

SEATTLE, WASHINGTON AUGUST 4–6, 2014

# Library Assessment Conference

Building Effective, Sustainable, Practical Assessment

**PROGRAM ABSTRACTS**



**W**  
**UNIVERSITY LIBRARIES**  

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**UNIVERSITY of WASHINGTON**



ASSOCIATION OF  
RESEARCH LIBRARIES

# Dear Colleagues,

We are delighted to welcome 600 registrants to Seattle and the University of Washington for the 2014 Library Assessment Conference. As the largest conference of its kind in the world, the Library Assessment Conference has helped build and foster an energetic community that is deeply committed not only to improving our libraries but also documenting our contributions to individual and institutional success.

This year we have broadened the range of presentations at the conference to include panels, and lightning talks in addition to papers, posters, workshops and keynote speakers. We hope this leads to a deeper sense of learning, engagement and interaction among presenters and participants. The range of formats also allows us to cover additional topics, such as public libraries, that were not possible before.

While the Conference serves as a learning, networking and community event, it also has a tradition for being fun. We invite you to enjoy the receptions as well as the delightful Seattle summer weather. The University of Washington, Seattle, is consistently ranked as one of the most beautiful urban campuses with plenty of open spaces to soak up the rays. Conference sessions will end by mid-afternoon so you can take advantage of the campus, rest, or explore other parts of Seattle. Our Local Arrangements Committee has prepared and assembled guides to the best of Seattle, and they're very willing to offer advice on restaurants, shopping, the annual return of the salmon, public transportation or whatever you're interested in.

So welcome and enjoy—we are pleased that you will join us at the 2014 Library Assessment Conference.

Your conference co-chairs,

*Steve Hiller, University of Washington Libraries*  
*Martha Kyrillidou, Association of Research Libraries*



## Planning Committee:

Nisa Bakkalbasi, Columbia University

Jackie Belanger, University of Washington

Rachel Besara, Florida State University

Steve Hiller, University of Washington, Co-Chair

Lisa Hinchliffe, University of Illinois at Urbana-Champaign

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Lorie Kloda, McGill University

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Megan Oakleaf, Syracuse University

Kathy Perry, Virtual Library of Virginia (VIVA)

Jim Self, University of Virginia, Ex Officio Co-Chair Emeritus

Stephen Town, University of York, UK, Ex Officio as Liaison to the Northumbria Conference

Joe Zucca, University of Pennsylvania

# 2014 Conference Schedule

## Sunday, August 3, 2014

- 12:00–5:00 **Registration** (Odegaard Undergraduate Library/OUGL First Floor)
- 12:15–4:15 **Workshop** (OUGL 220)  
*Collection Assessment Strategies in Context: Using Data to Inform the Shift from Print to Electronic Collections*  
Leaders: Anne Osterman, Virtual Library of Virginia (VIVA) and Michael Matos, American University
- 12:15–4:15 **Workshop** (OUGL 136)  
*Library Value: Conceptualizing, Capturing, & Communicating Impact*  
Leader: Megan Oakleaf, Syracuse University
- 12:15–4:15 **Workshop** (OUGL 141)  
*Cube: Unlocking the Value from Your Library's Data*  
Leader: Margie Jantti, University of Wollongong
- 4:30–5:15 **Tour of OUGL** (meet at conference registration desk)

## Monday, August 4, 2014

- 8:00–5:00 **Registration** (Husky Union Building/HUB Mural Lounge, 2nd floor)
- 8:00–9:00 **Breakfast** (South Ballroom Prefunction Area, HUB 245)
- 9:00–9:15 **Welcome & Opening** (HUB South Ballroom)  
Steve Hiller, Martha Kyriallidou, and Betsy Wilson
- 9:15–10:00 **Keynote I** (HUB Ballroom)  
Margie Jantti, University of Wollongong: *Aspiring to Excellence: Maximising Data to Sustain, Shift, and Reshape a Library for the Future*
- 10:00–10:45 **Keynote II** (HUB Ballroom)  
Debra Gilchrist, Pierce College: *Leading with Strategy and Evidence*
- 10:45–11:00 **Break** (South Prefunction Area and Lyceum Foyer)
- 11:00–12:30 **Sessions 1-4**
- 12:30–1:20 **Box Lunch** (South Prefunction Area and Lyceum Foyer)  
**Vendor Presentations: Atlas Systems** (HUB 334), **ProQuest** (HUB 214)
- 1:30–3:00 **Sessions 5-8**
- 3:15–4:00 **Research Commons Tour** (meet at conference registration desk)
- 4:15–5:00 **Tour of OUGL** (meet at first floor OUGL)
- 6:00–8:00 **Posters and Poster Reception** (HUB North Ballroom)

**Questions?**  
Conference Office HUB 238



11:00-12:30 **Monday, August 4**

**HUB South  
Ballroom**

**Session 1 / PAPERS: Collections 1**

*Using Bibliometrics to Demonstrate the Value of Library Journal Collections*

Christopher Belter, National Institutes of Health Library  
Neal Kaske, National Oceanic and Atmospheric Administration – NOAA

*Measuring Impact: Tools for Analysing and Benchmarking Usage*

Jo Lambert, Ross MacIntyre, Mimas  
Angela Conyers, Evidence Base

*Time for “Alt Metrics” to Drop the “Alt”: Developing a Standards Foundation for Alternative Assessment of Scholarship*

Todd Carpenter, Nettie Lagace, National Information Standards Organization – NISO

**HUB 250**

**Session 2 / PAPERS: Methods 1**

*Who’s Asking What? Modelling a Large Reference Interaction Dataset*

Andrew Asher, Indiana University Bloomington

*A Mixed-Methods Approach to Questionnaire Development: Understanding Students’ Interpretations of Library Survey Questions*

Heather Gendron, University of North Carolina at Chapel Hill  
Alisa Rod, Ithaka S+R

*Using Photovoice to Explore Native American Students’ Perceptions of the Physical Library*

Karen Neurohr, Lucy Bailey, Oklahoma State University

**HUB Lyceum  
(1st Floor)**

**Session 3 / PANELS: LibQUAL+®**

*Commonalities in LibQUAL+ (Dis)satisfaction: An International Trend? (Lightning Talk)*

Selena Killick, Cranfield University  
Martha Kyrillidou, Association of Research Libraries

*A Longitudinal Analysis of 2003–2013 LibQUAL+ Survey Results (Paper)*

Beverly Lynch, Susan E. Parker, Linda Kobashigawa, Sara Pacheco, Jeremy Whitt,  
Leslie McMichael, University of California, Los Angeles – UCLA  
Michael Qiu, University of Southern California

*A 15-year Retrospective on LibQUAL+ (Panel)*

Martha Kyrillidou, Association of Research Libraries  
Colleen Cook, McGill University  
Fred Heath, University of Texas  
Steve Hiller, University of Washington  
J. Stephen Town, University of York, UK  
Bruce Thompson, Texas A&M University

 Papers  Panels  Lightning Talks

11:00-12:30

Monday, August 4

HUB 145

**Session 4 / LIGHTNING TALKS: Organizational Capacity**

*Core Competencies for Librarians with Assessment Responsibilities*

Sue Erickson, Virginia Wesleyan College

Sarah Passonneau, Iowa State University

*Library Assessment and Quality Assurance—Creating a Staff-Centered Evidence-Based Development Process*

Håkan Carlsson, Gothenburg University, Sweden

*Support System: Establishing, Sustaining, and Growing a Framework for Assessment*

Greg MacAyeal, Marianne Ryan, Northwestern University

*Collaborating with Faculty to Assess Undergraduate Information Literacy in Degree Programs*

David Nolfi, Maureen Diana Sasso, Lori E. Koelsch, Duquesne University

*The Role of Student Advisory Boards in Assessment*

Meg Scharf, University of Central Florida

Bob Fox, University of Louisville

Ameet Doshi, Georgia Institute of Technology

*Impacts of Different Types of Administrative Experiences on Performance*

*Measurement Resource Support in Libraries*

Larry Nash White, University of Buffalo

*Creating and Sustaining a Pool of Participants for Focus Groups*

Carol Mollman, Washington University in St. Louis

*Creating a Culture of Evidence and Assessment: Building a Daily Practice That Matters*

Wendy Holliday, Theresa Carlson, Northern Arizona University

1:30-3:00

Monday, August 4

HUB South  
Ballroom

**Session 5 / PAPERS: Assessment Capacity 1**

*Fitting a Round Peg into a Square Hole: Dickeson's Academic Program Prioritization and Libraries*

Tracy Bicknell-Holmes, Boise State University

*Community College Libraries and Culture of Assessment: A Survey of Library Leaders*

Lisa Hinchliffe, University of Illinois at Urbana-Champaign

Meredith Farkas, Portland State University

*Measuring the Research Readiness of Academic and Research Librarians: A Project Report of the Institute for Research Design in Librarianship (IRDL)*

Kristine Brancolini, Marie R. Kennedy, Loyola Marymount University

1:30-3:00

Monday, August 4

HUB 250

**Session 6 / PAPERS: Special Collections**

*Getting to Know You (and Me!): Assessment and the Archival Metrics Toolkit at Columbia University's Rare Book & Manuscript Library*

Nisa Bakkalbasi, Jocelyn Wilk, Columbia University

*Assessing the Impact of Special Collections Instruction at the University of Chicago*

Julia Gardner, Leah Richardson, University of Chicago

*Emerging Archive and Special Collections Statistics, Measures and Standards (Update)*

Christian Dupont, Atlas Systems

Steve Hiller, University of Washington

HUB Lyceum  
(1st Floor)

**Session 7 / PANELS: Usage Metrics/Visualization**

*Downloads and Beyond—New Perspectives on Usage Metrics*

Peter Shepherd, COUNTER

Carol Tenopir, University of Tennessee, Knoxville

Marie Kennedy, Loyola Marymount University

*Tableau Unleashed: Visualizing Library Data*

Sarah Murphy, The Ohio State University

Jeremy Buhler, University of British Columbia

Rachel Lewellen, University of Massachusetts Amherst

HUB 145

**Session 8 / LIGHTNING TALKS: Teaching/Learning**

*Flipping, Collaborating, Assessing: Adopting New Modes of Library Instruction*

Katie Bishop, University of Nebraska Omaha

*Puzzle Pieces: Assessing Student Work Using Rubrics and Citation Analysis for Dual-Purpose Assessment*

Alan Carbery, Champlain College

*Turn a Disaster into a Research Opportunity: Assessing One-Hour Library Sessions after Hurricane Sandy*

Hong Cheng, LaGuardia Community College, City University of New York - CUNY

*The Role of a Required Information Literacy Competency Exam in the First College Year: What Test Data Can, Cannot, and Might Reveal*

Kathy Clarke, Gretchen Hazard, Jeanne Horst, James Madison University

*Libraries and Student Success: A Campus Collaboration with High Impact Educational Practices*

Kathryn Crowe, University of North Carolina at Greensboro

*Using Rubrics for Programmatic Assessment of Learning Outcomes in Course-Integrated Library Instruction*

Laura Gariepy, Jennifer Stout, Virginia Commonwealth University

*Charting Your Course: Using Curriculum Mapping to Enhance Information Literacy*

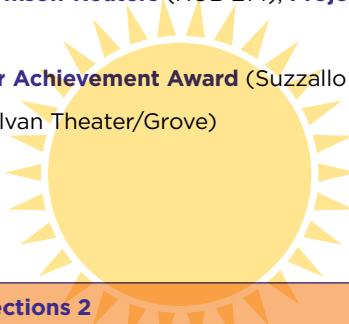
Susan Gardner Archambault, Loyola Marymount University

*Assessing Information Literacy in General Education: A Collaborative Approach Using a Metarubric*

Anne Pemberton, Linda Siefert, University of North Carolina at Wilmington

## Tuesday, August 5, 2014

- 8:00-4:00 **Registration and Information** (HUB 238)
- 8:00-9:00 **Breakfast** (South Prefunction Area)  
**Vendor Presentation: Sustainable Collection Services** (HUB 214)
- 9:00-9:15 **Announcements** (HUB South Ballroom)
- 9:15-10:00 **Keynote III** (HUB South Ballroom)  
David Kay, Sero Consulting: *Discovering the Pattern, Discerning the Potential: the Role of the Library in Unraveling the Cat's Cradle of Activity Data*
- 10:00-10:30 **Break** (South Prefunction Area and Lyceum Foyer)
- 10:30-12:30 **Sessions 9-12**
- 12:30-1:20 **Box Lunch** (South Prefunction Area and Lyceum Foyer)  
**Vendor Presentations: Thomson-Reuters** (HUB 214), **Project SAILS** (HUB 334)
- 1:30-3:00 **Sessions 13-16**
- 5:30-6:15 **Library Assessment Career Achievement Award** (Suzzallo Library Reading Room)
- 6:30-8:30 **Conference Reception** (Sylvan Theater/Grove)



### 10:30-12:30 Tuesday, August 5

#### HUB 250

#### Session 9 / PAPERS: Collections 2

*Defining Consortial Value: The CRKN External Review as a Test Case*  
Jocelyn Godolphin, Jocelyn Godolphin and Associates

*Value of the Online Newspaper Collection at the University of Illinois at Urbana-Champaign Library*

Kirk Hess, Sarah Hoover, University of Illinois at Urbana-Champaign

*Laying the Groundwork for a New Library Service: Scholar-Practitioner & Graduate Student Attitudes Toward Altmetrics and the Curation of Online Profiles*

Kathleen Reed, Dana McFarland, Vancouver Island University  
Rosie Croft, Royal Roads University

*Altmetrics 101* (Lightning Talk)  
Mike Buschman, Plum Analytics

*Usage Statistics of Electronic Resources: A Comparison of Vendor Supplied Usage Data* (Lightning Talk)

Kanu Nagra, Borough of Manhattan Community College, City University of New York - CUNY

*Running the Numbers: Evaluating an E-Book Short-Term Loan Program for Cost-Effectiveness* (Lightning Talk)

Brendan O'Connell, John Vickery, North Carolina State University

10:30-12:30 Tuesday, August 5

**HUB South  
Ballroom**

**Session 10 / PAPERS: Collaboration**

*Defining the Libraries' Role in Research: A Needs Assessment Case Study*  
Kathryn Crowe, Michael Crumpton, University of North Carolina at Greensboro

*What Do Students Learn from Participation in an Undergraduate Research Journal?  
Results of an Assessment*  
Sharon Weiner, Purdue University

*Assessment in Action: High Impact Practices in Academic Libraries*  
Kara Malenfant, Association of College and Research Libraries  
Karen Brown, Dominican University

*Time Lords of Instruction: Knowing When to Teach Specific IL Skills in a Major Program  
from Student & Instructor Feedback* (Lightning Talk)  
Ashley Ireland, Adam Murray, Murray State University

*Assessing Argument, Critical Thinking and Information Literacy Learning Outcomes*  
(Lightning Talk)  
Sharon Radcliff, California State University, East Bay  
Elise (Yi-Ling) Wong, Saint Mary's College of California

*Assessment in Action: A Journey through Campus Collaboration, a Learning Community  
and Research Design* (Lightning Talk)  
Danielle Theiss, Rockhurst University  
Mary O'Kelly, Grand Valley State University  
Amy Stewart-Mailhot, Pacific Lutheran University  
Leo Lo, Kansas State University

**HUB Lyceum  
(1st Floor)**

**Session 11 / PANELS: Surveys**

*Don't Just Collect the Data! Closing the Loop with User Surveys* (Panel)  
Lisa Hinchliffe, University of Illinois at Urbana-Champaign  
Elizabeth Edwards, University of Chicago  
Heather Gendron, University of North Carolina at Chapel Hill  
Eric Ackerman, Radford University

*Beyond the Survey: Follow Up* (Lightning Talk)  
Emily Daly, Duke University

*The Ithaka S+R Local Surveys of Students and Faculty Across Different Institutional  
Contexts* (Panel)  
Roger Schonfeld, Ithaka S+R  
Andrew Asher, Indiana University  
Heather Gendron, University of North Carolina at Chapel Hill

*There is a Method to this Madness! Survey Methodology for Increased Response Rates*  
(Lightning Talk)  
Alisa Rod, Ithaka S+R  
Debbie McMahon, Baylor University

**10:30–12:30 Tuesday, August 5**

**HUB 145**

**Session 12 / LIGHTNING TALKS: Data**

*Halt! Who Goes There? Assessing Library Use with Turnstile Data*  
Susan Bailey, Megan Slemons, Emory University

*Expressing Library Value in a Changing Budget Climate*  
Chad Boeninger, Deborah Daniels, Jeffrey Ferrier, Sara Harrington, Janet Hulm, Ohio University

*Thunderstruck! An “En-Lightning” Look at Recharging Existing Library Data to Electrify University Administration*  
Allison Brungard, David A. Nolfi, Marcia E. Rapchak, Bridget Euliano, Tracie J. Ballock, Joseph Nelson, Duquesne University

*Data Management—It’s for Libraries Too!*  
Monena Hall, Andi Ogier, Tracy Gilmore, Connie Stovall, Virginia Tech

*What do University Rankings Tell Us About Perceptions of Library Value?*  
Brian Jackson, Mount Royal University

*Using Library and University Statistics to Create an Effective Funding Narrative*  
Brian Keith, University of Florida

*Driving Partnerships for Assessment and Engagement*  
Katy Mathuews, Rebekah Kilzer, Shawnee State University

*The Stat Solicitor: Proving Academic Value Through Statistics*  
Sarah Northam, Scott Lancaster, Megan Beard, Gail Johnston, John Atabaev, Texas A&M University – Commerce

*Show This, Not That: How to Communicate Assessment Results*  
Jen-chien Yu, University of Illinois at Urbana-Champaign

**1:30–3:00 Tuesday, August 5**

**HUB South  
Ballroom**

**Session 13 / PAPERS: Teaching/Learning**

*Assessing Information Literacy and Critical Thinking Across the Curriculum*  
Sarah Dahlen, Pam Baker, California State University, Monterey Bay

*Three Years of RAILS Research: The Take Aways for Information Literacy Teaching, Learning, & Assessment*  
Megan Oakleaf, Syracuse University

*Exploring the Relationship Between Undergraduate Students’ Use of Library Resources and Learning Outcomes*  
Elvira Saurina, Carlos González, Maximiliano Montenegro, Rosa Alarcon, Magdalena Jara, Felipe Cano, Pontificia Universidad Católica de Chile  
Nick Kelly, University of Southern Queensland

1:30-3:00

Tuesday, August 5

HUB 250

**Session 14 / PAPERS: Space**

*Evaluating the Impact of Library Renovations: A Multiple Methods Approach*  
Elizabeth Habich, Karen Merguerian, Northeastern University

*Learning in a Library: How Active Learning Classrooms and Informal Learning Spaces Contribute to Student Engagement, Effective Teaching and Coordinated Assessment*  
Amanda Hornby, Louise Richards, Jill McKinstry, University of Washington

*Assessment in Space Designed for Experimentation: The University of Washington Libraries Research Commons*  
Lauren Ray, Katharine Macy, University of Washington

HUB Lyceum  
(1st Floor)

**Session 15 / PANEL: The LibValue Project**

*LibValue Project* (Panel)  
Carol Tenopir, convener

*E-Book Reading Patterns of Faculty: A Lib-Value Project* (Lightning Talk)  
Lisa Christian, Carol Tenopir, University of Tennessee  
Donald W. King, Bryant University

*Three E-Book Outlooks: What Humanists, Social Scientists and Scientists Want and Predict (A LibValue Study)* (Lightning Talk)  
Tina Chrzastowski, Lynn Wiley, Jean-Louise Zancanella, University of Illinois at Urbana-Champaign

*Academic Libraries' Support for Teaching: A LibValue Project* (Lightning Talk)  
Rachel Fleming-May, Regina Mays, University of Tennessee  
Anne Pemberton, University of North Carolina at Wilmington

*The Value, Outcomes, and Return on Investment of Academic Libraries (LibValue) Bibliographic Database and Controlled Vocabulary: A Description and Demonstration* (Lightning Talk)  
Rachel Fleming-May, University of Tennessee  
Miranda Orvis, LibValue Project Consultant

*The LibValue Toolkit* (Lightning Talk)  
Martha Kyrillidou, Henry Gross, Shaneka Morris, Gary Roebuck, Amy Yeager, Association of Research Libraries

*Scholarly Reading by Undergraduate and Graduate Students: A Lib-Value Project* (Lightning Talk)  
Carol Tenopir, Lisa Christian, University of Tennessee  
Donald W. King, Bryant University

*How Library Learning Spaces Contribute to Student Success: A LibValue Project* (Lightning Talk)  
Teresa Walker, Regina Mays, Gayle Baker, University of Tennessee

1:30-3:00

Tuesday, August 5

HUB 145

**Session 16 / LIGHTNING TALKS: UX/Methods**

*Demonstrating Library Value: Appropriate Methodologies and Practical Approaches at the University of Cape Town*

Karin De Jager, University of Cape Town

*Developing an Outcomes-Based Evaluation Data Collection Tool: Lessons Learned*

Thea Evenstad, McMinnville Public Library

*GradConnect*

Nancy Slight-Gibney, Wendy Ames, University of Oregon

*Collaborating Across Campus to Articulate the Value of Research Consultations*

Devin Savage, Northwestern University

*Patron Usage of Information Commons at SMU*

Zoltan Szentkiralyi, Hollie Gardner, Southern Methodist University

*Watch and Learn: Assessment of Online Video Tutorials*

Christine Tawatao, Robin Chin Roemer, Verletta Kern, Nia Lam, University of Washington

*"Absolutely Amazing!": A Comparative Study of User Satisfaction with Summon*

Dana Thomas, Kevin Manuel, Ryerson University

*Assessing Library Research Consultations: A Mixed-Method Approach*

John Watts, Stephanie Mahfood, Julie Weissman, Webster University

*Seeing the Big Picture: Collating User Feedback in an Effective, Sustainable and Practical Way*

Frankie Wilson, University of Oxford

**Wednesday, August 6, 2014**

8:00-1:00 **Registration and Information** (HUB 238)

8:00-9:00 **Breakfast** (South Prefunction Area)

**Vendor Presentation:**

**CARL Update on Assessment Activities in Canadian Academic Libraries** (HUB 214)

9:00-10:30 **Sessions 17-20**

10:30-11:00 **Break** (South Prefunction Area and Lyceum Foyer)

11:00-12:30 **Sessions 21-24**

12:30-1:20 **Box Lunch** (South Prefunction Area and Lyceum Foyer)

**Vendor Presentation: Counting Opinions** (HUB 214)

1:30-2:15 **Sessions 25-27**

2:30-3:30 **Conference Close** (HUB South Ballroom)

**9:00–10:30**      **Wednesday, August 6**

**HUB South  
Ballroom**

**Session 17 / PAPERS: Collections 3**

*What's It Worth? Qualitative Assessment of E-Resources by a National Consortium*  
Eva Jurczyk, University of Toronto

*Assessment of the Use of Electronic Resources at the University of Massachusetts Amherst: A MINES Study Using Tableau Software for Visualization and Analysis*

Rachel Lewellen, University of Massachusetts Amherst  
Terry Plum, Simmons College

*Assessing Electronic Collections at Point of Use*  
Jane Nichols, Rick Stoddart, Oregon State University

**HUB 250**

**Session 18 / PAPERS: Methods 2**

*Evaluation of the Applicability of E-S-QUAL for Assessing the Quality of Social Media Services in Academic Libraries*

Hae Min Kim, Drexel University

*A National Resource for Monitoring Library Service Efficacy*

Carlos Manjarrez, Matthew Birnbaum, Maria Raviele, Institute of Museum and Library Services

*Iterative Chat Transcript Analysis*

Laura Schmidli, Erin Carrillo, University of Wisconsin-Madison

**HUB Lyceum  
(1st Floor)**

**Session 19 / PANELS: Organizational Capacity**

*Completing Assessment Projects When it is Only Part of my Job*

Allison Benedetti, University of California, Los Angeles - UCLA

Kornelia Tancheva, Cornell University

Keith Weimer, University of Virginia

*Exploring Assumptions in Library Assessment and their Implications on Practice*

Kathleen Reed, Vancouver Island University      Chelsea Garside, University of Victoria

Jeremy Buhler, University of British Columbia      Allison Sivak, University of Alberta

**HUB 145**

**Session 20 / LIGHTNING TALKS: Space/Services**

*Assessing the Impact of a New Library on Graduate Students' Use of Library Spaces*

Bertha Chang, North Carolina State University

*Sustaining an Assessment Mentality to Navigate Library Space Planning*

Michael Crumpton, Kathy Crowe, University of North Carolina at Greensboro

*Integrated Service Spaces: New Ways of Assessing Collaboration*

Hector Escobar, Heidi Gauder, University of Dayton

*Roving: Aimless or Purposeful?*

Monena Hall, Virginia Tech

*Putting a UX Lens on Library Space Assessment*

Maurini Strub, Melissa Laning, University of Louisville

*Viral Reference in the Writing Center: Using Metrics to Reinvent Library Reference*

John Holmes, Kathleen Collins, University of Washington

*Do Patrons Appreciate the Reference Interview? Virtual Reference, RUSA Guidelines, and Student Satisfaction*

Klara Maidenberg, Scholars Portal, Ontario Council of University Libraries

Dana Thomas, Ryerson University

*Did They Find It?*

Karen Tang, Curtin University

**11:00–12:30**    **Wednesday, August 6**

**HUB South  
Ballroom**

**Session 21 / PAPERS: Value**

*Can Academic Analytics Tell Us How Libraries Impact Faculty Scholarly Research Productivity?*

Michael Rawls, Virginia Commonwealth University

*Making a Value Measurement a Reality: Implementing the Value Scorecard*

Stephen Town, University of York, UK

*Library Impact Study*

Holt Zaugg, Brigham Young University

**HUB 250**

**Session 22 / PAPERS: Methods 3**

*Effecting Change through ClimateQUAL®—Experiences of Phase 1 and 2 Participants*

LeRoy LaFleur, University of Rochester

*The Engaged Librarian: Crafting an Effective Assessment Plan to Determine the Impact of a Key Strategic Library Initiative*

Sarah Murphy, The Ohio State University

*Collaborative Qualitative Research: A Consortium Approach to Exploring the Complexity of Student Learning Outcome Practices Across Multiple Institutions*

Donna Ziegenfuss, University of Utah

Steve Borrelli, Washington State University

**HUB 145**

**Session 23 / PANELS: Data**

*What Role Can Peer Benchmarking Play in Planning for the Future of Research and Teaching Technologies?*

Jenn Stringer, University of California, Berkeley

Lynn Rohrs, Samantha Guss, New York University

*Performance Indicators for Public Libraries—Developing a National Model*

Denise Davis, Sacramento Public Library

Joseph Matthews, JRM Consulting, Inc.

Mary Hirsh, Public Library Association

**HUB Lyceum  
(1st Floor)**

**Session 24 / PANELS: Space/Learning**

*Time-Lapse Data: Longitudinal Assessment of Library Spaces*

Camille Andrews, Sara E. Wright, Cornell University

Bob Fox, University of Louisville

Ameet Doshi, Georgia Institute of Technology

*So What? The Results & Impact of a Decade of IMLS-Funded Information Literacy Assessments*

Carolyn Radcliff, Chapman University

Megan Oakleaf, Syracuse University

Michele van Hoeck, Project Information Literacy

**1:30-2:15**      **Wednesday, August 6**

**HUB South Ballroom**      **Session 25 / PANELS: Organizational Issues**  
*Vision, Alignment, Impediments, Assessment: The Views of Library Leaders*  
Roger Schonfeld, Ithaka S+R  
*Reactor Panel*

**HUB Lyceum (1st Floor)**      **Session 26 / PANELS: Assessing Liaisons**  
*Creating and Implementing a Liaison Assessment Program*  
Gary White, Daniel C. Mack, University of Maryland

**HUB 145**      **Session 27 / PANELS: Public Libraries**  
*Assessment for Public Libraries*  
Joseph Matthews, JRM Consulting  
Denise Davis, Sacramento Public Library  
Mary Hirsh, Public Library Association

**Thursday, August 7, 2014**

8:30-12:30      **Workshop** (Odegaard Undergraduate Library/OUGL 220)  
*Getting the Message Out: Creating a Multi-Directional Approach to Communicating Assessment*  
Leaders: Vivian Lewis, Kathy Ball, McMaster University  
Donna Tolson, University of Virginia

**Workshop** (OUGL 136)  
*Practical Strategies for Building Assessment Capacity in Libraries*  
Leaders: Megan Oakleaf, Syracuse University  
Steve Hiller, University of Washington

**Workshop** (OUGL 141)  
*Closing the Loop: Evaluating Your Key Scholarly Communication Programs and Services*  
Leader: Catherine Brown, Integrative Solutions

8:30-3:30      **Full Day Workshop** (Suzzallo-Allen Library 5th Floor)  
*Improving Library Service Quality by Using LibQUAL+® Effectively and Strategically*  
Leaders: Martha Kyrillidou, Association of Research Libraries  
Raynna Bowlby, Library Management Consulting  
Lisa Hinchliffe, University of Illinois at Urbana-Champaign

# Abstracts

## Session 1: Collections 1

### Using Bibliometrics to Demonstrate the Value of Library Journal Collections

Christopher Belter (National Institutes of Health)

Neal Kaske (NOAA Central and Regional Libraries)

**Purpose:** As budgets shrink and journal costs rise, libraries face increasing pressure to justify their journal subscription decisions. In response, we attempt to demonstrate the value of the NOAA libraries' journal subscriptions by analyzing the cited references from recent journal articles written by NOAA-affiliated authors.

**Methodology:** We searched the Web of Science, Science Citation Index Expanded database for articles by NOAA authors published during the past five years (2009–2013). We then downloaded the cited references of these publications and analyzed them to identify the distributions of cited references over publication years and over journals.

**Findings:** NOAA authors made over 400,000 cited references between 2009 and 2013. Both the total number of cited references per year and the number of cited references per publication increased each year over this time period, suggesting that NOAA authors' need for publications access is also increasing. Approximately 25% of these cited references were to publications less than four years old, while another 25% were to publications 15 or more years old, reinforcing the need to maintain access to both current and historical journal content. Over 20% of all cited references during this period were to articles published in just seven journals, and over 50% of these cited references were to articles in 70 journals, suggesting that the NOAA libraries can provide for the majority of NOAA's cited referencing needs with a relatively small collection of core journals.

**Implications/Value:** Our analysis demonstrates that bibliometric analysis techniques can be used to demonstrate the value of library journal subscriptions. Although our method only tells part of the story—since it does not include NOAA employees who use, but do not write, scientific publications—it nevertheless provides quantitative evidence to justify the NOAA libraries' journal subscription decisions and generates data that can be used to inform evidenced-based collection management. Our results have already been integrated into the NOAA Central Library's collection development workflow and will be used to inform the NOAA libraries' current and future strategic planning.

*Chris Belter is a public services librarian with LAC Group on assignment at the NOAA Central Library. Chris's research focuses on the use of bibliometrics to extend and enhance the services traditionally performed by librarians. Chris has an MLS from the University of Maryland. Neal Kaske, PhD, is director of the NOAA Central and Regional Libraries, adjunct professor at the iSchool at the University*

*of Maryland, and serves on the editorial board for portal: Libraries and the Academy. He is a proactive manager and conducts research in the library valuation area.*

## **Measuring Impact: Tools for Analyzing and Benchmarking Usage**

Jo Lambert (Mimas)

Ross MacIntyre (Mimas)

Angela Conyers (Evidence Base)

**Purpose:** The Journal Usage Statistics Portal (JUSP) and Institutional Repository Usage Statistics (IRUS-UK) are services developed in response to the requirements of academic libraries in the UK. These services enable librarians and repository managers to exploit usage data in order to gain insight into use of their collections, inform decisions, enable development of policies, and assess and demonstrate value and impact. JUSP aims to provide a single point of access to journal usage data for UK higher education libraries and research councils. The service utilizes machine-to-machine processes (the SUSHI protocol) to deliver economies of scale and offer huge cost- and time-saving efficiencies for libraries nationally. IRUS-UK, on the other hand, consolidates and compares COUNTER-compliant usage statistics to demonstrate the value and impact of institutional repositories and enable benchmarking at a national, and potentially an international level.

**Design/methodology/approach:** The session will provide an overview of these services and highlight their value and benefits to institutions. Recent qualitative research conducted with users of these services in the UK provided some valuable feedback and this will be outlined during the session through a series of use cases.

**Findings:** Research highlights the benefits of using JUSP and IRUS to offer time efficiencies, help librarians investigate and analyze journal usage, establish value for money to help in purchasing and renewal decisions, and demonstrate value and impact of their institutional repositories. Through specific use cases the session will describe how these services contribute to greater institutional efficiency and cost-effectiveness.

**Relevance to conference themes:** This proposal is particularly relevant to the following conference themes:

- Information resources, collections, and e-metrics
- Management information
- Performance measurement and measures
- Value and impact

**Practical implications/value:** The proposed paper will describe how these services are being used to assess value and demonstrate impact in a period of financial constraint and a changing academic landscape. It will emphasize the value of community collaboration and support to deliver a responsive service that effectively meets the needs of its users. The session will also

highlight the key challenges and opportunities emerging from this work in the UK and internationally. Implications of the research for the wider library and information community will be discussed.

*Jo Lambert works within Mimas as Project Manager for the Journal Usage Statistics Portal (JUSP) and within JISC Collections as Project Manager for the JISC APC pilot project. She has been involved in work on a variety of JISC-funded projects and a number of developing national UK shared services. Ross MacIntyre currently works within Mimas as the Service Manager for the Web of Knowledge Service for UK Education, JUSP, UKPMC+, IRUS-UK and Zetoc. Ross is Chair of UKSG and a member of the Technical Advisory Boards of COUNTER and the UK Access Management Federation. Angela Conyers is a Research Fellow at Evidence Base, a research and evaluation unit within Library and Learning Resources at Birmingham City University. She has extensive experience of working with libraries on the collection and analysis of usage statistics for e-resources.*

### **Time for “Alt Metrics” to Drop the “Alt”: Developing a Standards Foundation for Alternative Assessment of Scholarship**

Todd Carpenter (National Information Standards Organization)

Nettie Lagace (National Information Standards Organization)

Assessment of scholarship is a critical component of the research process, impacting most elements of the process from which projects get funded to who gains promotion and tenure and which publications gain prominence in fields of inquiry. For the last 50 years, much of this assessment has been based upon citations to journal articles, a rich source of available data where the scholarly community can draw conclusions about research quality. However, as networked scholarship has grown in recent years, relying solely on filters based on citations means that this assessment is unable to keep pace with rapid transformations in forms and usage of scholarly communication that are now available. Measurements of online reader behavior, online interactions with and management of content and social media references may be additional valid means to assess scholarly output. Alternative metrics, or “alt metrics,” are increasingly being discussed and used as an expansion of material available for measuring the scholarly impact of research. But as with any new concept or methodology, full adoption hinges on addressing their inherent gaps and limitations. Questions such as what gets measured, what are criteria for assessing quality of these measures, at what granularity should the metrics be compiled and analyzed, and what is the technical infrastructure necessary to exchange these data, just to list a few, should be answered in order to facilitate comprehensive uptake of these new tools. The NISO Altmetrics Initiative is a two-phase project, funded by the Alfred P. Sloan Foundation, that seeks to study, propose and develop community-based standards and/or recommended practices in the field of alternative metrics. The first phase of the project gathers three groups of invited experts in the fields of alt metrics research, bibliometrics, traditional publishing, and faculty assessment for in-person discussions to identify key issues in this area and determine which ones may be best addressed through standards and/or recommended practices. This paper will cover the output of the first three in-person discussion groups and the

community prioritization effort that will be undertaken in summer 2014, and outline potential next steps. The second phase of the project, beginning in fall 2014, will be the formation and operation of a NISO Working Group to produce these standards and/or recommended practices in accordance with NISO's ANSI-accredited Operating Procedures which assures a full consensus process. NISO is a proud sponsor of the 2014 Library Assessment Conference.

*Todd Carpenter joined NISO in September 2006. In his role as Executive Director, Todd provides leadership to NISO as well as focuses on improving constituency relationships, standards development, and operational procedures. Prior to joining NISO, Todd worked for BioOne and Johns Hopkins University Press. Todd is a graduate of Syracuse University and earned an MA in marketing from The Johns Hopkins University. Nettie Lagace is the Associate Director for Programs at NISO, where she is responsible for facilitating the work of NISO's topic committees and development groups for standards and best practices, and working with the community to encourage broad adoption of this consensus work.*

## **Session 2: Methods 1**

### **Who's Asking What? Modelling a Large Reference Interaction Dataset**

Andrew Asher (Indiana University Bloomington)

As a core service for academic libraries, creating a reference model that effectively matches librarian and staff availability and expertise to the needs and demands of library users is a perennial issue for public services departments. Reference trend data is often difficult to interpret, routinely suggesting both significant increases and decreases in user demand across different functional areas of a library. More detailed information about the content and complexity of reference interactions is often challenging to obtain and time consuming to analyze, requiring research strategies that can successfully derive representative conclusions from large amounts of recorded data. In an effort to better understand the reference services needs of their student, faculty, and public users, Indiana University Bloomington Libraries assembled a dataset of reference e-mail transcripts (about 10,000 items since 2006), online chat logs (about 30,000 logs since 2009), and recorded reference desk interactions (over 750,000 transactions since 2005). This dataset will be analyzed using a mixed-methods approach that utilizes both quantitative and qualitative techniques. First, transactions will be quantitatively modeled to provide an overview of reference demand by time, location, question type, and user demographic. The reference interaction transcripts will then be topic modelled computationally using the MALLET (MACHINE Learning for Language Toolkit) software in order to reveal and explore patterns in the texts of reference questions and interactions. Finally, a representative sample of transcripts will be selected for qualitative content analysis to validate the computational model and to provide a more detailed and nuanced understanding of these interactions. This presentation will provide both a methodological outline for applying topic modeling and content analysis to reference services data, as well as detailed results of this analysis at Indiana University Bloomington Libraries, and will be of interest both to assessment librarians in planning similar studies and to public service librarians and administrators in creating and planning reference services.

