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Library Assessment Conference

Building Effective, Sustainable, Practical Assessment

POSTER ABSTRACTS



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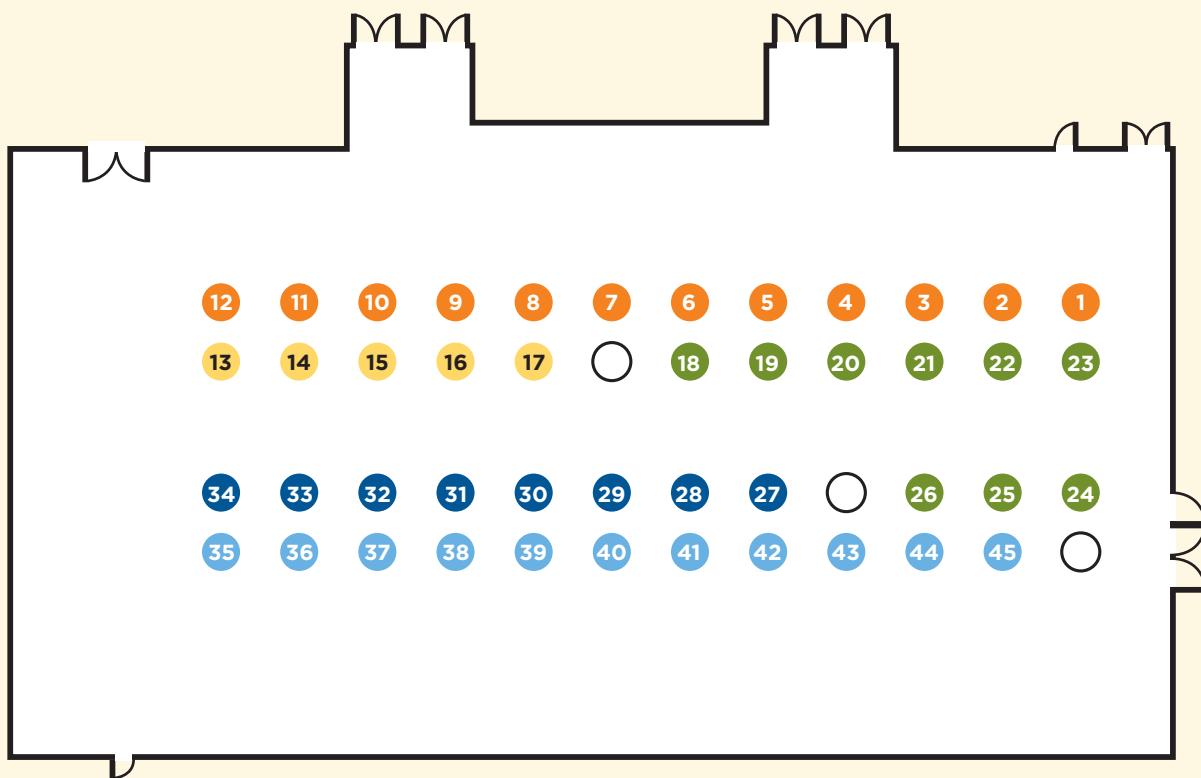
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2014 Library Assessment Conference

Poster Session Map

- TEACHING AND LEARNING
- DATA AND COLLECTIONS
- ORGANIZATIONAL PERFORMANCE
- FACILITIES/SPACES
- METHODS/SURVEYS

HUB NORTH BALLROOM



2014 Library Assessment Conference

Building Effective, Sustainable, Practical Assessment

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-  **DATA AND COLLECTIONS**
-  **ORGANIZATIONAL PERFORMANCE**
-  **FACILITIES/SPACES**
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Teaching/Learning

1 - Implementing a Practical 4-Phase Information Literacy Assessment Cycle at HKUST Library

Victoria Caplan (Hong Kong University of Science & Technology)

Eunice Wong (Hong Kong University of Science and Technology)

Purpose: To describe a practical four-phase Information Literacy Assessment Cycle in Hong Kong enhanced by e-tools. Methodology Phase One: Cohort-level IL Assessment: In fall 2011, we administered the Madison Assessment of Information Literacy to 266 randomly selected entering Year One students (the last cohort of the three-year university system) in Hong Kong. In fall 2012, we gave it to another 326 randomly selected entering Year Ones (the first cohort of the new four-year university system). In fall 2013 we administered the Project SAILS international beta-version cohort exam to 329 entering Year Ones. These pre-tests enabled us to see incoming students' weaknesses and strengths and suggested where to target instruction. For example, students were weakest on ethical use of information (citation). By spring 2014 we will have administered both the Madison Assessment and Project SAILS to graduating Year Threes. We will see where students improved their IL skills, and what still needs work. Phase Two: Class-Level Online IL Learning Outcome Assessment in fall 2012, as part of a switch to blended learning for a required first year English class Information Literacy instruction, librarians created e-learning objects on citation and an online quiz to assess the learning. The English instructors required students to take the quiz as part of their class. This assessment showed good learning and provided another communication channel for students on IL instruction. We shared the quiz results and comments with the English instructors, librarians, and university administration. Librarians used the results to refine the learning outcomes and methods further. Repeated in 2013 (with minor changes) it is now a regular part information literacy teaching, learning, and assessment cycle for all HKUST First Years. Phase Three: Session Level Online IL Learning Outcome Assessment in spring 2013 we created an online evaluation and assessment form. Linked into the Library class registration, the instructor(s) can modify it to include different learning outcome measures (e.g. one minute paper, key-word selection, etc.) as well as student self-assessment and suggestions for improvement. These are given in class or shortly thereafter. Phase Four: Closing the Loop: All instructors can look at their session results immediately to see what has worked or not worked in individual sessions. At the end of the semester, the IL team compiles the results of these session level assessments and analyzes them on a class-level with the aim to change and improve student learning. Practical Value Cohort-level e- testing (Madison & Project SAILS) enabled us to identify the strengths and weaknesses in IL skills among the entering students, to target teaching better; and see if there was measurable improvement in the graduating students. Online learning assessments for IL sessions makes easier for all teaching librarians to check student learning quickly and conveniently; allows managers and team-members to look at learning achievement on a class-level quickly and easily; and finally makes it easier to share student IL learning achievements (or gaps) with collaborating instructors, and university administration.

Victoria has been highly involved in library instruction at HKUST since 1995 and has been working full time to develop information literacy and library instruction at HKUST since 2012. Eunice has been a reference and instruction librarian at HKUST since 2005 & became the Information Literacy manager in 2011. She is the key planner and administrator of the various instruments and assessment methods for library instruction learning and information literacy assessment.

2 - What Does Learning Look Like? Finding Our Way Through Decentralized Bibliographic Instruction to Shared Information Literacy Program.

Gabriela Castro Gessner (Cornell University)

Lance J. Heidig (Cornell University)

Academic institutions generally prioritize autonomy in both their teaching and research. This independent environment can pose significant challenges to implementing campus-wide initiatives and across-the-board measures, like the introduction of an Information Literacy program. While the professional literature is filled with practical advice for us on how to develop an IL program, planning and implementing a “successful IL program” for a university with an undergraduate population of over 14,000 students, 75 fields of study, seven distinct colleges, a dozen libraries and few core courses proved to be a daunting reality check. How does one build effective, sustainable, practical anything in such a landscape?

We have learned that information literacy programs come in many different shapes and forms and do not necessarily follow a direct A to Z path. Over the past three years we have collectively developed our institutional learning outcomes and strategic objectives for our envisioned program, and we have held a series of instructor workshops, including a customized ACRL Immersion program hosted at Cornell. This year we have begun a curriculum mapping project and started focusing on the assessment of student learning.

This poster examines the processes we have taken to develop and launch our information literacy program at Cornell University, documents what a long, strange trip it has been, and presents a self-assessment of our efforts.

Gabriela Castro-Gessner is a Research and Assessment Analyst at the Cornell University Library; she holds a PhD in anthropological archaeology from SUNY Binghamton. Her research is on assessment of learning outcomes, usability, and user studies, as well as the social production of knowledge, anthropological perspectives on technology, and social archaeology. Lance Heidig has worked in library public services at Cornell since 1984, first in reference/instruction and currently in a dual appointment as Outreach and Learning Services Librarian for the humanities library and for the manuscripts division. His work focuses on integrating general and special collections instruction, and promoting information literacy across campus.

3 - Assessing Information Literacy Instruction in the Virtual Sphere

Paula Dempsey (University of Illinois at Chicago)

This study examines the balance between service and information literacy instruction in the context of instant messaging (IM) chat reference transactions. In face-to-face reference encounters, library staff can use a range of conversational and nonverbal strategies to encourage patrons to learn concepts and skills that empower them as independent researchers. In IM chat, however, both

the limits of the medium as a communication channel and its high expectations for convenience and immediate gratification could make it more difficult for reference workers to engage users as learners rather than accepting information passively.

This comparative micro-analysis of one week's IM chat transcripts from two large universities focuses on the conversational strategies students use in requesting assistance in virtual reference, as well as the conversational moves librarians make in response, either to provide direct service or to introduce skills instruction. The sequence of unfolding interactions will be analyzed to show how students and librarians create and maintain their identities as learners and teachers in everyday reference interactions. The study builds on a body of research focused on information literacy in IM chat transcripts, contributing empirical analysis of the strategies used by librarians to encourage student learning and by students to embrace it or deflect it in favor of direct service. The findings may be applied to clarifying the goals of IM chat service, improving training, and demonstrating the efforts of reference staff to contribute to student learning. Understanding what actually happens with respect to instruction in the virtual context is also a necessary foundation for assessing learning outcomes for students who rely on this service.

*Paula R. Dempsey (MALIS, Dominican; PhD in sociology, Loyola Chicago) is department head for Research Services & Resources, University of Illinois at Chicago. She teaches graduate courses in research methods and has a special interest in qualitative research. Her study of librarians' professional identity appeared in *Advances in Library Administration and Organization*. [http://dx.doi.org/10.1016/S0732-0671\(06\)24003-3](http://dx.doi.org/10.1016/S0732-0671(06)24003-3)*

4 - In the Mix: A Student-Centered Approach to Needs Assessment Survey Development

Jessica Hagman (Ohio University)

Chris Guder (Ohio University)

Hilary Bussell (Ohio University)

Purpose: This poster presentation will describe our use of a mixed-methods approach to develop a survey addressing the needs of graduate students at a large public university. The goal of the project was to conduct a cross-disciplinary study of graduate students, including those on the main campus and in online-only programs, to understand which research skills they need to develop and how the library and other campus units can aid them in this. The needs assessment was not limited to "library" needs as traditionally conceived, but rather investigated the entire research process, from topic development to grant seeking, networking, and research dissemination. Rather than begin with a librarian-centric survey that asks respondents about research as we understand it, we began with broad questions prompting focus groups and interview participants to describe challenges they face. Their discussions demonstrated concerns unique to both international students and distance graduate students, as well as perceptions about the nature of graduate work that informed how they conducted research and sought assistance.

Design: In order to develop our survey instrument, in-person focus groups as well as online interviews using Adobe Connect were used. The transcripts were then coded and analyzed by all three researchers using Dedoose. The rich qualitative data served as the basis for a survey that allowed us to examine the challenges faced by our graduate students as they conduct their own research.

Findings: This section will summarize the findings from both the qualitative and quantitative

portions of our research. The student responses to our interview and focus group questions revealed some surprising challenges not previously considered or addressed by our library, which we used to formulate hypotheses investigated via the survey. This survey, consisting of both qualitative and quantitative elements, was designed to identify and lead discussion about the needs of our graduate students in distance and in-person programs. This survey will be administered this spring, with results collected and analyzed by May 2014. We will discuss the results of the final survey, as well as how the qualitative results of our focus groups and interviews were used in its development. The survey instrument and analysis of the results will be shared with attendees of the conference.

Practical Implications and Value: This section will reflect on the value of taking a mixed-method approach to studying students. With the rapid growth in online programs and changes in on-campus student demographics, including more non-traditional and international students, it is incumbent on libraries to take an evidence-based approach in assessing student needs. Our discussion will highlight the advantages of beginning survey research with qualitative data collection and will discuss challenges and best practices in using multiple coders for qualitative research.

Jessica Hagman is a Reference & Instruction Librarian at Ohio University with liaison duties in communication and media studies. Christopher Guder is a Reference & Instruction Librarian at Ohio University with liaison duties in education. Hilary Bussell is eLearning Librarian at Ohio University with liaison duties in political science and public administration.

