

2008 LIBRARY ASSESSMENT CONFERENCE

BUILDING EFFECTIVE, SUSTAINABLE, PRACTICAL ASSESSMENT

AUGUST 4-7, 2008

SEATTLE, WASHINGTON

UNIVERSITY
of VIRGINIA
LIBRARY



ASSOCIATION OF
RESEARCH LIBRARIES

UNIVERSITY OF
WASHINGTON
Libraries

Welcome

August 2008

Dear colleagues,

Welcome to Seattle and the 2008 Library Assessment Conference! We are delighted to hold our second conference in one of the most beautiful cities in the United States with its spectacular natural beauty and thriving urban environment.

Interest in library assessment continues to grow. We are immensely gratified to see an increase in the number of registrants from 220 at the 2006 Conference in Charlottesville to 380 this year! Indeed, you will be part of the largest library assessment conference ever held. Our participants this year come from many different geographic regions and represent a diverse group of libraries and related organizations.

We welcome you to an exhilarating four day program of workshops, engaging speakers, lively presentations, poster sessions, and many opportunities for informal discussion. Of course, the conference would not be possible without the contributions of our speakers, presenters and workshop leaders. Among the conference highlights are:

- an opening keynote session featuring three University Librarians who are known for their forward looking and provocative outlooks;
- a plenary session on evaluating quality with Paul Gregutt, noted Northwest wine author and columnist;
- the conference reception set in the stunning Olympic Sculpture Park against the backdrop of Puget Sound and the Olympic Mountains; and
- recognition awards to three pioneers in library assessment.

While we've done our best to put together a conference that is challenging, informative, rewarding and fun, you are the ones who will determine the value. Your commitment to library assessment is critical to the process of demonstrating the impact and connection of the library to the research, teaching and learning process. We hope that this conference continues to be an event that builds sustainable and practical library assessment.

Betsy Wilson closed the 2006 Conference with this invitation: "On behalf of the University of Washington, I officially and respectfully offer Seattle as the site for the 2nd Library Assessment Conference. I can guarantee good coffee on almost every corner, salmon on every plate, and, most importantly, one swell conference that will enhance the library assessment community."

Here's looking at one swell conference! See you in Seattle.

Steve Hiller, University of Washington, Co-Chair
Martha Kyrillidou, Association of Research Libraries, Co-Chair
Jim Self, University of Virginia, Co-Chair

And the rest of the Conference Planning Committee:
Colleen Cook, Texas A&M University
Francine DeFranco, University of Connecticut
Margaret Martin Gardiner, University of Western Ontario
Debra Gilchrist, Pierce College
Irene Hoffman, OCLC Eastern
Kristina Justh, Association of Research Libraries
Megan Oakleaf, Syracuse University
Joan Stein, Carnegie Mellon University
Stephen Town, University of York
Stephanie Wright, University of Washington

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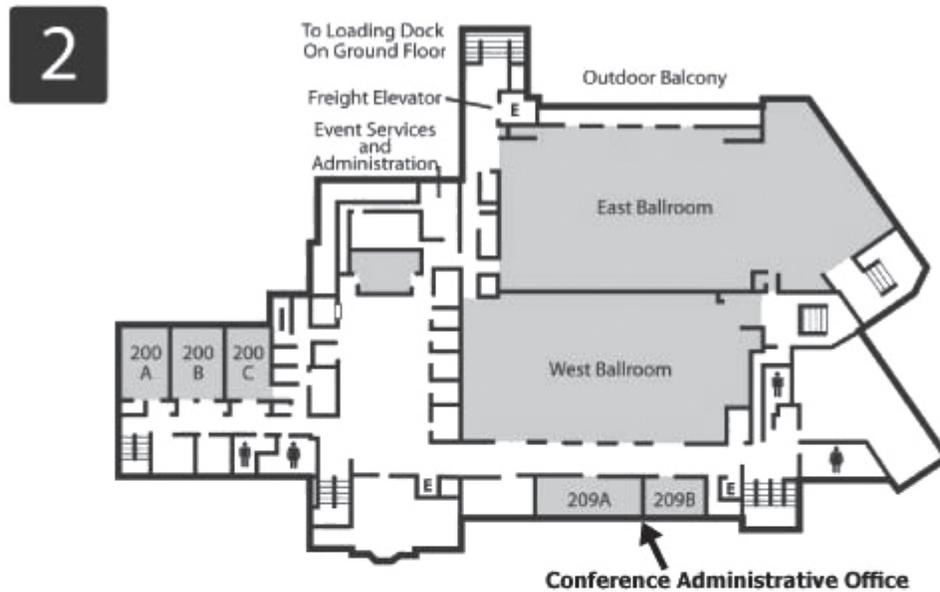
SerialsSolutions



YBP Library Services
A Baker & Taylor Company

Husky Union Building Floor Plan

Second Floor



LEGEND:

- Reservable Rooms
- Telephones
- Men's Restroom
- Women's Restroom
- Elevator
- Automatic Teller Machine

ON OTHER FLOORS:

Ground Floor:

- Wheelchair Entrances
- Husky Den (Cafeteria)
- UBank
- Hair Styling Salon
- Loading Dock

Basement:

- HUB Games Area

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PROGRAM AT A GLANCE—Library Assessment Conference: Building Effective, Sustainable, Practical Assessment (Seattle, WA)

| MONDAY, August 4 | | EAST BALLROOM | |
|---|---|---|---|
| Welcome & Opening 9:00am – 9:15am | Speakers: Steve Hiller, Martha Kyriillidou, and Jim Self (Conference Co-Chairs) Betsy Wilson (Dean of University Libraries, University of Washington) | | |
| PLENARY I 9:15am – 10:30am | The Most Important Challenge for Library Assessment Keynote Panel: Susan Gibbons (Rochester), Rick Luce (Emory), and Betsy Wilson (Washington) Moderator: Crit Stuart (ARL) | | |
| 10:30am – 11:00am | Break | | |
| 11:00am – 12:00pm | Keynote Follow-up Discussion Reactors: Joan Rapp (University of Cape Town) and Stephen Town (University of York), with panelists Susan Gibbons, Rick Luce, and Betsy Wilson Moderator: Crit Stuart | | |
| 12:00pm – 1:00pm | Lunch | | |
| | WEST BALLROOM | ROOM 310 | ROOM 200 |
| | <i>NOTE: Lead author listed below; full list of authors/presenters available in detailed program and abstracts</i> | | |
| Parallel #1 1:00pm – 2:30pm | E-Metrics Plum: Measuring the Impact of Networked Electronic Services (MINES for Libraries®): Developing an Assessment Infrastructure for Libraries, State, and Other Types of Consortia <u>Zucca</u> : Building Frameworks of Organizational Intelligence: An Analysis of Present and Future Data Farm Strategies at the Penn Libraries | Place Ackermann: LibQUAL+® and the Evolution of “Library as Place” at Radford University, 2001-2007 Crowe: Using Evidence for Space Planning <u>Tatarka</u> : Wayfinding Revisited: Improved Techniques for Solving Usability Problems in Physical Spaces | Methods Jensen: Under New Management—Developing a Library Assessment Program at a Small Public University Palmer: In Our Visitors’ Footsteps: Using a “Visitor Experience” Project to Assess Services and Facilities at the Library of Virginia <u>Yakel</u> : Standardized Survey Tools for Assessment in Archives and Special Collections |
| 2:30 pm – 3:00 pm | Break | | |
| Parallel #2 3:00pm – 4:00pm | Information Literacy I <u>Brasley</u> : Assessing Information Competence of Students using iSkills™: A Commercially-available, Standardized Instrument Somtag: Measuring Student Information Literacy Learning Outcomes: Using the Program Review Process to Gather Evidence of Learning | Assessment in LIS Ed Oakleaf: Covering Assessment in LIS Education | Collections <u>Levine-Clark</u> : Use and Non-use of Choice-reviewed Titles: A Comparison between Undergraduate and Research Libraries <u>Schonfeld</u> : Strategy and Leadership in the Transition Away from Print |
| 4:00pm – 5:00pm | PLENARY II 4:00pm – 5:00pm Evaluating Quality Speaker: Paul Gregut (Wine Author/Columnist) | | |
| WINE RECEPTION & BOOK SIGNING 5:00pm – 5:30pm | Led by Paul Gregut (Wine Author/Columnist) | | |
| EAST BALLROOM | | | |
| 5:30pm – 7:00pm | Poster Reception | | |

PROGRAM AT A GLANCE—Library Assessment Conference: Building Effective, Sustainable, Practical Assessment (Seattle, WA)

| TUESDAY, August 5 | WEST BALLROOM | EAST BALLROOM | ROOM 200 |
|--|---|--|--|
| <p>Parallel #3 9:00am – 10:30am</p> | <p>Management Information Belanger: Assessment-based Strategies for Building Connections with Academic Departments <u>Franklin</u>: Expenditures-Focused Index (EFI) Based on the ARL Statistics: Why Is It Important? <u>Pitkin</u>: Evidence-based Management: Assess to Plan to Budget to Action</p> | <p>Information Literacy II <u>Oakleaf</u>: Assessment Cycle or Circular File: Do Academic Librarians Use Information Literacy Assessment Data? <u>Bussert</u>: Voices of Authentic Assessment: Stakeholder Experiences Implementing Authentic Information Literacy Assessments</p> | <p>Qualitative Methods <u>Kollay</u>: Personas and a User-centered Visioning Process <u>Turner</u>: Patterns of Culture: Re-aligning Library Culture to Meet User Needs <u>White</u>: Mixing Methods, Bridging Gaps: An Ethnographic Approach to Understanding Students</p> |
| <p>10:30am – 11:00am</p> | <p>Break</p> <p>Organizational Culture I <u>Harer</u>: Employees as Customers Judging Quality: Enhancing Employee Assessment <u>Hinchliffe</u>: Toward Transformation: Using Staff Reflections on Organizational Goals, Culture, and Leadership for Organizational Assessment and Development <u>Jordan</u>: Keeping a Finger on the Organisational Pulse: Surveying Staff Satisfaction in Times of Change</p> | <p>Data into Outcomes <u>Rittelmeyer</u>: Assessment for Impact: Turning Data into Tangible Results <u>Tolson</u>: What If We Don't Provide the Computers?: Assessment for Reduction <u>Hillier</u>: Turning Results into Action: Using Assessment Information to Improve Library Performance</p> | <p>Statistical Data <u>Cocklin</u>: Adding Context to Academic Library Assessment: Using the Integrated Postsecondary Education Data System for Institutional and Comparative Statistics <u>Jilovsky</u>: Asian Library Statistics: A Pilot Project <u>Lyons</u>: Making Incremental Improvements to Public Library Comparative Statistical Practices</p> |
| <p>12:30pm – 1:30pm</p> | <p>Lunch</p> <p>Impact/Evaluation <u>Pomerantz</u>: A Meta-assessment of State-wide Program Evaluations: Matching Evaluation Methods to Program Goals <u>Brennan</u>: Library Assessment: Changing Roles for the Academic Library in Support of Academic Research Evaluation <u>Wendling</u>: Student Research Behavior: Quantitative and Qualitative Research Findings Presented with Visualizations</p> | <p>LibQUAL+® <u>Jaggars</u>: Does Size Matter? The Effect of Resource Base Size on Faculty Service Quality Perceptions in Academic Libraries <u>Thompson</u>: LibQUAL+® Lite: A New Model for Conducting Service Quality Assessments That Both Minimizes Demands on Users and Maximizes Response Rates <u>Kalb</u>: Bench-marking on a National Scale: The 2007 LibQUAL+® Canada Experience</p> | <p>Organizational Culture II <u>Martin Gardiner</u>: Keeping Assessment Results on the Radar: Responsibility for Action <u>Somerville</u>: Collaborative Design and Assessment: Learning 'With and For' Users <u>Planchon Wolf</u>: Creating a Culture of Assessment: Cascadia Community College Student and Faculty Focus Groups</p> |
| <p>3:00pm – 3:30pm</p> <p>PLENARY III 3:30pm – 4:30pm</p> | <p>Break</p> | <p>Reflections on Library Assessment: A Conversation with Duane Webster, Amos Lakos and Shelley Phipps Moderators: Colleen Cook (Texas A&M) Brinley Franklin (Connecticut)</p> | |
| <p>5:45pm</p> <p>6:15pm – 9:00pm</p> | <p>Buses begin pick-up from conference hotels</p> <p>Conference Reception, Olympic Sculpture Park Special awards to Duane Webster, Amos Lakos, and Shelley Phipps for their contributions to library assessment.</p> | | |

PROGRAM AT A GLANCE—Library Assessment Conference: Building Effective, Sustainable, Practical Assessment (Seattle, WA)

| WEDNESDAY, August 6 | WEST BALLROOM | EAST BALLROOM | ROOM 200 |
|--|---|---|--|
| <p>Parallel #6 9:00am – 10:30am</p> | <p>Reference Karr Gerlich: Using the READ Scale (Reference Effort Assessment Data): Qualitative Statistics for Meaningful Reference Assessment <u>Li</u>: Systematic Quantitative and Qualitative Reference Transaction Assessment: An Approach for Service Improvements</p> | <p>Evaluation Metrics <u>Kaske</u>: Conceptual Context for Expanding the Discussion of Evaluation Metrics for Libraries <u>Town</u>: Building a Resource for Practical Assessment: Adding Value to Value and Impact</p> | <p>Planning to Action <u>Bowley</u>: From Data to Action: Setting Goals to Respond to Customer Wants and Needs <u>Dole</u>: Integrating Assessment and Planning: A Path to Improved Library Effectiveness <u>Bailey</u>: Making a Difference: From Strategic Plan to Business Plan</p> |
| <p>10:30am – 11:00am</p> <p>Parallel #7 11:00am – 12:30pm</p> | <p>LibQUAL+® Comments <u>Habich</u>: Analyzing LibQUAL+® Comments Using Excel: An Accessible Tool for Engaging Discussion and Action <u>Jones</u>: Are They Really That Different?: Identifying Needs and Priorities Across User Groups and Disciplines at the University of Notre Dame through LibQUAL+® Comments <u>Frerwell</u>: Examining the Overlooked: Comments from Incomplete 2007 LibQUAL+® Survey Responses <u>Eriksen</u>: Getting Started: Applying ATLAS.ti and NESTAR to the LibQUAL+® Results at UBC Library</p> | <p>Usability <u>Paul</u>: Outsourcing Functional Web Usability: A Practical Approach to Effective Web Enhancements Improving User Experience <u>Stein</u>: If They Build It, Will They Come?: A Qualitative Study Using Participatory Design Feedback for Inclusion in a New Library Home Page <u>Bauer</u>: Measuring the Effectiveness of Facets in the Next Generation OPAC</p> | <p>Information Literacy III <u>Petit</u>: Scores Improve, But Does Learning?: Assessing the Library Instruction Program at the American University in Cairo <u>Wallace</u>: Information Competence Assessment Using First Year and Upper Division Writing Samples <u>Maring</u>: Library Instruction Assessment Made Easy: Practical Tips to Get You Started with Little Training, Money, or Time</p> |
| <p>12:30pm – 1:45pm</p> <p>Parallel #8 2:00pm – 3:00pm</p> | <p>Affinity Lunch Groups</p> <p>Digital Library <u>Kott</u>: Proposition: Digital Collections Are Easier to Find and Use through DLF Aquifer's American Social History Online <u>McDonald</u>: Cross-institutional Repository Assessment: A Standardized Model for Institutional Research Assessment</p> | <p>Assessment Plans <u>Tatarka</u>: Creating Assessment Plans: Four Case Studies</p> | <p>Information Literacy IV <u>Blakeslee</u>: It's Just a Click Away: Instruction Assessment That Works <u>Griffis</u>: Assessment Tool or Edutainment Toy</p> |
| <p>3:00pm – 3:15pm</p> <p>PLENARY IV 3:15pm – 4:15pm</p> | <p>Break</p> | <p>Closing Panel: Conference Perspectives: A Look Back and a View Forward Panelists: Paul Beavers (Wayne State), Deborah Carver (Oregon), Debra Gilchrist (Pierce College), and Peter Hemon (Simmons College) Moderator: Crit Stuart (ARL)</p> | |
| <p>Closing 4:15pm – 4:30pm</p> | <p>Conference close and adjournment Steve Hiller, Martha Kyritlidou, and Jim Self (Conference Co-Chairs)</p> | | |

PROGRAM AT A GLANCE—Library Assessment Conference: Building Effective, Sustainable, Practical Assessment (Seattle, WA)

| | | | | |
|--------------------------------------|---|--|---|--|
| THURSDAY, August 7 | Odegaard Undergraduate Library 220 | Suzzallo-Allen Library Maps/Special Collections Classroom | Suzzallo Library Instruction Lab | Suzzallo Library 5th Floor Conference Room |
| WORKSHOPS 8:30am – 12:00pm | Stuart and White: Assessment of Library Learning Spaces | Oakleaf: Learning Outcomes Assessment | Zucca: Beyond the Pie Chart | Kaske: Turning Data into Information |
| WORKSHOPS 1:00pm – 4:30pm | Self and Tolson: Implementing the Balanced Scorecard | Ward: Usability Testing | | |

Monday, August 4

| | |
|---------------------|--|
| 8:00 am | <p>Registration/packet pick-up <i>Husky Union Building, 2nd floor</i></p> |
| 9:00 am - 9:15 am | <p>Welcome and Opening <i>EAST BALLROOM</i></p> <p>Steve Hiller, Martha Kyrillidou, and Jim Self (Conference Co-Chairs) Betsy Wilson (Dean of University Libraries, University of Washington)</p> |
| 9:15 am - 10:30 am | <p>Plenary Session I: The Most Important Challenge for Library Assessment <i>EAST BALLROOM</i></p> <p>Keynote Panel: Susan Gibbons (Vice Provost & Dean, River Campus Libraries, University of Rochester); Rick Luce (Vice Provost and Director of Libraries, Emory University); and Betsy Wilson (Dean of University Libraries, University of Washington)</p> <p>Moderator: Crit Stuart (ARL Director, Research, Teaching & Learning)</p> |
| 10:30 am - 11:00 am | <p>Break</p> |
| 11:00 am - 12:00 pm | <p>Keynote Follow-up and Discussion <i>EAST BALLROOM</i></p> <p>Reactors: Joan Rapp (Executive Director of Libraries, University of Cape Town) and Stephen Town (Director of Library & Archives, University of York), with panelists Susan Gibbons, Rick Luce, Betsy Wilson, and moderator Crit Stuart</p> |
| 12:00 pm - 1:00 pm | <p>Lunch Box lunch pickup in HUB 2nd floor lounge</p> |
| 1:00 pm - 2:30 pm | <p>Parallel Session #1</p> <div style="border: 1px solid black; padding: 5px;"> <p><u>E-Metrics</u> <i>WEST BALLROOM</i></p> <p><i>Measuring the Impact of Networked Electronic Services (MINES for Libraries™): Developing an Assessment Infrastructure for Libraries, State, and Other Types of Consortia</i></p> <p>Terry Plum (Simmons College) Brinley Franklin (University of Connecticut) Martha Kyrillidou (Association of Research Libraries) Gary Roebuck (Association of Research Libraries) Rayna Bowlby (Library management consulting) MaShana Davis (Association of Research Libraries) Kristina Justh (Association of Research Libraries)</p> <p><i>Building Frameworks of Organizational Intelligence: An Analysis of Present and Future Data Farm Strategies at the Penn Libraries</i> Joseph Zucca (University of Pennsylvania)</p> </div> |

Monday, August 4

| | |
|-------------------|---|
| 1:00 pm - 2:30 pm | <p style="text-align: center;">Parallel Session #1 (continued)</p> <p><u>Place</u> <i>ROOM 310</i></p> <p><i>LibQUAL+® and the Evolution of “Library as Place” at Radford University, 2001-2007</i> Eric Ackermann (Radford University)</p> <p><i>Using Evidence for Space Planning</i> Kathryn Crowe (University of North Carolina at Greensboro) Michael A. Crumpton (University of North Carolina at Greensboro)</p> <p><i>Wayfinding Revisited: Improved Techniques for Solving Usability Problems in Physical Spaces</i> Agnes Tatarka (University of Chicago) David K. Larsen (University of Chicago)</p> <p><u>Methods</u> <i>ROOM 200</i></p> <p><i>Under New Management—Developing a Library Assessment Program at a Small Public University</i> Karen Jensen (University of Alaska Fairbanks) Anne Christie (University of Alaska Fairbanks)</p> <p><i>In Our Visitors’ Footsteps: Using a “Visitor Experience” Project to Assess Services and Facilities at the Library of Virginia</i> Suzy Szasz Palmer (The Library of Virginia)</p> <p><i>Standardized Survey Tools for Assessment in Archives and Special Collections</i> Elizabeth Yakel (University of Michigan) Wendy Duff (University of Toronto) Helen Tibbo (University of North Carolina)</p> |
| 2:30 pm - 3:00 pm | Break |
| 3:00 pm - 4:00 pm | <p style="text-align: center;">Parallel Session #2</p> <p><u>Information Literacy I</u> <i>WEST BALLROOM</i></p> <p><i>Assessing Information Competence of Students Using iSkills™: A Commercially-available, Standardized Instrument</i> Stephanie Brasley (California State University, Chancellor's Office) Penny Beile (University of Central Florida) Irvin Katz (Educational Testing Service)</p> |

Monday, August 4

| | |
|-------------------|--|
| 3:00 pm - 4:00 pm | <p style="text-align: center;">Parallel Session #2 (continued)</p> <div style="border: 1px solid black; padding: 5px;"><p><u>Information Literacy I (continued)</u> <i>WEST BALLROOM</i></p><p><i>Measuring Student Information Literacy Learning Outcomes: Using the Program Review Process to Gather Evidence of Learning</i> Gabriela Sonntag (California State University San Marcos)</p><p><u>Assessment in LIS Ed</u> <i>ROOM 310</i></p><p><i>Covering Assessment in LIS Education</i> Megan Oakleaf (Syracuse University) Peter Hernon (Simmons College) Karin de Jager (University of Cape Town)</p><p><u>Collections</u> <i>ROOM 200</i></p><p><i>Use and Non-use of Choice-reviewed Titles: A Comparison between Undergraduate and Research Libraries</i> Michael Levine-Clark (University of Denver) Margaret M. Jobe (University of Colorado at Boulder)</p><p><i>Strategy and Leadership in the Transition Away from Print</i> Roger Schonfeld (Ithaka)</p></div> |
| 4:00 pm - 5:00 pm | <p style="text-align: center;">Plenary Session II: Evaluating Quality <i>WEST BALLROOM</i></p> <p>Speaker: Paul Gregutt (Wine Author/Columnist)</p> |
| 5:00 pm - 5:30 pm | <p style="text-align: center;">Wine Reception and Book Signing <i>WEST BALLROOM</i></p> <p>Led by Paul Gregutt</p> |
| 5:30 pm - 7:00 pm | <p style="text-align: center;">Poster Reception <i>EAST BALLROOM</i></p> <div style="border: 1px solid black; padding: 5px;"><p>*Poster abstracts booklets will be available at the reception*</p><p><i>Relationship Management and Its Impact on Library Service Quality</i> Ola Bayan (Arab Academy for Science, Technology and Maritime Transport)</p><p><i>Strategic Innovation with the Balanced Scorecard</i> Tom Bielavitz (Portland State University)</p></div> |

Monday, August 4

5:30 pm - 7:00 pm

Poster Reception (*continued*)

Re-framing Assessment: A Patron-centered Approach
Jeanne Brown (University of Nevada, Las Vegas)

We're Not Alone: Tapping into Assessment Expertise on Campus
Kathy Brown (North Carolina State University)

*Beyond Bean-counting: Taking Advantage of Existing Data to Structure
Multidimensional Library Instruction Assessment*
Lesley Brown (Michigan State University)
Angela Maycock (Michigan State University)

*Leveraging the Collections Budget: Best Practices in Assessing Information Resources
Users Need*
Leslie Button (University of Massachusetts Amherst)

Proving Value and Preserving Staff Sanity: A Centralized Data Repository
Kay Chapa (University of Texas Southwestern Medical Center)

*LibQUAL+® @ PolyU Library: Gaining Stakeholders' Support through
Benchmarking*
Winnie Yuen Ming Chim (The Hong Kong Polytechnic University)

The SFX Statistical Package: Effective, Sustainable, Practical?
Tina Chrzastowski (University of Illinois at Urbana-Champaign)
Michael Norman (University of Illinois at Urbana-Champaign)

Using LibQUAL+® to Inform and Assess Strategic Planning
Barbara Cockrell (Western Michigan University)

*University of Washington Library Student Advisory Committee: Listening to Student
Voices*
Anne Davis (University of Washington)
Laura Barrett (University of Washington)
Kylie Fullmer (University of Washington)

*Assessing the Implementation of an Integrated Programme to Enhance Library
Research Support at Three Universities in South Africa*
Karin de Jager (University of Cape Town)
Pat Busby (Carnegie Research Libraries Consortium Grant)
Colin Darch (University of Cape Town)

No Two Directions Are Ever the Same: Transforming Reference Services
Fran Devlin (University of Kansas)
John Stratton (University of Kansas)

Monday, August 4

5:30 pm - 7:00 pm

Poster Reception (*continued*)

Assessment beyond LibQUAL+®: Investigating the Service Needs of EMU User Groups

Susann deVries (Eastern Michigan University)

What Makes An Organizational Climate Healthy? Comparing the ClimateQUAL™: Organizational Climate and Diversity Assessment and LibQUAL+®

Irma Dillon (University of Maryland)

Maggie Saponaro (University of Maryland)

Paul Hanges (University of Maryland)

Three Easy Methods to Assess and Improve Your Library Instruction

Ignacio Ferrer-Vinent (University of Colorado Denver)

Using Survey Software to Assess the Effectiveness of Information Literacy Online Tutorials

John Fudrow (University of Pittsburgh)

Patricia Duck (University of Pittsburgh)

Are LibQUAL+® Open-ended Comments an Indicator of User Satisfaction?