*Andrew Asher is the Assessment Librarian at Indiana University Bloomington, where he leads the libraries' qualitative and quantitative assessment programs and conducts research on the information practices of students and faculty. Asher's most recent projects have examined how "discovery" search tools influence undergraduates' research processes, and how university researchers manage, utilize, and preserve their research data.*

### **A Mixed-Methods Approach to Questionnaire Development: Understanding Students' Interpretations of Library Survey Questions**

Heather Gendron (University of North Carolina Chapel Hill)

Alisa Rod (Ithaka S+R)

Ever wonder if students will really understand what you mean by specific words, phrases, or entire questions that you want to use in your library survey? We report on a study conducted in two phases in which both qualitative and quantitative methods were used to assess the validity and reliability of questions for a new Ithaka S+R student survey launched at UNC and at numerous other college and universities in 2014. In January (Phase 1), UNC staff pre-tested the survey instrument on undergraduate and graduate students at UNC using cognitive interviews, which is an iterative process for qualitatively assessing the validity of survey questions using think-aloud and verbal probing methods. Cognitive interviewing is also a practical approach that is suitable for library organizations and can be used more widely for pre-testing one-on-one interview questions, focus group questions, and other forms of communication related to assessment. Based on the findings of the cognitive interviews, we constructed and refined close-ended survey questions, including a series of attitudinal items regarding the role of library services and support. In March (Phase 2), Ithaka S+R staff analyzed the UNC Chapel Hill survey results for the attitudinal items using factor analysis, which is an exploratory model for quantitatively assessing the validity and reliability of psychometric constructs. We explore how the discoveries that we made from both phases revealed both latent problems with question drafts and illuminated already known difficulties, ultimately leading to a better survey design. In providing both qualitative and quantitative evaluations of survey questions, we demonstrate that a mixed-methods approach provides a better understanding of how students' interpretations of library-specific terms and phrases correspond with how they self-report library-related attitudes. We conclude by offering special considerations and tips we learned along the way, such as authoring IRB proposals for cognitive interviews, planning for successful cognitive interviews, and designing effective questions and probes.

*Heather Gendron is Assessment Coordinator for the University Library and Head of the Sloane Art Library at UNC Chapel Hill. She leads the libraries in assessment for strategic planning, the design of user-focused services, students' information literacy skill-building, and space planning. She is a 2012 graduate of the ARL Research Libraries Leadership Fellows program. Alisa Rod is the Survey Coordinator at Ithaka S+R, where she leads survey projects as part of the team conducting internationally recognized survey research on libraries, users, and scholarly practices. She holds a doctorate in political science from the University of California, Santa Barbara.*

## Using Photovoice to Explore Native American Students' Perceptions of the Physical Library

Karen Neurohr (Oklahoma State University)

Lucy Bailey (Oklahoma State University)

A qualitative study intended to increase understanding of the academic library's role in the lives of Native American students of the Edmon Low Library at Oklahoma State University began in 2013. Specifically, this case study assesses and explores perceptions of Native American students who frequently use the physical library and who are persisting in their academic studies. Nationally, there are racial/ethnic disparities in postsecondary degree completion, with American Indian/Alaska Native students tied with Black students at the lowest rate of 39 percent for degree-completion within six years (Ross et al., 2011); however, Oklahoma State University ranks high in degrees conferred on Native American students ("The top 50," 2011). The research questions for this study are as follows:

- How do Native American students perceive the academic research library and its role in their lives?
- Through respondents' photovoice about the library, which elements of the library do students depict and describe as holding meaning for them?

Photovoice, a form of visual research and a participatory research method, is a creative tool for exploring students' perceptions of the library. Wang and Burris (1997) first defined photovoice as a "process by which people can identify, represent, and enhance their community through a specific photographic technique" (p. 369). While early photovoice studies were often based in community health or health education (Catalani and Minkler, 2009), researchers are increasingly adapting the technique to new questions and topics (Harper, 2012). Photographs have boundaries of time, place and context (Prosser, 1998). In this way the use of photovoice can complement and enhance the focused and bounded nature of case study (Stake, 1995). Benefits of photos include the ability to "communicate the feeling or suggest the emotion imparted by activities, environments, and interactions" (Prosser, 1998, p. 116). Photovoice also can empower students and/or generate new forms of knowledge (Harper, 2012), both of which are important for diverse students, who represent a large proportion of undergraduate students and who are less likely than their white peers to complete college. Several studies have explored intersections between diverse students and academic libraries. Whitmire conducted secondary analysis of the College Student Experiences Questionnaire (2003; 2004). Flowers (2004) conducted secondary analysis of the National Survey of Student Engagement. Case studies include library instruction and reference for minority students (Love, 2009); Latino students' library perceptions (Adkins and Hussey, 2006; Long, 2011) and library experiences (Haras, Lopez, and Ferry, 2008); and Taiwanese students' library perceptions (Shao-Chen, 2006). However, Native American students' perceptions and the research library's role in their academic success remains a relatively unexplored area of research. This presentation will describe the rationale and process of using photovoice methodology and share research findings from this case study of Native American students at OSU, explain photovoice methodology, and share findings from this IRB approved research study. Photographs taken by

participants will be included. Significance of this study's findings may include evidence of the value and impact of libraries, increasing understanding of diverse students' perceptions about libraries, advancing potential uses of photovoice methodology in libraries, and planning library space and use.

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*Karen Neurohr is Associate Professor, Librarian for Assessment, New Student and Community Outreach at Oklahoma State University in Stillwater, Oklahoma. She earned her MS in Library and Information Studies from the University of North Texas. Her doctoral studies in higher education are focusing on underrepresented students, photovoice, and academic libraries. Lucy Bailey is Associate Professor, Social Foundations and Qualitative Inquiry in the College of Education at Oklahoma State University. Her PhD is in Cultural Studies, Educational Policy and Leadership from The Ohio State University. Her areas of specialization include qualitative methodologies, social and historical foundations of education, and women's studies.*

## Session 3: LibQUAL®

### Commonalities in LibQUAL+® (Dis)satisfaction: An International Trend?

Selena Killick (Cranfield University)

Martha Kyrillidou (Association of Research Libraries)

International research presented in 2013 identified a commonality in library customer satisfaction as measured by the LibQUAL+ survey methodology. LibQUAL+ results from 19 European academic libraries were analyzed to explore the differences between customers who were very satisfied, and those who were very dissatisfied, with the service. The findings established a statistically significant link between customer satisfaction with the Information Control dimension and satisfaction overall; and customer dissatisfaction with the Affect of Service dimension and dissatisfaction overall. The findings concluded that both information resources and customer service affects the overall opinion of the library service for all customer groups. Is this unique to European libraries, or is it an international trend? The research has now been replicated with the LibQUAL+ survey results from all ARL participants in 2013. To identify the common pattern, results from each of the three dimensions of service quality have been reviewed separately. The survey results from respondents who had given a high satisfaction mean score to one of the three dimensions have been analyzed to assess if they had also given high satisfaction mean scores overall. This process has then been repeated for those who had given low satisfaction mean scores. High satisfaction is defined as a mean superiority gap score of larger than zero, indicating desired expectations were exceeded, together with a mean adequacy gap score of more than one, indicating the minimum expectations were clearly exceeded. Low satisfaction is defined as a mean adequacy gap score of less than zero, indicating minimum expectations were not met, together with a superiority gap score of less than minus one, indicating the desired expectations were clearly not met. Statistical analyses are on-going however preliminary results show that the same findings exist within ARL Libraries. Respondents with high satisfaction mean scores in the Information Control dimension have the largest positive scores overall, indicating they are the most satisfied customers. Those giving low satisfaction mean scores in the Affect of Service dimension also had the largest negative scores overall, indicating they are the most dissatisfied customers. Conclusions drawn from these findings should recognize that the research is limited to measuring service quality within the confines of the LibQUAL+ survey methodology. The findings show that easy access routes to good information resources increases customer satisfaction for the entire library. Alongside this, the interaction and support from library staff also play a significant role in the customers' perception of the library service. Should customers receive a poor level of service from the library staff it is likely to detrimental effect upon their view of the entire library. In order to improve customer satisfaction it is vital to improve both the Information Control and Affect of Service elements of the library service.

*Selena Killick is the Library Quality Officer at Cranfield University Libraries, with responsibility for the analysis of customer feedback and library performance data. Selena is also retained by ARL to support*

*European consortia and wider international participation in the use of LibQUAL+. Martha Kyrillidou, senior director of ARL statistics and service quality programs, has been leading the Statistics and Assessment capability since 1994. She pioneered the development of the StatsQUAL gateway, offering assessment products and services to the library community including LibQUAL+, ClimateQUAL and MINES for Libraries.*

### **A Longitudinal Analysis of 2003–2013 LibQUAL+® Survey Results**

Beverly Lynch (University of California Los Angeles)

Susan E. Parker (University of California Los Angeles)

Linda Kobashigawa (University of California Los Angeles)

Sara Pacheco (University of California Los Angeles)

Michael Qiu (University of Southern California)

Jeremy Whitt (University of California Los Angeles)

Leslie McMichael (University of California Los Angeles)

This paper describes a model that enables a longitudinal comparison of LibQUAL+ data. The model was developed as an assignment in a measurement and evaluation class in the Department of Information Studies at UCLA. The students, working as a consulting team to the Young Research Library at UCLA, applied a metric called a “D-M Score” to averaged data. The metric provided an excellent method enabling longitudinal comparisons. The paper describes the process and the methods that can be easily adapted to other collections of LibQUAL+ data. The paper includes illustrations to the various charts and graphs that display the application of the metric. Students used data from 2003–2011. After the project was over the library then applied the method using the 2013 data.

Practical application and value: The UCLA Library had a practical problem: how to organize and create a longitudinal analysis of data from its LibQUAL+ surveys, which have been given every other year from 2003–2013. The Library was looking for a way to do this that would be simple and easy to replicate with future LibQUAL+ data. This project offered a way to use data from each instance of the UCLA Library’s LibQUAL+ survey from 2003–2011 and create a report of results that was easy to understand without requiring sophisticated knowledge of metrics, data sets, and graphs. The D-M score provided a way to view and understand results obtained from analysis of the raw data and LibQUAL+ scores. This methodology also met another need, to do a longitudinal study of the data, while allowing for future data to be incorporated in the same way. The student team created and supplied instructions for applying the D-M score in Excel. Another value gained from this project was in working with MLIS students to fill a real need by having them work on a finite problem bounded by the 10-week length of the course. This engagement helped library staff to professionalize their own

experience by working with students in a formal client relationship, and it helped students gain insight into the practical problems faced by libraries when it comes to gathering and interpreting data for purposes of measurement, evaluation and assessment. Students learned to develop, scale, and complete a project with agreed upon deliverables.

*Susan E. Parker is Deputy University Librarian at the UCLA Library. She has held leadership positions in the libraries of Tufts University and Harvard Law School, and was Associate Dean of the Library at California State University, Northridge. She earned her MLS at Queens College, CUNY, in addition to a BA in history from Earlham College and an MA in history from Indiana University. She received her PhD in Industrial and Organizational Psychology from Capella University. Her research interests are: library leadership and organization; budgeting and planning processes; disaster recovery; and facilities planning, construction, and renovation. An alumna of the UCLA Senior Fellows of 2003, she is a member of the current class of ARL Library Leadership Fellows. Beverly P. Lynch, Professor, Graduate School of Education and Information Studies, was dean of the Graduate School of Library and Information Science, UCLA, and is director of UCLA Senior Fellows program and founding director of the California Rare Book School. She has held leadership positions in the Center for Research Libraries, the libraries of University of Illinois at Chicago, Yale University, and Marquette University. She is a past president of the American Library Association, which awarded her the Melvil Dewey Medal in 2012. Linda Kobashigawa is a recent graduate of the Master's in Library and Information Science degree program at UCLA. Her professional interests include reference and instruction, assessment of information literacy instruction on student success, and adult services. Linda worked as a reference desk assistant at the Louise M. Darling Biomedical Library and has interned at public, community college, and research university libraries. She received her bachelor's degree in Advertising from CSU, Fresno, and has been a member of the American Library Association since 2012. Michael Qiu is a Science and Engineering Librarian at the University of Southern California. He serves as the subject specialist for the Department of Chemistry and the Mork Family Department of Chemical Engineering and Materials Science. Michael received his MLIS at the University of California, Los Angeles in 2013. While obtaining his degree at UCLA, Michael served as a Graduate Coordinator for the Department of Chemistry and Biochemistry. Before moving to California, Michael received his BS with Honors in Chemistry from Iowa State University in 2011. Jeremy A. Whitt is a public librarian in Los Angeles, California. His current professional interests include local history, archives, and library assessment. He received his MLIS from the University of California, Los Angeles in 2013. As part of her duties as Senior Administrative Analyst at the UCLA Library, Leslie McMichael handles the reporting of collections holdings, services, staffing and expenditures statistics, and usage data for electronic resources for state-wide and ARL surveys. She assists with the implementation of the bi-annual LibQUAL+® surveys for her campus and ensures the accuracy of data from these surveys for compliance into various assessment reports.*

**A 15-year retrospective on LibQUAL+®**

Martha Kyrillidou (Association of Research Libraries)

Colleen Cook (McGill University)

Fred Heath (University of Texas)

Steve Hiller (University of Washington)

J. Stephen Town (University of York)

Bruce Thompson (Texas A&M)

The purpose of the panel is to provide a 15-year retrospective on the lessons we have learned from the LibQUAL+ protocol and the hundreds of implementations in libraries across the globe over the last 15 years. The panel is composed of thought leaders who have diverse and engaging perspectives on the value of this protocol. The expectation is that this panel will also be a platform for key ways of engaging with the participants as well. Fred Heath will engage us with exciting and provocative questions as he relates to us the genesis of LibQUAL+ at Texas A&M and his experiences using it at the University of Texas. Colleen Cook will provide the perspectives of a library administrator and a researcher deeply engaged in the formation, establishment, and growth of this protocol. Steve Hiller will offer perspectives from a practitioner engaged in the early years yet drawn into a triennial local survey framework in later years. Stephen Town will offer us perspectives from across the pond from the years he was at Cranfield University to the years at the University of York (UK), while also deeply engaged at a national and international level in library performance measures. Bruce Thompson will share perspectives of a research methodologist who contributed rigor, expertise, and reasonable judgment throughout the development and implementation of LibQUAL+. Martha Kyrillidou will provide perspectives on engaging a growing community in understanding a model that has universal implications in describing the role of libraries, their trends, and trajectories. The panel will offer some analysis on looking at trends across user groups and disciplines and highlight some of the necessary future directions where library assessment may be heading.

*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. C. Colleen Cook is Trenholme Dean of Libraries at McGill University. Prior to that she was Dean and Director at Texas A&M University Libraries. Colleen served as chair of the ARL Statistics and Assessment Committee and the IFLA Statistics Committee, and has served as ARL Board Liaison to the ARL Statistics and Assessment Committee and on the National Center for Education Statistics Academic Library Survey Advisory Committee. She has published extensively on library service quality assessment and improvement. She pioneered the development of the LibQUAL+ protocol that is extensively used*

*across the globe. Fred Heath is Vice Provost, University of Texas Libraries, Austin, Texas. He served on the Boards of the Center for Research Libraries (CRL), Coalition for Networked Information (CNI) and the Steering Committee of the Digital Library Federation (DLF). He has served as President of the ARL Board of Directors, as a member of the Advisory Board of SPARC (Scholarly Publishing and Academic Resources Coalition), and as chair of the Texas Council of State University Librarians. He has served as editor of Library Administration and Management and chair of the editorial advisory board of College and Research Library News. He makes frequent presentations at national and international library and information conferences on digital libraries, LibQUAL+ and service issues, and has published extensively on library service and management issues. Steve Hiller is Director of Planning and Assessment at the University of Washington Libraries. Steve has been active in library assessment for 20 years, leading an ongoing assessment program at the UW Libraries, presenting and publishing widely on a number of assessment-related topics, and as an assessment consultant. His current areas of interest are in user needs assessment, organizational performance metrics, and developing organizational capacity for assessment. J. Stephen Town is Director of Information & University Librarian at the University of York, UK, involving responsibility for libraries, archives and IT. Stephen has taught, researched, presented, consulted and written widely on library management, strategy and performance measurement resulting in international recognition and membership of relevant academic and professional boards. Bruce Thompson is Distinguished Professor and College Distinguished Research Fellow of Educational Psychology, and Distinguished Professor of Library Sciences, Texas A&M University. He was the lead co-editor of the American Educational Research Journal (AERJ:TLHD), the editor of Educational and Psychological Measurement, the series, Advances in Social Science Methodology, and two other journals. He is the author/editor of more than 200 articles, and several books, including Foundations of Behavioral Statistics.*

## **Session 4: Organizational Capacity**

### **Core Competencies for Librarians with Assessment Responsibilities**

Sue Erickson (Virginia Wesleyan College)

Sarah Passonneau (Iowa State University)

A member of the Library Leadership Administration and Management Association's Measurement, Assessment, and Evaluation Section (LLAMA MAES) will present findings from a LLAMA MAES Education Committee research project undertaken over the past two years. The research aims to develop a set of core competencies for librarians with assessment responsibilities. Job advertisements for a variety of assessment-related positions were analyzed to determine what skills and experience were included in the postings. LLAMA serves all library types, so public and special libraries were included, as well as academic libraries.

While the researchers found over 40 "assessment librarian" positions, the variety of job titles found in the study suggests that assessment is becoming more pervasive throughout our organizations and is part of an evolving reconceptualization of staffing in libraries.

The research provides guidelines for the skill sets to include in positions involving assessment, as well as skills to be developed and experience to be leveraged for those librarians seeking to enter into this area of library work. The research presented here dovetails with previous LLAMA MAES Education Committee research on educational preparation for assessment in graduate programs in library and information science, which showed a lack of curricula related to the development of the skills we have identified through this core competencies research. Taken together, the two LLAMA MAES research projects identify a gap between educational preparation and skills needed. They also highlight the need for on the job training and professional development.

This research provides evidence of the advancement of a “culture of assessment” and can help guide librarians interested in assessment toward appropriate professional development opportunities. The core competencies can also serve as a guide for librarians faced with adding responsibilities for assessment into their existing positions. Finally, the competencies can guide library administrators and managers in the reshaping of existing positions and the creation of new positions to support assessment in their organizations.

*Sue Erickson is Library Director at Virginia Wesleyan College. Prior to that, she held a variety of positions in her 12 years at Vanderbilt University where her responsibilities included coordinating assessment for the Vanderbilt Libraries. Sue was Co-Chair of the LLAMA-MAES Education Committee from its inception in 2011 to 2013. Assistant Professor Sarah Passonneau is the Education Librarian and Assessment Coordinator at Iowa State University. Her expertise is in learning assessment, and quantitative and qualitative data analysis. She has published in many journals including CRL and JAL. Currently she is part of a campus-wide collaboration focusing on international students.*

### **Library Assessment and Quality Assurance—Creating a Staff-Centered Evidence-Based Development Process**

Håkan Carlsson (Gothenburg University)

Library assessment is an important part in tracking and gaining a richer understanding of the activities of our libraries. Quality assurance is aimed at building a sustainable system to stepwise develop better and more effective services. Gothenburg University Library has implemented a process with the goal to marry these activities. The process has both bottom-up and top-down features in order to generate strong staff involvement. The presentation will briefly describe how the system is set up and how library assessment exercises can support sustainable evidence-based development. It will discuss how changes in our main organizations can challenge and improve the work. In 2006, the library started the implementation of a system where each group and team within the library was required to state a number of improvement activities for the upcoming year. To focus the effort, the system has gradually been improved by closely coupling a number of assessment activities, such as surveys and statistics, to the work. The result has helped generate an increased understanding, within the different staff groups, for the changing demands in our surroundings and the need for continuous change in our

activities. To further sharpen the outcome, the process is now also closely guided by the long-term strategic plan of the library.

*Håkan Carlsson is Director of Library Administration and Associate Dean of Libraries at the University of Gothenburg. With a background as an Assistant Professor of Chemistry, he has previously served as University Bibliometrician and Head of Strategic Planning. He is now overseeing quality assurance and library assessment at the University Library.*

### **Support System: Establishing, Sustaining, and Growing a Framework for Assessment**

Greg MacAyeal (Northwestern University)

Marianne Ryan (Northwestern University)

Academic libraries have been realizing the critical need for robust assessment strategies in their organizations, particularly as the way to demonstrate value continues to shift from collecting and reporting transactional data to determining what constitutes significant outcomes, meaningful impacts, and measures of student success. But in an era of constrained resources, many libraries are faced with the challenge of exploring ways to launch assessment initiatives with existing resources, redeploying staff and/or forming committees. Such an approach can lead to uncertainty in roles and expectations, but with careful planning and effective collaboration, it can achieve a great deal as an aggregate method. In the two years since the Northwestern University Library (NUL) recast an existing position to include service assessment and formed an Assessment Committee, significant progress has been made toward establishing a library-wide culture of assessment. The assessment librarian works with library staff on specific projects, helping develop expertise in individuals. The assessment committee works to engage in broader dialog with library staff, to facilitate identifying and reporting on over-arching assessment initiatives. The responsibility for communication with library administration, campus partners, and external professionals and organizations is equitably shared by the assessment librarian and members of the committee. This session will address how the separate roles and responsibilities of an assessment librarian and an assessment committee coexist in a single organization, equally contributing to the establishment of a library-wide culture of assessment. It will define a culture of assessment and present ways in which the NUL framework has enabled the development of an assessment agenda and the growth of assessment-related activities through setting and working toward a set of internal and external goals. It will present a timeline for this practical, sustainable approach and report on milestones achieved and lessons learned during the first two years. Finally, after sharing the method, implications, and value realized in one organization, it will suggest ways to utilize this approach in other institutions.

*Greg MacAyeal currently works as Assistant Head of the Music Library at Northwestern University where he additionally chairs of the Library Assessment Committee. Previously he was employed at Roosevelt University and Augustana College, IL. Greg is adjunct faculty at the Graduate School of Library and Information Science at Dominican University. Marianne Ryan is Associate University*

*Librarian for Public Services at Northwestern University Her oversight responsibilities include information services, educational and outreach initiatives, and faculty liaison work. She was previously Associate Dean for Learning at Purdue University Libraries and has held adjunct appointments at four schools of library and information science. Her research interests include library management and assessing organizational effectiveness.*

### **Collaborating with Faculty to Assess Undergraduate Information Literacy in Degree Programs**

David Nolfi (Duquesne University)

Maureen Diana Sasso (Duquesne University)

Lori E. Koelsch (Duquesne University)

**Purpose:** The librarian authors sought to demonstrate ways of assessing information literacy within diverse disciplinary contexts across the undergraduate curriculum. Because information literacy takes different forms in different disciplines, they recruited faculty participants from undergraduate programs in four broadly-defined academic disciplines: humanities, professions, sciences, and social sciences. The goal was to document models of assessing information literacy relevant to a wide array of academic programs. This approach provides evidence of practice and serves as a “proof of concept,” useful in promoting faculty collaborations to assess information literacy throughout the undergraduate curriculum.

**Design/Methodology/Approach:** Librarian co-chairs of the university assessment and information literacy committees proposed the project to the Associate Provost, who agreed to provide stipends for faculty participants. The librarians identified and selected faculty participants from the Biological Sciences, English, and Psychology departments. Faculty participants agreed to: 1) identify program level information literacy goals; 2) map discipline-specific terminology and competencies to the university’s definition of information literacy; 3) review syllabi to create curriculum maps documenting course-level information literacy learning outcomes and assessment; 4) provide evidence of analysis of assessment results and subsequent use to improve learning; 5) present their findings at a workshop open to all university faculty. The librarians met with participants individually to answer questions and review drafts.

**Findings:** Faculty participants encountered various challenges, ranging from lack of explicit information literacy outcomes and gaps in information included in syllabi, to lack of cooperation from colleagues. Nevertheless, they confirmed that most key information literacy objectives were covered within their curricula. They also made recommendations regarding gaps identified within their programs. The university’s definition of information literacy is based on the definitions of its regional accrediting agency and the Association of College and Research Libraries, yet faculty participants’ understanding of its component concepts differed significantly across disciplines. For example, participants had widely divergent interpretations of “Use information effectively to accomplish a specific purpose.”

**Practical Implications/Value:** This project demonstrated that information literacy learning outcomes are addressed within the undergraduate curricula of participating academic programs, and encouraged further assessment of information literacy at the course and program level. Faculty participants documented how the university's definition fit their disciplines' learning goals and provided mapping models for other programs in the humanities, sciences, and social sciences. For example, the Biological Sciences and Psychology findings also provide usable models for many professional programs. This low-cost project helped faculty participants align their program learning goals with the university's information literacy expectations. They discovered curricular strengths and gaps, and used their findings to better integrate information literacy into their programs. Through the voices and experience of three faculty colleagues, the project enabled additional faculty members to appreciate that information literacy is a key learning goal for the whole university. The project offers an easily adaptable model for using librarian/faculty collaboration to promote mapping information literacy competencies, instruction, and assessment planning into undergraduate program learning goals. Additionally, this approach strengthens working relationships between program faculty and librarians while providing actionable evidence for academic programs and the library.

*David Nolfi is the Health Sciences Librarian/Library Assessment Coordinator at Duquesne University's Gumberg Library. He co-chairs the university learning assessment committee and leads efforts in student and alumni assessment. His research interests include nursing ETDs, LibQUAL+®, and electronic collection assessment. David currently chairs the Medical Library Association's Mid-Atlantic Chapter. Maureen Diana Sasso is the Director of the Information Services Division at Duquesne University's Gumberg Library. She co-chairs Duquesne's Information Literacy Steering Committee, and serves on the University's Copyright Committee. She is a past-president of the Western Pennsylvania/West Virginia chapter of the Association of College and Research Libraries. Lori Koelsch is an assistant professor and director of undergraduate programs in the psychology department at Duquesne University. In her role as director of undergraduate programs, Dr. Koelsch oversees curriculum design and learning outcome assessment. Her research interests include young women's sexual experiences and qualitative inquiry.*

### **The Role of Student Advisory Boards in Assessment**

Meg Scharf (University of Central Florida)

Bob Fox (University of Louisville)

Ameet Doshi (Georgia Institute of Technology)

A student advisory board can become a unique addition to an academic library's assessment program. Many for-profit organizations have consumer advisory boards, not only to enhance public relations, but for the direct information board members provide to develop better products and services. Student and faculty advisory boards can exist to give academic libraries feedback and information on user perceptions and experiences, strategic guidance, suggestions/ideas for new or improved services, facilities, and resources, comments or

complaints; and responses to library proposals for new resources, programs, services, or improvements. This panel presentation will address the benefits of advisory boards for libraries, as well as procedures for maintaining successful user advisory boards at three different institutions, and most importantly, using the information received to enhance or enrich information for assessment.

Library decisions on the structure and operation of the board can determine the types of feedback and information that the board delivers. The purpose of its board, campus culture, tradition, and practices can dictate the formality—or informality—of advisory board establishment or initiation, recruitment of members, and board composition. While different at each institution, these are vital pieces of the long-term success of these three boards. The relationship of the board to library leaders and administrators as members or as sometime guests at meetings needs to be considered. Boards present library leadership with the opportunity for direct, face-to-face interaction with an important group of stakeholders, but student members should not feel outnumbered at meetings by library managers and administrators. Frequency of meetings and the meeting agenda are crucial as well in sustaining member enthusiasm and in generating informative discussion.

All three institutions have received valuable assessment information from student and faculty advisory boards. The input has been used to trigger additional evaluation and assessment of programs, services or resources, as an indicator of areas that need a quick fix or a longer-term solution, and to focus on trends in campus life that affect use of the library. In all three libraries, insight gained from board members has resulted in positive improvements. Board members can be surveyed between meetings. They can act as a test group for a survey or for questions and topics for focus group and other qualitative research. Minutes and feedback to board members ensure their continued engagement with the library.

Perhaps the most gratifying experience that each institution has had with its board is witnessing the conversion of appointed board members to active advocates for the library on campus. Advocates can help close the assessment loop by supporting the programs and enhancements suggested by assessment results, through invaluable word-of-mouth publicity and through support of campus funding initiatives that would enable these improvements.

Through the panel's comparison of the structure, procedures, and membership of their advisory boards, sharing examples of the gathering and use of the qualitative input from the boards, and discussion about the significance of the board in the assessment plan, attendees can consider initiating or modifying existing user advisory boards.

*Meg Scharf is Associate Director for Communication, Assessment, and Public Relations at the University of Central Florida Libraries, Orlando, FL. She is interested in the most effective media and methods for communicating assessment results to primary stakeholders, especially students. Ameet Doshi is the User Engagement Librarian and Assessment Coordinator at Georgia Tech Library. He also serves as the subject librarian for the School of Economics and co-host of "Lost in the Stacks"—the research library rock n' roll radio show broadcasting on WREK 91.1 FM Atlanta. 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.*

### **Impacts of Different Types of Administrative Experiences on Performance Measurement Resource Support in Libraries**

Larry Nash White (University at Buffalo, SUNY)

The purpose of this study was to determine whether previous administrative work experience impacted the amount and types of resource support provided by head library administrators in conducting performance measurement activities in their libraries. The theory examined by the researcher was that library administrators who had previous administrative work experience before becoming a library administrator may support their library's performance measurement processes differently than those library administrators who had no previous experience; i.e. those with the additional administrative work experience may perceive a higher value of effectively supporting the performance measurement process than those with no previous administrative experience which is common among library administrators. Understanding any relationship between library administrator's previous administrative experiences and their resource support of performance measurement processes would aid library administrations and assessment coordinators in aligning resource support more effectively for the library's performance measurement processes. The study design consisted of a survey administered in a state-wide census of library administrators from two-year and four-year academic libraries (including both public and private institutions) and public libraries (including both stand alone and collaborative systems.) Participants were engaged to provide data to inquiry questions related to their professional administrative experiences and the amounts of resource support they provided in conducting performance assessment in their libraries, including financial resources, staff work time, and their own work time.

Research Questions: Does previous administrative work experience impact the support provided to a library's performance measurement processes? Does the type of library a head library administrator works in at present impact the support provided to a library's performance measurement processes?

Methods: The study design used a survey tool to conduct a statewide census of head library administrators to address the study questions. The survey was designed and implemented using an online web survey software to distribute the survey to the study population and record their responses. Quantitative data was analyzed using descriptive and inferential statistics. After researcher analysis was completed, the data findings were submitted for independent statistical review for result confirmation, survey design and reliability coefficient, later calculated at 0.98. Outside review confirmed the researcher's findings and conclusions. The study population consisted of approximately 180 participants and obtained a 49% participation rate, reflecting an equal distribution of library administrators by library types and

the demographics of the study population. An analysis of collected data resulted in the following findings:

- The type (non-profit, for-profit, government) and/or duration of previous administrative experiences possessed by a head library administrator has no statistical relationship to the amounts of resources support provided to performance measurement processes.
- The type (non-profit, for-profit, government) and/or duration of previous administrative experiences possessed by a head library administrator has no statistical relationship to the types of resources support provided to performance measurement processes.
- The type of library that a head library administrator works in has no statistical relationship to the amounts of resources support provided to performance measurement processes. The type of library that a head library administrator works in has no statistical relationship to the types of resources support provided to performance measurement processes.
- The average head library administrator provides the following annually to support performance measurement processes in their libraries: < than 5% of total staff time (based on a 40 hour work week) annually, < than 1% of operating expenditure annually, and < than 5% of the head library administrator's work time (based on a 40 hour work week) annually.
- The average library may expend more on toilet paper and cleaning supplies than in expenditure support of performance measurement processes annually.
- The less resource support provided by the head library administrator, the higher the perceived expectation of results of performance measurement is by the head library administrator.

*Larry Nash White is an internationally invited speaker, presenter, and author in the areas of library administration, leadership, organizational performance assessment, and competition for library service. He conducts research in the area of organizational performance assessment and its use by organizational leaders to understand how organizations use information to make decisions and develop strategic responses.*

## Creating and Sustaining a Pool of Participants for Focus Groups

Carol Mollman (Washington University)

**Problem:** Traditionally, securing appropriate participants for focus groups has been a time consuming and difficult job for library staff. This often discouraged them from using these assessment tools on all but the most high profile projects. The challenges in recruiting sometimes led to overreliance on “friends of the library” and on library student workers.

**Solution:** Create a pool of prequalified volunteers that can be tapped as needed. **Methodology:**

1) Members of the Assessment Team (with support of the Emerging Technology Team)

reviewed focus group and usability activities from the past several years as well as upcoming projects in order to map out broad target user groups for building a pool. Resulting categories included faculty, graduate and undergraduate students, with further segmentation by school affiliation. 2) An Excel worksheet was set up on our intranet to hold the volunteer data.

**Information included:** name, email, category (faculty, grad student, undergrad, other), school affiliation, date joined pool, contact dates and outcome note, and exit date (maximum 2 years or before if requested) 3) A strategy was developed for “feeding the pool.” User-facing library staff were asked to participate in brainstorming. **Results:** A question was added to the Service

Quality Survey inviting participation in focus groups; faculty and Graduate Student Orientation sessions invited volunteers; library instruction classes with exit surveys were asked to add request for volunteers (particularly the required Writing 1 course); a form was created for

volunteers on LibGuides; and all employees were encouraged to “feed the pool” by personally inviting anyone who they thought would be interested. 4) Access to the pool is controlled

through the Assessment Team. Staff already request support from the team using an “Assessment Activity Form;” once the staff sponsor of an assessment determined the target

audience, the Assessment Coordinator (or designated team member) pulls names and sends out upbeat emails explaining the assessment, any incentives, and inviting the volunteers to participate. On the first sweep, four to five times the number needed are invited. Five to seven

days later, a follow-up message goes out to reiterate the invitation. If response is still too low, a second group of names is contacted. Two days before the session, reminder emails are sent.

**Evaluation:** By the time of the conference, we expect to have data analyzed from four to six assessments. It is our intention to evaluate: 1) Average number of declines per pool member; 2)

Average number of contacts required to fill focus group session (faculty vs. graduate vs.

undergraduate); 3) number of participants by “feeder” source; 4) Rate of no-shows (compare to pre-pool data); 5) Qualitative feedback from staff sponsors: were they satisfied with

participants?; and 6) Participant satisfaction rating on the process. **Leveraging The Value Of The**

**Pool:** A natural extension of the pool would be to use it for other types of assessment, including interviews and usability testing. We are also participants in a university wide organization

called CAUSE (Committee for the Assessment of the Undergraduate Student Experience);

interest has been expressed in expanding the pool to serve staff units outside the libraries, including Student Services.

*Carol Mollman is the Assessment Coordinator for the Washington University Libraries where she leads assessment initiatives including the Balanced Scorecard, the ARL statistics, the Service Quality Survey. She is a member of the steering committee for the university's reaccreditation, and actively participates in campus-wide committees such as CAUSE (Committee for the Assessment of the Undergraduate Student Experience).*

### **Creating a Culture of Evidence and Assessment: Building a Daily Practice That Matters**

Wendy Holliday (Northern Arizona University)

Theresa Carlson (Northern Arizona University)

**Purpose:** Recent library assessment work has focused on demonstrating value and improving library practice, often through large-scale projects related to a specific service, intervention, or library function. These stand-alone projects have provided libraries with useful evidence for communicating value and improvement. However, creating a culture of assessment in daily work remains a challenge. This paper will describe how we changed routine information gathering in order to build a practice of assessment that is integrated into our work, rather than standing apart as a special project.

**Design/Methodology/Approach:** Our reference department shifted data-keeping from counting outputs to compiling robust qualitative and quantitative evidence. Previously desk staff tallied the number of interactions, categorized broadly (research, technology, etc.) and the time it took to answer the question. This provided numbers, but little about the types and depth of questions. We did not have enough information for assessment or decision making. We designed a new database that could be used for both on-the-fly decision making and deeper assessment and annual reporting. Staff recorded the actual text of questions and more granular descriptive categories to see how a deeper qualitative analysis could contribute to better decision making and service improvement. We also included chat transcripts and e-mail research consultations in our analysis. We conducted several kinds of content analysis of the questions, such as applying basic typologies and analyzing the expertise required to answer questions. We cross-referenced these analyses by date and time in order to identify patterns in the kinds of help that users required during a typical semester.

**Findings:** We discovered that qualitative data was able to inform a much wider range of practice than the previous desk tally. We were able to identify bottlenecks students encounter while navigating library research. This information was used to make changes to our website, implement a citation finder tool, create online help guides, conduct more targeted outreach and library programming, and even approach faculty when data suggested an assignment could be modified to improve student learning. The "expertise analysis" enabled us to modify our staffing at the research help desk, incorporating different levels of staff (from student workers to subject librarians) as need demanded.

**Practical Implications/Value:** This paper will present methods, findings, and practical results of this process. We will describe the database that we developed to capture transactions and the

methods we used to analyze data. We will also describe several examples of the changes made to services, teaching approaches, and library tools as a result of this analysis. These examples will include both in-depth analysis of textual questions and quick, "on-the-fly" illustrations of how we mined the data to make decisions about programming or the library website. The paper will provide the audience with an example of a rich assessment tool, methods of analysis, and practical illustrations of how to use data in everyday assessment and service improvement. The paper will provide librarians with models of how to design everyday practices to build a culture of assessment and evidence in their libraries.

*Wendy Holliday is Head, Academic Programs and Course Support at Cline Library, Northern Arizona University. She leads a team of librarians in designing, delivering and assessing the library's portfolio of support for student success and research excellence. Theresa Carlson is an Academic Programs Librarian at Northern Arizona University. She provides instruction and research assistance to students and faculty in the College of Business and first year programming. In addition she manages and assesses the library's Research/Help desk.*

## **Session 5: Assessment Capacity**

### **Fitting a Round Peg into a Square Hole: Dickeson's Academic Program Prioritization and Libraries**

Tracy Bicknell-Holmes (Boise State University)

In the 2013–2014 fiscal year, Boise State University underwent a Program Prioritization Process (PPP) patterned after Robert Dickeson's *Prioritizing Academic Programs and Services: Reallocating Resources to Achieve Strategic Balance* (2010). The review was mandated by the Idaho State Board of Education (SBOE) statewide. Unlike many other institutions that had implemented Dickeson's process, the SBOE required a review of all programs including the library. Programs in this case were defined by the SBOE as including "any activity or collection of activities that consumes resources (dollars, people, time, space, equipment)" (S. Grace and M. Freeman, "Memo: Academic and Administrative Program Prioritization," May 17, 2013). When beginning this project, Boise State's Albertsons Library had difficulty finding information on other libraries that had undergone Dickeson's prioritization or found that the information available was not helpful. Developing data and a narrative of meaning to university administrators and the SBOE that was also of value internally for benchmarking and future tracking of library programs and services was a challenge throughout the project. This paper will report on a survey of other academic libraries reviewed under Dickeson's process, the critical junctures in the process, and the different decisions made by libraries at each juncture in comparison with choices made by Albertsons Library. Was the library included in the prioritization process, and if yes, how? How did libraries' define a "program"? What level of detail was chosen and why? What criteria were used to evaluate each program and who identified them? What metrics were used to measure the success of library programs? What data points were chosen as representative of that metric? Was the data readily available or was it generated for the project? What data would have been useful if it had been available? In areas where good data was not

available, did the library reference studies delineating the value of various programs and if so, which studies were cited? What weights and rubrics were used to score and rank programs and who developed them? What process was used to “rubricize” programs and who implemented it? What meaning was derived from the data? How did the library fare in the process overall and what follow-up was made based on the results? Does the institution intend to review programs regularly using Dickeson’s process? As the need for accountability in higher education increases and more academic libraries find themselves undergoing a similar process, the information gathered here may be of value in their decision making.