5 - Streamlining Assessment in the Special Collections Classroom: Building and Implementing the Class Request Tool

Emilie Hardman (Harvard University)

In an effort to greet the rise of faculty interest in teaching with primary source materials at Houghton Library, and with the help of an Arcadia Foundation Library Innovation grant, we designed and produced the Class Request Tool (CRT) to consolidate and automate administration of teaching in special collections and archives across Harvard. As an open-source tool, compatible with Aeon, built to be adaptable in a range of organizational environments, the CRT was also designed with integrated and practical assessment features. The most basic function of the CRT is to streamline faculty class requests and staff management (assigning staff, scheduling classrooms, arranging for presentations, etc.) of classes in a simple, shared, online environment. We also took the opportunity of the CRT's creation to launch a standardized assessment component tied into the closing of classes in the tool because we see assessment as core to administering our seminar program effectively. To design the class assessment module in the CRT, we worked with Elizabeth Yakel and Helen Tibbo's Archival Metrics Teaching Support Toolkit, modifying the prompts to suit the Harvard special collections environment while keeping close enough to key questions that we could compare results with other repositories utilizing the Toolkit. With a mix of Likert-scale questions and open-ended prompts, the built in assessment is designed to be sent out at the push of a button following completion of the class. The CRT connects assessments directly with class details so that staff members can easily review specific successes and act on reported challenges. It additionally reports aggregated responses for administrative decision-making. Other assessment features of the CRT may not be quite so readily recognized as "assessment" tools. These include a linked feedback form on every page where staff and users can send queries, suggestions, and comments from a response form which feeds into a Google spreadsheet monitored by library staff. This real-time form of assessment and response is critical to managing emerging needs as this new

tool takes shape through use. Also, through integration with Aeon, Atlas System's special collections circulation system, the CRT connects neatly with the collection of standardized data on use of materials in seminars, providing an opportunity to more deeply explore material selections in the classroom context. If the CRT is adopted at multiple institutions once it is made available, there is the exciting possibility of cross-institution assessment and collaboration. We propose to share our experiences of building the CRT and planning for integration of these assessment activities. At the time of the conference proceedings, we will have 7 months of data to display and discuss, detailing how our assessment work may shape our seminar program. We hope to use the CRT to learn about the successes and/or identify problems: reclaiming energies from administrative processes and using easily collected and analyzed data to serve the goal of offering consistently successful research, teaching, and learning experiences.

Emilie Hardman is the Metadata and Special Projects Coordinator for Houghton Library, Harvard University. Rachel Howarth, is Houghton Library's Associate Librarian for Public Services.

6 - One Librarian's Trash is Another's ...Artifact?: Methods for Assessing Instructional Design Performance

Steven Hoover (Syracuse University)

Purpose: Little attention has been given to the artifacts that librarians generate in the process of creating an environment where student learning can take place. Assessing instructional design artifacts can provide librarians with insight as to how to improve their instruction, identify areas of need for further professional development or training, and ultimately enhance the impact of their teaching on student learning. While a variety of guidelines for sound instructional design practice with regard to information literacy instruction exist, including ACRL's Standards for Proficiencies for Instruction Librarians and Coordinators, descriptions of and methods for assessing the quality of instructional design are noticeably absent. In order to provide substantive feedback regarding instructional design performance in the context of an instruction-focused internship program for LIS graduate students, a variety of methodologies and tools were developed. While interns were the target population for this assessment effort, instruction librarians and coordinators should find that the methods and tools have direct applicability in professional practice.

Design/Methodology/Approach: First, instructional design criteria of interest were identified, including among others:

- the assessability, developmental appropriateness, and transferability of learning outcomes for the session
- the degree of fidelity between the learning outcomes and the formative assessments
- the feasibility of the instructional strategies identified
- the clarity of links made between session learning outcomes and programmatic outcomes or goals

A three-column rubric was created as well as a small set of other quantitative measures to be taken (the number of learning outcomes, the time spent on active learning versus lecture, etc.). Next, instructional design artifacts of potential value were identified. As part of the process of identifying artifacts, a previously-existing lesson plan template was modified and distributed to interns in order to facilitate the collection of the most important data. Then, the lesson plan templates and other related artifacts were collected before and/or after instruction sessions took place over the course of the semester. Finally, data was extracted from the artifacts and analyzed in order to

provide educative feedback and make improvements to both the assessment and training processes. The assessment cycle has been completed twice as of this writing.

Findings: Data collection and analysis has taken place for two cohorts of interns. The results have enabled several positive outcomes for the interns and the internship program as a whole, including:

- opportunities to provide robust educative feedback to the interns at point of need
- improvements to the instructional design and assessment training provided
- the establishment of clearly defined categories of performance that can serve as teaching tools
- two detailed assessment reports for campus stakeholders regarding student performance against key programmatic learning outcomes

Practical Implications/Value: All instruction librarians and coordinators can use the methods and tools as described or easily adapt them to meet local needs. For those responsible for programmatic oversight or the provision of professional development to librarians who teach, the methods and materials outlined will be useful as both evaluative and teaching tools. Copies of the rubrics and summaries of other assessment activities will be made available at the conference.

Steven Hoover is a Learning Commons Librarian at Syracuse University's Bird Library. He currently serves as a member of the Immersion Program Committee and was recently accepted into the MS in Information Management program at SU's iSchool.

7 - Check, Please! Using a Checklist for Quick Information Literacy Assessment

Nia Lam (University of Washington Bothell & Cascadia Community College)

Beth Sanderson (University of Washington Bothell & Cascadia Community College)

Assessment checklists are a quick and easy way to detect trends in students' information literacy (IL) skills. The creation, use, discussion, and evaluation of these checklists at the University of Washington Bothell & Cascadia Community College Campus Library (UWB/CCC) has resulted in some best practices and contributed to a more robust assessment toolkit for librarians. The checklists have been found to be particularly helpful in doing quick and dirty assessment of student poster sessions or presentations within classes, and at events where student work is presented to a larger campus audience, such as a colloquium or research fair. They have thus provided an option for assessing IL learning outcomes beyond reviewing papers, bibliographies, or library worksheets. These rubric-type forms have also opened up discussions for instructional design, collaboration, and collection development with faculty, students and fellow librarians. This poster will display an example of one librarian's checklists over time, showing how they provided her with a quick snapshot of weak student performance, how it gave clear evidence to discuss changes to the curriculum with her faculty, and how modifications to an assignment addressed this gap and improvement was clearly evidenced in the subsequent checklists. This poster will also display a couple of variants of assessment checklists used at UWB/CCC and how they were quickly generated based on learning outcomes already identified for a particular assignment, class, or program, including the ACRL Information Literacy Standards.

Nia Lam is a Research & Instruction Librarian serving Cascadia Community College and University of Washington Bothell. Her liaison, instruction, and collection duties include working with media and communication disciplines to support student learning. Nia has a special interest in teaching with technology and information literacy assessment. Beth Sanderson is a Research & Instruction Librarian

servicing the University of Washington Bothell and Cascadia Community College. Her liaison, instruction, and collection duties include working with science and technology disciplines to support student learning. Beth has a special interest in teaching with technology and information literacy assessment.

8 - Librarians Matter! Librarian Impact on First-Year Student Information Literacy Skills at Five Liberal Arts Colleges

Sara Lowe (Claremont Colleges)

Char Booth (Claremont Colleges)

Sean Stone (Claremont Colleges)

Natalie Tagge (Claremont Colleges)

What impact (if any) does librarian intervention in first-year courses have on Information Literacy performance in student work? In spring/summer 2014, as part of our Assessment in Action proposal, the Claremont Colleges' Library undertook a rubric-based assessment of a sample of first-year student papers from all five undergraduate Claremont colleges (Claremont McKenna College, Harvey Mudd College, Pitzer College, Pomona College, and Scripps College). The Claremont Colleges' Library was one of 75 institutions in the first cohort of ACRL's Assessment in Action program. The Colleges present a unique model as they are seven separate but contiguous institutions that share one library. Included are five undergraduate liberal arts colleges, all of whom have separate, distinct first-year seminar programs with different programmatic and course-level learning outcomes. This is an excellent laboratory for assessing the impact of librarians on first-year student's Information Literacy (IL) skills as each college and program is unique, as is their relationship with the library. The goal of this evaluation project was to determine what effects (if any) cumulative librarian engagement in first-year classes (e.g., IL instruction, course guide creation, student completion of an online IL tutorial/quiz, collaboration on syllabus/assignment design) had on student IL performance as demonstrated in their end-of-semester research-focused writing assignments. Impact was measured by characterizing each librarian-faculty course collaboration within the paper sample by Librarian Course Engagement Level (1= lowest, 4=highest) and Syllabus IL Integration/Librarian Assignment Design Collaboration Level (0 indicating no syllabus was shared; 1= lowest, 4=highest). These levels were self-reported by teaching librarians for each of their first-year course collaborations at the end of the Fall 2012 and Spring 2013 semesters, then associated with Information Literacy rubric evaluation data of student papers. Findings strongly suggest that increased collaboration with librarians and Information Literacy concepts both in the form of course-related instruction and syllabus-level collaboration improved student IL skills in research-oriented first-year writing, in some cases dramatically. Findings also suggest that faculty willing to integrate external pedagogical resources such as librarians, writing centers, and tutors into their first-year courses produce higher performing students. In other words, librarian intervention in first-year courses has a noticeable, statistically significant impact on Information Literacy performance in student work. This poster will highlight our findings and what we've done with them to advocate for deeper faculty/librarian collaborations. It will also serve as a roadmap for other libraries who wish to develop a similar value proposition at their college.

Sara Lowe is Assessment Officer & Librarian, the Assessment in Action team leader and embedded librarian for Claremont McKenna College. She has published and presented nationally on information

literacy and collection development. Char Booth is Head of Instruction Services & E-Learning Librarian. A faculty member of the ACRL Information Literacy Immersion Institute, she received the 2012 ACRL Instruction Section Ilene F. Rockman Publication of the Year award for her book, Reflective Teaching, Effective Learning: Instructional Literacy for Library Educators (ALA Editions, 2011). Sean Stone is Science & Asian Studies Librarian and embedded librarian to Harvey Mudd College and Keck Graduate Institute. He has published and presented nationally on the integration of information literacy into science curriculum and outreach to faculty. Natalie Tagge is Instruction Librarian and subject specialist for a number of humanities fields, including Spanish Literature as well as embedded librarian to Pitzer College. She has published and presented nationally on technology integration into libraries and information literacy instruction and assessment.

9 - Use of a Rubric to Assess Student Learning in an E-Portfolio Project

Ann Medaille (University of Nevada)

Purpose: The University of Nevada, Reno Libraries used a rubric to assess student learning of media, visual, and oral communication skills in an e-portfolio project.

Design/Methodology/Approach: Each fall semester, faculty from the Libraries and Teaching and Learning Technologies collaborate with the Honors Program to provide support for an e-portfolio project. The e-portfolio assignment asks students to demonstrate their academic, intellectual, and personal growth through the use of images, visual design, artifacts, and written reflections which are presented in a multipage website design. An instructional designer and a librarian worked with course instructors to create the e-portfolio requirements for HON 200B (Freshman-Sophomore Seminar: The University). They met several times with classes to teach students about storyboarding, e-portfolio layout, visual design, image citation, and use of software. At the end of the semester, students presented their e-portfolios, and a rubric was used in their evaluation. The rubric was divided into categories related to visual quality (use of fonts, images, photos, and text), organization and content (implementation of a theme, layout, elements, and sequence), presentation style (eye contact, body language, and poise), and verbal delivery (volume, rate of speaking, and enthusiasm). In February, the Dean of Libraries will present awards to the students who created the best e-portfolios in various categories. The e-portfolio project has provided an excellent opportunity for the library to support and assess skills related to media, visual, and oral communication. **Findings:** The four-category rubric proved to be an excellent tool for judging the quality of student work. The majority of students received medium to high scores in all categories, with the highest scores being given in organization/content and verbal delivery. The assessment also showed that students were proficient in a number of visual literacy learning outcomes which are outlined in the ACRL Visual Literacy Competency Standards for Higher Education, such as the following: (1) "integrates images into projects purposefully with attention to meaning, aesthetic criteria, visual impact, and audience" (Standard 5), (2) "edits images as appropriate for quality, layout, and display (e.g., cropping, color, contrast)" (Standard 5), and (3) "uses creativity to incorporate existing image content into new visual products" (Standard 6). Finally, the rubric demonstrated that students showed much improvement over the previous year in skills related to visual design, oral presentation, and image citation. **Practical Implications/Value:** This project demonstrates that librarians can play a significant role in supporting a variety of literacies by helping students produce multimedia projects such as e-portfolios. In addition, librarians can use rubrics as a valuable teaching and assessment tool when they design learning opportunities that develop media, visual, and oral communication skills.

Ann Medaille is Assessment Librarian at the University of Nevada, Reno, where she also serves as the library liaison for education, anthropology, theatre, and dance. She has published articles relating to

library instruction and visual and media literacies, and she holds an MLS from the University of North Texas.

10 - Program Assessment of a Threshold Concept: Practice and Application

Sara Seely (Portland Community College)

Ashley Downs (Portland Community College)

Andrew Grewell (Portland Community College)

Program assessment that provides a snapshot of students' current understanding of threshold concepts is an effective and sustainable means for targeting instruction. During the 2012 academic year, the library faculty at a large urban community college used a guiding question to target threshold concepts and design program-level assessment across the curriculum: to what extent do students care where their information comes from? Library faculty, in collaboration with Writing faculty, set our sights on basic writing courses (WR121 and WR122) because the course-level outcomes clearly articulate that students will critically evaluate sources. After a pilot in Fall term, a survey was distributed to all Writing 121 and 122 faculty teaching across three campuses, one center and all online courses for use in week 10 of Winter 2013. The survey provided students with a thesis statement and direct links to four sources. Students were asked to select the best source in support of the claim and justify their selection in their own words. The goal of this exploratory assessment was to capture student language in the source selection process in order to better understand what considerations students were able to articulate. The survey showed that a majority of WR121 and WR122 students who participated selected the most relevant, authoritative, accurate and substantial source and provided at least two responses and averaged two types of statements. Most insightful was the finding that students who used two or more types of evaluation criteria (form, content or credibility) were significantly more likely to select the best source. This finding speaks to the threshold concepts embedded within source selection, specifically, considerations of: authorship, authority, gatekeeping (editorial or peer-review process) and relevancy of information to claim. The assessment demonstrates that a nuanced understanding of information literacy threshold concepts result in higher achievement on the part of students. To support student learning, library faculty partnered with students to develop student-friendly infographics that explain and make accessible the considerations information literate students make while selecting sources. The poster will highlight assessment goals, findings and the instructional tools and approaches that resulted in a better understanding of student's grasp of key information literacy concepts.

