Library Assessment Conference

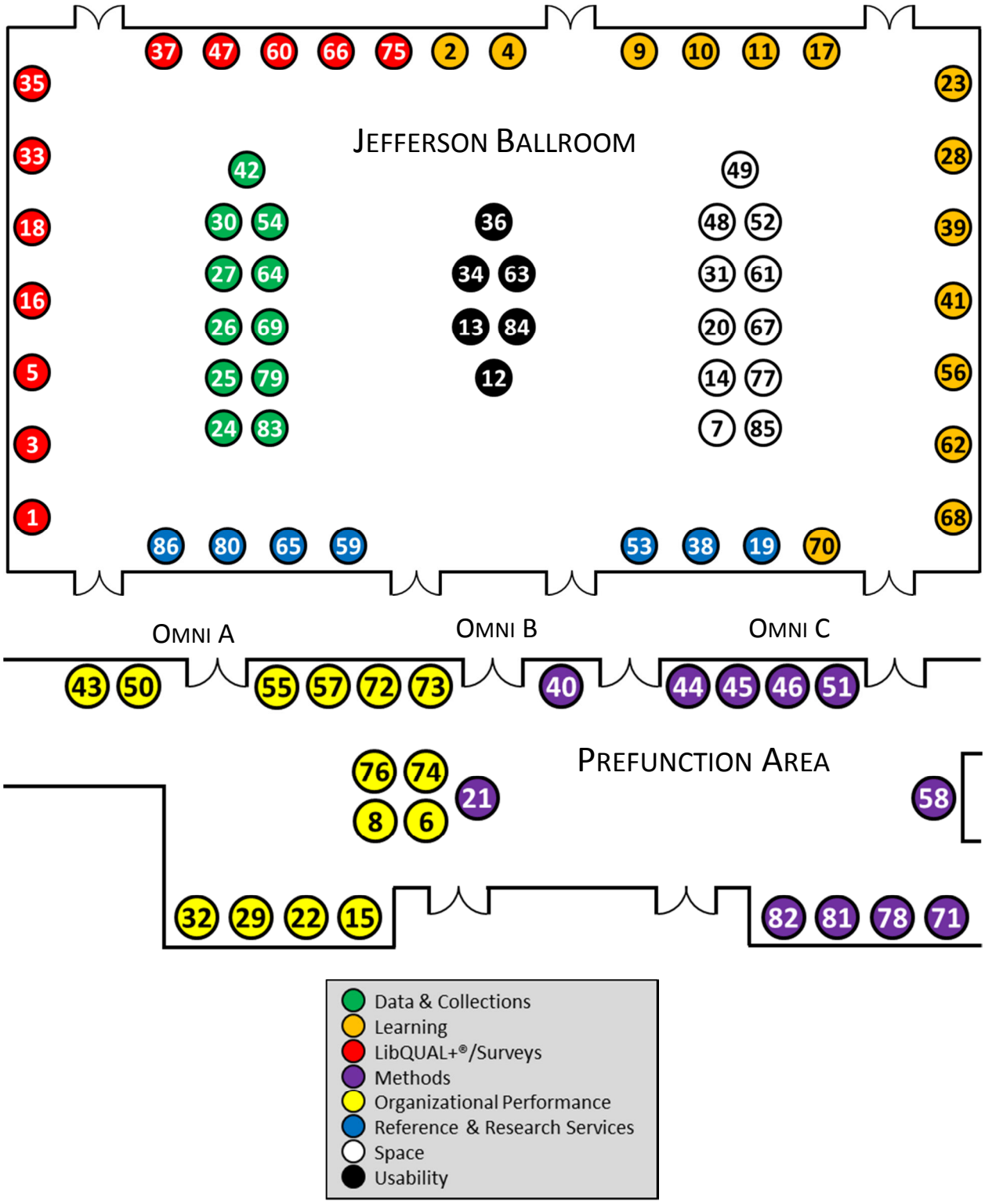
Building Effective, Sustainable, Practical Assessment

POSTER ABSTRACTS

CHARLOTTESVILLE, VIRGINIA
OCTOBER 29–31, 2012

2012 Library Assessment Conference

Poster Session Map



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- Learning
- LibQUAL+®/Surveys
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Amanda Youngbar (Towson University)
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Analyzing Research Behavior and Assessing Collections: Data Informed Decision Making

Data & Collections

Susan Edwards (University of California, Berkeley)
Lynn Jones (University of California, Berkeley)

Libraries and their collections have long been intertwined, with the size of one a key indicator of the quality of the other. Browsing open stacks enables our users to find related books on the shelf – which they call serendipity, and we call the Library of Congress Classification System. But with pressure to decrease the space dedicated to book storage on campus, and perhaps the number of subject libraries as well, it's essential that we re-examine the collections we build and those we choose to maintain.

In addition to circulation data and interlibrary loan statistics, librarians need more data to "right size" the collections. Starting with education, psychology and social welfare collections at Berkeley, we are examining the collections through three additional approaches.

Research libraries no longer stand alone, and to maximize the number of unique titles available to our researchers we are developing joint collection development agreements with our nearest research library, Stanford University. First we needed to know how much overlap we already had, so we analyzed English language acquisitions from 2006-2010 using two different methodologies. Both methods (WorldCat Collection Analysis and manual searching) showed a decrease in overlap as budgets decreased. For psychology, the overlap decreased from 82% in 2006 to 56% in 2010; education from 67% in 2006 to 49% in 2010. We established that WorldCat Collection Analysis was reliable for this task (and much less time consuming than the manual approach) and we were pleased to disprove our hypothesis – which was that overlap would increase as budgets decreased.

Second, we analyzed the synergies between collections and researchers on campus. Our circulation records do not include departmental affiliation for undergraduates, but we do have that information for graduate students and for faculty. We are now generating quarterly snapshots of all the books checked out by location, cross-tabulated by discipline -- so we know, for example, that faculty in Public Health are using books from the Social Welfare collection. This usage data will help us determine where consolidations of subject libraries and/or collections would be the least disruptive to research patterns on campus – and which might even increase access to related materials.

In addition to "right sizing", we want to know if we are "right building" the collections. Our third approach is a citation analysis of dissertations in education, psychology and social welfare. This is generating empirical data to measure library collection strength in the three disciplines -- both in comparison to each other, and to national benchmarks. It will also address questions of discipline-specific scholarly behavior, such as the mix of monographs to serials, online versus print, use of sources on the open web versus purchased or licensed resources, and average age of book and journal citation. We examined more than 2,800 citations from 257 dissertations, using a systematic sample with a random start methodology. Though time consuming, this approach gives us the richest data on the research behavior of our doctoral students – and not just which books and journals they use, but which they find valuable enough to cite. An unanticipated benefit of our collections assessment is that we've also generated data about the instruction needs of our doctoral students – a great collateral gain!

Susan Edwards is head of the Education/Psychology and Social Welfare Libraries at the University of California, Berkeley and also serves as the collection development coordinator of the social sciences.

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Data & Collections

Centralizing Effective Electronic Resources Assessment: Successful Collaboration Leading to Innovations

Lenore England (University of Maryland University College)
Barb Mann (University of Maryland University College)

Purpose
The electronic resources assessment process is multi-faceted and includes a seemingly endless range of resources and tools involving numerous library staff. If not well managed, this process can become increasingly fragmented and inefficient. A positive solution utilized by University of Maryland University College's (UMUC) Information and Library Services (ILS) is through the effective use of a central site that brings all of the components together using Springshare's LibGuides. A critical element of the evaluation process is collaboration between the reference library staff and Digital Resources Librarian and using the Central Site as a project management tool has ultimately fostered innovations in assessment of electronic resources.

Design/Methodology/Approach
The Electronic Resources Management (ERM) Evaluation Central (Central Site) serves a variety of purposes, demonstrating "out of the box" thinking as a means of effectively and efficiently centralizing diverse evaluation processes and activities, not only for the electronic resources librarians managing evaluations, but also for other library staff who need to carry out evaluations and disseminate information to the entire organization. An example of the Central Site is available at: http://libguides.umuc.edu/aecontent.php?pid=100107. Using the Central Site, the Digital Resources Librarian and Assistant Director of Public Services guide and organize the library staff, many of who are also subject liaisons, throughout the assessment process including meeting with all library constituents to systematically go through the list of current resources, according to defined criteria, to determine if each resource continues to meet the curricular needs. Based on the established criteria, decisions are made to keep, explore possible substitutions, or discontinue for the next fiscal year. Resources that have been suggested by faculty and/or library staff are also considered. Because the liaisons know the curricular needs of the departments they serve they are the best advocates in ensuring that the electronic resources continue to best meet these needs. Once the listing of possible additions, substitutions, upgrades, and/or discontinuations are solidified, the liaisons work with their respective academic areas to vet these decisions. Effective management of this process by both these individuals is critical in ensuring that this process is comprehensive and efficient.

Findings
Overall, the ER Evaluation Central site has proven to be well used and appreciated by the library staff after three years of its use. Having the evaluation information centrally located so that it can be systematically reviewed and sent out to the academic departments for their comments, as part of the evaluation process, has been positively received. Because the LibGuide format is also familiar to the library staff this aids in the ease of use.

Practical Implications/Values
The Central Site will continue to evolve over time as a way of connecting to other electronic resources tools and resources and is a critical part of strategic planning and assessment for the management of electronic resources at UMUC for all of the library staff. This model also has profession-wide applicability, as it can readily be enabled for any library that has LibGuides in place and is faced with limited staffing and budgets.

Ms. Lenore England is the Digital Resources Librarian at the University of Maryland University College and has been responsible for electronic resources management, financial, and procurement matters for the library for over 12 years. She is the recipient of the 2012 ALCTS/CMS Coutts Award for Innovation in Electronic Resources Management.

Ms. Barb Mann is the Assistant Director, Public Services at the University of Maryland University College and is responsible for overseeing the reference and instruction services. She is the recipient of the 2012 ACRL/IS Miriam Dudley Instruction Library Award.

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Data Gathering and Assessment for Strategic Planning

Data & Collections

Alicia Estes (New York University)
Samantha Guss (New York University)

New York University's Division of Libraries is near the end of its current strategic plan (2007-2012) and has begun the planning process for the 2013-2018 period. The Library's Assessment Team (A-team) was charged with summarizing recent library assessments, inventorying existing internal data and identifying trends from this information which would be used to inform the next phase of strategic planning.

The Assessment team solicited data from all departments and key committees within the library. To better understand the information gathered, this data was mapped to goals or actions within the current strategic plan (2007-2012). It was during the data mapping phase that the A-team began to identify trends that were the focus of the trend analysis. The A-team noted that not all the goals/actions in the current strategic plan correspond to data that could measure change or success. There was adequate documentation to identify trends in some areas, but other areas were difficult or impossible to document. The departments within the Division of Libraries collect a substantial amount of data but it is often not focused in a way to reach conclusions beyond the immediate source of the data. Additionally, there are some departments where little or no data is available. The data collection is siloed and methodology is not consistent across departments. It's not easy to interpret and analyze data by someone outside of the department from which the data originated. It is also difficult to integrate these "siloed" reports to achieve deeper analyses that might lead to conclusions across departments or library services. As a result, it was necessary to contact someone within the department to help the team interpret the data and then attempt to relate to other data.

Based on our work, the A-Team made a few recommendations and questions for further consideration during the strategic planning process and as a way to incorporate assessment into library planning efforts: -Proactively identify data that can measure the success of strategic plan goals and make sure this data is collected throughout the strategic plan period. -Create an assessment plan that identifies all stakeholders that require library data for decision making -Identify incomplete or underrepresented departments, services and collection to develop a comprehensive assessment strategy. -Review the range of data that is being collected within the Division and determine what's needed, what should be shared, where there is crossover and how to integrate this within and amongst departments.

Alicia Estes is Head of Business & Government Information Services in Elmer H. Bobst Library at New York University. She is currently the chair of the Assessment Team and a member of the Strategic Planning Process Team.

Samantha Guss is the Data Services Librarian at New York University, where she is part of the Data Service Studio, a joint ITS-Libraries facility that supports quantitative, qualitative and geographical research at NYU.

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Quantitative and Qualitative Assessment of Journal Subscriptions, Big Deal Packages, and Budget Allocations

Data & Collections

Alfred Fry (Villanova University)

Purpose
To develop a low cost, high value assessment tool for evaluating journals and budget allocations.

Design/Methodology/Approach
Using COUNTER statistics and determining cost-per-use, I assessed the various Big Deal journal packages. Since then, I have calculated cost-per-use for as many other journals as possible. I plan to determine averages, medians, and standard deviations for all departments and library teams. I have added Australia's ERA journal ranks to my analysis and plan to add JCR and SJR data. I also plan to add subjective faculty assessments. I plan to do some kind of department/team analysis of ERA/JCR/SJR/faculty data. For example, I might calculate the % of journals in a department with the highest ERA ranking. Using these calculations, I plan to compare departments and teams to see if any conclusions can be reached about our current budget allocations.

Findings
I determined that some Big Deals were good values while others were not and made recommendations based on these findings. Although I have gathered most of the COUNTER and budget data, I am still in the process of the department and team analyses.

Practical Implications/Value
The Big Deal assessments have already been used in negotiations. The calculations for departments and teams should establish baselines for assessing journals in those areas and may reveal imbalances in current allocations. I have attempted to create a framework that minimizes staff effort and maximizes the value of the results. I believe that even small libraries will be able to replicate this analysis without too great an impact on other priorities.

Alfred Fry is the team leader of the Engineering/Physical Sciences team at Villanova University.

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Data & Collections

Can One Size Truly Fit All? Analyzing Organizational Use of a Data Collection Tool

Jennie Gerke (University of Colorado Bouder)
Stephanie Alexander (University of Southern California)
Megan Bresnahan (University of Colorado Boulder)
Allison Graber (University of Colorado Boulder)

Purpose
Collecting robust data about service transactions in libraries is a valuable practice, which is used to inform decisions and communicate the value of libraries. Many libraries are using data collection tools to gather both quantitative and qualitative information about interactions with users. These tools are seen as scalable options for collaboratively assessing activity across the organization. As the use of these tools becomes more commonplace, broadening the use of the tool to serve the needs of a variety of locations and purposes may be challenging. The goals, missions, and cultures that embody the work of service points and/or units may not be compatible. This lack of compatibility may make it difficult to collect the information needed locally, while still capturing data that can be used for organizational decision-making. The authors designed this study to answer the question: can a tool serve both library-wide and location-specific needs, while maintaining the comparability of the collected data?

Design / Methodology / Approach
To understand whether a single data collection tool can satisfy the diverse needs of an entire library organization, the authors will conduct a survey of staff, including users of tool and administrators, to determine the existence of unique cultures of service, language/vocabulary, and needs when recording user interactions. The survey questions address the value placed on different interactions by individuals and units throughout the Libraries, as well as the perceptions of the key components and features needed to capture the essence of interactions at different points. The responses to the survey will be analyzed and compared to the data collected from the current data collection tool used at diverse library service points.

Findings
The survey and data analysis will be conducted during the summer of 2012, and results will be shared in the conference poster.

Practical Implications / Value
This study will help inform directions for the University of Colorado Boulder and other libraries in their own pursuit of identifying feasible ways to implement scalable data collection tools that will meet the needs of the library as a whole. Strategies for how libraries may move forward to ensure consistent and accurate reporting across the organization, while still allowing for flexibility based on location-specific cultures will be shared. In addition, best practices on shared definitions of categories and terminology for data collection will be developed.

Stephanie Alexander is a Reference and Instruction Librarian at the University of Southern California. She works closely with the Writing and Orientation Programs on efforts to improve student research skills and connect students to resources available at the USC Libraries. Her research interests relate to encouraging student engagement with libraries.

Megan Bresnahan is a Science Librarian at the University of Colorado Boulder. She is the liaison to the College of Engineering and Departments of Mathematics and Physics. Her research interests relate to how integrating new technologies into library services can facilitate active learning.

Jennie Gerke is a Government Information Librarian at the University of Colorado Boulder. She is the liaison with the Department of Political Science and the International Affairs program. Her research interests focus on assessing library services and finding ways to assist patrons in discovery.

Alison Graber is a Social Sciences Reference and Instruction Librarian at the University of Colorado Boulder. She is the liaison with the School of Education and the Department of Anthropology. Her research interests focus on the assessing library services and collections in support of academic learning.

42	**Assessment of a Transactional Access Trial as an Acquisition Method for Journal Articles** Ashley Ireland (Murray State University) Purpose The purpose of this evaluation was to determine the return on investment or cost effectiveness of transferring some continuation funds into an account with a large science journal vendor for the purposes of trialing a pay-per-view method of acquisition, rather than subscription. The results were used to determine if continuing said program was in the best interest of the university community. Design/Methodology/Approach Usage reports from the vendor and solicited feedback from users were analyzed. Various calculations to determine cost effectiveness were used. Findings It has been determined that the pay-per-view method for acquisition is tremendously cost-effective. There were seven journal titles from which users accessed over thirty articles each. One journal in particular had over 247 articles accessed within one fiscal year. There were two journals that it was determined to be more cost effective to subscribe, as the cost per use drove the total expense for that title over what it would have cost to simply subscribe. However, overall the monies saved for more expensive journals that are overpriced for a regional public institution mean an overall cost savings over over $30,000. Specific numbers will be presented via graphs and figures and reflect two fiscal years of data. Practical Implications/Value Aside from showing monies saved by this trend, the value of assessing such an experiment show that trying new acquisitions models can be beneficial and add tremendous value to our libraries. *Ashley Ireland, the Director of Public Services at Murray State University and previously the Research & Instruction Librarian for sciences, received her Bachelor's degree from Murray State University in 2005 and her M.L.S. from the University of Kentucky in 2007. She also serves on the University-wide Assessment committee.*	**Data & Collections**
54	**Automating Cornell University Library's Annual Data Collection** Linda Miller (Cornell University) Joanne Leary (Cornell University) Purpose/Approach: In 2010, Cornell University Library's Assessment & Communication (A&C) department successfully transitioned the Library's annual data collection from a local Excel-based system, to Counting Opinions' web-based data collection and management system, LibPAS. Our main goals were to simplify data collection and to make the data collected more readily accessible – allowing for flexible, on-demand custom reporting for trained staff. Findings/Value: Bringing up the system gave us the opportunity to review and sometimes rethink our data collection and reporting practices. Because of the Library's organizational complexity and the challenges inherent in learning a new tool, it was not always immediately clear how best to configure the system; but as we learned more, the system's flexibility and Counting Opinions' customer support allowed us to make needed changes readily. With four (going on five years) of data now in LibPAS, we have met our core objectives. While we continue to make improvements and learn about additional functionality, as an early academic library adopter of LibPAS, we have frequently been called on to share our experiences and lessons learned with our colleagues at peer institutions. We welcome the opportunity to do so through this poster session, in which we will summarize the challenges faced, decisions made and benefits gained. *Linda Miller is a Research & Assessment Librarian in Cornell University Library's Assessment & Communication (A&C) unit. One of her core assignments is to manage the annual data collection. Before moving to A&C, she held various appointments in Cornell's central humanities and social sciences collection maintenance unit, where she specialized in record cleanup projects.* *Joanne Leary is the CUL Access Services Projects Coordinator and Assessment Support Specialist. Joanne's expertise is in using Access Reporting to provide data and statistics for circulation and other functional areas within the library. Joanne has an academic background in mathematics and has enjoyed working at Cornell Libraries for over 35 years.*	**Data & Collections**

64	**Making Use of What You are Already Collecting: Library Data and Student Success** Kate Peterson (University of Minnesota - Twin Cities) Shane Nackerud (University of Minnesota - Twin Cities) Janet Fransen (University of Minnesota - Twin Cities) Kristen Mastel (University of Minnesota - Twin Cities) Does the use of the library have a relationship with GPA? Does attendance at instruction sessions have a relationship with re-enrollment? Don't think you have any data? Using data we had on hand including circulation, online resource usage, workstation logins, workshop registrations, and more, the University of Minnesota Libraries attempted to answer these questions. Through three layers of analysis we discovered how many students use the libraries, demographic data about just who it is, and teaming up with our Office of Institutional Research the relationships with GPA, re-enrollment and more. We will discuss our rapid planning and implementation of a data gathering process and our early data analysis. Learn more about what our data has revealed so far which supports what all of us know already: using the libraries helps students succeed in the classroom and beyond. *Kate Peterson (MLIS, University of Wisconsin)worked as a science and engineering librarian at California State University, Long Beach, St. Cloud State University and Capella University. Kate coordinates information literacy and is a librarian to the Writing Studies department. Shane Nackerud (MLS, Indiana University) is the Director of Web Development for the University of Minnesota Libraries.* *In this role, Shane manages the University Libraries' web presence and web application development. Shane's research interests include library use assessment, resource integration, and web design.* *Jan Fransen (MLIS, Dominican University)is an engineering librarian and work primarily with students and faculty in Aerospace Engineering, Computer Science, Electrical Engineering, and History of Science and Technology.* *Kristen Mastel (MLS, Indiana University)is an outreach and instruction librarian with the College of Continuing Education and Extension. Her research areas of interest include instruction, information literacy, outreach and instructional design.*	**Data & Collections**

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Data & Collections

What is the Value of Course Reserves to Our Stakeholders?