Examination of a Method of Re-Coding LibQUAL+® Comments and Their Correlation with User Satisfaction Scores

Alan Gale (University of Guelph)

Ron Ward (University of Guelph)

Helping the Library Count: Collecting Reference Statistics for Meaningful Use

Judith Garrison (Indiana University - Purdue University Fort Wayne)

Using LibQUAL+® Affect of Service Items as a Framework for Developing and Instilling Core Competencies and Values for Reference Service Providers

Patrick Griffis (University of Nevada, Las Vegas)

Diving into Assessment: LibQUAL+® as a Springboard

Lorelei Harris (University of Lethbridge)

Leona Jacobs (University of Lethbridge)

Donna Seyed-Mahmoud (University of Lethbridge)

At the Table: University of Maryland Libraries and the Campus Learning Outcomes Assessment Process

Diane Harvey (University of Maryland)

Library Space Planning: Assessing Options for the Long-term Storage of Print Materials

Cathie Jilovsky (CAVAL Collaborative Solutions)

Applying LibQUAL+® Results: A Survey Assessment at a Medium-sized University

Marcus Kieltyka (Central Washington University)

Monday, August 4

5:30 pm - 7:00 pm

Poster Reception (*continued*)

Making Use of Raw Data in Instructional Services
Angela Lee (University of Washington)

Universal Incentives
Rachel Lewellen (University of Massachusetts Amherst)

Tracking not Tic'ing: Data for Reference Desk Staffing and Decision Making
Jean McLaughlin (University at Albany)

Using LibQUAL+® Results to Enhance "Library as Place" at Eastern Washington University
Julie Miller (Eastern Washington University)

Jumpstarting Your Assessment: Using Existing Data to Establish a Foundation for Pervasive Assessment
Lesley Moyo (Virginia Tech University)
Bruce Obenhaus (Virginia Tech University)

Collection Assessment from Every Angle
Corey Murata (University of Washington)
Hana Levay (University of Washington)

Using Cost Study Data to Inform Gift Acceptance Policy and Procedures
Karen Neurohr (Oklahoma State University)
Jennifer Paustenbaugh (Oklahoma State University)

Effective Information Literacy Assessment: Putting the Pieces Together
Sue Phelps (Washington State University Vancouver)

Assessing Student Learning in a One-time Information Literacy Class
Krista Prock (Kutztown University)
William Jefferson (Kutztown University)

Pop-up Quiz: Using Course Management Software for Library Instruction Assessment
Deb Raftus (University of Washington)
Diana Hartle (University of Georgia)
Amy Watts (University of Georgia)

Building an Assessment Program at Columbia University Libraries: Year One
Jennifer Rutner (Columbia University)
Jeff Carroll (Columbia University)

Promote Library Evaluation and Assessment Culture in UPR System
José Sánchez-Lugo (University of Puerto Rico)
Julia Vélez (University of Puerto Rico)

Monday, August 4

5:30 pm - 7:00 pm

Poster Reception (*continued*)

Consortial Participation in LibQUAL+®: Outcomes and Benefits
Kathy Tomajko (Georgia Institute of Technology)

The DigiTop Dashboard
Matthew Treskon (National Agricultural Library)

Evaluating the Evaluators: Library Assessment in South African Academic Libraries
Anette van Vuren (University of Johannesburg)

Systematic Evaluation of UPR Libraries: Reaffirm the Collaboration, Promote Evaluation and Assessment Culture
Julia Vélez (University of Puerto Rico)

Return on Investment: Information Literacy Assessment Using Quality Criteria
Heike vom Orde (International Central Institute for Youth and Educational Television)

Using the Adequacy and Superiority Scales and Scores to Gain Insight and Understanding of LibQUAL+® Results
Ron Ward (University of Guelph)

Communicating Assessment: What Academic Library Web Sites Tell Us
Kate Zoellner (The University of Montana)

Tuesday, August 5

9:00 am - 10:30 am

Parallel Session #3

Management Information

WEST BALLROOM

Assessment-based Strategies for Building Connections with Academic Departments
Yvonne Belanger (Duke University)

Expenditures-Focused Index (EFI) Based on the ARL Statistics: Why Is It Important?
Brinley Franklin (University of Connecticut)
Colleen Cook (Texas A&M University)
Martha Kyrillidou (Association of Research Libraries)
Bruce Thompson (Texas A&M University)

Evidence-based Management: Assess to Plan to Budget to Action
Gary Pitkin (University of Northern Colorado)
Annie Epperson (University of Northern Colorado)

Information Literacy II

EAST BALLROOM

Assessment Cycle or Circular File: Do Academic Librarians Use Information Literacy Assessment Data?
Megan Oakleaf (Syracuse University)
Lisa Hinchliffe (University of Illinois at Urbana-Champaign)

Voices of Authentic Assessment: Stakeholder Experiences Implementing Authentic Information Literacy Assessments
Leslie Bussert (University of Washington Bothell / Cascadia Community College)
Karen R. Diller (Washington State University Vancouver)
Sean Wm. Hawes (Washington State University Vancouver)
Sarah Leadley (University of Washington Bothell / Cascadia Community College)
Sue F. Phelps (Washington State University Vancouver)
Norm Pouliot (Cascadia Community College)

Qualitative Methods

ROOM 200

Personas and a User-centered Visioning Process
Zsuzsa Koltay (Cornell University)
Kornelia Tancheva (Cornell University)

Patterns of Culture: Re-aligning Library Culture to Meet User Needs
Nancy Turner (Syracuse University)

Mixing Methods, Bridging Gaps: An Ethnographic Approach to Understanding Students
C. Todd White (University of Rochester)

Tuesday, August 5

10:30 am - 11:00 am

11:00 am - 12:30 pm

Break

Parallel Session #4

Organizational Culture I

WEST BALLROOM

Employees as Customers Judging Quality: Enhancing Employee Assessment
John Harer (East Carolina University)

Toward Transformation: Using Staff Reflections on Organizational Goals, Culture, and Leadership for Organizational Assessment and Development
Lisa Hinchliffe (University of Illinois at Urbana-Champaign)

Keeping a Finger on the Organisational Pulse: Surveying Staff Satisfaction in Times of Change
Elizabeth Jordan (University of Queensland)

Data into Outcomes

EAST BALLROOM

Assessment for Impact: Turning Data into Tangible Results
Paul Rittelmeyer (University of Virginia)
Laura Miller (University of Virginia)
Tim Morton (University of Virginia)

What If We Don't Provide the Computers?: Assessment for Reduction
Donna Tolson (University of Virginia)
Matt Ball (University of Virginia)

Turning Results into Action: Using Assessment Information to Improve Library Performance
Steve Hiller (University of Washington)
Stephanie Wright (University of Washington)

Statistical Data

ROOM 200

Adding Context to Academic Library Assessment: Using the Integrated Postsecondary Education Data System for Institutional and Comparative Statistics
John Cocklin (Dartmouth College)

Asian Library Statistics: A Pilot Project
Cathie Jilovsky (CAVAL Collaborative Solutions)

Making Incremental Improvements to Public Library Comparative Statistical Practices
Ray Lyons (Independent consultant)
Jason Holmes (Kent State University)

Tuesday, August 5

12:30 pm - 1:30 pm

Lunch

Box lunch pickup in HUB 2nd floor lounge

1:30 pm - 3:00 pm

Parallel Session #5

Impact/Evaluation

WEST BALLROOM

A Meta-Assessment of Statewide Program Evaluations: Matching Evaluation Methods to Program Goals

Jeffrey Pomerantz (University of North Carolina at Chapel Hill)

Carolyn Hank (University of North Carolina at Chapel Hill)

Charles McClure (Florida State University)

Jordon Andrade (Florida State University)

Jessica McGilvray (Florida State University)

Library Assessment: Changing Roles for the Academic Library in Support of Academic Research Evaluation

Patricia Brennan (Thomson Scientific)

Student Research Behavior: Quantitative and Qualitative Research Findings Presented with Visualizations

Daniel Wendling (National Library of Medicine)

Neal Kaske (National Oceanic Atmospheric Administration)

Travis Johnson (University of Maryland)

LibQUAL+®

EAST BALLROOM

Does Size Matter? The Effect of Resource Base Size on Faculty Service Quality Perceptions in Academic Libraries

Damon Jaggars (University of Texas)

Fred Heath (University of Texas)

Shanna Smith (University of Texas)

LibQUAL+® Lite: A New Model for Conducting Service Quality Assessments That Both Minimizes Demands on Users and Maximizes Response Rates

Bruce Thompson (Texas A&M University)

Martha Kyrillidou (Association of Research Libraries)

Colleen Cook (Texas A&M University)

Bench-marking on a National Scale: The 2007 LibQUAL+® Canada Experience

Sam Kalb (Queen's University)

Organizational Culture II

ROOM 200

Keeping Assessment Results on the Radar: Responsibility for Action

Margaret Martin Gardiner (University of Western Ontario)

Tuesday, August 5

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| 1:30 pm - 3:00 pm | <p style="text-align: center;">Parallel Session #5 (continued)</p> <div style="border: 1px solid black; padding: 5px;"><p>Organizational Culture II (continued) <i>ROOM 200</i></p><p><i>Collaborative Design and Assessment: Learning 'With and For' Users</i> Mary Somerville (University of Colorado Denver)</p><p><i>Creating a Culture of Assessment: Cascadia Community College Student and Faculty Focus Groups</i> Julie Planchon Wolf (University of Washington Bothell / Cascadia Community College) Amanda Hornby (University of Washington Bothell / Cascadia Community College)</p></div> |
| 3:00 pm - 3:30 pm | <p style="text-align: center;">Break</p> |
| 3:30 pm - 4:30 pm | <p style="text-align: center;">Plenary Session III: Reflections on Library Assessment: A Conversation with Duane Webster, Amos Lakos, and Shelley Phipps <i>EAST BALLROOM</i></p> |
| | <p>Moderators: Colleen Cook (Texas A&M) and Brinley Franklin (Connecticut)</p> |
| 5:45 pm | <p>Buses begin pick-up from conference hotels</p> |
| 6:15 pm - 9:00 pm | <p style="text-align: center;">Conference Reception, Olympic Sculpture Park Special awards to Duane Webster, Amos Lakos, and Shelley Phipps for their contributions to library assessment</p> |

Wednesday, August 6

9:00 am - 10:30 am

Parallel Session #6

Reference

WEST BALLROOM

Using the READ Scale (Reference Effort Assessment Data): Qualitative Statistics for Meaningful Reference Assessment

Bella Karr Gerlich (Dominican University)
Lynn Berard (Carnegie Mellon University)
Sue Leibold (Clarke College)
Jean McLaughlin (University at Albany-SUNY)
Gretchen Revie (Lawrence University)

Systematic Quantitative and Qualitative Reference Transaction Assessment: An Approach for Service Improvements

Xin Li (Cornell University)
Ellie Buckley (Cornell University)
Kornelia Tancheva (Cornell University)

Evaluation Metrics

EAST BALLROOM

Conceptual Context for Expanding the Discussion of Evaluation Metrics for Libraries

Neal Kaske (National Oceanic Atmospheric Administration)
Peter Hernon (Simmons College)
Joe Matthews (San Jose State University)

Building a Resource for Practical Assessment: Adding Value to Value and Impact

Stephen Town (University of York)

Planning to Action

ROOM 200

From Data to Action: Setting Goals to Respond to Customer Wants and Needs

Rayna Bowlby (Library management consulting)
Daniel O'Mahoney (Brown University)

Integrating Assessment and Planning: A Path to Improved Library Effectiveness

Wanda Dole (University of Arkansas at Little Rock)
Maureen James (University of Arkansas at Little Rock)
Donna Rose (University of Arkansas at Little Rock)
John Barnett (University of Arkansas at Little Rock)
Suzanne Martin (University of Arkansas at Little Rock)

Making a Difference: From Strategic Plan to Business Plan

Susan Bailey (Emory University)
Chris Palazzolo (Emory University)
Eric Bymaster (Emory University)
Charles Forrest (Emory University)

Wednesday, August 6

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| <p>10:30 am - 11:00 am</p> <p>11:00 am - 12:30 pm</p> | <p>Break</p> <p>Parallel Session #7</p> <p><u>LibQUAL+® Comments</u> <i>WEST BALLROOM</i></p> <p><i>Analyzing LibQUAL+® Comments Using Excel: An Accessible Tool for Engaging Discussion and Action</i> Elizabeth Chamberlain Habich (Northeastern University)</p> <p><i>Are They Really That Different?: Identifying Needs and Priorities Across User Groups and Disciplines at the University of Notre Dame through LibQUAL+® Comments</i> Sherri Jones (University of Notre Dame) Jessica Kayongo (University of Notre Dame)</p> <p><i>Examining the Overlooked: Comments from Incomplete 2007 LibQUAL+® Survey Responses</i> Gordon Fretwell (University of Massachusetts Amherst)</p> <p><i>Getting Started: Applying ATLAS.ti and NESSTAR to the LibQUAL+® Results at UBC Library</i> Margaret Friesen (University of British Columbia)</p> <p><u>Usability</u> <i>EAST BALLROOM</i></p> <p><i>Outsourcing Functional Web Usability: A Practical Approach to Effective Web Enhancements Improving User Experience</i> Mark Paul (University of Louisville)</p> <p><i>If They Build It, Will They Come?: A Qualitative Study Using Participatory Design Feedback for Inclusion in a New Library Home Page</i> Joan Stein (Carnegie Mellon University) Nathan Browne (University of Pittsburgh)</p> <p><i>Measuring the Effectiveness of Facets in the Next Generation OPAC</i> Kathleen Bauer (Yale University)</p> <p><u>Information Literacy III</u> <i>ROOM 200</i></p> <p><i>Scores Improve, But Does Learning?: Assessing the Library Instruction Program at the American University in Cairo</i> Joan Petit (American University in Cairo)</p> <p><i>Information Competence Assessment Using First Year and Upper Division Writing Samples</i> Amy Wallace (California State University, Channel Islands)</p> |
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Wednesday, August 6

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| 11:00 am - 12:30 pm | <p style="text-align: center;">Parallel Session #7 (continued)</p> <div style="border: 1px solid black; padding: 5px;"><p><u>Information Literacy III (continued)</u> <i>ROOM 200</i></p><p><i>Library Instruction Assessment Made Easy: Practical Tips to Get You Started with Little Training, Money, or Time</i> Marvel Maring (University of Nebraska at Omaha) Nora Hillyer (University of Nebraska at Omaha)</p></div> |
| 12:30 pm - 1:45 pm | <p style="text-align: center;">Affinity Lunch Groups Box lunch pickup in HUB 2nd floor lounge</p> |
| 2:00 pm - 3:00 pm | <p style="text-align: center;">Parallel Session #8</p> <div style="border: 1px solid black; padding: 5px;"><p><u>Digital Library</u> <i>WEST BALLROOM</i></p><p><i>Proposition: Digital Collections Are Easier to Find and Use through DLF Aquifer's American Social History Online</i> Katherine Kott (Digital Library Federation/Stanford University)</p><p><i>Cross-Institutional Repository Assessment: A Standardized Model for Institutional Research Assessment</i> Robert McDonald (San Diego Supercomputer Center/UCSD) Charles Thomas (Florida Center for Library Automation/University of Florida)</p><p><u>Assessment Plans</u> <i>EAST BALLROOM</i></p><p><i>Creating Assessment Plans: Four Case Studies</i> Agnes Tatarka (University of Chicago) Jennifer Rutner (Columbia University) Xin Li (Cornell University) Kay Chapa (University of Texas Southwestern Medical Center at Dallas)</p><p><u>Information Literacy IV</u> <i>ROOM 200</i></p><p><i>It's Just a Click Away: Instruction Assessment That Works</i> Sarah Blakeslee (California State University, Chico)</p><p><i>Assessment Tool or Edutainment Toy</i> Patrick Griffis (University of Nevada, Las Vegas)</p></div> |

Wednesday, August 6

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| 3:00 pm - 3:15 pm | Break |
| 3:15 pm - 4:15 pm | Plenary Session IV: Closing Panel: Conference Perspectives: A Look Back and a View Forward <i>EAST BALLROOM</i> Panelists: Paul Beavers (Assessment Officer and the Director of Information Services Group, Wayne State University); Deborah Carver (Dean of Libraries and Professor, University of Oregon); Debra Gilchrist (Dean of Libraries and Institutional Effectiveness, Pierce College); Peter Hernon (Professor, Simmons College) Moderator: Crit Stuart |
| 4:15 pm - 4:30 pm | Conference close and adjournment <i>EAST BALLROOM</i> Steve Hiller, Martha Kyrillidou, and Jim Self (Conference Co-Chairs) |

Thursday, August 7

8:30 am - 12:00 pm

Morning Post-Conference Workshops

Jumpstarting the Assessment of Library Learning Spaces
Crit Stuart (ARL) & C. Todd White (University of Rochester)
Odegaard Undergraduate Library 220

Getting Started with Learning Outcomes Assessment
Megan Oakleaf (Syracuse University)
Suzzallo-Allen Library—Maps/Special Collections Classroom

Beyond the Pie Chart
Joseph Zucca (University of Pennsylvania)
Suzzallo Library Instruction Lab

Turning Data into Information
Neal Kaske (National Oceanic Atmospheric Administration)
Suzzallo Library 5th Floor Conference Room

1:00 pm - 4:30 pm

Afternoon Post-Conference Workshops

Successfully Implementing the Balanced Scorecard
Jim Self and Donna Tolson (University of Virginia)
Odegaard Undergraduate Library 220

Usability Testing
Jennifer Ward (University of Washington)
Suzzallo-Allen Library—Maps/Special Collections Classroom

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| Monday, August 4 9:15-10:30am | Plenary Session I | East Ballroom |
| The Most Important Challenge for Library Assessment | | |
| <p>Keynote Panel: Susan Gibbons (Vice Provost & Dean, River Campus Libraries, University of Rochester); Rick Luce (Vice Provost and Director of Libraries, Emory University); and Betsy Wilson (Dean of University Libraries, University of Washington)</p> <p>Moderator: Crit Stuart (ARL Director, Research, Teaching & Learning)</p> | | |
| <p>Three visionary library leaders each present what they see as the most important challenge for library assessment in the future. The session promises to be provocative and stimulating, but never boring.</p> | | |
| <p>Susan Gibbons is the Vice Provost & Dean, River Campus Libraries, University of Rochester. She has administrative responsibility for 9 libraries and over 120 professional and para-professional staff and is a member of University President's Cabinet. She joined the university in 2000 and held a number of positions, including associate dean for public services and director for digital library initiatives. Before her arrival in Rochester, she held positions in the libraries at the University of Massachusetts Amherst and Indiana University, Bloomington. Susan has achieved a national reputation in defining strategies to increase dialogue and collaboration between faculty and librarians. In 2007, she authored <i>The Academic Library and the Net Gen Student: Making the Connections</i> (ALA Editions) and co-edited <i>Studying Students: The Undergraduate Research Project at the University of Rochester</i> (ACRL Publications). In 2006, Susan was an ARL Visiting Program Officer and conducted research for the Task Force on Library Roles in Enhanced Environments for Teaching and Learning. She earned an MA in history and MLS at Indiana University and a professional MBA at University of Massachusetts Amherst.</p> <p>Richard E. Luce is Vice Provost and Director of Libraries at Emory University. He is responsible for managing the Main (Robert W. Woodruff) Library. Prior to joining Emory in 2006, Rick was the Research Library director at Los Alamos National Laboratory for 15 years. In 1999 he was a co-founder of the Open Archives Initiative to develop interoperable standards for author self-archiving systems. In October 2003, he co-organized the Berlin Declaration on Open Access to Knowledge in the Sciences and Humanities, and in 2004, the Brazilian Declaration on Open Access. He holds numerous advisory and consultative positions supporting digital library development, electronic publishing, and scholarly communication. He was the senior advisor to the Max Planck Society's Center for Information Management (2000-2006) and an executive board member of the National Information Standards Organization (1998-2004). He was the recipient of the 2005 Fellows Prize for Leadership at Los Alamos National Laboratory—the first ever awarded to a nonscientist. Rick holds a bachelor's degree in political science from the University of San Diego, a master's degree in public administration from San Diego State University and master's degree in library and information science from the University of South Florida.</p> <p>Lizabeth (Betsy) Wilson is the Dean of University Libraries at the University of Washington. From 1992 through 2000, she was the Associate Director of Libraries for Research and Instructional Services at the University of Washington. Prior to joining the University in 1992, she was the Assistant Director of Libraries for Undergraduate and Instructional Services at the University of Illinois at Urbana-Champaign. She was a co-founder of the award-winning UWired program at the University of Washington in 1994. Betsy has published and presented widely on information literacy, teaching, learning, and technology; educational collaborations; and assessment and evaluation. She has held numerous leadership positions in ALA and ACRL, and helped establish the ACRL Institute for Information Literacy. She is a current member and past chair of the OCLC Board of Trustees. Betsy is the recipient of the 2007 ACRL</p> | | |

Academic/Research Librarian of the Year, the 2000 Margaret E. Monroe Award, and the 1995 Miriam Dudley Instruction Librarian Award. With her UWired colleagues, she received the inaugural 2000 EDUCAUSE Award for Systemic Progress in Teaching and Learning. Her library was selected as the 2004 ACRL Excellence in Academic Libraries Award recipient. She holds an M.L.S. from University of Illinois at Urbana-Champaign and a B.A. from Northwestern University.

Crit Stuart is ARL's program director for research, teaching, and learning. The RTL program focuses on new and expanding roles for ARL libraries to engage in the transformations affecting research, and undergraduate and graduate education. User-centered studies and an evolving suite of assessment techniques have become increasingly important in shaping these transformations. Previously Crit was senior associate director for public services at Georgia Tech Library, where he facilitated learning space transformations

Notes

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| Monday, August 4 11am-12pm | Keynote Follow-up and Discussion | East Ballroom |
| Keynote Follow-up and Discussion | | |
| Reactors: Joan Rapp (Executive Director of Libraries, University of Cape Town) and Stephen Town (Director of Library & Archives University of York), with panelists Susan Gibbons, Rick Luce, Betsy Wilson, and moderator Crit Stuart | | |
| Joan Rapp and Stephen Town begin the hour by providing international perspectives on the challenges posed by the keynote panel. A moderated conversation among all panelists, coupled with audience reactions and questions, rounds out the morning segment. | | |
| <p>Joan Rapp is the Executive Director of Libraries at the University of Cape Town (UCT), South Africa. She assumed the directorship in 1998, two years after participating in an academic exchange program between the University of Missouri and the University of the Western Cape. She is responsible for the coordination and management of UCT's extensive system of libraries. Her professional interests lie in organizational change and information technology and she has held senior positions in several American university libraries, including the University of Missouri, Temple University, and San Diego State University. Joan holds a Master of Library and Information Studies degree from Rutgers University, an MBA from the University of Southern Illinois, an MA from the University of Washington, and a BA from Mary Baldwin College.</p> <p>Stephen Town is Director of Library & Archives at the University of York, UK. Stephen is Chair of SCONUL's Working Group on Performance Improvement and is a member of the LibQUAL+® Steering Committee. Stephen has been active in the field of library assessment for over 15 years. Commencing with the first systematic benchmarking exercise in UK academic libraries resulting in the SCONUL Benchmarking Manual, he has since led SCONUL initiatives in performance measures for information literacy, LibQUAL+®, and more recently the development of the Performance Portal. He has taught the management of library quality, performance, and customer service, and is a member of conference and journal editorial boards in the evaluation field (including <i>Performance Measurement & Metrics</i>; the Northumbria International Conferences on Performance Measurement; and the Library Assessment Conference organized by ARL, University of Virginia, and University of Washington). He has presented and written widely on assessment topics, and his recent paper with Frankie Wilson of Brunel University on benchmarking and library quality maturity won an Emerald Outstanding Paper 2007 Award.</p> | | |
| Notes | | |

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| Monday, August 4 1-2:30pm | Parallel 1 #1 E-Metrics | West Ballroom |
| Measuring the Impact of Networked Electronic Services (MINES for Libraries®): Developing an Assessment Infrastructure for Libraries, State, and Other Types of Consortia | | |
| Panelists: Terry Plum (Simmons College) Brinley Franklin (University of Connecticut) Martha Kyriallidou (Association of Research Libraries) Gary Roebuck (Association of Research Libraries) Raynna Bowlby (Library management consulting) MaShana Davis (Association of Research Libraries) | | |
| <p>As libraries are developing a larger Web presence, issues regarding the utility, accessibility, and impact of the use of their networked resources and services are gaining critical importance. The need to systematically assess the networked electronic services and resources is great as increasing amounts of financial resources are dedicated to the Web presence of libraries. The latest developments in the application of MINES for Libraries® through ARL will be presented, including preliminary recommendations and planning for the implementation of an assessment infrastructure that would provide information to libraries on the demographics and purpose of use of networked electronic resources and services, as well as on users' perceptions of the effectiveness of these resources and services.</p> <p>The goals of this ARL project are:</p> <ul style="list-style-type: none"> • To explore the various networked infrastructures that provide a gateway to networked electronic resources and services for college and university libraries and library consortia; • To make it easier for libraries to assess the usage of networked electronic resources and services; • To provide a set of valid and benchmarked questions by which libraries can learn about the usage of their resources, and compare that usage to other similar libraries; • To provide recommended methods of delivering a Web-based survey within the confines of an institution's access management mechanism, with a recommended set of survey rules and practices; and • To provide valid and comparable data to libraries to help them make sound management decisions about the effectiveness of electronic resources and services. <p>Measuring the Impact of Networked Electronic Services (MINES for Libraries®) is a protocol ARL has been using locally at individual libraries and consortia, which gives them more information on the demographics and purpose of use of their library users. MINES is currently a locally implemented evaluation protocol. This proposal scales MINES across a much wider range of libraries, consortia, and different networked infrastructures in order to survey local usage, and to collect and analyze the data centrally at ARL.</p> <p>Although a variety of access management systems are in use in libraries, including EZProxy, Shibboleth, OpenURL servers, ERM, federated search engines with ILS authentication, and others, ARL is initially focusing on EZProxy to collect user information on demographics and purpose of use across libraries. ARL has requested research funding from IMLS to support the development of assessment mechanisms for the collection of this type of information across libraries and consortia to help these institution make wise decisions and build a case about the effectiveness of their networked electronic resources and services.</p> <p>This panel discussion will describe the grant request to IMLS and the directions that ARL will be taking to enable the surveying of local networked electronic resources through MINES for Libraries®.</p> | | |

Terry Plum is the Assistant Dean at Simmons Graduate School of Library and Information Science (GSLIS), and is responsible for technology and a satellite site campus in South Hadley, MA. He teaches courses in reference and information technology. He co-developed MINES for Libraries® with Brinley Franklin of the University of Connecticut.

Brinley Franklin is Vice Provost at the University of Connecticut. He has been involved in library assessment over a decade, having served as Chair of the ARL Statistics and Assessment Committee, a member of the IFLA Statistics Committee, and currently the ARL Board Liaison to the ARL Statistics and Assessment Committee. He and Terry Plum have developed the Measuring the Impact of Networked Electronic Services (MINES for Libraries®) protocol used in over 40 libraries over the last five years.

Martha Kyriallidou has directed the ARL Statistics and Measurement Program since 1994. She is the editor of the ARL Statistics and the ARL Annual Salary Survey and one of the principal investigators in the development of LibQUAL+®. She has been involved in projects regarding the evaluation of electronic resources such as MINES for Libraries®, DigiQUAL®, and E-metrics.

Gary Roebuck is the Technical Operations Manager in the Statistics and Measurement Program at ARL. He manages the operation and development of StatsQUAL®, the system that will eventually host the MINES for Libraries® protocol. Currently, he and a team of developers are exploring ways to standardize the technical implementation of the protocol, enabling centralized hosting and control of the survey from the StatsQUAL® system and making the protocol more widely available to the library community.

Raynna Bowlby is a Library Management Consultant and is affiliated with Simmons GSLIS. She has worked with the Association of Research Libraries on LibQUAL+® and MINES for Libraries® and trains, consults, and presents on organizational development, effectiveness, and assessment. Raynna has an MLS from Simmons and an MBA from the University of Rhode Island.

MaShana Davis is the Technical Communications Liaison in the Statistics and Measurement Program at ARL. She developed an interactive analytical Web interface that shows analysis of MINES for Libraries® survey data using specific institutional level tables. In addition, MaShana was instrumental in the preparation of the final summary report and individual reports for the Ontario Council of University Libraries (OCUL) implementation.

Kristina Justh is the Customer Relations Coordinator in the Statistics and Measurement Program at ARL.