Sara R. Seely is a Reference and Instruction Librarian at Portland Community College. Her interests include the library's role in supporting student engagement and academic success, assessment of student learning, and outreach. Andrew Grewell: Andrew is a graphic designer from Portland Oregon and recent graduate of Portland Community College's Graphic Design program.

Ashley Downs is a graduate student in the Library and Information Science Department at Syracuse University and completing an internship with the library at Portland Community College.

11 - A Mixed-Methods Evaluation of Using Popular Media to Teach Information Literacy Concepts

Eamon Tewell (Long Island University Brooklyn)

Purpose: Many components of Information Literacy (IL) are too massive to be addressed in a single instruction session, yet an introduction to these concepts is essential for students' academic careers and intellectual development. Seeking a way to introduce freshmen to IL in an engaging manner, excerpts from popular media that illustrate themes pertinent to performance indicators from ACRL's IL Competency Standards were recycled and repurposed in one-shot instruction sessions. The goal of modifying the instruction was to facilitate student discussion of how IL concepts were depicted on-screen and how these examples apply to their academic work. Questions of how to effectively and sustainably assess the educational intervention were considered from the outset. **Design/Methodology/Approach:** This study sought to measure student learning in relation to popular media, specifically television comedies, when used in an instructional setting to introduce IL concepts. Two methods were selected to assess student learning of IL: pre- and post-tests conducted during one-shot instruction sessions and focus groups held approximately one month after instruction. A mixed-methods approach was chosen in order to achieve methodological triangulation. The research was conducted in Fall 2012 and Spring 2013. Quantitative data were obtained from questionnaires administered before and after instruction to control and experimental groups (N = 193), and two focus group discussions consisting of 11 respondents represent the qualitative method. **Findings:** The data indicate that, when tied to ACRL IL Standards, television comedies are a valuable means of familiarizing students with IL and can be integrated into instruction sessions to demonstrate IL concepts in an accessible and dialogue-provoking manner. Based on pre- and post-test findings and focus group sessions, student learning of selected IL Standards saw a statistically significant increase among the experimental group that viewed excerpts from popular media corresponding to the material being discussed. The results supported the author's hypothesis that student learning in regards to selected IL Standards (Standards Three and Five) among the experimental group would be higher than that of a control group which participated in only group discussion. **Practical Implications/Value:** Poster attendees will learn how a unique instructional initiative was assessed using an effective mixed methods approach and minimal resources. Attendees responsible for providing instruction will learn about a practical, easy-to-implement approach to familiarizing students with fundamental IL concepts within the constraints of a one-shot session, and identify opportunities for converting popular media into salient classroom examples.

Eamon Tewell is Reference & Instruction Librarian at Long Island University, Brooklyn, where he provides research, instructional, and outreach services. His scholarly interests are popular media and active learning in library instruction, representations of libraries in film, and the student research process.

12 - Cut!: How Assessing Student Learning Helped Us Focus Our Video Production

Krystal Wyatt-Baxter (University of Texas)

Elise Nacca (University of Texas)

Purpose: Library Instruction Services at UT Austin is faced with the challenge of making sure 8,000 new students achieve a set of basic information literacy learning outcomes each year. In order to maximize the time we spend in the classroom as well as to meet students at their points of need, we

began creating videos aimed at teaching students concepts and skills ranging from understanding the importance of background information to finding the full-text of articles. We planned and recorded the videos following best practices, and began including them in pre-session assignments for students and stand-alone research guides. Our web analytics told us that the videos were being used, but the question remained: did students achieve the desired learning outcomes after watching the videos? Approach: In order to answer this question, we recruited 10 first-year students at the beginning of the fall semester to participate in a video assessment project to measure their learning after watching one of the two most widely used videos we created. In individual sessions, student volunteers were asked to think aloud as they completed a pre-test composed of a series of tasks that mirrored the process of finding materials for a typical first-year assignment, and then watched a video walking them through the steps of either finding an article or finding a book on a topic. After watching the video, students were asked to walk through the same series of tasks as before, again thinking aloud and explaining their decisions as they did so. Findings: In the pre-test, only two of five students fulfilled the learning outcomes tied to the video on finding an article for a paper, and four of five students fulfilled the learning outcomes tied to the video on finding a book. In the post-test, four of five students successfully found a relevant article, and four of five students found and explained how to retrieve a relevant book. By analyzing students' comments and performance, we learned that our videos were more successful in teaching conceptual ideas (such as where different kind of information would be published, or how to brainstorm keywords) than in demonstrating navigation or click-by-click instruction. Practical Implications: Even though our assessment project had a very small sample size, we learned valuable information that has helped us make decisions about the videos we create. In the future, we will focus on creating videos that explain and reinforce complex ideas and difficult concepts (such as evaluating information) or provide real-life visuals (such as finding a call number in the stacks) rather than screencasts that demonstrate tools. This will allow us to spend more time designing instructional tools that aim to help students understand threshold concepts and less time recording screencasts of changing database interfaces. As instruction increasingly moves online, it is essential to know which formats work best for different kinds of learning, and how to focus our energy on providing the most value. After assessing the learning outcomes in our videos, we know how to better facilitate deeper learning.

Krystal Wyatt-Baxter is Instruction and Assessment Librarian at the University of Texas Libraries. Elise Nacca is Senior Library Specialist at University of Texas Libraries.

Data and Collections

13 - Evaluation of Electronic Book Utilization as a Text Book for the Undergraduate Student

Ola Bayan (Arab Academy for Science Technology and Maritime Transport)

The purpose—This paper aims to evaluate the undergraduate students' usage of electronic books as a text book, studying the AASTMT undergraduate students' future intention to use text books in electronic format, by focusing on the factors that affected this project negatively in the past before restarting the project again, highlighting the advantages and disadvantages of this project implementation, demonstrating the factors that could impact the project positively and avoid the past experience errors.

Design / methodology / approach—A quantitative approach used to investigate the factors that drive undergraduate students to use E-textbook applications for learning.

A survey through questionnaire was conducted to collect the data, the variables were adopted from the Technology Acceptance Model (TAM) after modifying the model and adding some variables that the researcher assumed might impact the undergraduate student's e-text books usage. Also the student expectations concerning the impact of the e-textbook usage on learning outcomes and student involvement was measured.

Potential findings—The main factors that impact the undergraduate students intention to use E-textbooks was: Ease of use, usefulness, self efficacy, convenience, and helpfulness. E-textbook usage by its turn will have its influence on student involvement and learning outcomes.

Research limitation—In the past, this project applied to 4 faculties of undergraduate students (Engineering, Management, Logistics and Maritime transport)and adopted books published by 4 publishers (Pearson, McGraw hill, Wiley and Cengage).Other publishers will be invited in the future. Attitude toward usage was excluded from the TAM model because this research measured the intention in the future and not a current project.

Originality/Value—The first paper studying the usage of e-textbooks will be delivered to the undergraduate students in the Arab universities and will discuss how to adopt this project to adequately without culture, and allow the E-textbooks adoption satisfy the students' needs and impact the educational process positively.

Dr. Ola Ibrahim Bayan Head of textbooks affairs in the Arab Academy for Science Technology and Maritime Transport AASTMT, PhD Holder from the AASTMT, participated in several projects and published papers all concerned with evaluation of the library services quality and users satisfaction .Also attended ARL workshop and a conference.

14 - Using In-depth Assessment to Save the Curriculum Library

Shailoo Bedi (University of Victoria)

Chelsea Garside (University of Victoria)

The Curriculum Library at the University of Victoria is a specialized library serving the Faculty of Education and its associated students, faculty and staff. Over the years, the use of collections within the library significantly declined, as did the use of the library by faculty members, while use of the physical space by students remained strong. Faced with a decrease in budget, the Libraries administration considered closing the Curriculum Library as a potential cost-saving measure. This poster will detail the steps taken to use assessment to investigate why changes to the use of collections and space by faculty members had taken place, as well as an overall examination of the needs of each user group. The assessment project involved multiple steps and subprojects, including examining historical use and loan statistics, field observations of the student activities and of the use of the computer lab, a locally developed student survey, student and staff interviews, a faculty focus group, and a librarian interview. Through these different techniques, data were gathered that allowed for the re-examination of the physical space, the resources/collections, and staffing needs. Changes implemented as part of the project include: changing the library's collections policy, weeding and amalgamation projects, allowing food to be consumed in the Curriculum Library, adding an instructional Teacher-Librarian to act as an expert in K to 12 learning, teaching and curriculum to support faculty and students, and adding a librarian to act as unit head as well as be the Education Librarian. The implementation of these and other changes that were identified as needing attention through the assessment resulted in the Curriculum

Library being re-imagined, revitalized and now thriving rather than being closed. This study also inspired the development of a 3-tiered assessment plan, which will also be highlighted on the poster.

Shailoo Bedi is Director, Academic Commons, Strategic Assessment and acting head of Law Library with the UVic Libraries, and has been responsible for providing leadership for library assessment initiatives for 10 years. Shailoo is currently a PhD candidate with the UVic Faculty of Education's Curriculum and Instruction department. Chelsea Garside is Assessment and Statistics Analyst with the UVic Libraries. She has been responsible for the day-to-day operations of the libraries' Assessment Resource Office since 2008. Chelsea also represents the UVic Libraries on several assessment and statistics Canadian consortial and taskforce groups.

15 - Large Scale Collection Analysis: a Collaborative Approach

Susan Edwards (University of California Berkeley)

Jim Church (University of California Berkeley)

Jennifer Dorner (University of California Berkeley)

Austin McClean (ProQuest)

Lyn Paleo (University of California Berkeley)

Hilary Schiraldi (University of California Berkeley)

Jon Stiles (University of California Berkeley)

Purpose: Collection development is often described as more art than science. Collection assessment beyond simple measures such as number of volumes added, number of times circulated, total dollars spent and number of unique titles hasn't had much role in collection development. But in the era of decreasing budgets, and increasing emphasis on evidence-based decisions, we needed to understand how well the collections we build meet the needs of our users. And to help make difficult decisions about allocations, we needed to compare whether the disciplines are equitably supported. There is a large body of literature on the strengths and weaknesses of citation analysis, but this emerged as the best way to compare collection strength across related disciplines, through the lens of how well the collection supports the needs of doctoral students. Guiding Question/Topic: Our citation analysis focused on providing information to make better informed decisions about collection development and the allocation of funds—both within a discipline (data versus books versus journals)—and between disciplines. We analyzed dissertations from 2008–2012 in Business, Economics, History and Political Science. Questions: 1. How well do our collections support the research needs of doctoral students in each discipline? 2. What is the mix of formats used in each discipline (books, journals, online free resources, data, dissertations, and archival resources) and how well does our collection meet those needs? 3. Have we sacrificed books to serials; or have we sacrificed emerging formats (such as data)? 4. Are students still using books, and how does that vary by discipline? 5. How old is the material being cited, by discipline? Will this influence decisions about what we move to storage, or about the acquisition of electronic backfiles? Perspectives: Our team consisted of the four library liaisons to the disciplines included in the study. Each discipline had unique issues, working with an interdisciplinary group helped to surface all possible format types and citation styles. We worked with a professor of evaluation to develop a

meaningful methodology, and we worked closely with a statistician in the Data Center to help us examine the statistical significance of our findings. We persuaded ProQuest to provide the metadata on all Berkeley dissertations, and then our collaborated with our data center get the metadata into a usable format. Practical Implication/Value: The time consuming task of citation data entry is one of the biggest barriers to conducting a dissertation citation analysis. We want to share our findings, the methodology we developed, and how we worked with the metadata from ProQuest so that other libraries will be able to conduct their own studies. Currently, libraries cannot benchmark, since no standard methodology has been developed. We think we have found one that works, and we are eager to share this with our colleagues.

Jim Church, Liaison to Economics and International Documents Librarian Jennifer Dorner, Liaison to History and Head of Instruction and User Services Austin McClean, Director of Product Management at ProQuest Lyn Paleo, Professor of Evaluation in the School of Public Health Hilary Schiraldi, Head of the Business Library and Interim Head of the Anthropology Library Jon Stiles, Executive Director, California Census Research Data Center and Director of Archive Services, UC Data Archive & Technical Assistance.

16 - Using Peer Comparisons to Develop Persuasive Narratives for Collection Budget Negotiations

Linda Plunket (Boston University)

Steve Smith (Boston University)

Similar to many other universities, Boston University (BU) is increasingly managing its budget allocations based on stated strategic priorities of the University. No longer are libraries able to presume that collections budgets will be automatically given an annual percentage increase based on projected increases in subscription costs of journals and electronic resources. As a member of the Association of Research Libraries (ARL), BU has access to ARL Statistics Analytics, a tool which allows users to access and analyze ARL member submitted data about services, collections, staffing, budgets, and demographics. Other libraries and commercial entities can arrange access to this tool on a subscription basis. At BU we use this tool and Excel to create graphs comparing our collection expenditures by various user groups (faculty, full time students, etc.) with peer institutions. Some of these comparisons are with institutions we have traditionally considered peers, some are with regional peers, and some with aspirational peers. How we frame these comparisons often depends on the purpose of the discussion, but always with the intent of increasing transparency and facilitating data-driven decision making. BU has recently joined the Association of American Universities (AAU). Comparisons with other private, U.S. institutions in the AAU have been useful in discussions among the leadership within the libraries about strategic priorities and in discussions and negotiations with University Administration regarding priorities and long-term collection allocations.