Lola Rudin (University of Toronto)
Elizabeth O'Brien (University of Toronto)
Adriana Sgro (University of Toronto)

Purpose
The use of course reserves continues to grow year after year at the University of Toronto Scarborough Library. Similar to many other academic libraries, the circulation of course reserves is the one area of growth compared to the circulation of the general collection. In library literature to date, there has been limited research and study about the use and value of course reserve collections to library stakeholders. The purpose of our research is to investigate the direct and indirect value of course reserves to various stakeholders (university administrators, library management/staff and students).

Design/Methodology/Approach
For our study, we will focus our assessment in terms of exploring the direct economic value course reserves give students and the possible indirect value gained by administrators and staff by providing this service (increased student satisfaction, student retention, etc). Specifically we will use Return on Investment (ROI) as a metric to guide our investigation as well as conduct a Cost-Benefit Analysis. The results of this data will be further supplemented by qualitative data from surveying and interviewing students about their perceived value of course reserves.

Findings
We hope to conclude our research by early August to have time to review our results and form our conclusions. We hypothesize course reserves provide students economic value in terms of cost-savings for material that they do not have to purchase. This may be a factor in their decision to remain a student as well as influence their level of academic success and overall student experience.

Practical Implications/Value
Since virtually all academic libraries provide a course reserve service to students, the practical applications for this research are significant. As academic libraries are being increasingly called upon to demonstrate their value to their institutions, the conclusions of this research should help guides libraries on the future provision and marketing of the service to students and the reporting of the service's impact to university administration.

Lola Rudin is the Subject Librarian for Management and Economics at the University of Toronto Scarborough Library, where she also organizes assessment activities. She has previously worked as a reference librarian at York University in Toronto, Ontario.

Elizabeth O'Brien is the Coordinator of Library Systems at the University of Toronto Scarborough Library which includes coordination of information technology, circulation and access and project management.

Adriana Sgro is Team Lead for Access Services at the University of Toronto Scarborough Library, which includes Interlibrary Loan Services and Course Reserves. She graduated in 2007 with a Library Technician Diploma, and began her career working in public libraries.

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Findable Data: Designing a Digital Repository for Library Assessment

Data & Collections

Nancy Turner (Syracuse University)

Purpose
The repository for library assessment data can be a key tool in the support of data-driven decision making. Library staff members are empowered by ready access to well-organized statistics that clearly document the Library's activities, services and collections over time. The Program Management Center at Syracuse University Library designed a tool to serve this purpose, centralizing the collection, organization and access to assessment data through the Library Measures document repository.

Design/Methodology/Approach
In 2010 the Library's migration to Microsoft's SharePoint2010 provided us with an opportunity to undertake an over haul of the Library Measures site. This digital library consists of dashboards, data sets, summaries of research and assessment projects and graphical presentations that describe the Library's resources and provision of service to the University. In order to optimize the use of this valuable information by library staff, we are assessing our own assessment tool. We are incorporating feedback on usability from Library staff as we redesign the Library Measures site. In addition to informal user testing, we have made use of the site's web analytics to track usage. Additionally, we will monitor the tagging of favorite documents by staff to gauge particular areas of interest and need, providing us with a robust picture of the repository's growth as a tool for library staff. Components of the project included 1) determine the technical requirements for the system 2) define structured metadata elements that contribute to the organization, search and navigation functionality of the repository 3) assess and monitor site usage 4) implement changes to the system and 5) address training needs for end-users.

Findings
Not surprisingly, the most critical challenge for the project was accommodating the needs and expectations of diverse user types. These include "power" users - from the staff within PMC who upload and retrieve data on a daily basis, to more casual users of the repository seeking data for individual use, i.e. reporting reference activity. There are challenges to learning a shared standard for file naming, use of version control and metadata application. And the SharePoint software provides opportunities for developing a collaborative digital library as well as limitations for interface design.

Practical Implications/Value
All libraries need systems to organize assessment data and reports to make them accessible to the appropriate users. The best systems will create efficiencies by supporting discovery, repurposing, and dissemination of data. Our project provides a model for developing a digital library for assessment data, as well as an example of how the system can be improved through assessment, resulting in more use of data for decision-making throughout the Library. Note: The presentation will include screen images that illustrate the site, the dashboards, and its navigational features before and after the assessment process.

Nancy Turner is Librarian and Research & Assessment Analyst at Syracuse University Library. She has an MLIS from Clark Atlanta University, an M.A. in Social Sciences from the University of Chicago and a B.A. in anthropology from the University of Pennsylvania. Her research interests include the use of anthropological methods in understanding the culture of libraries and their users, information seeking behavior and the usability of web interfaces, and organizing data for library assessment.

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ROAR and TracDat: Using Databases to Track Data and Align Goals at Rohrbach Library

Data & Collections

Karen Wanamaker (Kutztown University)
Krista Prock (Kutztown University)
Dan Stafford (Kutztown University)
Ruth Perkins (Kutztown University)

In 2010 the Rohrbach Library Assessment Committee wrote the library's first comprehensive assessment plan. This plan included developing and maintaining a statistics database that would allow the committee to collect all relevant library data in one place. In addition to this in-house statistics database, the Rohrbach Library is also using Nuventive's TracDat system to manage institutional assessment. TracDat was purchased by PASSHE (the Pennsylvania State System of Higher Education) and is used by all 14 universities in the state system. This poster session will discuss the development of the in-house database ROAR (Rohrbach Online Assessment Reports) to collect statistics for reports, and the use of TracDat in assessing progress toward goals in the Rohrbach Library's Strategic Plan.

The first steps in the development of ROAR included several rounds of interviews to determine types of data to be collected and to propose useful reports to be generated by ROAR. This process of refinement continues, allowing ROAR to keep pace with the changing needs of our users and roles of the library. An Excel system was chosen for ROAR due to user familiarity and because the data fit the Excel worksheet/workbook model nicely. An SQL server and web access model was considered, but not chosen because the university is transitioning to a content management system for our web presence, which would limit our ability to update the system in the future. VBA (Visual Basic for Applications) is used to automate the repetitive tasks of creating new worksheets and generating reports. Each workbook includes a template worksheet which can be modified to update future recordkeeping requirements.

Design goals for ROAR included a multi-user aspect, accomplished by using separate workbooks for each area of responsibility. Remote access is accomplished by hosting the system on the library's server, which allows virtual private network access. Lastly, robust daily backup of the library server ensures that the ROAR system will have high availability. Data in ROAR is used to complete IPEDS and other reports required by Kutztown University and PASSHE. Because these agencies request data from different time periods, ROAR allows statistics to be collected monthly, allowing us to create reports for any time period (fiscal year, calendar year, semester, etc.) ROAR generates graphs and charts that form the core of the library's annual report.

In order to track annual progress toward goals, campus departments, including the library, now use TracDat. Goals from the library's strategic plan were aligned with PASSHE goals and University goals and then recorded in TracDat. The objectives for the year were selected and measures to be used in assessing progress toward the accomplishing the objectives were identified and recorded. With the goals of the Library in alignment with those of Kutztown University and PASSHE, it is now possible for administrators to allocate resources to support specific initiatives in the strategic plan and document progress toward goals.

Karen Wanamaker is the Education Librarian at Rohrbach Library at Kutztown University of Pennsylvania. Karen served on the Library's Program Review Committee from 2006 to 2008 and is a member of the Library's Assessment Committee. She has been at the University since 1999.
Krista Prock is the Information Literacy/Reference Librarian at Rohrbach Library at Kutztown University of Pennsylvania. Krista served on the Library's Program Review Committee from 2006 to 2008 and is a member of the Library's Assessment Committee. She has been at the University since 2002.

Dan Stafford is the Information Technology Technician at Rohrbach Library at Kutztown University of Pennsylvania. Dan is an ad hoc member of the Assessment Committee. He has been at the University since 2007.

Ruth Perkins is the Coordinator of Reference and Instruction at Rohrbach Library at Kutztown University of Pennsylvania. Ruth chaired the Library's Program Review Committee from 2006 to 2008 and is a member of the Library's Assessment Committee. She has been at the University since 1998.

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Assessing Faculty Needs: A Mixed Methods Approach

Learning

Andrea Adams (James Madison University)
Nisa Bakkalbasi (James Madison University)
Jamie Calcagno-Roach (James Madison University)
Jason Kopp (James Madison University)
Megan Rodgers (James Madison University)
John Sessoms (James Madison University)
Donna Sundre (James Madison University)
Nicole Wilson (James Madison University)

Purpose
This poster reports on the usefulness of a mixed method research approach to gain an understanding of teaching needs of faculty related to Learning Management Systems (LMS). Instruction using a learning management system (LMS) is a growing practice at institutions of higher education and the technology needs that faculty have for online, blended and face-to-face

environments are evolving. The purpose of this study is to investigate and determine faculty needs related to instructional technologies and specifically their needs for a LMS. In an attempt to consider multiple viewpoints, perspectives, and standpoints a mixed method needs assessment approach (that is, qualitative and quantitative methods) was employed.

Design/Methodology/Approach
We began our research by delineating the assessment objectives so that the appropriate assessment methods became apparent. With assessment objectives outlined, we then identified and selected appropriate assessment methods. The quantitative and qualitative methods, which were selected and designed included:

1. Technology Satisfaction Survey: The survey was used to assess overall faculty satisfaction with the LMS. The survey data provided quantifiable and generalizable results.
2. Blackboard log files: To assess overall Blackboard utilization across different disciplines and to help categorize courses by class size and activity level (measured by "average clicks per user.") Student and course activity data, generated without intervention by Blackboard use, allowed us to observe relationships naturally occurring between class sizes, and courses in various disciplines.
3. Faculty focus groups: Focus groups provided an in-depth assessment of the technologies faculty use, essential features of a LMS and in general what faculty wanted to be able to do with technology. The results presented more fine-grained information and perspectives that couldn't be obtained from the other methods.

Findings
The results from the technology satisfaction surveys given to faculty the past few years indicated that overall, faculty are satisfied with the LMS. Faculty reported slightly lower satisfaction on some features such as exams/quizzes and discussion boards. Although survey results provided useful information, we concluded that qualitative data (via focus groups) would be more appropriate to identify attributable factors for lower satisfaction with some features of LMS. The overall results from the focus groups identified the most essential features of the current LMS, level of satisfaction with the current LMS and its features, the types of technologies that faculty use to teach and the activities for which faculty need to use technologies. More importantly, focus groups revealed that almost all faculty showed a hesitation to switching to a different LMS just for the sake of switching.

Practical Implications/Value
Identifying and implementing a technology solution that widely impacts a university is an important project that requires extensive research and assessment. The combined results from the mixed methods approach provided a detailed and rich assessment of the instructional technology needs of faculty at JMU. In this assessment endeavor, while gathering survey data allowed us to gain valuable information on overall satisfaction, a mixed-methods approach seemed appropriate to gain more specific information regarding faculty learning management system needs. Our study emphasizes the strength of a mixed method assessment approach, which provided us with the most informative, complete, balanced, and useful research results.

Andrea Adams is the Assistant Director of Faculty Development and eLearning Programs at James Madison University. She holds a M.S. in Educational Technology from James Madison University and a B.S. in Technology Education from Virginia Polytechnic Institute. Her interests and research areas include faculty development assessment, effective uses of technology in instruction, blended learning and distance learning.

Nisa Bakkalbasi is the Director of Planning and Assessment at James Madison University. She previously served in a series of positions at Yale University Libraries. She holds a M.S. in Library and Information Science from Long Island University, a M.S. in Applied Statistics and a B.A. in Mathematics, from University of Alabama.

Jamie Calcagno-Roach is the Instructional Technologist for Campus Technology at James Madison University. She holds a M.S.Ed. in Adult Education and Human Resource Development and a B.S. in Psychology from James Madison University. Her areas of interest include classroom collaboration and the effective use of clickers in the classroom.

Jason Kopp is a doctoral student in the Assessment and Measurement Program at James Madison University. His research focuses on utilizing statistical modeling to investigate various testing and measurement issues. He has been involved in the development of multiple psychological and educational instruments, including a measure of academic entitlement.

Megan Rodgers is a graduate student in Quantitative Psychology program at James Madison University. She holds a B.A. in Psychology, minor in Business Administration from Berea College. Her research interests include higher education policy, assessment practices, psychology curriculum, application of statistics.

John Sessoms is a graduate student in Quantitative Psychology program at James Madison University. He holds a B.S. in Psychology from Liberty University. His research interests include factor analysis, structural equation modeling, latent growth curve modeling.

Donna L. Sundre is the Executive Director for the Center for Assessment and Research Studies (http://www.jmu.edu/assessment) and Professor of Graduate Psychology at James Madison University in Harrisonburg, Virginia. Her research and publication areas include assessment practice, higher education policy, examinee motivation, instrument development, and validity issues.

Nicole Wilson is an Education technology Consultant at James Madison University. She holds a M.S. in Education from James Madison University and a B.A in Psychology from James Madison University. Her areas of interest and research focus on multimedia design principles in online and blended learning and digital storytelling.

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Making the Invisible Visible: Collaborative Assessment of ACRL Competency Standard One

Learning

Susan Ariew (University of South Florida)
Sarah van Ingen (University of South Florida)

Purpose
Standard One of the ACRL Competency Standards states, "The information literate student defines and articulates the need for information"(2000, pg. 8). Outcomes under this standard include: conferring with instructors in class discussions, exploring general information sources to gain familiarity with the topic, defining or modifying "information need" to a manageable focus, and identifying key concepts and terms. Despite the fact that this standard is foundational to the research process, we have found that this "invisible" standard slips through the cracks and is not given more than cursory instruction and assessment by either university classroom instructors or university librarians. As a result of this lack of in-depth instruction and assessment, undergraduate students who attend scheduled instruction on library resources are ill-prepared to get the most out of those sessions. These students do not understand the concepts they are researching, and they are unable to engage with the tools, resources, and strategies that promote authentic information literacy instruction. In this mixed methods study, we used both qualitative and quantitative analysis to examine two levels of an instructional sequence and a performance assessment for ACRL Competency Standard One.

Design/Methodology/Approach
IRB approval was obtained to recruit two sections of undergraduate elementary education students in this study (n=53). Both Class A and Class B were given the opportunity to create a portfolio, called the Education Research Project, scaffolding the skills found in ACRL Competency Standard One. Students were asked to:

1. Identify a problem they observed in K-12 classrooms
2. Articulate the problem in terms of asking a general pedagogical question
3. Generate a research question from the problem statements
4. Identify databases for their research
5. Set up a search plan (including search terms) prior to searching databases for journal articles
6. Locate scholarly research articles that addressed the research question. Although both Class A and B participated in the Education Research Project, Class A received an additional level of instruction related to Standard One. The faculty class instructor and the education librarian created a four week sequence of instruction that provided in-depth exploration of the Standard One skills.

Findings
We utilized a rubric-based assessment that was sensitive to the skills of ACRL standard one to assess the Education Research Projects of both classes. Our qualitative analysis of this performance assessment was followed by a quantitative analysis of the level of skill attained by students in Class A as compared with Class B. Both an omnibus MANOVA and follow-up Tukey tests revealed that Class A (increased level of instruction) achieved greater competency in the skills of Standard One. Of particular note was their ability to translate classroom problems into questions that could be researched successfully.

Practical Implications
This poster illustrates how academic faculty and librarians can collaborate to scaffold and assess student progress through the first part of the writing/research process prior to a formal instruction session in the library.

Association of College and Research Libraries. Information literacy competency standards for higher education. (2000). [Brochure]. Chicago: Association of College & Research Libraries.

Susan Ariew is a faculty member at the University of South Florida Tampa Library. She also worked as the College Librarian for Education at Virginia Tech for eleven years. Her research interests include collaborative relationships between librarians and academic faculty and information literacy assessment.

Sarah van Ingen was a middle school mathematics teacher and consultant for ten years. She is currently a doctoral student and instructor in the Secondary Education department at the University of South Florida. Her research interests include: teacher preparation, information literacy, evidence-based practices in education, and middle level mathematics.

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Assessing Library Information Literacy Learning Outcomes of Undergraduates at a STEM University

Learning

Julie Blair (Michigan Tech University)

In 2011, the Michigan Tech University Assessment Council formally adopted information literacy as one of eight University Student Learning Goals. In conjunction with the university adoption of these learning outcomes, librarians at the Van Pelt Library have developed and implemented an instruction strategy that incorporates assessment into the continuous improvement of library information literacy instruction. Prior to 2011, the Van Pelt Library had no formal assessment strategy. Although there was at one time a post-test administered in conjunction with undergraduate library instruction, none had been in use for at least five years. A new library director and a reorganization of existing staff led to a restructuring of the instruction team and the appointment of a strategic initiatives librarian among whose responsibilities include the development of assessment activities as a tool toward achieving strategic goals.

In the summer of 2011, the instruction team identified and mapped course goals to ACRL Information literacy Standards for Higher Education. A classic model was drafted that standardized content and ensured consistency among different librarian teaching styles. Because library instruction is limited to a one-shot session required as part of the general education program, the assessment instrument needed to take up as little of the 50 minute session as possible. A simple pre- and post-test was designed, with questions developed to address each of the five desired course outcomes. Instruction librarians were coached on the administration of the test and results were evaluated after the fall semester. In its first year, the program experienced some growing pains. Not all general education faculty participated in the library instruction session even though it is mandated as part of the general education requirements. Further, individual instruction librarians applied the assessment instrument inconsistently or not at all during the course of their instruction sessions.

Despite the challenges that arose during 2011-12, a valid sample of undergraduates pre- and post-tests was collected. Data was evaluated to determine the effectiveness of the questions in addressing the outcomes to which they were mapped, as well as usefulness of the instrument as a whole in determining whether the course objectives were met. Results from the first two semesters of library instruction assessment have led to a more finely tuned assessment instrument and a deeper understanding of contributing factors that are critical to a successful information literacy assessment strategy. Efforts are underway to develop an instrument that is easy to administer by instruction librarians, easy to take by students and that allow for the improved collection and analysis of resulting data. Second year program goals include the incorporation and evaluation of alternative, active learning instruction techniques to compare with the classic model developed in 2011. It is hoped that a broader comparison of learning outcomes assessment of STEM undergraduates to other disciplines will lead toward more focused library instruction strategies and more opportunities for librarian and faculty collaboration.

Julie Blair is the Strategic Initiatives Librarian at the Van Pelt and Opie Library at Michigan Technological University. She has an MS in Archaeology from Michigan Tech, and an MLIS from the University of Wisconsin-Milwaukee.

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Learning Outcomes for Library Student Workers: Value Potential in Library Employment

Learning

Jeanne Brown (University of Nevada, Las Vegas)

Purpose
Our Dean of Libraries, Patty Iannuzzi, has indicated that employment in the library can and should offer value to the student worker beyond convenience and flexible hours. In her words "The Libraries are well positioned to add value to our students' work experience in ways that can contribute to their academic success. As one of the largest employers of student workers on campus, we owe this to our students. As an organization, we want to clearly send a message that we care about them as students - not just as our employees." In spring 2011, the Libraries partnered with Campus Life to survey student workers concerning their perceived learning as a result of working in Campus Life and in the Libraries.

Design/Methodology/Approach
Using the Student Voice assessment platform (now called Campus Labs www.campuslabs.com), to which Student Affairs subscribes, it allowed correlation with demographics from the campus student information system, such as year in school.

Findings
The library student workers had a high response rate: 81 of 107 (76%). For both Campus Life and Library staff, the more semesters a student is employed correlated with reporting higher levels of learning; however library staff tended to report more learning than Campus Life staff. The top five outcome reported by library student workers were: ability to work with others, problem solving, appreciation for human differences, ability to plan and organize, and greater connection or affinity for UNLV. Surprisingly the lowest rated outcomes were: skills relevant to your future career, skills relevant to academic achievement, and technology related skills.

Practical Implications/Value
Results led the library to delve further into the area of skill development. The first step, in fall of 2011, was to survey both student workers and student supervisors on what skills they considered important for student workers to learn. Eight skills topped both lists. The two library skills both groups considered important were knowing how to search the catalog and knowing what resources are available at the Libraries. Other skills on both lists were how not to plagiarize, time management skills, studying effectively, prioritizing, problem solving and follow-through, and oral communication. MS Word was on the student worker list, though not on the supervisor list. These surveys in turn led to training sessions in spring 2012 on study cycle, time management, MS Word, and resume writing. The spring cycle of assessment/action will continue with focus groups on the value of the training. We hope this engagement will foster a post-graduation group of library student workers with whom we can establish an ongoing relationship - equivalent to a college's alumni. Another value which should be highlighted is the opportunity presented by the project to forge campus relationships. Campus Life is heavily involved with assessment and continues to be a valuable collaborator. In addition, the Office of Information Technology and the Academic Success Center were enlisted to present some of the student worker training sessions this spring.

Jeanne Brown is Head of Assessment for the Libraries at the University of Nevada Las Vegas. She has been involved with assessment in various capacities since 1996, including chair of the Libraries' Assessment Committee, before taking her current position in October 2010.

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We're Teaching, But Are They Learning? The University of Washington Libraries Student Learning Goals & Outcomes Project

Learning

Leslie Bussert (University of Washington, Bothell)
Amanda Hornby (University of Washington, Seattle)

The University of Washington Libraries' Teaching and Learning Group (TLG) facilitated the collaborative development of Libraries-wide student learning goals and outcomes to support the assessment of student learning and our instruction program, to enhance our teaching practice, and to promote our contributions to student learning across all UW campuses.

This year-long, group decision-making and consensus-building process began by conducting an inventory of student learning outcomes from library, educational, and professional organizations. A series of meetings were held to facilitate the process of synthesizing ideas from the learning goals reviewed. The learning goals were then categorized into broad information literacy competencies with measurable outcomes. The TLG then wrote a narrative articulating the significance and meaning of information literacy and lifelong learning, and describing the philosophy of the Libraries instruction program. Next, feedback was solicited from the entire Libraries community through meetings and forums.