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| Monday, August 4 1-2:30pm | Parallel 1 #1 E-Metrics | West Ballroom |
| Building Frameworks of Organizational Intelligence: An Analysis of Present and Future Data Farm Strategies at the Penn Libraries | | |
| Joseph Zucca (University of Pennsylvania) | | |
| <p>Libraries are accumulating, at an exponential rate, great caches of potentially rich management information, in the systems that facilitate service. From Web logs to ILS and other relational databases to chat and IM transcripts, we have access to highly stratified data resources which are useful in conducting multivariate analysis of scholarly behavior, unit cost, and service outcomes.</p> <p>For the most part, the data quietly collected in our systems are treated as administrative waste products, rather than valuable organizational assets. However, with coordinated investment in storage solutions and data analysis procedures, the data around us can be used effectively to build decision support systems. At the University of Pennsylvania Libraries, staff have been experimenting with model frameworks for such systems since 2001.</p> <p>Current work is focused on the development of an extensible schema for measuring library services at the event level. Events are comprised of predicable elements that can be shared over a wide range of interactions and include demographics, information about service genres, environmental variables such as time and location, and the programmatic features of scholarly activity that help describe the library's relationship to teaching and research. Known as Metridoc, this event schema provides a flexible XML expression of such data elements and allows for the integration of seemingly disparate events (checking out a book or attending a library reference consultation) based on information about classes of users or the programmatic aspects of user activity. It also can be generalized across institutions to support collective measurement among different libraries.</p> <p>The proposed presentation would provide an overview of University of Pennsylvania's present MIS or Data Farm environment and current development toward the XML-based, Metridoc strategy for harvesting, storing and analyzing input from events. Three key facets of the Metridoc initiative are:</p> <ul style="list-style-type: none"> • the leveraging of library's data assets to optimize strategic planning processes; • a flexible, robust IT infrastructure for data management that supports and promotes a culture of assessment within the library; and • development of open source tools that would promote cross-institutional and cross-platform data integration and assessment activities. | | |
| <p>Joe Zucca has held a range of positions at the University of Pennsylvania Libraries over the past fourteen years and currently Director for Planning and Communication. In that capacity, he coordinates the libraries' strategic planning process, manages content and presentation of the libraries' Web, and is responsible for foundation grants and library marketing and communications.</p> | | |
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| Monday, August 4 1-2:30pm | Parallel 1 #2 Place | Room 310 |
| LibQUAL+® and the Evolution of “Library as Place” at Radford University, 2001-2007 | | |
| Eric Ackermann (Radford University) | | |
| <p>The LibQUAL+® quality of service survey proves findings that play an important role in the evolution of the Library as Place at Radford University (RU). RU is a four-year, Carnegie Master’s/L public university of over 9,000 students located in southwestern Virginia. To meet the changing expectations and needs of its students and faculty, RU’s McConnell Library initiated an ongoing program of change and assessment. This study examines one part of this program: how the library’s users were impacted by changes made to its physical spaces between 2001 and 2007, as reflected in the 2002, 2005, 2006, and 2008 LibQUAL+® survey results.</p> <p>Some of the changes made to the library during this period include increasing the number of student-accessible computers, longer hours of operation, adding more quiet study areas, building group study rooms, and implementing a “no cell phone use” policy for all quiet study areas. To find out how these and other changes affected the faculty and student satisfaction with the Library as Place, both the adequacy gap and the comment data from the four LibQUAL+® surveys were analyzed. Changes to the survey between 2002 and 2005 meant that only four aspects of the Library as Place dimension are comparable: the library as a quiet study place, a haven/getaway, a comfortable place, and a contemplative environment.</p> <p>The analysis of the adequacy gap data used the SPSS and Excel software and three metrics (Cohen’s d, Binomial Effect Size Display, and confidence intervals) to develop six year trends for each Library as Place aspect. A practical significance criteria ($d = \pm 0.3$) was used to identify any important changes in these trends. The associated comment data were coded using the ATLAS.ti qualitative analysis software.</p> <p>The quantitative findings show a generally positive perception of the Library as Place aspect over the six year period. The undergraduates are the most positive, followed by the graduate students, with the faculty least positive. Generally the qualitative findings support the quantitative results. The codes relating to Library as Place rank highest for the undergraduates, lowest for the faculty, with the graduate students in between.</p> <p>The study also shows that the ongoing program of change and assessment of the Library as Place aspect is effective, sustainable, and practical. It is effective in helping to guide and direct specific changes to the library’s physical spaces that reflect actual needs of the RU community. It is sustainable because of the library administration’s commitment of staff time and resources to an assessment program that provides satisfactory results to RU’s Office of Academic Assessment, the agency that funds the LibQUAL+® surveys. It is practical as well: the meta-analysis procedures are relatively easy to set-up and maintain. When used with a metric of practical significance, it provides a mechanism for monitoring and identifying any important changes over time in the library users’ needs and expectations.</p> | | |
| <p>Eric Ackermann (M.S. in Information Sciences, University of Tennessee-Knoxville, 2001) is currently the Reference/Instruction and Assessment Librarian at Radford University’s McConnell Library. He managed the 2005, 2006 and 2008 LibQUAL+® surveys of RU’s students and faculty. He is a member of the Virginia Assessment Group and VLACRL’s Assessment SIG.</p> | | |
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| Monday, August 4 1-2:30pm | Parallel 1 #2 Place | Room 310 |
| Using Evidence for Space Planning | | |
| Kathryn Crowe (University of North Carolina at Greensboro) Michael A. Crumpton (University of North Carolina at Greensboro) | | |
| <p>The Walter Clinton Jackson Library is the main library of the University Libraries at the University of North Carolina at Greensboro (UNCG). Jackson Library comprises the 3-story Main Building, constructed in 1950, and the adjoining 10-story Tower, completed in 1973. Library space in the two buildings is approximately 131,705 square feet of space and provides seating for approximately 849 users. Our building is aging and we have no promise of an addition for 7-9 years. We have done several minor renovation projects to update the building, including establishing a small learning commons, developing technology-assisted laboratories, purchasing new furniture to provide comfortable seating, and creating areas to use laptops. Because we won't have a major addition for several years, we need to continue small renovations to ensure that we're using the space we have to its best advantage and that we're providing the services and resources our students need. In spring 2008, we worked with a space consultant to help us plan these renovations. Before their visit, we conducted a three-phased quantitative and qualitative space study to determine how patrons are currently using the building and assess their needs for the future. These data were combined with other measures we use including gate counts, public service questions, use studies of reference materials, etc., to work with this space consultant.</p> <p>The three-phase study included an in-house survey, observational studies, and focus groups. The one-page survey, conducted for one week during fall 2007, asked users what they did in the Library that day and if they were successful. The observational studies, conducted during one week in spring 2008, followed up on specific questions from the survey to gain additional information about what students do while using the library in particular areas, including group and quiet spaces. The focus groups, also conducted during spring 2008, probed for more details on students' use of the Library, their reactions to recently added services, and solicited suggestions for further improvements.</p> <p>Our presentation will provide information on the techniques and processes used to gather, analyze and present the data we gathered and how we used the information with our space consultant.</p> | | |
| <p>Kathryn M. Crowe has served as Associate Director for Public Services at the University of North Carolina at Greensboro since 2006. Prior to that she was Head of Reference and Instructional Services, also at UNCG. She chairs the Assessment Team that coordinates all assessment activities at the University Libraries.</p> <p>Michael A. Crumpton is Assistant Director of Administrative Services at the University of North Carolina at Greensboro. Before joining UNCG, he was Library Director at Wake Technical Community College and had a 21-year career in retail management.</p> | | |
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| Monday, August 4 1-2:30pm | Parallel 1 #2 Place | Room 310 |
| Wayfinding Revisited: Improved Techniques for Solving Usability Problems in Physical Spaces | | |
| Agnes Tatarka (University of Chicago) David K. Larsen (University of Chicago) | | |
| <p>This study documents how University of Chicago researchers analyzed the efficacy of changes made in response to a 2004 “wayfinding” study, in which users were asked to locate specific titles within a library. The original study was prompted by LibQUAL+® comments revealing a widespread perception that many supposedly available library materials were missing. That wayfinding study demonstrated that none of the test subjects could find all three requested titles in their proper location, and a number of wayfinding obstacles were identified. These obstacles included missing or misleading signs, confusing shelving arrangements, and failure to distinguish between reference and general stacks collections. In response, library staff worked with outside consultants to design and implement a comprehensive and consistent sign system; multiple shelving sequences were combined into a single collection; clearer terminology was adopted based on user feedback; and directional aids were created to highlight the distinction between reference and circulating collections.</p> <p>An improved wayfinding protocol was used to test the effectiveness of changes made in response to the original study. For the new study, researchers digitally recorded the sessions and mapped the exact routes from catalog to shelf taken by the subjects, using symbols to indicate stops/barriers encountered along the route. As in the previous study, a narrative was created for each session that highlighted the obstacles encountered and whether they required prompting to overcome. These obstacles were entered into a spreadsheet that allowed them to be analyzed by incidence and severity, which quantified the barriers to wayfinding in a way that was not possible in the previous study.</p> <p>The improved protocol not only allowed better data capture, but it also clearly demonstrated that the changes made in response to the initial study were effective. Whereas no one was able to find all three titles in the initial study, 4 out of 10 subjects in the new study were able to find all three books without prompting. Some problems uncovered in the previous study appear to have been corrected while others seem less severe. However, new wayfinding problems were uncovered. Further refinements continue to be made to improve usability of our collections, which will be assessed in future studies.</p> <p>Given that the original wayfinding study was prompted by comments on a LibQUAL+® survey, it is gratifying that the effectiveness of our attempts to solve wayfinding problems were confirmed by a later LibQUAL+® survey. In the 2004 LibQUAL+® survey, 85 of the 560 comments received (15%) related to items that were missing or not found, making it the largest topic of complaint. When LibQUAL+® was repeated in 2007, only 23 of the 696 comments received (3%) dealt with this issue, placing it outside the top twenty areas of concern. This demonstrates that concentrated attention to a problem revealed by LibQUAL+® can result in measurable improvements.</p> | | |
| <p>David K. Larsen is Head of Access Services and Assessment at the University of Chicago Library. In addition to a master’s in library science from the University of Illinois, David holds a Ph.D. in American religious history from the University of Chicago Divinity School.</p> <p>Agnes M. Tatarka is Assessment Director at the University of Chicago Library. Agnes received her MLIS from the University of Texas at Austin.</p> | | |
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| Monday, August 4 1-2:30pm | Parallel 1 #3 Methods | Room 200 |
| Under New Management—Developing a Library Assessment Program at a Small Public University | | |
| Karen Jensen (University of Alaska Fairbanks) Anne Christie (University of Alaska Fairbanks) | | |
| <p>The University of Alaska Fairbanks (UAF), America’s northernmost university, is the flagship campus in the University of Alaska system. As a land, sea, and space grant institution, UAF offers a comprehensive array of programs in science, engineering, social sciences, and the arts and humanities, but is relatively small compared to its peer institutions with approximately 800 undergraduate and certificate degrees, and 200 graduate degrees awarded annually. UAF is the single doctoral granting institution in Alaska and serves as the major research institution for the state, with its unique arctic and cold-weather research programs. The Rasmuson Library is the largest library in Alaska with a collection of 1.1 million volumes and a staff of 15 librarians and 52 para-professionals.</p> <p>Prompted by new leadership in both the library and the university, the Rasmuson and BioSciences Libraries have recently embarked on a strategic planning process that includes a project to create a general assessment program for the libraries. The library administrative team felt that it was time to assess our program and create a new action plan. The purpose of these efforts is to ensure that spending and staffing priorities match current user needs, to respond to University-required performance measures, and to chart a course for the future. The assessment program includes tracking and gathering library user and use data, systematic collection analysis, and implementation of an on-going campus-wide community survey.</p> <p>Our presentation will describe how we, a task force of four librarians, recently adapted and implemented surveys of faculty, graduate students, and undergraduate students modeled on a process conceived by the University of Washington. The UAF libraries’ surveys yielded response rates of 25% (243/943), 19% (143/750) and 8% (431/5086) among the three groups, respectively. We will present our discoveries about the population of this small public university and share our insights about conducting library user surveys. We will discuss how the survey results are being used to refocus outreach efforts and develop a marketing plan, modify collection development policies toward expanding electronic access and filling collection gaps, and improve interlibrary loan and other services. Overall survey results will be used to inform continuing work in the UAF Libraries’ strategic planning process.</p> | | |
| <p>Karen Jensen is the Collection Development Officer at the University of Alaska Fairbanks. Karen has worked in the UAF Libraries since 1996 in a variety of positions, including eight years as Circulation/Interlibrary Loan Manager. She received her BA degree from Grinnell College, and her MLS from the University of Washington.</p> <p>Anne Christie is the BioSciences Librarian at the University of Alaska Fairbanks. Before coming to Fairbanks in fall 2006, she was a Biological Sciences Librarian at Oregon State University. Her MLS is from the University of Hawaii.</p> | | |
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| Monday, August 4 1-2:30pm | Parallel 1 #3 Methods | Room 200 |
| In Our Visitors' Footsteps: Using a "Visitor Experience" Project to Assess Services and Facilities at the Library of Virginia | | |
| Suzy Szasz Palmer (The Library of Virginia) | | |
| <p>Issues and Questions:</p> <ul style="list-style-type: none"> • How to assess the varied services and complex layout of a large, state archives and research library—the Library of Virginia (LVA)—that serves members of the legislature, state agency employees, scholars, and the general public? • How to prioritize and implement recommendations for change? • How to move from assessment to concrete steps to improve our services and facility? <p>Action Plan:</p> <ul style="list-style-type: none"> • We developed, with the services of a volunteer retired management consultant, a "Visitor Experience" Project in order to: <ul style="list-style-type: none"> ○ Assess what the LVA's environment communicates to visitors; ○ Identify obstacles to the optimal visitor experience; ○ Compile a visitor "wish list"; ○ Compare LVA with other similar facilities; and ○ Recommend changes that contribute to a more friendly, welcoming, and informative experience. <p>Methodology:</p> <ul style="list-style-type: none"> • During the fall 2007, external focus groups and interviews with internal participants were conducted, in order to compare our perceptions of how we are doing with our patrons' perceptions. Focus groups included new and more veteran library patrons. Recently hired, long-term staff, and members of the Library's Executive Management Team (EMT) were interviewed individually. • The Project focused on the Library's physical exterior as well as features of the facility and services offered on the first and second floors—the only two floors of a five-story structure open to the public. • Visits to other facilities: The consultant (with the presenter or another member of the EMT) visited two academic and two public libraries in the area. Here, we both acted as first time visitors to these facilities and interviewed a key staff member with the same questions used at LVA. <p>Findings:</p> <ul style="list-style-type: none"> • Data gathering was completed by the end of 2007. For each area studied (exterior, first floor, second floor) the compiled findings are followed by ideas gleaned from other institutions and a list of recommendations. The recommendations are prioritized (1-3) and tagged by cost (low, medium, high). • The results of the Project and the proposed recommendations are (as of late January 2008) being presented to various audiences within the Library as well as to our Foundation Board. • The majority of recommendations relate to improving customer service throughout the Library. Other significant recommendations concern signage, marketing/visibility, and navigation of the building. <p>Next Steps:</p> <ul style="list-style-type: none"> • A committee will be established to examine priorities and financial feasibility of the recommendations. | | |

- An action plan will be developed, with assigned responsibilities for each area requiring change, and a timetable to implement the recommended change(s).
- We will also be communicating our process for implementing the recommendations not only to the staff directly affected but also to the Project participants and other affected constituencies.

Progress Report and Lessons Learned:

- What has been the impact on staff when faced with critiques of services they provide or for recommendations to significantly change?
- What are the benefits of using an outside consultant to assess your internal operations?
- Final update on progress reached implementing Project recommendations during the first six months of 2008.

Prior to joining the Library of Virginia in June 2007, Suzy Szasz Palmer was an associate dean at the University of Louisville Libraries where she also served on the Assessment Committee. From 1979-2002, she held various positions at the Cornell University Library, in reference and instruction, collection development, and special collections.

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| Monday, August 4 1-2:30pm | Parallel 1 #3 Methods | Room 200 |
| Standardized Survey Tools for Assessment in Archives and Special Collections | | |
| Elizabeth Yakel (University of Michigan) Wendy Duff (University of Toronto) Helen Tibbo (University of North Carolina) | | |
| <p>Evaluation in archives and special collections lags behind that in the library world. Even though primary sources are an underpinning of scholarly research in the humanities and social sciences, the administration of the repositories that provide access to archives and manuscripts varies from place to place. The lack of tested and standardized instruments for evaluation results in the inability for generalization and often even poor internal assessment. The development and adoption of standardized metrics to support the management of both analog and digital collections is a critical need in archives and manuscript collections.</p> <p>The Archival Metrics Project was conceived to fill this gap. Over the past three years, we have developed, tested, and deployed five standardized instruments for use by archives and special collections in colleges and universities to utilize to evaluate their services. These instruments are: (1) an in-house reading room survey, (2) an archival Web site assessment tool, (3) an online finding aids survey, (4) a student orientation evaluation, and (5) an instructors' survey for those employing primary sources in their teaching.</p> <p>In this paper, we report on the creation of these tools for archives, the development of standardized administration procedures, and findings from testing these tools. Creation of the tools involved an extensive literature review and interviews with instructors, students, and archivists, to identify key evaluative concepts to test. We then created a series of draft instruments which were alpha tested at different sites. We also held several focus groups to critique the tools. The next step was beta testing the tools at multiple sites. At this point, we also tested different administration procedures and the instructions for administration and data analysis. After each test we analyzed the responses and incorporated changes to address any inconsistencies in the data, which we attributed to problems in an instrument. This iterative design process continued until the instrument was stable.</p> <p>All of these standardized surveys along with instructions for administration and analysis will be freely available on a Web site in April 2008.</p> | | |
| <p>Elizabeth Yakel is an associate professor at the University of Michigan School of Information.</p> <p>Wendy Duff is an associate professor at the University of Toronto Faculty of Information Science.</p> <p>Helen Tibbo is a professor at the University of North Carolina School of Information and Library Science.</p> | | |
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| Monday, August 4 3-4pm | Parallel 2 #1 Information Literacy I | West Ballroom |
| Assessing Information Competence of Students Using iSkills™: A Commercially-available, Standardized Instrument | | |
| Stephanie Brasley (California State University, Chancellor's Office) Penny Beile (University of Central Florida) Irvin Katz (Educational Testing Service) | | |
| <p>Since the publication of ACRL's information literacy standards, a growing number of higher education institutions have implemented information competency initiatives. To inform instructional improvement, librarians and other faculty often construct locally designed information competence assessments. Although tailored to the interests of the institution, homegrown assessments can be labor intensive to develop, administer, and score, and may lack the reliability and validity needed for usable results. The iSkills™ assessment, a third-party tool, provides an alternative for institutions faced with developing information competence assessments. The iSkills™ assessment reflects collaborations with academic librarians from across the US, embodying a national perspective of information competence. Evidence for the reliability and validity of the instrument comes from studies conducted at many institutions, compared with the single-school perspective of most locally developed assessments.</p> <p>The iSkills™ instrument plays a key role in several assessment projects being conducted throughout the California State University (CSU) and at the University of Central Florida (UCF). Panelists will cover briefly the instrument's purpose and development; how they use iSkills™ to assess students and evaluate instructional efficacy; methods, results, and implications for practice; and successes and challenges for using this type of assessment.</p> <p>Examples to be discussed include:</p> <p>Question: To what extent is information competence related to business writing skill?</p> <ul style="list-style-type: none"> • Design: During three quarters at CSU Los Angeles, educators administered iSkills™ both before and after a business writing course. • Results: Post-test scores correlated significantly with final course grades, showing the relationship between information competence and business writing. Importantly, pre-test iSkills™ scores predicted final course grades as well, suggesting an approach to tailor instruction based on students' information competence when they begin the course. <p>Question: What instructional activities contribute most to California Maritime Academy graduates' information competence?</p> <ul style="list-style-type: none"> • Design: Discipline and library faculty undertook a series of data-gathering and analysis activities using the iSkills™ instrument. Baseline information competence data were collected from freshmen and seniors. From these data, discipline and library faculty developed information competence learning objectives and rubrics. • Results: Most recently, a new freshman level credit-bearing course was designed to develop fundamental information competency, supporting ongoing efforts in discipline courses by embedding new, progressive assignments and exercises into the freshmen curriculum. <p>Question: What improvements in students' information competence result from integrating information-intensive assignments and instruction throughout a specific academic program's curriculum?</p> <ul style="list-style-type: none"> • Design: Baseline data were collected on a cohort of nursing students at UCF to identify skill levels and student needs prior to intervention. Nursing faculty and librarians are working together to develop and integrate information-intensive assignments and instruction to ameliorate identified deficiencies. Instructional efficacy will be evaluated by comparing the baseline data to assessment performance of future nursing cohorts. • Results: Baseline data have been collected, and assessment results compared to demographic variables can be used to predict course grades. | | |

Stephanie Sterling Brasley provides leadership and coordination for the California State University's system wide Information and ICT Literacy initiatives. Ms. Brasley has presented and written on a variety of information/ICT literacy related topics, including effective pedagogical practices, outreach, and assessment of student learning, which is her primary research focus.

Penny Beile is a founding contributor to the University of Central Florida's Information Fluency initiative. Partly as a consequence of serving in this capacity and partly due to her doctoral work, Dr. Beile seeks to design, develop, and administer instruments that assess learning outcomes and self-efficacy levels across instructional environments.

Irvin Katz helped lead the design of the iSkills™ assessment, and currently leads validity research for the assessment. Through this work, Dr. Katz collaborates with librarians and faculty across the US. Dr. Katz has been with Educational Testing Service (ETS) for 17 years, conducting research that blends cognitive and psychometric approaches to measurement.

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| Monday, August 4 3-4pm | Parallel 2 #1 Information Literacy I | West Ballroom |
| Measuring Student Information Literacy Learning Outcomes: Using the Program Review Process to Gather Evidence of Learning | | |
| Gabriela Sonntag (California State University San Marcos) | | |
| <p>Best practice for assessment suggests that evidence gathered from multiple sources and viewed holistically should reinforce each other and allow for meaningful conclusions. That is how the California State University in San Marcos has embarked on assessing their Information Literacy Program. This pro-active IL Program targets instruction for all academic degrees and information competencies have also been embedded in each lower-division General Education course. Librarians and disciplinary faculty work together to ensure that students successfully master IL competencies. Three different assessment initiatives will be presented in this paper. The use of the iSkills™ test as a backbone for the study of first-year students and their retention; IL outcomes as measured in the General Education Assessment Plan; and participation in the annual assessments for academic programs are three campus-wide initiatives gathering evidence that students are becoming information literate. The campus has been involved in the use of the iSkills™ test for several years. In fall 2006, a 2 year study used this test as the backbone to measure students' ICT abilities. Additionally, this study measured other variables surrounding students' success rates such as grade point average and retention or persistence. A General Education Assessment Plan also began in fall 2006 and this first cycle focuses on IL and writing. Thesetwo2 student learning outcomes have been measured in six areas required for all undergraduate students.</p> <p>While these two assessment efforts will be briefly reviewed, a major portion of this paper will focus on the integration of information literacy assessment into the program review process. Conducting comprehensive reviews of academic degree programs to ensure quality education in colleges and universities is common practice throughout the United States. These program reviews study the educational practices, the curriculum, the faculty, and the student learning experiences of a specific degree program. At the California State University in San Marcos, academic degree programs are required to conduct student learning outcomes assessments and submit reports analyzing the results and recommending changes on a yearly basis. During the program review itself, these are compiled and summarized as part of the self-study process. The Information Literacy Program was officially recognized as an academic program, although not a degree program, when invited to participate in these annual assessments. Being included in the annual assessments has brought attention to the ILP but has also posed a challenge. An analysis of programmatic student learning outcomes will provide input to a discussion of the integration of IL into degree programs as well as a platform for the assessment of IL within this program review process. What do these assessments tell us of student information literacy? What conclusions do we draw regarding the efficacy of the ILP? What improvements or changes can be made based on these assessments? These questions will guide the conclusions to this paper.</p> | | |
| <p>Gabriella Sonntag leads a team of 10 professionals providing information literacy instruction and innovative research assistance. An active member of the Academic Senate, she has been chair of the Program Assessment Committee since 2004 and a member of the campus Accreditation Committee. Gabriela has published on assessment, reference services, and first year students.</p> | | |
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| Monday, August 4 3-4pm | Parallel 2 #2 Assessment in LIS Ed | Room 310 |
| Covering Assessment in LIS Education | | |
| Panelists: Megan Oakleaf (Syracuse University) Peter Hernon (Simmons College) Karin de Jager (University of Cape Town) | | |
| <p>In recent years, librarians, regardless of the type of library in which they work, have become increasingly focused on evaluation and assessment. There are a number of motivations for this shift: a need to improve the quality of services offered, a respond to calls for accountability, a push to position the library as more of an institution player, and a sincere desire to support the institutional mission and vision statements. As a result, more and more librarians are adding assessment responsibilities to their job duties—many of whom have no formal training in both evaluation and assessment. This panel will differentiate between evaluation and assessment, with greater emphasis placed on assessment. The purpose of the panel, composed of LIS educators, is to discuss what some educational programs are covering. What assessment skills are library and information science schools teaching students to prepare them for the workforce? What new assessment skill sets are emerging? This panel of LIS educators will discuss LIS student learning outcomes, assignments, and courses designed to prepare the next generation of LIS professionals for their assessment responsibilities.</p> | | |
| <p>Megan Oakleaf is an Assistant Professor in the School of Information Studies at Syracuse University. She is the professor of record for IST 613 Planning, Marketing, and Assessing Library Research. Her research interests focus on information literacy, outcomes-based assessment, evidence-based decision-making, user education, information services, and digital librarianship. Previously, Megan was the Librarian for Instruction and Undergraduate Research at North Carolina State University.</p> <p>Peter Hernon teaches courses related to research and evaluation at both the master’s and doctoral levels. He also teaches courses related to academic librarianship and government information policy. He is the 2008 recipient of the Association of College and Research Libraries’ Academic/Research Librarian of the Year award. This life-time achievement award recognizes the body of research and scholarship that Dr. Hernon has generated since the 1970s.</p> <p>Karin de Jager is Associate Professor of Information and Library Studies at the University of Cape Town. Her research interests include performance measurement and quality assurance in academic libraries, and also information literacy. She is participating in the roll-out of the Carnegie-sponsored Research Libraries Consortium Project and is a member of the Quality Assurance Subcommittee of the Committee for Higher Education Librarians in South Africa.</p> | | |
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| Monday, August 4 3-4pm | Parallel 2 #3 Collections | Room 200 |
| Use and Non-use of Choice-reviewed Titles: A Comparison between Undergraduate and Research Libraries | | |
| Michael Levine-Clark (University of Denver) Margaret M. Jobe (University of Colorado at Boulder) | | |
| <p>Many academic libraries collect Choice-reviewed titles on the as-yet-unproved assumption that “quality” will lead to better collections and, thus, to higher circulation.</p> <p>Earlier studies compared circulation of Choice and non-Choice titles using a snapshot of circulation data. Although many libraries rely on Choice to make purchase decisions, there have been no large scale studies on the use of Choice titles. Can analysis of a large dataset answer whether or not academic libraries are getting reasonable value from their investments in Choice titles?</p> <p>This study examines multiple years of circulation data for all titles added to the collections of a group of fourteen academic libraries during the last six to seven years. The Spectra Dimension collection analysis tool was used to compare circulation data across the entire LC classification system for two subsets of this group: elite liberal arts colleges and a grouping of institutions of varying sizes serving both graduate and undergraduate populations. This large dataset allowed for a more complete and nuanced analysis of collection usage in general and usage of Choice titles in particular that sheds additional light on the research patterns of both graduate and undergraduate users.</p> <p>This study focuses on several pieces of data: annualized use by title for Choice and Choice Outstanding Academic Titles (OAT) compared with the circulation by call number range for each collection as a whole; the percent of titles in each of these ranges that had never circulated; and collection overlap.</p> <p>Choice and Choice OAT titles circulated more frequently than collections as a whole in the study libraries that serve both undergraduate and graduate students. This same pattern was not observed in the circulation data from the undergraduate liberal arts colleges. It may be that the larger book-to-student ratio in the collections of the undergraduate colleges accounts for this difference. Per capita circulation figures lend weight to this hypothesis. For both sets of libraries, there are some important differences in use across disciplines, with a Choice-review being a much less important predictor of use in the humanities than in the social sciences. In both groups, however, Choice and Choice OAT titles were much less likely to have never circulated than the collections as a whole. It is possible that the Choice selection criteria enable the editors to preselect books that closely parallel undergraduate book selection preferences established by recent research—thus leading to an increased likelihood for use. Lastly, there were more copies of Choice and Choice OAT titles held by each group when compared to the group collections as a whole—indicating greater collection overlap for these titles. While this research cannot be used to justify exclusive reliance on Choice as a selection tool, it suggests that Choice titles, because they are less likely to never be used, remain a reasonably good investment for academic libraries in most subject areas.</p> | | |
| <p>Michael Levine-Clark is the Collections Librarian at the University of Denver’s Penrose Library and has also held positions as a reference and documents librarian. He has an M.S. in Library and Information Science from the University of Illinois and an M.A. in History from the University of Iowa.</p> <p>Margaret M. Jobe is the head of the Government Publications and Engineering libraries at the University of Colorado at Boulder. She has been the bibliographer for mathematics, astronomy and astrophysics, physics, engineering, computer science, and government information. She has written in the areas of government information and collection analysis.</p> | | |
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| Monday, August 4 3-4pm | Parallel 2 #3 Collections | Room 200 |
| Strategy and Leadership in the Transition Away from Print | | |
| Roger Schonfeld (Ithaka) | | |
| <p>Virtually every academic library is grappling with decisions about moving from print to electronic formats for scholarly journals. An effective format migration would minimize preservation risks, maximize efficiency, and leave users satisfied with the pace of change. To understand how decisions are being made on these important questions, I visited 14 American academic libraries for 1-3 days each, meeting with library directors and staff as well as faculty, campus leadership, and students. The findings indicate that assessment and evaluation of format migration questions are idiosyncratic. Generally speaking, budgetary limitations and space management considerations play an outsize role in the format migration, while the metrics necessary to evaluate options are rarely adequate. While all libraries see the same digital future beckoning, diverse individual library decision-making frameworks do not seem to be allowing for effective community-wide strategic planning. A variety of recommendations emerge from these findings, both for the local level and for super-institutional collaborations.</p> | | |
| <p>Roger Schonfeld leads Ithaka's research group, studying how new technologies affect academia and how the changes they bring can best be managed. Recent emphases include the transition away from print, faculty attitudes and practices, and the history and future of preservation and book survivability. Roger currently serves on the NSF Blue Ribbon Task Force on Sustainable Digital Preservation and Access. He was previously a research associate at The Andrew W. Mellon Foundation, where he wrote <i>JSTOR: A History</i> (Princeton University Press, 2003).</p> | | |
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| Monday, August 4 4-5pm | Plenary Session II | West Ballroom |
| Evaluating Quality | | |
| Paul Gregutt (Wine columnist and author) | | |
| <p>What do wines, wineries, libraries and assessment have in common? Noted Northwest wine writer Paul Gregutt will share his views on qualitative evaluation and assessment in the world of wine and wineries and look at some potential applications for libraries. Washington State is the second largest producer of fine wines in the United States.</p> | | |
| <p>Paul Gregutt has covered the rapidly growing Northwest wine scene for the <i>Seattle Times</i>, <i>Wine Enthusiast</i> and other publications. Online you'll find him at paulgregutt.com. He is the acknowledged expert on Northwest wines and his recent book, <i>Washington Wine & Wineries: The Essential Guide</i> (University of California Press 2007) is considered the authoritative work on the topic. This book will be available for purchase at a book signing by Paul after his presentation.</p> | | |
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| Monday, August 4 5:30-7pm | Poster Session | East Ballroom |
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| <p><i>Relationship Management and Its Impact on Library Service Quality</i> Ola Bayan (Arab Academy for Science, Technology and Maritime Transport)</p> <p><i>Strategic Innovation with the Balanced Scorecard</i> Tom Bielavitz (Portland State University)</p> <p><i>Re-framing Assessment: A Patron-centered Approach</i> Jeanne Brown (University of Nevada Las Vegas)</p> <p><i>We're Not Alone: Tapping into Assessment Expertise on Campus</i> Kathy Brown (North Carolina State University)</p> <p><i>Beyond Bean-counting: Taking Advantage of Existing Data to Structure Multidimensional Library Instruction Assessment</i> Lesley Brown (Michigan State University) Angela Maycock (Michigan State University)</p> <p><i>Leveraging the Collections Budget: Best Practices in Assessing Information Resources Users Need</i> Leslie Button (University of Massachusetts Amherst)</p> <p><i>Proving Value and Preserving Staff Sanity: A Centralized Data Repository</i> Kay Chapa (University of Texas Southwestern Medical Center)</p> <p><i>LibQUAL+® @ PolyU Library: Gaining Stakeholders' Support through Benchmarking</i> Winnie Yuen Ming Chim (The Hong Kong Polytechnic University)</p> <p><i>The SFX Statistical Package: Effective, Sustainable, Practical?</i> Tina Chrzastowski (University of Illinois at Urbana-Champaign) Michael Norman (University of Illinois at Urbana-Champaign)</p> <p><i>Using LibQUAL+® to Inform and Assess Strategic Planning</i> Barbara Cockrell (Western Michigan University)</p> <p><i>University of Washington Library Student Advisory Committee: Listening to Student Voices</i> Anne Davis (University of Washington) Laura Barrett (University of Washington) Kylie Fullmer (University of Washington)</p> <p><i>Assessing the Implementation of an Integrated Programme to Enhance Library Research Support at Three Universities in South Africa</i> Karin de Jager (University of Cape Town) Pat Busby (Carnegie Research Libraries Consortium Grant) Colin Darch (University of Cape Town)</p> <p><i>No Two Directions Are Ever the Same: Transforming Reference Services</i> Fran Devlin (University of Kansas) John Stratton (University of Kansas)</p> <p><i>Assessment beyond LibQUAL+®: Investigating the Service Needs of EMU User Groups</i> Susann deVries (Eastern Michigan University)</p> | | |