*Tracy Bicknell-Holmes has 25 years’ experience in academic libraries. She served the University of Nebraska-Lincoln Libraries in various positions from business librarian and department chair to Interim Associate Director of the University of Nebraska Press. She is currently the Dean of Albertsons Library at Boise State University in Idaho.*

### **Community College Libraries and Culture of Assessment: A Survey of Library Leaders**

Lisa Hinchliffe (University of Illinois)

Meredith Farkas General Education Instruction Coordinator Portland State University

**Purpose:** This study seeks to investigate empirically what factors facilitate and hinder community college libraries in building a culture of assessment, with a particular focus on instructional assessment. It is complementary to a 2013 study that investigated this same question relative to libraries at four-year institutions and uses the same survey instrument and methodology. Results from community colleges will be compared to those from four-year institutions to see if different elements facilitate the development of a culture of assessment at each.

**Design/Methodology/Approach:** This study will use the same survey that was successfully deployed with four-year institutions and above in 2013. The first group of questions, which every respondent answers, asks about institutional characteristics and whether their library has a culture of assessment, defined in the survey as “where assessment is a regular part of your institutional practice.” The questions common to all survey respondents are followed by yes/no questions regarding sixteen facilitating factors, identified in the existing literature as building a culture of assessment, and whether their presence helped facilitate a culture of assessment or the absence hindered. After a respondent answers whether a factor is present, through display logic, the survey asks if the presence facilitated, or if the absence was a barrier to, developing a culture of assessment. Finally, there are three open-ended questions designed to understand what respondents see as the most important factor facilitating or hindering their progress towards a culture of assessment. In order to ensure that only a single response is submitted per community college, an e-mail is sent to individual library directors with a unique survey link that can only be used once. In the recruitment e-mail, library directors are asked to have the most appropriate individual at their library complete the survey.

**Findings:** The survey will be fielded in February/March 2014. Based on the parallel survey conducted with libraries at four-year schools (2013), a response rate of 30–40% is predicted. Findings from the survey of four-year institutions revealed that particular factors most frequently associated with having a culture of assessment or more frequently mentioned as being a perceived facilitating factor. The planned 2014 survey of community college libraries will provide insight into ways in which community college libraries may or may not differ from those at four-year institutions relative to factors impacting the culture of assessment.

**Practical Implications/Value:** This study will provide further guidance to both administrators and front-line librarians working to develop a culture of assessment. Perhaps more significantly, this study will provide a specific look at community college libraries, an understudied institution in general and specifically so with respect to assessment. An empirical review of how they are the same and/or different from other types of academic libraries will also, thus, assist in determining the degree to which studies conducted about assessment in academic libraries at four-year institutions can be generalized to all academic libraries.

*Lisa Janicke Hinchliffe is Professor/Coordinator for Information Literacy Services and Instruction at the University of Illinois at Urbana-Champaign. Her research interests include the value of academic libraries, library assessment, information literacy and student learning, and the educational role of librarians. Meredith Farkas is the General Education Instruction Coordinator at Portland State University and a lecturer at San Jose State University's School of Library and Information Science. Her research interests include change leadership and management, assessment of student learning, and the impact of social technologies on scholarship and pedagogy.*

### **Measuring the Research Readiness of Academic and Research Librarians: A Project Report of the Institute for Research Design in Librarianship (IRDL)**

Kristine Brancolini (Loyola Marymount University)

Marie R. Kennedy (Loyola Marymount University)

The Institute for Research Design in Librarianship (IRDL) is a continuing education program designed to help academic and research librarians improve their research skills and increase their research output. Funded by a grant from IMLS, the centerpiece of the project is a nine-day workshop on research design each summer during June for the next three years. Twenty-one participants each year will leave the institute with increased knowledge of research skills and with a viable research proposal to be conducted during the following academic year. The current research project will assess the mastery of key content and the research confidence of each participant after the 2014 IRDL.

**Purpose:** The purpose of the proposed conference paper is to investigate the effectiveness of IRDL with regard to two project goals: 1) Provide instruction in areas needed to complete the research design for a project identified by each Institute scholar; and 2) instill confidence in Institute scholars about the research process by providing clear instruction on how to perform all of the steps in a research project. We predict that: 1) Institute scholars will have achieved

mastery of all institute content; 2) Institute scholars will have achieved a high level of confidence in their ability to perform all steps in the research process; and 3) Mastery will correlate with confidence.

**Design/methodology/approach:** The selection process for the first cohort of twenty-one IRDL scholars is currently underway, with a February 1 deadline. We asked the applicants to complete a confidence scale on the components of research design. We will ask librarians who are accepted for participation in the 2014 institute to complete a more detailed confidence scale that breaks down each step of the research process to its subcomponents. Each of these components is reflected in the Institute curriculum. During the course of the Institute the instructors will measure mastery of each subcomponent as it is addressed in the curriculum; these scores will be compiled and provide one measure of mastery. At the end of the Institute we will also re-administer the detailed confidence scale, comparing scores before and after the Institute, providing a measure of confidence. Finally, using a rubric we will score the final research proposal on each of the research components as a second measure of mastery.

**Findings:** We will gather data for this study between March 1 and late June 2014, analyze the results in July, and have results ready to present at the Conference in early August.

**Practical implications/value:** The psychological literature suggests that self-efficacy might be an important factor in encouraging academic librarians to undertake research. Although we anticipate that all librarians selected to participate in IRDL will have an overall high level of confidence in their research abilities, we believe that the more detailed confidence questionnaire will identify gaps that will be filled by the Institute. This study will enable us to measure the connection between confidence and competence and verify the effectiveness of the IRDL curriculum in helping librarians to master these important areas of skill and knowledge.

*Kristine R. Brancolini is Dean of the Library at Loyola Marymount University. She has studied media librarianship and digital library development. Her current research interest is research competency and productivity of academic and research librarians. She is committed to helping librarians become more accomplished researchers. Marie R. Kennedy is a librarian at Loyola Marymount University, where she coordinates serials and electronic resources. She has written and presented widely on the development and use of electronic resource management systems.*

## **Educating Assessors: Preparing Librarians with Micro and Macro Skills**

Rachel Applegate (Indiana University-Purdue University Indianapolis)

Over the last 20 years, libraries in general and academic libraries in particular have experienced a significant pro-assessment cultural wave. The ALA's Core Competences for Librarianship spelled out the importance of both research and evaluation for effective management of libraries. Evaluation received greater prominence in the 2008 Standards for Accreditation of Master's Programs and even more explicit emphasis in the 2014 Draft Standards. Higher education has placed increasing value on evaluation in accreditation—institutional and for professional specializations—both from associations (Council on Higher Education Accreditation, "Value of Accreditation," "promoting accountability and identifying successful improvement efforts") and from governments, state and federal (Accrediting Agency Recognition Criteria, US Department of Education). How do current and future librarians educate themselves to meet these needs, on two levels? The micro level consists of understanding specific tools, such as survey design and data analysis, both generic (e.g. instructional testing) and library-specific (e.g. bibliometrics). The macro level consists of understanding the role of assessment in managing libraries and in communicating with libraries' users and parent institution. This descriptive study describes the prevalence of micro and macro education for pre-service and in-service librarians. This study combines data to provide an overall view of this landscape, laying the groundwork for further examination of the most effective and efficient venues for achieving this essential competency for libraries and information agencies. There are four sources: first, courses offered by and requirements of ALA-accredited programs, in 2002 and in 2012 (to provide chronological comparison); second, state library conference sessions in selected major states, 2012; third, job titles and descriptions from a purposive maximum variety sampling of ARL and non-ARL large university libraries and ULC large library systems, for micro and macro skill listings; fourth, ALA division and WebJunction-provided professional development sessions, snapshot data from early 2014. The importance of this study is two-fold. First, it contributes to understanding this specific area of library practice, showing the degree of importance accorded assessment skill in institutions and in library professional development. Second, it forms part of the larger ongoing conversation about the function of MLS-educated librarians in information organizations. The extent to which the MLS is managerial, evolving in addition to—and perhaps away from—purely technical professional skills, is reflected in the role of evaluation as an essential component of leadership.

*Rachel Applegate, PhD, was an academic librarian and library director for 18 years and has been an accrediting site visitor with the Higher Learning Commission for 10 years. She teaches academic library management and evaluation of libraries at the Indianapolis campus of Indiana University's library science program.*

## Session 6: Special Collections

### Getting to Know You (and Me!): Assessment and the Archival Metrics Toolkit at Columbia University's Rare Book & Manuscript Library

Nisa Bakkalbasi (Columbia University)

Jocelyn Wilk (Columbia University)

**Purpose:** Established in 1930, the Rare Book & Manuscript Library (RBML) is Columbia University's principal repository for primary source collections. The range of collections spans more than 4,000 years and comprises medieval and renaissance manuscripts, cuneiform tablets, papyri, art and realia, some 500,000 printed books, and 14 miles of manuscripts, personal papers and records. The collections of the RBML are open for use by all members of the university community and the public. While campus-wide LibQUAL+® surveys have been administered since 2003, a user-based evaluation of the RBML had never been conducted before. LibQUAL+ surveys have been useful in generating broad feedback on a wide range of library activities, but they do not adequately assess the patron needs and service delivery for special collections. Recognizing this problem, we decided to implement a survey to gain insight into the highly specialized needs of archives and special collections users. The aim of this paper is to summarize the findings of this successful yearlong survey at the RBML.

**Design/Methodology:** To conduct this assessment we adapted the Archival Metrics Researcher Toolkit. Between September 1, 2011, and August 30, 2012, the RBML staff distributed the paper survey to any new researcher who came to our reading room as well as to returning researchers who had not been here since the start of the survey period. The survey was distributed to 910 researchers and completed by 566, a response rate of 62%.

**Findings:** To the best of our knowledge, this is the largest sample size collected using this Toolkit, providing a confidence in the breadth and depth of our results. Following are the key findings of the study:

- The RBML collections are used by a broad range of patrons from across the university and the general public. Approximately 1/3 of patrons are affiliated with Columbia, while 2/3 are not.
- The majority of patrons are undergraduate and graduate students, who are working on dissertations, theses, and class assignments (45%). Patrons are newer and younger than commonly thought: 74% were first-time users and 50% were under 40 years old.
- Overall, a substantial number of researchers (98%) indicated that they were highly satisfied with the facilities, services, and staff at the RBML.
- Key areas for improvement are increasing hours and upgrading the overall environment in the reading rooms.

**Practical Implications:** This was a good first step in implementing an iterative assessment plan that can help us better understand RBML patrons, their needs, and gauge the effectiveness of our collections and services. The survey findings verified anecdotal evidence about the shortcomings of the reading areas, as well as the highly favorable way in which patrons view the staff that works with them at all levels. The high number of non-Columbia researchers communicates the value of archives as a community outreach mechanism for the university, just as the high number of researchers using the archives for the first time speaks to the learning mission of the organization. Our recent implementation of the web-based Aeon registration and request system will most certainly impact any future assessment initiatives undertaken by the RBML.

*Nisa Bakalbasi is the Assessment Coordinator at Columbia University Libraries. Prior to joining Columbia University, Nisa served as the Director of Planning and Assessment at James Madison University. She holds an MS in Applied Statistics and an MS in Library and Information Science from Long Island University, and a BA in Mathematics from the University of Alabama. Jocelyn Wilk is the Associate University Archivist at Columbia University's Rare Book and Manuscript Library (RBML) where she led assessment efforts between 2011 and 2012. She holds an MS in Library and Information Science, with a concentration in archival management, from Simmons College and a BA in History and Women's Studies from Brandeis University.*

### **Assessing the Impact of Special Collections Instruction at the University of Chicago**

Julia Gardner (University of Chicago)

Leah Richardson (University of Chicago)

In Summer 2013, we designed and administered a survey of all University of Chicago faculty who had taught in the Special Collections Research Center (SCRC) in the past two years. This survey marked the first comprehensive instruction assessment conducted in at least ten years in SCRC, and provided data we can use for charting the future of instruction within our department. Our questions clustered around four main areas:

- What kinds of instruction take place in Special Collections?
- How are students using rare materials after the instruction session?
- What is the pedagogical value of SCRC instruction?
- What additional technology is wanted?

The instrument consisted of twelve questions, and was sent to faculty through the University of Chicago Library's Survey Monkey account. The survey was sent to 80 faculty and we received a 61 percent response rate. When creating the instrument, we crafted questions that would help us understand how faculty used our collections and our instructional expertise to achieve various pedagogical goals. The data received allows us to better categorize the instructional focus desired by faculty, and thus improve our own class preparation. This assessment also provided information about the value faculty placed on Special Collections, from having access to the collections for their classes, to the instruction library staff provided for them, and the

ways in which the class experience aided student intellectual development. Faculty wrote positively about how their students developed as researchers, and how learning deepened as a result of their class visit. We include active, hands-on learning experiences whenever possible, and the value faculty reported for this type of instruction (as opposed to the traditional show-and-tell model), reinforced our teaching choices. Finally, we were curious to learn if faculty needed new technology that we were not supporting, or desired other physical elements in the classroom. With these findings in-hand we can make better-informed decisions about where to allocate our resources. This survey is part of a growing attempt within the special collections community to increase the rigor and regularity of assessment. Christian DuPont and Elizabeth Yakel identified challenges facing special collections assessment at the 2010 Library Assessment Conference, and recently published their work in *Evidence Based Library and Information Practice* (2013). An entire issue of *RBM* was devoted to articles on assessment in special collections in FALL 2013. Also in 2013, Morgan Daniels and Elizabeth Yakel's article focusing on the impact archival instruction has on student learning appeared in the *Journal of Academic Librarianship* (Sept. 2013). Our assessment is thus situated within a growing body of literature regarding special collections assessment in general, and instruction in particular. Just as we found positive response to incorporating active learning scenarios, so too are other special collections librarians (several featured in the studies cited above) adopting this model. Our data reinforce the benefits of a hands-on approach, while building on current momentum for demonstrating the value of special collections as a site for student research, not merely as a cabinet of curiosities.

*Julia Gardner is Head of Reader Services at the Special Collections Research Center, University of Chicago Library, where she has worked since 2005. She received a Master's of Science in Information degree from the University of Michigan School of Information, and has a PhD in English from the University of California, Riverside. Leah Richardson is Reference, Instruction, and Outreach Librarian at the Special Collections Research Center, University of Chicago Library. Prior to joining the staff at University of Chicago, she worked at George Mason University's special collections. She received her Master of Science degree in Library and Information Science from Drexel University.*

## **Session 7: Usage Metrics/Visualization**

### **Downloads and Beyond—New Perspectives on Usage Metrics**

Peter Shepherd (COUNTER)

Carol Tenopir (University of Tennessee, Knoxville)

Marie Kennedy (Loyola Marymount University)

Since Release 1 of the COUNTER Code of Practice was published in 2003, COUNTER has provided a global standard for the recording and reporting of online usage at the journal level, based on full-text article downloads. Since then COUNTER has developed two additional metrics, PIRUS and the Usage Factor, also based on full-text article downloads, that provide

further insights into online usage. The PIRUS Code of Practice has been established to provide a COUNTER-compliant standard for the recording, consolidation and reporting of usage at the individual article level of journal articles hosted by publishers, aggregators, institutional repositories, and subject repositories. The inadequacy of currently available citation-based bibliometrics tools for measuring the impact of research and researchers has been recognized for a number of years. The transformation of journals into online publications with a range of new features has created opportunities for new approaches to this and has led to the emergence of some novel forms of impact measurement, known as altmetrics. COUNTER has developed a new, usage-based metric—the Usage Factor—for measuring the impact of research at the journal level, as well as at the level of the individual scholar. While COUNTER has standardized measurements for downloads, articles are increasingly shared without downloading or beyond the first instance of downloading. Sharing digital content by e-mail, internal networks, cloud services, or social networks is now widespread—in one recent survey nearly 60% of researchers admitted to regularly sharing journal articles on a wide variety of channels. This secondary type of usage means that the existing COUNTER, download-based usage measures do not now provide a full picture of online usage of journal articles. The extent of this problem is unknown and both downloading and sharing varies by stakeholder group (faculty, postgraduate students, undergraduates, non-academic researchers). Therefore, the Beyond Downloads research project is seeking to:

- define ways to measure non-download usage of digital content;
- evaluate and measure the relationship between COUNTER defined usage and usage of digital articles obtained through other means, notably via shared content, taking into account differences by stakeholder groups;
- develop practical methodologies and heuristics for estimating total digital article usage as a function of known downloads and non-download usage;
- designing a usage multiplier that could be used to reweight total measured usage towards a more accurate measure of total digital usage that varies by subject discipline and other factors; and
- initiate discussion across the publisher, STM research, and library communities regarding these issues.

This panel will discuss the advantages and limitations of the COUNTER-based metrics, the extent to which it will be useful to develop such metrics further, and the approach being taken by the Beyond Downloads project to understanding the impact of article sharing on online journal usage.

*Peter Shepherd has, in a career spanning over three decades, become intimately acquainted with most aspects of STM publishing. Since 2002 he has been Director of COUNTER, the not-for-profit international organization whose mission is to improve the quality and reliability of online usage statistics. Marie Kennedy is the Serials and Electronic Resources Librarian at the William H Hannon Library of the Loyola Marymount University. She has a particular interest in programs designed to help manage the acquisition of electronic resources. Carol Tenopir is Chancellor's Professor at the School of Information Sciences at the University of Tennessee, Knoxville. Her areas of teaching and research*

*include: information access and retrieval, electronic publishing and the information industry. She has published over 200 journal articles.*

### **Tableau Unleashed: Visualizing Library Data**

Sarah Murphy (The Ohio State University)

Jeremy Buhler (University of British Columbia)

Rachel Lewellen (University of Massachusetts Amherst)

Purpose: To share selected library data visualizations that facilitate analysis and enliven the presentation of data. The University of British Columbia, the University of Massachusetts Amherst, and The Ohio State University libraries will introduce Tableau, a powerful visual analytics software which enables users to rapidly explore, analyze, and present large data sets.

Tableau allows users to:

- integrate querying, exploring, and visualization of data into a single process;
- produce flexible, in-depth, multi-dimensional, and interactive displays;
- blend data from seemingly disparate sources;
- access and drill-down into data directly, minimizing data silos while saving employee time; and
- transition from static to dynamic reporting, enabling librarians and staff to obtain data required for decision making in real-time.

Guiding Question/Topic: Discuss how your library has incorporated Tableau into its assessment program. What impact has Tableau had on your ability to make sense of large data sets, make data accessible, and improve stakeholder communications?

Perspectives: The University of British Columbia Library began using Tableau in 2013 to analyze longitudinal LibQUAL+® results. The resulting online display highlights changes in survey results over time and facilitates the comparison of responses across several user groups (see <http://goo.gl/2g9f1y>). Building on the success of this visualization, UBC Library is now using Tableau to encourage library staff to engage with, think about, and find new applications for library metrics. Tableau helps UMass Amherst Libraries staff to both use and understand data. Using Tableau, staff may examine data sources that are otherwise isolated, such as proxy server traffic, building traffic, and service desk activity. Selectors may access purchasing and use data without having to understand or manipulate spreadsheets. Tableau expedited access to live MINES data (Measuring the Impact of Networked Electronic Services), and provided real-time feedback to staff during the year-long survey. Tableau also now makes it easier for library staff to use data for operational purposes, allowing them to directly access data related to circulation of items from a particular service point, volume of questions by day and time, and user counts by floor or zone. The Ohio State University Libraries has used Tableau since 2012 to support a number of assessment projects. Examples include a series of interactive dashboards which query, analyze, and deliver ILLIAD transactional data to subject librarians to support their collection development and engagement activities. Other interactive dashboards examine

and track markers of librarian engagement. To deliver library data of interest to the broader campus community, the Libraries has also started to embed interactive, downloadable Tableau dashboards via select OSU Libraries websites (see [http://go.osu.edu/OSUL\\_Data](http://go.osu.edu/OSUL_Data)).

Practical Implications/Value: Data visualization brings library stories to life. Using Tableau, libraries may better harness, analyze, and report their data both to internal and external stakeholders. Tableau helps users to “see and understand their data,” offering academic libraries platform for both demonstrating and communicating their value and impact.

*Sarah Anne Murphy is current Coordinator of Assessment for The Ohio State University Libraries. She earned a MLS from Kent State University in 2000 and a MBA from The Ohio State University in 2008. She has published two books and several papers related to library assessment. Jeremy Buhler, MLIS, is Assessment Librarian at the University of British Columbia Library where he has worked since 2011, and co-chair of the Return on Investment Task Group for the Council of Prairie and Pacific University Libraries (COPPUL). Rachel Lewellen is Assessment Librarian at the UMass Amherst Libraries. She has been using Tableau for two years.*

## **Session 8: Teaching/Learning**

### **Flipping, Collaborating, Assessing: Adopting New Modes of Library Instruction**

Katie Bishop (University of Nebraska Omaha)

After determining that current assessment techniques were no longer yielding data of practical value, the Research Services Unit (RSU) at University of Nebraska Omaha Criss Library made big changes to their Composition II information literacy sessions. The unit adapted a partially flipped model by combining out-of-class tutorials with in-class active learning exercises. Rather than conduct the multiple choice assessments used in the past, the team worked with Comp II instructors to adapt a rubric for use in analyzing a representative sample of student papers. The team also developed a rubric for peer assessment of the information literacy instructors. While many libraries are using rubrics to assess various aspects of information literacy instruction, not many have a strong collaboration with instructors. This study focuses on the collaborative effort of librarians and instructors to adopt new modes of instruction, learning, and assessment. With the data from the rubric, the RSU team will be able to determine which outcomes are being met and which could use more attention either through tutorials or in-class activities. Active learning exercises and out-of-class tutorials were put into use during the fall 2013 semester and continued through the spring 2014 semester. Instructor peer evaluations were piloted in spring 2014. Use of the new assessment rubric began following the spring 2014 semester's end. This presentation will discuss the development of tutorials, the types of active learning exercises used in the classroom, the use of rubrics for assessment, and collaboration with faculty. Attendees will come away with examples of active learning techniques currently in use, suggestions for faculty collaboration, and insights on how to adapt rubrics for their own use.

*Katie Bishop is the Humanities & Fine Arts Librarian at the University of Nebraska Omaha Criss Library. Her interests include assessment, information literacy instruction, critical pedagogy, and service learning. In addition to her MS in Library Science, Bishop holds an MA in American Studies from the University of Iowa.*

### **Puzzle Pieces: Assessing Student Work Using Rubrics and Citation Analysis for Dual-Purpose Assessment**

Alan Carbery (Champlain College)

**Purpose:** This paper describes a collaborative assessment project that was designed to assess student-learning outcomes in the college's embedded information literacy program, while assessing the value and impact of the library's collections and information resources. The library's information literacy librarian (the author of this paper) teamed up with the library's acquisitions and scholarly resources librarian to conduct a two-phase assessment of student coursework. This authentic assessment approach allowed us to interrogate work embedded within students' courses for evidence of information literacy outcomes and information behaviors.

**Design/Methodology:** Using rubric-based assessment, a representative sample of student coursework directly assessed the library's embedded information literacy program, assessing student-learning outcomes against the college's information literacy competency. The same sample of work was also assessed using a customized citation analysis checklist for deep analysis and evidence of student use of library information resources for the purpose of academic assignments.

**Potential findings:** Initial findings from this project have provided great insight into students' use of library resources and collections. Students often used scholarly sources in their coursework, but occasionally made use of older or dated publications. Students were heavily drawn towards online resources, whether available through the library or available on the open web. Students did appear to have some difficulty with selecting appropriate sources for the purpose of their academic coursework, often confusing primary and secondary information sources. Students also appear to over-rely on citation management tools, often omitting important citation details. Finally, students frequently chose to conduct research on topics related to popular culture, rather than historical or academic topics.

**Practical implications/Value:** Using the findings of this two-pronged assessment approach, librarians can begin to adjust and redesign instruction to address difficulties students face in selecting appropriate sources. Librarians can also begin to better understand the information choices and collection usage by students when undertaking course research. Practitioners wishing to design instruction based on student performance will find this paper useful. Collection development librarians also wishing to investigate student coursework for evidence of collection usage and better understand student information behaviors will find this paper valuable.

*Alan Carbery is Assistant Director for Teaching, Learning and Assessment in Champlain College Library, Burlington, Vermont. Originally from Ireland, Alan held prior positions in a variety of Irish libraries, both academic and non-academic. Alan is interested in the assessment of student outcomes in relation to information literacy. Alan is also interested in the professional development of librarians as teachers.*

### **Turn a Disaster into a Research Opportunity: Assessing One-hour Library Sessions after Hurricane Sandy**

Hong Cheng (LaGuardia Community College, CUNY)

Assessing a library's one-hour sessions becomes a key component in many academic libraries. Moreover, it requires librarians to examine the effectiveness of teaching in a systematic approach in order to produce solid data. Assessment can take place in various stages of instruction, but opportunities may not come at the expected time. This presentation will focus on a unique assessment opportunity that emerged in LaGuardia Community College, City University of New York. In late October 2012, Hurricane Sandy caused a week of class cancellations. Therefore, 18 library sessions for ENG101 were not able to happen as scheduled and the instruction calendar for the remaining semester was full. Considering the limited time, budget, and student participation, librarians took advantage of this circumstance to survey students who did not attend a session and students who did in basic research skills. While all classes were scheduled before the semester started, all survey classes were selected randomly across the schedule. Librarians were able to reach more than 700 students and the resulting data indicated that students who attended a library session performed significantly better than students who did not attend. This project was also evaluated as a benchmark and librarians continued to assess sessions in the following two semesters. The presenter will also talk about the collaboration with the campus office of institutional research and subject departments.

*Hong Cheng is an instruction librarian at LaGuardia Community College, City University of New York. Prior to this position, she served as the instruction/reference librarian at Indiana University Southeast. She earned her MLS from Indiana University Bloomington. Her research interests include assessment, open access, business reference, and services.*

### **The Role of a Required Information Literacy Competency Exam in the First College Year: What Test Data Can, Cannot, and Might Reveal**

Kathy Clarke (James Madison University)

Gretchen Hazard (James Madison University)

Jeanne Horst (James Madison University)

Incoming first-year James Madison University (JMU) students have completed a required information literacy competency test for over a decade. First-year students are required to demonstrate basic information literacy skills by passing a competency test before registering for

sophomore year courses. We analyze the results to understand what our students learn (or not), if they have improved due to our instruction (or not), and what a required test demonstrates regarding the delivery on student learning outcomes to our stakeholders and ourselves. Information literacy learning outcomes are embedded within the JMU General Education program's first year of coursework and are based on the 2000 ACRL Standards for Information Literacy for Higher Education. Librarians deliver on these learning outcomes via an online tutorial (Madison Research Essentials Toolkit) and students demonstrate competency by passage of a proctored online test (Madison Research Essential Skills Test, MREST). As our incoming class totals 4,300 students, this method is efficient, but librarians, instructional faculty, administrators, and even students have questioned its effectiveness. For years we have dutifully gathered data. We know how many times students take the test and how individual items perform on the test. We are now asking, what role does the test play in a student's early academic learning experience? We are actively investigating what the test is "doing" when students take it—for instance, can questions build on each other or does each question have to stand alone? Can they learn from the test itself? Should they? Do the students make the connection between the tutorial and test content and their own beginning research skills? The MREST is a standalone test that students take in a proctored lab. Should it be embedded in a course? Would students do better if the test counted towards a grade? These are questions that test data alone cannot answer, but we can use the data to frame our questions about it. Librarians are working to build the students' test results into our own strategic planning. What do low scores mean? Can we use student scores to measure the effectiveness of the significant resources (time, labor) we allocate to create and maintain our test and tutorial? Can we set a higher standard and expect the students to meet it? How many or much of our resources would it "take" to improve student scores? Would that improve our students' abilities and would it be worth the "cost" to improve the scores? Participants who attend this session will learn about the evolution of this test, the multiple campus constituencies that work to create and deliver it, and how we currently use our test data to demonstrate and improve on curricular student learning outcomes. We will also report on experiments underway to measure if the test is doing what we designed it to do. We will encourage a discussion of assessment of student information literacy learning outcomes as well as explore multiple interpretations and actual and aspirational results use.

*Kathy Clarke is responsible for measuring first-year student learning outcomes for Information Literacy at JMU. She has completed a JMU CARS Assessment Fellowship and ACRL's Assessment Immersion program. Gretchen Hazard is the Director of Cluster One (first year, General Education) coursework at JMU. She is responsible for managing the development, delivery, and reporting of assessment in critical thinking, communication, information literacy, and writing. She works with faculty (including library faculty) to interpret results in order to improve pedagogy and student learning. Jeanne Horst holds a PhD in Assessment Studies and is the assessment officer in charge of assisting with instrument design, implementation, and interpretation of assessment efforts within Cluster One of JMU's General Education program.*

## **Libraries and Student Success: A Campus Collaboration with High-Impact Educational Practices**

Kathryn Crowe (University of North Carolina at Greensboro)

In 2008 the Association of American Colleges and Universities published *High-Impact Educational Practices* by George D. Kuh. Commonly referred to as the LEAP (Liberal Education and America's Promise) Report, it described several practices that contribute to student success. At the University of North Carolina at Greensboro (UNCG), the LEAP report was used extensively to develop the current strategic plan and general education program. Because the university's funding is based on student retention, programs that contribute to it are of particular importance. The University Libraries work closely with Academic and Student Affairs units to collaborate on several high-impact practices, including learning communities, first-year experiences, writing-intensive courses, and undergraduate research. These collaborations include a librarian devoted to the first-year experience, liaisons assigned to learning communities, and academic liaisons working closely with writing-intensive courses and undergraduate research. Activities include information literacy sessions, consulting with faculty on assignments and assessment, embedding in learning communities, offering satellite reference, offering co-curricular activities, providing in-depth consultations, and offering an undergraduate research award from the Libraries. To provide solid evidence and demonstrate how the Libraries contribute to high-impact practices, an extensive report was prepared with specific examples of activity from one academic year. The report was widely distributed on campus so that the chancellor, provost, deans and other academic leaders would be informed of the Libraries' significant value and impact on student success. This lightning round will provide brief background information on how these high-impact practices foster student success nationally. It will then focus specifically on learning communities as a case study. Learning communities are a high-impact practice emphasized at UNCG and one with which the Libraries are particularly active. The presentation will provide data on how learning communities contribute to student retention and success at UNCG and data on how the Libraries contribute to this success. It will also offer best practices on how to ally with high-impact practices to show the value and impact of academic libraries.

*Kathryn M. Crowe is Associate Dean for Public Services at the University of North Carolina at Greensboro. She supervises Reference and Instructional Services, Access Services, and the Music Library and also has overall responsibility for assessment.*

## **Using Rubrics for Programmatic Assessment of Learning Outcomes in Course-Integrated Library Instruction**

Laura Gariepy (Virginia Commonwealth University)

Jennifer Stout (Virginia Commonwealth University)

Librarians face numerous challenges when designing effective, sustainable assessment methods for student learning outcomes in one-shot, course-integrated library instruction sessions. By

their nature, one-shot library classes are limited in time, requiring librarians to ensure that assessing student learning does not encroach on the learning itself. Additionally, coming to a mutual agreement on student learning outcomes can present difficulties when multiple librarians teach library classes, as is often the case at large universities. This session will explore a flexible, sustainable assessment practice of using rubrics to programmatically assess authentic learning exercises students complete in one-shot library sessions. This assessment model is scalable and can be adjusted for size, time, and class content. Rubric-based assessment is grounded in “assessment for learning theory,” which suggests that assessments can be tools for learning (Arter, 1996) and allows us to evaluate an authentic product of student learning as opposed to a test that exists exclusively for assessment purposes. Accordingly, this approach provides students opportunities for active learning while achieving librarians’ assessment goals. Designing and using a rubric also increases shared understanding of learning outcomes between multiple librarians teaching the same course, increasing programmatic cohesion and consistency. We will detail how we implemented this model to assess student learning outcomes in library instruction sessions for a required sophomore-level research and writing course at Virginia Commonwealth University (VCU) called University 200: Inquiry and the Craft of Argument (UNIV 200). Librarians provide instruction for all of the approximately 80 sections offered each semester. To assess student learning in these sessions, we developed a worksheet and a rubric based on information fluency learning outcomes defined with UNIV 200 faculty. The worksheet serves as an applied learning exercise for students, and as an assessment object for us. In addition to sharing our methods and our results, we will discuss how we use our findings to improve librarian teaching and adjust our teaching methods in order to best serve students’ information needs. Finally, we will discuss how this assessment model can be translated to any one-shot environment regardless of content being taught. We will also share how we use this type of assessment to demonstrate VCU Libraries’ information fluency program’s effectiveness. This research is part of an IRB-approved research study in which we collect data on student learning outcomes from fall 2013 to spring 2015. Results are in hand from fall 2013, and results from spring and summer 2014 will be analyzed in time for the Library Assessment Conference. Although the authors have submitted this proposal as a paper, we would be glad to present in a different format (poster, panel, or lightning talk) should the reviewers deem that more appropriate. Arter, J.A. (1996). “Using assessment as a tool for learning,” in Blum, R.A. and Arter, J.A. (Eds), *A Handbook for Student Performance in an Era of Restructuring, Association for Supervision and Curriculum Development*, Alexandria, VA, pp. 1–6.

*Laura Garipey is the Head of Teaching & Learning at James Branch Cabell Library. She has been at VCU Libraries since 2009. She is also a doctoral student in Educational Research and Evaluation at VCU. Jennifer Stout is a Teaching & Learning Librarian at Virginia Commonwealth University Libraries who works closely with freshman and sophomore students, as well as the faculty of VCU’s University College. She has been at VCU Libraries since 2012.*

## Charting Your Course: Using Curriculum Mapping to Enhance Information Literacy

Susan Gardner Archambault (Loyola Marymount University)

**Purpose:** Loyola Marymount University's (LMU) Reference Department launched a "curriculum mapping project" to support information literacy in a new core curriculum. Subject librarians at LMU are completing a curriculum map for every undergraduate major degree program on campus. The purpose is to pinpoint strategic information literacy opportunities within each Department, discipline, or program. Upon completion of each curriculum map, librarians share the results with that Department and give recommendations. This process is creating a comprehensive and sequential information literacy program truly integrated into the undergraduate curricula.

**Design:** A set of curriculum mapping instructions and a blank curriculum map template were created for all subject librarians. The instructions ask librarians to identify any Department-level learning outcomes related to information literacy. Then, the required "core" courses within each Major/program of study are listed on the template as well as the electives. Brief course descriptions are listed, and librarians obtain copies of the course syllabi from the Department. After reading through the syllabi, existing or potential learning outcomes related to information literacy are identified. These outcomes are mapped to a course(s). Finally, the assessment of the learning outcomes is mapped out. The librarian makes recommendations on which courses are most strategic to embed information literacy into so more students benefit within each Major. Courses that could naturally build on foundational information literacy skills learned in freshmen courses through the core curriculum are identified.

**Findings:** The process of mapping out learning outcomes related to information literacy at the Department and course levels has led to the identification of "high impact" courses within some Departments that can be flagged for information literacy. The curriculum mapping is still underway, but librarians have already successfully persuaded some Departments to formally embed information literacy into their courses.

**Practical Implications:** Curriculum mapping provides a library with opportunities to systematically review information literacy across all disciplines and forge new faculty partnerships. It also helps to avoid duplication and gaps in information literacy instruction. Finally, it helps answer the question of what the place is for information literacy in the curriculum as a whole.

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

## **Assessing Information Literacy in General Education: A Collaborative Approach Using a Metarubric**

Anne Pemberton (University of North Carolina Wilmington)

Linda Siefert (University of North Carolina Wilmington)

Metarubrics can serve as effective tools for assessing skill sets, such as information literacy, across the general education curriculum. Metarubrics are designed to assess the competency level of students at the program or institutional level rather than being used to grade a student's submitted assignment for a specific course. At the University of North Carolina Wilmington (UNCW) the "Valid Assessment of Learning in Undergraduate Education" (VALUE) metarubrics created by the Association of American Colleges & Universities (AAC&U) have been used for this type of assessment since 2008. The University's Director of General Assessment has involved faculty across the campus, including librarians, in the process of applying metarubrics to a variety of student assignments in various disciplines to determine information literacy competency. Librarians have participated as "information literacy experts" to assist faculty through the process of norming and scoring using the information literacy metarubric. The benefits and challenges of using metarubrics will be shared as well as changes that the university has made over time to the information literacy metarubric. The process of recruiting faculty and the specific procedures undertaken to complete assessment will be shared. The results of information literacy assessment for multiple years will also be provided. In addition, the information literacy requirement in the UNCW general education curriculum will be reviewed.