After incorporating the comments received, the goals were approved by administrative units. Having administratively endorsed Libraries-wide learning goals and outcomes is useful in initiating conversations about student learning assessment with faculty. They communicate our dedication to student learning and articulate our approach to curriculum-integrated instruction. The goals and outcomes can be mapped to academic department learning goals to further demonstrate how library instruction contributes to the curriculum in a meaningful way. They also offer librarians a customizable framework that can be adjusted to specific discipline areas, programs, or assignments, and can be used to develop assessment instruments for reviewing student work.

This spring we will pilot the utility of the goals by collaborating with faculty to design assignments and collect student work to assess specific learning outcomes. This will enable us to identify any necessary revisions to the goals, will provide librarians with a model to draw upon for conducting similar efforts within their liaison areas, and will inform our teaching practice. While we are still in the process of rolling out and publicizing the learning goals, we have already observed significant shifts within the Libraries regarding the perceived value of the instruction program and its contribution to the broader mission of the Libraries and the University.

The learning goal development process encouraged diverse voices across the Libraries to positively contribute to a cultural shift of moving away from a traditional bibliographer model to that of a subject- and instruction-based model. Developing these goals has also made an impact at an administrative level; "Teaching and Learning" is now one of the Libraries' strategic directions driving long-term planning and distribution of resources. This poster will share the process, challenges, and victories experienced in this assessment project, and will offer a model others may adopt for establishing their own student learning goals and outcomes. Future directions will also be discussed, including: faculty endorsement and collaboration in assessing individual outcomes; promotion of the learning goals; and collaboration with stakeholders invested in assessment. We will also discuss strategies for advancing library learning goals and program assessment to further the reputation of academic libraries and librarians as key contributors to student learning.

Leslie Bussert is Head of Instruction / Literature & Humanities Research & Instruction Librarian for the Campus Library, serving the University of Washington Bothell and Cascadia Community College. She oversees the library's curriculum-integrated instruction efforts for both institutions, program and student learning assessment initiatives, and serves on the University Libraries Teaching & Learning Group.

Amanda Hornby is the Undergraduate Instruction Coordinator and Geography Librarian for the University of Washington Libraries. Amanda coordinates the Odegaard Undergraduate Library education program and chairs the University Libraries Teaching & Learning Group. Amanda provides research workshops for undergraduate and graduate students and works closely with University-wide undergraduate student programs.

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"Are We Meeting our Learning Outcomes?" Using Assessment to Drive Effective Instruction Design and Revision

Learning

Kerry Creelman (University of Houston)

Purpose
English 1304: Freshman Composition is a core, high-impact course at the University of Houston, with more than 150 sections taught per academic year. Although there is a common curriculum, with a set of standardized learning outcomes, individual instructors are free to customize the course, selecting their own content and developing their own assignments. Library instruction, usually limited to one session, has been an element common to most sections for several years. However, given that these sessions may occur at various points in the term, are often focused on varying assignments, attempt to address a number of varying, sometimes unrealistic, and sometimes contradictory instructor-requested goals, and are taught by a number of different librarians from a range of subject backgrounds, providing consistent, effective library instruction was a challenge. In order to address this challenge, without constantly "re-inventing the wheel," UH librarians created a standardized library instruction curriculum for the freshman composition program. The purpose of this project was to provide a common learning experience for all students who receive library instruction through this high-impact freshman composition class and to assess the impact of this standardized curriculum on student learning.

Design/Method/Approach
A team of four liaison/instruction librarians, led by the Coordinator of Undergraduate Instruction, reviewed the content most frequently taught in instruction sessions, the various assignments supported by library instruction, the details of instructor requests, and the learning outcomes for the course. The team created standard learning outcomes, designed various instruction modules to meet each outcome, allowing instruction librarians a choice of modules to best fit the learning styles and needs of individual sections, and selected appropriate classroom assessment tools, adapting them to meet the assessment needs of the project. The standardized library curriculum can be used for most freshman composition sections and produces significant assessment data each semester.

Findings
The presentation will discuss findings from the project after two semesters of successful implementation, having used two different assessment tools: a modified minute paper in the first semester to determine student response to the learning modules and a knowledge test in the second semester to determine whether the modules were meeting the learning outcomes. The data from each semester led to revisions of both the learning outcomes and the instruction modules.

Practical Implications/Value
The presentation will focus on how using assessment data to drive the instruction design and revision is essential to successfully meeting learning outcomes and providing a learner-centered experience. Additionally, lessons learned from the selection and implementation of specific classroom assessment tools and methods, as well as from the experience of storing, processing, and evaluating mass amounts of assessment data, will be shared.

Kerry Creelman is the Coordinator of Undergraduate Instruction at UH Libraries at the University of Houston. Her research interests include teaching and learning and the assessment of instruction services. She earned an MA in Literature from the University of Windsor and an MLIS from the University of Western Ontario.

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Assessing Library Subject Guides Using Google Analytics

Learning

Summer Durrant (Indiana University-Purdue University Indianapolis)

Each year librarians invest considerable time and energy into creating and maintaining web-based subject guides. But how can these guides be assessed? This poster discusses how Indiana University-Purdue University Indianapolis (IUPUI) University Library is using Google Analytics to collect and analyze website usage statistics to assess subject guides hosted on Springshare's LibGuides platform.

In fall 2011, IUPUI University Library installed Google Analytics on its subject guides. Key performance indicators (KPIs) were identified to monitor subject guide usage patterns, visitor characteristics, and traffic sources. Goals were also established to track how often users engaged in certain actions on subject guides, such as: (1) clicked on electronic resources, (2) used instructional materials, and (3) requested help. At the end of the academic semester, custom reports were generated to develop strategies for improving subject guides.

This poster session will demonstrate how IUPUI University Library is using Google Analytics to assess how effective its subject guides are in connecting users to library resources and services. It will provide examples of how collected data have been used to better understand how users find and use subject guides. It will also provide examples of how analyses have led to strategies to better market subject guides, prioritize frequently accessed content, and inform redesign decisions.

Summer Durrant is an Assistant Librarian at Indiana University-Purdue University Indianapolis (IUPUI) University Library and serves as liaison to the economics department and coordinator of government documents. She is Google Analytics Individual Qualification (GAIQ) certified and a member of the Digital Analytics Association.

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Is the Loop Really Closed?: The Assessment and Reassessment of Communications 101 Learning Outcomes

Learning

Carrie Gaxiola (University of Nevada, Las Vegas)

The purpose of this assessment project was to determine the effectiveness of library instruction in achieving student proficiency of selected learning outcomes for Communications 101 classes at University of Nevada Las Vegas. Originally we planned to set objectives, analyze results, and implement improvements ("close the loop"). However we discovered many deficiencies in our own designed processes, therefore we had to reassess.

Phase I assessment methodology included class observation, quiz, and a rubric. The quiz results were good; however the methodology used did not reveal enough information to accurately assess if the students were proficient in the selected skill areas. After Phase I, we improved the quiz, rubric, and created an outline for library instructors to follow to ensure all classes were taught uniform information. Phase II evaluation uncovered a "mixed bag" of results where students performed very well in some areas (i.e., use of Boolean logic) and not so well on others, mainly citation practice.

The assessment team reached out for input from the library subject liaisons group and discussed the nonlinear nature of research, teaching strategies, classroom engagement and other topics. The improvements implemented from Phase II were much more extensive; including quiz revisions, introduction of class handouts, library instruction outline revisions that emphasized deficiencies, plans to engage students in active learning, and even changing the timing of the instruction session to later in the semester when the students had an information need (speech due) whereas in Phase I the students visited the library during the first and second week when no speeches were due yet. This is a good case study to display that some assessment projects can produce good results on the surface, however did the students really learn? Did the instrument and the processes produce valid data? This case also displays the importance of collaboration and teamwork. Our team consisted of faculty and adjunct instructors from the Communications Department, Head of Libraries Assessment, intern graduate student, Head of Libraries Instruction, Libraries Instructional Designer, and the librarian liaison to Communications Department.

After Phase II concluded, the Urban Affairs liaison librarian and the Communications Basic Course Director and Assistant Professor in Residence co-authored a textbook chapter. Last, but not least, by working in an open communicative environment and branching out to others for discussion, sharing sessions, and feedback helped the team convey that we were not evaluating any specific person, professionally nor personally, instead the processes involved to ensure our students developed the skills targeted. We believe the open communication contributed to the success of the project and took the "fear" out of assessment that many encounter [e.g., it is not you, it is the process!]. This case study displays the importance of assessment methods and tools, learning outcomes, collaboration, teamwork and communication which all made it possible to improve instruction sessions for the Communication 101 students.

Carrie A. Gaxiola is a Library Data Analyst at the University of Nevada Las Vegas Libraries. Previous positions held most recently at UNLV Libraries include Statistician/Assessment Specialist and Assessment Intern. Gaxiola holds a Bachelor of Arts degree in History and a Master of Science degree in Information Science.

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Found in Translation: Articulating Campus-Wide Learning Outcomes and Assessing Impact with ACRL Performance Indicators

Learning

Steven Hoover (University of Nevada, Las Vegas)
Jennifer Fabbi (University of Nevada, Las Vegas)
Anne Zald (University of Nevada, Las Vegas)

Purpose
Although library instruction is integrated into many courses and programs at UNLV, the impact and value of these efforts are not always well documented. To increase awareness of the educational role of the library and facilitate the assessment of its impact on student learning, a small team of librarians used performance indicators from the ACRL Information Literacy Competency Standards for Higher Education to describe beginning, middle, and end-level student performance against UNLV's Universal Undergraduate Learning Outcomes (UULOs). By articulating developmental levels of student performance against the UULOs, the team sought to achieve three goals: increase librarian awareness of how their instruction directly contributes to the achievement and assessment of campus-wide goals; illustrate the ways that librarians can address learning outcomes that do not fall directly within the traditional domains of information literacy instruction (ex. global/multi-cultural awareness, civic engagement and ethics); reduce the barriers to assessing the impact and value of the librarians' efforts.

Design/Methodology/Approach
After identifying UULOs that could potentially be addressed through information literacy instruction, a librarian created a template to facilitate the process of translating the UULOs into ACRL performance indicators. The template consisted of a three-column matrix, one column for each level of student performance (beginning, middle, and end). The librarian then completed a template for each UULO by selecting performance indicators that described student action for each stage of development and entering them into the appropriate columns. The completed templates were then vetted. After several iterations, the results were finalized and presented to the library in the context of an instruction framework document and at a number of meetings and professional development offerings.

Findings
The project was successful in describing each UULO in terms of beginning, middle, and end levels of performance using the ACRL indicators, even for those that fell outside of the traditional domains of information literacy instruction. The goal of the project was to illustrate possibilities for librarian ownership and assessment of campus-wide learning outcomes, so the developers erred on the side of inclusivity and presented as many ways to meet a particular UULO as possible. The number of performance indicators associated with a particular UULO varied according to the scope and nature of the UULO in question. Some were written very broadly, others were highly discreet. Some related directly to information literacy or library research, and others fell well outside the traditional domains of librarianship and required a bit of creativity to address.

Practical Implication/Value
While efforts to increase the documentation of the library's contribution to student learning are ongoing, the project has had a positive impact on conversations among the librarians regarding developmental student learning and the tools and techniques used to assess the impact of library instruction. Although the project's outputs are campus-specific, the ideas and process that led to their creation will be valuable for other libraries interested in documenting the impact and value of their instructional efforts. This poster will include description of the project, an overview of the process, sample worksheets, and specific examples.

Steven Hoover is the Instruction Design Librarian at the UNLV Libraries. Jennifer Fabbi is the Director of the Research and Education Division of the UNLV Libraries. Anne Zald is the Head of Educational Initiatives at the UNLV Libraries.

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Sharing the Wealth: Using Google Document Forms to Coordinate Student Responses Regarding Course Research Guides

Learning

Laura Horne-Popp (University of Richmond)

Boatwright Library, at University of Richmond, uses a Google Document Form to centralize student responses on course research guides in order to archive the growing body of data and to analyze the overall patterns of student feedback. Every semester, surveys are distributed to students in paper to ensure high response rates. The downside of paper is there is no "natural" place to archive the results, which has become a challenge with analyzing feedback.

In fall 2011, a Google Document Form was created in the library's Google account to capture these responses and enable investigation into student perceptions of course research guides. The Google Document Form is a web-based survey tool. A unique feature of the form is it automatically creates an underlying spreadsheet. This function enables full access and manipulation of the data without fees or training. The form is designed so librarians can easily enter responses from each collected survey. (Each survey contains the same six questions. The first four questions are scale responses, allowing comparison across courses. The remaining two questions enable feedback specific to the class, so librarians get insight into each research guide's utility.)

The Google Document Form fields correspond to the survey and include additional contextual elements such as: the course librarian, the class title and instructor, the semester and whether there was instruction on the research guide. These elements allow librarians to determine if levels of instruction, time of year, etc. affect the students' feedback on the course research guides. http://libguides.richmond.edu/CourseResearchGuideAssessment Librarians use the tool for a number of reasons. First, it is easy to access and input responses. The form is embedded in a Boatwright Library LibGuide, so it is available from anywhere and requires no user account to enter data. Another reason is the form is easy to modify or add information to the underlying spreadsheet, so it can evolve as needed. Also, the flexibility to either lock down data or see changes in the edit history helps librarians feel they have transparent access to the data while ensuring the integrity of the responses. Finally, the data in the Google Document Form can be analyzed within the Google interface or downloaded as a data file. We will use the data in the library's 2011-12 SACS Assessment Plan to supplement faculty responses on information literacy outcomes in First Year Seminars. The database enables comparison of student and faculty responses as well as assessment of FYS and department-taught course responses. Spring surveys will be gathered in April 2012.

Boatwright Library created an easy-to-use, dynamic assessment tool capturing the sum total of student responses towards course research guides. The ability to see what guides are successful and why creates an opportunity for librarians to develop core best practices to share amongst each other and with faculty. As librarians become embedded in the curriculum it is critical we measure our impact and learn what works and why. Google Document Forms allow us to easily capture that impact with minimum cost and training barriers.

Laura Horne-Popp is currently the Social Sciences & Humanities Librarian at the University of Richmond. She is a member of the Library Assessment Committee for Boatwright Library. Laura received her MLIS from the University of Washington in 2007 and has worked in academic libraries for over 10 years.

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Carmen Library Links: An Investigation of Effective Librarian Engagement in a Learning Management System

Learning

Sarah Murphy (The Ohio State University)
Elizabeth L. Black (The Ohio State University)

Purpose
Recent discussions on learning analytics reveal the potential of capturing data collected by learning management systems to inform course development and improve instruction. (LAK '11) Data-mining in particular can provide valuable information regarding student usage of particular online learning tools in relation to the costs incurred by libraries and universities for creating these tools. (Cohen & Nachmias 2011) As academic libraries move towards embedding themselves into their institution's Learning Management System (LMS) to promote library resources and maintain the library's classroom presence, strategies for maximizing success are required. Usage data for library resource pages serve as a valuable surrogate for the impact of this library service on student learning. Usage data alone, however, fails to provide an accurate picture of why students utilize some library resource pages more than others, or how these pages contribute to their learning success. This study explores best practices for creating, managing, and marketing library resource pages embedded in Carmen, a customized installation of Desire2Learn's LMS at The Ohio State University. Specifically, this study examines library resource pages with high usage in relation to class enrollment to determine 1) what elements, if any, these pages hold in common and 2) whether librarian behavior influences student use of these pages.

Design/Methodology/Approach
A mixed methods model consisting of analysis of usage data, a content analysis of all library resource pages created during the 2010-2011 academic year, and interviews with the authors of the 47 pages with high usage in relation to class enrollment was selected for this study. Interview questions were designed to identify behaviors that influenced resource page use. The content analysis includes all library resource pages, regardless of usage, to determine whether library resources pages with high usage in relation to class enrollment have any elements in common when compared to pages with a lower level of use.

Findings
Usage data for the 2010-2011 academic year has been collected and preliminary coding for the content analysis of all library resource pages created during the 2010-2011 academic year is complete. Author interviews also concluded in January 2012. Analysis of results is currently in progress.

Practical Implications/Value
By determining what elements, if any, library resource pages with high usage hold in common, and whether librarian behavior influences the use of these pages, this study is intended to support effective library engagement by surfacing best practices for creating, managing, and marketing library resource pages embedded in an LMS. References: "1st International Conference on Learning Analytics and Knowledge 2011 | Connecting the Technical, Pedagogical, and Social Dimensions of Learning Analytics." TEKRI | Technology Enhanced Knowledge Research Insitute. Athabasca University. Web. 30 Sept. 2011. <https://tekri-athabascau-ca.proxy.lib.ohio-state.edu/analytics/>. Cohen, Anat, and Rafi Nachmias. "What Can Instructors and Policy Makers Learn about Web-supported Learning through Web-usage Mining." The Internet and Higher Education 14.2 (2011): 67-76. Print.

Sarah Anne Murphy is currently Coordinator of Assessment for The Ohio State University Libraries. Murphy earned a MBA from the OSU Fisher College of Business in 2008 and her MLS from Kent State University in 2000. She has published papers on Lean Six Sigma, mentoring, and issues related to veterinary medicine libraries.

Elizabeth L. Black is Systems Librarian for The Ohio State University Libraries. She has published several papers and chapters on integrating library resources into learning management systems, Web 2.0, communication between librarians and IT professionals and web. Black earned her MLS from Kent State University.

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Effective Sustainable Assessment Tools: Using Free, Powerful Tools for Formative and Summative Instructional Assessment

Learning

Sarah Passonneau (Iowa State University)
Michele Christian (Iowa State University)

Purpose
Assessment embedded in the learning experience can provide instant, valid data. The data gathered can help improved instructional content and delivery. Technology, and traditional paper and pencil can be used to create assessments that enrich the learning experience for students and librarians. By embedding assessment within the instructional process, students can benefit from personalized instruction while librarians can demonstrate learning outcomes. This presentation will illustrate how the use of a few technology tools that were a part of the students' learning experience afforded the librarians' access to assessment data that improved instruction and problematic-content areas.

Design/Methodology/Approach
The assessment librarian developed formative and summative assessment tools for an on-going educational program. After conducting a needs assessment and designing two workshops with hands-on learning experiences, the librarian developed embedded assessments using Google doc forms, Poll Everywhere and Google voice box. Using a variety of assessment tools and methods helped the librarian gain an understanding of particular instructional and learning challenges.

Findings
Gathering written, audio and numeric data from students in the learning process provided a method for creating a powerful learning experience for students and librarians. Effective sustainable assessment became a part of, or was embedded, in the learning experience. The students learned; the librarians learned. The assessment data provided actionable items that improved the content and delivery of the educational program.

Practical Implications/Value
Any librarian can develop simple effective sustainable assessment to measure their students' learning. All the tools used for this learning experience can be used by any librarian because the applications are free. Additionally, engaged students created the learning objects that became part of the Special Collections online image collection. This presentation will involve participants. Attendees will become acquainted with tools and methods that facilitate effective sustainable assessment.

Sarah Passonneau, Assistant Professor, is Assistant to the Dean of the Library. She oversees assessment at Iowa State University Library. She created a library assessment rubric. She has published articles on a variety of assessment topics. Sarah has a M.S. in curriculum design from Saint Cloud State University and an M.L.I.S. from Dominican University.

Michele Christian, Associate Professor, is the Collections Archivist and University Records Analyst for the Special Collections Department, Iowa State University Library. She has a M.A. in history and a M.L.I.S. from the University of Wisconsin - Milwaukee.

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Student Perceptions as a Method to Improve Information Literacy

Learning

Eric Resnis (Miami University)

Purpose
When considering the information literacy skills of students, faculty (and librarians) often make assumptions as to what students know, understand, or why they act as they do. To help alleviate these misunderstandings, librarians and faculty co-created a tool to gauge student perceptions on finding information and using information in research projects. The tool is utilized in classrooms, and then faculty members (in conjunction with librarians) use that data to improve information literacy via assignments and instruction.

Design/Methodology/Approach
A 10-minute questionnaire was designed in late 2008 that gauges student perceptions in the following areas: Research Habits Resource Use Library Use Library Services The tool is utilized by faculty in approximately 20 courses each semester. Results (which are compiled and anonymous) are returned to the faculty member, including overall results since the project began. Faculty members discuss these results with librarians, and make changes to their assignments/syllabi based upon what they have learned.

Findings
Some results of the questionnaire tool were not surprising at all. For instance, student effort in seeking information is tied to grades, students overwhelming prefer online materials to print, and Google is the first place that students look for information. On the other hand, student perceptions on assignment construction and resource requirements often differed from faculty, and even librarian expectations. Just as important as the data in this project is how faculty members interpreted that data and made changes in their classrooms. The information faculty receive is personalized to their own classes, and provides additional context that they do not receive from the literature or national projects that collect similar information. Currently we have 3.5 years of data from approximately 3500 students, and continue to add to the data set each semester.

Practical Implications/Value
While national data collection efforts such as Project Information Literacy are very useful in helping to better understand the information literacy skills of students, sometimes that data is too general for faculty members to find value in it. Having a tool that is easily implemented in the classroom helps faculty members to better understand the problems they see in student research projects, and to change their teaching and assignments based upon what they have learned from their students. Considering that this tool costs extremely little to implement and analyze, it is an extremely high value for the change that results.