| Monday, August 4 5:30-7pm | Poster Session (<i>continued</i>) | East Ballroom |
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| <p><i>What Makes An Organizational Climate Healthy? Comparing the ClimateQUAL™: Organizational Climate and Diversity Assessment and LibQUAL+®</i> Irma Dillon (University of Maryland) Maggie Saponaro (University of Maryland) Paul Hanges (University of Maryland)</p> <p><i>Three Easy Methods to Assess and Improve Your Library Instruction</i> Ignacio Ferrer-Vinent (University of Colorado Denver)</p> <p><i>Using Survey Software to Assess the Effectiveness of Information Literacy Online Tutorials</i> John Fudrow (University of Pittsburgh) Patricia Duck (University of Pittsburgh)</p> <p><i>Are LibQUAL+® Open-ended Comments an Indicator of User Satisfaction? Examination of a Method of Re-Coding LibQUAL+® Comments and Their Correlation with User Satisfaction Scores</i> Alan Gale (University of Guelph) Ron Ward (University of Guelph)</p> <p><i>Helping the Library Count: Collecting Reference Statistics for Meaningful Use</i> Judith Garrison (Indiana University - Purdue University Fort Wayne)</p> <p><i>Using LibQUAL+® Affect of Service Items as a Framework for Developing and Instilling Core Competencies and Values for Reference Service Providers</i> Patrick Griffis (University of Nevada, Las Vegas)</p> <p><i>Diving into Assessment: LibQUAL+® as a Springboard</i> Lorelei Harris (University of Lethbridge) Leona Jacobs (University of Lethbridge) Donna Seyed-Mahmoud (University of Lethbridge)</p> <p><i>At the Table: University of Maryland Libraries and the Campus Learning Outcomes Assessment Process</i> Diane Harvey (University of Maryland)</p> <p><i>Library Space Planning: Assessing Options for the Long-term Storage of Print Materials</i> Cathie Jilovsky (CAVAL Collaborative Solutions)</p> <p><i>Applying LibQUAL+® Results: A Survey Assessment at a Medium-sized University</i> Marcus Kieltyka (Central Washington University)</p> <p><i>Making Use of Raw Data in Instructional Services</i> Angela Lee (University of Washington)</p> <p><i>A Case Study for Universal Incentives</i> Rachel Lewellen (University of Massachusetts Amherst)</p> <p><i>Tracking not Tic'ing: Data for Reference Desk Staffing and Decision Making</i> Jean McLaughlin (University at Albany)</p> <p><i>Using LibQUAL+® Results to Enhance "Library as Place" at Eastern Washington University</i> Julie Miller (Eastern Washington University)</p> | | |

| Monday, August 4 5:30-7pm | Poster Session (<i>continued</i>) | East Ballroom |
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| <p><i>Jumpstarting Your Assessment: Using Existing Data to Establish a Foundation for Pervasive Assessment</i> Lesley Moyo (Virginia Tech University) Bruce Obenhaus (Virginia Tech University)</p> <p><i>Collection Assessment from Every Angle</i> Corey Murata (University of Washington) Hana Levay (University of Washington)</p> <p><i>Using Cost Study Data to Inform Gift Acceptance Policy and Procedures</i> Karen Neurohr (Oklahoma State University) Jennifer Paustenbaugh (Oklahoma State University)</p> <p><i>Effective Information Literacy Assessment: Putting the Pieces Together</i> Sue Phelps (Washington State University Vancouver)</p> <p><i>Assessing Student Learning in a One-Time Information Literacy Class</i> Krista Prock (Kutztown University) William Jefferson (Kutztown University)</p> <p><i>Pop-up Quiz: Using Course Management Software for Library Instruction Assessment</i> Deb Raftus (University of Washington) Diana Hartle (University of Georgia) Amy Watts (University of Georgia)</p> <p><i>Building an Assessment Program at Columbia University Libraries: Year One</i> Jennifer Rutner (Columbia University) Jeff Carroll (Columbia University)</p> <p><i>Promote Library Evaluation and Assessment Culture in UPR System</i> José Sánchez-Lugo (University of Puerto Rico) Julia Vélez (University of Puerto Rico)</p> <p><i>Consortial Participation in LibQUAL+®: Outcomes and Benefits</i> Kathy Tomajko (Georgia Institute of Technology)</p> <p><i>The DigiTop Dashboard</i> Matthew Treskon (National Agricultural Library)</p> <p><i>Evaluating the Evaluators: Library Assessment in South African Academic Libraries</i> Anette van Vuren (University of Johannesburg)</p> <p><i>Systematic Evaluation of UPR Libraries: Reaffirm the Collaboration, Promote Evaluation and Assessment Culture</i> Julia Vélez (University of Puerto Rico)</p> <p><i>Return on Investment: Information Literacy Assessment Using Quality Criteria</i> Heike vom Orde (International Central Institute for Youth and Educational Television)</p> | | |

| Monday, August 4 5:30-7pm | Poster Session (<i>continued</i>) | East Ballroom |
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| <p><i>Using the Adequacy and Superiority Scales and Scores to Gain Insight and Understanding of LibQUAL+® Results</i> Ron Ward (University of Guelph)</p> <p><i>Communicating Assessment: What Academic Library Web Sites Tell Us</i> Kate Zoellner (The University of Montana)</p> | | |
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| Tuesday, August 5 9-10:30am | Parallel 3 #1 Management Information | West Ballroom |
| Assessment-based Strategies for Building Connections with Academic Departments | | |
| Yvonne Belanger (Duke University) | | |
| <p>Academic libraries are increasingly compelled to measure and demonstrate the ways in which they support their institution's core missions of research and education. In the context of a research university, libraries often rely on the support of academic departments to preserve and increase library resources and funding for services. To build such support, research libraries must maintain and proactively build alliances with administrators in academic departments.</p> <p>Academic administrators sympathetic to the library's mission and supportive of its funding priorities can be more effective advocates for the library when provided with specific information and data about library services to their unit. Over the past four years, the Center for Instructional Technology (CIT), a department of Duke University's Perkins Library, has developed a process for documenting and tracking interactions with and services provided to faculty and departments. Using this internal database along with other sources of information such as workshop registration records, CIT has successfully used Crystal Reports and other technologies to develop a system for creating customized reports tailored to the interests of academic administrators. These customized reports provide department and program administrators with a detailed view of the array of services and benefits provided to their unit by CIT. More importantly, these reports are used as a tool by CIT and library staff in raising awareness of existing service use as well as for promoting underutilized services.</p> <p>Administrators found these reports useful in highlighting important trends, faculty interests and needs in their unit. By providing customized reports to academic administrators with specific examples of how faculty and students in their area have benefited from library services and resources, the library not only increases awareness of its value, but also highlights ways in which departments and programs could be increasing their use of library services and resources. Based on the positive response to this initiative from both administrative stakeholders and library staff, the Center is expanding these reports to also include data from other library departments, including Public Services and Library Instruction and Outreach. In addition, these reports have resulted in added internal benefits such as increasing staff awareness of the importance of documenting services accurately, improved record-keeping, and have thus strengthened our ability to respond quickly and accurately to ad hoc requests for data from administrators.</p> <p>This paper presents CIT's data management strategy, reporting templates, and sample reports, along with details of how Crystal Reports was used to significantly automate the process of generating department-level reports that could be dynamically refreshed to create reports that were customized and current yet required less staff effort overall. It will also discuss the organizational and political challenges and considerations that arose during the project and descriptions of how they were addressed.</p> | | |
| <p>Yvonne Belanger is Head of Program Evaluation for the Academic Technology and Instructional Services group in Duke University's Perkins Library. She directs evaluations of instructional technology and library programs. She holds an M.S. in Instructional Design (concentration in Evaluation and Applied Research) from Syracuse University and a B.A. from St. John's College.</p> | | |
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| Tuesday, August 5 9-10:30am | Parallel 3 #1 Management Information | West Ballroom |
| Expenditures-Focused Index (EFI) Based on the ARL Statistics: Why Is It Important? | | |
| Brinley Franklin (University of Connecticut) Colleen Cook (Texas A&M University) Martha Kyrillidou (Association of Research Libraries) Bruce Thompson (Texas A&M University) | | |
| <p>ARL is implementing the Task Force on New Ways of Measuring Collections' recommendations and has developed a new Expenditures-Focused Index (published in the <i>Chronicle of Higher Education</i> for the first time in 2007). This paper will report on the development of the Expenditures-Focused Index and discuss its importance for the research and wider library community. This paper will address both the methodological advantages and limitations as well as the political significance of the development of this index.</p> <p>In an environment where collections are morphing into terabytes, petabytes, exabytes, zettabytes, and yottabytes of information, it is questionable whether the units of volumes held, volumes added, and serial subscriptions can continue to offer the utility they had in the past. The challenge of measuring collections in new ways gave rise to the work of the ARL Task Force on New Ways of Measuring Collections. During its two-year investigation, the task force systematically collected qualitative feedback through one-on-one interviews with each ARL library director and, during the second year of its operation, the task force deployed two top researchers in qualitative and quantitative methodologies, Yvonna Lincoln and Bruce Thompson. Two reports were produced for the ARL community: "Research Libraries as Knowledge Producers: A Shifting Context for Policy and Funding," documenting the results of the qualitative inquiry, and "Some Alternative Quantitative Library Activity Descriptions/Statistics That Supplement the ARL Logarithmic Index," documenting the results of the quantitative inquiry. A closer examination of the implications of the Expenditures-Focused Index is presented in this paper.</p> | | |
| <p>Brinley Franklin is Vice Provost at the University of Connecticut. He has been involved in library assessment over a decade, having served as Chair of the ARL Statistics and Assessment Committee, a member of the IFLA Statistics Committee, and currently the ARL Board Liaison to the ARL Statistics and Assessment Committee. He and Terry Plum have developed the Measuring the Impact of Networked Electronic Services (MINES for Libraries®) protocol used in over 40 libraries over the last five years.</p> <p>C. Colleen Cook is Dean and Director, Texas A&M University Libraries and holder of the Sterling Evans Chair in Library Science. She chairs the standing ARL Statistics Committee, and has published extensively on library service quality assessment and improvement.</p> <p>Martha Kyrillidou has directed the ARL Statistics and Measurement Program since 1994. She is the editor of the ARL Statistics and the ARL Annual Salary Survey and one of the principal investigators in the development of LibQUAL+®. She has been involved in projects regarding the evaluation of electronic resources such as MINES for Libraries®, DigiQUAL®, and E-metrics.</p> <p>Bruce Thompson is Distinguished Professor and College Distinguished Research Fellow of Educational Psychology, and Distinguished Professor of Library Sciences, Texas A&M University. He is lead co-editor of the <i>American Educational Research Journal</i> (AERJ:TLHD), and past editor of <i>Educational and Psychological Measurement</i>, the series, <i>Advances in Social Science Methodology</i>, and two other journals. He is the author/editor of nearly 200 articles, and several books, including the recently published <i>Foundations of Behavioral Statistics</i>.</p> | | |
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| Tuesday, August 5 9-10:30am | Parallel 3 #1 Management Information | West Ballroom |
| Evidence-based Management: Assess to Plan to Budget to Action | | |
| Gary Pitkin (University of Northern Colorado) Annie Epperson (University of Northern Colorado) | | |
| <p>University Libraries at the University of Northern Colorado have used an “evidence-based management system” to drive decision-making and budgeting with good success in recent years. Spurred by “Charting the Future,” a 2003 initiative of the University President, the Libraries have been restructuring their relationship with the academic departments into a collaboration for achieving our shared educational objectives. Because information literacy is a collective responsibility, the Libraries are prepared, in a spirit of partnership with other campus units, to more fully transform itself into a “Teaching Library” that will be a center for collaborative teaching and learning on campus. (University of Northern Colorado Libraries, “University Libraries Task Force on Leadership/Management Report,” p.6)</p> <p>While the proposal was endorsed by the President and Provost, the Libraries were challenged with building relationships with internal and external stakeholders that would support the teaching library concept and support the Libraries in seeking the dollars necessary to foster the transformation on a permanent basis. To this end, the Evidence-Based Management System was developed as follows:</p> <ul style="list-style-type: none"> • Assess: The University Libraries Assessment Committee conducts LibQUAL+® to determine priorities for enhancement of collections, services, and instruction. (A symposium, described in the Association of Research Libraries’ publication, “The Library Summit: Now That You Have LibQUAL+® Survey Data, What Will You Do with It?,” was held in 2006.) • Plan: Assessment results are used to develop annual planning goals and to inform and revise the Libraries five-year plan. The annual planning goals are categorized by the respective strategies based on identified priorities. • Budget: Assessment and planning results form the basis for the Libraries annual budget request. While the budget process is competitive across the institution, the Libraries have been inordinately successful in obtaining base increases and one-time allocations because assessment data supports each request. • Action: The results of budgetary increases allocated to address needs identified through the assessment and planning processes are publicized to show stakeholders that annual allocations to the Libraries really do make a difference. Student and faculty recruitment and retention are often part of these presentations. <p>The impact of annual budgetary fluctuations is reflected in the next assessment process as conducted by the Libraries Assessment Committee, followed again by planning, budgeting, and action.</p> <p>To date, this process has had the following results, among others:</p> <ul style="list-style-type: none"> • Receiving inflationary increases to the acquisitions budget every year; no mandatory cancellation of serials or databases. • Expanding library instruction through the Libraries’ credit-generating LIB curriculum with additional courses and sections focused on specific student populations; increased demand for course-integrated instruction, team teaching, and Library faculty providing office hours in academic buildings. • Establishing an Advancement Committee responsible for an annual marketing plan and budget to engage internal and external stakeholders in the success of the Libraries. • Establishing an annual Diversity Implementation Plan to prioritize improved diversity across collections, services, and instruction for the benefit of the entire campus. | | |

Annie Epperson is an Instruction Librarian and Assistant Professor at the University Libraries of the University of Northern Colorado. She is the current chair of the UL Assessment Committee, which uses the LibQUAL+® survey on a bi-annual cycle. Annie has published in the *Journal of Academic Librarianship*.

Dr. Gary M. Pitkin is dean of University Libraries at the University of Northern Colorado. He has published numerous books, chapters, and articles, presented over 45 papers, and consulted for over 35 domestic and international institutions. He has been the editor of the Haworth Press journal, *Technical Services Quarterly*, since 1985.

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| Tuesday, August 5 9-10:30am | Parallel 3 #2 Information Literacy II | East Ballroom |
| Assessment Cycle or Circular File: Do Academic Librarians Use Information Literacy Assessment Data? | | |
| Megan Oakleaf (Syracuse University) Lisa Hinchliffe (University of Illinois at Urbana-Champaign) | | |
| <p>Over the last decade, academic librarians have sought multiple tools to assess information literacy instruction. They've developed and deployed standardized tests, rubrics, performance tasks, and classroom assessment techniques. The data resulting from these assessment efforts could be used in a number of ways: document program effectiveness; respond to calls for accountability; participate in accreditation processes; strengthen information literacy programs; and—perhaps most importantly—improve teaching and learning. But do academic librarians actually use information literacy assessment data for these purposes? If so, how do they use the data? If not, why not? And what can be done to encourage use of information literacy assessment data in academic libraries? This presentation reports the results of a survey designed to elicit feedback from academic librarians about information literacy assessment data and the use, misuse, and disuse thereof. The session will also draw out implications of the findings for the design of professional development programs, information literacy training, and organizational priorities and practices. By focusing on information literacy, the results will contribute depth to the broader discussion on assessment in academic libraries and align information literacy assessment with other assessment activities.</p> | | |
| <p>Megan Oakleaf is an Assistant Professor in the iSchool at Syracuse University and a member of the ACRL Assessment Immersion faculty. Her research areas include user education, information services, and information literacy assessment. Previously, Megan served as Librarian for Instruction and Undergraduate Research at NC State University.</p> <p>Lisa Hinchliffe is Head of the Undergraduate Library, Coordinator for Information Literacy Services and Instruction, and Associate Professor of Library Administration at the University of Illinois at Urbana-Champaign. Lisa is a member of the Library's Assessment Working Group and helping design the ACRL Institute for Information Literacy's Assessment Immersion Program.</p> | | |
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| Tuesday, August 5 9-10:30am | Parallel 3 #2 Information Literacy II | East Ballroom |
| Voices of Authentic Assessment: Stakeholder Experiences Implementing Authentic Information Literacy Assessments | | |
| Panelists: Leslie Bussert (University of Washington Bothell / Cascadia Community College) Karen R. Diller (Washington State University Vancouver) Sean Wm. Hawes (Washington State University Vancouver) Sarah Leadley (University of Washington Bothell / Cascadia Community College) Sue F. Phelps (Washington State University Vancouver) Norm Pouliot (Cascadia Community College) | | |
| <p>Learn from multiple stakeholder perspectives how authentic assessment endeavors at two institutions have enhanced librarian-faculty-administrator collaborations, impacted student learning, influenced institutional development, and altered the quality of pedagogy and program planning. Panelists include librarians, a faculty member involved with the assessment projects, an administrator, and an undergraduate student. Based on experience from the Campus Library, serving both the University of Washington Bothell and Cascadia Community College (Cascadia), and Washington State University Vancouver (WSUV), presenters will discuss assessment from course level and programmatic-level approaches.</p> <p>Utilizing electronic portfolios (ePortfolios) and rubrics, librarians at WSUV and Cascadia collaborated with their own faculty to collect and assess student work based on learning goals and outcomes. Panelists will share and discuss two models for creating sustainable authentic assessment. They will include program structure and administration as well as multiple uses of rubrics for engaging students, faculty, and administrators in information literacy learning, instruction, and assessment. Additionally, they will propose how the authentic assessment projects have impacted student learning and institutional development, faculty/administrator/librarian collaborations, and the quality of pedagogy from both librarians and faculty.</p> <p>Librarians at WSU Vancouver participated in the development of a General Education Program and built in a plan for assessment of the six campus learning goals, including an information literacy goal based on the Association of College and Research Libraries (ACRL) Standards. ePortfolios were utilized alongside rubrics, also based on the ACRL Standards, to collect and assess student work, enabling librarians to evaluate their information literacy instruction at the programmatic level. Because students will be providing samples of their work three times over the course of their education at WSUV, longitudinal evaluation will allow for a broad view of the progress and success of the General Education program in general, and information literacy instruction specifically for librarians.</p> <p>Librarians at the Campus Library, serving both the University of Washington Bothell and Cascadia Community College, worked with faculty and students at Cascadia to assess information literacy learning in English 102: Writing from Research, a course required for transfer degree, and where information literacy instruction is closely integrated into the course content. This authentic assessment project utilized course learning goals, pre-existing assignments, ePortfolios, and a rubric to assess student information literacy learning in one section of English 102, enabling librarians and faculty of this multi-section course to evaluate and modify their approaches to information literacy instruction for enhanced student learning.</p> <p>Both authentic assessment efforts resulted in sustainable models and tools for future assessment projects both large and small scale and long- and short-term. Additionally, the learning and assessment research literature upholds the processes and tools used to conduct these assessments, and the evidence collected has been used to improve the value of information literacy learning and instruction in both of these institutions. Our goal in disseminating our experiences and findings is to assist librarians and researchers in determining appropriate sustainable authentic assessment models for their institutions, to answer questions, and to provide our insights into the process.</p> | | |

Leslie D. Bussert is a Reference and Instruction Librarian at the Campus Library, serving the University of Washington Bothell and Cascadia Community College. She works closely with faculty at both institutions to integrate information literacy instruction and assessment into their curricula.

Karen R. Diller is currently the Assistant Vice Chancellor for Academic Affairs at Washington State University Vancouver where she coordinates the General Education and University Scholars Programs. In 2006, as the Associate Library Director, Karen was deeply involved in designing general education and the ePortfolio at the Vancouver campus.

Sean Wm. Hawes is a senior undergraduate at Washington State University Vancouver. Currently, Sean is involved with faculty and personal research in terrestrial and marine ecology. Sean is set to graduate in fall 2008 with a bachelor's degree in Biology and is presently applying for graduate school.

Sarah Leadley is Head of Reference and Instruction Services and American Studies Librarian at the University of Washington Bothell and Cascadia Community College. She is involved in creating information literacy curricula at both institutions, and is actively engaged in campus conversations on first year programs, interdisciplinarity, assessment, and learning technologies.

Sue F. Phelps, a Reference Librarian at Washington State University Vancouver, is on the General Education Assessment Committee and provides workshops and support for faculty who use the ePortfolio.

Norm Pouliot is an Associate Professor of English at Cascadia Community College and has over thirty years' experience teaching in high schools before moving into college teaching. He regularly teaches Composition and Writing from Research courses at Cascadia and values the role of information literacy in higher education.

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| Tuesday, August 5 9-10:30am | Parallel 3 #3 Qualitative Methods | Room 200 |
| Personas and a User-centered Visioning Process | | |
| Zsuzsa Koltay (Cornell University) Kornelia Tancheva (Cornell University) | | |
| <p>Understanding and assessing the information seeking and managing needs, habits, and expectations of a library's audience is crucial for creating a digital library environment that is relevant to users. Anthropological studies are most meaningful, but what if there is no time in a project plan for conducting one? Can you be sure that results produced at other institutions are complete and relevant for your own environment and purpose? This presentation outlines a fast track process Cornell used to develop a user-focused vision and recommendations on how Cornell University Library should present itself and the information landscape to its users. A consultant was hired to conduct local interviews probing audience work habits and needs and to synthesize them into composite personas segmented based on like behavior. These 'imaginary friends' helped validate and supplement user studies done elsewhere and existing quantitative data from Cornell, thus influencing all the decisions and recommendations that the team produced. The personas can also serve as a way to effectively communicate about and develop empathy for user needs throughout planning and implementation. Personas have been mostly used in industry, but in our process they proved a useful and relevant benchmark for the academic library environment.</p> | | |
| <p>Zsuzsa Koltay is Special Projects Librarian at Cornell University Library. She chairs Cornell University Library's Web Vision project. She holds an MLS from Indiana University.</p> <p>Kornelia Tancheva is the Director of the Collections, Reference, Instruction and Outreach Department in the Cornell University Library. Her research interests center on assessment, user centered design of services, as well as drama and literature. She holds a PhD in drama from Cornell University, and an MLS from Syracuse University.</p> | | |
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| Tuesday, August 5 9-10:30am | Parallel 3 #3 Qualitative Methods | Room 200 |
| Patterns of Culture: Re-aligning Library Culture to Meet User Needs | | |
| Nancy Turner (Syracuse University) | | |
| <p>Radical changes in technology and information access have given rise to new academic disciplinary connections, new research and teaching practices, and new modes of communication. With the support of the Andrew W. Mellon Foundation, Syracuse University Library has undertaken a research project to better understand these changes at the University's S.I. Newhouse School of Public Communications. We intend to develop an in-depth understanding of one multi-disciplinary academic culture and then to examine the library's culture and work practices to discover where services and resources are meeting needs and where they are invisible, inadequate, or unavailable.</p> <p>The Patterns of Culture project uses several qualitative methods and is informed by the ethnographic work conducted at the University of Rochester. The project team, librarians and a graduate assistant, received training in interview and observational techniques from anthropologist Nancy Foster. Our data gathering, conducted from spring 2007 and continuing through spring 2008, involves interviews with faculty, librarians, and students about their work practice, eliciting photographic diaries from students, and conducting observations in classrooms, the school and library cafes, and library instruction sessions. Document analysis will be applied to students' class assignments to understand the expectations and directions that are embodied in those documents.</p> <p>The goal of the Patterns of Culture (after Ruth Benedict's landmark work) is threefold: to gain a better understanding of the needs, research, and work practices of the faculty and students and to gain the same type of understanding of library staff; to develop a plan to align library culture, resources, and services more closely with the needs of faculty and students; and to produce a model for data gathering and analysis that can be applied by the library to other academic settings. Our project is unusual in that it applies the same ethnographic methods to two organizations, using comparison as a means for deeper understanding.</p> | | |
| <p>Nancy Turner is the Senior Program Officer for Research & Analysis at Syracuse University Library. She is Co-Principal Investigator, with Suzanne Thorin, University Library and Dean of Libraries at Syracuse University, of the Patterns of Culture Project.</p> | | |
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| Tuesday, August 5 9-10:30am | Parallel 3 #3 Qualitative Methods | Room 200 |
| Mixing Methods, Bridging Gaps: An Ethnographic Approach to Understanding Students | | |
| C. Todd White (University of Rochester) | | |
| <p>The University of Rochester’s River Campus Libraries have recently completed a two-year study on the research and writing habits of doctoral students to better understand how they work toward completion of their dissertations and how they collaborate with their colleagues and advisors. The primary goal was to develop a Web-based authoring component of our Institutional Repository system, UR Research. Because our librarians were active co-participants in data gathering and analysis, they became better acquainted with the practices and goals of graduate students in the sciences, social sciences, and humanities and now feel better prepared and able to meet these students’ needs.</p> <p>This paper discusses the ethnographic methodology used with particular emphasis of the efficacy of a mixed-methods approach that combined qualitative interviews and participant observation with quantitative data gathered via a survey distributed to all students in the School of Arts, Sciences, and Engineering. It details how the project was divided between core and project teams and the according responsibilities. It will also discuss how librarians participated by videotaping the interviews and then coordinating viewing sessions where they could discuss their observations.</p> <p>The study was an ideal way to proactively assess the need for a particular service while balancing students’ needs with the primary objective of our core project team, which was to increase the use of UR Research. It allowed us to determine priorities of the software development project, thus getting the most value for the resources at hand while maximizing the impact of our product. It also clarified areas of disconnect between librarians and the doctoral students, highlighting areas where we might improve interactions and communications between these two populations.</p> <p>The paper concludes with some of the base findings of the study and how these led to changes in the library and the resulting open source application.</p> | | |
| <p>C. Todd White earned his doctoral degree in anthropology at the University of Southern California. Since graduating in 2005, he has been studying ethnographic methodology and applying a mixed-method approach to participatory design research, working to help university libraries better understand and meet the needs of their students.</p> | | |
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| Tuesday, August 5 11am-12:30pm | Parallel 4 #1 Organizational Culture I | West Ballroom |
| Employees as Customers Judging Quality: Enhancing Employee Assessment | | |
| John Harer (East Carolina University) | | |
| <p>Purpose: The purpose of this study is to investigate current practices in employee satisfaction assessment to determine if quality in the creation, delivery and production of library services, products and work systems are being assessed from the employees' perspective.</p> <p>Theoretical Perspective: This study is grounded in two theoretical approaches informing the development of these views on employee assessment. The first relates to the discussion on employee assessment, including job satisfaction assessment and organizational climate assessment, recognizing that organizations need to recruit and retain good employees. The other theoretical approach is grounded in Continuous Quality Improvement principles and argues that "customers judge quality," but more importantly, that employees are internal customers equally important to assessment efforts as are external customers. The paper argues that employees provide a unique perspective to the assessment of quality that differs from that of external customers and from a unique perspective which external customers cannot provide because of knowledge of the processes of service and product creation and delivery. The argument is made that quality assessment needs to be an additional form of employee assessment from that of employee satisfaction or organizational climate initiatives, emphasizing more direct measures of quality output in addition to job satisfaction and organizational climate.</p> <p>Methodology: The current study sought to discover if current practices in employee assessment in academic libraries addressed employees' perceptions of quality. Relevant documents were solicited from ARL libraries, including: employee satisfaction or organizational climate surveys, employee exit interview forms, employee self-evaluation forms, and manager/director/dean evaluation instruments. A content analysis of measures in organizational climate surveys gathered from Association of Research Libraries was performed. The analysis was aided by two widely accepted continuous quality improvement publications to inform the research and analysis, and help in identifying possible avenues and/or measures of quality as related to employee assessment instruments: (1) the Malcolm Baldrige National Quality Award for Education (MBNQA) criteria and (2) <i>The Certified Quality Manager Handbook</i>, edited by Duke Okes and Russell T. Westcott. Each item of several organizational climate surveys was analyzed for words and phrases identified as associated with quality assessment. Conclusions were made based on this analysis.</p> <p>Findings: Each of the organizational climate surveys examined included some measures of quality, though there was no consistent focus on quality. Quality issues in these surveys included sharing skills, work load, work flow, interdepartmental production process collaboration and cooperation, suppliers needs and expectations and the supplier process, actual methods of assessing quality, and alignment with library vision and mission.</p> <p>Research Implications: This is the first part of an ongoing research project. The next steps include content analysis of employee satisfaction instruments from other industry sectors of value and a Delphi study of quality measures gleaned from this analysis.</p> <p>Originality/Value: This study contends that quality assessment is a different than employee satisfaction assessment, but significantly enhances employee assessment in general that benefits both the library and its employees.</p> | | |

John B. Harer, PhD, is a professor of library science at East Carolina University, Greenville, NC. He is the author of a study on performance measures of quality for libraries implementing continuous improvement programs and articles on this topic. He holds a PhD from Texas A&M University in educational administration.