Linda Plunket is the Associate University Librarian for Graduate and Research Services at Boston University. Linda has chaired the Library's Assessment Committee since its inception in 2007. She has attended all but the first Library Assessment Conference and finds these conferences consistently invigorating and useful. Steve Smith is Head of Collection Development at Boston University and a

member of the Library's Assessment Committee. His focus is the investigation and implementation of data-driven collections strategies as well as ebook use and user acceptance within academic communities.

17 - Disciplinary Differences in Applying E-journal Usage Metrics

Jim Stemper (University of Minnesota)

Katherine Chew (University of Minnesota)

Caroline Lilyard (University of Minnesota)

Mary Schoenborn (University of Minnesota)

Purpose: Building upon our previous research in determining user-defined, value-based metrics for e-journals for collection management practices, one of our next steps was to explore whether or not there were disciplinary differences in the correlation of faculty publication and citation practices. Does the strength of the correlations vary by discipline or by faculty/student status? Do the social sciences or humanities differ from the physical or health sciences? Are there differences between similar disciplines such as the physical and health sciences, or within disciplines themselves, such as nursing to internal medicine, or are they alike enough for one formula to suffice? In addition, we want to see if Scopus is a valid alternative to Thomson Local Journal Use Reports as a way of correlating faculty publication and citation practices with journal selection decisions. To extend the Scopus vs. Thomson comparison, we also want to see if the newer SNIP metric correlates better with downloads and citations than does Impact Factor. Lastly, we want to test a cost per use formula, proposed in our previous article, which broadens the definition of use to include both downloads of and citations to a journal. Together, these metrics will help us fine tune our sense, at a disciplinary level, of the value that our users assign to our collection through their decisions about which journal articles to download, read, and cite. Design/Methodology/Approach: Two years of local use data will be integrated into a single spreadsheet: OpenURL link resolver article view requests, COUNTER-compliant article downloads, Impact Factor, EigenFactor, Source Normalized Impact Per Paper, citation data from Thomson Local Journal Use Reports and Scopus and data on academic department and faculty/student status from locally developed Affinity Strings. Building on the California Digital Library framework, user value will be assessed in three overall categories: (1) utility, (2) quality and (3) cost effectiveness, using rank correlation coefficients to compare the different metrics. Findings: The project is currently at the data gathering stage; results are expected to be completed by the end of the Spring 2014 semester. Practical Implications/Value: This research should offer selectors, regardless of discipline, a more accurate and affordable way to make difficult journal cancellation/retention decisions each year, in addition to determining whether selectors in different disciplines need to use different assessment methods for journals or assess faculty and student group use differently. Analyzing citation data and correlating with downloads lets libraries demonstrate positive outcomes to administrators. Ascertaining that freely or institutionally available metrics provide a "good enough" picture of the value faculty assign collections through their decisions about which journal articles to download, read, and cite helps libraries avoid purchasing expensive citation reports or data sets. It will also give collection development officers and subject coordinators a better sense of which publisher's big deals deserve closer attention to get better system value for money. Lastly, an updated cost per use formula for journal subscription decisions will be a more inclusive and thus more defensible metric for users.

Jim Stemper leads the organizational data initiative at the University of Minnesota-Twin Cities Libraries. The initiative's first priority is to implement the LibPAS software program, which will provide a one-stop shop for data on the use of Libraries' assets that will help staff with strategic planning. Katherine Chew has worked in many different types of libraries in her over thirty year career -- in Air Force Base Libraries, hospital, clinic, and academic medical libraries. She is currently the Associate Director for Research, Collections and Access Services for the Health Sciences Libraries at the University of Minnesota and received her MLS from the University of Minnesota. Caroline Lilyard holds the MPA from the Humphrey School of Public Affairs at University of Minnesota and MLIS from the University of Wisconsin-Milwaukee. Her research interests include research communities, corporate involvement in humanitarian aid and social entrepreneurship. As collection manager for six departments, she feels selection metrics are a critical evaluative tool. Mary Schoenborn is the University of Minnesota Libraries liaison to the Humphrey School of Public Affairs and the Carlson School of Management. Mary holds a Master's Degree from the Humphrey School. Her areas of research interest include public and nonprofit management/leadership and global development policy.

Organizational Performance

18 - Where's My Money?: A Revised Merit Fund Assignment System for Academic Librarians

Jessica Adamick (University of Massachusetts Amherst)

Purpose: The University of Massachusetts Amherst Librarians' Council formed a Merit Criteria and Assignment Task Force to propose a new system for the assignment of librarian merit funds. A Librarians' Personnel Committee is charged with the annual distribution of a merit fund pool upon review of annual reports. An existing merit assignment checklist and system has been used for many years, but past Personnel Committees have found it impractical due to unrepresentative criteria and difficulty with consistent application across different professional roles. **Approach:** The Task Force is charged with reviewing the current Personnel Committee merit policies and checklist, and proposing a new system for librarian merit assignment. This work involves multiple components: an evaluation of the current merit assignment system; researching merit criteria and assignment methods of faculty and librarians at other academic institutions; and an examination of rubrics, rankings, scales, and a variety of methods and tools for the evaluation and assignment of merit. The Task Force will also solicit input from librarians on any proposed revisions to the merit system. **Potential Findings:** The Task Force hopes to produce a tool to assess librarians' annual evaluation reports. The tool should allow the Personnel Committee to fairly, consistently, efficiently, and transparently assign merit funds, using appropriate criteria for the evaluation of a librarian's work as articulated in the contract. The evaluation and assignment tool should be completed by the 2014 Library Assessment Conference. **Practical implications/Value:** The new merit criteria and assignment system will be shared so that other institutions may review and compare their practices. The Task Force has been unable to identify many such systems, so this would be a significant contribution to the assessment of academic librarians generally. Local implications include potential benefits of increased efficacy, efficiency, and equity within the UMass Amherst Libraries.

Jessica Adamick is the Assistant to the Associate Director and a Librarian at the University of Massachusetts Amherst Libraries, where she is involved with project management, assessment, communication facilitation, and research of academic library trends and practices. She holds an MLS with a Digital Libraries Specialization from Indiana University.

19 - Getting a Lock on the Questions: Assessing International Branch Libraries

Rachel Besara (Florida State University)

Many academic libraries have branches in international locations. Assessment projects for these branches can be particularly challenging due to strong local stakeholders, small on-site staff, unusual environments, non-traditional partnerships or support roles, and language barriers. How can these obstacles be addressed in assessment planning? How does an off-site assessment librarian even know what questions to ask? This poster presents a case study of how these issues were addressed in a study done by Florida State University at the Republic of Panama branch. Purpose: To assess the information needs of an international branch campus, FSU Panama City, and its community, Ciudad del Saber, in order to rework the library space, staffing model, services, and collection as well as to shape the support given by the main campus library. The data will also be used to advocate for more support for the library from the Ciudad del Saber.

Design/methodology/approach: The assessment was guided by an on-site committee made up of key stakeholders and an assessment librarian from the main campus. The main mode of data gathering was from numerous interviews with key stakeholders from the academic programs and centers, technology and innovation business, startups, non-governmental organizations and international organizations, and infrastructure and services management organizations served by the Florida State University Panama Campus. Findings: The project is still underway, but a report should be completed by the end of June 2014. Findings will guide the future of the space, services, collections, staffing of the branch library as well as the type of support offered by the main campus to this and other branch libraries. Practical implications/value: While the particular findings in the case will be of interest, the more important issues addressed will be the challenges and potential pitfalls involved in undertaking a major assessment at a international branch campus library, a relatively unexamined area.

Rachel Besara is the Head of Dirac Science Library at Florida State University. Previously, she was an Assessment Librarian at Florida State University, doing many user and space studies. She is also a Past-Chair of LLAMA MAES.

20 - Qualitative Analysis of Academic Program Review Reports: UC Berkeley Library's Collaborative, Research-Driven Approach to Gaining Insight for Strategic Planning and Continuous Improvement

Elizabeth Dupuis (University of California Berkeley)

Jeffery L. Loo (University of California, Berkeley)

The UC Berkeley Library has developed an innovative approach for gathering insight from campus communities for library strategic planning and organizational learning without deploying another survey for departmental input. The Academic Program Review (APR) exercise guides academic departments at Berkeley through a comprehensive assessment of their opportunities and challenges, helping them assess their current practices and analyze what is needed for pursuing new paths of inquiry and discovery. Each academic department is scheduled for this review every eight years. The APR reports amass a wealth of data and provide valuable insight into the needs, experiences, and plans of academic units. The Vice Provost approved the Library's request to receive copies of all past and future APR reports prepared by academic departments. In 2012–2013, the Library developed and piloted the methodology for distributing the APR reports, extracting and documenting key data, coding and summarizing findings, identifying commonalities and potential

enhancements, and setting priorities for action. Informed by the aspirations of academic departments, library liaisons will be better able to adapt library services, programs, and resources with a greater sense of focus and impact. This poster session presents the methodology for a qualitative library-centric evaluation of academic departments' needs and objectives as evidenced in the APR reports. The Library employed collaborative content analysis and qualitative coding methods to extract departmental strengths, weaknesses, opportunities, threats, and priorities (SWOT+P). This SWOT+P model mapped content from the APR reports to a series of strategic planning and action items for the UC Berkeley Library. The reports added an evidence-based and qualitative dimension to our understanding of academic departments' perspectives, and helped the library collect ideas for improving, adding, or evolving services and resources in meaningful ways. By seeing how the Library was discussed in these APR reports, we developed a deeper awareness of how our Library relates to the University and individual departments in order to spotlight opportunities for aligning with wider organizational initiatives and for cultivating campus awareness of the Library's academic value. In addition to helping the library plan strategically, this process engaged library liaisons in organizational learning that allowed them to draw on their unique areas of expertise using the shared vocabulary of the project. By observing affinities and commonalities between different liaison subject areas, we also sparked conversations that may lead to greater mutual support and collaboration. With the evaluation frameworks, coding models, data sharing agreements, and communication methods in place, the UC Berkeley Library is now positioned to use our APR reports review exercise for continuous assessment and strategic planning. This scheduled cycle is an opportunity for libraries to regularly study academic departments' needs and plans in order to design responsive library enhancements. This is an important mechanism that helps the library to respond to changes as they develop. The analysis utilized a mix of technological, methodological, and analytical activities that, taken together, suggest a useful approach that could be implemented in other academic library settings with any artifact that documents the goals, programming, and priorities of an academic unit.

Elizabeth A. Dupuis is Associate University Librarian for Educational Initiatives & User Services and Director of the Doe/Moffitt & Subject Specialty Libraries at the University of California, Berkeley. She is active professionally with ACRL, ARL, ALA, and IARU. Jeffery L. Loo is the Chemical Informatics Librarian at the Engineering & Physical Sciences Division of the University of California, Berkeley Library.

21 - Partnering with Librarians: Collaborating as MLIS Students

Erin Eldermire (Syracuse University)

Amanda B. Albert (Syracuse University)

As recent recipients of MLIS degrees from Syracuse University, we are turning our attention from completing our degrees to pursuing our careers in librarianship. In our final semester, we enrolled in a course titled "Academic Libraries: Value, Impact and ROI." Students gained valuable experience by partnering with a librarian at a college or university that was local to each student through this distance-education class. Throughout the semester, students collaborated with partner librarians to tackle issues relating to the value, impact and return on investment of the specific libraries that they were paired with. In addition, students collaborated with each other to explore issues revolving around value, impact and ROI.

By working in real-world situations and collaborating with multiple parties, we gained first-hand experience in addressing the value of academic libraries. This, along with the networking

opportunities embedded in the course structure, was a valuable outcome of the course, perhaps as valuable as the exercise itself.

In this poster, we will share outcomes of our semester working with partner librarians, lessons learned along the way, and insights into our findings on value, impact and ROI. We will also share observations made through collaborating with practicing librarians, fellow classmates and our instructor. What went well? What could be improved upon? How can others learn from our experiences? We will focus on such questions, offering practical takeaways, as well as the collaborative model that we used as a centerpiece for conversation and reflection on investigating value, impact and ROI for our host institutions.

Erin R. B. Eldermire is pursuing her Master's degree in Library and Information Science as a distance student at Syracuse University. Her studies have focused on motivation, usability and assessment in academic libraries. She recently joined Cornell University Library as a Research and Assessment Specialist. Amanda B. Albert is a graduate student at Syracuse University pursuing her MS in Library and Information Science. Her research is focused on instruction, information policy, and assessment. Albert's six years of experience in libraries is dedicated to serving communities of all sizes with compassion, enthusiasm and especially humor.

22 - Using Assessment to Leverage Collaboration with the Campus Writing Center

Heidi Gauder (University of Dayton)

Hector Escobar (University of Dayton)

Purpose Like many academic libraries, the University of Dayton's Research Library houses a writing center. Currently located on the Library's 2nd floor, it will soon move and become integrated with the library's reference service. Since the writing center operates independently from the library (e.g. it is staffed by students and reports to different campus administrators), the library reference team, comprised of tenure-line faculty librarians, wanted to better understand the writing center services. Given that research and writing are often intertwined, the library was particularly interested in learning how the writing center addressed the evaluation, integration and attribution of sources, tasks similar to the work of reference librarians. A deeper understanding would assist in properly integrating both services. To do this, we performed an assessment of the writing center's consultation reports.