Eric Resnis is Instruction Coordinator for the Miami University Libraries (Oxford, OH) where he oversees information literacy assessment and instructor effectiveness. He also serves as an adjunct professor in the Interactive Media Studies program.

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RAILS Results 1 Year Later: What We've Learned and Changed So Far

Learning

Jenny Rushing Mills (Belmont University)
Jackie Belanger (University of Washington, Bothell and Cascadia Community College)
Claire Holmes (Towson University)
Carroll Wilkinson (West Virginia University)

Purpose
Rubric Assessment of Information Literacy Skills (RAILS) is an IMLS-funded research project designed to investigate an analytic rubric approach to information literacy assessment in higher education. Five institutions participated as cohort 1 during the 2010-11 academic year and five more in 2011-12 as cohort 2. Both groups are now reflecting on the project and implementing changes as a result. This poster will show changes and improvements in the areas of teaching, assessment, and collaboration.

Design/Methodology/Approach
Librarians collaborated with disciplinary faculty on their campuses to assess learning outcomes defined by AAC&U and ACRL and described using a rubric format. The RAILS principle investigator provided rigorous rubric training for the lead librarians, who then collaborated with faculty colleagues to tailor information literacy rubrics to specific assignments. On each campus ten raters were normed and scored the student work. A rater survey was given immediately following the scoring session and "closing the loop" feedback has been gathered on a continuous basis.

Findings
The rater surveys and "closing the loop" data show that the RAILS experience has led to many changes in teaching and learning at the participating institutions. The lead librarians learned how to conduct rubric assessment of information literacy skills, from creating the rubric, to randomizing a sample, to norming raters. The faculty collaborators learned about their students' information literacy skills and the value of working with librarians and assessing those skills. Improvements to instruction include revised learning outcomes, assignments and rubrics. Other improvements to assessment and collaboration have been documented. A year later, the librarians have now integrated rubric assessment into other courses, have been invited by faculty to collaborate on other projects such as sequencing instruction throughout the curriculum, and have disseminated RAILS results on their campuses, further promoting information literacy assessment.

Practical Implications/Value
Initial feedback from lead librarians will demonstrate the value of rubric assessment of information literacy skills. One of the key challenges of assessment-related activities is transforming results into actual strategies for future actions and improvements. This poster will provide tips for using findings to make tangible changes to instruction and assessment plans. This poster will complement the paper proposal submitted for this conference by Oakleaf, Rushing, and Belanger by focusing on findings and changes at individual institutions in detail and offering guidance on how to initiate and conduct rubric assessment projects.

Jackie Belanger is a Research & Instruction Librarian and Campus Library Assessment Coordinator at the University of Washington Bothell and Cascadia Community College (a library serving both institutions on a co-located campus). She was the lead librarian for UW Bothell's 2011 participation in the RAILS project.

Jenny Rushing Mills is Coordinator of Reference Services at Belmont University in Nashville. She also coordinates the information literacy program for general education and serves as liaison librarian to the health science programs on campus. She was the lead librarian for Belmont's 2011 participation in the RAILS project.

Carroll Wilkinson is the Director of Instruction and Information Literacy at West Virginia University Libraries in Morgantown. Her RAILS team was made up of instruction librarians and the University's Assessment Director.

Claire Holmes is a Research & Instruction Librarian at Towson University, where she serves as library liaison to the College of Education. She was the lead librarian for Towson's 2012 RAILS participation. Towson's RAILS team was comprised of instruction librarians and the disciplinary faculty members with whom they collaborate in their information literacy instruction efforts.

1

Protocols and Priorities, Comparing Radford University Users' Priorities using LibQUAL+® Long and Triads Survey Data: A Preliminary Study

LibQUAL+®/ Surveys

Eric Ackermann (Radford University)

Purpose
By comparing the rating (quantitative) and comment (qualitative) data from four previous LibQUAL+® (Long) surveys to that from the 2012 LibQUAL+® Triads (Triads) survey, this study will try to discover if:

- The two protocols produce significantly different library service and resource priorities for the primary Radford University (RU) library users. Of particular interest is the fate of the "intractables", those priorities that seem particularly resistant (alas!) to ongoing efforts to rectify them.
- The Triads instrument increases user response rate and representativeness.
- The Triads survey provides an improved user experience as evidenced by a higher completion rate and fewer negative comments about the instrument/protocol.

Design/Methodology/Approach
To help facilitate the comparisons across the two survey protocols, the study's design will include the following:

- The target population, sampling strategy and timeframe for the Triads protocol will be the same as used in previous Long surveys: current RU faculty, staff, and students older than 17 years old; using a census or sample of the whole; administered over a two-three week survey period.
- The study will limit the comparison to the six LibQUAL+® core items used in the Triad instrument, a subset of the twenty items used in the Long survey.
- The previous Long survey quantitative (score) data will be converted to the 3-point scale used by the Triad protocol. Standardize mean effect size metrics (e.g., Cohen's d, BESD, and confidence intervals), and independent means tests will be used for comparisons across time and protocols.
- The qualitative data will be analyzed using a common set of descriptive statistics.

Practical Implications/Value
LibQUAL+® in one form or another has been a sustained part of the McConnell Library's ongoing assessment program at RU since its first administration in 2002. The library is continuing this program by transitioning from a three year to a two year LibQUAL+® assessment cycle, and integrating it into the assessment component of the library's strategic plan. LibQUAL+® has a sustained, demonstrated value to RU's Office of Academic Assessment as evidenced by its funding of all the previous surveys, coordination of survey schedules, and storage of all the data and analyses.

LibQUAL+® has always been a practical form of action research for McConnell Library. The appeal of the Triads protocol is its perceived potential to sharpen and clarify the library users' true priorities, thereby improving the allocation of limited library resources to increasingly contribute to their academic success at RU. If confirmed by this study, the Triads protocol will go a long way to making a very useful assessment tool even more so.

Eric Ackermann is the Coordinator of Reference Services and Library Assessment at Radford University's McConnell Library. Since 2005 he has administered four iterations of the LibQUAL+® Long survey, a beta version of the LibQUAL+® Lite, as well as facilitating the ongoing development of local instruction and reference assessment tools.

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LibQUAL+®/ Surveys

Focused Surveys as Building Blocks of a Sustainable Assessment Program

Cheryl Albrecht (University of Cincinnati)
Pamela Bach (University of Cincinnati)
Kristen Burgess (University of Cincinnati)
Leslie Schick (University of Cincinnati)

Purpose
In its recent strategic planning effort, the University of Cincinnati Libraries (UCL) identified assessment as one of five strategic directions. The overall goal is to "ensure library user input into decision making about collections, services, and facilities." While UCL has participated in LibQUAL+® regularly since 2002, and conducted other studies, UCL's Transforming the UC Library User Experience, Strategic Plan 2011-2014, places increased focus and importance on gathering information and data from and about our users to inform decisions. The presenters will share their experience developing an assessment plan for UCL and initial efforts in building a culture of assessment. The design, methodology and approach of two focused surveys, that are a part of our coordinated plan of assessment, will be shared.

Design/Methodology/Approach
The first focused survey that we would like to highlight is our Info Commons@Langsam Library User Survey. The Info Commons in Langsam Library is located in the main library at the University of Cincinnati. The Info Commons was designed to provide a one-stop physical space where users can receive immediate, personalized assistance with research and other informational needs from a staff that includes librarians and peer mentors. The purpose of the survey, conducted annually since 2002, is to gather information on who our users are, how they use the Info Commons, and to assess their satisfaction with the services. The second focused survey we are highlighting is one on the use of ebooks in the Health Sciences Library. For the 2011-2012 academic year, the University of Cincinnati College of Medicine implemented a new curriculum for first year medical students. The Health Sciences Library (HSL) purchased as many electronic books (ebooks) as possible in support of the new curriculum, but this has been an expensive proposition. The HSL surveyed first year medical students about their use of and opinions about ebooks purchased by the Library for use in the first year curriculum. The survey questions were developed by HSL librarians with input from the College of Medicine faculty and administration.

Findings
Specific findings from both surveys will be shared. Since the Info Commons @Langsam Library User Survey has been conducted for ten years, some general patterns have emerged. Findings include what they access on the computers related to their coursework, the kind of library assistance needed from staff, and most importantly, the service expectations and satisfaction with the staff. This survey builds on the findings of LibQUAL+® and a survey conducted at new student orientation. The ebook survey coupled with an analysis of usage statistics provides HSL librarians with the information needed to best support the College of Medicine curriculum and student needs.

Practical Implications/Value
Understanding our users and their needs helps inform the mix of staffing at the Info Commons Desk, our staff training program, the software on our computers, our instruction program, the tutorials that we provide on our website, our collection building and our facilities.

Cheryl Albrecht is Associate Dean of Library Services at the University of Cincinnati. Responsibilities include public services in Langsam Library, and several college and departmental libraries, and leadership for library assessment efforts. She has a B.A. from St. Olaf College and an MALS from the University of Wisconsin.

Pamela Bach is Coordinator of Info Commons, Langsam Library at the University of Cincinnati. She is responsible for the main service desk for the Reference and Instructional Services Department and conducts the annual Info Commons@Langsam Library Survey. She received a B.A. from the University of North Dakota and an M.S.L.S. from the University of Kentucky.

Kristen Burgess is spending the second year of her National Library of Medicine Associate Fellowship at the University of Cincinnati Health Sciences Library. She is working on a number of UC Libraries assessment projects. She received a B.A. from Emory University and an M.S.L.S. from the University of North Texas.

Leslie Schick is Associate Dean of Library Services and Director, Health Sciences Library at the University of Cincinnati. Responsibilities include the Health Sciences Library, and several college and departmental libraries, and leadership for library assessment efforts. She received a B.A. from the University of Cincinnati and an M.S.L.S. from the University of Kentucky.

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Reversing the Trend of Declining Survey Response Rates--Was it Something We Did?

LibQUAL+®/ Surveys

Susan Bailey (Emory University)
Vincent Carter (Emory University)
Stacey Martin (Emory University)

Purpose
The purpose of this research is to test several theories about why people respond to surveys and in the process to gain a better understanding about why the response rate to the Emory University Libraries survey increased between 2011 and 2012. If we can identify the groups that are most responsive to surveys and why they respond, that information may be useful to other libraries involved with surveying users and facilitate efforts to provide the best return on the investment we make in survey design and analysis.

Design/Methodology/Approach
The Emory Libraries, with the assistance of Emory's Office of Institutional Research, Planning, and Effectiveness, have been conducting a user survey annually since 2007. At each iteration of the survey, we have taken steps to improve questions, improve overall length, offer strategic incentives, and provide follow-up messaging to reinforce the fact that the Libraries care about and respond to user feedback. Survey response rate declined year over year in the first three years of the survey. In 2011, we took additional steps to market the survey, such as providing an open link to the survey from the library web page and making a print version of the survey available. The extra effort appeared to pay off, and the response rate to the survey went from 5.2% to 11.6%. This rate was still low, but improved! We were surprised and gratified to find that in 2012, the response rate went to 19% compared to the previous year's 11.6%, and the actual number of respondents increased to 3,207 from 2,179. Because of this unanticipated survey response rate increase, we developed questions about why students and faculty respond to surveys, and whether the reasons vary by customer segment. We will compare respondents for each iteration of the survey and compare the response to the various incentives to determine whether these had an impact. We will be comparing demographic groups as to whether they responded, whether they were early or late responders, whether they completed or abandoned the survey, and which incentives appeared to be most effective with different segments. We will also compare Emory student and faculty response rates for the Library survey to that found on other Emory University surveys.

Findings
We want to gather data about how different changes may have impacted response, so that we can identify and retain those practices that truly make a difference, and discontinue those that appear to have little if any effect on response rates. The data will reveal the relative influence of changes in incentives, marketing, messaging, and coverage of survey questions on the response rates of the various segments of faculty and students at Emory.

Practical Implications/Value
The value of this study is that it can provide additional insights about why people respond to surveys and facilitate more informed planning. It can help inform efforts of the Emory Libraries and others to maximize return on investment of time and effort invested in surveys.

Susan Bailey has been Library Assessment Coordinator in Emory's Main Library since September 2005. Her previous experience in academic libraries includes management positions in cataloging and general technical services.

Vincent Carter is the Assistant Director for Evaluation and Survey Research in Emory's Office of Institutional Research, Planning, and Effectiveness. He manages University-wide survey research projects, and assists academic departments and administrative offices in developing valid and reliable methods for evaluating programming and service efforts.

Stacey Martin is the Web Strategist in Emory's Main Library. She provides leadership, coordination and guidance for the planning and executing of strategic content deployment for Emory University Libraries.

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Dartmouth College Library's Triennial Survey

LibQUAL+®/ Surveys

John Cocklin (Dartmouth College)

The Library surveys the Dartmouth community on a three-year sequence in order to learn how users avail themselves of services, collections, and resources and the extent to which these are helpful to them. The Triennial Survey was the third general survey conducted and replaced a standardized instrument, LibQUAL+® , used previously. Dissatisfaction among respondents and low response and completion rates led the Library Assessment Committee to create this new tool which borrows from previous in-house surveys and surveys from the University of Washington, the University of Chicago, and the Merged Information Services Organizations (MISO).

The questionnaire was tested by faculty and students and was vetted by departments across campus including the Office of Institutional Research. The response and completion rates for the Triennial Survey were much higher than those for previous assessments. As an example, 18% of faculty completed the Triennial Survey compared with 5% who completed the general survey in 2008. Of the faculty who started the Triennial Survey, 94% completed it. Overall the survey received 658 complete responses. The Committee's intention is to use this instrument into the future and allow for longitudinal comparisons. An important new feature of the survey is sets of paired questions that (1) ask respondents how important specific services and resources are to their work and (2) ask how well these same services and resources meet their needs.

This deliberate move away from more traditional satisfaction rankings was meant to address the question: How well does the Library provide services and resources that our users identify as valuable to them? This shift made our users' priorities the standard for assessment. It also allowed the Library to identify and explore collections, resources, and services that exhibited gaps between importance to users and ability to meet the user's needs. To provide context, respondents were given the opportunity to write comments throughout the questionnaire and were asked two open-ended questions at the end.

1. If you could change one thing about the Library to make it better, what would that be?
2. What is the best thing about Dartmouth College Library?

The textual responses were analyzed using ATLAS.ti software and this led to a fuller understanding of survey responses. Results from the Triennial Survey have been widely discussed at the Library and have already been used in the recent Library web re-design, in decisions related to the use of Summon, and in decisions relating to the Library's collections. The Survey was built using SurveyMonkey online software which has allowed the Library to easily share the questionnaire with libraries around the United States. The hope is that a core group of questions can be developed and used by interested academic libraries and the survey results shared. This process would have the added benefit of further refining and improving the instrument.

John Cocklin, MBA, MLS, is the Government Information and Economics Librarian at Dartmouth College and Chair of the Library's Assessment Committee. He presented at the 2008 Association of Research Libraries (ARL) Library Assessment Conference and his articles have appeared in the Journal of Government Information, Journal of Air Transportation, Journal of Air Law and Commerce, and the International Journal of Applied Aviation Studies.

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Coding Practices Decoded: Using NVivo Software to Analyze LibQUAL+® Comments

LibQUAL+®/ Surveys

Sarah Dahlen (California State University, Monterey Bay)

As noted at the 2010 Library Assessment Conference, the majority of LibQUAL+® users perform qualitative analysis on survey comments, but the literature on the coding procedures employed is sparse.[1] While coding is not a one-size-fits-all endeavor, there is value in sharing effective practices among institutions. This poster will focus on the qualitative methods and tools employed successfully at one small, public institution to analyze LibQUAL+® comments. NVivo was chosen as the software tool for qualitative analysis, and the presenter will address the benefits, drawbacks, and logistics of learning and using this program. Specifically designed for qualitative data, NVivo allows the user to code comments, create queries to address a variety of research questions, and generate graphics and reports of the results. The poster will demystify the practice of coding for those new to qualitative analysis and allow attendees to evaluate whether NVivo is a good fit for their assessment needs.

1. Neurohr, Karen, Eric Ackermann, Daniel P. O'Mahony, and Lynda S. White. "Coding Practices for LibQUAL+® Comments: Survey Findings." In Proceedings of the 2010 Library Assessment Conference: Building Effective, Sustainable, Practical Assessment, 131–145. Baltimore, MD: Association of Research Libraries, 2010.

Sarah Dahlen is the Reference and Instruction Librarian at California State University, Monterey Bay. She administered LibQUAL+® in 2011, and, with a Master's degree in Anthropology, has a particular interest in the qualitative analysis of the results. She also participates in information literacy assessment at her institution.

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Finding our Value: Developing a Survey that Shows Our Impact

LibQUAL+®/ Surveys

Victoria Goode (Johns Hopkins University)
Lori Rosman (Johns Hopkins University)
Stella Seal (Johns Hopkins University)
Jamie Blanck (Johns Hopkins University)
Sue Woodson (Johns Hopkins University)
Jack Chen (Johns Hopkins University)
Nancy Roderer (Johns Hopkins University)

Purpose
The purpose of this poster is to present a replicable model of assessing the impact of library services on user behavior and identifying which services are valued most in a specific user population that will enable library administrators to benchmarks their results against similar institutions.

Design/Methodology/Approach
The Assessment Committee worked in conjunction with the Library Director and the Vice Dean of Education to identify areas where library services impact the work of faculty, researchers, and clinicians. The committee compiled examples of previous library assessment tools from the literature and used these to design a new survey tool tailored to its specific campus setting. This tool incorporated the critical incident technique to focus survey takers on their most recent experience with a library resource or service and related behavioral outcomes. The survey consisted of 22 questions broken down into the following areas: information need and resources used, use of embedded librarian service and perceived benefits of this service, perceived behavioral outcomes and benefits to work as a result of the information received, and confidence in adequacy of literature searches. The conditional branching model of survey design was used to tailor survey items to capture information about the specific category of information need self-identified by survey-takers. These categories were education, administration, research, and clinical information use. Respondents were also asked to rate 12 library services on a scale of 1 to 10 with 10 being of greatest value. The survey was distributed to faculty, fellows, and housestaff/residents in the schools of medicine, public health, and nursing via email distribution lists and departmental intranet sites.

Finding
Use of existing survey questions from previous studies allowed the Assessment Committee to benchmark the responses to those from other institutions, enabling the library to contextualize its performance. Because prior value surveys were used as a guide, it was important to use only the questions that would help us measure the impact of our daily work and also be most persuasive to administrators. The involvement of the Vice Dean of Education contributed to the identification of outcomes of interest to University administrators. Due to differences in the exact populations surveyed in comparable studies, there was some challenge in being able to do an exact comparison between institutions for all survey items.

Practical Implications/Value
The survey design allowed the Assessment Committee to collect important data about the value and impact of library services and resources from the faculty, researchers, and clinicians. The incorporation of survey items used in previously published studies allowed for identification of benchmarking data that the Library Director could share with University administrators to highlight the library's strengths while having a comparison to other peer institutions. Areas for improvement for future assessment studies were also identified, including obstacles to marketing and distributing the survey and determining opportune timing for surveying a very busy population.

Victoria Goode works as a Clinical Informationist at Welch Library where she provides embedded library services to multiple clinical and academic departments within the School of Medicine. She has co-authored papers in both the medical and library sciences literature and was named a 2008 American Library Association Emerging Leader.

Jaime Blanck works as a Clinical Informationist at Welch Library where she provides embedded library services to multiple clinical and academic departments. She is a lecturer in the Transitions to the Wards course. She has served as a member and Chair of several committees for the MLA, including the Editorial Board for JMLA.

Lori Rosman is a Public Health Informationist at Welch Library where she provides embedded library services to departments in the Johns Hopkins Bloomberg School of Public Health. She supports the research efforts of many Centers at Hopkins, including the Hopkins Population Center, where she is a member of the Information Core staff.

Stella Seal is the Associate Director for the Welch Services Center at Welch Medical Library. She provides informationist services to several clinical departments of the Johns Hopkins Medical Institutions as well as the School of Nursing, where she is a guest lecturer for the nursing research courses.

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

LibQUAL+®/ Surveys

David Green (Association of Research Libraries)
Henry Gross (Association of Research Libraries)

Purpose
This poster will address the following research question: What effect do incentives and certain methods of promotion have on survey views and completion counts as a percentage of population? If increased awareness and incentive to participate raise the rate of participation, the resulting dataset will be more robust and perhaps even be more representative of the population, a secondary point of interest in this study.

Design/Methodology/Approach
To address the research question, this study uses data collected from LibQUAL+® surveys, Post Hoc Questionnaires, and Representativeness Questionnaires conducted between 2004 and 2011, inclusive. All three surveys are voluntary, online questionnaires. The LibQUAL+® survey is a rigorously tested Web-based survey that measures user perceptions of library service quality. For the purposes of this study, the only data used from the LibQUAL+® survey itself is total surveys viewed, completed, and marked valid, and descriptive demographic data. The Post Hoc Questionnaire is the centerpiece of this study. After the completion of a LibQUAL+® survey run at an institution, contacts are asked to provide feedback on the local process for conducting their survey. The questionnaire is voluntary and gathers the following information used for the current study: - Number of e-mail addresses to which survey notification e-mails were sent (broken down by position group, e.g. undergraduate, faculty, etc.) - Survey reminder e-mail dates - Incentives offered - Methods for promoting the survey The Representativeness Questionnaires are filled out by institution contacts during a LibQUAL+® survey run. The data provided is used to determine the representativeness of an institution's survey sample to its population once the survey run is completed. For the purposes of the current study, institutional counts for position, discipline, and sex are used to test whether marketing techniques affect representativeness.