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| Tuesday, August 5 11am-12:30pm | Parallel 4 #1 Organizational Culture I | West Ballroom |
| Toward Transformation: Using Staff Reflections on Organizational Goals, Culture, and Leadership for Organizational Assessment and Development | | |
| Lisa Hinchliffe (University of Illinois at Urbana-Champaign) | | |
| <p>Staff in an organization have a wealth of experiences, observations, and ideas related to organizational goals, culture, and leadership but may not have the opportunity to contribute their perceptions and reflections or may not feel comfortable doing so. Using the Undergraduate Library at the University of Illinois at Urbana-Champaign as a case study, this session will present a process for surfacing such ideas and thoughts and then aggregating them into an action process for defining the future of the organization, establishing strategic goals and priorities, and implementing action plans to create a vibrant future and staff buy-in to organizational success. Included will be discussion of the role of the leader, team building, communication and trust, and the importance of the human dimension in assessing organizational culture and taking action on assessment findings. Session attendees will have the opportunity to discuss possible adaptations of the approach as well as possible barriers to conducting a similar assessment and/or using the results.</p> | | |
| <p>Lisa Hinchliffe is Head of the Undergraduate Library, Coordinator for Information Literacy Services and Instruction, and Associate Professor of Library Administration at the University of Illinois at Urbana-Champaign. Lisa is a member of the Library's Assessment Working Group and is helping design the ACRL Institute for Information Literacy's Assessment Immersion Program.</p> | | |
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| Tuesday, August 5 11am-12:30pm | Parallel 4 #1 Organizational Culture I | West Ballroom |
| Keeping a Finger on the Organisational Pulse: Surveying Staff Satisfaction in Times of Change | | |
| Elizabeth Jordan (University of Queensland) | | |
| <p>The last ten to fifteen years have seen extensive change in the information industry, and much attention is given to monitoring, analysing, and also anticipating the attitudes of clients to service delivery and information resource provision in libraries. Less frequent, however, is the practice of systematically surveying the Library's own staff, whose attitude to the workplace governs their willingness and ability to continue to deliver quality services to the high standards that clients expect.</p> <p>The University of Queensland (UQ) Library has conducted Staff Perception Surveys biennially since 2000, the first two being manual, and subsequent surveys being conducted online using software developed in the Library.</p> <p>The survey invites respondents to indicate their perception of the importance of a number of statements and also how they think the Library is performing on the issues. The statements are categorised into: training and development; customer focus; recognition and development; goal setting and feedback; communication; employee involvement, well-being and morale; employee relations; senior management; and local/branch leadership. An opportunity for free text comment is also included.</p> <p>The bivariate methodology used in the survey allows for the identification of the gap between perceptions of importance and performance for each statement, and also an indication of priority for action to be assigned to issues. Time series analysis of results from successive surveys allows management to see shifts in the "pulse" in response to change implemented since, and possibly in response to, the previous survey. Free text comments are analysed using Leximancer, a UQ-developed software tool which enables users to identify key themes, concepts, and ideas from unstructured text.</p> <p>While the survey is anonymous, enough demographic data is collected to enable responses to be analysed by branch/section of the library and by level of the staff members. Thus it is possible to see pockets of discontent or satisfaction amongst a particular staffing level in a particular library. Time series analysis shows whether such group pulses are moving in a positive or negative direction. Examination of the responses of different levels of staff to individual statements also shows where there is a mismatch of perceptions (e.g., senior management might think communication is very good, but junior staff responses might reveal that their experience is quite different).</p> <p>The survey has proved itself as a valuable tool for management in the Library. Results are published on the staff intranet (including the full text comments), so all staff at all levels have full access to the results. Staff participate in subsequent working parties which may be set up to address issues arising in a survey. The survey has also proved itself of particular value in a period of transition between Heads of the organisation.</p> <p>This paper examines the Library's experience of conducting the survey (five times over eight years) and responding to what it reveals. It examines the survey instrument itself, and the methods of analyses employed to interpret the data.</p> | | |
| <p>Liz Jordan holds the position of Manager, Planning and Projects at the University of Queensland Library. Liz has worked in Library Management, as Coordinator of the Library's international program, and as Executive Officer of the Queensland University Libraries Office of Cooperation, and addressed conferences in Australia and South Africa on library quality assurance and assessment topics.</p> | | |
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| Tuesday, August 5 11am-12:30pm | Parallel 4 #2 Data into Outcomes | East Ballroom |
| Assessment for Impact: Turning Data into Tangible Results | | |
| Panelists: Paul Rittelmeyer (University of Virginia) Laura Miller (University of Virginia) Tim Morton (University of Virginia) | | |
| <p>This presentation will highlight examples of how the University of Virginia Library has employed assessment tools to improve library services, streamline internal processes, inform collections decisions, address concerns in the workplace, and promote staff development. By using assessment tools such as surveys of faculty, students, and staff as well as the Balanced Scorecard, the UVa Library has sustained an ongoing culture of assessment to monitor the health of the organization and effect practical change in many aspects of library operations.</p> <p>Specific examples of organizational impact resulting from assessment data will be examined and discussed. The presenters will show how the Balanced Scorecard instrument identified a lapse in library services that was thought to be performing well, and how the library addressed the workflow glitch that was the cause of the problem. We will also demonstrate the integration of Balanced Scorecard into both the library's budget allocation process and the employee performance evaluation system.</p> <p>The UVa Library uses surveys as an assessment tool and acts on the results. The responses to a survey of library employees led to the establishment of a series of initiatives directed by the Associate University Librarian for Organizational Development. The UVa Library also participated in LibQUAL+®, the service offered by the Association of Research Libraries (ARL) featuring a Web-based survey tool. The results directly influenced decisions regarding collection development, specifically journal cancellation projects.</p> <p>With support from the Management Information Services department, the University of Virginia Library has drawn on professional and classified library staff to engage in and utilize assessment to support funding proposals, shape the value of journal collections, identify and correct lapses in high profile services, and add value to the library community. Learn how assessment results translated into organizational decisions and how your organization can benefit from effective, sustainable, and practical assessment.</p> | | |
| Laura Miller, Administrative Assistant, Brown Science and Engineering Library. Tim Morton, Library Specialist, Alderman Library. Paul Rittelmeyer, Acting Director, Interlibrary Services. | | |
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| Tuesday, August 5 11am-12:30pm | Parallel 4 #2 Data into Outcomes | East Ballroom |
| What If We Don't Provide the Computers?: Assessment for Reduction | | |
| Donna Tolson (University of Virginia) Matt Ball (University of Virginia) | | |
| <p>The Clemons Library at the University of Virginia is the only library on grounds open 24 hours, and consequently, it is the primary study library for undergraduates in the College of Arts and Sciences. Currently, about 100 desktop computers are located in the facility, with a small number of laptops available for circulation. The computers are provided by both the Library and the IT department at the University, and both organizations are interested in designing more flexible and collaborative computing spaces, and in promoting more laptop use among the student body. This year, the Library was given funding to create a pilot computing space where the students would use their own laptops rather than computers provided by the Library. A small task force was formed to design and implement this new space within a fiscal year. The task force used student surveys, background research, and focus groups to direct the pilot design process. This presentation will describe the assessment activities, share findings about what students want in a laptop-friendly environment, and discuss how the assessment results affected the outcome of the pilot.</p> | | |
| <p>Donna Tolson is the Head of Clemons Library, the undergraduate and media services library at the University of Virginia. She served as the Chair of the Library's Balanced Scorecard Committee from 2004-2007, and currently serves on the Library's User Requirements committee. She has a Master's degree in Sociology from the University of Virginia, and worked for 20 years in the areas of demographic research for the Commonwealth of Virginia, and at the US Census Bureau.</p> <p>Matt Ball is the Outreach and Student Services Librarian in Clemons Library, the undergraduate and media services library at the University of Virginia. He coordinates the first-year user instruction program for the Humanities and Social Sciences as well as numerous events that promote the Library's services and resources. He has a Master of Library Science from Syracuse University and has worked at Harvard Law Library and Emory University's Woodruff Library.</p> | | |
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| Tuesday, August 5 11am-12:30pm | Parallel 4 #2 Data into Outcomes | East Ballroom |
| Turning Results into Action: Using Assessment Information to Improve Library Performance | | |
| Steve Hiller (University of Washington) Stephanie Wright (University of Washington) | | |
| <p>The past ten years have seen substantial growth in the use of assessment methods within academic research libraries. Encouraged by the highly successful implementation of LibQUAL+®, many libraries have expanded beyond the traditional user survey to incorporate a diverse toolkit of assessment methods. The growth in assessment-related contributions at conferences and in publications reflects the increasing use and importance of assessment data for improving customer services. However, many of these contributions have focused on a specific library or methodology and relatively few studies have looked more broadly at how libraries are using assessment data to improve services. This paper will examine how assessment information has been used to make changes in North American academic research libraries, using information from two recent Association of Research Libraries (ARL) related services: Making Library Assessment Work/Effective Sustainable and Practical Assessment (MLAW/ESP) and the ARL SPEC Kit on library assessment. Each author played a leading role in one of these efforts and has access to a wealth of related data.</p> <p>“Making Library Assessment Work” began in 2005 as a two year ARL program to assist libraries in moving assessment forward. The project goals were to evaluate assessment efforts in individual research libraries, identify assessment barriers and facilitators, and recommend pragmatic approaches to assessment that would work within a specific library’s organizational environment, culture, and structure. During the first two years, 24 libraries participated in the program which involved a 1.5 day site visit to each. In 2007, this program became an ongoing service made available to non-ARL libraries and renamed “Effective, Sustainable and Practical Library Assessment.” Six libraries participated in 2007 (one outside of North America) with another six planned for 2008. The Association of Research Libraries SPEC Kits cover current topics of high interest to academic research libraries. The Library Assessment SPEC Kit (#303) was published in 2007 and includes the results of a survey administered in spring 2007 to ARL libraries about their assessment activities and organization, representative documents related to the topic supplied by responding ARL libraries, and a short list of selected resources. A total of 83 individual libraries are covered by this SPEC Kit and MLAW/ESP.</p> <p>These efforts have provided a rich mine of information about how individual libraries have used assessment data to make changes in services and programs. While the authors will review the assessment methods used to acquire data, the focus of the paper will be on changes and improvements that libraries made as a result of assessment information. The identification of outcomes from a large number of institutions will produce a robust picture of the positive changes emerging from investment in library assessment and also highlight trends taking place across institutions.</p> | | |
| <p>Steve Hiller is Director of Assessment and Planning, at the University of Washington Libraries in Seattle, Washington. Steve has more than 15 years experience in library assessment with a focus on user needs assessment in academic libraries. He is co-director of the ARL-sponsored service “Effective, Sustainable and Practical Library Assessment.”</p> <p>Stephanie Wright is Management Information Librarian/Natural Sciences Information Services Librarian at the University of Washington Libraries in Seattle. She co-authored <i>ARL SPEC Kit #303, Library Assessment</i>, published in December 2007.</p> | | |
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| Tuesday, August 5 11am-12:30pm | Parallel 4 #3 Statistical Data | Room 200 |
| Adding Context to Academic Library Assessment: Using the Integrated Postsecondary Education Data System for Institutional and Comparative Statistics | | |
| John Cocklin (Dartmouth College) | | |
| <p>The Integrated Postsecondary Education Data System (IPEDS) is the “core postsecondary education data collection program” for the National Center for Education Statistics (NCES). It contains a wealth of data useful to academic libraries. Unfortunately, these data are underutilized because IPEDS data is hidden from Google and cloaked behind a not-so-user-friendly interface. This paper discusses the data available in IPEDS and, more importantly, illustrates the “tricks” for using the IPEDS database.</p> <p>As assessment grows in importance to academic libraries, librarians are looking for information that will complement their user surveys and place the library within the larger context of the people and institutions they support. IPEDS not only provides consistent data over time for the college or university that a library directly supports, it also provides consistent data for peer institutions as well. Used in conjunction with Association of Research Library (ARL) Statistics and NCES Library Statistics, the IPEDS data is a powerful resource for analyzing an academic library’s position in relation to similar libraries.</p> <p>Some of the IPEDS variables discussed are:</p> <ul style="list-style-type: none"> • institution expenditures (which can be used for library/institution expenditure ratios); • number of faculty (and breakdowns by type of faculty); • enrollment by gender and race/ethnicity; • awards/degrees conferred by program; • graduation rates; • student financial aid; and • institution revenues (including breakdowns by type of revenue such as grants). <p>The history of IPEDS is discussed, including the Higher Education Act of 1992 that mandated the completion of IPEDS surveys by institutions participating in federal student financial aid programs. The heart of the paper concerns the use of the database and includes sections on selecting institutions for comparison and selecting variables for download. The paper also discusses what statistical software can be used to manipulate the data for use with ARL and NCES statistics. Finally, the paper describes how the data has been used at Dartmouth College Library and explores the possibilities for further research using IPEDS data.</p> | | |
| <p>John Cocklin has served 11 years as the Government Information Librarian at Dartmouth College and he is the Chair of the Library Assessment Committee. His articles have appeared in the <i>Journal of Air Transportation</i>, the <i>Journal of Government Information</i>, and <i>Documents to the People</i>. He is a coordinator for the Dartmouth Readex Serial Set Project, a partnership with Readex to digitize and preserve Dartmouth’s print Serial Set collection. He holds an MBA from Plymouth State and an MLS from Kent State.</p> | | |
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| Tuesday, August 5 11am-12:30pm | Parallel 4 #3 Statistical Data | Room 200 |
| Asian Library Statistics: A Pilot Project | | |
| Cathie Jilovsky (CAVAL Collaborative Solutions) | | |
| <p>This paper describes a pilot project for the benchmarking of library statistics for Asian Academic libraries. This is being facilitated through the development, setup, and management of an online statistics service for a range of major key Asian academic libraries. CAVAL Collaborative Solutions, an Australian library consortium, is managing the project with sponsorship being provided by the iGroup, Asia. Phase 1 of the pilot, during which 2 years worth of data is being collected, loaded, and made available for benchmarking from the online Web site, will be completed in early 2008. There are 16 libraries participating from 4 countries in the region: Malaysia, Singapore, Thailand, and Hong Kong. Phase 2 will allow for the collection of an additional year's data from the libraries participating in the pilot project. The online Web site and the service will then be evaluated by the participating libraries, the iGroup and CAVAL. CAVAL has managed the collection of the Australian Academic and Research Library Statistics for CAUL (Council of Australian Academic Libraries) statistics since 1992. In 2004, CAVAL explored options for the development of an online statistics Web site and a pilot site was developed, through CAVAL's partnership with ARL and based on the well-known ARL online statistics site. Following evaluation by CAUL libraries, the service went live in 2005.</p> <p>The objectives of the Asian Statistics pilot project are to provide the same functionality as provided to CAUL to Asian libraries, to improve the collection processes for the individual libraries, and to develop a sustainable service for statistical benchmarking. The paper will describe the design and implementation of the pilot project and outline some of the challenges.</p> | | |
| <p>Cathie Jilovsky is Chief Information Officer at CAVAL Collaborative Solutions, an Australian library consortium. Her previous experience includes the management of several of CAVAL's resource-sharing services, the implementation and management of a variety of library systems, and the collection and publication of library statistics. She is a regular conference presenter.</p> | | |
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| Tuesday, August 5 11am-12:30pm | Parallel 4 #3 Statistical Data | Room 200 |
| Making Incremental Improvements to Public Library Comparative Statistical Practices | | |
| Ray Lyons (Independent consultant) Jason Holmes (Kent State University) | | |
| <p>The majority of US public libraries have yet to immerse themselves in the “culture of assessment” that library researchers have promoted in recent years. For the most part, these libraries dutifully collect and report traditional library input/output measures to state and funding authorities. Some libraries might devote time to comparing their statistics to peer libraries. They might use composite measures, such as the Hennen American Public Library Ratings, or view comparative data from the Public Library Association, or utilize comparison tools developed by the National Center for Educational Statistics.</p> <p>Nonetheless, these types of statistical comparisons—composite national ranks and selected local comparisons—suffer from methodological weaknesses that have been inadequately addressed by the library profession. This paper examines the weaknesses of these comparative approaches: the non-equivalence of activities that traditional “counts” represent; the imperfect selection of peer libraries; and the lack of criteria for judging adequate performance levels. (These difficulties apply equally to statistical comparisons of measures of public library networked services.) The paper proposes a set of evaluation questions that can help mitigate the deficiencies of these comparative methods. In addition, statistical evidence is presented to suggest that “one size fits all” formulas used in national library rating systems can be improved. The combination of library input/output measures used in these rankings needs to be calibrated separately for each library’s peer groups, that is, according to library and community size.</p> | | |
| <p>Ray Lyons has worked in information technology project management in library automation, healthcare, newspaper publishing, and in public sector program evaluation. He collaborated with Neal Kaske at NCLIS on an in-depth study of public library ratings and NCES statistics. Findings from this research appear in <i>Public Library Quarterly</i>, winter 2007.</p> <p>Jason Holmes is Assistant Professor in the School of Library and Information Science at Kent State University. He teaches courses in information storage and retrieval, computer networking, and access to information. His research interests include human-computer interaction, Web usability, and Web credibility.</p> | | |
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| Tuesday, August 5 1:30-3pm | Parallel 5 #1 Impact/Evaluation | West Ballroom |
| A Meta-assessment of Statewide Program Evaluations: Matching Evaluation Methods to Program Goals | | |
| Jeffrey Pomerantz (University of North Carolina at Chapel Hill) Carolyn Hank (University of North Carolina at Chapel Hill) Charles McClure (Florida State University) Jordon Andrade (Florida State University) Jessica McGilvray (Florida State University) | | |
| <p>Evaluation is an important and, at times, required part of any program to determine if and to what extent the program is achieving its goals. How best to conduct a program evaluation, however is not always clear. There are many methodologies to choose from, some of which may be equally, or nearly equally, appropriate for evaluating a specific program and its outcomes. Further, evaluations may be conducted in-house, by members of a program’s sponsoring institution, or outsourced to an external consultant.</p> <p>This paper reports on the results of a meta-assessment of large-scale program evaluations in 31 states in the US over two five-year reporting periods. The statewide programs studied here are funded by the Library Services and Technology Act (LSTA), administered by the Institute of Museum and Library Services (IMLS). Under the LSTA, the IMLS provides funds to state libraries based on state population figures, and state libraries then distribute these funds to libraries of all types within the states. The IMLS strongly recommends that all grant-funded projects conduct some form of outcome-based evaluation (OBE), and provides considerable guidance in conducting OBE. The IMLS does not, however, provide guidance on how to select the appropriate methodologies for conducting OBE on states’ respective LSTA-funded programs. This study’s objectives were to determine the types of evaluation methods employed in such statewide assessments and to offer recommendations for how such assessments could be improved in the future.</p> <p>The meta-assessment identified LSTA-funded program goals at the state level and also the methodologies used to evaluate these programs, with analysis that compared the evaluation methods employed to the goal evaluated. Preliminary findings indicate that the most common goals for states involve expanding service to underserved populations, in particular disabled and rural users. Following these, the most common are goals involving the provision of access to online information, including database and journal subscriptions, distance education, and technology training.</p> <p>The most common methodology for conducting these statewide evaluations is self-administered surveys, followed by key informant interviews and document analysis. More specifically, surveys were widely used to evaluate the accomplishment of goals related to underserved populations and providing access to online information. State libraries employed interviews and analysis of pre-existing documentation heavily to evaluate goals related to providing access to subscription resources online.</p> <p>The measurement data reported in states’ reports generally enables suitable evaluation of states’ goals, although the assessment revealed a need for improved evaluation measurements, further evidenced by explicit references to improving evaluation and measurement techniques in over a dozen state evaluation reports. Other variables analyzed include those related to data collection administration, stakeholder input, outcome assessments (e.g., surpassed, met, in-progress, or incomplete), and resulting recommendations, when made available.</p> <p>Through identification and analysis of methodologies utilized in large-scale program evaluations, findings provide insight into which methodologies have been utilized with greater or lesser success, and problems and issues that resulted when specific methodologies were employed. These findings also provide practical guidance to future evaluators when planning statewide program evaluations.</p> | | |

Jeffrey Pomerantz is an Assistant Professor in the School of Information and Library Science at the University of North Carolina at Chapel Hill. His research is concerned with the integration of, and appropriate balance between, automated and human-intermediated services in the various contexts of traditional and digital library environments.

Carolyn Hank is a TRNLN Doctoral Fellow at the School of Information and Library Science at the University of North Carolina at Chapel-Hill. Her recent research concerns blogger perceptions on digital preservation. She has taught in the areas of digital preservation and digital curation.

Charles R. McClure is Frances Eppes Professor of Information Studies and Director of the Information Use Management and Policy Institute at the College of Information, Florida State University. He has written extensively on topics related to the planning and evaluation of public libraries.

Jordon Andrade and Jessica McGilvray are Research Associates and Masters Students in the College of Information at Florida State University, Tallahassee.