Methodology: We analyzed reports from the Fall Semester, which is the writing center's busiest time. Approximately 1,200 writing center consultant transaction reports, representing 80% of all consultations, were collected over a fourteen week period. Each report was transcribed, coded and tabulated for further analysis. Coded elements include student demographics, course information, date, time, session length and session topics as identified by the consultants. Any extra consultant comments were transcribed and included in the assessment.

Findings: An initial analysis with the first six weeks primarily focused on client demographics and time spent with the consultants. We discovered that the majority of writing center clients were first year students seeking writing help with their general education courses. One unexpected result was the discovery that international students used the writing center in disproportionate numbers, with the graduate student category comprised almost entirely of international students. We will next be looking at the data to discern how the writing center consultants assist their peers with

incorporating and documenting sources. Based on early findings, we changed our training component with the writing center consultants. What was once an informational session about library services became a hands-on session where the consultants articulated standards for referral to the reference desk. Throughout this process, the research team coordinator and the writing center coordinator are meeting regularly to discuss issues of common concern. Although not a direct outcome of the data analysis, performing the assessment has provided a common thread between the two units and facilitated greater communication and understanding.

Practical Implications/Value: This study offers a more sophisticated understanding of the clients and tasks performed by writing centers. It informs how we work with the writing center student employees and examines the points of intersection between the two units. The baseline data will be useful in navigating shared tasks and delineating areas of expertise. With the growth of information commons and other efforts to combine and align student support services, this study provides insight about the related work of our cross-unit peers, and offers lessons learned for other libraries with similar writing center arrangements.

Heidi Gauder is an associate professor at the University of Dayton Libraries, where she is the coordinator of Research and Instruction. She conducts assessment for the library instruction program and is a member of the library assessment committee. Hector Escobar is the Director of Education and Information Delivery at the University of Dayton Libraries. As director he oversees public services for the library, which includes access services and research and instruction services.

23 - The Drive to Create an Assessment Plan: A Department Head's Roadmap

Leo Lo (Kansas State University)

Adriana Gonzalez (Kansas State University)

To become a data-driven department, The Head of Faculty and Graduate Services, in collaboration with the Office of Library Planning & Assessment, introduce a strategy for developing an assessment plan to instill a culture of assessment; help team members gain confidence in the practice; and effectively utilize in-house resources to create a practical approach to assessment. To reach the final destination, there are 3 main stops.

1: Instill a culture of assessment by demonstrating to the team that assessment can be applied on an everyday level, and can lead to effective decision making. Route: Team members participate in a simple assessment project that gives actionable results quickly. Findings: Smaller assessment projects done throughout the department provided quick responses were done for the Graduate Workshop Series, the Data Management Planning Information Session, Library Day for Faculty and Graduate Students, and Graduate Student Study Room Usage. These smaller assessments provided quick feedback that was actionable. This helps reinforce the importance of assessment, and the usability of data. Eight different librarians were involved with these projects, three of them were not from the department. Additionally, three other librarians have begun larger individual assessment projects. All sought department head's input to ensure that their projects support the larger departmental vision of creating a graduate research center. By instilling a culture of assessment, there is understanding that conducting assessment is the first step needed to reach that long term vision.

2: Help librarians gain confidence in assessment. Route: Give librarians a strong foundation in the various areas of assessment by inviting experts to conduct training. The goal is to equip members

with the ability to ask the right questions, and develop their own basic tool boxes. Findings: Despite not having an expert training session, librarians have been willing and open to the idea of utilizing our existing in-house resources.

3. Destination: Effectively utilize in-house resources. Route: Collaborate closely with the Office of Library Planning and Assessment to develop a systematic consulting service for the team. Findings: The three librarians conducting detailed assessments has instituted the help of the assessment librarian from the concept stage, and utilized his expertise in research design to create the assessment instruments.

While there are research or best practices articles written on developing assessment practices on an organizational level and individual project level, there is a gap in knowledge in how assessment could be incorporated on a departmental level. Sandwiched between senior administration and department members, a department head has a difficult task of achieving his/her vision for the department, while also striving to support the greater library's vision. This poster will illustrate the overall strategy and discuss the assessment of the project so far through a graphical "roadmap". Charts, tables and graphs will display the data on the evaluation of the project. It would provide a template for department heads to employ when devising an assessment plan or to create a culture of assessment for their units.

Adriana Gonzalez is Assistant Professor and Head of Faculty & Graduate Services at Kansas State University. Adriana holds a MLIS from the University of Texas at Austin. She is currently pursuing a PhD in Higher Education Administration. Leo Lo is Research & Development Librarian/Assistant Professor at Kansas State University. Lo holds a M.L.I.S. from Florida State University, and a M.F.A. from Hollins University. He is currently pursuing a PhD in Sensory Science and Consumer Evaluation.

24 - Minority Representation in the ARL Annual Salary Survey 2012-2013: Taking a Closer Look at the Evidence

Shaneka Morris (Association of Research Libraries)

Martha Kyrillidou (Association of Research Libraries)

Purpose: The ARL Annual Salary Survey 2012-2013 reports salary data for all professional staff working in ARL libraries. The ARL Annual Salary Survey is the most comprehensive and thorough guide to current salaries in large U.S. and Canadian academic and research libraries and is a valuable management and research tool. This poster reports the results of an analysis of minority representation in the ARL Annual Salary Survey 2012-2013. Design/Methodology/Approach: Minority professional staff in U.S. ARL university libraries continue to be disproportionately distributed across the country. The ARL Annual Salary Survey 2012-2013 reported racial category data for 8,844 professional staff members (786 staff members reported by 72 medical libraries and 710 staff members reported by 77 law libraries). 1,283 (14.5%) of the 8,844 professional staff were members of the four non-Caucasian categories for which ARL keeps records. The overall racial/ethnic distribution of professional staff in U.S. ARL university libraries is as follows: Caucasian/Other 85.5%, Asian/Pacific Islander 7.0%, Black 4.3%, Hispanic 2.8%, and American Indian/Alaskan Native 0.4%. The percentage of minorities in managerial or leadership positions in the largest U.S. academic libraries is far lower. The minority data were examined by sex, position, years of experience, geographic region, and rank in order to take a deeper look into minority representation in ARL Libraries in the ARL Annual Salary Survey 2012-2013. Potential Findings/

Practical Implications/Value: This more nuanced analysis presented in this poster will complement the ARL Annual Salary Survey 2012-2013 and provide a deeper understanding of minority representation in ARL Libraries.

Shaneka Morris is Statistics Editorial Assistant for ARL. She earned a BS in Psychology and an MS in Library Science from the University of North Texas located in Denton, Texas. Martha Kyrillidou is Senior Director of ARL Statistics and Service Quality Programs. Her analytical expertise covers both strategic and policy issues, and she has widely disseminated findings through numerous publications, training events, consultations, and speaking engagements. Martha holds a PhD in Library and Information Science from the University of Illinois at Urbana-Champaign; an MLS and an MEd from Kent State University; and a BA in English from Aristotle University, Thessaloniki, Greece.

25 - Integrating Library Assessment into Curriculum Reviews

Lori Ricigliano (University of Puget Sound)

Purpose: A critical component of assessment in higher education is the ongoing analysis of learning outcomes in relation to the ideals and goals of the institution's mission. Periodic curriculum reviews monitor program quality and integrity as well as future directions. Liaison librarians typically have a strong working relationship with faculty and are in a unique position to play a leadership role in this process. The poster session reviews the protocols used at the University of Puget Sound to document the integration of the library's services and resources into a department's curriculum and outlines recommendations for improving learning and effectiveness within the discipline. Design/Methodology/Approach: The contribution of liaison librarians usually takes the form of a report. Using existing data sources, two templates were developed to provide an overall conceptual framework for this document. One template focuses on subject collections that support undergraduate research. Call number ranges, major subject headings, circulation data, electronic resources, special collections and recent acquisitions are used to identify collection strengths and areas for further development. The second template focuses on information literacy and includes a basic curriculum map that links instruction efforts with the department's course offerings in the major and core courses. Supporting evidence includes: reference statistics tied to student research, library subject and course guide statistics and usage data on electronic resources. Subject specific information literacy standards in relation to disciplinary learning standards are also discussed, along with recommendations for weaving information literacy competencies into the content, structure and sequence of the curriculum. Findings: The liaison librarian's report presents a body of evidence that demonstrates the library's contributions to academic departments in convincing ways. The results have been well received by faculty, raising their awareness of library services and conveying a more robust understanding of student engagement and interaction with the library. Faculty integrate library information into their departmental reviews or attach the entire report as an appendix. The issues and recommendations raised by librarians in the report have generated substantive discussions with faculty about ways to assess student learning outcomes, including information literacy. Practical Implication/Value: A review of the current literature suggests that little has been written about the library's role in the curriculum review process. This session outlines proactive strategies for librarians interested in sharing data and information with faculty about how the library supports the overall educational mission and specific departmental objectives in clear, measurable ways. The poster will illustrate the process, provide sample data collection templates and give specific examples of reports for individual academic programs.

Lori Ricigliano is the Associate Director for Information & Access Services at Collins Library, University of Puget Sound.

26 - Organizational Climate and Diversity: Lessons Learned

Kate Zoellner (University of Montana)

This session covers the experience of implementing, analyzing, making recommendations and taking action based on an internal organizational climate and diversity instrument at the Maureen and Mike Mansfield Library, University of Montana. The session addresses the conference topics of management information, organizational issues, and methods and tools. The Mansfield Library continually strives to improve its assessment and diversity efforts evidenced by the formalization of both an Assessment Committee and Diversity Committee to lead these efforts; participation in the LibQUAL+® survey to understand and act on University members' perceptions of library service quality; and administrative support for professional development. In addition to internal initiatives, assessment and diversity are both components of the University's Strategic Plan, assessment is a high priority in academic policy and procedures, and diversity is guided by an Institutional Diversity Plan. Based on the library and university's commitments and internal organizational changes, the Assessment and Diversity committees proposed that the library participate in the ClimateQUAL® assessment. The newly hired Dean of Libraries responded positively and created a Task Force to implement, analyze and generate presentable themes from the survey, and to make recommendations based on the results. Purpose: The purpose of the project was to formally document and benchmark library employees' perceptions, attitudes, and commitment to the organization and principles of diversity, and to make recommendations based on the results. Design/Methodology/Approach: The ClimateQUAL® Organizational Climate and Diversity Assessment, an initiative of the Association of Research Libraries (ARL), was selected as the instrument to address the library's goal given it is the one standardized library program to help libraries identify staff perceptions of organizational climate and diversity. [1] All 62 library employees were surveyed. Results were analyzed with guidance from ARL personnel and following the examples of other libraries: For each of the areas identified for organizational improvement quantitative data and supporting comments were reviewed; the organizational Context (e.g., specific library structures, policies, practices) was described; Additional Data needed was outlined and ways to gather that information proposed; and Recommended Improvement Strategies/Activities (i.e., actionable steps) were developed. [2] Comments were grouped by theme. Findings: There was a 95% (n=59) response rate to the survey and 32% (n=19) of respondents wrote open-ended comments. Five areas on which to focus organizational improvement efforts were identified. Recommendations were grouped into five areas: Communication, Competencies/Training, Resources, Recognition, and Workplace. The poster focuses on lessons learned from the survey process rather than on the survey findings. Practical Implications/Value: The experience and process of implementing and analyzing an organizational climate instrument, and moving from results to recommendations to action, is valuable to libraries considering participating in the ClimateQUAL® program as well as to libraries utilizing or designing other internal climate and diversity instruments. [1] Association of Research Libraries. (2014). About ClimateQUAL® Organizational Climate and Diversity Assessment. Retrieved from: <http://www.climatequal.org/about> [2] The template is based on the unpublished work "ClimateQUAL - Organizational Climate and Diversity Assessment Scales, Systems, and Improvement Strategies/Activities" by Sue Baughman, ARL, and Paul Hanges, University of Maryland, dated February 4, 2011.

Kate Zoellner is Associate Professor, Assessment Coordinator, and Education, Human Sciences, and Psychology Librarian at the Mansfield Library, University of Montana, Missoula. Her research interests include assessment practices, information and research behaviors and experiences, and the K-20 continuum. She earned her MSI from the University of Michigan.

Facilities / Spaces

27 - Using GIS to Facilitate Data Driven Decision Making

Jason Glatz (Western Michigan University)

This poster will present two methods for using Geographic Information Systems (GIS) to assist in data driven facilities management, with a primary focus on space planning and use. One method will be the novel approach of using GIS to analyze new book additions to the collection and their relationship to existing storage capacity. By treating each shelving range like a street, and each book like an address, the added books can be plotted on the range. This allows for a convenient visual analysis of the spatial growth of new books. GIS will also be used to represent the remaining storage capacity of each section within a range. Measuring and color coding this capacity at a granular level allows for a detailed inventory of open shelving space within the library and can assist with future decisions regarding book shifts. Combining the new book layer with the shelving capacity illustrates areas that are "hot spots" within the library. These are areas that are experiencing high levels of growth and little remaining space. Pinpointing these hot spots allows for better informed decision making when shifting books or adding shelving capacity. This data will be collected and analyzed between January and April 2014. The second method will use GIS to map patron distribution in the library by using connections to wireless access points as a proxy for patron counts. While less accurate than observational data collection (there will be over counts for patrons with multiple devices and under counts for patrons with no devices with them), this method will allow for the automated collection of data for analysis of patron distribution. Understanding patron distribution can assist in determining OPAC placement, furniture and infrastructure upgrades, and even security concerns. This data will be gathered over three 24 hour periods between January and April 2014 and analyzed in May/June 2014.