Findings
This study is designed to determine how the various possible individual and combination of promotion techniques affect survey view and completion percentages, and how they affect representativeness. We have gathered all of the data needed and are preparing for analysis. Initial findings will be ready for review in early April.

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

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

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

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Building a 21st Century Learning Environment: The Power of LibQUAL+® Information to Foster Change!

LibQUAL+®/ Surveys

Carolyn Hart (Atlanta University Center)

Purpose
To Build a 21st Century Learning Environment One of the priorities articulated by key stakeholders of the Atlanta University Center (AUC) Robert W. Woodruff Library in the 2006 strategic plan was to build a 21st century learning environment. This would be accomplished through enhancement of resources and services, programs, technology, as well as the transformation of the physical space. Although there had been several commissioned studies that outlined both rationale and recommendations for transforming the Woodruff Library's environment, there was no formal data to guide or strategic organizational priorities and action. This project documents how the Library used LibQUAL+® assessment results to foster transformation of the learning space - a $16.2M interior renovation. LibQUAL+® results were critical to framing the narrative for capital campaign funding and to developing messaging that would appeal to the core benefits and unique needs of each of the four member institutions the Woodruff Library services: Clark Atlanta University, the Interdenominational Theological Center, Morehouse College and Spelman College. More than half of the funding for the project was acquired through a capital campaign. For the remaining funding, a Library renovation fee was assessed to each AUC student per semester over a five-year period, which began fall 2008.

Design/Methodology/Approach
Building the Case to Renovate In 2005, the Woodruff Library collaborated with a national, award-winning design firm, Shepley Bulfinch, Richardson & Abbot (SBRA), to develop a conceptual plan to re-envision the new Library. This was followed by a 2006 feasibility study to determine who would provide financial support and how much, as the Library had no historical relations for capital funding. In 2007, the Library conducted the LibQUAL+® survey. A multi-pronged marketing approach was implemented, using a print and electronic survey distribution strategy. The Library partnered with student opinion leaders, student and faculty advisory councils, department chairs, and The Andrew E. Mellon Foundation interns to administer the LibQUAL+® survey. Exceeding the established objective of 15% participation of AUC student and faculty population (10,807) by 10%, the Woodruff Library had quantitative and qualitative data to move forward with renovation plans.

Findings
LibQUAL+® scores were ranked by Superiority Gap scores, the calculation of "Perceived" level of service ratings minus "Desired" level of service ratings, in three service dimensions (information control, affect of service, and library as a place). The top five and biggest Superiority Gap scores correlated directly with the learning environment. Verbatim comments provided context to the numerical ratings and additional insight was gained through focus group discussions. The Woodruff Library had the statistical data to support library renovation as a top priority action. AUC stakeholders had spoken clearly and decisively.

Practical Implications/Value
LibQUAL+® data supplemented other management and assessment reports. Renovated space (130,000 square feet of a total footprint of 222,000 square feet) includes: learning commons, technology design studio, print shop, cafÃ©, Information and Research Consultation Centers, "smart" classrooms, Mac workstations, 1,200 seats, 18 group study rooms, 230 computers, audio and editing studios, practice presentation studios with video playback, graduate and quiet study suites, building-wide wireless access, etc.

Carolyn Hart is the Assistant Director for Planning, Assessment & Communications at the Atlanta University Center Robert W. Woodruff Library. She is responsible for formal library assessment activities for the four member institutions the Library serves: Clark Atlanta University, the Interdenominational Theological Center, Morehouse College and Spelman College.

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Case Study of a Five Year Annual Computer Satisfaction Survey at University of Illinois at Chicago

LibQUAL+®/ Surveys

Timothy Klassen (University of Alberta)
Bob Daugherty (University of Illinois at Chicago)
Felicia Barrett (University of Illinois at Chicago)
Emily Guss (University of Illinois at Chicago)
Allison Holton (University of Illinois at Chicago)
Linda Naru (University of Illinois at Chicago)

Purpose
In 2007 the University of Illinois at Chicago Library conducted a five question Active Directory Survey to determine library user satisfaction with library public computing services. Collected data was intended to guide library decisions on deploying and granting varying levels of public access to computers throughout the library. In fall 2008, the University instituted the Library and Information Technology Assessment (Lib/IT assessment) to address student comments on the lack of comfortable individual workspaces, adequate computers with production software, and functional group study rooms in the University Library. The fee provides dedicated resources for hardware, software, web and server applications, furniture, and learning spaces that enable group project work and collaboration in the library.

A slightly modified version of the 2007 Active Directory survey was conducted in fall 2008 to provide a baseline for evaluating the effects of Lib/IT assessment computer-related expenditures on patron satisfaction. Since then, the renamed Computer Access Survey has been conducted annually in the fall and expanded to include more detailed questions on computer use as

well as the addition of questions regarding library facilities. The survey is a way to be accountable to students for the improvements the University Library makes, a guide to making decisions on future projects, and a communication tool to let the campus community know the changes that have been made. Some sample questions include:

- How often do you use the public computers in your primary UIC library?
- I come to the library primarily to: Check all that apply (list of potential library activities)
- What else would be a priority for you in the library?

Design/Methodology/Approach
The survey is conducted using the web-based survey tool SurveyMonkey. An invitation to participate is sent to a randomly selected pool of one-in-three library patrons pulled from the library circulation database. The survey remains open for 14 days with a second invitation to participate distributed after seven days. With an average pool size of 14,626 library patrons over past three years the response rate over the same period has averaged 6%. The survey data is then filtered by branch/location and for student responses only, shared with library staff and analyzed.

Findings
Some of the findings of the survey include a need for more quiet space, electrical outlets, and dedicated library catalog terminals. Some of the issues identified included dissatisfaction with printing, cleanliness in the library, and wireless connectivity problems.

Practical Implications/Value
The poster session will detail the current version of the survey as well as its evolution over time and some of the hitches encountered along the way. It will include selected longitudinal data for questions about satisfaction with computer access in the library and library facilities. It will also include data on satisfaction with library facilities as well as details on how issues were addressed. The experience of UIC with conducting this survey could be of value to those who wish to conduct a similar survey.

Tim Klassen was Science Librarian at University of Illinois at Chicago until early 2012 and chair of the LibIT Fee assessment committee. He is now Head, Cameron Science and Technology Library University of Alberta. Previous positions were at Southern Connecticut State University, Wesleyan University, and University of Oregon.

Circulation Librarian Bob Daugherty has been at UIC since 1977. He has led or participated in surveys on such topics as Active Directory; User Satisfaction With Interlibrary Loan, Reserve Desk, and Circulation Desk Services; Hours of Opening; Computer Availability; Method of Contact; Electronic Reserves; and, Student Assistants Workplace Experience Evaluation.

Felicia Barrett is the Interim Regional Head Librarian for the Crawford Library of the Health Sciences in Rockford for the University of Illinois at Chicago. She is responsible for all aspects of management with emphasis on user support, outreach, information and instructional services, information access, information technology, and collection development.

Emily Guss heads the Access and Technical Services Department at the University of Illinois at Chicago, Library of the Health Sciences-Chicago. She manages the Circulation, Interlibrary Loan, Reserves and Technical Services units. She received her Master's in Library Science from the University of Michigan.

Allison Holton is the Visiting Assistant Director of Library Administration at the University of Illinois at Chicago Library. She is currently completing her Master's in Public Administration at UIC.

Linda Naru is Assistant University Librarian for Administrative Services at the University of Illinois at Chicago. Previous positions were at the Center for Research Libraries and Michigan State University Libraries. She has a master's in Library Science from the University of Michigan and a master's in Public Administration from UIC.

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"We Hope it Helps": The Impact of Incentives on LibQUAL+® Response Rates

LibQUAL+®/ Surveys

Jennifer Nutefall (Santa Clara University)

Purpose
Our research focuses on the question: what is the perception among librarians of the impact of lottery incentives on response rates to the LibQUAL+® survey?

Design/Methodology/Approach
A LibQUAL+® incentives survey was developed by the researchers to find out why administrators do or do not offer incentives, what types of incentives are offered, and what the perception is of the impact of lottery incentives for the LibQUAL+® survey. The 25-item questionnaire was administered to all 124 US and Canadian (English language only) academic libraries (excluding community college) that participated in LibQUAL+® in 2010. Additionally, data for the LibQUAL+® data repository provided additional information on the 124 institutions including response rate broken down by population, potential respondent pool size, and survey used.

Findings
We received a 31% response rate to the survey. While the results should be viewed with caution due to the sample, the findings are revealing in the type of advertising used, the amount and type of incentives offered, and if the LibQUAL+® administrators felt the incentives made an impact on their response rates. Incentives are only one variable to help increase response rate, especially among students. Based on extensive literature on incentives, alternatives are offered and suggestions made for combining different methodologies, including offering prepaid incentives.

Practical Implications/Value
Every LibQUAL+® administrator needs to determine whether they will offer an incentive(s) and if so, what kind of incentives and how much needs to be determined. Our research shows that LibQUAL+® administrators make the decision mainly based on past practice or a sense of competition with other surveys on campus. However, there is extensive literature on the use of incentives and what amounts can impact response rate. Our research can help LibQUAL+® administrators make more educated decisions about incentives before implementing LibQUAL+®.

Jennifer Nutefall is Associate University Librarian for Innovative User Services at Oregon State University Libraries. Prior to OSUL she held positions at George Washington University and SUNY Brockport. She holds a BS in Journalism and an MLS from Syracuse University and an MA in Education and Human Development from George Washington University.

Stefanie Buck is the Ecampus and Instructional Design Librarian at Oregon State University. She holds an MA and an MLS from the University of Hawai'i and an M.Ed. from the University of Massachusetts in Boston. Before coming to OSU, Stefanie was at Western Washington University as the distance education librarian.

Laurie Bridges is an Instruction and Emerging Technologies Librarian at Oregon State University Libraries. Prior to OSUL she was the Marketing and Assessment Coordinator for University Housing and Dining Services at Oregon State University. She holds a BSEd in English from the University of Nebraska-Lincoln, an MS in College Student Services Administration from Oregon State University, and an MLIS from the University of Washington.

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Doing LibQUAL+® at the Worst Possible Time: How Changes in the University and Library Affected Results

LibQUAL+®/ Surveys

Marcia Rapchak (Duquesne University)
Allison Brungard (Duquesne University)
David Nolfi (Duquesne University)
Tracie Ballock (Duquesne University)
Bridget Euliano (Duquesne University)
Joe Nelson (Duquesne University)

This poster will show how significant changes in the library affected users' responses to LibQUAL+® Lite questions, focusing particularly on changes that were beyond the library's control. Gumberg Library administered LibQUAL+® Lite in February 2012 shortly after (1) announcing university-imposed budget cuts; (2) restricting access to the library building due to safety incidents; and (3) launching a new library website because of a new university content management system. This confluence of events created unease in both users and library staff, and, thus, the results of LibQUAL+® Lite reflect these feelings.

To illustrate how changes affected responses, we will examine both the comments and the numerical data provided by LibQUAL+®. Our adequacy and superiority gap means for affected questions (e.g., IC-2: "A library Web site enabling me to locate information on my own") will be compared to our LibQUAL+® 2006 and 2009 results to assess differences in user satisfaction. Similarly, the overall adequacy and superiority gap means in our 2012 survey for the LibQUAL+® dimensions, particularly "Information Control" and "Library as Place," and gap means for the library overall will be compared to our 2006 and 2009 results to determine if these dimensions showed any marked change. Relevant local questions will be analyzed, and qualitative data will be coded and counted for frequency to determine user reaction to these changes.

LibQUAL+® Lite was administered February 6-29, and the results notebook has been created. Analysis of comments has begun and will be completed by the end of the summer, along with comparisons of gap means. We hypothesize that users will mostly view the changes negatively and that the comments about the changes will make up a significant portion of the comments. However, overall ratings have improved, showing that while the sudden changes may have affected respondents' ratings to some degree, they did not create a decrease in overall user satisfaction from 2009 to 2012.

The library is a dynamic place, and assessment should not stop just because change has recently occurred. Administering LibQUAL+® allowed us to continue the assessment cycle we began in 2006, even though internal changes would impact results. LibQUAL+® Lite was already planned, and it provided a convenient and cost-effective way to obtain feedback on recent changes. Complaints about changes do not necessarily equal overall dissatisfaction with a library, but they can provide insights into users' perceptions of change. Ultimately, understanding how changes in the university and library affect users' lived experiences will help successfully manage future challenges.

Marcia Rapchak is the Instruction Librarian at Duquesne University where she coordinates instruction efforts at Gumberg Library. Her other duties include reference services, outreach, and collection development. She serves on the library's assessment committee and the university's information literacy committee. Previously, she was lecturer at the University of Kentucky.

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

David Nolfi is the Health Sciences Librarian at Duquesne University. His responsibilities include health sciences collection development, instruction, and research assistance. He chairs the library's assessment committee and co-chaired the committee to develop university-wide learning goals. David currently serves in national and chapter-level leadership positions in the Medical Library Association.

As the head of Collection Management at Duquesne University, Tracie Ballock leads the Acquisitions Department, the Serials/Electronic Resources Unit, and all collection development functions, including the Library's Gift Program. She chairs the library's liaison committee and is a member of the library's assessment committee and the University Graduate Council.

Bridget Euliano is the Acquisitions Librarian at Duquesne University. She manages the Acquisitions Department which handles the ordering, receipt, and payment of all library resources. Bridget oversees the library materials budget and the licensing of electronic resources for the library. Bridget received her M.L.S. from The Catholic University of America.

Joe Nelson works as Circulation Manager of the Gumberg Library at Duquesne University and serves on the library's assessment and safety committees.

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Boost Your Survey Results with People Power

LibQUAL+®/ Surveys

Octavious Spruill (North Carolina A&T State University)
Arneice Bowen (North Carolina A&T State University)
James Misse (North Carolina A&T State University)
Tiffany Russell (North Carolina A&T State University)

As a part of National Library Week activities, F.D. Bluford Library utilized the survey program LibQUAL+® to evaluate the quality of its library services. The Assessment Committee reviewed the preliminary data from the 896 patrons (students, faculty, and staff) and determined that this year was a record breaking year for survey participates. After reviewing the results of the survey, the committee determined that the three main factors influencing the increase of patron participation were library staff volunteers, student workers, and incentives for patrons. This year, our Library experienced a 75% increase in survey users. We credited this increase to the time and effort that our Library Faculty and Staff provided. Not only did they volunteer, but they recruited their work study students to help out. Thus, we had young student workers recruiting other students to take the survey. Another key factor to the increase was the incentives. We displayed a 50 gallon clear vase filled with candy and snacks. At first, we were going to hold a drawing and give all of the candy away to the first patron that guessed the correct number. Fortunately, we had an "explosion of patrons" approaching the desk and asking for a piece. The other "big incentive" was an IPAD 2 giveaway. At the end of the survey, we gave away an IPAD 2 to a student. This poster presentation will give a detailed examination (from start to finish) on how we increased our numbers and energized the student population. Librarians will learn "techniques and secrets" on how to increase their survey numbers.

Octavious Spruill is the Head of Access Services Librarian at North Carolina A&T State University's Bluford Library. His credentials include a BS in Public Health Education and a MLS Degree from North Carolina Central University, and an Associate's Degree in Computer Information Systems from Durham Technical Community College.

Tiffany Russell has been a Collection Management Librarian at North Carolina A&T State University since December 2009. She received a BA from UNC Chapel Hill and a MLIS from UNC Greensboro. She is responsible for efficient and effective allocation of the budget for all library materials and supplies.

James Misse is a Reference Librarian at North Carolina Agricultural and Technical State University's Bluford Library. He graduated from Temple University with a bachelor's degree in English in 2004 and the University of North Carolina at Chapel Hill with a master's degree in Library Science in 2009.

Arneice Bowen is the Head of Cataloging at North Carolina Agricultural and Technical State University's Bluford Library. She received a BA Degree in French and Religion from Meredith College, a MLS Degree from North Carolina Central, and a Master of Science in Instructional Technology from North Carolina A&T State University.

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Assessing Technology Ownership and Use to Gain Insight for Planning and Purchasing

Methods

Anita Dryden (University of Houston)
Beth German (University of Houston)
Damon Camille (University of Houston)

Purpose
Librarians at the University of Houston conducted a broad assessment of personal technology ownership and use among undergraduate students, as well as utilizing external assessments to evaluate trends within our user population and the general public. This presentation will discuss ways to use assessment data from local and national sources to inform decisions related to planning for and purchasing library technology.

Design/Methodology/Approach
This assessment was conducted using a web-based Survey instrument, distributed to a random sample of undergraduate students. The instrument gathered information about device ownership and use, including the types of activities for which each device was used and the locations in which they were used most frequently. This information was compared to national data about device ownership and use, with particular focus on the annual ECAR study conducted by Educause.

Findings
Our assessment indicated that in many ways, our students' technology usage is similar to that of students surveyed in national projects. This knowledge will allow us to rely more heavily on external data sources for informing technology planning and purchasing, without concerns that these sources may be unrepresentative of our extremely diverse student body.

Practical Implications/Value
This assessment model can be replicated by other institutions to support their own technology use studies. The external data sources discussed in the presentation may also be of use to other libraries that do not wish to conduct a broad assessment of their own user group.

Anita R. Dryden is the Digital & Web Projects Fellow at the University of Houston Libraries, where she works to identify opportunities for technology-based service enhancements. She has a strong interest in Evidence-Based practices, and has spoken regionally and nationally on mobile technologies for libraries and research data management practices.

Elizabeth German is the Web Services Coordinator at the University of Houston Libraries, where she collaborates with departments throughout the library to build a dynamic and user focus web presence. Her interests include transaction log analysis, urban research libraries, point of need assistance, and community outreach.

Damon Camille is the Training, Assessment & Statistics Coordinator at the University of Houston Libraries. Much of his work in this position focuses on administering and analyzing surveys to understand the evolving needs of Library users.

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Methods

Breaking Barriers: A Qualitative Assessment of Library Use by Distance Education Students from Low Socio-economic Backgrounds

Anne Horn (Deakin University)
Sue Owen (Deakin University)
Michael Currie (Deakin University)

The increasing emphasis on access to scholarly information through the digital environment requires university libraries to re-assess how they support at-risk students in learning how to navigate and retrieve scholarly resources to support their course progress. Responding to Australian Government initiatives to improve access to higher education for students of low socio-economic status (SES), Deakin University Library has undertaken targeted research to assess the barriers faced by these students in accessing scholarly resources online. Students enrolled by distance education (DE) with a low SES background in Australia have been identified by university data as having typically lower progress and retention rates than other cohorts and are consequently the focus of this assessment. In Australia, distance education refers to students studying independently (at home or work site) using study materials and resources provided in print or online.

There is an increasing body of literature in library and information sciences that explores the links between library usage and student success using broad data on student use of a library, library expenditures and institutional outcome data. However, there is also a continuing need for qualitative approaches towards understanding the issues faced by these students in accessing and making effective use of library resources and services in this changing environment. As part of a qualitative assessment, semi-structured telephone interviews were conducted with 26 undergraduate students identified as living in low SES areas and studying in DE mode at Deakin University.
Analysis of these interviews revealed common themes of student-centric information seeking practices, non-use of support, barriers relating to work-study-life balance such as time, efficiency of access and a reliance on course provided material. Along with improving the usability of electronic resources, results have indicated the need to increase student awareness of the range of scholarly resources available and provide support in developing more efficient search strategies to navigate this environment. This role has traditionally been the domain of library staff. However, responses indicated that in the digital environment, with remote access to course content through learning management systems and increasing reliance on online resources, the library was seen as being largely invisible.

Library services were not sought or understood and students were more comfortable resolving issues themselves or dealing with lecturers, peers and localised support networks. For many students, particularly those from low SES accessing university through distance education, the digital environment presents challenges such as affordability and reliability of Internet access while unfamiliarity with the library online environment was a significant issue. Students living in remote areas or those who did not have peers also studying at university were identified as more vulnerable to barriers to access given their greater levels of reliance upon the resources and library support services.

The poster proposes that to be effective, library support needs to be in the student space, that is, in course content. As higher education transitions to a more wholly digital environment, the student space is the learning management system, or social media, or other online developments. While there are political and structural issues in involving librarians in LMS environments, the results of this research indicates it is only through greater alignment with course content and teaching that library value will be recognised by these students.

Anne H. Horn MBA BA GradDipLibSci DipTertEd AALIA Anne Horn is the University Librarian & Executive Director, Academic Support at Deakin University, Victoria, Australia. Anne provides high level advice to the University on access to scholarly information, academic support services and research repository management.

Sue Owen BA(Hons) GradDipLib GradCertUL&T AALIA Sue Owen is the Associate University Librarian, Client Services at Deakin University. Sue has directed a program of strategic reform and renewal of library services and online spaces initiating high level client-focussed support to academics, undergraduate and postgraduate students, researchers and doctoral candidates.

Michael Currie MBIT Grad Dip Lib Bed AALIA Michael Currie is the Deakin University Library Projects Manager. He is responsible for management of the Deakin University Participation & Partnerships Program Library project addressing library support for low SES students.