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| Tuesday, August 5 1:30-3pm | Parallel 5 #1 Impact/Evaluation | West Ballroom |
| Library Assessment: Changing Roles for the Academic Library in Support of Academic Research Evaluation | | |
| Patricia Brennan (Thomson Scientific) | | |
| <p>A shift is underway in academic institutions where the library is increasingly playing a central role in research evaluation and performance assessment. This shift is more visible in countries where comprehensive national level assessments are being implemented but even in decentralized educational systems, such as that found in the United States, the library is involved in new ways as the institution undergoes assessment and impact exercises. The library is being called on to extend its traditional service provider role of supplying information and collecting data for periodic reviews to now implementing tools and systems that enable systematic institution-wide evaluation processes.</p> <p>This change for the library reflects a broader trend in all aspects of managing academic institutions. Performance measurement is an important component in managing the academic enterprise though also one where few guidelines, standards, or best practices exist. Indeed, approaches to research evaluation vary by discipline, type of institution, and across geographic boundaries. Thomson Scientific (TS), through the Science Citation Index, has been at the center of this evolution by providing traditional research impact and bibliometrics analyses and also by providing institutional data and analyses on institutional, journal, and author productivity and impact.</p> <p>This paper will look at some of the drivers that are causing the shift in focus and the changing role for libraries within the academic institution. It will describe some of the data and tools—traditional and emerging—that are available for monitoring and assessing research performance. Output measures, citations, citation impact, as well as Web and usage-based metrics will be reviewed. These measures will be discussed in the context of the library and its role in evaluating the journal collection, tracking the output of the researchers, and assessing the overall impact of the institution. Summary data from recent TS studies will be presented as well as best practices in the area of bibliometrics and research evaluation.</p> | | |
| <p>Patricia Brennan is Product Development Manager for Research Evaluation at Thomson Scientific. Previously, she worked at the Harvard University Library and also held a number of positions at ARL. She holds an MSLIS from the Catholic University of America and a BA in English Literature from the University of Maryland, College Park.</p> | | |
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| Tuesday, August 5 1:30-3pm | Parallel 5 #1 Impact/Evaluation | West Ballroom |
| Student Research Behavior: Quantitative and Qualitative Research Findings Presented with Visualizations | | |
| Daniel Wendling (National Library of Medicine) Neal Kaske (National Oceanic Atmospheric Administration) Travis Johnson (University of Maryland) | | |
| <p>Library managers need a clear and accurate understanding of students' information seeking behaviors and what roles the library, its staff, and materials play in this process. Applications such as WebTrends™ can help us understand popular pages and files on the library's Web site, as well as where customers entered and exited the site. The most popular paths used to move through the site can also be made available. Online survey applications such as SurveyMonkey™ can help us collect and analyze Likert-Scale data and short answer survey responses. A Web-based application designed to help visualize and better understand the information-seeking behavior of students has been created to meet this need.</p> <p>This report presents data from 544 individual interviews and 12 focus groups totaling 110 people conducted at the University of Maryland on the College Park campus. Developed through a user-centric, rather than system-centric, methodology, the project demonstrates an application that university library administrators and others could use to simplify the process of depicting students' Internet-based and non-Internet-based research behavior.</p> <p>Replication of this research effort is very straight forward and if the interview protocol developed in this study is followed by others, and the interview form results are coded into 3-component or 4-component "sessions" as described, the data can be imported into an application that immediately generates dozens of statistical renderings of research behavior. The prototype interweaves and compares demographic and behavior information across five conceptual areas, including (1) eResources and Everything Internet, (2) "The Library," (3) Consultations with people, (4) Demographic aspects (such as comparisons by year in school and subject area/major), and (5) Behavioral aspects (such as whether interviewees accessed university resources before—or after—they used Google, how many used free Web resources only, and counts of how many different resources were accessed). In addition, a data-mining-type discovery interface allows the user to pair any demographic factor, behavior factor, or research tool name, with any other such factor.</p> <p>The application is capable of running on a Web server with ColdFusion Server software.</p> | | |
| <p>Dan Wendling received an MLS from the University of Maryland, College of Information Studies in 2005, and is a systems librarian at the National Library of Medicine, National Institutes of Health. He works with staff-facing and public-facing information systems, with interests that include many aspects of Web analytics for large Web sites, including generating reports that describe content freshness, understanding Web site usage and users, and improving usability and policy compliance. He is not representing NLM or NIH in this presentation.</p> <p>Neal Kaske is Chief, Public Services & Regional Libraries Branch at the National Oceanic Atmospheric Administration's Central Library. Neal is an active researcher and also teaches as an adjunct professor at the University of Maryland, College of Information Studies.</p> <p>Travis Johnson is Reference and Instruction Librarian for Economics, Law, and Agriculture and Resource Economics at the University of Maryland. Travis is one of the book review editors for <i>portal: Libraries and the Academy</i> and is engaged in research.</p> | | |
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| Tuesday, August 5 1:30-3pm | Parallel 5 #2 LibQUAL+® | East Ballroom |
| Does Size Matter? The Effect of Resource Base Size on Faculty Service Quality Perceptions in Academic Libraries | | |
| Damon Jaggars (University of Texas) Fred Heath (University of Texas) Shanna Smith (University of Texas) | | |
| <p>LibQUAL+® is used by academic libraries from more than 500 institutions, including colleges, universities, and community colleges, as a method of measuring users' perceptions of service quality. The instrument allows users to rate their minimum, perceived, and desired levels of service for 22 items in three dimensions: Information Control, Library as Place, and Affect of Service. Using the results from the 2007 administration of the LibQUAL+® survey, we will examine how the relative size of academic libraries' resource base effects faculty perceptions of service quality, specifically for survey items comprising the dimension of Information Control.</p> <p>The proposed study will test for statistically significant differences between faculty perceptions of library service quality at publicly-funded research universities and publicly-funded masters-level universities across the three LibQUAL+® service dimensions. For this analysis, the sample of publicly-funded research universities will be drawn from the participating institutions designated as Carnegie RU/VH or RU/H, and the sample of publicly-funded masters-level universities will be drawn from the participating institutions designated as Carnegie Master's L or M. We will compare minimum, perceived, and desired mean scores for participating institutions for each LibQUAL+® dimension (Information Control, Library as Place, and Affect of Service) and for each survey item across the dimensions. All analyses will be conducted on results data drawn from the 2007 LibQUAL+® survey administration, North American protocol, American English version.</p> <p>Our intention is to determine whether the relative size of an academic library's resource base, as correlated with the Carnegie classification of an academic library's parent institution, matters to faculty perceptions of library service quality. Are faculty perceptions of library service quality at publicly-funded masters-level universities significantly lower than faculty perceptions at larger, better-resourced publicly-funded research universities? If so, is it possible that academic libraries at publicly-funded masters-level universities are being placed at a disadvantage in terms of faculty perceptions of service quality given that most faculty at both types of institutions are trained at research institutions with larger, better-resourced research libraries. Does size (of resource base) matter in terms faculty perceptions of library service quality for academic libraries?</p> | | |
| <p>Fred Heath is Vice Provost and Director of the University of Texas Libraries.</p> <p>Damon Jaggars is Associate Director for User Services for the University of Texas Libraries.</p> <p>Shanna Smith is Manager of Consulting Services for the Division of Statistics and Scientific Computation at the University of Texas at Austin.</p> | | |
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| Tuesday, August 5 1:30-3pm | Parallel 5 #2 LibQUAL+® | East Ballroom |
| LibQUAL+® Lite: A New Model for Conducting Service Quality Assessments That Both Minimizes Demands on Users and Maximizes Response Rates | | |
| Bruce Thompson (Texas A&M University) Martha Kyrillidou (Association of Research Libraries) Colleen Cook (Texas A&M University) | | |
| <p>The development of the LibQUAL+® library service quality assessment protocol has been amply documented in more than 50 peer-reviewed journal articles. The protocol has now been used to collect data from more than a million users from more than 1,000 institutions all over the world. However, the protocol contains 22 core items, plus additional items measuring library usage and satisfaction patterns, and takes on average about 12-13 minutes to complete.</p> <p>LibQUAL+® Lite is a new protocol designed to measure user satisfaction in which each user completes only a subset of the 22 core items. One item from each of the three LibQUAL+® subscales is presented, and then a few additional items from the remaining 19 (22 - 3 = 19) items are presented. In this manner, (a) each user completes relatively few items, (b) but the library is rated on all the items. This new method is an alternative to using short forms to improve response rates.</p> <p>The present study reports on the comparability of institution's scores when some users are randomly assigned the original LibQUAL+® protocol, and the remaining users randomly receive LibQUAL+® Lite. The data were collected in spring 2008. Mean scores are compared within institutions to establish that LibQUAL+® Lite produces comparable data even though demands on users are minimized by the new protocol. This protocol (i.e., item sampling) can also be used in library service quality assessment using non-LibQUAL+® items, including local survey items.</p> | | |
| <p>Bruce Thompson is Distinguished Professor and College Distinguished Research Fellow of Educational Psychology, and Distinguished Professor of Library Sciences, Texas A&M University. He is lead co-editor of the <i>American Educational Research Journal</i> (AERJ:TLHD), and past editor of <i>Educational and Psychological Measurement</i>, the series, <i>Advances in Social Science Methodology</i>, and two other journals. He is the author/editor of nearly 200 articles, and several books, including the recently published <i>Foundations of Behavioral Statistics</i>.</p> <p>Martha Kyrillidou has directed the ARL Statistics and Measurement Program since 1994. She is the editor of the ARL Statistics and the ARL Annual Salary Survey and one of the principal investigators in the development of LibQUAL+®. She has been involved in projects regarding the evaluation of electronic resources such as MINES for Libraries®, DigiQUAL®, and E-metrics.</p> <p>C. Colleen Cook is Dean and Director, Texas A&M University Libraries, College Station, TX, and holder of the Sterling Evans Chair in Library Science. She chairs the standing ARL Statistics Committee, and has published extensively on library service quality assessment and improvement.</p> | | |
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| Tuesday, August 5 1:30-3pm | Parallel 5 #2 LibQUAL+® | East Ballroom |
| Bench-marking on a National Scale: The 2007 LibQUAL+® Canada Experience | | |
| Sam Kalb (Queen's University) | | |
| <p>In 2006/2007, the Canadian academic library community came together in the largest national LibQUAL+® consortium to conduct ARL library service quality survey. From an initial proposal among some members of the Canadian Association of Research Libraries (CARL), LibQUAL+® Canada grew to a truly national project with 54 university, college and federal government libraries. The most apparent accomplishment of this project was successful collection of a large, diverse data set for comparative analysis of services and facilities—a meaningful data set both for individual libraries seeking appropriate Canadian comparators and for analyses by region, institutional categories, etc. However, an equally valuable result of the project was to engage more Canadian academic libraries in the process of service assessment. For the majority of consortium participants, this was their first experience with LibQUAL+® or any comparative assessment instrument.</p> <p>This session will address:</p> <ul style="list-style-type: none"> • how and why the national consortial project came about, including the challenges for recruiting and managing participants; • the challenges planning and implementing LibQUAL+® with such a large, diverse consortium, with its bilingual mandate and multiple library types; • what made the project successful and its limitations; and • what we learned and possible future directions (based on a closing survey of consortium participants). | | |
| <p>Sam Kalb has been the Library Assessment and IT Projects Coordinator at Queen’s University since 2003. He has 15 years of experience as Technical Services administrator and project leader. He is the developer and administrator of the Queen’s institutional repository, QSpace, and coordinator of the first Canadian LibQUAL+® Consortium, 60 academic and research libraries, which participated in the 2007 survey.</p> | | |
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| Tuesday, August 5 1:30-3pm | Parallel 5 #3 Organizational Culture II | Room 200 |
| Keeping Assessment Results on the Radar: Responsibility for Action | | |
| Margaret Martin Gardiner (University of Western Ontario) | | |
| <p>The University of Western Ontario Libraries began creating a culture of assessment with its initial LibQUAL+® study in 2004 and subsequent participation in the ARL’s “Making Library Assessment Work” program in 2006. By 2007, when we participated in a second LibQUAL+® study as a member of the Canadian Association of Research Libraries (CARL) consortium, Western Libraries had created an Assessment Librarian position, established an Assessment Committee, integrated an Assessment Plan into its strategic plan for the next four years, and developed an Assessment Committee Plan for 2007/08-2010/11.</p> <p>Through these initiatives, the Libraries has been able to focus on building a culture of assessment, and as a result the culture is already changing. Overall, there is a greater awareness and understanding of what a culture of assessment means. We have made huge strides; however, not all staff members see the importance of assessment or how this relates to their positions. Assessment to them is outside of, rather than integral to, their roles. Others who recognize the need to keep user-identified issues at the centre of planning and decision-making can lose sight of that with the pressures of heavy workloads.</p> <p>According to the priority that the Assessment Committee had stated in its Plan re “Engagement of leaders and staff in assessment initiatives,” the Committee analyzed the 2007 LibQUAL+® results and considered how to gain wide dissemination of the findings and also how to engage more staff in reflecting and acting on user concerns identified in the survey. We have all heard that acting on survey results in response to user assessment is essential to building a culture of assessment. But how do you engage leaders and staff who consider a survey such as LibQUAL+® as basically “done” once the results are known? How do you engage all members of the organization to participate in assessment as a process that is never finished? How do you put assessment into a context that makes sense to the organization and that helps to lower some of the barriers to acting on results? This paper concentrates on the strategy that the Assessment Librarian and Committee continue to develop to help staff and leaders to understand the results, and then to assist them in using the information available toward improving service.</p> | | |
| <p>Margaret Martin Gardiner has been the Assessment Librarian at the University of Western Ontario Libraries since 2005. She led Western’s participation in LibQUAL+® in 2004 and 2007, and in an ARL MINES study of Scholars Portal hosted by OCU in 2004/05. She presented on LibQUAL+® at OLA Super Conference and LibQUAL+® Canada Workshop. Her current assessment projects include: Web site design and space use.</p> | | |
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| Tuesday, August 5 1:30-3pm | Parallel 5 #3 Organizational Culture II | Room 200 |
| Collaborative Design and Assessment: Learning ‘With and For’ Users | | |
| Mary Somerville (University of Colorado Denver) | | |
| <p>This paper presents a robust research-in-practice framework for introducing collaborative design and assessment into organizational culture. In development since 2003, the collaborative design (co-design) and assessment approach reflects these guiding principles:</p> <ul style="list-style-type: none"> • User-centric, inquiry based relationships that advance participants’ learning; • “User as co-researcher” interactions that produce “authentic voice” insights; • Evidence-based project outcomes that reflect user-centric success indicators; and • Dialogue-based processes that sustain inclusive communication and continuous improvement. <p>Practical examples from two California State University (CSU) libraries demonstrate the efficacy of this participatory design approach. To date, these principles have informed the design and development of several initiatives, including a federated search interface, a digital research portal, a Web site persona prototype, and a campus learning commons. Throughout, a wide array of research methodologies, including focus groups, usability studies, rapid prototyping, and user surveys, were employed within the framework of “soft” systems analysis and design. An action research orientation encouraged real world benefits including emergence of an evidence-based workplace learning culture.</p> <p>The original R&D effort at California Polytechnic State University in San Luis Obispo occurred between 2003 and 2006. It relied on student-framed, student-conducted, and student-reported research results which shifted digital project decision-making from “library centric” to “user centric.” This occurred naturally as student-generated and student-interpreted evidence caused the library staff to question existing ways of seeing and doing and produced novel proposals for advancing thinking and taking action.</p> <p>In a second implementation at San José State University from 2006 to the present, this action research orientation informs both reflective (re)learning and responsive action-taking. Initiatives partner librarians with students and faculty on co-design of library learning spaces and programmatic information literacy. Problem-solving occurs simultaneous with professional enrichment. Reconsideration of organizational purposes, reinvention of constituency relationships, and re-imagination of workplace roles further organizational effectiveness.</p> <p>Co-design assumes that enabling library tools, systems, services, programs, and environments are best designed and developed inclusively, with and for beneficiaries. Toward that end, practical guidelines will be offered to permit replication of this approach, which depends on user produced and interpreted evidence, in other organizational settings.</p> | | |
| <p>In July 2008, Dr. Mary M. Somerville became University Librarian and Director of the Auraria Library, University of Colorado Denver. Previously, she was Associate Dean of the San José State University Library (California), where she facilitated inclusive user-centered design of systems and services; furthered strategic organizational initiatives that advance common purposes and express shared vision and mission; and enabled organizational capacity for collaborative thinking, organizational learning, and evidence based practices.</p> | | |
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| <p>Tuesday, August 5 1:30-3pm</p> | <p>Parallel 5 #3 Organizational Culture II</p> | <p>Room 200</p> |
| <p>Creating a Culture of Assessment: Cascadia Community College Student and Faculty Focus Groups</p> | | |
| <p>Julie Planchon Wolf (University of Washington Bothell / Cascadia Community College) Amanda Hornby (University of Washington Bothell / Cascadia Community College)</p> | | |
| <p>Many academic libraries recognize that assessing library services, information resources, and user needs through quantitative and qualitative methods are essential to effectively meeting the needs of users and the larger goals of academic institutions. But how can academic libraries create a sustainable culture of assessment?</p> <p>Reference & Instruction Librarians Amanda Hornby and Julie Planchon Wolf furthered the assessment goals of the University of Washington Bothell (UWB) / Cascadia Community College (CCC) Campus Library by conducting human subjects research-approved focus groups with Cascadia Community College students and faculty. For two years, they have served as co-chairs of the UWB Academic Services User Needs Committee, with committee members including representatives from several UWB departments. The Committee researched, planned, and implemented focus groups with CCC students and faculty, which resulted in a sustainable model for staff to follow in conducting future focus groups. To lay the foundation for this qualitative assessment method, the Committee conducted extensive research, and interviewed faculty and librarians about effective qualitative research, focus groups, and report writing during the 2005-06 academic year. The Committee was granted permission to conduct the focus groups through the University of Washington Human Subjects Department and the CCC Human Participants Team. During the 2006-07 academic year, the Committee marketed and conducted one pilot focus group and seven official focus groups with CCC students and faculty from a variety of academic programs.</p> <p>Focus group findings revealed that our users are satisfied with Library services, information resources, the Library as place, and the role of librarian liaisons. The results also uncovered new information: students reported confusion with the book stacks' organization, they requested new software, and suggested improvements to Library tours and signage; faculty reported that they rely on librarians' expertise in designing assignments, and requested that the Library host more events and cross-campus faculty meetings. In order to contribute to a larger culture of assessment, the Committee created reports summarizing the focus group results and recommendations, and presented these findings to UW librarians and administrators, CCC faculty, and other stakeholder groups.</p> <p>Our findings and recommendations are being put into practice in the day-to-day procedures of our Library. Student and faculty suggestions have been taken under advisement, resulting in improved user-centered library instruction, improved Library signage and Library tours, and administrators are using the results in strategic Library planning documents. In addition, our UW Human Subjects application has been used as a successful model by other UWB researchers, and we now serve as consultants for future assessment projects on campus. The User Needs Committee's focus group research has improved the way our institution conducts business, and continues to influence our institution's assessment efforts.</p> <p>Our goal in disseminating our experiences and findings at the Library Assessment Conference is to assist librarians and researchers in determining if focus groups are the appropriate assessment project for their institution, to answer their questions, and to provide our experiences as insight into the process. We will distribute reports of our findings and recommendations, which are online at: http://library.uwb.edu/focusgroups.</p> | | |
| <p>Julie Planchon Wolf is the Reference & Instruction/Nursing Librarian at the Campus Library serving Cascadia Community College and the University of Washington Bothell. She has worked as an academic librarian for 11 years. She was the co-chair for the User Needs Committee that conducted the focus groups.</p> <p>Amanda Hornby is the Reference & Instruction/Media and Technology Studies Librarian at the Campus</p> | | |

Library serving Cascadia Community College and the University of Washington Bothell. Her research interests include new media and library instruction. She was the co-chair for the User Needs Committee that conducted the focus groups.

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| Tuesday, August 5 3:30-4:30pm | Plenary Session III | East Ballroom |
| Reflections on Library Assessment: A Conversation with Duane Webster, Amos Lakos, and Shelley Phipps | | |
| Moderators: Colleen Cook (Dean and Director, Texas A&M Libraries) and Brinley Franklin (Vice Provost for University Libraries, University of Connecticut) | | |
| <p>Three individuals who made substantial contributions to the development of library assessment have retired in the past year. Duane Webster, as Executive Director of the Association of Research Libraries, moved ARL into the forefront of library assessment through his support of ARL New Measures and the development of assessment tools such as LibQUAL+® and MINES for Libraries®. Amos Lakos (Waterloo University/UCLA) and Shelley Phipps (University of Arizona) articulated the critical influences of organizational culture and structure in developing and sustaining library assessment. Moderators Cook and Franklin lead this pioneering trio in a far-ranging conversation on assessment.</p> | | |
| <p>Amos Lakos retired in 2007 after a varied 30 year career in academic libraries. At the University of Waterloo he held a variety of positions from 1977 through 2002 and was one of the first heads of a Management Information Service (MIS) department in academic libraries. He finished his career at UCLA where he held positions in Reference and the Business Library. While at Waterloo, he formulated his ideas on the importance of a culture of assessment to library performance. Amos, with Shelley Phipps, developed the “Creating a Culture of Assessment” workshops for ARL and presented them at a number of libraries. Amos and Shelley also wrote a number of the seminal works on culture of assessment including their 2004 article “Creating a Culture of Assessment: A Organizational Catalyst for Change” in <i>portal: Libraries and the Academy</i>. His latest article, published in 2007, “Evidence-Based Library Management: The Leadership Challenge” (<i>portal: Libraries and the Academy</i>) reflected his concern with the role of leadership in organizational culture and performance. Always ready to express his opinions, Amos has been a passionate and knowledgeable advocate for change in libraries.</p> <p>Shelley E. Phipps was Assistant Dean for Team and Organization Development at the University of Arizona (UA) Library until her retirement this year. While there she played a critical role in the transformation of the service model at UA. She held many positions at UA until her latest one, including assistant dean for team facilitation, assistant university librarian for branch services, and head librarian for the UA Science-Engineering Library. Shelley is a highly regarded organizational development consultant. In 1977, she was selected as a Council of Library Resources academic library management intern, serving in the Duke University Perkins Library. In 1981, she graduated from the ARL Consultant Training Program. Her work with the ARL Library Management Skills Institutes, the Leadership and Career Development Program, and the New Measures Program, has contributed directly to the professional development of hundreds of academic librarians. Her myriad publications reflect her pioneering work in the area of organizational change and leadership. In 2002, she received ACRL’s Academic/Research Librarian of the Year, and the State of Arizona awarded Phipps the Governor’s Award for Excellence in 1996. Shelley has been active in ACRL and held key national leadership positions, serving on the ACRL Board of Directors from 1990–1994, chairing both the ACRL University Libraries Section in 1985 and the ACRL Bibliographic Instruction Section in 1981. She received her bachelor’s in English literature from Regis College and earned her MLS from UA.</p> <p>Duane Webster retired from ARL in June 2008, after serving as Executive Director since his appointment in 1988, and is now Executive Director Emeritus. He worked in research, public, and special libraries before joining ARL in 1970 to establish the ARL Office of Leadership and Management Services (OLMS).</p> | | |

During his tenure as director of the ARL/OLMS, he helped design a variety of programs to improve research library management, including the Management Review and Analysis Program (MRAP), the Academic Library Development Program (ALDP), the Collection Analysis Program (CAP), and the Preservation Planning Program (PPP). As ARL Executive Director, he has helped launch a series of major initiatives, including the ARL Office of Scholarly Communication (OSC), the Coalition for Networked Information (CNI), the Shared Legal Capability, and the Scholarly Publishing & Academic Resources Coalition (SPARC). He was awarded the University of Michigan School of Library Science Distinguished Alumnus Award in 1982, the Association of College and Research Libraries Research Librarian of the Year Award in 1987, the Australian Information Management Association Certificate of Achievement in 1991, the ARL Distinguished Service Award in 2008 and the American Library Association Joseph W. Lippincott Award in 2008. Duane received his MA in Library Science from the University of Michigan in 1964.

C. Colleen Cook has been Dean and Director of the Texas A&M University Libraries since 1994, and holds the Sterling C. Evans Endowed Chair. She began her career at University Libraries over 20 years ago, and held positions in acquisitions and bibliographic access before becoming Associate Dean for Administration and Technical Services prior to taking her current post. Colleen chairs the ARL Statistics & Assessment Committee and chairs the International Federation of Library Associations (IFLA) Statistics Section Standing Committee. Colleen oversaw the administration of the SERVQUAL protocol to the TAMU library community in 1995, 1997, and 1999, which led to her role in developing LibQUAL+®. She has published journal articles and book chapters and made numerous presentations in the fields of library science, history, and research methodology. She specializes in qualitative and quantitative methodologies. She received the “Dissertation of the Year Award” from the College of Education at Texas A&M where she earned her Ph.D. in Higher Education Administration. Colleen holds B.A. and M.L.S. degrees from University of Texas and an M.A. from Texas A&M University.

Brinley Franklin has been Vice Provost at the University of Connecticut since 2002. He joined the Libraries in 1990. Prior to that, he worked as a consultant specializing in library matters. He has been involved in library assessment over a decade, having served as Chair of the ARL Statistics and Assessment Committee, a member of the IFLA Statistics Committee, and currently the ARL Board Liaison to the ARL Statistics and Assessment Committee. He and Terry Plum developed the Measuring the Impact of Networked Electronic Services (MINES for Libraries®) protocol used in over 40 libraries over the last five years. He has published journal articles and book chapters and made numerous presentations. Brinley received his Master of Business Administration from The George Washington University and his Master of Library Science from the University of Maryland at College Park.

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| Wednesday, August 6 9-10:30am | Parallel 6 #1 Reference | West Ballroom |
| Using the READ Scale (Reference Effort Assessment Data): Qualitative Statistics for Meaningful Reference Assessment | | |
| Panelists: Bella Karr Gerlich (Dominican University) Lynn Berard (Carnegie Mellon University) Sue Leibold (Clarke College) Jean McLaughlin (University at Albany) Gretchen Revie (Lawrence University) | | |
| <p>The READ Scale (Reference Effort Assessment Data) is a six-point scale tool for recording vital supplemental qualitative statistics gathered when reference staff assist users with their inquiries or research-related activities by placing an emphasis on recording the effort/knowledge/skills/teaching (and more) utilized by library staff during a reference transaction.</p> <p>The READ Scale was presented in a poster session at the Library Assessment Conference in Charlottesville, VA in 2006. At that conference, the researchers announced the launch of a national study testing the READ Scale in the spring of 2007. Fourteen diverse academic libraries (including ARL member institutions) took part in that project and data was collected from 179 individuals and 24 service points with over 22,000 transactions analyzed. There was a 52% return rate of an online survey of participants, with over 80% of respondents indicating they would recommend/adopt the Scale for recording reference transactions.</p> <p>The researchers suggested at the 2006 Library Assessment Conference that the READ Scale had the potential to transform how reference statistics are gathered, interpreted and valued, responding in part to a need described in a 2002 ARL survey that stated that many academic institutions are not completely satisfied with the usefulness of statistics gathered for reference services:</p> <p style="padding-left: 40px;">“The study reveals a lack of confidence in current data collection techniques. Some dissatisfaction may be due to the fact that 77% of responding libraries report that the number of reference transactions has decreased in the past three years. With many librarians feeling as busy as ever, some have concluded that the reference data collected does not accurately reflect librarian’s level of activity.” (ARL SPEC Kit #268, 2002)</p> <p>Does the READ Scale reflect some level of reference activity/effort/skill/added value where tick marks fail, and is it a viable tool for recording vital supplemental statistics as suggested? Survey responses were overwhelmingly positive. The panel presentation proposed here features speakers who are using the READ Scale at their institutions for professional, real-use perspectives that go beyond the researchers’ study objective/findings. Panelists will discuss employing the READ Scale at their respective organizations—has it altered data gathering/assessment at their libraries? How? Is it difficult to implement? What, if any, changes in services/attitudes have occurred as a result of using the Scale? What are the perceptions of staff/managers to the READ Scale? Where can we go from here?</p> <p>The researchers will also participate by moderating the session, answering questions about the READ Scale and ongoing study efforts. Assessment topics related to the READ Scale project includes organizational/staffing issues, performance measurement and measures, ROI, and value and impact of reference services.</p> | | |
| Bella Karr Gerlich is University Librarian at Dominican University, River Forest IL. Her prior appointments were Associate University Librarian at Georgia College & State University and Head, Arts & Special Collections at Carnegie Mellon. Dr. Gerlich has a BFA from VCU, a MPM from Carnegie Mellon and a PhD LIS from the University of Pittsburgh. | | |

G. Lynn Berard is Principal Librarian, Science Libraries, at Carnegie Mellon and serves as Editor of FOCUS, the Carnegie Mellon Faculty Newspaper. She holds degrees from Eastern Michigan University and The University of Michigan. Lynn is a Fellow of the Special Libraries Association and teaches graduate library science courses for Clarion University.

Sue Leibold is Library Director, Clarke College, Dubuque, IA. She has a MLIS from the University of Iowa and is a member of ALA, ILA and MLA. Recently, Sue participated at an Iowa Library Association (ILA) discussion on transitioning from library support personnel to administration.

Jean McLaughlin is Honors College/Assessment Librarian, University at Albany/SUNY. She earned her M.S. in Library and Information Science from Drexel University and has worked in health sciences and academic libraries. In addition to library positions, she worked in electronic publishing in healthcare information systems development.

Gretchen Revie is Reference Librarian and Instruction Coordinator, Lawrence University, Appleton, WI. She has a variety of reference services experience ranging from small colleges to large universities to special libraries. She has a MLIS from the University of Wisconsin and BA from Carleton College.

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| Wednesday, August 6 9-10:30am | Parallel 6 #1 Reference | West Ballroom |
| Systematic Quantitative and Qualitative Reference Transaction Assessment: An Approach for Service Improvements | | |
| Xin Li (Cornell University) Ellie Buckley (Cornell University) Kornelia Tancheva (Cornell University) | | |
| <p>This paper presents first-year results of a reference transaction tracking system implemented at Cornell University Library (CUL). It will describe how reference transaction data are collected, analyzed, and used to improve service based on documented user needs and patterns.</p> <p>Prior to 2006, the CUL Public Services Executive Committee, a body that oversees public services policies and procedures at CUL's 20 libraries, faced two major challenges in relation to reference statistics: ensuring consistency across the decentralized library system and more accurately reflecting reference work. In response, CUL staff collaborated with Computer Science students and developed a Web-based Reference Statistics Reporting System (RSRS).</p> <p>Following its inaugural year of use in July 2007, the Director of the Collection, Reference, Instruction, and Outreach Department (CRIO) initiated a project to analyze RSRS data to better understand the traffic patterns and the nature of questions asked at the reference desks. The goals of this analysis were to: inform decisions for reference desk staffing and training; assess the performance of RSRS; and identify potential service issues. The project was conducted by the Research and Assessment Unit (RAU), in close collaboration with the CRIO Director and staff.</p> <p>The complete first-year RSRS dataset contained nearly 70,000 transactions reported by 24 reference services points. We analyzed a subset of the dataset from two reference services points (~27,000 transactions). The data analysis was divided into two phases. Phase One focused on quantitative descriptions of traffic patterns and transaction duration, mode, and staff data. Phase Two is a qualitative study of the textual description of the reference transactions entered into the "notes" field of the RSRS. Phase Two has several components. First, two reference librarians independently performed a post hoc review of a random sample of transaction notes in order to assess the construct validity and rater reliability of the four categories used by reference staff to describe transactions (Reference, Directional, Technical Reference, or Equipment). Following this analysis, we will perform content analysis of the entire set of notes with expanded, substantive categories. Finally, we will examine the types of questions brought to the reference desks in relation to the traffic pattern and staffing data.</p> <p>Outcomes of Phase One include: validation of a sampling method used to extrapolate the total number of reference transactions; a RSRS system improvement to address a potential source of data entry errors; modified staffing at the reference desks; and a clearer understanding that significant staffing changes would require additional, multidimensional data collection that the RSRS data cannot address at this point. The results of Phase Two are projected to come out in March 2008. Preliminary data indicate that transaction category definitions may need clarification for better consistency and that more RSRS system improvements are necessary in order to increase the reliability of the RSRS data for decision making. The content analysis is expected to reveal evidence that would support additional staff training and staffing changes at the desks. The project also gave RAU an opportunity to enhance workflow and tools for future collaborative assessment work.</p> | | |
| <p>All three authors work at Cornell University Library. They share an interest in assessment and user-centered services.</p> <p>Ellie Buckley is a Research and Assessment Specialist.</p> <p>Kornelia Tancheva is the Director of the Collections, Reference, Instruction and Outreach Department.</p> <p>Xin Li is the Director of Service Innovation and Resource Planning.</p> | | |

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| Wednesday, August 6 9-10:30am | Parallel 6 #2 Evaluation Metrics | East Ballroom | | | |
| Conceptual Context for Expanding the Discussion of Evaluation Metrics for Libraries | | | | | |
| Neal Kaske (National Oceanic Atmospheric Administration) Peter Hernon (Simmons College) Joe Matthews (San Jose State University) | | | | | |
| The panel's purpose is to help librarians conceptualize the overall process of evaluation and collect data that their organizations can use for accountability and/or process improvements. Having a clear understanding of the audience for the evaluation will help shape the methods used and likely outcome of a study. | | | | | |
| The diagram below will be used as a general framework for this discussion. An additional purpose of this panel is to expand present discussion of metrics beyond e-metrics and traditional measures focusing on inputs and outputs and only from a library perspective. | | | | | |
| Perspectives → Measures | Library | Library's Parent Organization | Library Customers | Accrediting Organizations | And so on |
| Input | | | | | |
| Output | | | | | |
| Outcome/Impact | | | | | |
| The discussion will focus on the various cells and indicate different library settings (academic, public, and special), as well as, selective coverage of other types of libraries (school, law, medical). Examples of specific metrics will be offered with suggestions on how to get started collecting and use needed data. | | | | | |
| Neal Kaske is currently working at the National Oceanic Atmospheric Administration (NOAA) Central Library as Chief, Public Services & Regional Libraries Branch. He has also held positions at the US National Commission on Libraries and Information (NCLIS) and University of Maryland Libraries where his is also an adjunct professor in the College of Information Studies. He serves on the editorial board for <i>portal: Libraries and the Academy</i> and is active in the American Library Association. Neal's Ph.D. is in industrial engineering-library systems management from the University of Oklahoma. He also has a master's degree in librarianship and a BA in sociology. | | | | | |
| Peter Hernon is a professor at Simmons College Graduate School of Library and Information Science, and teaches courses related to research and evaluation, government information policy, and academic libraries. For the doctoral program, he is the lead professor for the new program entitled Managerial Leadership for the Information Professors. He is the 2008 recipient of the Association of College and Research Libraries' Academic/Research Librarian of the Year Award. | | | | | |
| Joe Matthews is an instructor at the San Jose State University School of Library and Information Science (SLIS) and is the coordinator of the SLIS Executive MLIS program. He has taught evaluation of library services, library information systems, strategic planning, and research methods. He received an MBA degree from the University of California, Irvine. Joe has written a number of books including: <i>The Evaluation and Measurement of Library Services</i> , <i>Library Assessment in Higher Education</i> , <i>Strategic Planning and Management for Library Managers</i> , <i>Measuring for Results: The Dimension of Public Library Effectiveness</i> , and <i>The Bottom Line: Determining and Communicating the Value of the Special Library</i> . | | | | | |
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| Wednesday, August 6 9-10:30am | Parallel 6 #2 Evaluation Metrics | East Ballroom |
| Building a Resource for Practical Assessment: Adding Value to Value and Impact | | |
| Stephen Town (University of York) | | |
| <p>The UK and Ireland Society of College, National and University Libraries' (SCONUL) Value and Impact Programme (VAMP) was created to meet a growing need from University Librarians and Directors for data or methods to prove the value and worth of their library services to senior institutional stakeholders. The program has now built a framework product which can be used as a resource for practical assessment initiatives within individual academic libraries, and as the focus for a community of practice in library performance measurement, assessment and evaluation.</p> <p>This provides a follow-up to a paper at the 2006 Library Assessment Conference on the VAMP programme. In the intervening period, the programme has built and launched a Web-based compendium of performance measurement approaches, techniques and tools using WIKI technology. The product will be briefly presented in the session, highlighting the current structure of and content within the resource.</p> <p>The main subject of the paper will be the project to populate the value measures area of the site—how “value” is being added to the value and impact framework.</p> <p>The UK context and current reference models for financial analysis of library activity will be described, and the presentation will consider how these have been or might be used in the academic library context for collecting and using cost data in pursuit of demonstrating value.</p> <p>In particular, the work to develop toolkit elements from the Open University Library’s Best Value project will be described alongside other potential approaches to financial analysis, including absorption versus marginal costing, human resource models developed for pay modernisation, and operating cost models developed for academic departments. All of these will be assessed in relation to the TRAC (Transparent Approach to Costing) initiative in UK Universities. The potential for use of other standard approaches to demonstrating value which might be included in the VAMP toolkit will also be considered, such as contingent valuation, and use of financial Key Performance Indicators for benchmarking. The paper will discuss how these might be further developed to provide a basis for value measures for the academic library community, and the extent to which these cost and value measures might be transferable internationally.</p> <p>The implications for the collection of financial data will be discussed, and how this relates to current US, UK and international standard approaches to library financial data collection.</p> <p>The paper will conclude with an overall assessment of the VAMP programme to date, some discussion of the next steps in building a community of practice around the product, and a consideration of the extent to which this community of practice could be international in scope.</p> | | |
| <p>Stephen Town is Director of Library & Archives at the University of York, UK. Stephen is Chair of SCONUL’s Working Group on Performance Improvement and has led projects on benchmarking, information literacy measures, LibQUAL+®, and value and impact measurement for SCONUL. Stephen is a member of conference and journal editorial boards in the evaluation field, and has presented and written widely on assessment topics.</p> | | |
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| Wednesday, August 6 9-10:30am | Parallel 6 #3 Planning to Action | Room 200 |
| From Data to Action: Setting Goals to Respond to Customer Wants and Needs | | |
| Raynna Bowlby (Library management consulting) Daniel O'Mahony (Brown University) | | |
| <p>There is evidence that an increasing number of libraries are engaged in some methods of assessing user needs; indeed, over 1,000 libraries have administered the LibQUAL+® total market survey. But there are anecdotal reports that indicate a disconnect within libraries between collecting user assessment data and translating this input into achievable action items. While there are a number of potential reasons for the gap between information and action, one area of possible intervention is for libraries to work more rigorously on goal setting.</p> <p>This session will describe the S.M.A.R.T. goal setting method and give examples of how this technique can translate customer needs data into library action items. The concept was introduced by Peter Drucker in one of his early seminal works <i>The Practice of Management</i> (1954). S.M.A.R.T. is a handy acronym for the five characteristics of well-designed goals.</p> <ul style="list-style-type: none"> • Specific: It is most effective to state goals in clear and unambiguous terms. When goals are specific, they convey exactly what is expected, when, and how much. • Measurable: When goals are specific, progress toward completion can be measured, which reinforces the purposes of library assessment. Measurable goals with milestones to indicate progress facilitate motivation. • Attainable: Goals must be realistic and attainable by the library. The best goals require the library to stretch a bit to achieve them, but they are not so extreme as to be out of reach (or lower than usual performance). Goals that are set too high or too low become meaningless and are likely to be ignored. • Relevant: Goals must be an important tool in the grand scheme of reaching the library's vision and mission. Relevant goals address the activities that are likely to have the greatest impact on meeting user wants and needs. • Time-bound: Goals must have starting points, ending points, and fixed durations. Goals without deadlines or schedules for completion tend to lose their effectiveness. <p>By using LibQUAL+® survey results along with operational data and other user feedback, libraries can develop a targeted set of service goals that are specific, measurable, attainable, relevant, and have a time dimension. This process can assist the library in identifying key areas where incremental improvements can be achieved, and provide a structured framework for measuring progress toward success.</p> <p>This session will be in workshop format; it will include a brief presentation as well as time for the audience to participate in hands-on practice with setting S.M.A.R.T. goals.</p> | | |
| <p>Raynna Bowlby is a Library Management Consultant and is affiliated with Simmons College Graduate School of Library and Information Science. She has worked with the Association of Research Libraries on LibQUAL+® and MINES for Libraries® and trains, consults, and presents on organizational development, effectiveness, and assessment. Raynna has an MLS from Simmons and an MBA from the University of Rhode Island.</p> <p>Daniel O'Mahony has served at Brown University Library for 15 years. During this time, he has overseen or participated in numerous assessment activities, including the administration and interpretation of data from the 2002, 2005, and 2008 LibQUAL+® surveys on campus. He has an MSLS from Florida State University and a BA from the University of Florida.</p> | | |
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| Wednesday, August 6 9-10:30am | Parallel 6 #3 Planning to Action | Room 200 |
| Integrating Assessment and Planning: A Path to Improved Library Effectiveness | | |
| Wanda Dole (University of Arkansas at Little Rock) Maureen James (University of Arkansas at Little Rock) Donna Rose (University of Arkansas at Little Rock) John Barnett (University of Arkansas at Little Rock) Suzanne Martin (University of Arkansas at Little Rock) | | |
| <p>This paper will illustrate the value of pursuing an approach to improved library effectiveness that integrates strategic planning, performance measurement and organizational flexibility. It addresses planning and assessment in a library serving a medium-sized university with a few fledgling doctoral programs and limited resources. At the 7th Northumbria Conference in 2007, Dole et al. presented a paper illustrating the value of pursuing an integrated approach to improved library effectiveness. That paper compared and contrasted the processes and results at two libraries, Kansas State University (K-State) and the University of Arkansas at Little Rock (UALR). This paper builds on the research presented at Northumbria and traces the history and development of the integrated approach at UALR.</p> <p>Many institutions conduct strategic planning before adopting an assessment program; UALR librarians made a conscious decision not to do so. UALR has been experimenting with the process of integrating strategic planning and assessment from the beginning. In fact, the strategic planning task forces agreed unanimously not to implement any critical strategies until the library had begun assessment and obtained data on user needs and preferences.</p> <p>The authors of this paper suggest that, in the area of library planning and organization, the use of performance measurement and assessment data does indeed improve effectiveness. They support their suggestion with examples of the use of assessment data to drive strategic planning initiatives in collection development, space planning, services, and staff training and development.</p> <p>In striving for improved effectiveness, libraries are often challenged by staffing and budget needs. An aggregated approach can avoid duplication of effort and accelerate positive change leading to more efficient use of available staff and funds.</p> <p>UALR is an institution at a unique point in its developmental cycle. The university was established as a junior college in 1927 and is in the process of becoming a doctoral-granting research university. UALR serves a diverse and non-traditional student population. Thirty-five per cent of the students are Native American, African American, Hispanic or Asian. Only 24 % are in the traditional 18-24 year old age group; 45% attend part-time. The university and the state have histories of making do with limited resources. The UALR Library staff recognizes that its strategic planning and assessment efforts can play an important role in helping the university move forward. This may serve as a model for other libraries serving universities striving to overcome similar obstacles.</p> | | |
| <p>Wanda Dole is Dean of the Ottenheimer Library at the University of Arkansas at Little Rock. She has led strategic planning and assessment initiatives at 3 academic libraries and is currently introducing strategic planning and assessment at the Ottenheimer Library.</p> <p>Maureen James is the Head of Collection Development in the Ottenheimer Library at the University of Arkansas at Little Rock. Since 1997, she has done informal assessments of book and serial collections for proposed courses and programs at the University. Prior to 1997, she worked as a Reference Librarian and supervised interlibrary loan operations. She is participating in the Library's assessment activities by chairing the Strategic Plan Collections Committee.</p> | | |