Jason Glatz has been the Maps Coordinator at Western Michigan University's Waldo Library for seven years. He has a M.A. in geography from Western Michigan University and is currently working on a M.B.A. at WMU.

28 - Assessing Transcendence: Do Spaces that Inspire Meet Students' Desires?

Bruce Keisling (University of Louisville)

Robert E. Fox, Jr. (University of Louisville)

Purpose: Library users have varying affective responses to architectural styles. What are they? How can they be assessed? What should librarians do with that information? Building on research results published in 2011 studying student perceptions of traditional/sacred spaces as compared to modern/secular spaces, this study was conducted to add to the limited amount of empirically-based research literature in the area of the affective qualities of library spaces. Student perceptions and preferences for library spaces were measured at a public research university and a private theological seminary in Louisville, Kentucky with a goal of assessing if students saw some spaces as having transcendent inspirational qualities, if students preferred those spaces for anticipated

future use, and if the context of a theological institution predisposes students to prefer inspirational spaces.

Design/methodology: Jackson and Hahn published in 2011 the research results of an empirically based project conducted at three public research institutions to investigate whether traditional looking library objects and spaces made for a more inspirational experience for students. They set out to develop a survey instrument that went beyond simple satisfaction questions relating to the library as place but one that would be able to assess abstract concepts using measures found in research related to the psychology of religion. In the spring of 2013 we utilized a similar study that addressed two Jackson/Hahn recommendations - those of a larger sample size and of varied types of institutions. To that end we created an online survey with a supporting pool of normed images of traditional and modern library interiors and exteriors. Using split randomization, we administered four versions of the survey to students who were using the libraries of their respective institutions.

Findings: Students at our institutions had similar affective responses to those of students in the Jackson/Hahn study to images of modern and traditional library spaces using a word-pair analysis. We found that they did associate transcendent spiritual or inspirational qualities with traditional spaces. Our findings diverged from Jackson/Hahn after that as our students did not indicate a strong preference for traditional spaces over modern when asked about expected future use. University of Louisville students for most questions responded with stronger preferences for modern spaces, and in particular for modern interiors. Southern Seminary students maintained a slight, but not overwhelming, preference for traditional/sacred spaces.

Practical Implications/value: We learned that we could assess student preferences for library spaces that went beyond traditional satisfaction surveys and that students in a public research university and a private theological seminary would view traditional library spaces as having transcendent spirituality. But we also learned that the students we surveyed had only slight preferences for transcendent spaces when asked to predict future use and support of institutional mission. Students in both institutions responded very positively to modern and traditional spaces which may indicate a preference of students simply for well-designed updated spaces regardless of architectural style.

Bruce Keisling is the Associate Dean, University Libraries and Director of Ekstrom Library at the University of Louisville. Previously, he was Associate VP for Academic Resources at The Southern Baptist Theological Seminary. He has overseen a number of library redesign and renovation projects. Bob Fox is Dean, University Libraries at the University of Louisville. Previously, he was an Associate Dean for the Georgia Tech libraries. He serves as Chair of the ARL Statistics and Assessment Committee. Bob's publications and presentations have been in his research interests of library facilities, assessment, and user engagement.

29 - Outer Spaces: Observing Campus Common Spaces to Learn about Library Space Usage

Ebony Magnus (Michigan State University)

Purpose: The purpose of this project is to observe the usage of informal learning spaces at Michigan State University in order to gain insight about students' relationships with common spaces. Conducted in tandem with a space assessment in the Main Library, the "outer spaces" study will focus on non-library facilities typically recognized as study spaces. Comparison of usage behavior in library and non-library environments will enhance understanding of why students choose to study

in the Main Library or elsewhere on campus. Observation of students is the primary concern because students comprise the largest visitor population to the physical Library. Methodology: In March and April 2014, seating sweeps will be conducted to document user behavior in campus common spaces including departmental lounges, residence halls, and public spaces. Seating sweeps refer to the intentional observation of a designated space to determine volume and nature of usage. Typically, the observer conducting the sweep will sit in or walk through the space at a pre-determined time and record the number of occupants and the nature of their activities. For this study, a coding schedule will be used to count occupants and gather information about occupant use of technology and furniture, occupant activities, and rates of group and solo activity. To optimize the comparison of campus and library spaces, the same system will be used during the same period to collect space usage data at MSU Main Library. Five non-library spaces have been chosen based on technology available, capacity, design, and proximity to the library and other campus landmarks such as dorms and food services. Selection of the "outer spaces" intentionally included environments that resemble the Main Library either in services or design, and those that stand in contrast to the environment offered by the library. Findings: The coding schedule will yield quantitative data which illustrate the occupancy and activity of non-library spaces on campus. It is anticipated that analysis of these data will reveal differences and similarities in the ways which students utilize campus study spaces. Of specific interest is any data which suggest users have unique relationships with campus versus library spaces or the impact of location and design on the style of use. Practical Implications: To ensure academic libraries continue to effectively serve campus populations, it is imperative to understand the relationship between library facilities and library users. In the interest of differentiating the impact of library usage from the usage of other informal learning spaces on campus, it is equally important to study the level and type of activity at other campus facilities. This project provides an initial framework by which to examine the different behaviors afforded by informal campus learning spaces. Locating the study beyond the walls of the library creates the potential to observe non-library users and develop a better understanding of why some students choose alternative study spaces. Additionally, findings may be used to inform recommendations for future library design decisions.

Ebony Magnus is the User Experience and Reference Librarian at Michigan State University. She received her MLIS at the University of British Columbia in 2013. Ebony is a 2011 Spectrum Scholar and a 2012 ARL Initiative to Recruit a Diverse Workforce (IRDW) Fellow.

30 - How to Redesign Space Assessment Surveys in the Digital Age

Kelleen Maluski (New York University)

Eimmy Solis (New York University)

In 2010, the NYU Bobst Library opened its newly created Research Commons. During the spring of 2013, we underwent the process of redesigning our annual space assessment for the Research Commons in order to properly ascertain use in the re-defined space. The following year, the survey was expanded to incorporate the entire building. As libraries work to update and create spaces more in tune with current user needs, it is essential to utilize assessment surveys to gauge what programs, services, and spaces our users desire. This poster presentation will outline the steps undertaken to convert paper assessment to an online format and the necessary adjustments to question content. Additionally, it will detail how testing, editing, training, and participant feedback were found to play a key role in the revitalization process. Lessons learned throughout the process will also be detailed, in order to help foster development and growth of such reassessment at other libraries.

Kelleen Maluski received her MLIS in 2012 and is the Health Sciences Reference Associate at the NYU Bobst Library. Her duties include library instruction, reference (virtual and in-person), creating research guides, and more. Additionally, she is interested in research and review of user needs through quantitative and qualitative analysis, which she has conducted at NYU through various projects and assessments.

As an ALA Spectrum Scholar, Eimmy Solis currently pursues her M.S. in Library and Information Science at Long Island University. She is the Reference Associate for Business and Government documents at NYU and conducts reference in person and online, teaches library literacy classes, creates research guides, and designs assessment surveys.

31 - "Library Space, Library Space, How Do Our Users Learn in this Place?"

Susan Montgomery (Rollins College)

The Olin Library sought to learn the role of library space in our users' learning. We surveyed users about their learning behaviors in a specific space prior to a scheduled renovation and then in the same space after. We wanted to determine how the renovation changed users' perceptions of their learning behaviors in that space. The challenge in conducting library space assessment is that other factors often come into play in a user's learning behavior, such as the person's learning style or prior experience. But we still found it necessary to learn about our users learning in the library space. For this study, we conducted a 14 question survey asking users about their learning behaviors in the planned renovated space. We administered the survey during the spring semester of 2012 and then repeated it in spring 2013. Our expectation was to see a dramatic change in our users' responses between the pre renovation and post renovation survey. Surprisingly, the averages did not change substantially. We did see changes in what they liked about the space which are related to our users learning behaviors. The presentation will highlight the method used to gather user feedback as well as the changes in our users' responses and lack thereof. It will also present findings about how our users perceive the space to meet their learning needs.

*Susan is currently an Assistant Professor/Public Services Librarian at the Olin Library at Rollins College in Winter Park, FL. She received her MLIS from Florida State University and holds an MA in Latin American Studies from the University of New Mexico and a BA in History & Spanish from Knox College, Galesburg, IL. Her research focuses on the library as the "third place" and has published articles in *Colleges & Undergraduate Libraries*, *Library and Information Research*, and *Public Services Quarterly*.*

32 - Assessing an Informal Learning Space: Everyone "Loves" Our New Space, but How Do We Know that It's Really Working?

Jim Munson (University of California San Francisco)

The rapidly changing world of academic libraries has created the need to develop new informal learning spaces. Once these spaces open, however, it can be unclear how to assess their effectiveness. Since the new spaces are more up-to-date and often more attractive than those they replaced, it is fairly routine to receive feedback from users that they "love" a new space and find it to be an improvement. Is this sufficient to declare the new space a success? Are all areas of the new space equally successful? How do we know if we've met our goals in creating the space? In 2013, the University of California San Francisco (UCSF) Library repurposed a sizable area (4,000 asf) just inside the main entrance that had been used to house the core reference collection, an information

services desk and some computers. By 2010, usage and size of the core reference collection had decreased significantly, the information desk was no longer staffed, and the computers were situated in ill-suited index tables making them difficult to use. Because this space is visible upon entering the building, it created a first impression of a library that was underutilized, rather unwelcoming and stuck in the past. We collaborated with a design team to envision a new space called the "Living Room" that includes the following components: group study spaces, conversation clusters with comfortable furniture, standup "quick stop" workstations, sit-down workstations for longer tasks, ample power outlets, wireless access, popular reading and consumer health hard copy collections, and space for art exhibition. Our stated goals were to create a welcoming ambience to draw people into the building, provide a dynamic meeting/collaboration space for the campus, serve as a bridge between the traditional library and the formal classrooms located elsewhere in the building, and to integrate the library more fully into the daily activities and current working styles of the campus community. In March 2013, the Living Room opened with a well-attended reception and has been anecdotally popular ever since. In order to determine whether that overall impression is supported by actual data, we are taking a multifocal approach to assessment, incorporating both quantitative and qualitative methods, including usage counts, formal surveys, focus groups and interviews. Preliminary findings show that usage of the space has increased by approximately 50%, the Living Room received a sizable number of favorable comments in our 2013 LibQUAL survey, and our student advisory committee has reported that the space is inviting and useful. In early 2014, we will conduct detailed interviews with Living Room users as casual observation suggests that certain components of the Living Room are not as heavily utilized as we had hoped. We anticipate making further changes to the space based on the feedback we receive. This project will allow us to assess whether we are meeting the needs of our patrons and the results will inform the way we approach the creation of several other new spaces that are currently in the early planning stages.

Jim Munson is the Director of Operations & Finance for the University of California, San Francisco Library, and has been involved in the creation of several innovative, informal learning spaces on campus. He also leads the assessment efforts for his library.

33 - Evaluation of high-density, multipurpose library spaces.

Gardner Treneman (Hunter College, City University of New York)

Jonathan Cain (Hunter College, City University of New York)

Initial Purpose: This study was devised to evaluate the use of the recently renovated spaces at Hunter College Libraries' Copperman Library in the Fall of 2013. The renovations included the development of a Research Commons, improved technology infrastructure, collaborative spaces, reading rooms and reimagined library service spaces. Hunter College, a part of the City University of New York, serves 24,000 students with the majority of the undergraduate population of 21,000 located at the main campus. Being situated in the heart of Manhattan, where space is at a premium, the Library takes on a dual role as learning space as well as unofficial social space for the student body. With this dual purpose in mind how does the design meet these needs? Is the new space addressing these needs better than the previous space? Are these needs being kept separate or allowed to mingle? In what ways are meeting their needs within the space? Methodology: Data about the space's usage was generated from a modified floor count by library student staff members. An iPad was provided for the staff member to follow a pre designed path through the new space. Both qualitative and quantitative data were generated in six predefined spaces. The modified floor counts were executed three times in the fall semester: before midterm exams, during

midterm exams and during final exams. In addition, library staff were surveyed to determine if they feel the new spaces are addressing their needs and the needs of the students. Findings: Initial findings showed some users both using the spaces for the designed purposes, but overwhelmingly most were not. The public space without computers became somewhat quiet while the designed group study spaces were being used by individuals. Provided methods for group writing (large dry erase boards) went unused. The dining area was populated with users looking to eat a meal or snack but that did not stop others from bringing their food into the other spaces. The results illustrate the ways in which space design can meet needs of population even if not strictly adhering to its original purpose. Practical Implications: This study demonstrated practical use of an iPad for floor count and survey taking as well as the logistics surrounding long-term iPad use. Our findings show what users will do when provided certain environments and tools, even when they don't follow what the designers thought they would. The ideas built into the library's new floor with an eye to learning but also social needs are relevant at any institution since space is always an issue.

Gardner Treneman is the current Web Services Librarian at Hunter College. He is interested in user experience, library as place, use of space and instruction. Jonathan Cain is the African/Puerto Rican/Latino Studies Librarian at Hunter College as well as the Vice-President of the Library Association of the City University of New York.