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iPads as Clipboards: Simple, Portable Assessment

Methods

Jennifer Jones (Georgia State University)

Purpose
Ongoing, systematic assessment can be a challenge for many libraries. Traditional methods like surveys can be time-consuming for researchers to develop and test and are easy for populations to ignore and delete from their inboxes. Scheduling interviews, focus groups, and usability tests with students and their unpredictable schedules can be a hassle. Georgia State University (GSU) Library sought innovative ways of gauging the perceptions, preferences, and satisfaction of its students, while addressing some of these assessment challenges. After participating in a campus iPad pilot program with Freshman Learning Communities, the library was allowed to keep its assigned iPads in order to explore additional projects. The library took this opportunity to add a novel, portable, and practical device-the iPad-to its assessment toolkit.

Design/Methodology/Approach
In an attempt to determine whether the iPad had viability as a data collection tool, the Assessment Librarian and the Associate Dean for Public Services brainstormed an idea to use iPads for "guerrilla-style" assessment--approaching unsuspecting potential subjects, surprising them with a survey, and asking them to complete the survey on the spot, replacing the traditional clipboard with an iPad. The pilot consisted of the Assessment Librarian approaching students in the library buildings and asking them to complete a brief, online survey using the iPad. The Assessment Librarian administered two different surveys using three different software applications. One survey consisted of two questions: the primary reason the student was in the library that day and the student's major. The second survey asked students how likely they were to recommend the library to a friend.

Findings
The survey response rates were 93 percent and 89 percent, respectively. Students were intrigued by the device and seemed more compelled to complete the surveys when approached face-to-face. The three different software applications that were tested, Polldaddy for iOS, Google Forms, and Zoomerang, all were found to have equal potential based on different strengths. After determining that using iPads for basic assessments was a worthwhile technique, the library has used this methodology to survey faculty at new faculty orientation and to ask incoming students about their social media usage and preferences at new student orientation. A related use was collecting observational data of students in the library's group study rooms. Future plans are to gather usability and preference data on the library's mobile website using iPads along with online usability testing software, as well as to conduct basic usability tests on redesigned web pages for the special collections department. Additionally, the library will conduct targeted follow-up surveys with undergraduate students to help clarify LibQUAL+® results.

Practical Implications/Value
For libraries looking for a straightforward method of gathering information from their users, an iPad or other tablet device loaded with appropriate software is an easy way of collecting user satisfaction and preference data, conducting brief website usability tests, recording observational data, and conducting audio/video interviews with users, just to name a few examples. The practical applications are limited only by libraries' data collection needs.

Jennifer L. Jones is the Assessment & User Experience Librarian at Georgia State University Library. Her research interests include assessment methods and techniques.

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The Information Needs and Preferences of Interdisciplinary Social Scientists

Methods

Nathaniel King (University of North Carolina at Chapel Hill)

Purpose
The goal of this study was to understand the key challenges faced by interdisciplinary social sciences scholars and determine how UNC Libraries can provide expertise to support interdisciplinary research in the social sciences. Interdisciplinary researchers face a wide variety of challenges when finding and using information that is organized along disciplinary boundaries. Starting our research with the Department of Public Policy, a heavily interdisciplinary social sciences department, we sought to learn more about the research needs and strategies of interdisciplinary social sciences scholars. We wanted to learn more about their information needs and preferences; what services and technology tools they found useful; and the role the library plays in their research.

Design/Methodology/Approach
This study involved interviews with currently enrolled graduate students and current tenured or tenure-track faculty members in the Department of Public Policy at UNC-Chapel Hill. The survey population included 15 faculty and 21 graduate students. Subjects were contacted via email with a request for one (1) in-person interview that was approximately one (1) hour in duration. With the subject's permission and signed consent, the Principal Investigator recorded the interview. Subjects answered fourteen open-ended questions about their research processes and practices during this in-person interview. Interview questions were divided into three sections: research strategies and challenges, the library's role in research, and fantasy research. Interviews were then transcribed and analyzed using ATLAS.ti.

Findings
Scholars report a wide variety of challenges for interdisciplinary research. The most frequently mentioned challenge was finding and analyzing research data. Scholars also report a very strong preference for unmediated access to library collections and services. Opportunities for mediated library collaboration include: publishing support for new interdisciplinary open-access journals; providing access to sensitive federal data; tools for identifying relevant interdisciplinary work and potential collaborators; training and instruction for research assistants who are managing large data sets and article collections across multiple drives and locations.

Practical Implications/Value
These findings have important practical implications for subject librarians who are providing services for interdisciplinary social scientists. These findings indicate that services options for interdisciplinary social science scholars should have self-service as their primary goal. A large number of the mediated services identified in this study require significant investments of money, time and staffing. At UNC Libraries, these findings have been used to support new resource allocations and service development.

Nathaniel King is a Social Sciences Librarian at UNC-Chapel Hill. In this position he serves as the subject librarian for Global Studies, Military Studies and Public Policy. Nathaniel received his BA (First Class Honours) from the University of Wollongong and his MSLS from UNC-Chapel Hill.

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Methods

Understanding STEM Faculty and Student Behaviors and Needs at the Florida State University

Kirsten Kinsley (Florida State University)
Rachel Besara (Florida State University)

Purpose
In the summer 2010, Florida State University (FSU) Libraries' administration directed its assessment department to gather a sample of the FSU faculty and students population from a broad range of Science, Technology, Engineering and Math (STEM) disciplines in order to study their work needs, habits, and behaviors. Library administration wanted to know what contributes to the successes and to the barriers of the STEM population at FSU, in order to guide evidence-based decision-making about library services, spaces, resources, and personnel that impact this population. Therefore, the FSU Libraries' Assessment Department conducted a mixed-methods (qualitative and quantitative) user study on FSU STEM student and faculty users' academic behaviors and needs.

Design/Methodology/Approach
The mixed methods study of STEM users commenced in the fall of 2010, which included a qualitative study (n=100+) and a quantitative study (n=3300) of a diverse population of STEM students (undergraduates and graduate students), post-doctoral researchers, and faculty. For the qualitative study, ethnographic techniques, such as those utilized by the Rochester Study (Foster & Gibbons, 2007) were used: interviews, focus groups, charrettes, photos diaries, and photos taken of students and faculty in their natural environments (in the labs, classrooms and offices where they work). In addition, a GPS logging device (pilot study) was used to measure and display results via Google Maps to view and track an individual's work week. Subjects did not know interviewers were from the library in order to avoid auspices bias and in this phase of the study, libraries were not the focus of any of the questions asked of the subjects. For the quantitative methods component of the study, a survey was emailed to the entire campus which asked questions about their academic work behaviors (the where, when, what and how people at this institution get their academic work done). Over 3300 respondents filled out the survey. STEM fields were represented as a subset to this data, which will be analyzed separately from the other disciplines.

Findings
Data has been collected and nearly all interviews involving the various components of the qualitative study have been transcribed. By September, 2012, content analysis of the qualitative data will be analyzed by NVivo 9. In addition, descriptive statistics and other quantitative analyses with the STEM population who participated in the academic work survey will be analyzed to enhance the validity of the qualitative findings.

Practical Implications/Value
No conclusions have been formally made, though library staff and other university personnel have been invited to give researchers feedback on what they observe and interpret from sample data results. Overall, data results will include comparisons between STEM undergraduate, graduate and faculty members, which will reveal whether there are differences in the technology they use in their work, work patterns and behaviors, and whether there are similarities and differences in work behaviors and needs within and between disciplines. Again, qualitative results will be analyzed along with the quantitative results from the academic works survey to see if findings can be validated.

Kirsten Kinsley is an Assessment Librarian at the Florida State University (FSU) Libraries in Tallahassee, FL. Her interests include conducting user-centered assessment and fostering library and campus collaborations. Kirsten is currently co-leading two large ethnographic studies on FSU STEM and graduate populations.

Rachel Besara is an Assessment Librarian at the Florida State University (FSU) Libraries in Tallahassee, Florida. She is currently co-leading two large ethnographic research studies of the academic work behaviors and needs of the FSU STEM population and graduate students. Rachel is also the current Chair of LLAMA MAES.

51	**Assessing Digital Engagement with Mobile Polls** Megan McGlynn (University of Michigan) Katherine Boss (Long Island University, Brooklyn) Purpose Digital screens are an exciting venue for library promotions and information. Determining the impact of a digital screen for libraries requires assessment of patron engagement with the information presented on the screen. Design/Methodology/Approach Screens near the entryways of two academic libraries (University of Michigan, Ann Arbor, and Long Island University, Brooklyn) displayed a poll. The polls were conducted with the free resource polleverywhere.com. The number of responses were compared to the number of potential viewers to assess the level of active engagement with digital information. Findings This study will be conducted in April 2012 and findings will be concluded by May 2012. Practical Implications/Value This will show whether patrons take advantage of the opportunity to engage with libraries in a digital field. The number of patrons that respond to the poll will represent a very active subset of the group of patrons that read and absorb the information on digital screens. In addition this study represents a simple, low-cost method to assess the impact of a particular digital screen. Libraries assessing digital marketing and evaluating screen placement could replicate this study to evaluate patron digital engagement at their own institution. *Megan McGlynn is an Access Services Librarian at the University of Michigan in Ann Arbor. She earned an Master of Science in Information from the University of Michigan School of Information and a Graduate Certificate in Nonprofit Leadership from Grand Valley State University.* *Katherine Boss is a Reference and Instruction Librarian at Long Island University Brooklyn. She earned a Master of Science in Library and Information Science at Long Island University, and is currently pursuing a Master of Arts in Media Studies at the New School in New York City.*	**Methods**
58	**Beyond Positive and Negative: A Taxonomy for Open-Ended Comments** Karen Neurohr (Oklahoma State University) Coding open-ended comments can help researchers find meaning in data. Lyn Richards (2009) distinguishes between three types of coding: "descriptive, topic, and analytical" (p. 96). Descriptive refers to information about the speaker such as age or gender. Topic refers to what the passage is about and often utilizes words the speaker used. Analytical requires consideration for what else is occurring in the data. Frequently, only two words are used for analytical classification: "positive" or "negative." Yet, these choices do not apply to many comments. Reviewing open-ended comments from several administrations of LibQUAL+® and other library data sources clearly revealed that more choices are needed. A review of existing literature revealed some choices, yet not as many as were desired. A taxonomy of seven choices was developed and has been used successfully: praise, strong praise, complaint, strong complaint, suggestion, question, and neutral observation. Classifying comments into these expanded choices facilitates action for library improvement and resonates with stakeholders. This poster will define the taxonomy, offer sample comments, and will describe how the comments have been utilized for library improvement. Richards, L. (2009). Handling qualitative data: A practical guide. (2nd ed.). Los Angeles, Sage Publications. *Karen Neurohr, Associate Professor, is Librarian for Assessment, New Student and Community Outreach at Oklahoma State University-Stillwater. Her work includes formal and informal assessment. She has administered LibQUAL+® several times. She is currently pursuing an Ed.D. in Educational Leadership at OSU; her MLIS is from University of North Texas.*	**Methods**

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Science and Technology Undergraduate Students' Use of the Internet, Cell Phones and Social Networking Sites to Access Library Information

Methods

Lutishoor Salisbury (University of Arkansas)
Jozef Laincz (University of Arkansas)
Jeremy J. Smith (University of Arkansas)

Many academic libraries and publishers have developed mobile-optimized versions of their websites and catalogs. Almost all database vendors and major journal publishers have provided a way to connect to their resources via the Internet and the mobile web. In light of this pervasive use of the Internet, mobile devices and social networking, the primary purpose of this study was to identify whether science and technology students use the Internet, their cell phones, and/or social networking sites to access scholarly information available through the library. Specifically, we were interested in finding out:

1. how often students use the Internet and for what purposes
2. what devices they use to access library information remotely
3. for what purposes student use their cell-phones and whether they use them to access library resources, including our social networking sites
4. which social networking sites students use and for what purposes

This study collected data utilizing a web-based survey administered during class to several sections of undergraduate organic chemistry for non-majors course (n=290) in the summer and fall 2011 semesters. The study found that seventy four percent of the respondents reported using the Internet in relation to their homework or classwork, to access Blackboard, or to find research articles and papers, but none of the respondents explicitly identified using the Internet to access library-related resources. Even though there are widespread uses of the Internet, cell phones, and social networking, this study found that the majority of the students surveyed do not readily identify them as a means to access library-provided databases, the library catalog or to retrieve full-text journal articles on demand or on the go.

Since it appears that students generally are technology oriented, this information may help librarians encourage them to access scholarly information and seek assistance in ways they prefer, and at their own convenience. So the information gathered in this study would assist us to determine whether it is appropriate to target specific mobile applications for information retrieval and to introduce our users to our libraries' social networking sites and resources. It would be helpful to remind students in library instruction sessions that most of the articles they retrieve via Google, Google Scholar, and other Internet search engines are provided by the library, even though it may not be obvious to them when accessing these from on campus. Please note: A paper based on this research has been accepted to be published in a peer-reviewed journal.

Lutishoor Salisbury is the University Professor/Librarian and Head of the Chemistry and Biochemistry library at the University of Arkansas Libraries in Fayetteville

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From Wyoming to York: A Cross-Cultural Study of Student Experience and Expectations

Methods

Stephen Town (University of York)
Jamie Kearley (University of Wyoming)

Purpose
The purpose of this study is to investigate the experience and expectations of students using new library buildings and services in two different national contexts. Both participating institutions have a strong commitment to developing as research libraries and have invested substantially in buildings and new environments to support their strategies. The principal objective for each participating institution is to refine the design of the service offering for students in the light of what is learnt from the study in each context. A secondary objective of pursuing the study in two different continents is to gauge the potential transferability of service design solutions. The study will take place in the UK context at a time when large fee payments are being imposed on UK students in a major change in government policy; a situation that has pertained in the US for some time. The study will be designed to reveal whether there is convergence of expectations as student financial contexts become more alike.

Design/Methodology/Approach
The study employs a methodology of applying the same qualitative data collection methods and instruments in the two target libraries: the University of Wyoming in the US and the University of York in the UK. These findings will be supplemented with quantitative and qualitative data from LibQUAL+® surveys. Both libraries have invested significantly in buildings in the recent past, and both are looking to provide innovative environments for their patrons; learning spaces will therefore be a key focus of the study. The principal investigator (J. Kearley) will conduct the data collection, mainly through focus groups and interviews in both locations, limiting bias and variation. The process will ensure that each culture is viewed from within its own context, a prerequisite for cross-cultural learning.

Findings
The study is still in progress with US data collection mainly complete, and the UK phase is about to start through a sabbatical attachment in York. The responses to the five open-ended questions for the US are currently being transcribed, providing views on space and facilities, resources, webpage design, librarians, and instruction. University of York data collection begins in May. The findings will be compared and contrasted with the LibQUAL+® data from each institution. The research is expected to be complete by early summer.

Practical Implications/Value
Large-scale studies have been undertaken to gain understanding of the new landscape of student activity in relation to libraries. Few of these have been cross-cultural, with the potential for misapplication of findings into differing contexts. Some smaller scale studies have been conducted within single institutions, again with the potential for misapplying findings out of context. This appears to be the first study directly comparing UK and US experience, providing insight into what is common and universal and what is different across the student cultural contexts. The poster will contribute to awareness of the value and impact of libraries on student life- and work-flows, and be broadly helpful given the general trend towards internationalization in higher education.

Stephen Town is Director of Information & University Librarian at the University of York, UK, involving responsibility for libraries, archives and IT. Stephen has taught, researched, presented, consulted and written widely on library management, strategy and performance measurement resulting in international recognition and membership of relevant academic and professional boards.

Jamie Kearley is currently Head of Research and Instruction Services at the University of Wyoming Libraries. Prior to this she served as the Distance Learning Librarian. Her current research interests include learning spaces, information literacy, and the value and impact of library services and facilities.

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Using a Virtual Focus Group For Library Planning

Methods

William Uricchio (University of Connecticut)

Two experimental virtual focus groups were conducted by the University of Connecticut Libraries in 2011 and 2012. A pilot occurred at one of the University's regional campuses and, proving successful, the process was expanded to the libraries at all five regional campuses. Utilizing standard internet based blog software, students were invited to participate by answering a set of questions provided by blog moderators and then "conversing" with other participants across a two week time period. Follow up online surveys then asked the participants to rate their virtual focus group experiences. Our results included: students freely "talked" to one another with assuring that questions received in-depth and thoughtful responses; the virtual blog format proved superior to a standard focus group process in that domineering participants or weak moderators were not a factor; we were not restricted by time limitations cutting off useful discussion; the blog software resulted in a complete transcript of the conversations; and, as shown by the subsequent surveys, students overwhelmingly preferred the virtual to the standard focus group process.

William Uricchio holds advanced degrees from the Universities of Connecticut and Rhode Island. He has served as the University of Connecticut Libraries Survey and Assessment Team Leader for three years and is also Library Director and Undergraduate Education Librarian at the University's Greater Hartford Campus.

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Value of Scholarly Article Reading to Graduate Work

Methods

Rachel Volentine (University of Tennessee)
Liz Whitson (University of Tennessee)

Purpose
The purpose of this poster is to examine how scholarly articles shape the outcomes and quality of graduate work and how graduate students interact with various resources to obtain the desired material. Graduate students are heavy users of scholarly articles, and they are a target audience for library resources. By examining graduate students' reading patterns and the purpose, value, and outcomes of the readings the library can better understand why they use scholarly articles and how to fulfill their needs.

Design/Methodology/Approach
The study builds upon past Tenopir and King reading surveys of United States graduate students in 2005. In spring 2012, graduate students at several U.S. universities participated in a web-based survey. The survey focused on the last incident of reading to assess the purpose, value, and outcomes of scholarly reading. Both qualitative and quantitative methods were used. Results are being collected March to May 2012, and final analysis to be completed in the fall of 2012.

Findings
The preliminary findings show graduate students read a lot of scholarly articles, and their readings primarily help them complete course work or their thesis/dissertation. The majority of article readings are found and obtained from the library's e-collections because the collections are easy to access and save them time. Articles obtained from the library are considered more important than material from other sources. Inspiring new thinking and improving graduate work are the main outcomes of reading.

Practical Implications/Value
This poster further illustrates the overall value of scholarly reading and the library's e-resources on the quality of graduate work. It highlights methods to measure the value of scholarly reading and the library's e-collections to graduate students. This type of research helps libraries demonstrate their value and gather evidence to allocate and bolster their resources.

Rachel Volentine is a 2011 MLIS graduate from University of Tennessee and is a research coordinator for the Center for Information and Communication Studies at the University of Tennessee. She received a Bachelor's in history from Berry College in Rome, Georgia.

Liz Whitson is a 2001 MLIS graduate from the University of Tennessee. She is the program manager for the IMLS Lib-Value Project. She works for the Center for Information and Communication Studies at the University of Tennessee. She received a Bachelor's in history from the University of Tennessee, Knoxville.

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Seven Times, Seven Ways: Engaging Staff in the Balanced Scorecard Process

Organizational Performance

Kathryn Ball (McMaster University)
Wade Wyckoff (McMaster University)

Purpose
Strategic planning and performance management tools, such as the Balanced Scorecard, can be used to set an organization's direction and monitor progress toward organizational goals, but the best outcomes can be elusive without staff engagement. The full benefit of the Balanced Scorecard approach is only achievable if staff members understand and buy into the interconnected network of objectives, measures and initiatives, as well as their personal or departmental role in achieving success. The staff engagement process is not an easy one. Kaplan and Norton have stated that less than five percent of the typical workforce understands their organization's strategy, let alone their role within it. Libraries participating in the ARL Balanced Scorecard initiative have reported some negative reactions from their staff to the scorecard and its measures, especially during the early days of implementation, and have worked hard to counteract it.

Libraries are complex organizations with a wide spectrum of staff engaged in a vast array of activities. Capturing staff interest can be challenging. Framing new directions and measures in language that makes sense to a busy and diverse workforce is not always a simple task. Some practitioners have counseled that we need to engage our staff continuously using different methods (seven times seven ways). But which ways are most effective?

Design/Methodology/Approach
This study will investigate the different approaches and activities that libraries are using to inform, involve and ultimately engage staff in their scorecard process. Although focused on scorecard, the results will be applicable to a broad spectrum of strategic planning and assessment approaches. Using a simple survey delivered via SurveyMonkey the authors will query the participants of the 2009 and 2011 ARL Balanced Scorecard initiative. This group represents 14 ARL institutions (12 American and 2 Canadian).

Findings
The survey will seek information on the communication plan and other activities used to inform and involve their staff in the development and ongoing maintenance of their institution's scorecard and to engage them in moving strategic initiatives forward. Questions will address both the approaches that worked and the approaches that were less successful.

Practical Implications/Value
The findings will be useful to libraries using the scorecard approach to strategic planning, but they will also be of interest to all libraries interested in increasing awareness of strategic planning and assessment activities and in creating a 'culture of assessment'.

Kathryn Ball is currently Director of Assessment & Accountability at McMaster University. Previously she served as Director of the H.G. Thode Library of Science & Engineering and Business Librarian. She recently was the lead on the implementation of the ClimateQUAL® survey and of the Balanced Scorecard, as part of the ARL Scorecard initiative.

Wade Wyckoff is currently Associate University Librarian, Collections at McMaster University. He was a member of the implementation team for the Balanced Scorecard.

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Designing a Balanced Scorecard during Leadership Changes: Implications for Strategy Development, Metrics & Initiatives

Organizational Performance

Rachel Besara (Florida State University)
Kirsten Kinsley (Florida State University)

Purpose
Florida State University (FSU) Libraries made a decision to use the Balanced Scorecard method to highlight the libraries' strategic priorities and metrics that describe and communicate progress on those priorities. After FSU libraries created an initial draft of their scorecard, two new associate directors joined the senior leadership team. It was imperative to have their priorities incorporated in the Libraries' strategy map before it was finalized.