*Anne Pemberton serves as the Associate Director of Library Assessment and Instructional Services at the University of North Carolina Wilmington. Pemberton has an MS in Information Sciences and an MS in Instructional Technology. Linda Siefert serves as the Director of Assessment for both General Education and the College of Arts and Sciences at the University of North Carolina Wilmington. Siefert has a BA and MA in Economics and an EdD in Leadership Studies.*

## **Session 9: Collections 2**

### **Defining Consortial Value: The CRKN External Review as a Test Case**

Jocelyn Godolphin (Jocelyn Godolphin and Associates)

The Canadian Research Knowledge Network (CRKN), a national research library consortium focused on large-scale content acquisition and licensing initiatives, undertook an external review in 2013 in order to assess its negotiation effectiveness and administrative cost efficiency, as well as to create points of comparison with other consortia for ongoing assessment of negotiation effectiveness. This external review, as with most other consortial assessments, is fundamentally driven by the need to demonstrate the value of consortium participation to members, a need especially evident in a time of radical change. Typical consortial activities,

such as electronic licensing and collection sharing, are being transformed by technology and user expectations, while library members are challenged by declining funding and changes in higher education. The CRKN review used a classic approach for an external review: expert external reviewers, and comparative benchmarking of negotiation and administrative cost efficiencies. This paper discusses the challenges in undertaking an external review for a library consortium, including lack of precedent, data and methodology limitations resulting from factors such as confidentiality restrictions for consortial licensing agreements, and lack of standardized measures for comparing license agreements. Additionally, collecting information to compare operational costs was constrained by the diversity of mandates and organizational structures that characterize library consortia. Ongoing measures for negotiation self-assessment were reviewed by considering comparative measures such as member involvement, negotiation priority setting, guidelines for pricing discounts, and self-assessment activities. Comparison of consortial licensing costs, although fraught with all the expected difficulties that characterize the analysis of electronic resource licensing, provided insight into which measures might be used by consortia to describe the value of their negotiations. The external reviewers also identified operational factors that are critical for consortial success. The consortial mandate, scope, and source of funding anchor the benchmarking of activities and operations. Member communication and engagement is of primary importance, but also is a significant operational commitment. Determining the balance between accountability and operating efficiency is affected by the activities and environment in which a consortium operates. The external review provided an opportunity to explore the potential for use of quantitative comparative data on consortial licensing prices, and revealed significant difficulties with ensuring the validity of such data, as well as indicating useful measures for comparisons. The review also can be a model for other consortia needing to demonstrate value, in light of current worldwide challenges to library consortia. As an example of consortial assessment, the external review also shines a light on the international consortial community which, led by ICOLC, has a strong sense of identify and many common goals, but is composed of organizations necessarily very disparate because of mandates, national, and operational differences.

*Jocelyn Godolphin has been involved in assessment and consortial activities as Associate University Librarian, Collection Services, Concordia University Libraries (2004–2011), and previously as Head, Humanities and Social Sciences, University of British Columbia Library. She is currently working as a consultant, and was the contractor for the CRKN external review.*

### **Value of the Online Newspaper Collection at the University of Illinois at Urbana-Champaign Library**

Kirk Hess (University of Illinois at Urbana-Champaign)

Sarah Hoover University Library, University of Illinois at Urbana-Champaign

The University Library at the University of Illinois at Urbana-Champaign licenses or owns over 10k current and historical electronic newspaper titles through five main vendors—EbscoHost, Gale, LexisNexis, Newsbank, and ProQuest, including the Library PressDisplay platform, yet

there are thousands more newspapers available electronically through these and other vendors, and we do not have a reliable way to measure the value of an individual newspaper to our campus. This analysis collected information on three factors, utility, cost, and quality, and both titles and vendors were ranked in each factor, with the next step to develop a weighted value algorithm to score titles and databases as a tool for collection development.

Utility was measured through reports of full-text article requests in 2012 and 2013. Cost information was collected through acquisitions data for the online newspapers and when possible compared with usage data. Quality was a more subjective metric taking into account quantitative factors such as national circulation statistics, local use patterns for certain newspapers, and importance and physical quality of certain titles and vendors as assessed by library faculty and staff.

Utility results revealed that a small number of titles drove the use for almost each of the vendors. In addition, many of the most-used titles appear to have been part of data mining activity, in particular titles from Newsbank Access World News. Several vendors included a large number of titles that were never used. Overall, EbscoHost had the highest usage of titles from the database, but out of a relatively small number of titles, while the percentage of titles used from Library PressDisplay was the lowest.

The availability of cost data that corresponded with the newspaper collection varied by vendor. When cost data corresponded with the usage information that we have, we were able to calculate cost based on usage. We would need additional information that is not currently available to be able to do this consistently across all titles and vendors.

The major factor for quality was national newspaper circulation statistics, but the study also found variation in the usage of titles at the university as compared to what might be expected from US national newspaper circulation statistics, likely due to regional considerations. The New York Times is an example of a high quality title with high local use, large national circulation and ranked high by library faculty.

The study also revealed some problems that would need to be remediated to fully compare online newspaper titles and collections, such as overlap in title lists. We also uncovered other variables that should be evaluated in our factors such as the impact of discovery and link resolver systems and ranking quality for more titles. Our next step is to use this information to develop a weighted value algorithm to rank titles and aggregators as a tool for collection development and recommend acquisition of new content.

*Kirk Hess is the Digital Humanities Specialist at the University Library at the University of Illinois Urbana-Champaign. He holds a MS in LIS from the University of Illinois Urbana-Champaign. His research interests include web analytics, natural language processing and newspaper digitization. Sarah Hoover is a graduate assistant in the History, Philosophy, and Newspaper Library at the University of Illinois at Urbana-Champaign. She is completing her MS in LIS from the University of Illinois at Urbana-Champaign in May 2014.*

## **Laying the Groundwork for a New Library Service: Scholar-Practitioner and Graduate Student Attitudes Toward Altmetrics and the Curation of Online Profiles**

Kathleen Reed (Vancouver Island University)

Dana McFarland (Vancouver Island University)

Rosie Croft (Royal Roads University)

**Purpose:** Until very recently measurement of scholarly influence was the exclusive domain of specialized citation indexing tools, relying principally on citations to articles published in select journals to construct an understanding of individual scholar reputation. Parallel developments in recent years have brought analytics and Internet search optimization tools to any savvy Internet user. These developments have given rise to altmetrics, the process of measuring scholarly impact via the social web instead of through traditional citations. The convergence of the tools and models of the past with the analytical tools of the online environment opens a space for innovation, and poses an interesting challenge for libraries to define a role. For librarians to assist scholar-practitioners and graduate students to find their way in this new altmetrics environment, more needs to be known about how these groups perceive and engage with the tools available to them. Our research explores this terrain, querying participants on what issues they face when trying to establish, grow, and/or measure a scholarly presence on the web, as well as how they negotiate these issues. From this we investigate ways for academic librarians to assist scholar-practitioners and students to create, discover, and manage elements of online reputation using traditional and emerging tools for measuring influence.

**Methods:** Semi-structured interviews occurred during winter and spring of 2013 with 22 scholar-practitioners and graduate students from two institutions: Royal Roads University and Vancouver Island University. Participants were chosen based on factors that included publication record, including both traditional and alternative channels of dissemination, and demonstrated interest in new modes of scholarly communication and networking. Participants were queried about their impressions of traditional scholarly metrics, engagement with altmetrics and social media, and opinions regarding academic library roles in providing services related to altmetrics and scholarly reputation. Participants were also shown the impact of their scholarly work using reports drawn from altmetrics tools, as available.

**Findings:** Researchers found that participants' attitudes toward altmetrics and potential library service in this area varied substantially based on stage of career, field of scholarly activity, institutional value placed on research and publishing in faculty role, in/formality of institutional promotion requirements, dependence on traditional impact measures to obtain and retain funding, time, awareness of tools, perceived readiness of tools, and disciplinary view of tools. All recognized value in looking at scholarly output in expanded ways and affirmed a role for the library. Based on responses, future services should be flexible and personalized to accommodate differences among disciplines and in academic rank.

Value: The opportunity for libraries going forward is to augment their existing role with respect to scholarly profile: providing access to and interpreting citation indexes, cited references, and the traditional scholarly publication cycle. The emerging scene challenges libraries to support scholar-practitioners and students to engage with a broader, volatile, and evolving environment in which much may be gained or forfeited depending on how reputation is curated. This presentation explores how libraries can best build a service to provide this support.

*Kathleen Reed's day job is Assessment & Data Librarian at Vancouver Island University. By night she's a scuba instructor and soon-to-be PhD candidate in Information Studies at Charles Sturt University, Australia. Her dissertation will explore the role of culture shock in information behaviors. Reach her at @kathleenreed or kathleen.reed@viu.ca. Dana McFarland is e-Resources Librarian at Vancouver Island University. You can contact her at @danamcfarland or dana.mcfarland@viu.ca. Rosie Croft is University Librarian at Royal Roads University in Victoria, BC. You can contact her at @rosielibrarian or rosie.croft@royalroads.ca.*

### **Altmetrics 101**

Mike Buschman (Plum Analytics)

What are people talking about when they say altmetrics? In this fast-paced presentation, Mike Buschman, a leading expert on altmetrics and research assessment and evaluation, will give a primer on altmetrics. After spending a brief time at this talk, you will walk away knowing what you need to know about altmetrics and assessing research in general.

*Mike Buschman is a librarian, who is passionate about libraries, scholarly research, and building great products. Mike is the co-founder of Plum Analytics, the provider of PlumX, a modern research evaluation product. Mike holds a BA from Emory University and an MLIS from the University of Washington iSchool.*

### **Usage Statistics of Electronic Resources: A Comparison of Vendor Supplied Usage Data**

Kanu Nagra (Borough of Manhattan Community College, CUNY)

The nature of library electronic resources and their patterns of access and use are evolving rapidly. The usage data available from vendors for e-resources is also evolving similar like e-resources and access patterns. In this environment it is very important for libraries to utilize E-metrics to evaluate different usage patterns to deploy available resources to benefit the user community. According to the Association of Research Libraries' (ARL) E-metrics Project in 2002, e-metrics is defined as measures of electronic resources. E-metrics help libraries to evaluate the use of electronic resources and services for collection development, to ascertain user perceptions and to utilize available funds competently. An important method to measure and evaluate electronic resources is through collection of usage statistics of e-resources. Usage statistics provide evidence based approach and support for effective collection development, price negotiation with vendors for subscriptions, in house decision making, promotion and communication of e-resources in institution etc. In addition, usage statistics provide a clear

measure to support funding requests made to accreditation boards, funding organizations and stakeholders to secure grants and donations for institution. The usage statistics for e-resources can be captured from multiple sources (web analytics, server logs, vendors, etc.). This project is focused on vendor supplied usage statistical reports. Vendors of electronic resources supply usage data in variety of categories and types using different local, national and international standards. Each type of report and standard has its own method and definition to quantify and present data. In this project and in the paper presentation, the investigator will present in-depth analysis and comparison of vendor supplied usage reports, type of reports available, data categories and definitions, access platforms, availability of reports for local, national and international standards, sufficiency of data and the extent of data mining possible in the 165 diverse electronic resources available to the Borough of Manhattan Community College (BMCC) in the City University of New York (CUNY). The outcome of this project is to build an open access one stop consultation source for librarians and professionals interested in planning, evaluating and collecting usage statistics for the practical assessment of electronic resources by their preferred criteria from vendor supplied reports. The investigator was awarded a research grant in 2013 from PSC CUNY Research Foundation to accomplish this goal and to participate in the ARL Assessment Conference as this conference is an important forum to learn, discuss, and collaborate and to know recent developments in the e-metrics field. The project work is near completion now. The investigator plans to continue updating this source after the completion of this project based on the availability of existing and future access to electronic resources available at the Borough of Manhattan Community College as well as future changes from vendors.

*Kanu A. Nagra, PhD, is Electronic Resources Librarian & Assistant Professor at the Borough of Manhattan Community College/CUNY. Her recent research articles were on e-metrics, e-books, online tutorials, institutional repositories and ubiquitous learning methods. Her current research focuses on enhancing discovery and use of electronic resources.*

### **Running the Numbers: Evaluating an E-Book Short-Term Loan Program for Cost-Effectiveness**

Brendan O'Connell (North Carolina State University)

John Vickery (North Carolina State University)

E-book vendors currently offer a number of options to libraries as alternatives to outright purchase of titles. Demand-Driven/Patron-Driven Acquisition (DDA) allows libraries to place e-book records in their catalog, only purchasing a title when it is "triggered" by a patron's use. Several major e-book vendors currently offer a Short Term Loan (STL) option as a modified version of DDA. For a percentage of the e-book purchase price, e-book loans can be triggered by patrons for periods of one day or seven days. After three STLs, an e-book purchase is automatically triggered at full price. Therefore, STL is only a cost-effective option for libraries when an e-book is triggered three times or fewer. North Carolina State University Libraries does not currently offer an STL option to our patrons, but we wanted to explore whether this

would be a cost-effective model for us. Using e-book DDA purchase reports and usage data from the last three years, we ran various hypothetical models using SAS statistical analysis software to find out if we would have saved money by utilizing STL as an alternative to DDA for these titles. Preliminary results of our investigation will be available in March 2014. As libraries move into complex new purchase and loan models for e-books, making data-informed collections decisions becomes increasingly important. Beyond the basic research question, broader issues about the quality and integrity of library digital resource utilization data remain of importance to us and applicable to other libraries. Libraries rely on vendors to provide usage data, but these data are frequently less granular and complete than necessary to make truly data-informed collections decisions. We will discuss the usefulness and limitations of usage data, as well as emerging practices at NCSU Libraries of using qualitative research data, such as user interviews and user testing, in assessing our collections.

*Brendan O'Connell is a current Library Fellow at North Carolina State University Libraries in Collection Management and User Experience. John Vickery is Collection Manager for Management and Social Sciences at North Carolina State University and a Certified SAS Professional.*

### **Shaping Collections in a Connected World: Collection Assessment Using Resource Sharing Data**

Sarah Tudesco (Yale University)

Facing lean collections budgets, library organizations are relying on resource sharing programs, like Borrow Direct, to meet the needs of patrons. Yale University Library has participated in Borrow Direct for over 14 years and our users borrow more materials than all the other participants. Yale is beginning the process of developing an assessment program, and the research related to Borrow Direct will be incorporated into the collection assessment program. The research will look at the requests placed by Yale patrons, examining the availability of the resource at the Yale University Library. Initial research shows that 70% of the material requested for the past three years is currently available in the Yale collections. The research will examine the availability at the time of the request. The report will also examine the subject range of materials requested by Yale patrons to see if there are any trends or gaps in current collections policies. The goal of the research is to develop a model to integrate collaborative borrowing data into collection assessment programs.

*Sarah Tudesco is the Assessment Librarian for Yale University Library. Prior to this position, she worked for the Harvard Library in a variety of roles, focusing on analytics and reporting from library systems. She is very interested in using data to help organizations tell their story.*

## Session 10: Collaboration

### Defining the Libraries' Role in Research: A Needs Assessment Case Study

Kathryn Crowe (University of North Carolina at Greensboro)

Michael Crumpton (University of North Carolina at Greensboro)

With funding agencies now requiring data management plans, the University of North Carolina at Greensboro, like many institutions, sought to respond to faculty needs. In addition, UNCG established a policy, "Access to and Retention of Research Data," in 2012 that requires faculty to store and share their research data. In order to respond successfully to these needs, the University Libraries partnered with Information Technology Services (ITS) and the Office of Research and Economic Development (ORED) to develop a needs assessment survey. We determined that collaboration was key because several units on campus support faculty research in different ways. The "UNCG Faculty Research Data Support Needs Survey" was administered to all faculty in spring 2013. It included questions on the format(s) of their research data, how they store and backup data, how they share/disseminate data, data management plans, and their priorities for support. The survey was completed by 160 faculty for a 13% response rate. The results indicated that the greatest need was data storage and automatic backup of all types of data (numerical, digital humanities, audio/video) and assistance with sharing and data management plans the second-greatest need. We also learned that most faculty were not following best practices for storing data and that faculty were not aware of current data sharing requirements. The survey helped identify priorities for resources. As follow up, the Libraries developed a Research Coordinator position to work with faculty on digital humanities and assistance with data management plans. The Libraries also provide social science data storage at no cost through the Odum Institute at UNC Chapel Hill. Data are accessible through the Libraries' institutional repository, NC DOCKS. In addition, we collaborated with ORED to provide the DMTool to researchers. This presentation will discuss the survey methodology, how the results were used to identify priorities, steps taken to address priorities, and the benefits of a cross-campus collaboration in an assessment project.

*Michael A. Crumpton is Assistant Dean for Administrative Services for the University Libraries at the University of North Carolina at Greensboro. He serves on UNCG's Research Advisory Committee.*

*Kathryn M. Crowe is Associate Dean for Public Services at the University of North Carolina at Greensboro. She supervises Reference and Instructional Services, Access Services, and the Music Library and also has overall responsibility for assessment.*

## What do Students Learn from Participation in an Undergraduate Research Journal? Results of an Assessment

Sharon Weiner (Purdue University)

Like an increasing number of academic libraries, Purdue University Libraries provides publishing support services to the Purdue community. In 2009, Purdue University Press had recently been moved into the Libraries, and there was enthusiasm about exploring new relationships which could combine the publishing skills of the Press with use of Purdue e-Pubs, the institutional repository platform that also featured powerful publishing features. Publishing an undergraduate research journal was particularly appealing because it connected the scholarly communication program of the Libraries with strategic goals around information literacy. There is evidence that undergraduate students benefit from engaging in research experiences, and writing and publishing study results is an integral part of the research process. The undergraduate research journal is a relatively new means for this scholarship dissemination. The Provost agreed to fund the journal, and the first annual volume of the *Journal of Purdue Undergraduate Research (JPUR)* (<http://docs.lib.purdue.edu/jpur/>) was published in August 2011. Articles or research snapshots have been authored or co-authored by 142 students for *JPUR*. An additional 29 students were members of the Student Editorial Board and mentored student authors. The Provost emphasized the need for the journal to include a strong assessment plan which would assess the degree to which the publication of the journal contributed to the success of Purdue students. The W. Wayne Booker Chair for Information Literacy was a member of the *JPUR* Advisory Board and developed the assessment plan. The journal's Faculty Advisory Board identified and implemented ways for the students who wanted to participate to be successful. These included: faculty mentors for students who submitted abstract proposals; peer mentors from the journal's Student Editorial Board; a web site populated with customized learning resources and "Tips for Authors"; and workshops on preparing submissions. This paper reports on a three-year assessment of the stated goals of the Journal of Purdue Undergraduate Research. The primary purpose of the journal was to benefit students through gains in learning. It was also to benefit faculty and administrators by providing a tool for undergraduate recruiting, outreach, and fundraising. Students and faculty were the stakeholder groups that participated in the multifaceted evaluation plan. The findings indicated that students did experience gains in learning as a result of writing an article, writing a research snapshot, or mentoring a student author. Because of their involvement with *JPUR*, student authors intended to publish articles in the future. *JPUR* influenced career decisions. Faculty were motivated to continue to act as mentors for undergraduate research. The journal is reaching a large and global audience. It is competitive with an overall acceptance rate of 52%. The paper concludes with recommendations for other institutions that are considering the establishment of an undergraduate research journal or that want to assess the student learning associated with one already established.

*Sharon Weiner is Professor and W. Wayne Booker Chair in Information Literacy at Purdue University and Vice-President of the National Forum on Information Literacy. She received her EdD in higher education leadership and policy studies from Vanderbilt University and MLS from the University at*

*Buffalo. Charles Watkinson is Director of Purdue University Press and Head of Scholarly Publishing Services in Purdue Libraries. He is a member of the Board of the Association of American University Presses, committee chair for the Society for Scholarly Publishing, and member of the Executive Group for the Library Publishing Coalition.*

### **Assessment in Action: High Impact Practices in Academic Libraries**

Kara Malenfant (Association of College and Research Libraries)

Karen Brown (Dominican University)

Academic librarians are connecting with campus partners in novel ways to question and discover how they bring value to their institutions. To foster these partnerships, the Association of College and Research Libraries (ACRL), with funding from the US Institute of Museum and Library Services, launched “Assessment in Action: Academic Libraries and Student Success” (AiA) to: 1) Develop academic librarians’ professional competencies needed to document and communicate the value of the academic library in relation to an institution’s goals for student learning and success. 2) Strengthen collaborative relationships with higher education stakeholders including campus faculty, faculty developers, and assessment officers. 3) Contribute to higher education assessment by creating approaches, strategies, and practices that document the contribution of academic libraries. The three-year AiA program (ACRL, 2012b) is helping 300 postsecondary institutions of all types develop campus partnerships to create the engaged library of the future. Its design is based on input from two invitational summits (ACRL, 2012a) initiated in response to recommendations (ACRL, 2010) to build librarians’ capacity in this area. Each selected institution has a team with a librarian and at least two people from other campus units. The librarians are participating in a formal 14-month professional development program and are leading their campus teams in developing and implementing action-learning projects which examine the impact of the library on student learning and success. The action-learning projects consider different aspects of the academic library (e.g., collections, space, instruction, reference, etc.) and their relationship to student learning (e.g., course, program, or degree learning outcomes) and/or success (e.g., student retention, completion, or persistence). Many projects will be replicable at other libraries or contain elements which will be transferable to other settings. This paper will present a preliminary analysis and synthesis of project reports from the first 75 institutions to participate (April 2013–June 2014). Individual project reports will be disseminated in fall 2014, along with the summary report, for use by the wider academic library and higher education communities. This session will briefly describe the AiA program and then present initial work by the project analyst on the summary report. Learn about the questions teams explored, methods they used, and evidence they gathered. Hear how projects contributed to current, past, or future assessment activities on their campuses. Find out about the process of leading an assessment project with a campus team, i.e., what contributed to success, how librarian team leaders resolved problems or delays, and what factors contributed to a positive campus team experience. References: ACRL, *Value of Academic Libraries: A Comprehensive Research Review and Report*, researched by Megan Oakleaf (Chicago: Association of College and Research Libraries,

2010), <http://www.acrl.ala.org/value>. ACRL, *Connect, Collaborate, and Communicate: A Report from the Value of Academic Libraries Summits*, prepared by Karen Brown and Kara J. Malenfant (Chicago: Association of College and Research Libraries, 2012a), <http://www.acrl.ala.org/value>. ACRL, "ACRL Awarded Second IMLS Grant to Build Profession's Capacity to Demonstrate Value" (Chicago: Association of College and Research Libraries, 2012b), <http://www.acrl.ala.org/acrlinsider/archives/5817>.

*Kara Malenfant coordinates ACRL's government relations, scholarly communication, and Value of Academic Libraries initiatives, and she provides consulting services on organizational development. Kara began her position at ACRL in fall of 2005, after working for 6 years at DePaul University Libraries in Chicago and in the non-profit sector prior. Karen Brown teaches at Dominican University GSLIS in the areas of literacy and instruction, foundations of the profession, collection management, and strategic communication and leadership. For ACRL, Brown serves as the "Assessment in Action" project analyst. She has held numerous academic library positions that included project management, planning and assessment.*

### **Time Lords of Instruction: Knowing When to Teach Specific IL Skills in a Major Program from Student & Instructor Feedback**

Ashley Ireland (Murray State University)

Adam Murray (Murray State University)

**Purpose:** The purpose of this project was to contribute to the growing body of correlational research between known library use and student retention. The Murray State project is built similarly to studies conducted at the University of Minnesota and (Australia), however it is unique in that it includes a number of additional library use elements at a regional public institution. Known library use included common metrics such as circulations, enrollment in the credit-bearing information literacy course, and use of interlibrary loan. Other metrics included Writing and Communication Center appointments (both centers housed within MSU Library), enrollment in courses that participated in library/information literacy instruction, computer lab logins, and proxy logins for electronic resources. This project furthers current research by capturing time of library use as a data element, allowing for the calculation of correlations between when individuals used the library and their retention into the second year. Additionally, the predictive capability of this model is strengthened by self-reported social and academic integration/engagement data collected through the MAPS-Works system. This project is being conducted as part of the ACRL's Assessment in Action pilot program.

**Design/Methodology/Approach:** This study involved combining individual library user data into a single dataset, which was then matched with institutional data extracted by Murray State University's Registrar. Library use data for each of MSU's approximately 11,000 enrolled students was extracted from the integrated library system, the proxy server, ILLiad, a computer lab management system, and Educational Benchmarking Inc.'s MAP-Works platform, a computer lab management system. The Assessment in Action team is working with a

statistician to analyze the dataset, controlling for demographics and outliers, to find specific library use within specific months that are predictive trends for student retention.

Findings: As part of the Assessment in Action timeline, all data points have been gathered and are being matched on the MSU student identification number. Statistical analysis testing will be completed in March.

Practical implications/Value: The impact of this study will largely be its contribution to the correlational research that suggests the very specific value of libraries with regard to student retention. Facing such pressures as shrinking budgets, performance-based funding models, and assessments from accrediting agencies and institutional constituencies, libraries must be able to clearly demonstrate the connection between dollars spent on library services and resources to student success indicators and other metrics of institutional relevance. Such data not only highlights the potential for library impact on student success, it also allows for the development of predictive models to proactively assist institutions in retaining students.

*Ashley Ireland is the Director of User & Instruction Services at Murray State University Libraries. Formerly, she was the Research & Instruction Librarian for the sciences. She was awarded the 2013 Outstanding Researcher award for MSU Libraries, and has attended the ACRL Immersion program. She is currently on the university-wide Assessment Committee. Adam Murray serves as Dean of Libraries at Murray State University. He is also co-director and primary author of MSU's Quality Enhancement Plan, a university-wide, assessment-based initiative required by the Southern Association of Colleges and Schools. Adam will complete a Doctorate of Education in educational leadership in May 2014.*

### **Assessing Argument, Critical Thinking and Information Literacy Learning Outcomes**

Sharon Radcliff (California State University, East Bay)

Elise (Yi-Ling) Wong (Saint Mary's College of California)

The ability to understand more than one point of view and critique and create arguments is a widely accepted learning outcome for any student engaged in a liberal arts education. As Gerald Graff states: "This argument literacy, the ability to listen, summarize, and respond, is rightly viewed as central to being educated." (Graff, 2003, p. 3). But how does this learning take place? Often, English Composition and/or critical thinking faculty teaching first year composition or first-year critical thinking classes (either stand alone or as part of a first year learning community) are asked to take responsibility for it. This presentation describes results from two research studies at different institutions that assessed argument, critical thinking and information literacy learning outcomes by analyzing student papers and student reflections on their research process. One study which was part of ACRL's first "Assessment in Action" cohort was completed at a small liberal arts college and sought to strengthen the connection between English Composition learning outcomes and those of the library's instruction program to positively impact student success. In this study, researchers compared and assessed how well students met learning outcomes when in composition classes receiving either the traditional or experimental information literacy instruction. Researchers attempted to answer two related

questions: 1) How effective were the traditional information literacy sessions in helping students meet the research and argument related learning outcomes of English Composition? 2) Does the experimental session have any effect building students' critical thinking skills to: seek and identify confirming and opposing evidence relevant to original and existing theses? The experimental instruction, which incorporated instruction in argument analysis using the Toulmin method, (Toulmin 2003/1958) focused on the following learning outcome addressed primarily in Composition 4 courses, but assumed in Composition 5:

- Seek and identify confirming and opposing evidence relevant to original and existing theses.

The other study was completed at a medium-sized state college in a two-unit information literacy course taught as part of the first-year experience learning community, which also included linked general education and writing courses. In this study, the researcher adapted and used the experimental session, which incorporated instruction in recognizing bias, finding alternative viewpoints and analyzing and evaluating articles based on the Toulmin model; then evaluated how well the relevant learning outcomes were met by doing a content analysis on students' short papers, annotated bibliographies and reflections on their research process. Researchers will present and compare the quantitative and qualitative results from both studies along with baseline results from two standardized information literacy assessment tests, used at each institution. Researchers will report on how results can be used to bring about positive change for student learning and will provide a review of relevant literature.

References: Graff, G., *Clueless in the Academe: How schooling obscures the life of the mind* (New Haven: Yale University Press, 2003). Toulmin, S.E., *The Uses of Argument*, Updated Edition (Cambridge: Press Syndicate of the University of Cambridge, 2003/1958).

*Sharon Radcliff is the Business and Economics Librarian at CSU East Bay and teaches English at Ohlone College. She has designed several collaborative assessment projects in English Composition and Information Literacy. One of her main research interests is in the interplay between argument, critical thinking, composition and information literacy instruction and learning. Elise Y Wong is a cataloging and reference librarian at Saint Mary's College of California. She is also the subject selector for Art and Modern Languages Departments in the areas of instruction and collection development. Her article, "Cataloging Then, Now, and Tomorrow" was published in American Libraries Magazine in 2012.*

## **Assessment in Action: A Journey through Campus Collaboration, a Learning Community, and Research Design**

Mary O’Kelly (Grand Valley State University)

Amy Stewart-Mailhiot (Pacific Lutheran University)

Leo Lo (Kansas State University)

Danielle Theiss (Rockhurst University)

Members of the first cohort (2014) of the Association of College and Research Libraries’ Assessment in Action (AiA) learning community share the impact of the program on library and university assessment initiatives. Speakers will highlight best practices and practical lessons learned through the lens of their specific AiA research projects and outcomes. The lightning round will offer practical techniques for developing a sustainable assessment project, tools and best practices for managing the project, and lessons learned from their own experiences. Participants attending this innovative and pragmatic session will gain an understanding of how the AiA program could benefit their institution and learn from examples of effective and challenging cross-campus collaborative assessment projects.

*Danielle Theiss (Lightning Round Chair) is the Research, Learning and Assessment Services Librarian at Rockhurst University’s Greenleaf Library in Kansas City, Missouri. Prior to coming to Rockhurst in 2010, she worked as the General Reference Coordinator at K-State Libraries at Kansas State University. Learn more about Danielle: <http://libguides.rockhurst.edu/DanielleTheiss>. Mary O’Kelly is the Head of Instructional Services for the University Libraries at Grand Valley State University, which has a student population of nearly 25,000. Before academic librarianship Mary worked for Learning Point Associates (now American Institutes for Research), an education research company in Chicago. Amy Stewart-Mailhiot serves as the Information Literacy Instruction Coordinator at Pacific Lutheran University in Tacoma, Washington. Before arriving at PLU in 2010, she worked at Vanderbilt University’s Central Library as a Government Information Librarian and as the Sociology & Psychology Bibliographer. Leo Lo (Lightning Round Speaker Introducer) is Research and Development Librarian and Assistant Professor at the K-State Libraries, Kansas State University ([leolo@k-state.edu](mailto:leolo@k-state.edu)).*

## Session 11: Surveys

### Don't Just Collect the Data! Closing the Loop with User Surveys

Lisa Hinchliffe (University of Illinois)

Elizabeth Edwards Assessment Librarian University of Chicago  
 Heather Gendron Assessment Coordinator, University Library/Head, Sloane Art Library University of North Carolina-Chapel Hill  
 Eric Ackermann Head of Reference Services and Library Assessment Radford University

Libraries commonly conduct user surveys in order to gather information about user practices, preferences, and satisfaction. Such surveys can be locally developed or outsourced under contract (e.g., LibQUAL+®, ITHAKA, MISO, etc.) and may be focused on interactions with the library specifically or on the information environment more generally as well. Given that user surveys are often expensive and time-consuming to conduct, it is wasteful if the data that is collected is not used. Unfortunately, many times survey data does not appear to be “actionable” and so the final outcome of a survey project is a report of the data that gets filed rather than a set of actions that get taken. This panel is designed to identify best practices in “closing the loop” with survey data so that the investments made in user surveys result in valuable outcomes and impacts for library users. User survey approaches represented by panel members include:

- Longitudinal data gathering through multiple deployments of the same survey instrument
- Targeted selection and deployment to serve decision-making in a strategic initiative, and
- Meta-analysis of multiple surveys through retrospective mapping and re-analysis.
- Thematic analysis across multiple survey instruments on a single aspect of user experience and preference.
- Building on standard reports from contracted surveys with local detailed analysis.

This panel will interest the library leader who is faced with deciding whether to conduct a user survey and, if so, what approach would be most beneficial as well as front-line practitioners wanting to make productive use of survey data that are available. Panelists have experience conducted some of the most prominent surveys available under contract as well as developing and deploying local instruments. The panelists will discuss strategies for selecting a survey type (e.g., local/contracted, one-time/longitudinal, etc.), planning survey dissemination and data collection, choosing approaches to dissecting the findings and identifying future actions, articulating respective roles of assessment coordinators/committee and library administration/governance groups, and developing a framework for connecting results to strategic and operational planning.

*Lisa Janicke Hinchliffe is Professor/Coordinator for Information Literacy Services and Instruction at the University of Illinois at Urbana-Champaign. At Illinois, she has assisted in administering three locally developed user surveys, LibQUAL+ (twice), and the Ithaka Faculty Survey in the Library and advised on*

*surveys conducted by other campus units. Elizabeth Edwards is Assessment Librarian at the University of Chicago. In this role, she has facilitated the design, administration, and analysis of a locally developed user survey, and is currently leading a year-long project synthesizing user surveys and other user data with the aim of informing strategic planning. Heather Gendron is Assessment Coordinator, University Library, and Head, Sloane Art Library, at University of North Carolina-Chapel Hill and graduate of the ARL 2012 Research Libraries Leadership Fellows program. She leads the libraries in assessment for strategic planning, design of user-focused services, students' information literacy skill-building, and space planning. Eric Ackermann is the Head of Reference Services and Library Assessment at Radford University's McConnell Library. To date he has administered five iterations of the LibQUAL+ survey and helped beta test LibQUAL+ Lite® and LibQUAL Triads® as well as facilitating the ongoing development of local instruction and reference assessment protocols.*

### **Beyond the Survey: Follow Up**

Emily Daly (Duke University)

Duke University Libraries' staff embarked on a large collaborative effort and created a survey to gather feedback about current and future library services, collections, and spaces. In order to maintain collaboration, accessibility, and organization of responses, the data was made accessible through a data visualization software for staff to control and review what would be most relevant in their areas. Then meetings and presentations were scheduled with staff from various departments to discuss their ideas and suggestions for future projects. In addition, workshops were made available for analysis assistance. The ultimate goal is to utilize survey responses and maintain a collaborative to refine library services, spaces and collection in a timely manner.

*Emily Daly, Head of the User Experience Department at Duke University Libraries and the Librarian for Education in Perkins Library. Emily received a BA in English/secondary education from N.C. State and an MS in library science from UNC-Chapel Hill and has worked at Duke Libraries in instruction & outreach, user experience, and assessment since 2007.*

### **The Ithaka S+R Local Surveys of Students and Faculty across Different Institutional Contexts**

Roger Schonfeld (Ithaka S+R)

Andrew Asher (Indiana University)

Heather Gendron (University of North Carolina Chapel Hill)

Ithaka S+R has developed its local surveys, covering faculty members and now students alike, in response to the increasing interest of library managers in making evidence-based plans and decisions. These local surveys are designed to help libraries gain better insight into the perceptions of faculty members and students as you make strategic decisions for the future direction of your institution. Broadly, key issues covered include: research and information-usage practices; the value of different aspects of the undergraduate experience; instruction and

coursework; and the perceived role and value of the academic library. Now that these surveys have been run locally at approximately three dozen colleges and universities, we are beginning to establish the basis for analyzing how these populations differ on these key strategic issues. The purpose of this panel session is to analyze noticeable differences, or surprising similarities, that have emerged from experiences to date with the Ithaka S+R local surveys. The panel will cover two important types of differences:

- First, differences between faculty members and students, both undergraduates and graduate students, on research and information-usage practices, and the perceived role and value of the academic library.
- Second, differences within each of these two populations across different universities and colleges, on topics such as research methods and discovery practices, where institutional setting impacts responses.

While institutional differences will be explored broadly, we will focus especially on the experience of two large public research-intensive universities, Indiana University and UNC Chapel Hill, each of which has already completed or is committed to completing by May 2014 both the faculty and student surveys. Our panel will start with Roger C. Schonfeld of Ithaka S+R, who will present findings on differences between students and faculty members and some broad differences across institution types (research universities, teaching institutions, etc.). Then, Andrew Asher of Indiana University and Heather Gendron of UNC Chapel Hill, will each present on some of the surprising similarities or noticeable differences in their findings and some specific aspects of their institutional contexts that may help to explain these. Panel discussion will focus on some of the research questions that our analysis may raise for the library assessment community. In addition to panel discussion, we will ensure significant time for Q&A and discussion with all attendees. This session will be valuable for librarians interested in the practical question of how best to focus their assessment strategy to maximize its local impact in understanding their institution's unique positioning.

*Andrew Asher is the Assessment Librarian at Indiana University Bloomington, where he leads the libraries' qualitative and quantitative assessment programs and conducts research on the information practices of students and faculty. Asher's most recent projects have examined how "discovery" search tools influence undergraduates' research processes, and how university researchers manage, utilize, and preserve their research data. Heather Gendron is Assessment Coordinator for the University Library and Head of the Sloane Art Library at UNC Chapel Hill. She leads the libraries in assessment for strategic planning, the design of user-focused services, students' information literacy skill-building, and space planning. She is a 2012 graduate of the ARL Research Libraries Leadership Fellows program. Roger Schonfeld is Program Director for Libraries, Users, and Scholarly Practices at Ithaka S+R. There, he leads internationally recognized surveys of faculty members, librarians, and students, while also managing research and consulting projects in library collections and preservation; research support services; discovery patterns; and special collections strategy. Roger previously worked for The Andrew W. Mellon Foundation.*

## **There is a Method to This Madness! Survey Methodology for Increased Response Rates**

Alisa Rod (Ithaka S+R)

Debbie McMahon (Baylor University)

Surveys have become so commonplace that it's easy to neglect good methodology and good survey construction. When Alisa Rod and I, two survey methodologists with a passion for this work, aligned behind the Ithaka S+R Baylor faculty survey, magic happened. Online surveys are certainly thought to be the least expensive and easiest way to get answers, but response rates are dropping every year. Reliable results are hard to come by if response rates are low. As response rates decline, the likelihood of non-response bias rises. The effort involved in using good methodology and a little creativity pays off in better numbers and in more reliable results. I will present the detailed methodology, tailored to the library environment, that was successful in getting one of the highest response rates in the fall fielding of the Ithaka S+R survey. The only university with a higher response rate used the same combination of time tested methods and creativity. Alisa Rod will discuss methodology and results from her birds-eye view as the Ithaka survey coordinator.