34 - "Sweeping" Statistics

Shelie Vacek (The University of South Dakota)

The I.D. Weeks Library building at the University of South Dakota preformed "Seating Sweeps" for one year. Student employees walked each floor within the three-story building at varying times, several times per day, and tallied the number of students sitting at large group tables, small tables and desks meant for one or two people, upholstered lounge-type furniture, individual study carrels, as well as those seated at library owned computers (not using their own laptops or tablets). The purpose of this study was to attempt to provide better service to university students whose comments provided via the 2012 LibQUAL+ survey showed a need for respected quiet zones, as well as combatting the perception of seemingly no available space to study, especially during certain periods throughout the day, and during busier times each semester, such as midterm and finals weeks. The data collected showed where students prefer to study within the building, what types of furniture configurations were the most often chosen, as well as which noise level students prefer to work in, as the building has each interactive, quiet, and silent zones. The percentage of furniture usage statistics were compared to the percentage of library furniture ownership per floor. Based on the data collected, the library has made changes with regard to putting the right furniture in the right places for better space utilization resulting in fewer complaints about noise and finding space to study. Data showed the underutilization of certain study spaces such as the upholstered furniture groupings and individual study carrels, and the overutilization of the large study tables, and library owned computers. This data has aided and will continue to inform future furniture purchasing decisions, and expand the usage of flexible-use spaces. The library continues to spend just a few minutes a day "sweeping" in order to continue to facilitate better space utilization and service outcomes.

Prior to her librarianship career, Shelie was a Business Analyst with Target Corporation. She has served as the Physical Collections Manager for the University Libraries at the University of South Dakota, and is currently a Health Sciences Librarian, and serves on the Libraries' Assessment Committee at USD.

Methods/Surveys

35 - The Role of the Academic Library in the Research Creation Process of Fine Arts Students

Shailoo Bedi (University of Victoria)

Christine Walde (University of Victoria)

Tad Suzuki (University of Victoria)

Bill Blair, University of Victoria)

Purpose: This study was guided by the following questions: Do university students in Fine Arts disciplines use library resources and services uniquely different from other disciplines? How do Fine Arts students use the library in the process of their creative research projects such as in creative writing, music, theatre and visual art? What kind of library resources and services do they use in the era of Internet and Social Media? The goal of this research project is to find out the unique features of the information seeking behavior and library usage by students who are not writing a traditional paper, so that the library can further develop and better support the research needs of these students. **Design/Methodology/Approach:** The objective of this proposed session is to share the results of this mixed method research study conducted at the University of Victoria. As part of this study, the team of researchers implemented a survey and follow-up focus groups to investigate fine arts students' use the library resources and services in the process of their research-creation, wanting to know how do they use library resources, and why? Also, for those students who indicate that they don't use library resources, why not? This research project is focused on how a group of students whose academic output is not a traditional research paper use the library to conduct research for their creative projects in creative writing, music, theatre, and visual art. The team of researchers used a locally developed survey tool to gather initial quantitative data from undergraduate Fine Arts students, including questions on: general use of library website, collections, equipment and physical space; how students find inspiration for their work, and how students have used library resources specifically to meet their inspiration and creative needs. Using the results from the survey, the researchers developed a further list of in-depth questions to ask Fine Arts students in a focus group setting in order to gather qualitative data to expand the data collected in the survey. **Findings:** Preliminary conclusions indicate that Fine Arts students do have a different process for searching for information and needs in terms of researching compared to students in other disciplines. **Implications/Value:** As a result of their unique needs, implementation of more specialized library services must be considered to better support this group of students.

Shailoo Bedi is Director, Academic Commons, Strategic Assessment and acting head of Law Library with the UVic Libraries. Shailoo has been responsible for providing leadership for library assessment initiatives for 10 years. Over that time, she has implemented numerous assessment and research projects which have resulted in operational changes. Shailoo is currently a PhD candidate with the Faculty of Education's Curriculum and Instruction department. Christine Walde works at the University of Victoria Libraries in Victoria, British Columbia, Canada. Her research interests range broadly within literature, libraries and archives, and intersect with her interdisciplinary work as a poet, writer, interdisciplinary artist and librarian. Tad Suzuki is a Learning & Research Librarian at McPherson Library, University of Victoria. His areas of subject responsibility are Fine Arts (History in Art, Theatre, Visual Art, and Writing) and Hispanic and Italian Studies. Suzuki holds a BA (anthropology and linguistics) from Trent University, a Master of Theological Studies from St.

Andrew's College (Saskatoon), an MA (biblical studies) and an MLS from the University of British Columbia. Bill Blair is Head of the Music and Media unit with the University of Victoria Libraries. He has a Bachelor and Master of Music specializing in music performance as well as a MLIS from Western University. His research interest includes library research and music students and media technologies.

36 - Leveraging LibQUAL+ Results to Improve the Academic Library Experience

Marwin Britto (University of Saskatchewan)

Carisa Polischuk (University of Saskatchewan)

In February 2013, the University of Saskatchewan Library conducted the LibQUAL+ survey of undergraduate and graduate students, as well as faculty with a response rate of 19.4 percent or approximately 2,000 students. LibQUAL+ is designed to examine the gap between patrons' expectations and the library's level of service delivery. The survey had also been conducted at the University of Saskatchewan in 2007 and 2010. A thorough analysis of the quantitative data from the survey questions and the qualitative data from the open-ended comments revealed compelling information and interesting insights. In addition, by comparing the university's 2013 data to its previous LibQUAL+ data from 2007 and 2010 as well as benchmarked data from peer institutions in those years, the University of Saskatchewan Library was able to identify trending patterns and areas for improvement and plan accordingly. Actionable recommendations were presented to the Library's administration, approved and implemented. The aggregate data, analyses and subsequent changes were shared with Library patrons through a variety of settings and in multiple formats. This presentation highlights the Library's 2013 LibQUAL+ survey results and trending patterns from previous years, shares a comparison of results to peer institutions, identifies changes made, and describes the various processes involved to close the loop.

Marwin Britto, PhD is the Associate Dean of the University Library at the University of Saskatchewan. He has spent 10 years as a full-time university faculty member, and has served in a variety of administrative roles including as Chief Information Officer, University Librarian, and Director of the Educational Technology Center. Carisa Polischuk, MSc is the Assessment Analyst for the University Library at the University of Saskatchewan (U of S). She has over 10 years of experience as a research/assessment analyst at the U of S in Student and Enrolment Services, Institutional Planning and Assessment, University Advancement, and the University Library.

37 - Assessing Student Demand for Library Hours at UC Santa Cruz

Greg Careaga (University of California Santa Cruz)

In the wake of the 2008/09 economic contraction, UCSC students assessed themselves a \$6.50 quarterly fee to restore evening and Saturday library hours. Seven months before the fee was due to sunset in June 2013, the library partnered with student government to measure campus support for extending the fee indefinitely. We ran a brief survey during the first week of December 2012. It contained one qualifying question (are you currently enrolled?). It had three main questions (rate the importance of current library hours to your academic success, which hours are most important to maintain?-rank up to three clusters, are you willing to continue the fee?). It also had one conditional question that invited those who responded that they were not willing or were not sure they were willing to continue the fee what, if anything, might motivate them to to support it. Finally, we asked three demographic questions (academic division, year, college affiliation). We advertised the survey broadly on campus through flyers in bus stops and mailrooms, via the library's website

and social media presence. Student government promoted the survey through their communication outlets and provided twenty hours of tabling support in the foyers of the two campus libraries. Surveys were completed online via SurveyMonkey, mainly on iPads in the foyer. We didn't offer any incentives. Nine hundred eighty-seven completed the survey. We saw broad support (87.3%) for continuing the fee, but understood that our collection loci might under-sample those who do not frequent the library. The survey provided several opportunities for participants to comment. We tagged the comments thematically and the qualitative data were more illuminating than the quantitative. We learned that there was a strong sense that core library hours were a campus responsibility, even among those willing to pay extra for them. We learned that there was strong demand for even longer hours or 24/5 service. We learned that many students were willing to pay even more than \$6.50 per quarter to get those longer hours. The latter two were especially noteworthy since we never asked about hours beyond the status quo or about any fee greater than \$6.50. We shared our data with our student government partners, with the Academic Senate Committee on the Library, and with campus administration. The outcomes have been a new commitment from the campus to fund those hours that students formerly subsidized, and a new student fee referendum in the pipeline for the Spring 2014 ballot to fund 24/5 access in one of the campus libraries.

Greg Careaga is the freshly minted head of Assessment and Planning at UC Santa Cruz. He has presented on space planning in academia, and written on organizational change and open source software in libraries. He earned his MLS from the University of Washington in 1996.

38 - Comparing LibQUAL+ Comments: Comparative Analysis of Comments from the 2010 and 2013 Surveys at the University of Calgary

Claudette Cloutier (University of Calgary)

Susan Beatty (University of Calgary)

LibQual+® is a survey used by many North American academic libraries to capture users' opinions of service quality. The University of Calgary Library has participated in five cycles of LibQual+ (2002, 2004, 2007, 2010 and 2013) and has built up a collection of data. Between the 2010 and 2013 survey (in September 2011), the University of Calgary opened its new library, the Taylor Family Digital Library, designed as a learning space to support and enhance learning and knowledge creation. During this time a web redesign project was also underway to update and improve information access. This is an opportune time to compare baseline data acquired in the 2010 survey with the data captured in the 2013 survey. This poster will analyze and compare the qualitative data gathered from the comments sections of the 2010 and 2013 survey. While there have been longitudinal comparisons of quantitative data, there has not been a comparative analysis of comments. Using a locally developed glossary and coding method for analyzing and evaluating the comments, we aim to gain insight into the impact that a new building and a web redesign project had on the service, information access and library as place perceptions of our users. We will further analyze this data by user status (undergraduate, graduate, faculty) and discipline to determine if perceptions differ amongst our user groups. The measure of change in perceptions as well as variations among user groups over time will assist us in understanding and developing unique approaches needed to improve service quality for each of these groups.

Claudette Cloutier, MLIS, is the Associate University Librarian, Learning Services for Libraries and Cultural Resources. She is interested in how institutions use the data they collect to make programming, service and business decisions. Susan Beatty is a Librarian in Learning Services at the

Taylor Family Digital Library, University of Calgary, Canada. She has previously been the Head of the Learning Commons and the Information Commons at the University of Calgary. She has extensive experience in developing, providing and assessing service delivery in both academic and public libraries. Susan has presented at various international conferences in Hong Kong, New Zealand, United States, England and Scotland.

39 - Exploring Methodologies for Identifying Impact: a Statistical Analysis of Library as Place Questions from LibQUAL+® at Washington State University Pullman 2003-2012

Robert Ferguson (Washington State University)

Steve Borrelli (Washington State University)

Purpose: This exploratory study applies statistical methodologies intending to assess the impact of changes in library facilities on user perceptions at Washington State University Pullman from 2003 to 2012, as evidenced by the results of the LibQUAL+® library as place questions. The intent is to develop a methodology that can be fruitfully applied to other LibQUAL+® questions, in order to better target future efforts on improving perceptions of service quality.

Design/Methodological approach: A one-way analysis of variance was conducted, using survey year as the grouping variable, on perceived, adequacy gap, and superiority gap for all valid responses for all library as place questions and for the means of all library as place responses. Follow-up post-hoc analyses using the Games-Howell test were conducted to identify significant mean differences.

Findings: Results of the one way ANOVA on the mean of all responses to library as place questions showed a difference in superiority gap significant at the .05 level ($p = 0.0003138$). For the individual questions, a statistically significant difference at the 0.05 level was found for the superiority gap of questions LP03, LP08, LP12, and LP17. Post-hoc analysis using the Games-Howell test identified values on question LP03: "Library space that inspires study and learning" as having statistically significant changes between 2003 and 2006 ($p < 0.01$), and 2006 and 2009 ($p < 0.02$).

Practical implications/value: This statistical approach provides a vehicle for identifying changes in user perceptions in relation to specific questions on LibQUAL+® that can be further investigated to determine which changes libraries have made that have had substantial impact on user perceptions of library facilities in order to target future efforts on improving perceptions of service quality.

Robert Ferguson began his work in libraries at Washington State University in 1982. After working as an assistant acquisitions manager at the University of Chicago Library, he returned to WSU in 1986. Since 2007 he has been Library Data Officer at WSU. Steve Borrelli is the Strategic Assessment Librarian at Washington State University, Pullman. His research interests include assessment of library services and student learning. Borrelli is a member of the Greater Western Library Alliance's Student Learning Outcomes Taskforce and incoming Chair of the Orbis Cascade Alliance's Assessment Team.

40 - Collaborate to Ensure a Quality Evaluation Instrument

Judy Henning (University of South Africa)

The purpose of the paper is to share information on the development and value of a technology based Quality Evaluation Instrument (QEI) for Teaching and Learning at the University of South Africa (UNISA) with a specific focus on the section of the evaluation of the library services.