Design/Methodology/Approach
Ways had to be found to involve the new administration in understanding and revising the existing map, along with its supporting metrics, targets, and initiatives. To do this, presentations were made to the new senior leadership members that covered the Balanced Scorecard approach as presented by ARL and Ascendant Management and that covered the University Libraries' resulting map. The Balanced Scorecard Development Team visited the College Center for Library Automation, a nearby library consortium that had implemented the technique. After the new members of administration understood the process and rational behind our final draft map, their questions and revisions were incorporated to create a new, updated strategy map along with supporting metrics, targets, and initiatives, which would be implemented in the Summer of 2012.

Findings
While it is discouraging to have the launch of an important project, such as the Balanced Scorecard, delayed for months, the deeper understandings, fresh perspectives, and reflective revisions to the map are worth the delay. It also helps new members of administration have a deep understanding of the current strategic direction of the organization and contribute to its quick and efficient evolution. It can be difficult to see the almost finished draft of a strategy map undergo substantial revision. However, if effective presentation and revision techniques are used, the resulting Balanced Scorecard will be stronger, more comprehensive, and have greater buy-in.

Practical Implications/Value
There were some approaches that were more useful than others in revising the FSU strategy map. One example of an effective technique was using a spreadsheet to map initiatives to strategic objectives as a group. This led to great discussion and dialog resulting in important, clarifying revisions. This and other effective exercises for facilitating discussion and revision will be shown and discussed.

Rachel Besara is an Assessment Librarian at the Florida State University (FSU) Libraries in Tallahassee, Florida. She is currently co-leading two large ethnographic research studies of the academic work behaviors and needs of the FSU STEM population and graduate students. Rachel is also the current Chair of LLAMA MAES.

Kirsten Kinsley is an Assessment Librarian at the Florida State University Libraries and liaison to the Psychology and Criminal Justice/Criminology departments. Her professional interests include user-centered assessment and library-campus collaborations. She is currently co-leading two large ethnographic research studies of the academic work behaviors and needs of users in the sciences and graduate students.

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Assessment of Library Support for Academic Programs: Leveraging the Institutional Schedule for Program Reviews

Organizational Performance

Felix Chu (Western Illinois University)

Purpose
One goal in our institutional planning document is "Enrich Academic Excellence" where one action item is to "use the academic program review process to ensure the provision of high-quality, viable academic programs and services." As state-mandated processes, reviews of degree programs are to be conducted at eight-year intervals on a staggered schedule. As an active member in academic affairs, the library can profitably participate in the review process by assessing library support for each program at the time of review. The intention is that in an eight-year cycle, all library services, resources and processes would be assessed at the times of need by our user community.

Design/Methodology/Approach
In leveraging the institutional program review schedule, the total library assessment process can be partitioned into components that are in manageable chunks and can meet the needs of academic departments. According to institutional guidelines, for each program under review, preliminary evaluative self-studies by a departmental committee and the chair are submitted in December and January to the college Dean and Associate Provost, and final documents are submitted to the state Board of Higher Education in May and June. A self-study does include an evaluation of library resources and interaction/collaboration between the department and the library. Under this timeline, the intent of the library is to submit an assessment report to the department in early fall so that the information may be used as appropriate in the self-studies.

In a previous review of program accreditation requirements for various programs such as teacher education, nursing, social work, and business administration, the author was able to construct a nine-item checklist that are then mapped to the nine principles listed in the ACRL Standards for Libraries in Higher Education. The nine principles are Institutional Effectiveness, Professional Values, Educational Role, Discovery, Collections, Space, Management/Administration, Personnel, and External Relations. Data gathered will be both quantitative and qualitative such as surveys of departmental faculty and student majors, usage statistics of relevant databases, holdings of books, government documents, electronic subscriptions, or interview and anecdotal accounts. Additional indicators will be identified for each department as needed.

Findings
While provisional checklists have been used in three academic program accreditation site visits for teacher education (NCATE), engineering (ABET), and graphic communications (ACCGC), the use for program reviews will not start until the 2012 fall semester. The checklist has been well-received by members of the accreditation site-visit team members and academic department personnel.

Practical Implications/Value
The intent of the assessment of library support for academic program review is to carry out evaluation of library services, resources and the supporting infrastructure. In using the institutional schedule for academic program review, the library will be able to assess its services, resources and operations in eight-year cycles. The checklists will supply similar information, adapted to departmental missions, and thus show the library's value to each academic program. By using the state-mandated process, the library assessment shows a proactive intention for full participation in academic affairs.

Felix Chu holds MA (Spanish), MLS and PhD (Education). He is the Interim Associate Dean at Western Illinois University Libraries and held positions in assessment, cataloging, reference and systems work. He has published a book and articles, and made presentations in assessment, systems work, reference, cataloging, and collection development.

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Re-Building a Library Assessment Program: From Add-On to Integrated

Organizational Performance

Lynda Duke (Illinois Wesleyan University)

In the fall of 2011, The Ames Library at Illinois Wesleyan University (a highly selective, private, liberal arts institution with 2,100 students) began preparing for an external review in May of 2012. The process involved a self-study with a complete analysis of the last ten years and included summarizing library services and programs and related accomplishments, challenges and changes. The following areas were scrutinized: collections (print and digital), scholarly communications, reference and research instruction, information literacy, technology, physical organization of the building, user's perspectives and needs, and accomplishments of library faculty and staff.

As documents and data were reviewed, a critical concern emerged: the library had no formal, organized assessment program in place to adequately reflect the current practices and focus of the library. Although data were being collected, much of it having value and use, upon reflection three patterns emerged:

1. Library faculty and staff were not always collecting needed data and/or assessing the most crucial services and programs.
2. Problems with overall accuracy and/or continuity emerged with some of the collected data.
3. A culture of assessment was lacking, including program goals, information sharing, clarity of purpose in collecting data, and appropriate archiving and accessibility to data for decision-making purposes.

Based on a review of relevant assessment literature, the findings of the self-study and the feedback from the external review team, a sustainable, innovative and comprehensive ongoing assessment program is under development and will be activated by August 15th, 2012. The process of creating this program included systemized consultation with all library faculty and staff and the structure is designed to foster their continued involvement in assessment. This re-focused and integrated program involves detailed descriptions of what particular service, program or activity needs to be assessed and why, who will conduct the assessment work, when and with what frequency the assessment will occur during the year, and how the assessment will be conducted (specific tools to be employed). Additionally, the program outlines ways in which the data should be consulted as decisions and plans are made within the library.

Building on work conducted by the ERIAL Project (an intensive two year study of our students using ethnographic methodologies), innovative techniques are incorporated into the program and unnecessary data collection has been eliminated. Finally, a component of how to assess the assessment program has also been included. In essence, the goal is to embed assessment in our daily work and routines in order to develop a holistic understanding of how our efforts affect our users. Assessment will continue to play a prominent role in higher education and its deliberate practice helps to illustrate the crucial role libraries play in this arena. This experience of re-building an assessment program for the 21st century will have appeal to those library personnel interested in reviewing and reinvigorating their assessment programs and creating a culture of assessment within their library.

Lynda Duke is an associate professor, academic outreach librarian, at Illinois Wesleyan University. She coordinates outreach and assessment activities and was lead researcher for the Ethnographic Research in Illinois Academic Libraries Project. Lynda received a Master of Science in Library and Information Science from the University of Illinois at Urbana-Champaign.

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All Together Now! Designing and Implementing a Review Process and Services for Library Assessment Projects

Organizational Performance

Heather Gendron (University of North Carolina at Chapel Hill)

UNC Chapel Hill library staff frequently conduct assessment projects to better understand library users' needs, to improve services and collections, and to strategize future library directions. To illustrate, during a 5-month period, library staff conducted four assessment projects: two external surveys and focus groups with library users (one on E-Book use and another on special collections library services and spaces) and two internal surveys of library staff (one on diversity climate and another on a review process for technology proposals). Our Library Technology Council, which reviews library technology proposals submitted by staff, recently started to require an assessment component for most projects that they approve. Our strategic planning process, underway this year, also carries with it a strong assessment component.

With such an active assessment culture, library administration decided it would be wise to appoint a librarian to provide additional support in this area. In the fall of 2011, a .3FTE Assessment Coordinator was appointed, who also chairs the Library User Feedback and Assessment Committee. Members who serve on this committee organize and participate in assessment training for library staff and have developed a process for reviewing and consulting on assessment proposals.

This poster describes the creation, roles, and responsibilities of our new five-member Review Process and Consultation Services Team (comprised of User Feedback and Assessment Committee members and the Coordinator). The Team works with library staff on their assessment projects to develop an overall strategy and timeline, and help identify methods and tools appropriate for the assessment project. We also guide staff towards other training and consultation services on campus, and consult with them on IRB applications.

Some of the challenging questions we faced in developing this process will be discussed, including:

- What skills and depth of knowledge do Team members need in order to review project proposals?
- To what extent can members of the Team and the Assessment Coordinator advise library staff on IRB applications?
- To what extent does the Committee and/or Coordinator have "approval power"? Who decides if an assessment project should not happen?

Heather Gendron is Head of the Art Library and Coordinator of Assessment for the University Library at UNC Chapel Hill. As Coordinator, Heather chairs the Library's User Feedback and Assessment Committee and is responsible for cultivating a culture of assessment within the University Library and leading an assessment program that is focused on improvements in library services, spaces, and collections. She has also served on the Library's Strategic Planning and Budgeting Committees. In her capacity as Art Librarian, Heather co-teaches the Art and Visual Information Management course for UNC's School of Information and Library Science (SILS) and has served in several leadership roles within Art Libraries Society of North America (ARLIS/NA), including as a member of the Executive Board, as Chair of the Professional Development Committee and Education Subcommittee, and is a peer reviewer for Art Documentation. Heather has published and presented on an array of topics, including artists' studio archives, competency standards for art information professionals, competency standards for academic librarians, and the research processes of artists and designers. Previously, Heather was Head of the Art & Architecture Library at Virginia Tech. She holds a BFA in Visual Arts from Purchase College (SUNY) and an MLIS from The University of Texas at Austin.

32	**Implementing an Instruction Program Assessment Plan: A Case Study in Stakeholder Buy-in, Goal Setting, Successful Outcomes, and Sustainability.** Christina Gola (University of Houston) Purpose Beginning in the 2010-2011 academic year, the University of Houston Libraries' Instruction Program developed and implemented a comprehensive, long-term, and integrated assessment plan in order to meet requirements of university strategic goals and measure impact of library instruction on student success. Design/Method/Approach The project began with the Head of Instruction attending the 2010 ACRL Assessment Immersion Program and the development of a draft assessment plan outlining the potential process. Upon gaining support of library administration, the process began by building librarian buy-in through a collaborative, step-by-step method involving the development of common definitions and terminology, programmatic goals, criteria for success, integrated training, and avenues for ongoing dialogue. Findings Overall, implementation and first-year assessment strategies have been extremely successful. The collaborative development process was critical to building stakeholder buy-in and to the success of implementation. Because of the large number of teaching librarians at UH Libraries and the varying degree of assessment experience among them, judicious decisions were made regarding the types of training, assessment tools, and general expectations required of the group. However, as librarian assessment experience increases, the variety of tools, training, and expectations is expanding, building a sustainable culture of assessment. Practical Implications/Value Before implementing this instruction assessment plan, the majority of librarians offering instruction at UH did not incorporate assessment into classroom teaching. In addition, there was no comprehensive method for gathering statistics to track the information literacy concepts taught to students. This presentation will provide useful strategies for implementing a similar assessment plan from scratch and demonstrate how an assessment plan can provide statistics (beyond session numbers) that can demonstrate the value of academic libraries to university administration for student success measures. *Christina Gola is the Head of Liaison Services for Instruction & Outreach at the University of Houston Libraries. She has seven years of experience coordinating library instruction and teaching information literacy skills. She developed and taught an undergraduate credit course focusing on practical web tools and information literacy. Her current interests are standardized instruction practices and assessment.*	**Organizational Performance**

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Research Libraries: Achieving a Balance between Innovation and Organizational Performance

Organizational Performance

Ronald Jantz (Rutgers University)

Our society is complex with challenges emanating from many different dimensions - social, economical, political, and technological. Organizations change in different ways in response to these forces, however the rate of change and the resulting success can vary significantly. Many library leaders have stated that it is essential for libraries to make major changes in order to meet the information and research requirements of the modern 21st century university. The research reported here is focused on a specific type of change in an organization - an innovation.

Broadly speaking, innovation is defined as the introduction into the organization of a new product, a new service, or a new administrative practice; or a significant improvement to an existing product, service, or administrative practice. Innovation scholars have demonstrated convincingly that innovation can improve performance outcomes in the for-profit sector. However, understanding the innovation-performance relationship in the university library is more complex. The for-profit sector has well-established performance indicators that can be related to innovation. In an institutional nonprofit such as the university library, organizational performance is multi-dimensional, resulting in a more complex relationship to innovation.

Two areas of innovation research provide the framework for this study. One research stream has examined the organizational factors that affect innovation. A second stream has investigated how the innovativeness of an organization affects organizational performance. The objective of this study is to bridge these two streams in order to understand the relationship between innovation and performance and to search for patterns that result in both a high performing and an innovative research library.

By way of introduction, an innovation process model is presented that illustrates the major constructs that affect innovation in the library. A theoretical framework is used to demonstrate how these constructs - the leadership team, the external environment, organizational structure, and organizational learning - can advance or hinder the innovativeness of the library. Using the Balanced Scorecard as an organizational performance model, this study puts forth propositions relating to the innovation-performance relationship in a research library and provides theoretical support for these propositions. The propositions illustrate that there are a mix of environmental and organizational factors that affect both innovation and performance and these factors will always, to some extent, be in conflict. However, this conflict can be embraced in which library leaders can seek a balance among multiple dimensions. Suggestions from the research literature as to how a balance can be achieved are discussed. It is expected that these propositions and subsequent empirical studies will be important for both library practitioners and researchers.

Ronald Jantz is the Digital Library Architect at Rutgers University Libraries. Ron is also a candidate for the PhD at Rutgers' School of Communication and Information. His area of study and dissertation topic is innovation in research libraries. He holds a Master's degree in Mathematics from the University of Michigan and an MLS from Rutgers.

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Library Involvement in Campus-wide Accreditation

Organizational Performance

Laurel Littrell (Kansas State University)

For many years, library faculty members at Kansas State University were generally overlooked when campus wide committees were formed. In the early 2000s, administrators at K-State Libraries began to lobby for increased library faculty involvement in university initiatives such as assessment, strategic planning, technology issues, upper level administrative search committees, etc. Because library faculty were interested in developing new contacts and networks on campus, those appointing these groups quickly realized that library faculty were typically active, engaged committee members willing to contribute in many ways. Many faculty members on campus view committee work as undesirable, so the cheerful willingness of library faculty to serve was encouraging. As a result, library faculty now have a much greater presence and influence on campus, serving on groups concerning general education, student retention, and university-wide accreditation.

In April 2012, K-State went through the reaccreditation process with the Higher Learning Commission of the North Central Association. The process began in September 2009 with the appointment of an executive committee to oversee the process of writing the self-study and preparing for the site visit. The Director of Library Planning and Assessment was appointed to the committee and was deeply involved in the process, including writing part of the self-study, chairing a subcommittee, and hosting the Resource Room for the site team. Library and university administrators noted the usefulness of this level of involvement by the library, observed the benefits, and related that this was unusual in their shared experiences. The benefit of exploring library involvement in university accreditation (beyond supplying data and statistics on library collections and budgets) became apparent. How common is it for library faculty or administrators to provide leadership in college and university accreditation activities? What are the advantages, and if identified, how can colleges and universities be encouraged to use library personnel in developing accreditation leadership teams?

National accrediting agencies such as the Higher Learning Commission publish schedules for accreditation on their websites and provide links to colleges and universities who are in the accreditation cycle. Most of these links, in turn, identify the teams involved, and it can be easily determined if library personnel participate in these teams. In studying approximately 30 institutions to date, about 40% of these identified so far have library administrators or faculty/staff appointed to accreditation teams.

These interviews, with compiled conclusions, will be completed by the end of August, 2012. Interviews with some of these team members are currently being conducted to determine the scope of their involvement and perceived benefits, advantages, or drawbacks to the participation. Benefits outlined so far include increased mutual awareness of library and university activities, improved communication and networking opportunities, and a greater awareness of the status and climate of higher education in general. As stated in the current ACRL publication, The Value of Academic Libraries, participating in institution-wide accreditation is one way of demonstrating and communicating the value of an institution's library. More information about how and why this is important will be helpful to librarians to begin this process.

Laurel Littrell has been a faculty member at Kansas State University Libraries since November, 1997, and currently serves as the Director of Library Planning and Assessment. She has a Doctorate of Musical Arts from University of Missouri-Kansas City and a Master of Library Science degree from Emporia State University.

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Adding Project Management Skills and Techniques to the Assessment Toolkit at Washington University Libraries

Organizational Performance

Carol Mollman (Washington University in St. Louis)

Sustaining the pace and effectiveness of the assessment effort requires constantly upgrading our skills and "toolkit". One area where the assessment team and library administration identified opportunity for growth was in the skills and techniques of project management. The purpose of the project was to develop guidelines for project management that would serve both the Assessment Team and the larger library audience. An important aspect of this was identifying what project tracking software to recommend for various scenarios.

An initial team of three individuals (representing assessment, IT and training) completed a scan of the literature and web in 2011. While formal project management training abounds, what we agreed was needed was a simplified training version, adapted to the local library environment. We determined that the most efficient rollout would be via workshop, supported by a LibGuide or intranet site. A 2-hour prototype presentation using a 7-step model was developed in late 2010. Exercises were included to allow the participants to walk through a practice project. The assessment team acted as trial participants, and after much tweaking, the course was offered to all library staff in early 2012. Following universally positive feedback, an additional session is planned for late spring, 2012.

At the same time as the development of the overview of project management for libraries, we formed a team to evaluate project tracking software. A request was sent out to several listservs, including ARL-ASSESS, asking peers what project software is used in their libraries. Questions posed included:

- What features do you like? Are there drawbacks or 'gotchas' we should know about?
- Is the learning curve steep?
- How much does it cost (roughly)?

Based on those inputs, and our own experience, the decision was made to investigate five options: MS Project, SharePoint (our intranet software), MS Office, Basecamp and Zoho. Usability testing followed, based on a simple task list. The findings from our software investigation indicate that there is no single software tool that serves all scenarios. The top choices for use in the libraries were: MS Office, SharePoint, MS Project and Basecamp (free version). A grid was created for potential users outlining when to use each tool. MS Project was already in use by IT, and we arranged for them to add it to the computers of all interested library staff.

While there is still work to be done developing the online support site and expanding training support, the feedback from the workshops indicates that we're on the right track. Over 80% of respondents said they will use the concepts from the session in their work. All 12 members of the Assessment Team are trained, and actively working the process. To date, approximately 50% of library professionals have taken the workshop, with more expected in the next round of training. Key components of this poster will include: Explanation of the 7 steps model Summary of the findings of the listserv peer library survey Final project management tracking software recommendations View of the LibGuide site used to support project management

Carol Mollman began her career with an MBA from Columbia University. Since then, Carol has held management positions in marketing, customer relations, and sales. In 2003 Carol earned an MLIS at the University of Kentucky and transitioned into academic librarianship as Associate Director of the Business Library at Washington University.

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AL Seeks DS: Building a Cross-Campus Collaboration that Supports Learning and Assessment

Organizational Performance

Linda Musser (Pennsylvania State University)

One of the challenges facing libraries as they inculcate and grow their assessment activities is how to build appropriate expertise with their organization. Not all libraries can afford to dedicate a fulltime position to assessment, not to mention being able to find a qualified candidate to fill said position! Redefining an existing position to include assessment duties can work as long as sufficient time and training can be provided to bring the current employee up to speed. Another alternative is to work with another unit in your organization that already possesses the expertise and skill set necessary to support the library's needs. This poster will describe such a program now running at the Pennsylvania State University.

The assessment program of the Penn State University Libraries has been growing gradually, from its origins as an assessment committee to the recent creation of a data analyst position. Not surprisingly, as we grew our assessment capabilities, so grew the demand for knowledgeable and skilled assistance. In particular, we began to note an on-going demand for dedicated staff skilled in statistical analysis. While the Libraries had sponsored various training sessions in related to basic statistical concepts and tools, most librarians had insufficient time or expertise to comfortably delve into larger and more complex data. Nor did the data analyst have sufficient time to devote to the many long-term, in-depth analyses desired by the library faculty of this large, multi-campus academic library. The Libraries experimented with offering existing employees the opportunity to build skills by working (with support) on special projects using statistical methodologies, but it proved neither popular nor was it practical as a long-term solution.

In an effort to develop a longer-term solution to our lack of capacity in statistical analysis, the Libraries approached our Department of Statistics, which has a graduate program in applied statistics. For many years, the Applied Statistics program has run Penn State's Statistical Consulting Center as a service to the university community and as a practicum experience for its graduate students. Much like libraries, the SCC utilizes wage monies to pay its student employees' stipends but, unlike libraries, must also have the tuition funding to match in order to provide the traditional graduate assistantship.