*Debbie McMahon is the first Coordinator of Assessment & Program Improvement at Baylor University Libraries. She stays busy wading through loads of data and facilitating assessment wherever she can get a toehold. She holds a doctorate in sociology from Baylor University, with an emphasis in survey methodology and statistics. Alisa Rod is the Survey Coordinator at Ithaka S+R, where she leads survey projects as part of the team conducting internationally recognized survey research on libraries, users, and scholarly practices. She holds a doctorate in political science from the University of California, Santa Barbara.*

## **Session 12: Data**

### **Halt! Who Goes There? Assessing Library Use with Turnstile Data**

Susan Bailey (Emory University)

Megan Slemmons (Emory University)

Introduction: Emory University's Robert W. Woodruff Library collects data about its users via ID card swipes at entry turnstiles. This rich data, however, has not been explored in depth. Only this year has the library been able to connect the card swipe data to demographic data for further analysis. This project involves developing a process for collecting and analyzing this valuable data and presenting the results in a way that can enable data-driven decision making.

Purpose: We can use this data to better understand our users, which allows for intelligent, data-driven planning for services, staffing, and outreach.

**Approach:** Completion of this project will require collaboration between librarians and IT professionals. To realize the full potential of this data, we will explore options to identify the most effective program or tool to analyze and present the data, including developing an approach to input the data into LibPAS, a library statistics management program. We will then be able to effectively analyze and interpret the data and generate useful reports.

**Potential Findings:** Reports of library use can be provided at least quarterly that will describe building entry at a granular level, including such items as school, department, major, and student/faculty status. This will provide insight into library use variations between different groups and at different times.

**Practical Implications and Value:** Value to the assessment community is to see the steps and understand the process involved in getting and analyzing the data. For other libraries as for Emory, it may be a lengthy process to gain access to other institutional data, and another process to determine what to do with the data once received. The value of these reports for the Emory libraries will be the detailed insight into the Woodruff Library's users (and by inference, non-users). Librarians can then not only adapt staffing and programming, but also outreach initiatives. The process could be taken further by meeting with departments to understand the motivations behind their use or non-use, and what services, collections, or events motivate or could change their behavior. Another potential finding for this project is to explore how much detail is really useful to capture and report. We will analyze our findings and try to determine if increased detail increases knowledge of our users.

*Susan Bailey became Library Assessment Coordinator in Emory's Main Library in September 2005. Her previous experience in academic libraries includes management positions in cataloging and general technical services. Megan Slemons is a Research Library Fellow with the Emory Center for Digital Scholarship, specializing in geospatial support and services. She graduated in May 2013 with her MSLS from UNC Chapel Hill. She completed a secondary assignment with Susan Bailey focusing on assessment initiatives at Emory University's Woodruff Library.*

### **Expressing Library Value in a Changing Budget Climate**

Chad Boeninger (Ohio University)

Deborah Daniels (Ohio University)

Jeffrey Ferrier (Ohio University)

Sara Harrington (Ohio University)

Janet Hulm (Ohio University)

The purpose of this project was to analyze and express the value of an academic research library on a campus moving to a new budgeting system, one that places greater expectations of accountability on the library. In 2013, Ohio University migrated to a Responsibility Centered

Management (RCM) model. This decentralized approach to budgeting gives greater authority over resource decisions to academic colleges and the deans and faculty who lead them. In this system, university centers, such as the library, that do not generate revenue sufficient to cover costs, receive funding through the contributions of revenue-generating centers such as academic colleges. For this reason, libraries operating in a RCM model must fully assess and understand expenditures in order to be able to effectively communicate the value of the library to the academic colleges the library serves, as well as to the larger campus community. The presenters served on a task force—formed in response to the Ohio University Libraries strategic plan as well as the implementation of RCM—charged with assessing and demonstrating the value of the Libraries' collections and materials, staff, and services for each academic college. The design of the task force's study used data such as acquisitions allocations, college FTEs, use of group study rooms and print services, as well as other measures including ARL salary data, to emerge with a college-by-college analysis of Libraries' expenditures and value. Employing market price calculations for the value of collections, facilities, staffing, and services, the task force found the average total value returned on investment to each college by the Libraries exceeded the contribution of the colleges by 50%.

The proposed paper contributes to the body of knowledge in the field in a number of ways. First, the results of this study are highly practical. The task force employed data that is available on most campuses, rather than relying on new or difficult-to-compile data sets. Using such data, the study can be replicated annually. Furthermore, the study approach can be modified based on size of the campus, and the library, in question. Other libraries may therefore be able to glean possible approaches in order to replicate, extend, and expand the exploration of value. Second, the study fills a gap in the literature. The literature on RCM is dominated by the faculty authors, and often adopts the perspective of revenue-generating centers. Likewise, the library literature exhibits a dearth of material on measuring the expenditure values of academic libraries. Finally, the study reflects the changing expectations surrounding accountability for libraries as well as the shifting roles of librarians. Librarians are increasingly attempting to forge evolving partnerships with faculty, which necessitates a greater awareness on the part of liaisons as to what academic colleges contribute to the libraries, as well as what faculty demands and expectations might be in the future. Finally, this presentation will explore how libraries might best share and express this value to a range of campus communities and audiences.

*Chad F. Boeninger is the Head of Reference and Business Librarian at Ohio University's Alden Library. He is passionate about enhancing the patron user experience through creative uses of library space and technology, while also demonstrating the value of librarians as essential resources to the campus community. Deborah Daniels is the Business Unit Manager & Analyst for Ohio University Libraries. She is responsible for the RCM budgeting process for the Libraries and coordinates all statistical reporting, including ARL statistics. She earned the BEd in Art Education from Indiana University of Pennsylvania and MLIS from Kent State University. Jeffrey Ferrier is Curator of the Center for International Collections at Ohio University Libraries. He also serves as the subject librarian for both Asian Studies and Latin American Studies and is responsible for developing the relevant library collections and assisting faculty and students with their research related to these regions. Sara*

*Harrington is the Head of Arts and Archives at Ohio University Libraries, overseeing the Mahn Center for Archives and Special Collections, Harris Fine Arts Library, and the Music and Dance Library. She holds an MLS and a PhD in Art History, both from Rutgers University. Janet Hulm, Head of Acquisitions and Resources Sharing, has worked in some capacity with acquisitions for 17 years at Antioch College, University of Iowa, and, currently, Ohio University. She earned her MLS at Kent State University.*

### **Thunderstruck! An “En-Lightning” Look at Recharging Existing Library Data to Electrify University Administration**

Allison Brungard (Duquesne University)

David A. Nolfi (Duquesne University)

Marcia E. Rapchak (Duquesne University)

Bridget Euliano (Duquesne University)

Tracie J. Ballock (Duquesne University)

Joseph Nelson (Duquesne University)

**Purpose:** Duquesne University consistently ranks among the nation’s top Catholic research universities, but how do its libraries measure up against peer institutions? This lightning presentation seeks to demonstrate through energizing visuals that library and information related trends among peer institutions can provide a frame of reference for university administrators. Libraries consistently collect and report statistics; however, much of this data barely makes a rumble outside of the building. The authors show that libraries can recharge standard assessment data to generate striking information at the institutional level, thus getting the attention of university administrators.

**Design/Methodology/Approach:** The Library Assessment Coordinator used data from the ACRL and NCES Academic Libraries surveys from 2012 to compare Duquesne libraries with libraries from 13 Catholic doctoral research institutions chosen by administrators and routinely used for benchmarking. Categories explored included Collections, Total Expenditures and Staff, Services and Collection Circulation, and Doctoral Degrees.

**Findings:** The data was presented to match the university fact book in layout, formatting, color, etc., to emphasize that it was part of the larger body of comparison data. The charts emphasized indicators that administrators value, such as a collection size and expenditures versus number of degrees awarded. One shocking finding is that Duquesne ranks low in salaries/wages and in the ratio of library staff per student, but high in the number of reference questions answered and instruction sessions taught. This positively highlights staff productivity, but also illuminates some deficiencies. In other words, we do more with less. Examining where and how much money is spent at other institutions in a side-by-side comparison is revealing. Compared

to like institutions, Duquesne ranks third in the number of doctoral degrees awarded, but next-to-last in terms of expenditures per doctoral student.

**Practical Implications/Value:** This project enabled the library to amp up relationships with other campus units such as Academic Affairs and the Office of Institutional Research. Working on assessment at the institutional level facilitates collaboration among all assessment professionals. There is more potential for partnerships and repurposing this data as librarians interact with other groups such as the Retention Data and Enrollment Management teams. Another benefit is that since we are already collecting the data there is no monetary cost and little time involved with the project. The standardized data lends itself to longitudinal benchmarking.

Improvements or deficiencies can be clearly tracked over time. Past LibQUAL+® results indicate that programs having the most interaction with the library experienced the highest levels of satisfaction. Now we can show administrators that we teach more instruction sessions than our peers, while also sparking discussion about collection expenditures and librarian salaries.

**Conclusion:** Used discriminatingly, otherwise mundane reports, such as ACRL and NCES, can shock administrators into recognizing that the library is an essential indicator of a university's strength. Reframing existing library data within a larger context provides a sustainable (sizzling!!), effective (boom!!) and easy (zap!!) way for inviting university administrators to the table and ultimately emphasizes the scope of the research library's role in the university's overall assessment.

*Allison Brungard is a Reference and Instruction Librarian at Duquesne University. She developed a graduate student orientation program and is the liaison to the sciences. Allison is a member of the library's assessment committee, the University Academic Sustainability Committee, and has participated in ACRL's Institute for Information Literacy. David Nolfi is the Health Sciences Librarian/Library Assessment Coordinator at Duquesne University's Gumberg Library. He co-chairs the university learning assessment committee and leads efforts in student and alumni assessment. His research interests include nursing ETDs, LibQUAL+, and electronic collection assessment. David currently chairs the Medical Library Association's Mid-Atlantic Chapter. Marcia Rapchak is the Instruction Librarian at Duquesne University where she coordinates instruction efforts at Gumberg Library. Her other duties include reference services, outreach, and collection development. She serves on the library's assessment committee and the university's information literacy committee. Previously, she was lecturer at the University of Kentucky. Bridget Euliano is the Acquisitions Librarian at Duquesne University. She manages the Acquisitions Department and oversees the library materials budget. She also handles the licensing of electronic resources for the library. She serves on the library's assessment committee and the University Library Committee. Bridget is the current Vice-Chair of NASIG's Evaluation and Assessment Committee. Tracie Ballock is the head of Collection Management at Duquesne University. She leads the Acquisitions Department, Serials/Electronic Resources and all collection development functions. Tracie participates in the library's assessment committee, the University Graduate Council, as well as the PALCI Cooperative Collection Development Committee. She also chairs the library liaison committee. Joe Nelson works as Circulation Manager of the Gumberg Library at Duquesne University and serves on the library's assessment and safety committees.*

## **Data Management—It's for Libraries Too!**

Monena Hall (Virginia Tech)

Andi Ogier, Data Science Librarian and Informatics Librarian, Virginia Tech

Tracy Gilmore, Collections Assessment Librarian, Virginia Tech

Connie Stovall, Assistant Director for Collection Assessment, Virginia Tech

**Purpose:** As many academic libraries work to develop data services units to address the data needs of campus stakeholders, one early, natural avenue for testing these services lies within the library itself. During the summer of 2013, a small team of librarians endeavored to test a major data audit methodology on internal library data in order to determine both the viability of the methodology as an assessment tool and as a way to audit workflows for internal data processing, naming, documenting and storage. The librarians also wanted to determine whether an inter-departmental Assessment Working Group was necessary in order to better understand available library data and its usefulness across departments.

**Design/methodology/approach:** Using the Data Asset Framework (DAF) Methodology, developed by the Humanities Advanced Technology and Information Institute (HATII) at the University of Glasgow, the team (which later formed into the Assessment Working Group) interviewed key library stakeholders from electronic resources and collections and created a robust list of data assets from those departments according to the DAF guidelines. Through the establishment of a business case and an interview protocol, the DAF Methodology allowed exploration of an institution in order to determine the types of data currently held, who manages the data, and its importance. This in turn allows institutions to consider long-term storage and archival needs of institutional data resources. The same small team, composed of librarians from public services and assessment, data services, collection management and technical services, is currently using the same methodology to audit library data in a holistic fashion.

**Potential findings:** The formation of the Assessment Working Group and its focus on multiple spheres of library data revealed library department silos, such as circulation and collection management, that have use for data generated by other departments. Circulation data stored by user type and subject classification proved to be incredibly useful to our collections management team who use this usage data to determine the purchase of new materials and weed the collection. Documenting, managing, storing and offering easy internal access to these data will assist with reporting, assessing, and creating vital return on investment metrics.

**Practical implications/value:** Authors will present a case study explaining how we conducted an internal data audit, including garnering stakeholder buy-in, spreadsheet management, and how we tied the audit to the library's assessment activities and strategic plan. Beginning with one department or unit proved an effective tactic within the methodology deployment, especially given the need for a well-crafted business case for stakeholder buy-in; conducting an internal

data audit could prove to be a testing ground for considering and deploying data services to an external community.

*Monena Hall is Learning Commons and Assessment Librarian at the University Libraries at Virginia Tech. Monena is committed to improving services in the library and community through discovery and evidence based data. Her research interests include transforming library spaces to enhance collaboration and enhancing data collection to improve student experiences. Tracy Gilmore is the Collections Assessment Librarian at the University Libraries at Virginia Tech. Tracy collaborates extensively within the library community to establish strategies and best practices for developing, maintaining, and assessing print and digital library collections. Her current research interests include Summon and Demand Driven Acquisitions usability and usage. Andi Ogier is the Data Science and Informatics Librarian in the Center for Digital Research and Scholarship, Virginia Tech Libraries. She directs the library's efforts to develop a comprehensive data literacy program and also consults on data science and digital curation and participates in research environmental assessments and technology development projects. Connie Stovall is the Assistant Director for Collection Management at Virginia Tech. She directs the collection and analysis of data related to collections, in addition to leading efforts at her institution to work with state and regional libraries to build shared collections. Her current research includes shared collections and collection analysis.*

### **What do University Rankings Tell Us about Perceptions of Library Value?**

Brian Jackson (Mount Royal University)

**Purpose:** Despite their weaknesses, university rankings are increasingly influential of higher education policies and goals (Hazelkorn, 2011). Academic libraries, though, are seldom evaluated directly within rankings. The few national ranking systems that include measures specific to libraries present basic input measures and student survey results as indicators of library quality. At a time in which libraries are gathering evidence of their value, rankings may be misrepresenting or ignoring the importance of the library to the institution. This paper will explore the inclusion and exclusion of libraries in university ranking systems and possible impacts of rankings on perceptions of library value among current and potential stakeholders in the higher education community. The author will also offer observations and recommendations concerning the benefits and drawbacks of library involvement in university rankings.

**Design/Methodology/Approach:** The central methodology of this paper is a survey of media and government based university ranking systems in the United States, the United Kingdom, Canada, and Australia that focuses on the use of indicators related to libraries as measures or partial measures of university quality. Working from previous research that links measures of library services with ranking indicators (Jackson, 2013; Oppenheim and Stuart, 2004; Weiner, 2009; Mezick, 2007), the author will explore the implications of both inclusion and exclusion of libraries in university rankings.

**Findings:** While the two most widely circulated media-based ranking systems in Canada include categories related to libraries, few national ranking publications in the three other

countries under study include library measures as standalone factors in university rank. Of those systems that include libraries, scores or ranks are based on either general student satisfaction, as determined by surveys, or input measures of print collections and library budgets. Indirect ranking indicators related to libraries most frequently measure total or per student funding of academic services, which encompasses library funding. Publications that include these indicators for libraries must base their methodology on at least one of three assumptions—that students' overall satisfaction with the library can suitably inform other stakeholders of the library's quality, that the size of a library's budget is related to the quality of its outputs and outcomes, or that print collections are the dominant means by which libraries support research, teaching, and learning. These assumptions are easily challenged, but in doing so we must explain our disagreement with the methodologies or notion of rankings, demonstrate the library's contribution to existing indicators, as some researchers have done regarding university reputation (Weiner, 2009), student retention (Mezick, 2007), and research (Noh, 2012), or provide meaningful and practical alternative indicators. Depending on the objectives of the ranking, alternative indicators may include library staff to student ratios, measures of library space, and contact hours between professional staff and students or faculty, among others.

**Practical Implications/Value:** As academic libraries strive to convey their value, it is important that they understand how library quality is measured and portrayed by external bodies. While a library's value goes well beyond its rank, an ability to discuss both the library's contribution to existing indicators and useful alternative measures in the context of rankings can assist librarians' efforts to demonstrate library value to stakeholders on and off campus.

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*Brian Jackson is a librarian and assistant professor at Mount Royal University in Calgary, Alberta. He is currently responsible for library assessment planning and data/GIS services. Brian is also part of the university-wide Assessment Seminar team.*

## Using Library and University Statistics to Create an Effective Funding Narrative

Brian Keith (University of Florida)

**Overview:** The presentation covers the statistical resources available to libraries and analytical methodologies used by the University of Florida libraries to produce an effective budget narrative. The discussion explains how these methodologies were developed and the validity and persuasiveness of the findings. In that these methods are transferable to other institutions and can be adapted to the particulars of their situation, they can be equally effective for other libraries to communicate their financial circumstances to stakeholders. Background Universities continue to face fiscal crises and pressures to operate more efficiently. Many are attempting to adopt budgeting models, like Responsibility Center Management (RCM), or concepts borrowed from business, like entrepreneurship and Return on Investment. In this environment, libraries are under pressure to justify their budgets and, in an institutional environment where the libraries compete in a zero-sum game for funding, it is important they make the most persuasive, compelling and defensible arguments possible. In 2011, the University of Florida (UF) adopted RCM budgeting and financial management. Under RCM, the university's colleges, centers and auxiliaries became Responsibility Centers, revenue generating units, and the libraries became Support Units, non-revenue generating units primarily providing product or services to Responsibility Centers. The fundamental basis of RCM is to move decisions and resulting revenues and expenses to the Responsibility Centers and to create transparency. All revenues are allocated to Responsibility Centers who must pay for the services provided to them. RCM ideally permits decision-making where "we" are a university first and a college or unit second, and the achievement of the university's goals supersede any unit's individual goals, however, any funding allocated to a Support Unit, like the libraries, means less discretionary funding for the Responsibility Center. The UF libraries entered RCM chronically under-funded and facing escalating materials costs. RCM was implemented at UF at a time of severe budget reductions, including steep cuts in state appropriations. In this environment, the UF libraries had to develop effective methods for communicating its budget circumstances and what appropriate funding levels should be in order to adequately serve UF's faculty, students and researchers.

**Approach:** The UF libraries have engaged in an ongoing analysis of how the resources of the libraries and the demands of the university compare to peer institutions using data from Integrated Postsecondary Education Data System (IPEDS) and ARL Statistics. The data reflecting measures for library resources and university characteristics which influence the demand for library materials and services has been interpreted using numerous approaches. Methodology has included linear regression (with results with high correlation coefficients) and other statistical approaches.

**Findings:** The scope of the population and programs at UF are significantly above average for the peer institutions and reflect higher demand. Incongruously the fiscal and human resources of the libraries are significantly below average. Said differently, there is a considerable and statistically significant gap between the scale of UF programs and populations, and the

resources of the library system that is not explained simply by the size of the large institution, but truly reflects a funding issue.

*Brian is the senior library Human Resources, Grants, Facilities and Financial management professional at UF. Brian has a distinguished history of service to the profession and noteworthy accomplishments in research and scholarship, and is a recipient of the SirsiDynix-ALA-APA Award for Outstanding Achievement in Promoting Salaries and Status for Library Workers.*

### **Driving Partnerships for Assessment and Engagement**

Katy Mathuews (Shawnee State University)

Rebekah Kilzer (Shawnee State University)

Library assessment initiatives are a focal point in an increasingly data-driven higher education environment where accreditation exercises, retention challenges and budget constraints make assessment essential to the broader campus community. While assessment via survey and skills testing is common in the library setting, fewer scholars have attempted to consider a holistic approach considering library assessment in context of overall student and institutional success. In climates of resource scarcity, proving the value of the library is essential. The importance of such evidence is magnified at an open-access institution, serving a large population of “at-risk” students, where funding is tied to success outcomes such as retention and graduation rates. The Clark Memorial Library at Shawnee State University, an open-access public institution in southern Ohio, established a partnership with the Institutional Effectiveness Office to develop an integrative approach to library assessment. Blending library data with institutional data presented both parties with a unique perspective on the ways library use and access can influence retention, success of “at-risk” students and the library’s role in contributing to overall student engagement and success. This collaboration was also the impetus for revising library data collection practices to ensure compatibility with institutional data. In foundational efforts at Shawnee State University, library staff used Tableau software to efficiently analyze the blended data sets in new and innovative ways. The analysis led to an understanding of the demographics of the library user population and how that population differs from non-users. The analysis included such characteristics as whether a student is considered at-risk as defined by factors including ACT scores, first-generation status, level of expected family contribution (as reported on FAFSA reports), among others. In addition, the library was able to emulate traditional correlation studies between library material checkouts and GPA. Further analysis incorporates persistence and graduation data to ascertain correlations between library use and student success, as well as inclusion of data surrounding electronic resource usage and use of library space. As the literature on collaborative assessment grows, completion of such a successful, holistic, and collaborative project can provide a framework for other libraries to conduct similar assessment studies and build a greater understanding of how libraries directly support student success and retention within the greater institutional environment. This understanding will translate into developing relevant, essential and timely library initiatives and collaborations. In addition, communicating this information will also serve greater

university initiatives aimed at student success, on Shawnee State University's campus, and elsewhere.

*Rebekah Kilzer is Library Director at Shawnee State University's Clark Memorial Library. Previously at Drexel University, she brings experience across library functions. Her professional interests include technological changes and the user experience, as well as the evolution of libraries in the context of higher education. Katy Mathuews is the Access Services Librarian at the Clark Memorial Library at Shawnee State University. She has formerly served as the Associate Director of Institutional Effectiveness at SSU. Her research interests include library assessment and the role of the library in student retention and success.*

### **The Stat Solicitor: Proving Academic Value Through Statistics**

Sarah Northam (Texas A&M University-Commerce)

Scott Lancaster (Texas A&M University-Commerce)

Megan Beard (Texas A&M University-Commerce)

Gail Johnston (Texas A&M University-Commerce)

John Atabaev (Texas A&M University-Commerce)

Purpose: In 2011 we conducted a study using the statistical tool, DeskStats. The statistics were used to gain measureable evidence that reference librarians were answering a majority of customer service questions at the reference desk and not research questions. After two semesters, statistical trends supported the theory and the information was used to create a new model of reference service. Our question then became, what else can we do with DeskStats? Reference librarians needed to provide evidence of assessment for the upcoming SACS reaccreditation. The library assessment method prior to fall 2012 was to take a one week sampling of reference questions and instruction attendance in order to determine statistical information for ACRL and NCES. The problem with this method is that sampling could over or under inflate data depending on the week chosen, and statistics were only kept on two categories that occurred in the library not reflecting the department's efforts across campus at meeting the user needs of the university community. We developed a plan to expand and sustain the use of DeskStats to meet a broader range of needs within the library. Instead of just tracking the types of questions we began to also track activities being carried out by the department.

Design/Methodology/Approach/Findings: New categories were added to DeskStats to track interactions beyond instruction and reference questions. Readily available demographic data about faculty and student interactions were also tracked. At the end of the semester data was analyzed and trends were assessed to determine the strongest performing and lowest performing services of the department. The data from 2012–2013 was used to propose a new direction for the department and a name change. The department name was changed to

Research and Instruction Services (RIS) to more accurately describe its function and a strategic plan was created to help increase the department's underperforming services and to add services based on data collected. Statistics gathered in 2013–2014 provided evidence that the department met goals and increased contact with faculty and students.

Practical Implications/Value: Data gathered allowed RIS to convert what, in the past, had been anecdotal evidence into quantifiable results that supported real changes and improvements within the department. As each project was completed, data was examined to formulate a new focus for future data collection, which has led to a sustainable process of assessment and improvement. The results had a multilevel impact. On an individual level, statistics demonstrated increased efforts by RIS and identified areas for improvement. On a managerial level, statistics were used to create and support proposals for changes and improvements, and on an administrative level the statistics were used in the decision-making and funding process. The focus of our paper will be a practical guide for developing adaptable and sustainable statistics gathering methods. We will discuss the benefits of statistical assessment beyond the simple aggregation of data, and how to translate statistics into real changes and improvements within a department.

*Sarah H. Northam is the Head of Research and Instruction Services at TAMU-C. Her research focuses on assessment of library services and using social media to promote and provide library assistance. She holds a MSLS from the University of North Texas and an MEd from TAMU-C. Megan K. Beard is a research & instruction librarian at TAMU-C. Her research areas include international librarianship, services to international students, and marketing. She holds a master of library and information services degree from the University of Oklahoma and a bachelor of science from East Central University. Scott Lancaster has a BA in theatre from Brigham Young University. He continued for master's and doctoral study of theatre before receiving an MS in library science from the University of North Texas. Since joining the library at TAMU-C he has received a PhD in English from that university. Gail Johnston is the Associate Director of Libraries at TAMU-C, where she uses assessment tools to enhance library resources, library services, and library spaces. Because of the readily apparent changes to the library environment, the library is now known as "the place to be" on campus. John Atabaev got his MLIS degree from the University of South Florida in 2010 and currently works as a research librarian in the TAMU-C Library in the area of faculty outreach in the College of Science, Engineering, and Agriculture. His best outreach tool is GIS.*

### **Show This, Not That: How to Communicate Assessment Results**

Jen-chien Yu (University of Illinois at Urbana-Champaign)

What's the value of conducting library assessment, if we don't communicate the results with stakeholders in order to demonstrate library impact and continue improving ourselves? From standardized annual statistical surveys and metrics, to qualitative data from interviews and focus groups, members of the library assessment community have collected an abundance of data. And it often falls on the members of the library assessment community to analyze, visualize, and communicate the assessment results and findings. However, library assessment methods and data are complex, which makes effective communication a difficult and important

skill. How do we get our points across and our ideas accepted by our colleagues and stakeholders? While there is an increasing number of library science literature focuses on how to conduct assessment projects and data analysis, guidance or best practices of effective communication using assessment data are rarely discussed. Figuring out how to communicate and present library assessment data have become a trial-and-error process that many assessment professionals have to go through on the job. However, there are some strategies we can adopt from the fields of data journalism and visual design. This lightning talk provides a review of types of library assessment data and showcases effective ways to communicate the data via visual presentation or text.

*Jen-chien Yu is the Coordinator for Library Assessment at the University of Illinois at Urbana-Champaign. Previously she was the Electronic Information Services Librarian/Data Specialist (2001–2012) at the Miami University, Oxford, Ohio. She received her MLIS from the University of Pittsburgh and BA in Educational Media and Library Science from the Tamkang University in Taiwan.*

## **Session 13: Teaching/Learning**

### **Assessing Information Literacy and Critical Thinking Across the Curriculum**

Sarah Dahlen (California State University, Monterey Bay)

Pam Baker (California State University, Monterey Bay)

Providing information literacy instruction to students is a key component of the mission of any teaching library, and measuring the effectiveness of this instruction is the focus of a substantial body of library research. This investigation asks a broader question: Are students acquiring necessary information literacy skills before they graduate? Due to the close relationship between information literacy and critical thinking, the authors are leading a collaborative, curriculum-wide initiative to assess learning outcomes related to both competencies on their campus. In addition to addressing the broader question, this assessment establishes baseline measurements for longitudinal assessment, generates ideas and momentum to improve teaching and learning in these areas, and helps the university meet re-accreditation requirements.

To maximize campus buy-in, the authors convened interdisciplinary groups of interested faculty to develop campus-wide definitions, outcomes, and rubrics for information literacy and critical thinking. These faculty assessment scholars, who are supported by a university stipend, reviewed student work from courses that address information literacy and/or critical thinking and applied the rubrics to determine the extent to which learning outcomes are met. An important outcome of this collaborative, faculty-driven process is the development of a shared understanding of information literacy across campus.

The findings of this study provide a broad picture of how well students are meeting information literacy and critical thinking outcomes across campus, establishing a baseline

measurement for future assessment. Any deficiencies identified by the study may be addressed with appropriate interventions and subsequently reassessed. Faculty assessment scholars will continue to be involved with the interpretation of results and the planning of interventions. The broad involvement of faculty is expected to generate interest and engagement with improving teaching and learning of information literacy and critical thinking.

The research design and methodology employed in this investigation will be of interest to academic libraries looking to gauge information literacy and/or critical thinking across campus. Conducting similar studies may help libraries advocate for additional resources for information literacy instruction or assist in collaborative campus accreditation efforts. At its core, this investigation is designed to improve teaching and learning and may provide inspiration for others looking to do the same.

*Sarah Dahlen is the Reference and Instruction Librarian at California State University, Monterey Bay. She teaches information literacy sessions in a wide variety of classes and is coordinating the campus-wide assessment of information literacy. Pam Baker is Library Instruction Coordinator at California State University, Monterey Bay. She leads the campus information literacy program, which facilitates instruction in library skills and research across the curriculum. She has contributed to information literacy assessment projects at CSUMB and in the California State University and California Community College systems.*

### **3 Years of RAILS Research: The Take-Aways for Information Literacy Teaching, Learning, and Assessment**

Megan Oakleaf (Syracuse University)

Purpose: Rubric Assessment of Information Literacy Skills (RAILS) is an IMLS-funded research project designed to investigate an analytic rubric approach to information literacy assessment in higher education. RAILS helps academic librarians and disciplinary faculty assess information literacy outcomes exhibited in “artifacts of student learning” including research papers, presentations, worksheets, portfolios, and reflective journals. Over a three-year grant period, RAILS has yielded a suite of rubrics that can be used by librarians and faculty to assess information literacy outcomes; a transferable model for analyzing rubric scores; training documents for librarians, faculty, and LIS students who seek to use rubrics for information literacy assessment; indicators of rater expertise in rubric scoring; and a clearinghouse for librarians and faculty assessment materials. Although RAILS addresses practical assessment issues, it also explores the answers to several research questions:

- Can librarians and disciplinary faculty use IL rubrics to provide valid and reliable scores of student learning?
- What skills/characteristics do librarians and faculty need to produce valid and reliable scores using IL rubrics?
- What training materials do librarians and faculty need to acquire these skills/characteristics?

- How can rubric assessment be used to improve IL instruction and services and increase student learning of IL skills?

**Design/Methodology/Approach:** The RAILS research design was a multi-step process. Learning outcomes were defined by AAC&U and ACRL and described using a rubric format. Librarians from nine institutions engaged in rigorous rubric training, tailored information literacy rubrics to their individual campus contexts, collected student learning artifacts for scoring, and collaborated with colleagues as raters. Raters were normed and then scored student artifacts; raters also completed surveys about their rubric scoring experience. Rubric scores and rater surveys were subjected to statistical analysis, and tentative conclusions were drawn.

**Findings:** RAILS rubrics have been studied in detail at nine institutions, and the results reveal how well students in the study performed on a number of information literacy outcomes. More importantly, RAILS yielded transferable impacts based on RAILS interrater reliability data, data that revealed the degree to which librarians and faculty can build consensus on assessments of information literacy learning. Cumulative RAILS data provides insight into best practices for developing information literacy rubrics, norming raters, overcoming assessment barriers, and selecting statistical analysis approaches. This presentation includes “lessons learned” about writing rubrics—including “dos” and “don’ts”—and norming them with librarians and faculty. It describes statistics used to check the reliability of rubric assessments. Finally, it extrapolates general strengths ... and major weaknesses ... of rubrics as an information literacy teaching and learning assessment tool.

**Practical Implications/Value:** RAILS offers insights into student information literacy skills, the use of rubrics as assessment tools, librarians and faculty as raters of student artifacts, statistical interrater reliability measures, and the use of assessment data to “close the loop.” The final results of this IMLS-funded, three-year project can be applied to practice in libraries and on campuses nationwide.

*Megan Oakleaf is an Associate Professor in the iSchool at Syracuse University. She is the author of Academic Library Value: The Impact Starter Kit and the Value of Academic Libraries Comprehensive Review and Report. Her research areas include assessment, evidence-based decision making, information literacy instruction, and reference services.*

### **Exploring the Relationship Between Undergraduate Students' Use of Library Resources and Learning Outcomes**

Nick Kelly, University of Southern Queensland

Maximiliano Montenegro, Pontificia Universidad Católica de Chile

Carlos González, Pontificia Universidad Católica de Chile

Magdalena Jara, Pontificia Universidad Católica de Chile

Rosa Alarcón, Pontificia Universidad Católica de Chile

Elvira Saurina, Pontificia Universidad Católica de Chile

Felipe Cano, Pontificia Universidad Católica de Chile

**Purpose:** The aim of this paper is to present preliminary results of a project which one of its aims is to investigate associations between undergraduate students' outcomes and library resources use at Pontificia Universidad Católica de Chile (PUC). In the present, libraries are progressively required to demonstrate their value (Stone & Ramsden, 2013). Research on student use of library resources and its impact on attainment has emerged as a form of responding to this demand. A report from the Association of College and Research Libraries (Oakleaf, 2010) states that researchers have made little use of the data that can be obtained directly from their own information systems' institutions. This has led to connect library research with the field of learning analytics (Romero & Ventura, 2013), which is useful for detecting patterns from large sets of data, such as the ones created by students in their interaction with library services (Romero, Ventura & Garcia, 2008). Researchers who have followed Oakleaf (2010) suggestions have mostly found positive associations between library use and learning outcomes (see for example, Cox & Jantti, 2012; Goodall & Pattern, 2011; Stone & Ramsden, 2013; Wong & Webb, 2011). We aim to replicate these investigations to answer the question whether positive associations between library use (physical and digital) and student outcomes are similar at PUC as reported in the literature.

**Methodology:** To answer the above-mentioned question we used the following databases: the library physical (ALEPH) and digital (EZPROXY) management systems, and students' academic records (DARA) database. The first step was obtaining permission for accessing them. Once obtained, we conducted intensive data pre-processing. After that, data were cleaned and work was conducted to prepare the data for analyses. Appropriate statistical procedures were run to explore associations between students' use of the library and their learning outcomes.

**Findings:** Our results show that, in the first place, there is relationship between average grades and access to e-resources (EZPROXY). Those students who dedicate more time to access digital resources provided by the library tend to increase their average grades. However, there is an important group of students who do not use these resources (70%) and those who do use them tend to be in the last years of their undergraduate degree. In the second place, there is a positive association also between access to physical resources, as captured by ALEPH, (books, thesis, etc.) and average grades. In the third place, there is a change in the usage patterns as students advance in their studies: there is a tendency of decreasing the number of book loans as the students have more years at the university. On the other hand, the average connection time to e-resources increases as they advance in their degrees.

**Practical implications and future work:** These preliminary results are in line with international literature in this area. The results show that the use of the library is associated to student learning. They also show interesting usage patterns that allow identifying specific groups of students. These groups may be targeted for promoting increase use of the library resources. For example, access to e-resources may be promoted for students in their first stages of their

degrees. The results presented also generate further questions that will be addressed by future work. One obvious one is to explore whether there are disciplinary differences in usage patterns. Another one is to explore low usage of e-resources. At present, we can identify who is accessing the e-resources from outside the university networks only (due to access from within university does not require log in). Our future work will go in this direction.

*Nick Kelly is a Research Fellow at the Australian Digital Futures Institute (ADFI) at University of Southern Queensland. His research addresses key areas of teacher education, learning analytics and the cognition of creativity. He is the author of numerous scholarly works and a researcher on national and international grants. Maximiliano Montenegro is an assistant professor of the College of Education at the Pontificia Universidad Católica de Chile. Formerly a physicist, his current research is focused on science education, ICT and mathematical modeling of cognitive processes. Lately, he becomes part of a new interdisciplinary research initiative on learning analytics. Carlos González is associate professor of education at Pontificia Universidad Católica de Chile. His research, in the area of learning and teaching in Higher Education, has been funded by Conicyt (the Chilean commission for science and technology). His paper "What do university teachers think eLearning is good for in their teaching" was included in the Routledge Education Class of 2011 as one of the most read. Magdalena Jara is the Director of the Centre for Teaching Development at Pontificia Universidad Católica de Chile. Her academic work has been related to quality assurance procedures of higher education institutions with different modalities of courses (online and face to face) and their role to promote quality improvements. Rosa Alarcón is assistant professor at the Computer Science Department, at Pontificia Universidad Católica de Chile. Her research focuses on the service and information design and applications of educational technology. She received a PhD from the Pontificia Universidad Católica de Chile and is author of various papers. Elvira Saurina is Deputy Director of the Library System at Pontificia Universidad Católica de Chile. She coordinates the Working Group on Information Literacy at the Library System and the Network of Catholic University Libraries of Latin America. Her research focuses on development and evaluation of Information literacy competences in Higher Education. Felipe Cano is a student at Computer Science Department at the Pontificia Universidad Católica de Chile. His research interests include software and information design, particularly on designing technology for education exploiting learning data sets. He received a Bachelor degree on Computer Science from the Pontificia Universidad Católica de Chile.*

## Session 14: Space

### Evaluating the Impact of Library Renovations: A Multiple Methods Approach

Elizabeth Habich (Northeastern University)

Karen Merguerian (Northeastern University)

Converting traditional study space to a bright, modern commons seemed like a good idea, but did it have a positive impact on the effectiveness of library use, study patterns, and student satisfaction or was it just a photo-op success? And could we effectively evaluate it with limited resources, sometimes imperfect data, and more questions than answers? Join us as we share our year-long quest to assess the impact of a major renovation at the Snell Library of Northeastern University in Boston. After a significant financial investment, the University's planning team was keenly interested in learning how renovations had been received. At the same time, the library itself wanted solid information on the demographics of library users, information basic to planning library space and services, communications, and the university's budget model, where a 'tax' on colleges supports cost centers, including the library. We also wanted to know what users did when they came to the library, what 'going to the library' meant to them, why users preferred the library to other places on campus, which types of seating were preferred (and why), and the impact the library as space had on our users. LibQUAL+® and local survey findings, past years' gate counts, circulation and reference statistics, and READ scale snapshots, all provided information on pre-renovation usage and satisfaction. To get a rich, deep understanding of post-renovation use, we decided upon a multiple methods approach. In Fall 2013, we completed analyses of enhanced demographic data from entrance card-swipes, and an in-depth survey that included questions about student needs and goals, study habits and the role of the library in campus life and students' own academic fulfillment. By June 2014, using Suma software developed at NCSU, we will have completed counts and observations of user activities in different parts of the building. Finally, focus groups and interviews planned for the spring and early summer 2014 will round out the picture from an anthropological perspective. We will discuss what we learned from each approach, how the various methods complemented each other, and their specific challenges, strengths, and benefits. We will also discuss constraints, such as access to university business intelligence information, which requires cooperation from a supportive, but understaffed institutional research office. While there's been a great deal of interest in assessing the value of libraries, very little has been published on the assessment of library buildings and their value to user communities. This paper is intended to contribute to this area of research. We will conclude by describing how we plan to use what we learned: internally for staffing allocation, strategic planning, and making adjustments to the original renovation; externally for communications, to counter incorrect assumptions (so you think Engineering students don't use the library?), and to improve advocacy and positioning. Finally, the study will strengthen our planning process going forward, which will include a new student advisory board.