Donna Rose is the Head of Cataloging in the Ottenheimer Library at the University of Arkansas at Little Rock. She currently chairs the Library's Strategic Plan Assessment Committee, and is involved in a University of Arkansas system project to explore digitization initiatives.

John Barnett has been working at the University of Arkansas at Little Rock in the Ottenheimer Library since 2003. He started as a part-time archival assistant in the Archives and Special Collections and is now working in Multimedia Information Technology department overseeing the information systems that support the Library. He is currently serving as a chair of the Strategic Plan Training and Staff Development Committee.

Suzanne Martin has over 30 years of library service. She has held various positions in the areas of serials, acquisitions, and administrative services at UALR's Ottenheimer Library. She was instrumental in the automation of the Library and served as liaison to the University's financial services unit in implementing Banner as the University's accounting system. She is responsible for gathering and analyzing the Library's statistics and chairs the Strategic Plan Facilities Committee.

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| Wednesday, August 6 9-10:30am | Parallel 6 #3 Planning to Action | Room 200 |
| Making a Difference: From Strategic Plan to Business Plan | | |
| Susan Bailey (Emory University) Chris Palazzolo (Emory University) Eric Bymaster (Emory University) Charles Forrest (Emory University) | | |
| <p>With the arrival of a new Vice Provost and Director of Libraries in August 2006, the Emory Libraries began and soon completed work on a revised strategic plan. What is different this time around? The focus has been on two key questions:</p> <ul style="list-style-type: none"> • How do we keep the plan active in the life of the organization? • How do we align strategic planning and operational decision-making? <p>Through the combined efforts of an external consultant and members of the staff, the library has developed a business plan that includes a set of activities, processes, and tools to keep the strategic plan and progress on it in front of staff members in an ongoing, systematic way. The strategic plan has been enlivened through a set of practices designed to keep the organization moving forward, track progress toward achieving goals and initiatives, and align resource allocation and decision-making with strategic vision.</p> <p>The Emory Libraries' business plan process and tools will be useful to others who face the challenge of aligning strategic planning and operational decision-making, and demonstrating accountability to both internal and external constituencies.</p> <p>Keys to the Emory approach include:</p> <ul style="list-style-type: none"> • Creation of a business plan for each strategic and operating unit in the library (Business Plan Workbook; development and sharing of action plans); • Creation of a performance reporting and tracking process that requires accountability and transparency (Monthly Strategic Plan Reporting meetings: POPs, change requests, issues management); • Assignment of roles and responsibilities for moving the process forward and for following up and managing the ongoing work. This includes a continuous feedback cycle of frequent checks of process performance and ongoing adjustments. <p>Challenges and efforts to address them:</p> <ul style="list-style-type: none"> • Lack of experience in action planning, project management, development of metrics; • Lack of experience among library leaders in developing and publicly presenting crisp, succinct updates on progress as measured against an existing, detailed plan; • Difficulty adapting to the discipline of using a common framework for managing, evaluating, and reporting; • Clarity of ownership and decision-making in a cross-collaborative organization. | | |
| <p>Susan Bailey became Library Assessment Coordinator in Emory's General Libraries in September 2005. Her previous experience in academic libraries includes management positions in cataloging and general technical services.</p> <p>Chris Palazzolo is the political science/international documents librarian and social sciences team leader at Emory University. He holds a PhD in political science from Emory and is also an associated faculty member of Emory's political science department. Chris is also heavily involved in several digital initiatives at Emory, including the large scale digitization initiative.</p> | | |

Eric Bymaster has been the Director of Budget and Finance at Emory's General Libraries since 2001 and has 13 years of university administration experience at public and private universities.

Charles Forrest has over twenty five years of experience in academic and research libraries. Since his arrival at Emory in 1988, he has held a variety of administrative and planning positions in the General Libraries, and is currently Library Planning Officer and Director of the Office of Library Planning and Assessment.

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| Wednesday, August 6 11am-12:30pm | Parallel 7 #1 LibQUAL+® Comments | West Ballroom |
| Analyzing LibQUAL+® Comments Using Excel: An Accessible Tool for Engaging Discussion and Action | | |
| Elizabeth Chamberlain Habich (Northeastern University) | | |
| <p>A significant percentage of LibQUAL+® respondents augment their responses with comments. These comments offer a rich source of feedback to the library, and can yield valuable information for strategic planning, personnel management and staff development, and marketing.</p> <p>While simply reading the comments is interesting and may reveal broad themes, analyzing the comments to identifying clusters of themes and themes associated with specific user groups allows targeted follow-up actions. However, analyzing the comments may pose a practical challenge. Acquiring and finding time to learn a purpose-designed software package, such as Atlas ti, may be a barrier for some libraries. Using Excel offers an accessible alternative, which lowers the barrier to performing analyses and yields useful results. This method was used with Northeastern University’s 2004 and 2007 administrations of LibQUAL+®.</p> <p>By exporting the LibQUAL+® results into Excel, and using simple Excel editing commands, each comment was separated into distinct thoughts/phrases/themes, assigned major and minor indexing terms, and sorted in a variety of ways. Sorting by index terms helped illuminate the reasons for specific LibQUAL+® gaps, and prioritize action items for maximum impact on user satisfaction.</p> <p>For instance, analysis of the comments from Northeastern University’s March 2007 administration of LibQUAL+® yielded a surprising number of student comments about noise in the study areas. An urgent publicity campaign was launched to address this issue for the Spring 2007 reading and exam period, resulting in a significantly quieter study environment, and a drop in the number of complaints received in the Library’s suggestion box. Likewise, analysis revealed a small but significant number of science faculty comments on the lack of Web of Science. This information helped the library lobby the Provost’s Office, leading to additional funding to acquire this key resource.</p> <p>The Library had long prided itself on excellent customer service. We were surprised when the 2004 administration of LibQUAL+® showed the public did not uniformly share this opinion, leading the Staff Development Committee to sponsor a series of customer service workshops. When the 2007 administration of LibQUAL+® showed persistent user dissatisfaction with customer service, analysis of the comments let us see that this clustered around two specific service counters, and provided an opportunity for managers to engage in developing specific staff.</p> <p>Finally, comments were sorted by academic department, which were posted along with department-specific radar charts and gap summaries, in the Research & Instruction Department. The “Great Wall of LibQUAL+®” provoked discussion, and provided collection managers with insight into the concerns of the faculty and students in the departments they were serving. As these examples illustrate, development of an indexed, sortable Excel spreadsheet makes analysis accessible and additional queries can be answered readily, providing excellent return on the modest effort required for its preparation.</p> | | |
| <p>Elizabeth Chamberlain Habich is Administrative Operations Manager for the Northeastern University Libraries. She holds degrees from Northeastern University (MBA), Simmons College (MLS), and Wellesley College (BA). Active in LAMA, she is the author of <i>Moving Library Collections, A Management Handbook</i> (Greenwood, 1998; revised edition in prep), and has long been interested in applying analytical techniques to library management issues.</p> | | |
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| Wednesday, August 6 11am-12:30pm | Parallel 7 #1 LibQUAL+® Comments | West Ballroom |
| Are They Really That Different?: Identifying Needs and Priorities Across User Groups and Disciplines at the University of Notre Dame through LibQUAL+® Comments | | |
| Sherri Jones (University of Notre Dame) Jessica Kayongo (University of Notre Dame) | | |
| <p>The University Libraries of Notre Dame uses the LibQUAL+® survey, developed by the Association of Research Libraries (ARL) to measure library users' perceptions of the quality of service and to identify the most important areas needing improvement. The Libraries first participated in LibQUAL+® in spring 2002 and then again in 2006.</p> <p>The survey contains 22 core questions that relate to three dimensions of library service quality: Affect of Service, Library as a Place, and Information Control. Libraries participating in the survey are given the option to add five local questions. Respondents are asked to rate their minimum level of service, their desired level of service, and their perception of the service provided by the library on a scale of 1-9.</p> <p>In addition to identifying service areas needing improvement, LibQUAL+® allows libraries to identify services most important to library users. The desired service level can be thought of as an indicator of the level of importance users attach to the various dimensions of service measured through LibQUAL+®. Using the scores for the desired level of service, we were able to identify the most important service priorities for Notre Dame library users across the primary user groups (undergraduates, graduate students, and faculty) and across disciplines.</p> <p>All survey participants are invited to add written comments at the end of the LibQUAL+® survey. The comments are collected by ARL and delivered to each participating institution as text files, providing institutions with another valuable source of data.</p> <p>Over 1000 Notre Dame faculty and students provided written comments on the 2006 survey. Research has shown that people do not generally supply written comments unless they feel very strongly about something. We decided to take a closer look at the qualitative data collected in the form of user comments. We were interested in finding out whether the written comments would identify the same problem areas that the quantitative data had revealed, hypothesizing that an examination of the free text comments would result in the identification of the same major issues that emerged from the quantitative analysis.</p> <p>Each comment was analyzed sentence by sentence and mapped to one of the 22 core questions or 5 local questions and to one of the three service dimensions. Analysis of the 1010 comments resulted in 1133 discrete observations or concepts which were mapped to one of the 27 questions.</p> <p>Mapping each observation to one of the 27 questions and to one of the three service dimensions allowed for easy identification of those issues most important to users among the three primary user groups and across the various disciplines and also allowed us to compare the results with the quantitative analysis.</p> <p>Evaluating both the quantitative and qualitative results of the LibQUAL+® survey has resulted in a better understanding of Notre Dame library users' needs and has provided us with a clearer picture of where attention should be focused for service improvements. Several of the user-identified issues stemming from the LibQUAL+® have been addressed by the library and are highlighted in this paper.</p> | | |
| <p>Sherri Jones is the Head of the Information, Research & Instructional Services (IRIS) department at the University of Notre Dame and has served as the LibQUAL+® team leader since 2002.</p> <p>Jessica Kayongo is a reference librarian and anthropology subject liaison in the Information, Research & Instructional Services department and also serves on the LibQUAL+® team.</p> | | |
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| Wednesday, August 6 11am-12:30pm | Parallel 7 #1 LibQUAL+® Comments | West Ballroom |
| Examining the Overlooked: Comments from Incomplete 2007 LibQUAL+® Survey Responses | | |
| Gordon Fretwell (University of Massachusetts Amherst) | | |
| <p>LibQUAL+® questions focus on perceptions of service quality and include demographic questions to identify respondent status. The survey also solicits open-ended comments from respondents concerning any aspect of library service. Protocols for determining appropriateness of LibQUAL+® survey responses (at least in the spring 2007 round) included a completeness requirement for the scripted questions. There is no requirement that users take advantage of the opportunity to make comments, but failure to respond to one or more scripted questions disqualifies such incomplete survey responses from presentation and analysis. This paper presents one analysis of the open-ended comments from the universe of incomplete responses. The data were supplied by ARL with support from the LibQUAL+® Steering Committee. The body of comments are treated as a whole entity, rather than disaggregating them by participating library or by user group. These steps were taken so that the privacy and confidentiality of respondents would not be compromised.</p> <p>Initial indications are that the comments from incomplete responses are a source of insightful critiques, similar in many ways to comments from complete survey responses. They also provide added meaning due to their coming from respondents who were either unwilling or unable to complete the survey, but cared enough about the library to compose (sometimes lengthy) statements of support and/or criticism about aspects of the library that have an impact on them. Comments from incomplete surveys also underscore the need to address issues of question construction, to see if improvement in this area can influence either response rates or completion rates.</p> <p>Preliminary analysis of the data indicates incomplete responses should routinely be shared with participating libraries. Qualitative analysis may also finesse the inherent difficulty of justifying results from surveys that are burdened with low response rates. Open-ended comments yield information that is more closely related to focus group reactions than to quantified data resulting from closed-ended survey instruments. For this reason, attention needs to be paid to simplifying and standardizing analysis of these qualitative data, which may otherwise be overlooked by library staff and managers who are more familiar with techniques of quantitative analysis.</p> | | |
| <p>Gordon Fretwell has been employed in ARL libraries since 1956. He began a post-retirement, part-time position in assessment in 2002. He compiled and edited the Annual Salary Survey from 1978 through 1995, created the Salary Survey in its modern form, and established custom salary analysis for members. He is a consultant to the ARL Statistics and Measurement Committee.</p> | | |
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| Wednesday, August 6 11am-12:30pm | Parallel 7 #1 LibQUAL+® Comments | West Ballroom |
| Getting Started: Applying ATLAS.ti and NESSTAR to the LibQUAL+® Results at UBC Library | | |
| Margaret Friesen (University of British Columbia) | | |
| <p>We asked LibQUAL+® respondents: How can the UBC Library serve you better? Please tell us! The respondents said: By making it easier to FIND resources, people, places, and help.</p> <p>Respondents offered praise for the library’s “transition to online” program and for their many positive encounters with staff. Users also liked the Interlibrary Loan/Document Delivery services and the library’s Teaching and Learning programs.</p> <p>At the same time, respondents used the word “difficult” frequently to describe their experiences in finding resources, people, places, and help:</p> <ul style="list-style-type: none"> • resources are often hidden/invisible/lost, not where they are “supposed” to be; • service points are hidden, especially in the two largest libraries; • policies and procedures are difficult to find online; and • people are hard to find, online help is hard to find, some libraries are hard to find. <p>How did UBC Library learn about what users wanted?</p> <ul style="list-style-type: none"> • the preliminary quantitative data from ARL (radar charts, etc.) told us where to look; • the qualitative data (ATLAS.ti) told us why and at what; and • the detailed quantitative data (SPSS) told us who and where, and NESSTAR allowed us to search for, locate, browse, analyze/download statistical data within a Web browser and create subsets of data, customized to our needs. <p>In ATLAS.ti, we assigned 126 codes to 369 comments, expanding the individual ideas in the comments to over 3,600 snippets (subtopics). When we sorted the data by frequency of codes, we were surprised by the number of concerns about physical access to collections, findability issues (physical and virtual), gaps in collections, and other issues related to access to information about the library and about its resources. The snippets were gathered up into manageable reports (query feature in ATLAS.ti). Four “theme teams” perused the reports, identified the broader categories of themes, until 14 dominant themes were identified. Finally, a common overarching word emerged. The big idea was “findability.”</p> <p>The NESSTAR data support methodology revealed some of the reasons for the difficulty in finding places and people and help. Among the reasons, UBC Library users navigate their way physically through several widely separated branch libraries, often with varying policies and physical arrangements. The transition to online program (e-resources) has been a success story, but the myriad of virtual resources also impose findability issues. With the NESSTAR functionality, the LibQUAL+® story can be focused more readily on individual user groups, disciplines, and branch libraries to clarify users’ priorities and identify appropriate library actions, as close to the user as possible, perhaps even at the branch level.</p> | | |
| <p>Margaret Friesen is the Assessment Librarian at the University of British Columbia Library and the LibQUAL+® Project Manager. The UBC Library participated in the LibQUAL+® program for the first time in January/February 2007. Margaret has been the Library Statistics Program Coordinator since 2001. Other administrative experience: Head of Interlibrary Loan, Head of Humanities & Social Sciences, Staff Training, and Development Coordinator.</p> | | |
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| Wednesday, August 6 11am-12:30pm | Parallel 7 #2 Usability | East Ballroom |
| Outsourcing Functional Web Usability: A Practical Approach to Effective Web Enhancements Improving User Experience | | |
| Mark Paul (University of Louisville) | | |
| <p>In the changing landscape of library operations, outsourcing or reduction of library functions continues to expand. Recently traditional library services such as Reference are even receiving attention. Assessment services in libraries can take advantage of the outsourcing mentality in such areas as usability studies, focus groups, or statistical analysis, by using outside focus group moderators, usability facilities, and statisticians in assessment operations. While costs of any outsourced function remain a consideration, creative use of resources can allow for increased assessment, better facilitation, detailed data analysis, and more targeted usability studies. Collaboration, especially among libraries and other academic units, can lead to lower costs or free services providing assessment results that may have otherwise been sanctioned low priority.</p> <p>The collaboration of a library assessment group and Web management team with a cross-disciplinary usability studies class provided free usability reviews for various library Web site functions. The class was able to review multiple Web site issues by providing teams of usability observers. Each team did a complete usability study and provided a follow-up report to the libraries on their assigned topic. This paper will follow one topic from the initial assignment through the final report, along with completed action items from the report recommendations, illustrating the benefits to the user population. Though there are other models, this collaboration between libraries and on-campus “experts” proved mutually beneficial: the class participants gained valuable experience in performing usability studies, and the libraries obtained valuable data and recommendations for functional Web site improvements. Investigating such collegial opportunities can lead to successful assessment activities, possibly at no cost except time.</p> | | |
| <p>Mark Paul is the Assistant Director, Office of Libraries Technology and Facilitator of the Assessment Team at the University of Louisville Libraries. Mark has presented on library technology, usability and assessment, and collaboration at conferences including the 4th Northumbria International Conference on Performance Measurement in Libraries and EDUCAUSE.</p> | | |
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| Wednesday, August 6 11am-12:30pm | Parallel 7 #2 Usability | East Ballroom |
| If They Build It, Will They Come?: A Qualitative Study Using Participatory Design Feedback for Inclusion in a New Library Home Page | | |
| Joan Stein (Carnegie Mellon University) Nathan Browne (University of Pittsburgh) | | |
| <p>Most libraries conduct usability testing on the design of their new home pages after a prototype page has already been designed (often by library staff) and after a significant amount of work has gone into the design phase of their new library home page. During the usability testing phase, students usually react to an already designed product and libraries usually only receive feedback on how well the page they present to testers functions, rather than new ideas for inclusion in the design of the Web page. This presentation describes a set of workshops that elicited Carnegie Mellon University undergraduate and graduate students' feedback and design suggestions at the beginning of the design phase of a new library home page and how the feedback from these students for an "ideal" library home page was incorporated into the initial design of the Carnegie Mellon University Libraries' new home page.</p> <p>The methodology of this study was suggested by the approach taken by the University of Rochester's River Campus Libraries but adapted to reflect the campus community at Carnegie Mellon. The study used qualitative, ethnographic research techniques to plan, gather, analyze, interpret, and report the data. Joan Stein, principal investigator, and Anthropology graduate Nathan Browne worked together to adapt and craft processes of collecting student feedback for inclusion in the initial design phase of the new home page for Carnegie Mellon University Libraries. The subjects who attended the workshops included both undergraduate and graduate students at Carnegie Mellon University and represented students with diverse backgrounds from a wide variety of departments representing the major colleges on campus (such as the Mellon College of Science, the College of Humanities & Social Sciences, etc).</p> <p>The presentation will describe the techniques used to solicit participants and to gather undergraduate and graduate student feedback. The results of the students' feedback will be presented, along with insights gained from the workshops, and we will highlight which student ideas were implemented and how the results were incorporated into the design of the new library home page. We also plan to determine and describe how the students' ideas, which were incorporated into the new home page, fared in the results of the later usability testing of the prototype design for the home page. Future research plans will include determining what effect the user-generated design ideas, which were implemented, have had on the use of the new library home page by Carnegie Mellon students.</p> | | |
| <p>Joan Stein, Head, Access Services, at Carnegie Mellon University Libraries, has been involved in library assessment, particularly conducting user-studies, since 1995. She speaks nationally and internationally on assessment topics and has published the results of her research in a variety of journals and conference proceedings in the field.</p> <p>Nathan Browne has a Bachelor's degree in Anthropology from the University of Pittsburgh where, in addition to other coursework, he studied ethnographic research methods. He will be entering the University of Pittsburgh's Masters in Teaching program in the summer of 2008.</p> | | |
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| Wednesday, August 6 11am-12:30pm | Parallel 7 #2 Usability | East Ballroom |
| Measuring the Effectiveness of Facets in the Next Generation OPAC | | |
| Kathleen Bauer (Yale University) | | |
| <p>Major research libraries are facing a challenging environment where their catalog interfaces have not kept pace with technical innovation in search capabilities and new means of scholarly collaboration on the Web. Some products, referred to as next generation OPACs, have arisen to meet this need. These include Encore, Primo, Worldcat Local, and some open source solutions such as VuFind. One feature shared by most next generation OPAC products is the faceted display of results. Libraries have invested intellectual capital in the addition of subject headings to records in their catalogs, but users rarely search by appropriate subject headings. Faceted display is a method that tries to bring these subject headings to the fore, so that users will see and use them. Librarians have assumed that faceted display will be effective in helping users to discover material. However, this is to date an untested assumption.</p> <p>In preparation for further examination of OPACs, The Yale University Library Usability and Assessment program has examined log files from the current Voyager system, looking at real world examples of user keyword searches. This examination has shown broad categories of searches users run and the types of errors they encounter. The Library will run a three month examination of an open source OPAC, VuFind, February through April 2008. The assessment of the OPAC will include usability testing. The tasks to be included in usability testing will be based upon searches in the log files, so that the testing will reflect real user behavior. A key question to be answered in the study: "Is there a measurable difference in user ability to successfully find relevant items in a subject search from a faceted result display versus a non-faceted result display?"</p> <p>Libraries need to assess and determine the effectiveness of faceted search result functionality. This presentation will report on findings of comparative usability tests of three interfaces: Voyager, Encore and VuFind, and if faceted display of results can be shown to aid users in effectively using an OPAC to discover appropriate material in the library's collection. In addition, the presentation will discuss the methodology of using log file data to design better usability test tasks.</p> | | |
| Kathleen Bauer is the Usability and Assessment Librarian at Yale University Library. She has created an assessment program at Yale designed to utilize best practices in analyzing data from many sources to make informed decisions about user behaviors and needs in the digital environment. | | |
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| Wednesday, August 6 11am-12:30pm | Parallel 7 #3 Information Literacy III | Room 200 |
| Scores Improve, But Does Learning?: Assessing the Library Instruction Program at the American University in Cairo | | |
| Joan Petit (American University in Cairo) | | |
| <p>The American University in Cairo (AUC), Egypt requires all undergraduate students to attain a certain level of information literacy, either by exempting out of or taking Libraries and Learning Technologies (LALT) 101, a semester-long information literacy class taught by AUC librarians. AUC, an American-accredited university, draws students from a range of socioeconomic, cultural, national, educational, and linguistic backgrounds. The course is intended to help all students develop research proficiency.</p> <p>LALT 101 begins and ends with an exam: the first serves as the exemption tool, and the same exam is administered as a final to students who take the class after failing to exempt. Students also take weekly quizzes and complete a final research project.</p> <p>At first glance, this appears to be a dream for assessment, since a pre- and post-test are built into the curriculum for quantitative analysis, and the final project offers opportunities for qualitative analysis. And indeed, in fall 2007, students who did not exempt improved an average of about 20% from pre- to post-test.</p> <p>Yet, exam results did not tell the whole story. Students' final projects were adequate for a passing grade, but failed to indicate sophisticated research. And some students, even at the end of the semester, were having a difficult time constructing a basic Boolean search statement. Ultimately, librarians weren't convinced that students who passed the course could use a library database or catalog with much skill or competence.</p> <p>Thus began a major overhaul of a course that appeared, based on assessment data, to be successful, but in actuality was failing our students.</p> <p>This presentation will share how we combined assessment data to evaluate LALT 101; how we used these data to redesign the course for the spring semester; and how we refined the assessment tools to better evaluate the true effectiveness of the new course. The presenter will also share the latest assessment data from the new LALT 101, a course focused on skill-building rather than testing.</p> | | |
| Joan Petit serves as Instruction and Reference Librarian at the American University in Cairo, Egypt. She holds a BA in English and Women's Studies and an MSLS from the University of North Carolina at Chapel Hill, as well as an MA in English from Western Carolina University. | | |
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| Wednesday, August 6 11am-12:30pm | Parallel 7 #3 Information Literacy III | Room 200 |
| Information Competence Assessment Using First Year and Upper Division Writing Samples | | |
| Amy Wallace (California State University, Channel Islands) | | |
| <p>In 2005, California State University Channel Islands Library participated in beta-testing the ICT Literacy test, and found the test lacking in its ability to authentically assess the information literacy skills of the CSUCI student participants. In 2006, in conjunction with the Composition Program on campus, the Library applied for and received a two-year grant to create rubrics to assess information skills in first-year and upper division students. The partnership has been aided by the fact that (1) the library provides in-person instruction sessions for all first-year composition classes, (2) our university has three information literacy outcomes written into its general education outcomes, and (3) all first-year composition papers are holistically graded.</p> <p>In the first year (2006/2007), the group, made up of library and composition faculty, examined similar projects and rubrics, created an initial rubric for first year students, and participated in a number of norming sessions. The group found that it was surprisingly uniform in its ratings for three outcomes: the information literate student synthesizes main ideas to construct new concepts; the information literate student applies new and prior information to the planning and creation of a particular product or performance; and the information literate student acknowledges the use of information sources in communicating the product or performance. The group also found that certain kinds of products, such as research papers or group research assignments, lent themselves to this type of assessment, while others, like the narrative paper, did not. The librarians are now looking through a much larger sample of composition products taken from all sections, (group projects, individual research, medical reports, problem/solution essays, argument, and autoethnography papers) to determine which product(s) would be the most appropriate to use for this type of assessment. Lastly, the group found that the following outcomes raised too many questions and required too many assumptions to be useful for rating student papers: the information literate student compares new knowledge with prior knowledge to determine the value added, contradictions, and other unique characteristics of information; the information literate student accesses needed information effectively and efficiently; the information literate student evaluates information and its sources critically; and the information literate student explains the economic, legal, social, and ethical issues surrounding the use of information. As a result, the composition faculty asked the librarians to create annotated bibliography assignment that can be paired with their writing assignments, and a composition faculty member piloted the companion assignment in fall 2007.</p> <p>In the second year (2007/2008), the library will partner with teaching faculty in a number of disciplines that offer courses that meet the upper-division writing requirement.</p> <p>The conference paper will address CSUCI Library's Information Competency Assessment Grant, the creation of the rubric, norming activities and the development of the unique annotated bibliography assignment, first-year student assessment results, consideration for upper-division applications, and other library and teaching faculty partnerships associated with the grant/assignment.</p> | | |
| <p>Amy Wallace is the Head of Public Services and Outreach at California State University, Channel Islands. She holds the rank of Librarian and teaches courses for the library, critical thinking, and liberal studies programs. Amy has a MA in History from San Diego State University and a MLIS from San Jose State University. Her research interests include information literacy, library instruction, classroom design, and academic technologies.</p> | | |
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| Wednesday, August 6 11am-12:30pm | Parallel 7 #3 Information Literacy III | Room 200 |
| Library Instruction Assessment Made Easy: Practical Tips to Get You Started with Little Training, Money, or Time | | |
| Marvel Maring (University of Nebraska at Omaha) Nora Hillyer (University of Nebraska at Omaha) | | |
| <p>Assessment is a hot topic in education today and the urgency to measure information literacy learning outcomes is of growing importance to librarians. Libraries cannot rely solely on door counts and user satisfaction surveys to show their value in the academic environment. In today's educational environment, effective assessment demands a new approach.</p> <p>The Criss Library has utilized a paper evaluation for years which measured student and faculty satisfaction, however no outcomes-based assessment had been developed. The UNO campus recently initiated an electronic portfolio system called myMAPP, to capture data to measure programmatic and individual faculty achievement. With the inception of myMAPP, the university urged faculty to develop campus-wide assessment projects and even provided competitive funding support.</p> <p>From this prompting, two Criss Library librarians enrolled in an ACRL online assessment course to aid in their understanding of outcomes-based assessment. This experience gave the librarians the confidence to begin the process of developing a pre- and post-library instruction questionnaire based on the existing library instruction curriculum for first-year English composition students.</p> <p>To learn more about how to develop a solid test instrument, the two librarians also identified faculty on campus with an expertise in assessment. Consulting with faculty from the Psychology, Education, Library Science, and English departments deepened their knowledge of assessment issues on campus and they learned how to build a sound outcomes-based assessment instrument for library instruction. Graduate assistants from Computer Science and Psychology also aided in launching the assessment and in creating the final statistical reports.</p> <p>Strong collaborative relationships with librarians and campus faculty have been the key to sustaining the library instruction program at UNO. The assessment delivery method has changed (paper to electronic) but what has been essential to the instructional program's success is the sense that the librarians and classroom faculty are co-creating the curriculum to foster students' information literacy skills. The English Department faculty actively participated in creating the online pre- and post-questionnaire and the final decisions about what content to include were made jointly.</p> <p>The assessment, available online through Blackboard, the campus course management system, can now be delivered 24/7 in a virtual space, convenient and familiar to everyone on campus. This familiarity, ease, and convenience also increased participation in the assessment and the learning curve for all involved was minimal. The assessment project was launched in a matter of months and this was due in part to utilizing resources "close to home." Tapping into the existing technologies and the knowledge base of faculty and graduate students on campus proved invaluable in creating this assessment project, not only from a collegial standpoint but from a cost-effective standpoint as well.</p> <p>This presentation will show how two librarians developed an effective outcomes-based assessment instrument with little time, little training, and little money. The presenters will describe how they maximized the resources available at their university (human and technological) and how attendees can draw from what is already in place at their institution to build a successful outcomes-based assessment for library instruction.</p> | | |

