups. Allyson is a founding member of the library’s User Studies and Assessment Team.

Sheila Bibb has an MPhil Degree in Medical Anthropology from the University of Oxford. She teaches Anthropology at Brigham Young University and, in the process of both her teaching and research, has focused on ethnographic methods including observations, surveys, semi-structured interviews, and focus groups.

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

American University Library has administered the LibQUAL+® survey biannually since 2001 and a “campus climate survey” since 1992. Recent surveys revealed a growing gap in meeting user needs for welcoming space, including computing space, group study rooms, and library meeting rooms. Data gathered from these surveys informed a remodeling of the main floor of the library to include a new training and events room, enhanced exhibit space, mediated collaborative work rooms, restaurant booth and lounge seating, and a new reference desk configuration and a variety of additional computer workstations. Feedback from students and other library users has been overwhelming positive about the changes.

Diana Vogelsong is the director of Public and University Relations at the American University Library.
Gwendolyn Reece, PhD, is the director of Research, Teaching, and Learning Services at American University Library.
Patricia J. West is the Assistant Director of research services at American University Library.
The three authors were part of a team tasked to re-envision the public space of the AU Library in 2008.

Notes
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)

With a critical mass of library users' activities now centered on web-based resources, many libraries face the challenge of how to ascertain the information-seeking behavior of users and design systems that will address their needs. With the rise of web-based systems, the importance of providing users with a satisfactory and beneficial experience is crucial.

In 2005, subjects participating in Cornell's LibQUAL+® survey were asked to indicate their minimum, perceived, and desired ratings for various library services as a means of measuring how important the services are to them and how well the services meet their expectations. One of the core services listed was “Library website enabling me to locate information on my own.” Overall, this service was ranked as the 4th most important service and received the second largest gap rating between perceived and desired expectations. Cornell University Library recognized the importance of creating usable systems, and charged a committee with integrating usability and users studies into the Library's assessment repertoire.

While the committee was successful in promoting the concept of regular usability testing for the design of library web services, it proved to have limited usefulness as a structure for actually carrying out usability studies. It seemed that without a dedicated department, staff, and funding, usability activities in the Cornell University Library would flounder.

In May 2009, a proposal was drafted and, ultimately approved, to restructure the committee into a multi-layered group comprised of dedicated staff (with usability built into their position descriptions), staff with responsibilities for the major library retrieval systems, and a rotating, gradually increasing, pool of usability associates trained to facilitate and coordinate testing. Their underlying goal to further develop the assessment and usability skills of librarians across the Library, and thereby, embed usability testing into the development of new systems.

Since the inception of the new model, the redefined Usability and User Studies Group has coordinated six studies (with multiple test iterations) across its multi-library system. This shift to a more sustainable, nimble model of Usability Services for Cornell University Library includes detailed protocols for coordinating and organizing testing, scoring and recording testing, as well as detailed reporting for Usability clients.

This presentation will outline the limitations of the Cornell University Library's committee-based Usability model and describe the “new” model structure. Training, procedures, software, and reporting will be discussed in detail. It is our hope in this time of downsized budgets, our model of usability on a shoestring will resonate with college and university libraries seeking to strengthen their assessment repertoire.
Cornell University. Recently, her work emphasizes ethnographic study and usability through projects such as user research for the University of Rochester's Extensible Catalog Project and student study practices in Uris Library. In addition to extensive usability testing for the Usability and User Studies Group at CUL and for the Website Vision Team, Wendy is the selector for Library Science. Prior to joining Cornell University Library in 2007, Wendy was Coordinator of Youth Services at the West Bloomfield Township Public Library, where she was honored as one of *Library Journal*'s 2005 Movers and Shakers.

Gabriela Castro Gessner is a Reference and Research and Assessment Specialist with a dual appointment in the Research & Learning Services Department and the Research and Assessment Unit of the Cornell University Library. Currently she is working on the development of learning outcomes and assessment for library instruction, conducting usability testing and the application of ethnographic methods to user studies, and coordinating a collaborative study between the libraries at Cornell University and Columbia University that aims to find ways of supporting doctoral students in the humanities. Gaby holds a PhD in anthropology and has participated in several excavation projects in the Near East.

Jeffrey Petersen is the Southeast Asia Librarian in the Kroch Library at Cornell University.

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

Brian Winterman (Indiana University)

A growing body of evidence shows that information literacy education is most effective when integrated with teaching and learning goals of a specific academic discipline. Librarians and teaching faculty collaborating to combine information literacy goals with those of the discipline has resulted in improved student learning as well as improved student self-perception regarding research and critical thinking abilities. Information in a specific discipline represents its knowledge, and a student's grasp of the discipline can be greatly enhanced by understanding the nature and structure of its information, a key part of information literacy education. Likewise, mastery of information skills enhances student performance in ways that address goals of national education standards for many disciplines.

Because of this complementary relationship, collaborators often find the integration and the teaching partnerships that often follow to be seamless and beneficial to all involved. This type of collaboration presents a great variety of opportunities for assessment: student attitudes and performance, teacher and librarian attitudes about the collaborative process, and comparative course performance. This variety is also true of the number of methods available for assessing these types of activities: surveys, course materials, interviews, focus groups, and more.

Librarians at Indiana University, Bloomington, have been and are currently involved in a number of studies on information literacy integration with disciplines. Coincidentally, the university will be implementing and eventually assessing a new general education policy that includes information literacy as a shared goal for all undergraduate programs. Previous and current studies by librarians include assessing a pilot for a credit-bearing course for information literacy in biology, testing the efficacy of integration with different types of disciplines, and developing models for teaching advanced information literacy skills to entry-level undergraduates. All of the aforementioned methods of assessment have been used for these studies, and much of the data collected have been significant and informative.

Based on results from these studies and others outside of the university, the libraries are close to developing a trans-disciplinary model for information literacy education to be adapted and used to meet the goals of the university's general education policy. This model could also be transferrable to other curricula in other teaching and learning institutions. The designs and funding applications for future studies are under way and include a controlled study of entry level information literacy education; a study that combines technology; classroom design; and information literacy education to improve student learning in large class sizes; and the study of a 4-year certificate program on infectious disease based on information literacy principles that will allow tracking the development of information literacy skills in students throughout the duration of their undergraduate experience. The presenter will offer overviews of the aforementioned
studies, methods used in each, and highlights of relevant results. Also, a draft model for trans-disciplinary information literacy education will be shared.

Brian Winterman is the Information Fluency and Assessment Librarian in the Indiana University Libraries Teaching and Learning Department in Bloomington, Indiana. His research interests include information literacy/fluency education and assessment, particularly in the biological and health sciences.

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