*Elizabeth Chamberlain Habich is Director, Administration and Finance for the Northeastern University Libraries. The author of Moving Library Collections, she is a past chair of the LLAMA BES section, and has presented on space planning and assessments. Her MLS is from Simmons College, and she holds an MBA from Northeastern. Gayane Karen Merguerian is User Engagement and Assessment Librarian at the Northeastern University Libraries. Prior to that she was Library Web Manager and a Research and Instruction Librarian at Northeastern. She has also worked at Seton Hall University. Her MLIS is from the University of Texas at Austin.*

### **Learning in a Library: How Active Learning Classrooms and Informal Learning Spaces Contribute to Student Engagement, Effective Teaching and Coordinated Assessment**

Amanda Hornby (University of Washington)

Louise Richards (University of Washington)

Jill McKinstry (University of Washington)

A multidisciplinary team is carrying out a two-year assessment of formal and informal learning spaces in Odegaard Library at the University of Washington. The major goals of the program are to develop best practices for teaching in and supporting active learning classrooms, to communicate the efficacy of two new active learning classrooms to the broader university community; and to contribute to continuous improvement of informal learning spaces in libraries. Odegaard Undergraduate Library recently completed a \$16 million renovation, which received the 2014 American Institute of Architects' Institute Honor Awards for Interior Architecture. The vision for the renovation took into account the needs of departments across campus, including Classroom Technology & Events; the Center for Teaching and Learning; the College of Art & Sciences; University Libraries; and UW-IT. The renovation built state-of-the-art active learning classrooms that encourage student engagement and active learning. The classrooms open up after class as student-driven informal learning spaces. Other informal learning spaces created include team rooms, silent study, and a new writing and research center. The renovation is part of a larger trend in higher education of making spaces where students can integrate academic with social activities. University Libraries has a long history of responsive assessment that is focused on effecting changes to improve the user experience. The Odegaard learning spaces assessment project is unique in that we are partnering with several University units who have expertise in information technology and teaching and learning. The two-year assessment project focuses on the efficacy of the active learning classrooms in promoting active teaching and learning and student engagement. The project is studying the active learning classroom design, faculty and student support needs, technology and furnishings. We are also assessing the design, technology and use patterns of the informal learning spaces in the library. Methods we are using to assess formal learning spaces include in-class observations, online student surveys, online faculty surveys, and faculty focus groups. Our methods for assessing informal learning spaces includes a "snapshot" survey that records student activities in the library at different representative times; student self-reports of their activities; and focus groups. The assessment project will contribute to the current literature on

library assessment by highlighting how innovative classrooms function in an academic library environment and how a multidisciplinary team contributes to robust, applicable findings about learning spaces. Early results show that faculty experience a learning curve in becoming proficient with the technology in the active learning classrooms; that a large majority of both faculty and students felt the classrooms contributed to a better learning experience; and that students report the classrooms benefit their relationships with their peers. Presenters will engage participants in discussions on assessing formal and informal learning spaces. Topics include:

- Strategies for developing and sustaining and collaborative assessment process
- Practical approaches to maintaining a successful assessment group
- Best practices for assessing formal learning spaces
- Best practices for assessing informal learning spaces

*Amanda Hornby is the Teaching & Learning Program Librarian and Geography Librarian for the University of Washington Libraries. Amanda coordinates the Odegaard Library education program and co-chairs the Libraries Teaching & Learning Group. Amanda provides faculty support for the Odegaard Library active learning classrooms and works closely with University-wide teaching and learning programs. Jill McKinstry is Director of the Odegaard Undergraduate Library and Special Assistant to the Dean of University Libraries for Undergraduate Education and Programs at the University of Washington. Louise Richards is Assistant Director of the Odegaard Undergraduate Library. Louise supports the technology and assessment of the active learning classrooms and the renovated spaces in the library. Louise is liaison librarian to the Schools of Aquatic and Fishery Sciences, Marine and Environmental Affairs and Oceanography.*

### **Assessment in Space Designed for Experimentation: The University of Washington Libraries Research Commons**

Lauren Ray (University of Washington)

Katharine Macy (University of Washington)

Assessments of newly renovated, academic library spaces may measure student demographics, use and satisfaction. More recently, libraries have looked at expanding new space assessment to include impact on student learning. How might assessment look within a space designed for experimentation and cross-disciplinary connection? Our presentation will center on assessments conducted at the University of Washington Libraries Research Commons, a space intended to meet collaborative needs, foster interdisciplinary connections and provide a sandbox for innovating and testing new library space designs, service models and programs.

Since opening in 2010, Research Commons assessment goals have shifted from an emphasis on the user experience within the space to an examination of how programming meets our vision of fostering interdisciplinary connections. Measuring the impact of the Research Commons has included large-scale campus surveys as well as short-term, agile assessment projects that include interviews, design charettes, discussion groups, tracking of service point transactions,

and social media and website analytics. Collective reviews of data gathered in the first three years of operation helped staff take a 360-degree view of the space and services, make clear the connections between different metrics, and highlight gaps in data collection. These reviews have also provided a means of sharing data with stakeholders, and have allowed staff to reflect on how assessment efforts are and are not measuring the vision for the space.

Building an experimental space with evolving user needs and services means that staff will regularly need to advocate for new funding, build partnerships and “sell the vision” of the renovation as integral to the library’s mission. Our presentation will provide practical examples of short term, iterative assessment in a newly renovated library space. It will also demonstrate how collective reviews of data can help staff take stock of assessment efforts and create a more sustainable assessment plan. Finally, we will discuss the role of assessment in new spaces when libraries are moving from a collection centered model to an engagement centered model. Our presentation will demonstrate how the assessments we have conducted help us to better understand and advocate for new models of engagement and ways of envisioning libraries.

*Katharine V. Macy is a graduate student in the University of Washington’s MLIS program, which she entered after working for over 10 years in private industry in a variety of analytical roles including financial, marketing, and sales analysis. She has an MBA from the University of North Carolina in Chapel Hill. Lauren Ray is the Research Commons Librarian at the University of Washington Libraries. She is responsible for planning, managing and coordinating services and operations in the Research Commons, which opened in 2010. Before coming to UW she worked as a librarian at Portland State University and Highline Community College.*

## **Session 15: The LibValue Project**

### **Scholarly Reading by Undergraduate and Graduate Students: A LibValue Project**

Carol Tenopir (University of Tennessee)

Lisa Christian (University of Tennessee)

Donald W. King (Bryant University)

**Purpose:** This presentation focuses on the influence of academic position (masters, doctoral, freshman, senior, etc.) and age on the information seeking and reading patterns of graduate and undergraduate students. Measuring reading patterns helps librarians understand how the library print and electronic collections fit into the overall reading needs of students.

**Methods:** The methods described here can be used to measure use and value of library collections and compare this use to other sources of scholarly information. A questionnaire was distributed at four universities in the United States to examine information seeking and reading behavior of graduate students and undergraduate students. Questions based on critical incident theory asked participants to reflect on their last incident of article and/or book reading, including, time spent per reading, how they became aware of and obtained the reading, format

of reading (print or electronic), and the principal purpose of the reading. In addition, demographic information such as discipline, age, academic status, and gender was gathered, as well as estimates of how many articles and books were read by each respondent in the last month.

**Findings:** Findings show that, although age influences the reading behavior of graduate students, academic status is a stronger influence, while age and academic status were both influential for undergraduate students. Research-intensive degree seeking students, such as doctoral students, read more articles and books, spend more time per reading, and read more thoroughly. Doctoral students obtain more readings from the library proportionally than other graduate students. Age did not significantly impact these patterns—older graduate students exhibited the same reading patterns as their younger counterparts. For undergraduates, academic status and age influenced the format of reading, numbers of readings and time spent reading. As they progressed towards their degree, undergraduates read more articles in print form, and younger students were more likely to read articles and books in an electronic format. Age influences other reading patterns among undergraduates, such as number of readings, time spent reading, and where the reading is obtained. For instance, younger undergraduates obtain more articles from library collections. Compared to findings from surveys of faculty, graduate students rely even more on the library e-collections, while undergraduates rely relatively less so on these collections.

*Carol Tenopir is Chancellor's Professor in the School of Information Sciences and Director of the Center for Information and Communication Studies, University of Tennessee. She is Principal Investigator on the LibValue project, which has tested multiple methods for measuring the value of academic library collections and services. Lisa Christian is a research consultant for the Center for Information and Communication Studies at the University of Tennessee, Knoxville. She holds a MS Information Sciences and MA in English (Rhetoric and Writing). Her research interests include scholarly communication, information literacy and multi-literacies, and social media. Donald W. King is an Honorary Distinguished Professor at Bryant University and Adjunct Professor at the University of Tennessee, School of Information Sciences. An award-winning statistician, King has over 40 years of research experience, much of it focusing on the value and return-on-investment of libraries to their communities.*

### **E-book Reading Patterns of Faculty: A LibValue Project**

Lisa Christian (University of Tennessee)

Carol Tenopir (University of Tennessee)

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

**Purpose:** With the advent and increasing adaptation of e-readers and tablets, e-books are an increasingly important part of a library collection. This study examines how and if faculty and students are using e-books in their academic work.

**Design:** A questionnaire was distributed throughout 2012 and 2013 at five universities in the United States and four universities in Australia. The questions were based on critical incident theory, in which the last reading is presumed to be typical of the respondent's reading behavior. Questions included, how many books read in the last month, time spent reading, how the respondent became aware of the reading, where it was obtained, whether it was print or electronic, the principal purpose of reading, and how important the reading was to the principal purpose. We did not ask whether the book was read on a computer or mobile screen, and this question should be considered in future surveys. Academic staff, graduate students, and undergraduate students were surveyed.

**Findings:** In many cases, faculty and student use of e-books did not greatly differ from print book reading habits. Principal purposes of reading and time spent becoming aware of book readings did not greatly differ between print and e-books. However, there were some noted differences. Respondents spent more time reading print books than e-books. They read from this same book on more occasions if it was a print monograph. But, many more respondents reading from an e-book stated that they would not bother getting this source if the source was not available than did respondents reading from print books. Although many users were adamant in their preference for print books in the comments section of our questionnaire, they are also using e-books. Furthermore, although a few of the participant universities in Australia had an e-preference policy, we did not discover a great difference in percentages of e-books used in comparison to the United States.

**Value:** This study demonstrates the value of an e-book collection to academic patrons, regardless of their status as faculty, graduate students, or undergraduate students. It also shows that as the academic population becomes more familiar with this format, they recognize its value to their work. We predict that e-book use and value will only increase with the wider adaptation of e-readers and tablets in the academic environment and as more academic works become available in e-formats.

*Lisa Christian is a research consultant for the Center for Information and Communication Studies at the University of Tennessee, Knoxville. She holds an MS in Information Science and an MA in English (Rhetoric and Writing). Her research interests include scholarly communication, information literacy and multi-literacies, and social media. Carol Tenopir is Chancellor's Professor in the School of Information Sciences and Director of the Center for Information and Communication Studies, University of Tennessee. Dr. Tenopir is Principal Investigator on the LibValue project, which has tested multiple methods for measuring the value of academic library collections and services. Donald W. King is an Honorary Distinguished Professor at Bryant University and Adjunct Professor at the University of Tennessee, School of Information Sciences. An award-winning statistician, King has over 40 years of research experience, much of it focusing on the value and return-on-investment of libraries to their communities.*

### **Three E-book Outlooks: What Humanists, Social Scientists, and Scientists Want and Predict (A LibValue Study)**

Tina Chrzastowski (University of Illinois at Urbana-Champaign)

Lynn Wiley (University of Illinois at Urbana-Champaign)

Jean-Louise Zancanella (University of Illinois at Urbana-Champaign)

An e-book survey focused on user attitudes and valuation was conducted at the University of Illinois at Urbana-Champaign between 2013 and 2014 to determine how humanities, social science, and science scholars viewed the current and future use of e-books in their field. Participants were also asked to follow a link to use an e-book in their discipline on the e-brary platform and to report their experiences. Survey questions included an evaluation of present experiences and level of use, the value associated with e-books, and predictions of what their discipline's e-book future will look like in the next five years. This study, supported by a grant from the Institute of Museum and Library Services (via "LibValue," <http://libvalue.cci.utk.edu/>) grew over time to encompass the three disciplines as questions arose concerning how a spectrum of scholars adopted e-books or planned to migrate to the e-book format. The data from this study were used to inform library subject selectors concerning collection trends observed and predicted by their clientele. One result is the patron-driven acquisition of high-use e-books, which demonstrates the use and value scholars find in this book format.

*Tina E. Chrzastowski is Professor Emerita, formerly Chemistry Librarian and Professor of Library Administration, at the University of Illinois at Urbana-Champaign (UIUC). Her research focuses on collection use and assessment, including longitudinal use studies, user surveys, and the transitions taking place in libraries due to electronic journal and e-book access. Recent work includes a longitudinal study of e-book cost and use. Lynn Wiley is Acquisitions Librarian and Associate Professor of Library Administration at the University of Illinois at Urbana-Champaign. She joined the UIUC LibValue team in 2012 to provide expertise to the e-book research program, focusing on e-book PDA via the e-brary platform and the survey of the spectrum of users who use e-books at UIUC. Jean-Louise Zancanella is Graduate Research Assistant at the University of Illinois at Urbana-Champaign. She joined the LibValue team in 2012, focusing on the e-book value survey. She graduated from the Graduate School of Library and Information Science in May 2014.*

### **How Library Learning Spaces Contribute to Student Success: a LibValue Project**

Teresa Walker (University of Tennessee)

Regina Mays (University of Tennessee)

Gayle Baker (University of Tennessee)

Purpose: This lighting talk will present findings from two surveys conducted at the University of Tennessee to assess the value of Commons resources and services in support of the

instructional mission of the University. The primary area of investigation is the link between student use of Commons resources and the contribution of the Commons to student success. The findings highlight usage of the physical space of the library as well as the importance of a positive environment that promotes learning and the articulation by students of positive outcomes. Gaining a better understanding of how students make use of the library Commons and its services provides guidance for planning and decision-making. Gaining a better understanding of how students use resources and services in the Commons in relation to both coursework and college life demonstrates the value of the Commons environment to the University's efforts in learning, student engagement, retention, and graduation.

*Design/methodology/approach:* The study employed two surveys. Distributed in person, the in-library survey returned results on most frequently used Commons resources. The in-class survey was distributed to multiple sections of a large, general education course via a research participation management system. Student responses were collected about usage of and feelings about library/Commons services and resources to assess the effect of those resources on student success and retention. The results of the survey were combined with student demographic and progress-toward-degree data, to help the researchers identify underserved populations and which resources/services are most correlated with student learning and success.

*Potential findings/Practical implications and value:* Valuable findings in this study come from the comparison of student reported use of services and resources in the Commons with student demographic and progress-toward-degree (retention, success, and years to graduation) data. Usage data and reported value have already influenced decisions at the University of Tennessee at both the library and university level, regarding funding for types of equipment as well as types of spaces to provide in renovation projects. The findings also have the potential to inform evidence-based decision-making in staffing, services, and other areas. In addition, correlating student usage of library resources and services with key markers of student success is one way to illustrate the value of the library and demonstrate the library's support of the mission and goals of the university.

*Regina Mays is Assistant Professor and Assessment Librarian at the University of Tennessee Libraries. Her experience as Program Manager of the LibValue: Value, Outcomes, and Return on Investment of Academic Libraries study began a continuing interest in strategic assessment, evidence-based decision making, user experience, and demonstrating library value. Teresa B. Walker is Associate Professor and Head, Learning, Research, and Engagement at the University of Tennessee Libraries. She leads a department in conceptualizing and implementing liaison and instructional services. Her areas of focus include guiding the evolution of the commons and building campus partnerships to enhance learning. Her research interests focus on the role of the library in student success and retention. Teresa is a member of the LibValue project team. Gayle Baker is Professor and Electronic Services Librarian at the University of Tennessee, Libraries. Baker was a participant in the IMLS-sponsored MaxData project, where she led the library/vendor reports team. Baker also co-leads the UT involvement in ROI phase 2. She has extensive experience with academic library digital collections and evaluation of collections.*

## **Academic Libraries' Support for Teaching: a LibValue Project**

Rachel Fleming-May (University of Tennessee)

Regina Mays (University of Tennessee)

Anne Pemberton (University of North Carolina)

**Purpose:** This lightning talk will present findings from two surveys of instructors-conducted at the Universities of Tennessee and North Carolina-Wilmington-and instructor focus groups conducted at the University of Tennessee. Although a significant body of assessment-related research has explored academic libraries' support for faculty research and student learning, instructors' use of the library in support of their teaching responsibilities is less studied. This research investigated instructors' use of the academic library's physical space, collections (print and electronic), and services in support of their teaching.

**Design/methodology/approach:** Distributed via e-mail, the web-based surveys yielded responses from nearly 400 graduate teaching assistants and part-time- and tenure-line faculty at the two institutions. In order to further explore the library's value for instructors outside the tenure system, LibValue team members followed up on the surveys by piloting focus groups with graduate teaching assistants and contingent (part-time or adjunct) faculty members. In these sessions, participants were asked about their use of the library in support of their teaching, and how the library's services might be expanded to further assist them in this area.

**Potential findings/Practical implications and value:** While respondents at both institutions indicated heavy (and increasing) reliance on their libraries' electronic resources for course preparation and assigned readings, they were less likely to employ the libraries' services for this purpose. The presenters will highlight similarities and differences between responses at UNCW, a regional institution with the Carnegie Classification of "Master's L: Master's Colleges and Universities (larger programs)" and the University of Tennessee-Knoxville, classified as "RU/VH: Research Universities (very high research activity)." In addition to sharing these findings, this lightning talk will provide attendees with ideas for implementing a similar study at their institution. While graduate teaching assistants and contingent faculty members' teaching-related concerns and needs often differ significantly from those in tenure-line positions, instructors in these positions may have fewer opportunities to be heard. While focus group participants indicated their use of the library in support of teaching was similar to tenure-line faculty behaviors in many ways, they did acknowledge some gaps in the teaching support the university provides to them, as well as ways in which the UTK Libraries might step in to fill those spaces. While the focus groups were specific to the University of Tennessee, respondents' comments are likely to resonate with conference attendees from a variety of institutions.

*Rachel Fleming-May is an Assistant Professor in the School of Information Sciences at the University of Tennessee. A former academic librarian, library assessment and evaluation are among her chief research interests. She has served on the LibValue Project Teaching and Learning Research Team since 2009.*

*Regina Mays is Assistant Professor and Assessment Librarian at the University of Tennessee Libraries. Her experience as Program Manager of the LibValue: Value, Outcomes, and Return on Investment of Academic Libraries study began a continuing interest in strategic assessment, evidence-based decision making, user experience, and demonstrating library value. Anne Pemberton serves as the Associate Director of Library Assessment and Instructional Services at the University of North Carolina Wilmington. Pemberton holds an MS in Information Sciences from the University of Tennessee and an MS in Instructional Technology from the University of North Carolina Wilmington.*

### **The Value, Outcomes, and Return on Investment of Academic Libraries (LibValue) Bibliographic Database and Controlled Vocabulary: A Description and Demonstration**

Rachel Fleming-May (University of Tennessee)

Miranda Orvis (Consultant, LibValue Project)

**Purpose:** This lightning talk will provide an overview of the Bibliographic Database created in support of the LibValue Project. The database currently includes citation information for over 1000 individual records related to evaluation and assessment, and is a significant resource for any individual interested in library assessment.

**Design/methodology/approach:** The database can be searched by keyword or browsed by author, title, journal, date, or by subject headings created expressly for the project. Users can also download individual citations in RIS format in order to create custom bibliographies. The database includes citations for books and book sections; magazine, journal, and newspaper articles; free websites, conference papers and presentations; and graduate theses and dissertations. While the literature of Library and Information Science is well-represented in the database, it also includes citations for items from such diverse academic fields as economics, environmental science, and advertising. Because citations have been imported from a wide variety of databases, including subscription databases and GoogleScholar, incorporated keywords often came from controlled vocabularies for different disciplines. The diversity of formats and disciplines represented in the database necessitated creation of a customized controlled vocabulary; these terms have been integrated into the database and can be used to generate specialized bibliographies. **Potential findings/Practical implications and value:** Lightning talk attendees will learn about the composition and functionality of the Bibliographic Database as well as the process of designing the controlled vocabulary. The controlled vocabulary was designed to aid users of the LibValue Bibliography, and may be unique in organizing terms specific to academic libraries, evaluation, and assessment. In fact, according to Gary Price of the Library Journal blog "Infodocket," the thesaurus is "potentially very useful ... when conducting research about library value measurement (value, outcomes, ROI)" ("Academic Libraries: The LibValue Thesaurus and Bibliographic Database." August 1, 2013. Retrieved from <http://www.infodocket.com/2013/08/01/academic-libraries-the-lib-value-thesaurus-and-bibliographic-database/>). Users may derive additional value from having a vocabulary that deals specifically with assessment while transcending disciplines; terminology can be used and understood consistently in future assessment research and discussions.

*Rachel Fleming-May is an Assistant Professor in the School of Information Sciences at the University of Tennessee. A former academic librarian, library assessment and evaluation are among her chief research interests. She has served on the LibValue Project Teaching and Learning Research Team since 2009. Miranda Orvis was introduced to the LibValue Project while working as a Graduate Research Assistant at the University of Tennessee, and continued working as a LibValue consultant after graduating in May 2013. She looks forward to beginning her career as an academic librarian and further investigating evaluation, assessment, and ROI.*

### **The LibValue Toolkit**

Martha Kyrillidou (Association of Research Libraries)

Henry Gross (Association of Research Libraries)

Shaneka Morris (Association of Research Libraries)

Gary Roebuck (Association of Research Libraries)

Amy Yeager (Association of Research Libraries)

The purpose of the LibValue Toolkit (<http://www.libvalue.org/about/toolkit>) is to bring together project descriptions and instruments used in the nine LibValue studies and to serve as an incubator for the academic library community in launching projects measuring library value.

Design/Methodology/Approach: Values, Outcomes, and Return on Investment of Academic Libraries (LibValue) was a three-year study funded by the Institute of Museum and Library Services to define and measure ways in which academic libraries create value through research, teaching and learning, and social, professional, and public engagement. The project comprised nine individual studies:

- Scholarly Reading (two studies) assessed the value of library journal, book, and other scholarly collections to faculty, graduate students, and undergraduate students in the academic environment by examining patterns and outcomes of reading.
- Value and ROI Comprehensive Study (two studies) took a holistic view of library services to measure the economic, environmental, and social value of the academic library.
- The Library Instruction Impact Study was a multi-method, quasi-experimental study of potential improvements to participating students' research skills and attitudes about research tools and processes, as the result of participation in an extended multi-session instructional program.
- The Teaching and Learning Study measured use of library resources, facilities, and services in support of teaching through an online survey of instructors (including full- and part-time faculty, graduate teaching assistants, and other staff with teaching responsibilities).

- The Commons Environment Study assessed the value of library resources and services in a Commons environment in support of the instructional mission of the university, demonstrating the value of the Commons environment to the university's efforts in learning, student engagement, retention, and graduation.
- The Special Collections Study assessed the value of digital special collections in support of the university's goals in teaching, research, and outreach.
- The E-Books Study examined the value of e-books to library users as well as the value of e-books to libraries, by establishing a benchmark for e-book value determining the cost/use ratio of e-books at the university library, and verifying whether the cost-per-use of e-books matched the "value" that e-book users assigned when surveyed in a vendor-sponsored e-book study.

Practical Implications/Value: The toolkit is a summative presentation of the key findings of a series of studies demonstrating the value of libraries in new ways and an incubator for future actions. As we collaborate and compete with brands like Google, Amazon, and Facebook, among others, librarians and libraries are facing the need to engage new approaches and methods in describing and articulating the value of libraries in a global, interconnected, multifaceted environment. Linked to the future of higher education, academic libraries are expanding their approaches into an integrated and immersive way in the fabric of their parent institutions. Academic library value is inextricably linked to the value colleges and universities deliver to student, faculty, learners and researchers.

*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. Henry Gross, applications developer for ARL's Statistics and Assessment Program, writes the code that powers the StatsQUAL® platform, including the LibQUAL+® and ARL Statistics websites. He is a Microsoft-certified professional developer and holds a BA in computer science from Carleton College. 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. Gary Roebuck is director of information technology at ARL. Gary earned a BM and performance certificate in vocal performance from the University of Rochester's Eastman School of Music and an MS in information systems from DePaul University in Chicago. Amy Yeager is library relations coordinator for the ARL statistics and assessment program. She has an MLS in library and information science and a BA in English and linguistics from the University of Maryland.*

## Session 16: UX/Methods

### Demonstrating Library Value: Appropriate Methodologies and Practical Approaches at the University of Cape Town

Karin de Jager (University of Cape Town)

Academic libraries are increasingly expected to articulate their values with those of their parent institutions in order to give quantifiable evidence of the value they add to the institutional enterprise and to demonstrate their congruency with institutional goals and objectives (ACRL 2013, <http://www.ala.org/acrl/standards/standardslibraries>). Activities that institutions value and where libraries may seek evidence of adding value, may be sought in areas such as the library's role in knowledge creation through increasing the institutional research output of theses, journal articles and other research outputs; in improved academic performance among students and their graduation in minimum time as a result of contact with the library; and in providing evidence of saving students' and researchers' time and effort through their learning new skills and proficiencies in the library. Although libraries traditionally keep many counts and records of all their activities, librarians in the developing world have by and large looked inwards to the library as an aim in itself. They have tended not to focus on collecting new data or on using existing data for example relating to inputs (e.g. expenditure; stock; staff); outputs (e.g. downloads, circulation, interlibrary loans); and structure (e.g. digital and physical collections, space) to show that their activities are aligned with and actually contribute to the greater institutional enterprise. Explicit evidence of what institutions themselves value may be found in their official and individualized mission statements. This presentation will attempt to demonstrate how libraries are able to show that they make a measurable and meaningful difference to the activities that are valued by their parent institutions. It will do so by discussing the University of Cape Town's four-point mission statement that focuses on its research-led identity; quality education; Africa wide and international connections and partnerships; and embracing diversity among both students and staff. From this analysis a values matrix will be produced to show how the mission statement may be used to design interventions that can demonstrate the library's contribution to the institutional enterprise. It will propose some practical and perhaps novel approaches to exploring evidence and combining existing data with specifically targeted investigations to provide tangible evidence of the benefit and impact of academic library services. Preliminary research data and results of early investigations will be used to show the library's measurable contributions to, for example, developing research support and knowledge creation at the university.

*Karin de Jager teaches at the Library and Information Studies Centre at the University of Cape Town. Her research interests include library value and impact assessment, and information literacy. She is a member of the International Standards Organization Working Group that developed methods for impact assessment in libraries.*

## Developing an Outcomes-Based Evaluation Data Collection Tool: Lessons Learned

Thea Evenstad (McMinnville Public Library)

Outcome-based evaluation (OBE) is a systematic way to assess the extent to which a program achieves its intended results. OBE seeks to answer two questions: 1) how has your program made a difference in your community? and 2) how are the lives of your participants better as a result? Inspired by an OBE training at the Oregon State Library, Thea Evenstad created a data collection tool to evaluate one-on-one technology sessions at McMinnville Public Library. This talk will focus on the results from the first six months of data collection (beginning January 2014) and will outline the process of developing, implementing, and modifying an OBE data collection tool. Additionally, learn how the library uses the data collected and how the use of OBE has evolved at McMinnville Public Library. This presentation demonstrates a public library case study of the practical application of OBE as an inexpensive and time-effective way for libraries to gather qualitative data about programming and services for evidence-based decision-making.

*Thea Evenstad graduated from Emporia State University's School of Library and Information Management in 2012. She is a reference librarian at McMinnville Public Library in Oregon. Her professional interests include reference/virtual reference services, adult library programs, teaching, government information, and community analysis, assessment, and outcomes-based evaluation.*

### GradConnect

Nancy Slight-Gibney (University of Oregon)

Wendy Ames (Marketing Consultant; University of Oregon)

Goals and Objectives: To understand and improve the UO graduate student experience with UO Libraries and the support the libraries provide for them in their roles as students, researchers and teachers.

Rationale for choosing this project: 1) LibQUAL+® results show us that graduate students are heavy users of both physical and virtual library resources. 2) We had existing formal feedback mechanisms for faculty (University Library Committee) and undergraduates (Dean's Undergraduate Advisory Group), but nothing for graduate students. 3) Today's graduate students are tomorrow's faculty.

Methodology: Led by Wendy Ames, Marketing Consultant, we conducted 2.5 hour non-traditional focus groups with 64 graduate students using story-telling, graphic facilitation, and brainstorming. We engaged the participation of 17 library faculty and staff in conducting the focus groups and in extensive debriefing of the images and text produced in the sessions. Through the guided de-briefing, we identified: a) challenges and frustrations; b) positive affirmations of what is working well; and c) aspirations and wish-fors—what they would want if there were no obstacles. Key themes from the Aspirations and Wish-fors: 1) Website and

Discovery: Graduate students wish that it were easier to understand what the UO Libraries have to offer and wish for tools that would help them intuitively search through the maze of both online and off-line resources that are available. 2) Other Technology: Graduate students want the best technology available from the UO Libraries for their teaching and learning needs. 3) Collections and Resources: Graduate students wish for more media content and electronic resources. They also want full-text resources, textbooks, curricular material, and more tier-one journals. 4) Access and Hours: Graduate students want the UO libraries and their resources to be more accessible more often: access to resource materials and access to the library spaces more generally. 5) Help and Orientation: Graduate students want to more fully utilize all of the services and resources the UO Libraries have to offer. Though orientation is currently done in their departments, and subject specialists are available to them each week, the perception is strong that they are not quite getting what they need when they need it. 6) Study Space: Graduate students wish for more study spaces in the UO libraries, and they would like these spaces to support their needs around studying effectively for long hours. They name desired attributes such as quiet, brightness and natural light, warmth, openness, privacy and security. 7) Relaxation Space: Graduate students also wish for spaces that are relaxing, comfortable and can help them endure or cope with long periods of study away from home and/or family. 8) Broader Campus Environment for Graduate Students: There are strong wishes for more community engagement and more building of community/social interaction amongst students, instructors and practitioners.

Assessment Outcomes: The UO Libraries held all-staff meetings to discuss the results and assigned working groups to review the feedback and identify solutions. Some changes were implemented immediately, some will be long-term goals, and some will require the leadership of the Graduate School.

*Nancy Slight-Gibney is Budget and Assessment Librarian at the University of Oregon. She is involved in budget planning and administration, data gathering and benchmarking, and assessment program leadership. Wendy Ames is a university instructor, intercultural trainer, marketing strategist, global ethnographer, and writer. Her areas of endeavor include: intercultural communication, collaboration, training and teaching; market research and assessment—with visual multimedia reporting; group facilitation and ideation—brainstorming; and ethnography—interviewing people from all walks of life in a variety of settings and scenarios.*

### **Collaborating Across Campus to Articulate the Value of Research Consultations**

Devin Savage (Northwestern University)

Purpose: An informal conversation between members of Northwestern's Office of Fellowships and the Library's User Experience department led to planning for an assessment project that could

- obtain observational data on how students utilize research tools to discover sources;
- articulate the value of the pairing of a research consultation with a research fellowship;

- create enhanced CTEC data for the program's self-evaluation; and
- create data to support the continuation of funding for university programs.

The Posner and Davee Summer Fellowship program was chosen for this endeavor, which is aimed at students who are rising sophomores in Weinberg College of Arts & Sciences. Nominations of students from underrepresented backgrounds are solicited from faculty. The students spend eight weeks in the summer shaping a scholarly project from beginning to end with the help of a faculty mentor, and must orally present their findings at a final presentation event.

**Design:** The students would provide an initial working bibliography, which they would bring to a Research Consultation with a library subject specialist. Students would spend a few minutes literally searching online while the librarian observes where they're going and how they're searching, while recording their sources and information-seeking pathways. Then the librarian would ask and record questions about the logic of searching and then make some suggestions. After their presentation is complete, the students will provide a bibliography which will be reviewed by the Assessment Librarian to see the quality and relevance of the sources.

**Findings:** Librarians conducted eighteen Research Consultations, and saw a non-intrusive and useful integration of library expertise into the research processes of the Posner & Davee students. Data gained from assessment corroborates our suspicions and anecdotal evidence about what information-finding skills undergraduates are equipped with, and what value they might gain from a Research Consultation. The fellowship, paired with the Research Consultation, steered students towards a vastly increased usage of scholarly journals and authoritative websites. This assessment confirmed our suspicion that undergraduates have a great level of difficulty successfully utilizing two or more types of source-finding tools on their own. A more involved assessment methodology would allow for an even more successful capture of data. This might include more discrete data on undergraduate's original criteria for sources and further prompting to illuminate their information-seeking behavior. An instrument to acquire before and after observational data from their faculty mentors could be very valuable and is definitely needed in the next iteration. Luckily, faculty and administrators involved have expressed gratitude for the data provided, and a strong desire for this project to be repeated next year.

**Practical Implications/Value:** The practical implications of this project were significant, as not only did we discover that we were able to create significant data on student research behavior, but that there is also an exciting opportunity to create data that can articulate promote the value of library resources and librarian expertise. This collaboration has generated significant goodwill among campus partners, and also has heightened librarians' awareness to assessment as a method for articulation of value.

*Devin Savage was appointed the Assessment Librarian in the User Experience Department at the Northwestern University Library in November of 2011. Devin has worked for 20 years in both public and*

*academic libraries, and received his MS in Library and Information Science from the University of Illinois at Champaign-Urbana in May of 2011.*

### **Patron Usage of Information Commons at SMU**

Zoltan Szentkiralyi (Southern Methodist University)

Hollie Gardner (Southern Methodist University)

The motivation for this study arose from the planning of the upcoming renovation of Fondren Library Center in 2014, to be completed in 2016. The information commons is one of the key focus areas for the renovation, and an assessment of how the space was being utilized was of primary concern for the renovation planning process. The study goal was to discover whether furniture, equipment and space were being used as intended or not, and to suggest design considerations that might better serve usage needs, while providing empirical evidence for the likely effectiveness of the suggested changes. The information commons are divided into five areas, each satisfying different usage needs for patrons. We developed a map template designed to log specific activities of patrons and patron counts in each area, and transitions from area to area, in such a way that minimal coding was needed at the time of observation. A second version of the template was created for gathering incremental patron counts in each area that could be added up to represent a complete count of patrons using the information commons during that time. The data gathered using these templates provide both qualitative and quantitative descriptions of usage patterns and usage anomalies. The process of developing and testing custom templates for observing Information Commons usage helped us to prioritize which patron activities were significantly impacted by space design. We learned about ebbs and flows in the timing of usage traffic and were able to document various inefficiencies, mismatches, and design flaws that currently exist that could be improved during the renovation.

*Zoltan Szentkiralyi received his master's degree in statistics from The Ohio State University and has served as a statistical consultant for several years prior to becoming the Director of Assessment for Central University Libraries at SMU. Hollie Gardner received her master's degree in library science from the University of North Texas and serves as the User Experience Librarian for Central University Libraries at SMU, which includes responsibilities for outreach initiatives and information literacy instruction for the first-year writing program.*

## **Watch and Learn: Assessment of Online Video Tutorials**

Christine Tawatao (University of Washington)

Robin Chin Roemer (University of Washington)

Verletta Kern (University of Washington)

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

**Purpose:** In 2009, the University of Washington Libraries began producing online screencast tutorials as a way to support library instruction and to serve as point of need assistance in answering reference questions by e-mail or chat reference. Research has shown that students are capable of learning from video tutorials, but while the usage of the tutorials has grown over time, producing them is resource-intensive. Are these videos worth our time and resources to produce and maintain? Do users actually watch and learn from them? Should we be producing help information in a different format? This paper describes an assessment project of online screencast tutorials covering a broad range of topics, from point of need interface help to subject-specific research questions and broad orientations to the library.

**Design/methodology/approach:** This research was implemented in three phases: 1) the collection of statistics from which to benchmark usage; 2) an assessment of students who looked for online help, and usability testing of how effective embedded tutorials are at point of need; 3) an assessment of the effectiveness of the videos when integrated with students' coursework.

**Findings:** Through each phase of our research, we learned lessons about what students want from online tutorials, how successful online tutorials are at providing point of need assistance, and how effective tutorials are at enhancing classroom or online instruction. Assessment of the videos revealed that motivation for watching a tutorial is dependent on the context of use. Practical videos and those closely tied to a course were watched more often than those not tied to specific curriculum. Different topics were also more effectively conveyed via video than others. Factors such as length, production values, and titles were very important to users and impacted their likelihood of watching the entire video. Users who prefer text over video also suggested providing robust scripts with headings to describe each section of a tutorial.

**Practical implications/value:** This paper will be useful to librarians in creating and assessing online help tutorials in a more strategic manner in order to get a better return on the investment of time and resources. Based on feedback from the usability phase of our research, we provide best practices for video production and contexts for their use. The paper will also discuss other assessments of student learning conducted in relation to online tutorials, and future research about ties between videos and the library's student learning goals.