Marvel Maring is the Fine Arts and Humanities Reference Librarian at UNO. Her subject specialties include Foreign Languages, English, Art, Art History, Music, and Theatre.

Nora Hillyer is the Info Science, Technology, Engineering Librarian and Reference Librarian at UNO. Her subject specialties include Information Technology, Engineering, Math, Physics, and Chemistry.

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| Wednesday, August 6 2-3pm | Parallel 8 #1 Digital Library | West Ballroom |
| Proposition: Digital Collections Are Easier to Find and Use through DLF Aquifer's American Social History Online | | |
| Katherine Kott (Digital Library Federation/Stanford University) | | |
| <p>This paper will describe the methods and tools used in development and evaluation of the American Social History Online project. Through its Aquifer initiative, the Digital Library Federation (DLF), with support from the Andrew W. Mellon Foundation, has gathered digital material pertaining to American culture and life from a number of distributed collections into American Social History Online, a Web site and associated services for research, teaching, and learning. DLF Aquifer focuses on solutions that can be generalized for widespread use in the community. We hope the learning we share from our experience will benefit others who are developing digital library services.</p> <p>The purpose of American Social History Online is to make digital material easier to find and use. Throughout the design, development, and assessment processes, keeping the focus on the end user—called the “content consumer” within the project—has been a key principle. Planning and design began with a survey of user studies among DLF member libraries and drew upon the learning from two key external reports, “User and Users of Digital Resources” by Diane Harley and “Our Cultural Commonwealth” by the American Council of Learned Societies Commission on Cyberinfrastructure for the Humanities and Social Sciences. The Aquifer Services Working Group with Geneva Henry, who had just completed a fellowship leading the Services Framework initiative for DLF created common business functions to use as a launch point for development. Under the leadership of Susan Harum, the American Social History Online business analyst, the development team created a Web site based on the common business functions. The Web site was released quickly and improved through an agile development process that relied heavily on input from content consumers: graduate students, faculty, and librarians. The presentation will include results of feedback garnered from scholars and graduate students during the rapid prototyping phase.</p> <p>The project is now moving into the assessment phase. The American Social History Online Web site is being optimized for search engine crawling to promote the discovery of the digital content in the collections through commercial search services such as Google and Yahoo. American Social History Online is also integrated with Zotero for Firefox users and with the Sakai course management solution. An open source federated search service is available within the Web site to allow the content consumer to easily access complementary material outside of the American Social History Online collections. Assessment will explore the strengths and weaknesses of the methods used for presenting the collections. The talk will outline the questions used for assessment and the methods used for answering them, including analysis of logs and qualitative information gathered through workshops. The presentation will conclude with a discussion of the differences between rapid prototyping and more formal assessment.</p> | | |
| Katherine Kott is the director of the Digital Library Federation’s DLF Aquifer program. Her professional career has included a range of responsibilities in libraries and information services. Prior to working for DLF, Kott was the head of cataloging and metadata services at Stanford University, where she is based. | | |
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| Wednesday, August 6 2-3pm | Parallel 8 #1 Digital Library | West Ballroom |
| Cross-institutional Repository Assessment: A Standardized Model for Institutional Research Assessment | | |
| Robert McDonald (San Diego Supercomputer Center/UCSD) Charles Thomas (Florida Center for Library Automation/University of Florida) | | |
| <p>Research libraries traditionally have focused their efforts on building local collections to support the research needs of their organizations, and providing for the discovery and use of resources within these collections. The emergence in recent years of disciplinary and institutional digital repositories presents new challenges for research libraries. One of the most significant challenges will be the need for new types of statistical assessment, based on the use of extra-bibliographic facets of the content in these repositories, such as usage data, impact factors and contextual relationships.</p> <p>This paper will propose a standardized metric for institutional repositories that could be used for cross-repository assessment within research libraries and research institutions that support institutional repositories. Furthermore, it will focus on key aspects of electronic resource assessment that have been used previously, and will engage in a discussion of the similarities and dissimilarities required of a standardized IR reporting metric. The outcome of this paper is to seek new opportunities and discussions for IR bibliometrics that assess institutional repositories and that could be inclusive of disciplinary repositories in a way that can enhance and encourage cross-repository assessment based on current networked electronic resource assessment techniques that have been derived from data accounting standards such as COUNTER, data sharing standards such as SUSHI, and qualitative assessment standards such as the ARL MINES assessment.</p> | | |
| <p>Robert H. McDonald is the Director of Strategic Data Alliances for the Digital Preservation Initiatives Group at the San Diego Supercomputer Center (SDSC) a part of the University of California, San Diego. In his role at SDSC, Robert serves as a lead liaison to the UC, San Diego Libraries on aspects of digital preservation and collaborative roles for libraries and high performance computer centers on cyberinfrastructure collaboration. His Web site is located at http://www.sdsc.edu/~mcdonald.</p> <p>Chuck Thomas is currently the Scholarly Communications Librarian at the Florida Center for Library Automation (FCLA). With over a decade of digital library program management experience, he is heavily involved in digital collections building and has worked previously on large-scale metadata solutions for diffuse digital libraries. He holds an MIS degree from the University of North Carolina at Chapel Hill.</p> | | |
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| Wednesday, August 6 2-3pm | Parallel 8 #2 Assessment Plans | East Ballroom |
| Creating Assessment Plans: Four Case Studies | | |
| Panelists: Agnes Tatarka (University of Chicago) Jennifer Rutner (Columbia University) Xin Li (Cornell University) Kay Chapa (University of Texas Southwestern Medical Center at Dallas) | | |
| <p>The four-member panel will share their experiences creating (and using) their library's assessment plan. The panel moderator will introduce the topic and the participants. Each panelist will have a maximum of 7 minutes to cover the following:</p> <ul style="list-style-type: none"> • What was the process involved in creating your plan? Did you model it on an existing plan? How many people were involved? How long did it take? • What was the scope and range of your plan (3-year plan, covers all assessment activities, etc.)? • What was the easiest/best/most critical part of the process? • What was the hardest/worst/least critical part of the process? • What has proved to be the most useful part of your plan and why? <p>We will then open the session up for questions and discussion.</p> <p>Some other questions that will likely be covered during the discussion (or posed by the moderator):</p> <ul style="list-style-type: none"> • What do you wish your plan covered and why? • Does your plan cover the need to assess the assessment plan? How formal is that process? • How centralized is assessment at your library? Do you control all of it? • How do you balance the need and utility of doing "just in time" assessment and ensuring that you have the time and resources to address the larger efforts? | | |
| <p>Agnes Tatarka is the Assessment Director at the University of Chicago Library. Jennifer Rutner is Program Coordinator for Marketing and Assessment Columbia University Libraries. Xin Li is the Director, Service Innovations and Resource Planning, Cornell University Library. Kay Chapa is the Assessment Librarian, University of Texas Southwestern Medical Center at Dallas.</p> | | |
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| Wednesday, August 6 2-3pm | Parallel 8 #3 Information Literacy IV | Room 200 |
| It's Just a Click Away: Instruction Assessment That Works | | |
| Sarah Blakeslee (California State University, Chico) | | |
| <p>Chico's first-year experience (FYE) class reaches over five hundred incoming freshman each year. In an attempt to address and correct some inconsistencies of content and the lack of statistically significant learning gains within key areas of the course (including information literacy), a grant proposal to transform the course design was developed and accepted. One of the proposal interventions involved investigating student use of mobile technologies and as part of this investigation all students were required to buy a student response system or clicker at the start of the semester. A student response system (SRS) is a wireless response system that allows faculty to request information and students to respond by using a "clicker" or hand-held response pad to send his or her information to a receiver. When presented with a question, the student presses a button on a hand-held response pad or clicker, which sends either an infrared or radio signal to a receiver attached to a computer. The computer records and/or displays the response per the instructor's preference. Although there are several SRS systems available, the system chosen by Chico was the TurningPoint XR LCD from Turning Technologies.</p> <p>As the FYE librarian, I was charged to develop a large classroom lecture using clickers to engage the students. I developed an introductory research lecture using the TurningPoint software and presented it to six classes of 75 students each. What I discovered was that in addition to engaging the students, using clickers was extremely helpful to me as an instructor in that it allowed me to get a sense of what students knew when they come in the door, and what they had learned (or hadn't learned) during the class about the concepts I covered. Not only did clicker question assessment allow me to see what students didn't understand, but when multiple classes would have the same confusion as evidenced in their clicker responses, it became (painfully) clear who was at fault, and allowed me to change the way I presented the information. This immediate feedback is the most exciting assessment tool I have used in library instruction, allowing me to teach on the fly and immediately redefine my approach to explaining concepts or skills that weren't understood.</p> <p>Next semester we have plans to buy a group of clickers for our Library Education Classroom so that all of our librarians can reap the benefits of instant assessment. And this, given our brief time with students, is even more essential to the work we do than it might be to classroom faculty.</p> <p>The presentation will use TurningPoint technology and be highly interactive as audience members will be loaned clickers and urged to participate.</p> | | |
| Sarah Blakeslee has worked as the Head of Information Literacy and Instruction at California State University, Chico for over twelve years. She has authored and presented numerous papers relating to information literacy instruction, especially as it pertains to first-year students, and is particularly interested in integrating new technologies into libraries. | | |
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| Wednesday, August 6 2-3pm | Parallel 8 #3 Information Literacy IV | Room 200 |
| Assessment Tool or Edutainment Toy | | |
| Patrick Griffis (University of Nevada, Las Vegas) | | |
| <p>The use of personal response devices for classroom instruction has been a subject of debate in the field of education. Many educators view these devices as a tool to foster interactivity in the classroom as well as a tool to measure student learning and comprehension. Others view these devices as a source of distraction for students, hindering their engagement in the classroom. The use of personal response devices for classroom instruction requires financial resources to acquire the devices as well as time and energy for instructors and students to learn how to use them. The time and money required to use personal response devices in information literacy instruction may not prove feasible in cases where instructors have a very limited amount of time with students already. However, these devices have potential as an effective tool for gauging what students already know upon entering an instruction session and what students learn as a result of an instruction session.</p> <p>The presenter will candidly share his own experiences with using personal response devices in information literacy instruction focusing on whether these devices were worth the time and money to use them. This presentation will also include options for mitigating the costs of using personal response devices such as arranging for students to use a Web site to enter their responses. Attendees will gain familiarity with personal response systems enabling them to be able to consider the costs and benefits of using them in their own information literacy instruction. Attendees will take away some best practices for using personal response systems within instruction sessions. Attendees will also take away a range of scalable options for personal response systems, which could enable incorporation in a variety of institutions.</p> | | |
| <p>Patrick Griffis works as the Business Librarian for the University of Nevada, Las Vegas. He chaired a university committee tasked with evaluating personal response systems in the marketplace and recommending one product as the university standard. He has experimented with using personal response systems for information literacy instruction.</p> | | |
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| Wednesday, August 6 3:15-4:15pm | Plenary Session IV | East Ballroom |
| Closing Panel: Conference Perspectives: A Look Back and a View Forward | | |
| Panelists: Paul Beavers (Assessment Officer and the Director of Information Services Group, Wayne State University); Deborah Carver (Dean of Libraries and Professor, University of Oregon); Debra Gilchrist (Dean of Libraries and Institutional Effectiveness, Pierce College); Peter Heron (Professor, Simmons College). Moderator: Crit Stuart (ARL) | | |
| <p>Our four panelists represent a broad range of perspectives, from an assessment practitioner, directors of ARL and community college libraries, and an LIS faculty member. Each will offer brief personal observations and reflections on the conference as well as suggest where the library assessment community should direct its attention. The discussion will then expand to include questions and comments from the audience.</p> | | |
| <p>Paul Beavers is the Assessment Officer of the Wayne State University Libraries.</p> <p>Deborah Carver is the Philip H. Knight Dean of Libraries and a Professor at the University of Oregon. She joined the University in 1990. She was named Oregon Library Association “Librarian of the Year” in 1999. Deb chaired and co-chaired the university’s Educational Technology Committee, and served as the university’s representative for the Northwest Academic Computing Council (NWACC). She was appointed by the Oregon Senate to serve on the Interim Legislative Committee on Libraries and was a member of Oregon’s Statewide Database Licensing Committee. She represented the state as an elected member of the American Library Association Council from 1998 to 2001. Deb received her masters in library science from the University of North Carolina, Chapel Hill and a master of arts in public administration from the University of Virginia.</p> <p>Debra Gilchrist, Ph.D. is Dean of Libraries and Institutional Effectiveness for Pierce College, a multi-campus community college district in Washington state. She is currently facilitating the implementation of an outcomes-based information competency requirement and focused on measuring library effectiveness through student learning outcomes. She leads the campus efforts to evidence student learning and success, demonstrate overall college effectiveness and impact on the community, make decisions based on outcomes and assessments, and transform to a culture of evidence.</p> <p>Peter Heron is a professor at Simmons College Graduate School of Library and Information Science, and teaches courses related to research and evaluation, government information policy, and academic libraries. For the doctoral program, he is the lead professor for the new program entitled Managerial Leadership for the Information Professors. Peter is the 2008 recipient of the Association of College and Research Libraries’ Academic/Research Librarian of the Year award. He is the author of more than 240 publications of which forty-four are monographs. Peter received his Ph.D. from Indiana University (Bloomington), his M.A. (Library Science) from the University of Denver, and his M.A. (History) from the University of Colorado (Boulder).</p> <p>Crit Stuart is ARL’s program director for research, teaching, and learning, the newest of the Association’s strategic initiatives. The RTL program focuses on new and expanding roles for ARL libraries to engage in the transformations affecting research, and undergraduate and graduate education. Previously Crit was senior associate director for public services at Georgia Tech Library, where he facilitated learning space transformations derived from user-centered studies.</p> | | |
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| Thursday, August 7 8:30am-12pm | Post-Conference Workshop | Odegaard Undergraduate Library 220 |
| Jumpstarting the Assessment of Library Learning Spaces | | |
| Crit Stuart (Research, Teaching, and Learning, ARL) Todd White (University of Rochester, anthropologist, and library consultant) | | |
| <p>We know that we should continually assess our built (or soon-to-deliver) research and learning spaces, but many of us lack the confidence or prior experience to get started. By doing little or no assessment, we risk losing touch with the needs of our constituents; fail to make needed improvements or corrections in course; and demonstrate to our students and faculty a poor stewardship of the enterprise. Assessment should be a critical component of new space and program planning activities, and ongoing post-occupancy analysis. Assessment is best conducted by individuals who manage, program, and work within the learning spaces, but there is often a reluctance to go the final distance. This workshop supplies attendees with efficacious and easy-to-apply techniques to “jumpstart the momentum,” and provide you with the confidence you will need to create and sustain a comprehensive assessment program for learning spaces.</p> <p>At the 2006 Library Assessment Conference, Joan Lippincott outlined a variety of assessment techniques to apply to new or renovated learning spaces in her presentation, “Assessing Learning Spaces.” Lippincott suggested that we identify and address the big issues, characterized in part by these questions:</p> <ul style="list-style-type: none"> • How do we establish the learning objectives the learning space supports? • How do we identify, engage, and sustain the right mix of partners in the learning space? • How is student learning facilitated; are critical skills enhanced; what learning needs languish? • How are the technology and physical components of the new spaces working? • How are faculty pedagogy and classroom deliverables being supported? <p>This workshop builds on Lippincott’s framework by exposing participants to a rich suite of assessment methodologies to employ in their settings – typically learning / information commons, multimedia studios, and other spaces that blend services, technologies, mentoring, and training for the benefit of student and faculty.</p> <p>Attendees will (1) be exposed to a rich suite of assessment techniques that are becoming popular with librarians and their collaborators around learning spaces and (2) begin to jumpstart their confidence through moments of hands-on practice, coupled with discussions around select techniques.</p> | | |
| <p>Crit Stuart is ARL’s program director for research, teaching, and learning, the newest of the Association’s strategic initiatives. The RTL program focuses on new and expanding roles for ARL libraries to engage in the transformations affecting research, and undergraduate and graduate education. Previously Crit was senior associate director for public services at Georgia Tech Library, where he facilitated learning space transformations derived from user-centered studies.</p> <p>C. Todd White (PhD Anthropology, University of Southern California) consults with university libraries to provide assessment support for new and evolving programs that target both space and consumer behaviors. Todd was involved in the University of Rochester’s IMLS-funded project on how doctoral students conduct research, write, collaborate, and use library resources to help create a web-based authoring, archiving, and self-publishing tool for faculty and doctoral candidates. He recently collaborated on a similar project at Colorado State University to build an online search tool to facilitate student research.</p> | | |
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| Thursday, August 7 8:30am-12pm | Post-Conference Workshop | Suzzallo-Allen Library Maps/Special Collections Classroom |
| Getting Started with Learning Outcomes Assessment: Purposes, Practical Options, and Impact | | |
| Megan Oakleaf (Syracuse University) | | |
| <p><i>Tasked with assessing information literacy on your campus? Confused about your options? Dissatisfied with assessments you've already attempted?</i></p> <p>Intended for librarians considering, commencing, or retooling a plan for assessing student learning outcomes, this half-day workshop will include mini-lectures, discussion, and hands-on, scenario-based activities to engage participants in answering three questions:</p> <ol style="list-style-type: none"> 1. What is the purpose of learning outcomes assessment in my library? 2. What assessment tools can I use? What are the strengths and limitations of each? How do I choose the right one for my campus? 3. How will my choices impact teaching and learning? How will I "close the loop"? | | |
| <p>Megan Oakleaf is an Assistant Professor in the School of Information Studies at Syracuse University where she is the professor of record for IST 613 "Planning, Marketing, and Assessing Library Services". Megan joined the iSchool at Syracuse after completing her dissertation entitled, "Assessing Information Literacy Skills: A Rubric Approach," at the School of Information and Library Science at the University of North Carolina at Chapel Hill. Megan is also a faculty member of the ACRL Institute for Information Literacy Immersion Program. Previously, Megan was the Librarian for Instruction and Undergraduate Research at North Carolina State University. Megan has presented on topics including information literacy, outcomes based assessment, evidence based decision making, user education, information services, and digital librarianship at numerous conferences, including ACRL National Conferences, the Library Assessment Conference, the IUPUI Assessment Institute, the NCSU Undergraduate Assessment Symposium, the Texas A&M Assessment Conference, and EDUCAUSE. Recently, Megan won "Best Paper" at the International Evidence Based Library and Information Practice Conference. Prior to a career in librarianship, Megan taught language arts and advanced composition in public secondary schools, grades 8-12.</p> | | |
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| Thursday, August 7 8:30am-12pm | Post-Conference Workshop | Suzzallo Library Instruction Lab |
| Beyond the Pie Chart: Techniques for Structuring and Visualizing Quantitative Information | | |
| Joe Zucca (University of Pennsylvania) | | |
| <p>This workshop, led by Joe Zucca of the University of Pennsylvania Libraries, explores a number of issues involved in the visualization of data. Topics draw on a wide range of concrete library data sources and data representation problems, with a focus on techniques for effectively presenting statistical information in graphical form. Joe will discuss basic graphing concepts; he'll look at practical problems of data gathering, particularly automated processes of data collection which draw upon experience with the Penn Library Data Farm. And he'll explore important issues concerning data structures, which influence how library systems record, store and ultimately make raw data available for analysis, for use in decision-making, and for the expository needs of library managers and higher level administrators.</p> | | |
| <p>Joe Zucca is the Director for Planning and Communication at the Penn Libraries. His units are responsible for coordinating Library planning and project management; for overseeing management information services, such as Data Farm; for maintaining a wide range of publication and marketing programs, including content management and design of the library web space; and for administering corporate and foundation grant activity. The effective development of data sources and the expository use of data are critical tools in the areas Joe manages, and the workshop is designed to show how evidence-based librarianship works in a large ARL setting.</p> | | |
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| Thursday, August 7 8:30am-12pm | Post-Conference Workshop | Suzzallo Library 5 th Floor Conference Room |
| Turning Data into Information: Details behind Telling the Library Valuation Story | | |
| Neal K. Kaske (National Oceanic and Atmospheric Administration) | | |
| <p><i>Learn to turn data into information that will change management's mind about your library's value and performance. Please bring your questions about library evaluation research and current data to this participatory workshop.</i></p> <p>Key tools and concepts needed to build your library's value case will be addressed, including: data dictionaries; international and national standards for library metrics; national, state, and local data sets; online library comparison tools, statistical dictionaries, valuation tools; cost/benefit analysis and return on investment. You will also define your library's current valuation data and information needs in this participatory workshop.</p> <p>The primary goal is to have a better understanding of ways to turn your current data into information that you can use to demonstrate the value of your library. The secondary goal is to start identifying additional data and information you could collect and use to advance your library's case to upper management. Basic outcomes will be a clearer understanding of the key valuation concepts and methods for presenting information to your organization's upper management and to current and potential library customers.</p> | | |
| <p>Neal K. Kaske, Chief – Public Services & Regional Libraries Branch, National Oceanic and Atmospheric Administration (NOAA), has been an active library evaluation researcher for many years. He is currently working to document the value of online database and journal use. His experience includes federal and academic library administration, science reference, teaching, research, national survey and statistical management, research management, and grant management. Neal's doctorate is in industrial engineering – library systems management, masters in librarianship and baccalaureate in sociology. Neal is an active member of the American Library Association and on the editorial board for /portal: Libraries and the Academy /and reviews for other library and information science journals.</p> | | |
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| Thursday, August 7 1-4:30pm | Post-Conference Workshop | Odegaard Undergraduate Library 220 |
| Successfully Implementing the Balanced Scorecard | | |
| Jim Self and Donna Tolson (University of Virginia) | | |
| <p><i>Learn what it takes to successfully implement a Balanced Scorecard.</i></p> <p>This workshop is intended for anyone seeking to develop a coherent structure of performance indicators and targets for their library.</p> <p>As part of its effort to create a culture of assessment, the University of Virginia Library implemented the Balanced Scorecard in 2001. Jim Self has been involved with the scorecard since the beginning, and Donna Tolson chaired the scorecard committee from 2004 to 2007.</p> <p>Jim and Donna will call on their experience at U.Va. to inform the content of this workshop. They will discuss the principles of designing a scorecard, and will emphasize practical approaches and realistic indicators that express the value and impact of library services. Participants in the workshop will have the opportunity to craft the outline of a scorecard specific to their own circumstances and needs.</p> | | |
| <p>Donna is Head of Clemons Library, the undergraduate and media services library at U.Va. Previously she served as Head of the Scholars' Lab, a collaborative venture between the Library and the University's IT division. Prior to joining the Library, she worked for twenty years in the areas of demographic research for the Commonwealth of Virginia, and at the U.S. Census Bureau.</p> <p>Jim is Director of Management Information Services at the U.Va. Library. He formerly headed the Clemons Library at U.Va., and the Undergraduate Library at Indiana University. Working with Steve Hiller, Jim serves as a Visiting Program Officer for the Association of Research Libraries, bringing to life the "Effective, Sustainable and Practical Assessment" service. (www.arl.org/stats/initiatives/esp/) During the past four years Jim and Steve have conducted more than thirty assessment consultations at academic libraries in North America, Africa, Europe, and the Middle East.</p> | | |
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| Thursday, August 7 1-4:30pm | Post-Conference Workshop | Suzzallo-Allen Library Maps/Special Collections Classroom |
| Usability Testing: Effective Methodologies and Practical Applications | | |
| Jennifer L. Ward (University of Washington) | | |
| <p><i>According to ISO 9241-11 (1998), usability is defined as the “extent to which a product can be used by specified users to achieve specified goals with effectiveness, efficiency and satisfaction in a specified context of use.” Increasingly libraries have turned to usability testing to evaluate their online, and to some extent physical, presence. Not all methodologies associated with usability testing are created equal and this workshop will focus on the various methodologies and how they can be applied in a library setting.</i></p> <p>This practical workshop will cover the following areas:</p> <ul style="list-style-type: none"> • Different methodologies that can be used throughout the product life cycle to iteratively evaluate its usability • Minimum equipment needs for the different methods • Role of the moderator and observers • Recruiting users • How the methodologies might be applied in other contexts, such as using the think-aloud protocol to evaluate the usability of the library’s physical space <p>Participants will have an opportunity to shape the workshop content once registration is confirmed, and will leave the workshop with a better understanding of various usability methodologies and when they should be used at different points in the product life cycle.</p> | | |
| <p>Jennifer L. Ward is Head of Web Services at the University of Washington Libraries, where she is responsible for general oversight of the Libraries’ Web presence and has managed the Libraries’ human factors/usability program since its inception in 2001. A member of the Libraries Assessment Group since 2000, Ms. Ward is a frequent presenter and publisher on a variety of assessment-related topics. In addition to her Web and assessment work, she manages the Services Group within the Libraries’ Information Technology Services unit. Ms. Ward received her MSLIS from the University of Illinois at Urbana-Champaign.</p> | | |
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