Collaboration with faculty, students and the Quality Assurance Department is highlighted. UNISA is a comprehensive higher education institution offering an extensive range of courses ranging from certificates to first degrees, higher degrees and professional qualifications. UNISA offers Open Distance Learning to students in South Africa and abroad enrolls more than 400,000 students. Collaboration between the library and faculty is important to ensure an integrated learning experience and overall institutional performance and to ensure a suitable reliable assessment tool for the library services. An integrated set of Open Distance Learning standards informs the evaluation of the student learning experience. Within the University's Integrated Quality Management and Assurance Framework, a Quality Evaluation Instrument is designed. Former processes for internal audit reviews were too cumbersome, time-consuming and costly due to the size and nature of the University. The technology based Quality Evaluation Instrument is aligned with the curriculum/module development cycle to inform continuous improvement strategies. UNISA acknowledges that integrated library and information services and access to information resources and services are essential for the attainment of superior academic skills in higher education. The UNISA Library is a valued asset of the University, draws on the best models of university libraries worldwide. The evaluation of the library is therefore also an integral part of the QEI. The student's learning experience in terms of the library services will be evaluated as part of the dimension "Delivery of a quality learning experience" of the QEI. The aim of this dimension is to ensure that unique measures are in place to ensure sufficient, and efficient, human capacity and institutional systems to facilitate the delivery of a quality learning experience. Aspects such as e-links of course codes to information resources, availability of resources, access to e-resources, request services, remote access, ease of use of online services, etc. are measured. The other two dimensions of the QEI are "Planning, resource allocation and quality management" and "Design and development of learning material". The paper will highlight the process followed to design the instrument and focus on the collaboration between the stakeholders to ensure effective, practical and sustainable assessment. Outcomes and experiences of the first evaluation done will be shared.

Dr Henning is the Deputy-Executive Director: University of SA Library (400,000 students). She has a vast experience in academic and research libraries, served on various executive committees in the profession and presented various papers locally and abroad. She has a Masters' degree on the role of academic libraries in research and a doctorate on user education in distance education library services.

41 - From Transactions to Transformation: How Delaware Libraries are Using Dewey and Maslow to Achieve the Delaware Dream

Dr. Annie Norman (Delaware Division of Libraries)

The purpose is to develop a methodology to strategically support lifelong learning and economic development, to measure outcomes, and to showcase library value at scale across the state of Delaware. Design/Methodology/Approach: In Stage one, using the Dewey Classification System, the installed base for Delaware public library collections, a taxonomy was developed for use in capturing reference transactions and for classifying Programs in Evanced calendaring software. In Stage two, focus groups were held to obtain insight into Delawareans' versions of the Delaware Dream, in part to further explore how libraries can support economic development. In Stage three, an organizing tool for library services using Maslow's Hierarchy of Needs (y axis) with Dewey (x axis) is in testing to track progression toward achieving transformational goals. The objective is to ensure that library services address current needs, while also offering a sampling across all major subject areas so that Delawareans can discover new interests and passions to explore and develop. Findings: Aligning outputs by subject using a single classification system (Dewey) enables us to

look across library services from the view of the patron, what the patrons are trying to do. Using an organizing tool for library services (Maslow Dewey Chart) helps libraries to be strategic and developmental in the services that they offer. Practical Implications/Value: This project is primarily focused on public libraries but has practical implications of value in supporting curriculum in academic, school, and special libraries as well. Patron use by subject (Dewey) allows for spotting emerging trends earlier, so that libraries can be at the forefront of serving community needs. The Maslow Dewey organizer provides guidance for strategic development of library programs and services to ensure libraries are aiming high and providing significant value in achieving community goals.

Dr. Annie Norman is State Librarian of Delaware, has a Master's in Library Science from Drexel University, and a Doctorate of Education from Wilmington University. The Delaware Division of Libraries received the Delaware Quality Award of Merit for use of Baldrige Criteria, Balanced Scorecard, and Lean Six Sigma.

42 - Defining Runaround: The Student Perspective

Kandace Rogers (Sullivan University)

An assessment tool employed each year at Sullivan University is the Noel-Levitz survey. One item on the Noel-Levitz survey asks for student perception to the question: "I seldom get the runaround on this campus." Interpreting how students define runaround is often very difficult, complicating assessment activities. As one of the main campus information points, the library routinely participates in discussions which seek to improve student response to this question. In the spring of 2014 the library partnered with members of the Campus Action Initiative to conduct focus group discussions, asking students their impressions when answering this question. This clarification will enable future planning efforts to improve and fine-tune services to student needs. This poster session will present the findings of these focus groups and how campus departments have incorporated this knowledge into their activities and ongoing assessment efforts.

Ms. Rogers is currently the Library Director of the Sullivan University Lexington Campus Library.

43 - Can Data Drive Success?: Implementing Instruction Evaluation Forms.

Ashley Rosener (Grand Valley State University)

James Gulvas (Grand Valley State University)

Barbara Harvey (Grand Valley State University)

Anne Merkle (Grand Valley State University)

Emily Frigo (Grand Valley State University)

A committee comprised of seven Research and Instruction Librarians at Grand Valley State University met to analyze, evaluate and recommend changes to a newly-implemented librarian instruction evaluation form. Prior to the creation of this form, instruction assessment forms were used on an individual, ad hoc basis for personal self-evaluation. In 2010, there was a grassroots effort to trial a standardized form, but it did not result in widespread adoption among teaching librarians beyond the duration of the project. In 2013, with a formal Instruction Program in place, there was renewed interest in creating an effective, sustainable and practical library assessment

that could be adopted by our colleagues. We wished to scale up from unshared, nonstandard evaluations to a standard evaluation form that would make student perceptions of library instruction more widely accessible to all instructors in order to make data driven decisions within our Instruction Program. For this reason, the Head of Instructional Services created an instruction evaluation form based on a combination of common library instruction evaluations, current evaluations in use in other GVSU programs and research on student confidence. The intent of this trial was threefold: to test the utility of the web-based form itself, to examine the data to determine whether the form was collecting usable information and to summarize the findings and make recommendations. More broadly, we wanted to adopt a best practice within our profession. During the 2013 trial, instruction librarians asked students to complete the evaluation by providing the link to the form either in a class session or asynchronously. The data was collected using LibAnalytics software. Numerical data was analyzed using basic statistics and Excel PivotTables. Qualitative data was coded by the committee for statistical analysis. Our preliminary findings consist of 680 student evaluation forms from September 6 through October 1, 2013. Moving forward, connecting evaluation forms to course and section number would allow librarians to compare student responses to other data sets in LibAnalytics including our instruction statistics and consultations. One key to this ongoing trial's success has been the development of a data driven culture within our Instruction Program, due in part to our newly established Head of Instructional Services. Other institutions can learn from our library's first attempt at utilizing a standard library instruction evaluation form (2010) and a second more successful implementation (2013) along with future recommendations that we will share.

Ashley Rosener has an MLIS from the Graduate School of Library and Information Science at the University of Illinois Urbana-Champaign. She works as the liaison librarian to the School of Social Work, School of Public, Nonprofit, and Health Administration and the Johnson Center for Philanthropy at Grand Valley State University in Grand Rapids, Michigan. Barbara Harvey holds an MA in Library and Information Science from the University of Iowa, and an MA in Biology from the University of Northern Iowa. She is the liaison to the Departments of Biology, Biomedical Sciences, Cellular and Molecular Biology, Chemistry and Physics at Grand Valley State University. Anne Merkle holds an MSL from Western Michigan University. She is the liaison librarian for the Department of Sociology, the Frederick Meijer Honors College and oversees the Juvenile Collection at Grand Valley State University. Emily Frigo is the First Year Experiences Coordinator and liaison librarian to Anthropology, Archaeology and Italian at Grand Valley State University. She earned her MLIS from the University of Wisconsin-Madison. Her scholarship focuses on information literacy, and she has presented at the state, national and international level. James Gulvas has an MLIS from Wayne State University's School of Library and Information science. He is the liaison librarian to the Communication Sciences and Disorders, Physical Therapy and Therapeutic Recreation Departments at Grand Valley State University. His research interests are in international librarianship and implementation of new educational technologies.

44 - Evaluating Library Contribution to Student Success

Dana Thomas (Ryerson University)

Weina Wang (Ryerson University)

It is important to be able to use evidence to make decisions in order to make best use of available funds, and to demonstrate how the library contributes to student success. To date, Ryerson Library

has had to make due with very limited evidence, and has needed to utilize "snapshot in time" surveys in order to gather information about our patrons at the disciplinary affiliation level. With valuable, system-generated data available across the University, it is attractive to take advantage of less obtrusive methods to measure the impact of library collections and services in order to prevent survey fatigue and to facilitate a continuous cycle of improvement based on sound assessment. Inspired by projects such as the Wollongong Library Cube, and the Minnesota Library Data and Student Success Project, Ryerson began work on an assessment project in the summer of 2013 aiming to prove statistical correlation between library usage and student academic success. Working with relevant campus partners, we obtained active students' age group, department/disciplinary affiliation, patron type, and grade information (Grade Point Average - GPA) at the end of each term. Utilizing a unique ID number, we merged this University data with library usage data. The data was then used to identify and analyze patterns and relationships among library resource use (collections and services) and grades. In this presentation, the speakers will provide an overview of how we gained the partners needed to ensure the project's success, as well as the methodology used. Highlights from early findings will also be shared.

Weina Wang is the Borrowing and Lending Services System librarian with 5 years' experience working for the Ryerson University Library & Archives, Canada. She obtained her MSc. in Information Systems from the University of Sheffield, UK, and worked as an electronic services librarian, system librarian and a manager since graduation. Dana Thomas is the Evaluation & Assessment Librarian at Ryerson University. In addition to coordinating assessment for the library, Dana's portfolio includes traditional and virtual reference and subject liaison. Her published record includes peer-reviewed articles, book chapters, and conference presentations covering subjects ranging from assessment to electronic collections management.

45 - Revealing Stories, Rethinking Services: Assessing the International Student Library Experience

Megan Watson (University of Washington Bothell & Cascadia Community College)

Alyssa Berger (University of Washington Bothell & Cascadia Community College)

Leslie Bussert (University of Washington Bothell & Cascadia Community College)

Althea Lazzaro (University of Washington Bothell & Cascadia Community College)

Shardé Mills (University of Washington Bothell & Cascadia Community College)

Dani Rowland (University of Washington Bothell & Cascadia Community College)

Ana Villar (University of Washington Bothell & Cascadia Community College)

As the international student populations at the University of Washington Bothell (UWB) and Cascadia Community College (CCC) continue to grow, it is necessary for us to assess our library's spaces, services and overall accessibility to provide sustainable services to this unique group. The Campus Library's Assessment Team is seeking to determine how international students experience and use our library spaces and services, explore their information-seeking behaviors, and identify potential barriers to the use of our resources, including staff and librarians. Simultaneously, we are exploring our own assumptions about this population and are working with library staff to identify what we do or do not know about our international students. In the summer and fall of 2013, the

Assessment Team conducted initial research by exploring existing information available via recent campus and University of Washington Libraries student surveys. Through these data, we identified common threads around language-related challenges, potentially confusing library policies, and student priorities such as computer availability and research assistance. We reached out to a variety of international student organizations and administrative departments that work closely with this population – including International Student Facilitators, Chinese Student Association and International Student Services – because cultivating partnerships with campus stakeholders will allow us to address our own questions while effectively uncovering issues that are important campus-wide. With an emphasis on practical assessment, we structured the remaining time frame of our study to facilitate collaboration with these campus groups and solicit student participation by integrating each phase with students' quarterly academic calendar. In winter quarter 2014, we conducted two focus group sessions of 6-10 students each. Through these semi-structured sessions, we revealed key issues, experiences and barriers that international students encounter at UWB/CCC, particularly surrounding library use. Based upon this information, the team recruited 6-8 students to participate in a photo diary study during spring quarter 2014. These students visually documented one week around midterms, coinciding with the period during which they would likely be using library resources more heavily. We then followed up with individual interviews to better understand student rationale and fill in any gaps. At the conclusion of this project, the Assessment Team hopes to have a richer sense of our international students' lived experiences both navigating and using library services, resources, and spaces. With these results in mind, we foresee practical impacts on the Library's public services' approach at service points, our pedagogical and instructional practices, and our staff and librarians' overall understanding of students' needs. We will endeavor to improve student awareness of available services and resources, enhance student learning in the classroom, and provide staff and librarians with evidence-based training and support. The information gathered will also serve as a foundation from which to explore opportunities for additional or revamped services, spaces, and collections in the future. Our shared results will benefit our faculty, the administrative staff who work closely with this population, and the broader academic library community who are similarly grappling with providing specialized service and support.

Alyssa Berger is a Research & Instruction Librarian at the Campus Library, serving the University of Washington Bothell and Cascadia Community College. She assists the Nursing and Health Studies librarian, and serves on the library's Assessment Team. Leslie Bussert is Head of Teaching & Learning and Research & Instruction Librarian for the Campus Library, serving the University of Washington Bothell and Cascadia Community College. She oversees the library's curriculum-integrated instruction efforts, student learning assessment initiatives, and liaises with faculty and students in Literature and the Humanities. Althea Lazzaro is a Research & Instruction Librarian for the Campus Library, serving the University of Washington Bothell and Cascadia Community College. She is liaison to Community Psychology/Psychology and Geography/GIS, and serves on the library's Diversity and Assessment Teams. Shardé Mills is a Research & Instruction Librarian at the Campus Library, serving the University of Washington Bothell and Cascadia Community College. She serves on the library's Diversity and Assessment Teams. Danielle Rowland is a Research & Instruction Librarian and First Year Experience Coordinator at the Campus Library, serving the University of Washington Bothell and Cascadia Community College. She is a liaison for American Studies, and serves on the Campus Library Web Advisory Group, as well as its Assessment Team. Ana Villar is a Research & Instruction Librarian at the Campus Library, serving the University of Washington Bothell and Cascadia Community College. She serves on the library's Online Learning Group and participates on the Assessment Team. Megan Watson is a Research & Instruction Librarian for the Campus Library, serving the University of Washington Bothell and Cascadia Community College. She is liaison to Education, ESL and Adult Basic

Education, and international student programs at both institutions, and serves on the library's Diversity and Assessment Teams.