*Christine Tawatao is Systems Librarian: Web Support/Development at the University of Washington Libraries where she develops and manages the public web site and content strategy. She also manages the Libraries' Human Factors/User Experience Program. Nia Lam is a Research & Instruction Librarian at*

*the University of Washington Bothell and Cascadia Community College Campus Library. She is a 2005 ALA Spectrum Scholar and a 2009 ALA Emerging Leader. Verletta Kern is Music Outreach Services & Instructional Services Librarian at the University of Washington Libraries. She has spoken and written on tutorial related-topics. Her most recent article, "Actions Speaking Louder Than Words: Building a Successful Tutorials Program at the University of Washington," was published in the international journal Fontes Artis Musicae. Robin Chin Roemer is Instructional Design & Outreach Services Librarian at the University of Washington Libraries. Her interests include online learning, adult and professional student learning, and impact measurement.*

### **"Absolutely Amazing!": A Comparative Study of User Satisfaction with Summon**

Dana Thomas (Ryerson University)

Kevin Manuel (Ryerson University)

As a follow up to the study presented at the 2012 ARL Library Assessment Conference, this presentation will provide a comparison of the results from two survey phases. The 2013 follow-up survey was conducted to coincide with the evaluation of the Summon license renewal at Ryerson Library. Because many academic libraries currently invest heavily in Web Scale Discovery services to meet the needs and expectations of undergraduate students, it is important that we evaluate user satisfaction. Considering that these services have been in use for a few years, has the initial excitement waned? Do students still feel they have "won the lottery"? The presenters will share the results of two survey iterations, comparing satisfaction levels with the service in 2013/14 with those evident in 2011/12. We will show how students at Ryerson University like using Search Everything, powered by Summon.

*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. Kevin Manuel is the Data Librarian at Ryerson University. In addition to supporting the Data Services at the library, Kevin is also a member of the Evaluation and Assessment Committee. His publications include popular and peer-reviewed articles, a book chapter, and conference presentations ranging from anthropological studies to library user satisfaction.*

### **Assessing Library Research Consultations: A Mixed-Method Approach**

John Watts (Webster University)

Stephanie Mahfood (Webster University)

Julie Weissman (Webster University)

Instructors often require students enrolled in research-intensive courses to consult with a librarian. However, it can be challenging to identify the impact the librarian makes to student

learning. This presentation will describe a collaboration between librarian, instructor, and institutional researcher to develop and implement a mixed-method applied research project aimed at identifying the contribution a librarian makes to student learning during individual research consultations with graduate students in the School of Education. After establishing learning outcomes for the consultations, presenters designed a research journal kept by students to record their research habits while developing a literature review on a topic in special education. Journal entries were compared before and after students consulted with a librarian in order to understand how their behavior changed during the research process and identify whether or not learning outcomes were met. Additionally, a single-case research design with multiple baselines was used to identify changes in student learning. Students completed weekly assignments asking them to provide recommendations that would improve the search results as for a given research scenario. Recommendations were scored using a rubric and compared before and after students consulted with the librarian. Finally, focus groups conducted by an institutional researcher were held at the conclusion of the class in order to gather affective data. Students were asked how their relationship with the librarian established in their consultation affected their course work as well as their attitudes toward librarians and their contributions to student learning. In addition to the project description and results, the presentation will also identify and describe the unique teachable moments generated by this applied research project housed in a course where students were learning about applied research. All data from this study will be collected and analyzed before May 2014.

*John Watts is Instruction and Liaison Services Librarian at Webster University. Stephanie Mahfood is Assistant Professor in the School of Education at Webster University. Julie Weissman is Director of Institutional Effectiveness at Webster University.*

### **Seeing the Big Picture: Collating User Feedback in an Effective, Sustainable, and Practical Way**

Frankie Wilson (University of Oxford)

Purpose: This paper presents the details of an online tool to help the Bodleian Libraries collate all the feedback they receive from users in to a single, searchable location. The tool is designed to be practical and easy to use by any member of library staff, so that the collation of user feedback is both effective and sustainable. The purpose of the tool is to enable the Bodleian Libraries to see the whole picture of how their users view them, and to mine existing qualitative data for new assessment activities. There are 27 physical libraries within the Bodleian Libraries and around 100 more serving students and staff at the University of Oxford. Users have a myriad of ways of providing feedback about the performance of the libraries, and the Bodleian Libraries wish to use this feedback to identify areas for improvement. However, with the exception of the free-text comments obtained from the LibQUAL+® survey run in 2012, feedback is not shared throughout the organization—it stays within the area that obtained it. A single person coded the LibQUAL+ qualitative feedback, but the large numbers of libraries, staff, and feedback opportunities involved meant that this was not a sustainable solution for

ongoing feedback. The problem was how to obtain, organize and disseminate the user feedback to those who needed it.

**Design/methodology/approach:** The author applied the basic tools of librarianship to this problem and developed a catalogue and classification system for user feedback. An additional requirement was that the system be as simple as possible to be used by any staff member, and fit in to their workflow, so that the collection and organization of the information would be sustainable. **Findings:** The catalogue is an online tool with three sections: 1) how the feedback was obtained and by whom; 2) the text (or report if verbal) of the feedback; and 3) the index terms. The index terms relate to both the demographic of the person giving the feedback (e.g. undergraduate, part-time, physics) and the content of the feedback (e.g. customer service, library catalogue, journal provision, technology support). There is no limit to the number of index tags that can be selected for each piece of feedback, but the vocabulary is constrained. The data is entered by the individual who receives the feedback and indexing is also undertaken by them. The catalogue can be searched by one or more index tags, and the full text of the feedback is accessible in two clicks. Initial use has received positive feedback from the early adopters.

**Practical Implications/Value:** The online user feedback catalogue makes it possible to surface the overarching issues that the Bodleian needs to address; to investigate demographic differences in attitude to a known issue; and to effectively re-use the data for assessment of new issues as they arise. This enables the Bodleian Libraries to put the jigsaw of user feedback together and see the big picture of their performance.

*Frankie Wilson is a UK librarian interested in the tools and techniques of library assessment, quality in libraries, performance measurement, and organizational culture. She developed the Quality Maturity Model for assessing the organizational quality culture of libraries. Following ten years as a faculty librarian at universities around London, she is now Head of Assessment at the Bodleian Libraries, University of Oxford.*

## **Session 17: Collections 3**

### **What's it Worth? Qualitative Assessment of e-Resources by a National Consortium**

Eva Jurczyk (University of Toronto)

The Canadian Research Knowledge Network (CRKN) is a partnership of Canadian universities, dedicated to expanding digital content for the academic research enterprise in Canada. The economic and scholarly publishing context faced by Canadian university libraries today is very different than the context that existed in 2000 when the network was conceived as a pilot project. The consortium and its members are facing decisions about how best to achieve sustainably funded library collections that effectively support the research and teaching needs of Canadian institutions. To support this decision-making, CRKN has adapted the quantitative assessment model established by the California Digital Library (CDL), and is working to assess thousands of licensed titles, at the aggregate and individual institution level, based on their

quality, utility, and cost effectiveness. The goals of this project are ensure that the consortium is devoting resources that represent the best possible value to participating institutions, and to provide a mechanism by which institutions can evaluate their own titles if the decision to exit a Big Deal is made. This paper will describe how CRKN adapted a simplified version of the CDL's method, allowing for the establishment of an assessment program using existing resources. The paper will highlight the technological, human, and knowledge resources that were needed to put an assessment program in place and provide an overview of the process by which the program was established. Lastly, the paper will highlight two cases when a quantitative assessment of licensed resources was applied; to the cancellation of a low-value package for the consortium, and for decision-support by a member institution returning to a title-selection model when a Big Deal was no longer affordable.

*Eva Jurczyk serves as a Member Services & Licensing Officer for the Canadian Research Knowledge Network (CRKN). Eva works as part of the team administering the Content program including coordinating the negotiations process, on-going contracts management, and license maintenance support. She leads CRKN's assessment and evaluation project.*

### **Assessment of the Use of Electronic Resources at the University of Massachusetts Amherst: A MINES Study Using Tableau Software for Visualization and Analysis**

Rachel Lewellen (University of Massachusetts Amherst)

Terry Plum (Simmons GSLIS)

This paper presents the findings of the second, year-long, systematic evaluation of electronic resources at the University of Massachusetts Amherst, using the MINES for Libraries® methodology. Since 2000 ARL has managed MINES. It is an online, transaction-based, point of use, intercept, web survey methodology, which collects data on the patrons' purpose of use of electronic resources and on the demographics of users. The presentation will compare two implementation methods for a point-of-use, intercept survey launched at the EZproxy server: 1) randomly chosen two-hour sessions, and 2) an every Nth user methodology. The 2008–2009 survey used 24 two-hour time blocks spread over 12 months to survey users of e-resources (primarily e-journals and databases). The 2013–2014 implementation, which closed June 30, 2014, surveyed every 140th user passing through the proxy server. The paper will compare the two methods for reliability and validity of the results and ease of implementation. The paper will report on the results of the recent survey, examining user demographics, time/date analysis, location of use, purpose of use, and collection development implications. Finally, the presentation will demonstrate how using Tableau Software, a data analytics and visualization application, to interact with the survey data in real time had unexpected benefits including:

- the ability to review and use live data throughout the year;
- the ability to monitor the projected total results to make adjustments on the fly. The survey frequency was increased from every 200th user to every 140th user to collect sufficient data to answer certain collection development research questions.

- the ability to compare the distribution of sampled e-resources to all the use of e-resources to judge the reliability of the sample;
- the implications of intercepting proxy data continuously and expanding the scope to include other resources; and
- the possibilities of using results to augment and enrich COUNTER data.

*Rachel Lewellen is Assessment Librarian at the UMass Amherst Libraries. She administered the MINES survey twice and has been using Tableau since 2012. Terry Plum is the Assistant Dean for Academic Initiatives at Simmons GSLIS, Boston, MA. He is co-developer of the MINES for Libraries® methodology and has participated in a number of studies assessing the usage of networked electronic resources.*

### **Assessing Electronic Collections at Point of Use**

Jane Nichols (Oregon State University)

Rick Stoddart (Oregon State University)

While libraries are using increasingly sophisticated metrics to determine electronic resources' usefulness, impact and cost effectiveness, much of this data reflects past usage. More nuanced information is still needed to guide collection managers' decisions about which content to purchase, borrow or deselect. To fill this gap, librarians at OSU Libraries and Press and Ohio State University Libraries are currently testing the utility of a pop-up survey to gather patron feedback at their point of use. By building an open-source application that inserts a survey between a citation and the full-text, librarians are better positioned to capture users' real-time reasons for selecting a given resource. Usage data can then be linked to qualitative information through questions such as whether a resource is being used for research or teaching; whether the user considers the journal core to their project; or even, if the resource is being used in class or with a student. Inspired by MINES for Libraries® this application was created to provide significantly more meaningful findings than usage statistics alone. Early results are promising; they show that respondents are willing to provide information that will help OSU Collection Development librarians make discrete renewal decisions. Moreover, respondents' sentiments about why they are using resources, such as to complete an assignment or for a grant could be used to demonstrate OSU Libraries value and impact. This paper will discuss how the application works, whether users respond to a pop-up survey as expected and other preliminary findings with JSTOR and Elsevier electronic resources.

*Jane Nichols is Associate Professor and Librarian for the Digital Humanities and the Social Sciences and Humanities at Oregon State University Libraries & Press. Current research interests include exploring new ways to assess library collections' impact and learning about faculty and graduate student interest in the Digital Humanities. Rick Stoddart is the Assessment librarian at Oregon State University Libraries & Press. He is interested in uncovering evidence and documenting library impact on student learning, especially from under-explored areas such as library computer systems, institutional repositories, and special collections. Rick received Masters degrees in Library Science and Communication Studies from*

*the University of Alabama. He is currently working on an EdD exploring the intersection of libraries and learning.*

## **Session 18: Methods 2**

### **Evaluation of the Applicability of E-S-QUAL for Assessing the Quality of Social Media Services in Academic Libraries**

Hae Min Kim (Drexel University)

Young adults interact in cyberspace where they connect to people, resources, and institutions through social media. They make up the majority of academic library users. To address their concentrated behavior using social media, academic libraries have used social media in delivering library services where users are in order to meet their changing needs (Chu and Meulemans, 2008; Connell, 2009; Phillips, 2011; Burkhardt, 2010; Cuddy et al., 2010). A few studies have quantified the use of these services (Xia, 2009; Pinto and Manso, 2012), surveyed librarians' perception of social media as part of library services (Charnigo and Barnett-Ellis, 2007; Hendrix et al., 2009; Loudon and Hall, 2010; Choi, 2012), and identified patrons' usage (Connell, 2009; Park, 2009; Gerolimos and Konsta, 2011). However, no studies have systematically evaluated user perceptions of library services using social media. Instruments for assessing service quality and e-service quality have been developed mainly in business, and applied to a variety of service areas including library services. Based on the Parasuraman et al.'s (1985) Gaps Model of Service Quality, LibQUAL+® has been developed for evaluating libraries' service quality. However, that instrument assesses primarily services related to physical places and face-to-face communications, which are different from the online services' communication processes using external applications. There has been an increased need to develop such tools for evaluating the quality of online services. While several authors recognize the need to evaluate libraries' social media services, none have published research that applies service quality assessment to the emerging library services. To address this gap, this study will discuss the evaluation of user-perceived service quality of academic libraries' social media among young adults applying the E-S-QUAL instrument. In business, Parasuraman et al. (2005) developed E-S-QUAL to measure customers' perceived service quality related to electronic retail websites. By utilizing this instrument in an academic library setting, this paper will discuss its applicability research to library social media services. This study will contribute to the introduction of the E-S-QUAL scale in its use to the academic library setting. The results of this applicability study will be of value to evaluation researchers for the development of tools for assessing library e-service quality. The results may help library managers to identify tools to assess users-perceived service quality, which goes beyond usage statistics.

*Hae Min Kim is a PhD candidate at the college of computing and informatics at Drexel University.*

## **A National Resource for Monitoring Library Service Efficacy**

Carlos Manjarrez (Institute of Museum and Library Services)

Matthew Birnbaum (Institute of Museum and Library Services)

Maria Raviele (Institute of Museum and Library Services)

Paper Subject Tags: LSTA, federal program evaluation, collaborative assessment, state library administrative agencies

Over the past two years staff at the Institute of Museum and Library Services (IMLS) has worked closely with Chief Officers of State Library Agencies and staff of the State Library Administrative Agencies (SLAAs) on a new initiative called fundamentally shift project-based reporting in for this 230 million dollar Grants to States program. This multi-year planning and technical assistance effort was designed with two major goals in mind. The first goal is to increase the informational value of the Grants to States program reports. The second goal is to help build a stronger library service community by sharing data on effective practice at the state and local level. With over 2,500 projects reports recorded each year, the annual State Program Reports produce a compendium on 21st century library service programing. The State Program Reports are a massive repository of project summaries, presenting a unique opportunity to compare, contrast and evaluate how library services are delivered in different settings across the country. Unfortunately, the information reported on an annual basis in the State Program Report lacked standardized, making it difficult to compare basic attributes of one state's project to the next, even when the agencies supported very similar activities. To address this problem and to encourage use and analysis of the information, IMLS worked closely with SLAAs to develop a new reporting system for the program. Using a communicative planning approach, with over 70 planning workshops involving representatives from each state library agency, IMLS and the SLAAs developed a core set of logic models to both describe program activity and to help identify a limited set of measurable outcomes that could be reported consistently across the states. The new, more consolidated reporting framework is designed to reduce the reporting burden by focusing data collection on a limited set of project outcomes that can be compared across projects over-time and across state boundaries. This new system, which is now being piloted by 16 states and will be rolled-out to all SLAAs in the summer of 2014, will allow for more systematic comparisons of program characteristics than ever before, including: programming mode and duration, staffing allocations, services rendered, resource purchased, location of programming, characteristics of participants and more. Redesigning the program reporting system provides IMLS and the states with a more efficient way to capture lessons learned through the Grants to States "laboratory" and to leverage the information to support ongoing assessment to identify and nurture effective practices. Standardization of data will also make it easier for SLAAs to benchmark their program investments. The paper will provide an overview of the planning process, review the data schema for the new reporting tool and a preview of the public site for Grants to States projects.

*Carlos A. Manjarrez is the Director; Matthew Birnbaum, PhD, is the Senior Evaluation Officer; and Maria Raviele, PhD, is the Evaluation Officer at the Office of Planning, Research and Evaluation, Institute of Museum and Library Services.*

### **Iterative Chat Transcript Analysis**

Laura Schmidli (University of Wisconsin-Madison)

Erin Carrillo (University of Wisconsin-Madison)

**Purpose:** Librarians at UW-Madison completed a qualitative assessment of chat transcripts in 2010, and a second assessment will be completed in April 2014. The purpose was to identify librarian behaviors that correlate with patron satisfaction, using the RUSA Guidelines for Behavioral Performance of Reference and Information Services Providers. With the 2014 study, we are also interested in determining whether there is an increase in those librarian behaviors correlated with user satisfaction between the 2010 and 2014 studies.

**Design/methodology/approach:** This study was informed by the research done by Kwon and Gregory in 2008. The Reference Assessment Team for UW-Madison Libraries, which uses LibraryH3lp for chat reference, analyzed 470 chat transcripts in 2010 and 400 chat transcripts in the 2014 study. The transcripts were converted to text and stripped of any personally identifying information. A set of codes, based on the RUSA guidelines, were developed and scope notes were written to aid in the transcript coding. Based on the 2010 findings, the codes were substantially revised for the 2014 study. R was used for coding and analysis, with RQDA being used for coding. Coders were provided with an instructional video on using RQDA, along with the scope notes. For the 2014 study, coders were “calibrated” by coding a sample of transcripts individually, and comparing and discussing as a group until consensus was achieved. Intercoder reliability was tested by having a member of the team code a portion of the transcripts and using irr to calculate intercoder reliability.

**Findings:** In the 2010 study, 22 of the codes had high, good, or moderate intercoder reliability; thus, conclusions can be drawn from them. Of these, seven were linked to user satisfaction: asking clarifying (closed) questions, searching for the patron, providing instruction, checking on a patron’s success, welcoming the patron to come back again, creating a Jing, and providing a URL. Most librarians asked clarifying questions and searched for the patron (60% and 55% of the time, respectively); and 40% of the time, librarians will provide patrons with a URL. Areas for improvement include providing instruction, checking on a patron’s success, and welcoming a patron to come back again (which librarians did 28%, 25% and 15% of the time, respectively). Librarians used Jing 10% of the time.

**Practical implications/value:** As a result of the findings of the 2010 chat analysis, recommendations were made to reference librarians regarding best practices and identifying areas for improvement. Based on the team’s experience with the 2010 study (particularly the low intercoder reliability), significant changes were made to the codes, and training of coders has been modified. We will compare the results of the two studies to determine whether

previous recommendations have increased those librarian behaviors most closely correlated with patron satisfaction. In addition to demonstrating the effectiveness of RUSA-recommended behaviors in increasing patron satisfaction, this study can serve as a model for other institutions interested in performing a similar assessment.

*Laura Schmidli is a public services librarian within the College of Engineering at the University of Wisconsin-Madison. She is part of the Reference Assessment Working Group for campus libraries. Erin Carrillo is an Information Services Librarian at Steenbock Memorial Library at University of Wisconsin-Madison and is on the Reference Assessment Working Group for the General Library System. She earned an MSLS from UNC Chapel Hill.*

## **Session 19: Organizational Capacity**

### **Completing Assessment Projects When it is Only Part of My Job**

Allison Benedetti (University of California Los Angeles)

Kornelia Tancheva (Cornell University)

Keith Weimer (University of Virginia)

Few of us work as fulltime researchers, yet assessment is essential to better understanding our users and their needs. This panel features speakers from three institutions—Cornell University, UCLA, and the University of Virginia—engaged in graduate student-centered assessment projects. Each speaker will talk briefly about his or her project; the ensuing panel discussion will build on the context of these projects and center on some common issues, challenges and benefits. For example, when assessment is not one’s only job responsibility, how do the demands of an assessment project fit into the rhythms and requirements of the academic year? Given time constraints of librarians pulled in multiple directions, the desire to share information, and the desire to learn from others, can we better collaborate and communicate across institutional boundaries? At UCLA, a team of five librarians is partway through a mixed-methods assessment project that includes a survey, behavioral observation, interviews, and focus groups. The goal is to better understand research support needs of graduate students in the humanities and social sciences, in order to develop library services and spaces strategically. Preliminary findings were presented at the ACRL conference last spring and a grant allowed continuation of data collection this year. Updated findings will be ready to present at the Library Assessment Conference. All five team members have subject liaison requirements, and a few have additional administrative roles. They have worked to balance the demands of research with the requirements of these other job functions, which, along with limited experience in social science research methods, have caused unanticipated delays and difficulties. A team of four subject liaisons at the University of Virginia Library faced similar challenges as they conducted semi-structured interviews with a sample of 96 graduate students from a wide range of academic disciplines. The goal of this project was to better understand the graduate research process from idea conception through to publication, in order (as at UCLA)

to strategically develop library services and spaces for an underserved population. The findings have influenced a reorganization of library spaces and expanded outreach to graduate students. At Cornell, a team of librarians worked with partners at Columbia on a collaborative ethnographic user-needs study investigating the local needs of doctoral students in the humanities in 2010–2011, specifically the question of whether the library could positively affect their success. The findings of the study informed service and space modifications at both places. The data used for management decisions comprised only a fraction of what the interviews at Cornell revealed, however. Members of the original team examined the interviews again to look for answers to a question that went well beyond the original interview protocol, but had emerged as an important theme—building a community of practice and the potential for libraries as partners in the process. The talk will address the challenges and pitfalls of re-using locally collected data for one purpose to address a different set of concerns identified across the field and will speak to the benefits of collaborating across institutions.

*Allison Benedetti is Librarian for Advanced Research and Engagement at the UCLA Library. She focuses on assessment of graduate student research needs, along with coordination of public services and departmental outreach to the humanities and social sciences. She received her MLIS from Simmons College in 2008. Kornelia Tancheva is the Associate University Librarian for Research and Learning Services at Cornell University. Kornelia holds a PhD in Drama and Theatre from Cornell University, an MLS from the Syracuse School of Information Studies, and an MA in English Language and Literature from Sofia University, Bulgaria. Keith Weimer is Collections Coordinator for the Humanities and Social Sciences at the University of Virginia Library. He has been involved with user requirements and usability assessment projects since he started at the University of Virginia in 2007. He received his MA in History and MLS from the University of Pittsburgh.*

### **Exploring Assumptions in Library Assessment and their Implications on Practice**

Kathleen Reed (Vancouver Island University)

Jeremy Buhler (University of British Columbia)

Chelsea Garside (University of Victoria)

Allison Sivak (University of Alberta)

**Purpose:** All of the assessment work we do has hidden assumptions embedded within. This panel session invites assessment professionals to look inward and discover and/or remind ourselves of the assumptions we often make consciously or unconsciously when designing or implementing assessment projects. Reflecting on our own practices at both large and small universities, and the larger literature in assessment, the presenters will discuss assumptions around who should do assessment, how much of it should be done, how we interpret findings, and how we represent results.

**Guiding Topic/Questions:** What assumptions do we make in library assessment? What are the implications on practice?

**Perspectives:** The presenters have a wide range of assessment experience, in both quantitative and qualitative methods, and in institutions large and small. Some of us are the sole people in our organizations who are responsible for evaluating library services and resources, while others act as a guide to many in their assessment efforts. With these viewpoints, we see many assumptions being made, both on our parts and on the part of others. Presenters will discuss some of these assumptions and their effect on practice, touching on topics ranging from confirmation bias and validity to the persistent belief that “more is better.”

**Practical Implications/Value:** This panel offers assessment professionals the opportunity to reflect on their own practice and discuss the implications of assumptions we make. There has been very little discussion of assumptions embedded in our practice within assessment literature. The session will be of use to anyone who conducts assessment or is interested in the topic.

*Jeremy Buhler, MLIS, is Assessment Librarian at the University of British Columbia Library where he has worked since 2011. Reach him at [jeremy.buhler@ubc.ca](mailto:jeremy.buhler@ubc.ca). Chelsea Garside is the Assessment and Statistics Analyst at the University of Victoria's Libraries, which involves running the day-to-day operations of the libraries' Assessment Resource Office, collecting and reporting statistics, and implementing assessment projects. You can contact her at [cgarside@uvic.ca](mailto:cgarside@uvic.ca). Kathleen Reed's day job is Assessment & Data Librarian at Vancouver Island University. By night she's a scuba instructor and soon-to-be doctoral student in Information Studies at Charles Sturt University, Australia. Her dissertation will explore the role of culture shock in information behaviors. Reach her on Twitter @kathleenreed or via e-mail at [kathleen.reed@viu.ca](mailto:kathleen.reed@viu.ca). Allison Sivak is a Public Services Librarian at the Coutts Education Library, University of Alberta. She worked as the Assessment Librarian at UAlberta for six years. She is currently pursuing her doctorate, researching the influence of information design upon young people's trust of information content. Reach her at [allison.sivak@ualberta.ca](mailto:allison.sivak@ualberta.ca).*

## **Session 20: Space/Services**

### **Assessing the Impact of a New Library on Graduate Students' Use of Library Spaces**

Bertha Chang (North Carolina State University)

Over the past several years, librarians at the North Carolina State University (NCSU) Libraries have been engaged in a series of user studies centered around the James B. Hunt Jr. Library, a new library building which opened on January 2, 2013. The Hunt Library functions as a second main library for NCSU and is located on Centennial Campus where it serves a number of constituents, including university departments and research centers as well as corporate and government partners. The Hunt Library is meant to define the library of the 21st century and offers a variety of technology-rich learning spaces, including dedicated commons spaces for both graduate students and faculty. The Colleges of Textiles and Engineering, which are located on Centennial Campus, are the primary academic user communities for the Hunt Library. The Libraries' Hunt-related user studies began in 2009 and continue to the present time. Approaches used have included interviews, focus groups, observations, and surveys. Studies conducted

before 2013 focused primarily on gathering data needed to support decisions on spaces and services for the new building. Now that the Hunt Library is open and operational, these studies have shifted their focus to how students and faculty are using these new spaces and services. One of these studies—a two-part online survey on the use of physical spaces in the libraries—has provided a unique opportunity to examine how the addition of a campus library has impacted graduate students in the Colleges of Engineering and Textiles. The first survey was administered in fall 2012 immediately prior to the opening of the Hunt Library, while the second survey took place one year later in fall 2013 after the library had been operational for about nine months. Over 700 responses were received from each survey (31% and 27% response rates, respectively). Analysis of the data has allowed comparison of users' anticipated needs to actual use of library spaces and shows how these students' work and study practices have been impacted. In addition, the second survey has provided the NCSU Libraries with its first large-scale formal feedback on the Hunt Library, helping to identify areas for Libraries staff to focus on in the post-occupancy phase of this new building. This poster will review the survey methodology used, present major findings, and highlight possible changes and approaches the Libraries will be taking to address issues raised by users in the second survey.

*Bertha Chang is currently Research Librarian for Engineering at the NCSU Libraries. She holds an MS from the Graduate School of Library and Information Science at University of Illinois in Urbana-Champaign and a Ph.D. from the Department of Materials Science and Engineering at the Massachusetts Institute of Technology.*

### **Sustaining an Assessment Mentality to Navigate Library Space Planning**

Michael Crumpton (University of North Carolina at Greensboro)

Kathryn Crowe (University of North Carolina at Greensboro)

In 2008 the University Libraries at the University of North Carolina conducted a series of assessment activities for the purpose of providing an outside space consultant the feedback needed to influence the programming of a renovation design for an almost 60-year-old academic library. The resulting study produced by the consultant gave an excellent foundation for upgrading the existing facility in lieu of an expansion or other significant acquisition of library space. Six years later, financial shortfalls and construction restrictions have created a barrier in executing much of the consultant's original recommendations. So, smaller, less pervasive steps were needed to be taken, addressing the need to reassess priorities with regard to investment into library space, furniture, equipment, services, and general building functionality. With this reasoning, a series of smaller assessment activities were conducted to modify space on a reduced scale, and because major renovation work could not be undertaken, assessment projects were developed to focus those efforts in such a way so as to ensure enhancements made would positively affect the learning environments. The need to create an ongoing assessment culture was driven by the desire to move forward on building enhancements despite the restrictions and barriers being faced. This presentation will share smaller, content-focused assessment activities that influenced the remodeling of particular

spaces, as well as affecting the related purchase of furniture and equipment selected for that space. Specific examples will include the creation of a digital commons, not addressed by the original space consultants' work, and a modernization of the music library, both developed and designed from assessment of the user populations. This presentation will also consider the changes to method and style that assessment activities conducted more recently have over the previous activities of six years ago. Examples here will include a discussion of how to take broad criteria and narrow the results based on limitations to physical aspects of the project and still achieve the ultimate goal of creating spaces that can enhance and support learning.

*Michael A. Crumpton is Assistant Dean for Administrative Services for the University Libraries at the University of North Carolina at Greensboro. Many of his responsibilities are related to facilities and space planning and he has overseen many renovations and building projects in his current position and in his previous experience. Kathryn M. Crowe is Associate Dean for Public Services at the University of North Carolina at Greensboro. She supervises Reference and Instructional Services, Access Services, and the Music Library and also has overall responsibility for assessment.*

### **Integrated Service Spaces: New Ways of Assessing Collaboration**

Hector Escobar (University of Dayton)

Heidi Gauder (University of Dayton)

**Purpose:** Many academic libraries have participated in the growing trend in creating unified service desks, where users visit one desk to get help from a variety of library and other campus services. The University of Dayton's Roesch Library, however, is exploring a different model. It is piloting a service that lends itself to true integration with external departments. Although unified service desks offer the convenience of one-stop assistance, the various units may still act as silos. Service integration facilitates better cross-training and less confusion for students who may need multiple forms of help in one common area. The library began to explore the possibility of a new service integration with the campus writing center after noticing more in-depth consultation trends from both the writing center and reference desk. Service desk statistics indicated that students had difficulty finding the writing center, while LibQUAL+® survey comments from students noted the need for more study space. By combining two separate service areas, the library could highlight one-stop assistance for research and writing needs as well as open up more study space.

**Methodology:** A thorough process analysis of services provided was needed to better understand the mechanics and workflow of the campus writing center. While data analysis for traffic and questions asked at the reference desk had been well documented, it was a new project to gather and review data from another department. Several meetings led the way to sharing data and better insight of the department. The data gathered and analyzed by the library revealed a strong potential for referrals to reference librarians for research assistance. Initial data gathered from the writing center indicates that scholarship is very much an iterative and not linear process. A deconstruct of a typical working reference desk and writing center

will take place, essentially dropping the former model where librarians provided reference assistance and writing consultants assisted with writing projects. Since this is an integration, both librarians and writing consultants will be working alongside each other, assisting students with various research and writing needs.

**Potential Findings:** An integrated service pilot will begin in the fall of 2014. New data collection forms will be investigated. Data will hopefully reveal areas where cross-training is needed and help clarify roles between librarians and writing consultants.

**Practical Implications:** Integration of services, especially with external departments, is not a short or easy process. Fostering relationships where data can be shared, analyzed, and utilized between departments is always ongoing. This project establishes a new model where libraries can take the lead in adopting new services by inviting departments into the library for service integration. We hope that enhanced services lead to enhanced spaces for libraries with this model.

*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. 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.*

### **Roving: Aimless or Purposeful?**

Monena Hall (Virginia Tech)

**Purpose:** As Virginia Tech University Libraries transition to more user-focused, service oriented, collaborative spaces, we found it imperative to determine how students use available space, and to develop methods of garnering feedback from our primary user group—undergraduate students.

**Methodology:** VT University Libraries began planning for roving services with the creation of the Learning Commons and Assessment Librarian (LCAL) position in 2012. The LCAL developed support and staff buy-in to hire students to provide assistance in the stacks. While listening to internal stakeholders, we determined that we need to do three things: 1. Provide assistance in our constantly changing facility 2. Observe how students use the space 3. Garner student feedback. To this end we developed the Peer Roving Assistants (Rovers) program. Undergraduate students, reporting to the LCAL, conduct space observations using an iPad at set times and places five days a week. Based on the observation forms from the [www.learningspacetoolkit.org](http://www.learningspacetoolkit.org), we developed a Google Form where Rovers record observational data and personal reflections. We also developed a list of questions Rovers can use to conduct informal, personal interviews of library users. Finally, we use dry erase boards to have anonymous conversations with students around a variety of topics including services, favorite study spots, and latest book/movie enjoyed resulting in informal and sometimes funny and irreverent conversations with and between students. Rovers also use cameras to record

observational data of interviewed students, interesting whiteboards, damaged library equipment and furniture, interesting books, and anything else that captures their attention, allowing for a more complete picture of library use. All of the data is gathered through Google Forms and kept on Google Drive, allowing easy access to Rovers and Library administration alike.

**Findings:** These tools have provided an incredible amount of data. During the two-and-a-half months of this program, the four Rovers have taken over 300 photos, interviewed 40 individual students, and conducted over 300 space observations. During the presentation I will detail how the library is using this information about student use of library space, and student attitudes towards the library. The presentation will discuss these findings in greater detail.

**Practical implications:** The presenter will discuss ways in which the information has been used to improve services. Using undergraduates as research assistants who are also stakeholders brings a level of ease to conversations that could not be obtained using professionals or graduate students. Likewise, using undergraduates allows for scheduling observations during periods when most employees do not work, i.e. evenings and weekends. Whiteboard conversations allow library employees to respond directly and publicly to questions and concerns raised. Photo-journaling allows library administration to see first-hand how space is used and if students are providing solutions to problems of which we were unaware. Hiring undergraduates as Peer Rovers has proven to be an inexpensive, effective, and novel way to better understand our users and their needs as we continue growth towards the future of libraries.

*Monena Hall is Learning Commons and Assessment Librarian at the University Libraries at Virginia Tech. Monena is committed to improving services in the library and community through discovery and evidence based data. Her research interests include transforming library spaces to enhance collaboration and enhancing data collection to improve student experiences.*

### **Putting a UX Lens on Library Space Assessment.**

Maurini Strub (University of Louisville)

Melissa Laning (University of Louisville)

Libraries historically collect lots of different type of data. With the popular shift in moving from data collection to assessment that matches organizational goals, user experience can provide a framework for assessment efforts. The University of Louisville Libraries is currently re-examining its spaces in a heavily trafficked and utilized area. With assessment expected to be completed and reported by May 2014, this paper will cover best practices and methodologies to incorporate a user centered design to data collection. Rather than focusing on the data collected in the study, the paper will analyze the process and help others collect transformative data.

*Maurini Strub is the User Experience/Assessment Librarian at the University of Louisville Libraries. She has research interests in user centered and interaction design within libraries. Melissa Laning currently*

*serves as Associate Dean for Assessment, Personnel & Research at the University of Louisville Libraries. From 1999 through 2006, she served as Assessment Team Leader at U of L working primarily with user surveys and web usability studies.*

### **Viral Reference in the Writing Center: Using Metrics to Reinvent Library Reference**

John Holmes (University of Washington)

Kathleen Collins (University of Washington)

**Project purpose:** To develop a student and faculty support service in Odegaard Undergraduate Library that fully integrates student research and writing as conceptually and operationally inseparable processes. Developing metrics for a successful, sustainable learning service involving deep collaboration among student writers, writing tutors, and research librarians will inform assessment of the effectiveness of the new service against previous reference models featuring librarians at a service desk. In addition, the data will provide formative assessment for ongoing development of the integrated service.

**Design/methodology:** Our team is developing structured intake and reporting forms embedded in an online booking system to capture client demographics and session-level learning outcomes. Intake will attempt to identify client-defined problems in research and writing that will facilitate follow-up, referral, and assignment of the appropriate consultation team for a session. Reporting data for research help sessions will be assessed against a 2011 two-quarter UW Libraries study of questions received at Odegaard's former traditional reference desk using Gerlich's Reference Effort Assessment Data (READ) Scale. We have modified the scale by eliminating the two lowest levels of service (e.g. directional queries and known-item searches) and have conflated the upper levels into two categories, one addressing needs that can be met in a single consultation and another addressing needs that are ongoing or require the use of multiple, asynchronous resources located in a variety of campus venues.

**Potential Findings:** Analysis will focus on how the shift in service venue and focus impacts the nature of our work and the level of expertise, labor, and resources required to answer research queries. We have already noted a shift upward in the level of questions received. Data from the 2011 study indicate that over 70% of our queries were answered at the 1–2 level. While data from the earlier study indicate total queries for the academic year (extrapolated from 2-quarter data) in the range of 7,500, the OWRC expects to conduct approximately 17,000 inquiries during the current academic year, providing reference librarians access to queries previously unknown but embedded in writing challenges.

**Practical implications/value:** We expect that we will make more effective use of limited human resources by placing ourselves in the path of students seeking help in writing research-based papers. By eliminating the flow of directional and lower-order queries, we will be free to refocus on more sophisticated and powerful concepts helpful to students making their first efforts to join academic discourses. The OWRC may become a mechanism by which subject librarians throughout the UW system can be "discovered" more easily through referral and

included in curricular consultation activities. In addition, as more academic libraries assess their commitment to the reference desk model in light of declining reference statistics (a 65% decline in ARL member institutions over the past 20 years) we search for a new and more effective approach to student learning of research and communication processes. Our current model may be valuable in informing other academic libraries in discussing revised services.

*John Holmes is the Psychology Librarian at the University of Washington. He has been professionally active in the area of information literacy, serving 10 years on the faculty of the ACRL Information Literacy Immersion Program. John is co-founder of the Odegaard Writing & Research Center in the UW Libraries. Kathleen Collins has worked at the UW Libraries since 2001. She has B.A in History from the University of Maine at Farmington and an MLIS from Dalhousie University in Halifax, Nova Scotia. She is currently the UW Libraries Sociology and Children's and Young Adult Literature librarian.*

### **Do Patrons Appreciate the Reference Interview? Virtual Reference, RUSA Guidelines, and Student Satisfaction**

Klara Maidenberg (Scholars Portal, Ontario Council of University Libraries)

Dana Thomas (Ryerson University Library)

Much attention is paid to the RUSA Guidelines for Behavioral Performance of Reference and Information Professionals in the training and evaluation of reference librarians and virtual reference operators. It's not clear, however, that demonstration of these behaviors leads to better outcomes, or to more satisfied patrons. Access to complete transcripts of interactions that occur on Ask a Librarian, (a large-scale consortial academic virtual reference service in Ontario, Canada), along with the patrons' responses to exit survey questions that address their satisfaction with the service and likelihood to return, provide a unique opportunity for assessment. With access to these transcripts, we are able to see whether the approach taken by librarians, and the extent to which they adhered to the RUSA guidelines, correlate with patron satisfaction regarding the interaction. In this presentation, we will describe an ongoing project to measure operator adherence to the guidelines in a sample of 400 virtual reference transcripts, and the development of original instruments (a behavioral assessment rubric and a user survey). The presentation will outline methodology used and share preliminary findings concerning the correlation between operators' application of the behaviors recommended by RUSA and users' satisfaction with the service. The findings of this research have important implications for training and assessment of virtual reference services and operators, and for future revisions of the RUSA guidelines by the American Library Association.

*Klara Maidenberg is cross appointed as Virtual Reference Services & Assessment and Evaluation Librarian at the Ontario Council of University Libraries where she coordinates Ask a Librarian, a consortial VR collaboration, and engages in assessment of other services and resources. She has presented about reference services assessment at ALA (Anaheim and Chicago), QQML and the Ontario Library Conference (klara.maidenberg@utoronto.ca). 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 (d1thomas@ryerson.ca).*

## **Did They Find It?**

Karen Tang (Curtin University)

This presentation will outline the methodology developed for, and present the preliminary results of, the Did You Find It? survey being implemented at Curtin University Library in Perth, Western Australia. Piloted in 2013, the survey will be conducted in 2014.

**Purpose:** The survey's purpose is to establish whether clients who are searching for library items find what they are looking for. A sample of catalogue searches is intercepted and searchers asked to identify what they are looking for and, in due course, whether they find it. For items clients can't find, library staff verify whether this "failure" is attributable to the library or the searcher, providing libraries with information based on actual practice regarding the level of failure experienced by their clients and where library efforts need to be directed to rectify problems. The survey has been developed by the author in consultation with the Quality and Assessment Advisory Committee of the Council of Australian University Librarians (CAUL).

**Methodology:** The survey adds to CAUL's prior contribution to library assessment, the CAUL Materials Availability Survey conducted by Australian libraries throughout the 1990s. The previous survey was paper-based, distributed to clients entering the library building, asking what they were looking for and whether they subsequently found it. But in 2014, clients looking for library items are just as likely to be searching the catalogue from outside the library building, outside library operating hours. Many clients entering the library building may be attending to use library facilities (e.g. study spaces) rather than library books and journals. The methodology for Did You Find It? uses more modern, less labor-intensive approaches. Through a technique comparable to that used in ARL's MINES, a random sample of catalogue searches is intercepted with a pop-up window inviting client participation. Email is used to provide a link to a web-based, largely multiple-choice, survey tool able to be hosted on third-party systems such as SurveyMonkey. As clients report whether they could find the item they were looking for, assigned library staff verify the client's explanation for their lack of success. For example, does the library not own the item? Are all copies indeed out on loan or not on the library shelf? Is the e-book inaccessible?

**Potential Findings:** Curtin Library's 2013 pilot successfully intercepted 800 searches and found that 32% of respondents had not found what they were looking for. Results from a larger scale survey will be available by mid-2014. Addressing the findings of its CAUL Materials Availability Surveys, Curtin Library was previously able to halve the percentage of items clients could not find from 58% in 2005 to 26% in 2010.

Value: Did You Find It? adds to the body of library assessment work, building on proven products such as the CAUL Materials Availability Survey and ARL's MINES. It provides a practical assessment tool, addressing an issue of demonstrated importance to library clients which affects their satisfaction with and perceptions of their library. Once fully developed, this project will provide an up-to-date survey tool and a method of administering and analyzing it that could be made readily available to other interested libraries, for adoption "as is" or adapted to meet particular needs. Sharing and benchmarking of results will be encouraged to encourage the adoption of best-practice nationally and internationally.

*Karen Tang has lead Curtin Library's assessment and quality activities for over 10 years. A member of the Council of Australian University Libraries (CAUL) Quality and Assessment Advisory Committee since 2011, she has undertaken work on behalf of the Libraries of the Australian Technology Network, published in Australia and internationally and won the CAUL Achievement Award in 2012.*

## **Session 21: Value**

### **Can Academic Analytics Tell Us How Libraries Impact Faculty Scholarly Research Productivity?**

Michael Rawls (Virginia Commonwealth University)

Purpose: This research project utilizes the Academic Analytics database to explore linkages between library funding and faculty scholarly research productivity at US doctoral institutions. Its purpose is to illustrate how well-resourced libraries can improve productivity and confer value to their host institution's research enterprise. In doing so, it seeks to build upon the findings of a similarly-themed study presented at the 2012 Library Assessment Conference which found a strong correlation between library expenditures at universities and the number of journal articles their faculty members produced. The Academic Analytics database offers an opportunity to replicate and add validation to the original study's findings by employing different data sources and other elements from the original study. It also presents an opportunity to demonstrate library impact on a campus-wide outcome using the same tool that university administrators use to measure scholarly activity.

Design/methodology/approach: A regression model was built to identify which institutional characteristics serve as the strongest drivers of scholarly output. US doctoral institutions served as the units of analysis. The number of journal articles attributed by Academic Analytics to each institution from 2008 to 2011 served as the dependent variable (operationalizing the concept of scholarly productivity). A wide variety of institutional characteristics drawn from Academic Analytics, IPEDS and ACRL served as independent variables. These were composed of both library and non-library measures presumed to influence scholarly productivity and included, among others, the number of faculty, research expenditures, university revenue, total library expenditures, the number of professional librarians, and expenditures for both electronic and non-electronic library materials for each institution.

**Findings:** This study's findings closely resembled those of the first, in that bigger library budgets were strongly associated with increased scholarly output—even while controlling for non-library institutional characteristics likely to effect that output. Moreover, both studies found that library decision-making played an important role in scholarly productivity. Productivity rose as the share of a library's collection budget dedicated to electronic materials increased. Yet, remarkably, productivity declined as institutions spent more on print materials. This inverse relationship between print expenditures and scholarly productivity was detected in both studies and was statistically significant in each case. These results support a grounded theory that electronic materials offer such time-saving advantages over print materials for a researcher that the effect is empirically detectable at the university level. The idea is that when these time-savings are multiplied by the entire research community, a well-resourced community will complete a noticeably greater amount of scholarly work in a given period of time than a poorly-resourced one.

**Practical implications/value:** The difficulty in linking library investment to university-wide outcomes is a daunting challenge libraries face as they compete for resources in an increasingly bottom-line driven environment. Yet Academic Analytics can help provide empirical evidence suggesting that universities realize a return on their library investment. While causality is not provable, a rationale for causality is offered by the fact that both models suggest that scholarly productivity ebbs and flows based on how a library allocates its collection budget between electronic and print materials.

*Michael Rawls serves as the Budget and Assessment Director for Virginia Commonwealth University Libraries. He is also a PhD student in Public Policy with an interest in research productivity and technology transfer in higher education.*

### **Making Value Measurement a Reality: Implementing the Value Scorecard**

Stephen Town (University of York)

**Purpose:** The purpose of this paper is to describe and evaluate the implementation of a value scorecard. The scorecard was developed by the author and others to provide a new conceptual framework for value measurement, and reported in previous Library Assessment and Northumbria conferences. This paper covers application of the framework to a real library situation.

**Design/Methodology/Approach:** The paper describes the rationale, application and experience of working with new measurement concepts arising from the specific articulation of value, and the combination of these new ideas for assessment with pre-existing methods and techniques, including the balanced scorecard. The research approach has been described in previous papers, and generated a four dimensional matrix for assessment of library capital value. This paper presents the case study of its application at the University of York, reports on practical issues surrounding implementation, and reflects on culture and acceptability across a variety of service units, including archives and specialist IT functions.

**Findings:** The combination and overlap of previous Balanced Scorecard and new Value Scorecard dimensions has resulted in a six-element reporting template, and provides a pragmatic solution for assessment from service unit leader level, without losing the underlying strength and breadth of the analysis. The paper reflects on the overall coherence and coverage of the framework, but concentrates on those areas of measurement that the research program revealed to be weaker or lacking in other frameworks and datasets. These include: human capital value, relational value, collection capital and impact in the digital environment, and strategic momentum. The difficulties in generating new metrics or qualitative narrative for these elements are discussed. The relationship between the scorecard and institutional KPIs, the Customer Service Excellence award initiative in progress in the library, and other assessment tools (including LibQUAL+®, and ClimateQUAL®) are evaluated. Links are made to institutional level strategy and the data requirements of Director level staff for effective advocacy within and beyond the institution. The report template covers strategic progress as well as 'business as usual' services, and provides narrative on cultural and relational positioning absent from other measurement frameworks.

**Practical implications/Value:** This unique development can provide academic and research libraries with an enhanced framework for performance measurement and the advocacy of success to a library's broader stakeholders. As such it provides a significant contribution to effective, sustainable and practical assessment, as it can be tailored to local institutional requirements, emphasis and context. It offers the flexibility to incorporate other existing frameworks, standards and cultural assumptions, and provides a method to combine qualitative narrative and quantitative metrics. The inclusion of the momentum dimension provides a focus for driving and enacting positive change. The template has been rolled out for the academic year 2013–2014, and a full year of quarterly reports will have been delivered by the time of the paper presentation. It will also be clear by then what impact the Customer Service Excellence program has had on specific metrics, and how the results of LibQUAL+, TechQUAL, and staff surveys have been incorporated across different service units.

*Stephen Town is Director of Information and University Librarian at the University of York, UK. Stephen is Chair of the Northumbria Conferences on Performance Measurement, is a member of the Library Assessment Conference and journal editorial boards, and has consulted presented and written widely on quality, strategy, and assessment topics.*

## **Library Impact Study**

Holt Zaugg (Brigham Young University)

One of the key functions of libraries is to demonstrate their value in the larger academic community by indicating their contributions to student learning and other institutional priorities. Using Megan Oakleaf's *Academic Library Value: The Impact Starter Kit* as a template, this study in the Harold B. Lee Library (HBLL) at Brigham Young University (BYU) identified 29 areas of institutional focus and cross-referenced them with 46 library services. Fifteen HBLL faculty were identified to determine the degree to which each service provided value to each

area of focus. The value of each service included five possible choices: no impact, could be impact, belief of impact, impact with evidence, and impact with evidence communicated to stake holders. These value placements provide an impact map of the realized and potential influence the HBLL has on BYU patrons and university goals. This initial evaluation provided a baseline of the value of HBLL services. Library departments are using the impact map for strategic planning to identify additional areas of focus where actionable data may be collected, analyzed, and disseminated. Because the map indicates areas of focus influenced by more than one department, it provides the opportunity to initiate interdepartmental collaborations or to reduce redundancies where appropriate. Administratively, the map helps to ensure that all appropriate areas of library focus are being covered by at least one department. Repeating the study will help to demonstrate improvements made in HBLL efforts to impact institutional foci and communicate the library's value. The paper will describe the initial findings, actions taken since then, and plans for further data collection, analysis, and reporting of library value.

*Holt Zaugg, PhD, is the Director of Library Assessment at Brigham Young University. His current research focuses on teacher training, educational development, and assessment issues of service delivery in academic libraries. His past research focused on communication patterns among engineering students working on engineering global, virtual teams.*

## **Session 22: Methods 3**

### **Effecting Change through ClimateQual-Experiences of Phase 1 and 2 participants**

LeRoy LaFleur (University of Rochester)

Originally developed in 1999 as a joint initiative between the University Libraries and the Industrial and Organizational Psychology department at the University of Maryland, the ClimateQUAL Organizational Climate and Diversity Assessment (ClimateQUAL) is a method of data collection that some university libraries use to gain greater clarity on their organizational climate as filtered through the perceptions of their employees. The assessment measures organizational climates for diversity, teamwork, learning, fairness, managerial practices, and individual beliefs within the organization. More specifically, it incorporates elements of workforce diversity, organizational climate, and organizational culture to build the concept of the "healthy organization," defined as an organization that can "manage and empower its diverse human resources to enable the organization to achieve its goals" (Kyrillidou, Lowry, Hanges, Aiken, and Justh, 2009, p. 150). This paper reports on the results of semi-structured interviews conducted with library directors and senior administrators of institutions that participated in the first two phases of ClimateQUAL (2007/2008). The study explores the reasons that library directors decide to have their organizations undertake the assessment, whether and in what areas libraries use the survey results to implement changes within the organization, and how they monitor such changes to improve the health of the organization. The results of this study are of value to those wanting to improve organizational climate. As the ARL continues to promote this assessment protocol, this study will be of interest to library directors and ARL administrators who wish to know more about the use of the

assessment tool in research libraries. It may also assist ARL in making further improvements to the survey and the associated processes through which libraries participate.

*LeRoy LaFleur is the Head of Reference at Rush Rhees Library and the subject librarian for Anthropology. He holds a bachelor's degree in Sociology from Michigan State University, a master's degree in Library and Information Studies from the University of Wisconsin-Madison, and a master's in Organization Development and Knowledge Management from George Mason University's School of Public Policy. He is currently a doctoral student in the Simmons College, Managerial Leadership in the Information Professions program.*

### **The Engaged Librarian: Crafting an Effective Assessment Plan to Determine the Impact of a Key Strategic Library Initiative**

Sarah Murphy (The Ohio State University)

**Purpose:** Several models exist for successful library assessment planning. At The Ohio State University, the Libraries 2011–2016 strategic plan serves as an overall framework to guide assessment activities. While high-level, scorecard based metrics are included within this plan, to better demonstrate the Libraries' contribution to advancing student and faculty success, delivering distinctive content, and fostering intellectual connections, efforts are underway to create assessment and corresponding data gathering plans for each strategic focus area. Using this approach, the Libraries' will be better positioned to communicate the impact of its services and programming on individual constituencies. Specifically, did the service or program achieve its intended results, and if so, how? Did the library make a difference in individual's lives?

**Design/Methodology/Approach:** This paper will focus on the assessment and data-gathering plans for the Libraries' first and third strategic focus areas: "Engage with faculty and service units across campus to integrate library services and resources to enhance teaching and learning" and "Offer enhanced and innovative research services to faculty and graduate students." Specifically, it will outline a participatory, organizational approach for developing logic models and corresponding assessment and data-gathering plans to determine the immediate, medium-term, and long-term impact of programmatic initiatives and services. Questions examining whether an initiative or service forwarded the Libraries' mission to "foster an environment conducive to academic inquiry, scholarly communication, creative achievement, and lifelong learning" will be explored, in addition to whether the library helped "students become information literate and globally aware." Most importantly, the assessment and data-gathering plans for these strategic focus areas will identify how the Libraries' contributed "to the University's drive to eminence in teaching, research, and service."

**Findings:** Development of assessment and data-gathering plans for some of the individual initiatives and services listed in the strategic focus areas above is complete. Other plans are in progress and are expected to be completed by June 30, 2014.

**Practical Implications/Value:** The diversity of constituencies served by The Ohio State University Libraries and the complexity of the Libraries' organization makes the development

of a singular, relevant assessment plan which truly captures and communicates the impact of the libraries on advancing student and faculty success particularly difficult. This paper offers an alternative, structured, multifaceted approach to library assessment that addresses this challenge.

*Sarah Anne Murphy is current Coordinator of Assessment for The Ohio State University Libraries. She earned an MLS from Kent State University in 2000 and an MBA from The Ohio State University in 2008. She has published two books and several papers related to library assessment.*

### **Collaborative Qualitative Research: A Consortium Approach to Exploring the Complexity of Student Learning Outcome Practices Across Multiple Institutions**

Donna Ziegenfuss (University of Utah)

Steve Borrelli (Washington State University)

**Purpose:** This paper outlines the processes and findings for a collaborative qualitative research project undertaken by the Greater Western Library Alliance (GWLA) Student Learning Outcomes (SLO) taskforce investigating how GWLA institutions were integrating information literacy on their campuses and contributing to student learning success. Interview data were collected and analyzed from 20 academic libraries about campus assessment practices at three different levels: library, department/college, and the university. Analysis of themes and related sub-categories resulted in development of a conceptual framework that was then used to design a three-day GWLA assessment symposium. The qualitative findings, along with additional data collected at the symposium, is now being used to articulate a research question for future GWLA taskforce research.

**Methodology:** GWLA taskforce members conducted 20 interviews that were audio-recorded and transcribed. The transcripts were analyzed using grounded theory qualitative methodologies by seven taskforce members, all coming from different institutions. Not all researchers had access to qualitative analysis software, so Microsoft Excel was used to conduct the analysis. In addition, not all researchers had experience using Excel to conduct qualitative research, so online tutorials and conference calls were used for additional support. For the first round of analysis, researchers worked in pairs to ensure a consistent research process. This first data analysis round generated a codebook that was then used to analyze remaining transcripts. Seventy-one coding categories emerged and using a recursive process of collapsing and combining categories, 17 unique core categories resulted that were deemed to be unique. During the second round of analysis, 17 categories were collapsed and refined into 5 core categories. Using these five categories, and code frequency data, a conceptual framework was used to explain data category relationships.

**Findings:** The resulting framework connected three distinct but interrelated themes: deconstructing the process of SLO assessment; building partnerships; and embracing change and opportunities. Over half of the codes focused on the first theme, about how institutions were designing, implementing, and disseminating SLO results. This large code frequency

number should not be surprising since the interview questions were focused on uncovering SLO practices. The second theme described organizational and cultural issues integrated with SLO practices. The third theme, which encompassed only 12% of the coding, identified drivers, challenges, and opportunities for change, as well as cultural and contextual barriers, and professional development needs.

**Practical Implications:** The data from this study suggests that library strategies for integrating information literacy and assessing SLOs are based on a complex set of contextual factors that vary across institutions due to structural, cultural, and organizational differences. Therefore, the implications and value of this study rests in developing awareness about identified challenges and opportunities that should be considered as libraries evaluate their own assessment culture and impact on student learning success. Although we can draw out exemplars to help guide assessment practices, we must also consider culture, context, and institutional organization. The framework from this study creates a roadmap libraries can use to evaluate and inform assessment practices.

*Donna Ziegenfuss is the Assistant Head in Scholarship & Education Services in the J. Willard Marriott Library at the University of Utah. Her research interests focus on the topics of assessment, library and technology-based instructional planning, faculty development, course design, and academic grassroots leadership. 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.*

## **Session 23: Data**

### **What Role Can Peer Benchmarking Play in Planning for the Future of Research and Teaching Technologies?**

Jenn Stringer (University of California Berkeley)

Lynn Rohrs (New York University)

Samantha Guss (New York University)

Elizabeth Dupuis (University of California, Berkeley)

**Purpose:** Institutional leaders are asking Libraries and IT units, as service providers, to provide data about service use, service quality and return on investment as they make decisions about resource allocation. NYU developed a peer benchmarking methodology for prioritizing research support needs by benchmarking themselves with more than a dozen peer institutions. UC Berkeley borrowed and adapted NYU's methodology as the starting point and used it to benchmark teaching and learning services along with research services for a planning and community building initiative across the campus.

**Guiding Question/Topic:** Is a peer benchmarking methodology useful and why? If so, for what purposes can it be expanded and adapted to fit other contexts?

**Perspectives:** Members of the panel from both institutions will first present the methodology and discuss the value of utilizing this benchmarking framework to concisely and clearly represent to key stakeholders where your services rank compared to peers, the specifics of what it would take to improve these services, and how to prioritize resources for the best return on investment. We will then discuss with audience comments and participation the relative merits and possible downsides of utilizing this methodology. The panelists bring IT and library perspectives along with both research and teaching and learning backgrounds. Lynn Rohrs was a key lead on the NYU ITS/Library team that collaborated and developed the Peer Benchmarking Methodology. She worked closely with the Dean of the Libraries and the CIO to create a document for them to present to the Senior Vice Provost for Research and the Research Deans that summarized the outcomes and recommendations from the benchmarking work. Samantha Guss was a member of the NYU team who prepared the peer comparisons for three different research services and whose efforts and insights helped with the process of forming the methodology. Before moving to UC Berkeley, Jenn Stringer was at NYU where she participated in the Peer Benchmarking Methodology led by Lynn. The process was so useful she brought it to Berkeley where it was broadened to include Academic Engagement services along with Research Services. Elizabeth Dupuis and her team in the library were active participants in the UC Berkeley benchmarking project and brought additional critical insights into the process.

*Jenn Stringer is the Associate CIO for Academic Engagement at UC Berkeley and is responsible for academic technology services campus wide. She is a librarian and prior to Berkeley was Director for Academic Technology Services at New York University and Director of Educational Technology at Stanford University School of Medicine. Lynn Rohrs is the Director of eSystems and Research Services at NYU. She is responsible for the research technology services offered through ITS, the central IT organization. She is also the Co-Coordinator of Data Services, a joint Libraries/ITS facility providing support for data-related research services. Samantha Guss is the Data Services & Public Policy Librarian at New York University and is based in Data Services, a joint ITS and Libraries department. She provides consultation and instruction on data, policy, and government resources and serves as liaison to the Wagner School of Public Service. Elizabeth Dupuis is Associate University Librarian for Educational Initiatives & User Services and Director of the Doel/Moffitt & Subject Specialty Libraries at the University of California, Berkeley. She is active professionally with ACRL, ARL, ALA, and IARU.*

### **Performance Indicators for Public Libraries—Developing a National Model**

Denise Davis (Sacramento Public Library)

Joseph Matthews (JRM Consulting, Inc.)

Mary Hirsh (Public Library Association)

A wide range of output measurement is available and in use in public libraries across the US. Outcomes measurement has been applied by the Institute of Museum and Library Services as a

grant assessment tool of its National Leadership Program and the state sub-grant program of the Library Services and Technology Act (LSTA). In addition, large-scale national projects, such as the US IMPACT study and the EDGE Initiative, have attempted to establish outcomes and performance measures around the impact of public access computing in public libraries. However, when it comes to outcomes measurement or indicators of performance, there are no clear leaders.

Carolyn Anthony, President of the Public Library Association, set a call to action in 2013 to address the gaps in consistent and reliable performance measurement. Anthony wrote, "What is needed is a set of measures that can capture the services public libraries are currently providing in their communities, with guidelines for conducting the measures to ensure consistency and validity. When PLA developed Output Measures for Public Libraries in the early 1980s, a frequent consideration was for measures that were 'good enough' to capture the desired information without being so difficult or time-consuming that staff would be unlikely to carry them out as intended. Public libraries need data to accompany the anecdotes they relay to funders regarding the outcomes of services offered and the resultant impact on the community."

To this end, a PLA Presidential Task Force on Performance Measures was established in July 2013 for a three-year period. Chaired by Denise M. Davis, Deputy Director, Sacramento Public Library, the group's charge is "To develop standardized measures of effectiveness for widely-offered public library programs and promote the training for implementation and use of the measures across public libraries." The Task Force has membership from a broad spectrum of public libraries, state libraries, and assessment researchers. The group works in-person and virtually, and is assisted by two researchers—Joseph R. Matthews and John Carlo Bertot—both well regarded for their research in outcomes and performance measurement in public libraries.

The panel will outline its strategy for the PLA initiative, methods for establishing a scalable model of performance measurement for public libraries, and the results to date. Denise M. Davis will moderate and speak to the overarching work of the task force; Mary Hirsch will provide the context and significance of establishing a model of performance measurement adopted by PLA; and Joseph Matthews will outline the PLA survey design and methodology, and findings to date.

*Mary Hirsh is the PLA Manager for Strategic Initiatives. She builds support for, manages, and integrates new initiatives into PLA's structure to enhance impact and sustainability and to achieve strategic goals. Currently these include: PLA legislation and advocacy efforts such as the Performance Measurement initiative and the Gates Foundation-funded Edge initiative, and PLA's leadership development training program, funded in part by IMLS and the IMLS-funded Coalition for National Learning project. Mary also works to identify new opportunities and potential partnerships. Denise M. Davis is the PLA Task Force Chair and Deputy Library Director, Sacramento Public Library. She is a practitioner and researcher with a commitment to library assessment and evaluation. She is also author of the Libraries Connect Communities series (ALA). Denise is co-chair of the NISO Business Information Topic Committee. Joseph R. Matthews a library consultant, working especially with public library research and*

*evaluation. He is an SLIS educator and author of: Reflecting on the Future: Academic and Public Libraries, Strategic Planning and Management for Library Managers, The Customer-Focused Library, Measuring for Results, and Listening to the Customer.*

## **Session 24: Space/Learning**

### **Time-Lapse Data: Longitudinal Assessment of Library Spaces**

Camille Andrews (Cornell University)

Robert Fox (University of Louisville)

Ameet Doshi (Georgia Institute of Technology)

Sara E. Wright (Cornell University)

Updating, reassessing, and applying new innovations and insights to library learning spaces is a long-term process, one which Cornell University and Georgia Institute of Technology Libraries have engaged in for several years. The panel will describe and update attendees on the usage of and the satisfaction with their renovated and/or new collaborative, student-centered learning spaces over time and provide their perspectives on longitudinal assessment (from beginning efforts to more formal research programs). Participants will gain useful tips on planning and beginning longitudinal assessment, analyzing existing data and building previous efforts into a robust program, and transferring knowledge gained from one context to another in this interactive discussion. Attendees will have opportunities to ask questions and share information from their own work. Albert R. Mann Library at Cornell created the Bissett Collaborative Center, a flexible study space, during their 2007 renovation with assistance from students who performed pre- and post-occupancy evaluations, observations, ergonomic evaluations of furniture, and literature reviews. Since then, library staff and students have done observations, surveys, interviews, usability tests, and ethnographic user studies such as photo diary exercises and ideal-space design charettes to investigate student needs for collaborative space, inform renovations to the Bissett Center and other areas, and assess satisfaction with and continuing impacts of space changes. The growth of assessment efforts will be shared along with an examination of the library renovations as a learning lab for student design projects and how this has affected spaces over time. At Georgia Tech, the 2 West Commons was completed in 2009, with students driving the space redesign. A space utilization study was performed pre- and post-renovation, and additional utilization research was conducted in subsequent years. Conducting a valid longitudinal space utilization effort involves considerable challenges, including maintaining consistency of data collection methods and accounting for changes in layout, seating, and other variables. In fall 2011 the G. Wayne Clough Undergraduate Learning Commons opened adjacent to, and connected with, the main Library facility. There were two operating hypotheses regarding the impact the Clough Commons would have on the 2 West Commons and other spaces in the Library. The first was that the Clough Commons would attract students away from the library (including the 2 West space) and the library gate count

would drop. A second hypothesis was that the Clough Commons would have a “multiplier effect” on space utilization across the Library/Clough Commons complex with resultant increases in gate count in both buildings. We found the latter to be the case and discovered use modes in the Clough Commons and the Library consistent with a “quiet vs. loud” dichotomy, which those involved with Commons projects would find particularly useful for planning purposes. A carefully constructed longitudinal assessment effort can illuminate macro- and micro-trends, which can assist with strategic planning as well as day-to-day operational issues. Strategies for implementing a valid and useful longitudinal space utilization study will be shared with attendees, and benefits of investing in this type of assessment will be discussed.

*Camille Andrews is a Learning Technologies and Assessment Librarian at Albert R. Mann Library, Cornell University. She is involved in instruction and information literacy-related initiatives as well as assessment for learning outcomes, technologies, and spaces. Ameet Doshi is the User Engagement Librarian and Assessment Coordinator at Georgia Tech Library. He also serves as the subject librarian for the School of Economics and co-host of “Lost in the Stacks” —the research library rock ‘n’ roll radio show broadcasting on WREK 91.1 FM Atlanta. 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. Sara Wright is the Head of User Services at Albert R. Mann Library, Cornell University. She oversees access services and public computing, and is involved in the development of spaces within the library, in particular the development of collaborative and technology-rich spaces.*

### **So What? The Results and Impact of a Decade of IMLS-Funded Information Literacy Assessments**

Carolyn Radcliff (Chapman University)

Megan Oakleaf (Syracuse University)

Michele van Hoeck (Project Information Literacy)

**Purpose:** This panel highlights the three best known IMLS-funded information literacy assessment projects of the last decade. Panelists will provide brief overviews of each project before moving on to: 1) results of each project; 2) impact of each project; and 3) ideas for future research. Panelists will also be prepared to address questions about the elements that made the projects successful in the IMLS review process.

**Topic:** IMLS has funded these projects with hundreds of thousands of dollars. What difference have those expenditures made? What more do we know about student information literacy? About assessment of information literacy? About assessment in general?

**Perspectives:** The panel will include three perspectives, in chronological order: 1) Project SAILS—The Standardized Assessment of Information Literacy Skills test helps librarians answer questions about the impact of information literacy instruction. With an IMLS grant

(\$252,000) and other support, the SAILS team created and validated a test of information literacy knowledge based on the ACRL Standards. A three-year development phase involving 80 higher education institutions culminated in the production version of the test which has been taken by more than 148,000 students at 200 institutions. Librarians and administrators have used their institutional results to better understand their students, to redesign instruction, and to report to accrediting agencies. Results from the benchmark will be presented including, for example, which students score better by major, class standing, and type of institution. The panelist is a founding and continuing member of the project. 2) RAILS—Rubric Assessment of Information Literacy Skills is an IMLS-funded (\$280,550) research project that investigates a rubric approach to information literacy assessment. RAILS helps librarians and faculty assess information literacy outcomes exhibited in “artifacts of student learning,” including research papers, presentations, worksheets, portfolios, and reflective journals. In the past three years and based on the analysis of 1,000 student artifacts by more than 100 raters, RAILS has yielded rubrics that can be used to assess information literacy outcomes; a transferable model for analyzing rubric scores; training documents for librarians; indicators of rater expertise; and a clearinghouse of assessment materials. The panelist is the principal investigator on this early career research grant. 3) PIL—Project Information Literacy (PIL) is a large-scale, collaborative research study about “early adults” and their information practices in the digital age. IMLS has funded PIL with a planning grant (\$50,000) and a national leadership grant (\$471,000) to conduct a qualitative study about recent college graduates, their information transition to the workplace, and how they solve information problems in their new jobs; and then expand on that initial work to investigate recent college graduates and their lifelong learning information needs for staying competitive in the workplace, engaging in community, enriching their personal lives. The panelist is a researcher on the lifelong learning study.

Value: Attendees will be able to:

- Summarize 10+ years of funded information literacy assessment results.
- Articulate the impacts of IMLS-funded information literacy research.
- Brainstorm ideas for future research.
- Identify elements of successful grant-funded research to incorporate into their own proposals.

*Michele Van Hoeck is a research associate for Project Information Literacy (PIL) and Instruction Coordinator for the Library at the California Maritime Academy. She worked on PIL’s 2012 IMLS-funded study about how college graduates solve information problems in the workplace. She is also working on the current IMLS-funded national study on lifelong learning research practices of recent graduates. Megan Oakleaf is an Associate Professor in the iSchool at Syracuse University. She is the author of Academic Library Value: The Impact Starter Kit and the Value of Academic Libraries Comprehensive Review and Report. Her research areas include assessment, evidence-based decision making, information literacy instruction, and reference services. Carolyn Radcliff is chair of public services and education librarian at Chapman University. Previously she was at Kent State where she co-founded Project SAILS. Her scholarly activity centers on information literacy instruction and assessment. She also serves on the editorial board of Journal of Academic Librarianship.*

## Session 25: Organizational Issues

### Vision, Alignment, Impediments, Assessment: The Views of Library Leaders

Roger Schonfeld (Ithaka S+R)

What vision do America's academic library leaders have for their institutions? How would they allocate their budgets if more funds were made available to them? How aligned do they perceive themselves to be with their colleges and universities, and with their immediate supervisors? What impediments do they face in their efforts to drive change? In this presentation, Roger Schonfeld will address these questions with a snapshot of American academic library leadership from the Ithaka S+R Library Survey 2013. He will emphasize issues of special interest to the library assessment community, including findings on the extent to which library leaders are using techniques of data and assessment to support their planning and the value they see in doing so. The Library Survey 2013 had 499 responses from library deans and directors, or 33% of the population surveyed, allowing for robust analysis by institution type and other stratifications. It offers comparisons against the Library Survey 2010 on many key questions, permitting an analysis of how the views of this group have evolved over the past three years. In comparative analysis with the Ithaka S+R US Faculty Survey 2012, this presentation will also be able to examine the degree of alignment, or mismatch, between library leaders and faculty members. This presentation will be designed to spur a discussion about how assessment librarians institutionally and the assessment librarian community collectively can support the needs of library leaders as they attempt to identify and lead appropriate directions for their libraries.

*Roger Schonfeld is Program Director for Libraries, Users, and Scholarly Practices at Ithaka S+R. There, he leads internationally recognized surveys of faculty members, librarians, and students, while also managing research and consulting projects in library collections and preservation; research support services; discovery patterns; and special collections strategy. Roger previously worked for The Andrew W. Mellon Foundation.*

## Session 26: Assessing Liaisons

### Creating and Implementing a Liaison Assessment Program

Gary White (University of Maryland)

Daniel C. Mack (University of Maryland)

The panelists will discuss the design and implementation of an assessment program for subject specialists/liaisons at the University of Maryland. The assessment program includes procedures for assessing the liaisons' research services, collection development activities, teaching and

learning services, scholarly communications and outreach and engagement activities. This session will also address how to create a professional development program to support subject liaisons. Attendees will learn specific techniques and tools that they can implement in their own libraries to better assess their liaison activities. They will also learn how to develop new services and initiatives to address the changing higher education environment and to better demonstrate the value of liaisons within their own institutions. The two panelists are also co-editors of a forthcoming monograph entitled *Assessing Liaison Librarians: Documenting Impact for Positive Change* and will also discuss techniques described in this work.

*Gary W. White is Associate Dean for Public Services at the University of Maryland Libraries. He served as President of the Reference and User Services Association (2011–2012), and holds a PhD in Higher Education in addition to MLS and MBA degrees. Daniel C. Mack is Interim Director for Collection Management and Special Collections at the University of Maryland Libraries. Previously, he was head of the Arts & Humanities Library at Penn State. He holds advanced degrees in ancient history and library science.*



## Library Assessment Conference 2014 Sponsor Presentations

### Monday, August 4

Lunch Presentations, 12:30-1:20pm

### Atlas Systems (HUB 334)

Bring your boxed lunch to our Monday afternoon session to learn how you can strategically leverage transactional data collected by the Atlas family of workflow management systems – ILLiad, Ares, and Aeon – to support data-driven management at your library.

Our program will be hosted by Atlas's Aeon Program Director Christian Dupont, a recognized leader in archives and special collections assessment and standards development. Featured presenters from our user community will include:

- **Judy Greenwood**, Interlibrary Loan and Document Delivery Librarian at the University of Mississippi, who will discuss her published and unpublished studies that have used analyses of ILL request data from ILLiad to inform patron-initiated purchasing decisions, database instructional needs, collection inventory management, and other library operations.
- **Jamie Edwards**, Coordinator for Circulation, Reserves, Assessment & Planning at the University of Maryland, who will share how he has begun using data derived from our Ares reserves management solution to support decision making for staffing, collections, outreach, and copyright management. Jamie will also present the preliminary findings from a recent user services survey.
- **Emilie Hardman**, Metadata and Special Projects Coordinator at Harvard University's Houghton Library, who will show examples of how our Aeon system for managing special collections and archives requests have helped curators better understand which collections are being used and how to prioritize them for improved cataloging access, digitization, and preservation, as well as informing reading room staffing and other management needs.

**ProQuest (HUB 214)****How is Assessment Changing?**

This session will feature **Chestalene Pintozzi**, Director of Project Management and Assessment at the University of Arizona Libraries. The University of Arizona Libraries recognized the value of assessment early and has been a leader in budget allocation for and assessment of collections, process improvement to improve cost-effectiveness, the use of quality standards and performance measures to improve customer satisfaction and assess progress toward goals.

Chestalene will speak about the spectrum of assessment work of undertaken by departments in the University of Arizona Libraries and how that has evolved over time. She will discuss both tools used and outcomes, including the types of assessment reports that the University and library administration and the UA academic community find most valuable. She will also discuss new challenges facing the library that may require new approaches and tools.

**Mark Tullos**, senior product manager for ProQuest, will describe the ProQuest Intota Assessment solution, highlighting outcomes from academic libraries using the service. He will discuss the elements customers feel are most valuable and describe plans for future enhancements.

**Jane Burke**, Vice President for Market Development, ProQuest, will moderate.

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**Tuesday, August 5**

Breakfast Presentation, 8-8:50am

**Sustainable Collection Services (HUB 214)**

Rick Lugg will describe SCS's approach to collection analysis and data-driven deselection for print books. This will include SCS's preparation of bibliographic, item, and circulation data from client libraries, holdings comparisons against WorldCat, Hathi Trust, and CHOICE, and local protection rules. The session will also highlight GreenGlass, SCS's web-based decision-support tool, which enables real-time queries against the library's data. We will cover both individual library projects and shared print initiatives.

**Tuesday, August 5**

Lunch Presentations, 12:30-1:20pm

**Project SAILS (HUB 334)**

Presenter: Rick Wiggins, President of Carrick Enterprises, Inc., and Software Developer for Project SAILS

Project SAILS provides a standardized method to measure the success of your information literacy instruction. Come and hear why the SAILS tests were developed, how they are useful for informing your instruction, and what the future of information literacy assessment might be. A selected attendee will win a free SAILS administration valued at up to \$6,000. You must be present to win.

### **Thomson-Reuters (HUB 214)**

#### **Strategic Decision Support and the Library**

Presenter: Jeff Clovis, Sr Director Customer Education & Support

Understanding the research activities of your organization to make informed decisions and support strategic initiatives is becoming a critical part of the organization's ongoing activities. It requires knowledge of data and the ability to understand the activities of the university and track these to performance. In this presentation we will discuss how groups can collaborate together and use data experts (the library) to help build analytics expertise for the research management office.

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### **Wednesday, August 6**

Breakfast Presentation, 8-8:50am

### **CARL Update on Assessment Activities in Canadian Academic Libraries (HUB 214)**

#### **Cross Canada Check-up: Updates on Canadian Association of Research Library (CARL) Initiatives**

Convenor: Kathy Ball (McMaster)

Speakers: Cathy Maskell (Windsor), Linda Bedwell (Dalhousie), Liz Hayden (Saint-Paul)

Hear updates on four key CARL assessment initiatives: the annual statistics program, LibQUAL, the Canadian Library Assessment Workshop (CLAW) and the Ithaka Faculty Survey. Come prepared to share news from your local institutions.

### **Wednesday, August 6**

Lunch Presentation, 12:30-1:20pm

### **Counting Opinions (HUB 214)**

Presenters: Jason LeDuc, Director of Sales and Ian Reid, VP Subscriber Support

In this information session, Counting Opinions will review how libraries are managing their performance measures, including tracking feedback for continuous improvement and outcomes measurement. Using examples, learn how other libraries are eliminating cumbersome spreadsheets, tapping into relevant

data on demand, managing the workflow process and populating standard reports to save effort and increase integrity of reported data.