The Libraries possessed a handful of open tuition 'slots' (the equivalent of a year of paid tuition) but lacked the wage monies to hire someone with statistical expertise. The Applied Statistics program had the wage monies but lacked the tuition funding to be able to offer an assistantship. In addition, as one of the top ranked programs in the country, the department did not lack for qualified student applicants nor did it lack the capacity to invite more students into the program. This set of circumstances led a win-win for the Libraries and the Department of Statistics as we created an on-going, shared graduate assistantship. Details about the program and some of the fruits of the collaboration will be shared.

Linda Musser is Head of the Fletcher L. Byrom Earth and Mineral Sciences Library at the Pennsylvania State University. She received her B.S. in Civil Engineering and worked in industry prior to receiving her M.S. in Library and Information Science from the University of Illinois. She has published numerous papers on the literature of the sciences and engineering and is an active member of the Geoscience Information Society, and other professional organizations.

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"We Don't Have an Agenda.... But We Need One!" Launching an Assessment Agenda for Improving User Experience at Northwestern

Organizational Performance

Devin Savage (Northwestern University)

Purpose
The Northwestern University Library's Public Services Division engaged in a process of self-reorganization in the Spring of 2011, with a high priority placed upon ensuring the continuing relevance and dynamism of the division through ongoing assessment in the specific context of meeting user needs. As a result, the new department of User Experience was created, incorporating specific units such as learning and instruction, undergraduate and library spaces, and web/mobile services. This department also housed the new position of the Assessment Librarian. These units were conceived to reach out and support not only the library users, but also the librarians and staff of the whole Public Services Division. Ongoing and practical assessment was particularly marked for immediate action. An assessment librarian was appointed ahead of the curve of the reorganization, which quickly brought a central tension into focus. How does one create a productive assessment agenda? What could be the most practical and sustainable goals?

Design/Methodology/Approach
Although a multi-methodology approach to assessment incorporating various qualitative and quantitative methodologies was certainly desired, a two-pronged approach was implemented. The first prong was utilization of the librarians, library staff and student employees for generation of content. Valuation of staff experience and knowledge, participatory priority setting, and the encouragement of individual investment in assessment by staff were just a few of the reasons that this was the designated first prong, which began with a one-on-one listening tour with every member of the divisional staff. The second prong was an examination of user traffic patterns, usage of informational service points, and user interaction with resources conducted by a separate taskforce. Traditional metrics of gate counts, instruction sessions, and total circulations will be paired with online logon and usage statistics as well as information from surveys and feedback to create a context for qualitative data. In the Spring quarter, there will be a presentation of this contextual data to the divisional staff together with the cumulative ideas for innovations in assessment created by the staff themselves during the listening tour. This presentation will inform and launch a division-wide workshop to create a bottom-up agenda setting process as well as building a consensus for defining new metrics to launch an effective and ongoing user-oriented assessment process.

Findings
The data from the "assessment listening tour" has already been gathered, and the contextual research will be completed by the early May, with the divisional presentation and workshop(s) expected to take place in June of 2012. As new service models for assistance and new information-gathering tools are expected to be implemented in the upcoming fall, consensus for an assessment agenda must be reached by July 2012.

Practical Implications/Value
The value of this project is expected to be significant, as assessment should be at the heart of the launch of the first full academic year in the reorganization. This early agenda-setting should specifically define categories and clarify avenues of communication for immediate impact for our users' benefit as well as for ongoing refinement of the assessment process itself.

Devin Savage was appointed the Assessment Librarian in the User Experience Department at the Northwestern University Library in November of 2011. Devin has worked for 19 years in libraries, and received his MS in LIS from the University of Illinois at Urbana-Champaign in May, 2011.

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Using Project Charts to Plan, Manage, and Assess Library Initiatives

Organizational Performance

Daardi Sizemore (Minnesota State University)
Jessica Schomberg (Minnesota State University)

Goal setting and staying on task with limited staff and competing priorities can be a challenge. This poster will discuss the creation of project charts for the library and for the technical services unit and show how they help us define priorities, manage projects, establish reasonable deadlines, and assess library goals and objectives. The poster will document two applications of the project chart as implemented in our library. The first represents the work of the library faculty as led by the department chair. The department chair is elected by the library faculty to represent but not supervise the librarians, who have great autonomy in their daily work. The chair facilitates discussion and shapes how the group proceeds. The second perspective is that of the technical services coordinator, a faculty member who supervises technical staff and facilitates conversation among faculty within the unit. In 2010, the department chair initiated the use of project charts to monitor larger library activities. Based on the success of that activity, in early 2011 the technical services coordinator implemented the concept to plan future technical services activities. To gauge the effectiveness of this tool in terms of managing and assessing library activities, we regularly discussed how it was working. In addition we also interviewed library faculty to discover their perceptions of its effectiveness and how they used it in their own work. Through the use of this inexpensive, flexible project management tool we have found it easier to report deliverables on library activities and more clearly express priorities within the organization. The design and implementation of the project chart continues to be modified as needed.

Daardi Sizemore, C.A., has been the Archives and Special Collections Librarian since 1999 and the Department Chair of Library Services since 2008 at Minnesota State University, Mankato. She has a MLIS and a MA in History from the University of Wisconsin-Milwaukee and in 2001 became a Certified Archivist.

Jessica J. Schomberg, has been the Special Formats Catalog Librarian since 2003 and Technical Services Coordinator since 2009 at Minnesota State University, Mankato. She obtained her MLIS from the University of Washington, Seattle, and her MA in Teaching English as a Second Language from Minnesota State University, Mankato.

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Metrics Madness: Facilitating an Organizational Culture of Assessment at the University of Michigan Library

Organizational Performance

Judith Smith (University of Michigan)
Emily Campell (University of Michigan)
Helen Look (University of Michigan)

Purpose
The purpose of our project has been to heighten awareness of the broad nature of assessment, take an environmental scan of what assessment is happening, and plan for future assessment. In a large, highly complex library system, understanding how to make practical decisions about increasing efficiencies (i.e., which resources and services to maintain and which to let go) requires continuous assessment to help guide decisions. This poster will describe our process at the University of Michigan Library (MLibrary).

Design/Methodology/Approach
Our team took a multi-pronged approach. The initial step involved the Library Assessment Conference attendees' "report out" to MLibrary's administration and senior management team to generate further interest in and commitment to additional assessment. The next step involved the development of a special interest group to hold monthly brown bags on assessment-related topics. Topics at the brown bags included library as place, workflow analysis as a means for preparing for change and efficiency, and instructional assessment. The brown bags attracted interested staff from a diverse array of units across the library. The third component will be an interactive, all staff environmental scan "kick off" meeting, with the Dean as the main speaker. The goals will be to begin identifying assessment activities at MLibrary in a more methodical way and promote assessment practices and overall thinking. The meeting will be the launching pad for understanding where assessment gaps exist, and for discussing best ways to share these projects, such as a wiki or other content management tool.

Findings
Assessment is happening in multiple forms at MLibrary, but is not within a systematic structure, and many projects have limited visibility. Many people are working on assessment-related projects but never classified them as assessment. There seems to be a primary focus on instructional assessment, but not necessarily a broad understanding or shared definition of assessment. Overall, staff are interested in meeting and sharing information and learning about all the assessment projects that are happening even if they are not perceived or described as assessment projects.

Practical Implications/Value
Results from our case study are a reminder that organizational change takes time and continuous effort, even when there is an interest level and desire to share projects. A large and complex organization creates challenges of communication. Moreover, this process has taken place during a period of organizational change, which included the incorporation of new units into the library and other administrative restructuring. Such organizational changes necessitate coordinated effort and prioritization. A working committee and or assessment librarian may be an ideal structure to embed assessment into this environment.

Emily Campbell is the Special Projects Librarian for Technical Services for the University of Michigan Library. She facilitates and pilots various projects within Technical Services to help improve and maintain the library's collection.

Helen Look is the Collection Analyst for the University of Michigan Library. Reporting to the Associate University Librarian for Collections, she provides support for the generation and analysis of data for the assessment of the library's collection development programs and the strategic allocation of library resources.

Judy Smith is a Liaison Librarian at the Taubman Health Sciences Library, University of Michigan. Her main role is to partner with and embed library and information services into the North Campus Research Complex (NCRC) and the Department of Health Policy and Management in the School of Public Health.

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What's the Story, Morning Glory? A Content Analysis of Land-Grant Universities Libraries Assessment and Fact Pages

Organizational Performance

Rick Stoddart (Oregon State University)

This presentation reports on a content analysis of Land-Grant university library assessment web pages and fact pages. Publicizing and sharing library assessment efforts is an important part of the equation of demonstrating library impact. What stories do these websites tell about library assessment efforts? What methods are used to convey this information to the public and stakeholders? What can libraries learn from other assessment websites to help showcase their assessment programs? Presentation attendees will learn how libraries are leveraging their web presences to make a difference on their campuses, as well as other practical techniques to maximize their own impact. Let your assessment stories be heard!

Rick Stoddart is the new Assessment Librarian at Oregon State University Libraries. He has a background in reference, instruction, and library advocacy and sees library assessment as its own form of library advocacy and marketing. He possess a Masters in Communication as well as Library Science. Currently, Rick is working on Ed.D. focusing on the intersection of libraries and learning.

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Reference Transactions at the University of Kansas Libraries: An Analysis and Assessment from 2008-2010

Reference & Research Services

Frances Devlin (University of Kansas)
John Stratton (University of Kansas)

Purpose
At the University of Kansas Libraries (KU Libraries), daily reference interactions have been collected since 2007 via the open source software known as LibStats at the two largest campus libraries: Anschutz and Watson Libraries. Together, these libraries contain the central collections in the sciences, humanities, and social sciences. We propose to present information that reveals trends about the patterns and modes of reference questions posed by users at these libraries, more specifically about the disciplines from which these questions emanate.

Design/Methodology/Approach
Using the transcripts (~27,000) recorded in LibStats from a three year period (2008-2010), we reviewed a sampling of reference questions (4,200 or 15%) and tagged them by subject and discipline. The code was developed using a taxonomy based on subject headings on the KU Libraries website to organize databases into broad categories, in addition to corresponding to professional schools within the University. Usage patterns were also examined to determine the busiest times and days of the week and which patron types most frequently used reference services.

Findings
Using an earlier study (presented at the 2011 ACRL Conference) as a point of departure, we will present additional information of a more detailed nature about questions asked in the areas of humanities, social sciences, and sciences. Based on our research, we will present information revealing trends in queries posed by users at our reference desks. We will also consider broader implications to assist the Libraries in addressing increasingly complex questions regarding how faculty and staff time should best be relegated within reference services.

Practical Implications/Value
Our aim is to reflect on reference-related work within the context of other assessment activities currently underway at the University of Kansas. The University has recently undertaken a wide-ranging strategic planning initiative which will have an impact on both administrative and academic functions, including the University Libraries. In 2011, for example, the Libraries hosted two consultants charged with examining the position of the Libraries within the wider University context. Further, the University has engaged with an outside agency to conduct a broad-ranging self-study with the goal of improving efficiencies and effectiveness of certain administrative functions, including the University Libraries. These reviews and other assessment activities will ultimately determine how we approach our profession, which includes reference and research assistance, in the future at the University of Kansas.

Frances Devlin is the Head of Library Research Services and Librarian for French and Italian Literature at the University of Kansas Libraries, Lawrence, KS. She received her MLS from the University of Western Ontario in London, Ontario in 1982. Research interests include the assessment of reference services, information literacy, and student learning.

John Stratton is Librarian for Business and Public Administration at the University of Kansas Libraries. He received his MSLIS from the University of Illinois in 1984. His research interests include design and delivery of reference services and assessment of library services. He has also written on topics of local history and biography.

38	**Coding Reference, an Analytical Approach to Assessment** Steven Heslip (Johns Hopkins University) Margaret Burri (Johns Hopkins University) Ellen Keith (Johns Hopkins University) Purpose The research consultation model at the Sheridan Libraries, Johns Hopkins University is part of a two-tiered model that allows for sophisticated research transactions to be handled by librarians. This model is a core function of our university library system, and a function which we seek to improve. Design/Methodology/Approach Librarian consultations are documented within RefAnalytics, a tool that allows libraries to track reference transactions. Fields used in reporting include: question asked, answer given, patron type, contact type, resources used, and READ (Reference Effort Assessment Data) scale number assigned to the transaction. In a collaboration between the Academic Liaison Department and the User Experience Group, data from the past year of RefAnalytics transactions is coded through a carefully designed coding architecture. Using Nvivo, data is accessible through complex matrix queries which illuminate findings concerning user behavior and librarian reporting. Findings Analysis is currently underway and will be completed by July 15, 2012. Practical Implications/Value When analysis is complete, findings will inform more sophisticated understanding of services reporting and open avenues into ways in which we can innovate within the current service model. This analysis cycle is an important first step in beginning a rigorous assessment tradition within the Academic Liaison Department. *Margaret Burri, Associate Director of Academic Liaison, coordinates the work of liaisons, insuring that strong relationships are built and maintained with faculty and graduate students, that undergraduates receive the highest level of instruction in research skills and methods, and that our collection reflects the research needs of faculty and students.* *Steven Heslip, Director of User Experience, leads the creation of a nascent UX Group at the Sheridan Libraries. He advocates for library users through user-centered design processes concerning information architecture and interaction design, and seeks insights distilled from library data to inform projects and strategic initiatives.* *Ellen Keith, Reference Services Coordinator and Librarian for Sociology, coordinates the Brandeis Model of Reference Service, supervising and training graduate student workers who staff the Information Desk, and establishing and maintaining service guidelines for the librarians who staff the Reference Office. She implemented both the READ Scale and RefAnalytics.*	**Reference & Research Services**
53	**Web-scale Search and Virtual Reference Service: How Summon is Impacting Research Support** William Meredith (Royal Roads University) Web scale discovery tools like Summon are becoming the norm at academic libraries across North America. But do they really simplify discovery? What can we learn about users' search success with Summon by analyzing virtual reference services? Since implementing Summon at Royal Roads University, the number of reference transactions has risen dramatically. By analyzing collected reference statistics, using textual analysis of reference exchanges to measure question complexity and link resolver accuracy, and exploring factors external to the library which might be contributing to RRU's spike in reference transactions, I will consider the value Summon brings to students looking for the research material they need. I have compiled reference statistics for the past 3 years, well before the implementation of Summon, and have evaluated the results to date. I have researched measures of question complexity and intend to use the Warner Model for my textual analysis. I have also investigated link resolvers and begun to make connections within the university that might help explain the rise in reference transactions. The serious work left to do is coding the reference transactions, further considering factors which might explain the climb in reference transactions, and writing it all up. *William Meredith has worked in five academic libraries over 12 years, always with a strong focus on supporting research and providing bibliographic instruction. He wants to better understand why reference transactions have climbed so steeply since implementing Summon.*	**Reference & Research Services**

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Avoiding the Runaround: Implementing DeskStats to Improve User Experience

Sarah Northam (Texas A&M University - Commerce)
Gail Johnston (Texas A&M Unviersity - Commerce)

Purpose
The purpose of our assessment project was to determine the kinds of questions our library users really asked. A long standing, outdated division of labor left users unsure where to ask their questions. In order to create a better user experience the library implemented the Altarama produc,t DeskStats, at all customer service points to keep statistics of specific questions and their frequency.

Design/Methodology/Approach
The Head of Reference services polled librarians for the most common types of questions they received. The Access Services manager polled Access Services Staff for the most common questions they received. Using the information the Head of Reference Services built a matrix that built upon existing sample questions in the DeskStats. The matrix was an online form that could be accessed by multiple people at the same time allowing statistics to be gathered on the fly.

Findings
We gathered statistics for a period of three months and saw a pattern emerge. We found that most questions that came into to all service points are directional or informational in nature. Very few questions required research assistance.

Practical Implications/Values
Most library users did not need assistance from a reference librarian. The Access Services department and Reference department cross-trained so that Access Services staff knew: (A) They answers to questions they could assist patrons with and (B) What types of questions required reference assistance. This change in patron assistance served multiple purposes: (1) Patrons were helped at their point of need (2)Access Services staff were more confident in providing assistance and (3)Reference Librarians were freed to focus on reference issues rather than providing back up to Access Services.

Sarah H. Northam, serves as the Interim Head of Reference at Texas A&M University-Commerce. Her research interests include social media and libraries, library instruction and assessment, and improving reference services.

Gail Johnston is the Associate Director of Libraries at Texas A&M University-Commerce in Commerce, Texas. She is leading efforts to improve library services on two fronts: (1)evaluating and rebuilding the library's long-neglected print monographs collection; and (2) evaluating and revising services at key points of contact in the library.

Reference & Research Services

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Reference Transactions On the Move: Identifying and Capturing Information Contact Statistics Throughout the Library

Reference & Research Services

Amanda Clay Powers (Mississippi State University)

Reference sources have been democratized. No longer are our patrons required to be physically in the Reference Department to use Indexes and other research tools, and the reference questions have traveled out of the confines of the Reference Desk right along with them. In fact, with new discovery tools and advances in database searching, anyone on the library's staff can take a stab at answering a reference question. And the largely ignored reality of today's library is that they do. From the Dean's Office to Cataloging, everyone is answering what were traditionally questions reserved for Reference or Public Services Librarians. And what is a reference question anyway?

According to ARL, it is when a "library staff" has an "information contact" and uses "information sources" to resolve it. Patrons have never distinguished between reference librarians or the reference desk and any other staff person or desk in the library, and, now, neither do our library staff. Why, then, are so many of us trapped in a rigid concept that "reference" question statistics should only be collected by Public Service? Shouldn't we be trying to capture all our "reference transactions" in the library, especially as we are working to demonstrate our value to our constituents?

There are significant obstacles, however, in implementing this sort of data gathering, including the need to establish a concrete understanding of what constitutes a "reference question" that can be easily communicated across the library. Building consensus around what could be perceived as additional work will also be a major component of the project. With an upcoming SACS accreditation in view, the MSU Libraries are resolved to examine with fresh eyes the new way reference is being done and to standardize our process for capturing this data across the Libraries system.

This poster will trace Mississippi State University Libraries' efforts to identify and capture reference statistics across the library. It will contain a evaluation of desk statistics products with this new model, a description of the work necessary to interview staff and craft specialized forms for each department, and a report on the success (or failure) of consensus-building that goes along with training and implementation of the project. Timeline: The Libraries are currently selecting a product and creating the necessary architecture and forms necessary. Implementation will go live July 1, 2012. The poster will be include analysis of the implementation and a review of the first three months of library-wide data gathered (July - September 2012).

Amanda Clay Powers received a BA from Wellesley College in 1996 and her MLIS from Simmons College Graduate School of Library and Information Science in 2005. She is the manager of the MSU Libraries virtual reference program and presents and publishes on using virtual reference data to assess library services.

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Reference & Research Services

Making the Grade: How Research by Appointment Makes an Impact

Judith Ungar (Harrisburg Area Community College)
Maoria Kirker (Harrisburg Area Community College)

Instruction librarians often leave a 50-minute, one-shot instructional session wondering if they have effectively taught their students the research skills needed to complete their assignments. This poster will demonstrate how students who take advantage of one-on-one research appointments with a librarian will, on average, receive two letter grades higher on a research paper than students who did not meet individually with a librarian. At a time when instructors increasingly oppose relinquishing their classroom time for library instruction, research by appointment offers an alternative that not only appeases the instructor, but also increases the positive impact of information literacy instruction.

Partnering with an English instructor at Harrisburg Area Community College during the Fall 2011 semester, a reference and instruction librarian taught a 50-minute instruction session on basic information literacy skills. This session included demonstrating how to utilize the library's website, the library's online catalog, and basic search strategies using the library's databases. Students then used these resources to compose an "I" Search Paper, a research paper in which students explore a topic of personal interest and not only report on the information they discover, but also describe their search process. Students were strongly encouraged by their instructor to schedule a research appointment with the librarian in order to discuss individualized search strategies and source selection for their topics. After the papers were graded, the instructor provided the unidentified letter grades for both the students who met with the librarian individually and those who did not.

A total of 58 students' grades were analyzed. Sixty-seven percent (39) of the students met with the librarian. Letter grades were converted to standard GPA scores, e.g. an A became a 4.0, a B became a 3.0, etc. The average grade for students who met individually with the librarian was 3.49. The average grade for the 33 percent (19) of students who did not meet with the librarian individually was 1.53. This represents an average letter grade jump from a D to a B. Although the initial sample population is only 58 students, additional students' grades will be added to the population by the conclusion of the Summer 2012 session, allowing for more data analysis.

By collaborating with instructors to encourage students to meet with a librarian after their 50-minute instruction session, instruction librarians can help demonstrate their value within the academic landscape of their college. Although grades do not represent the entirety of a student's learning, they stand as a benchmark. Comparing the grades of students who do and do not meet with a librarian offers a unique assessment technique for librarians not only to express their value, but also to continue developing collaborative efforts with faculty across the disciplines.

Judith Ungar received her M.L.S. from George Peabody College for Teachers in Nashville TN. She has been a Reference/Instruction Librarian at Harrisburg Area Community College since 1998. She won an Adjunct Faculty Teaching Award in 2007.

Maoria Kirker received her M.S. in Library & Information Science from the University of Illinois at Urbana-Champaign in 2011. She has been an Adjunct Reference/Instruction Librarian at Harrisburg Area Community College since 2011. She also works as a Reference Librarian at the Cleve J. Fredricksen Library in Camp Hill, Pennsylvania.

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Questions of Quality & Staffing Patterns in IM Reference: Assessment Driven Best Practices

Amanda Youngbar (Towson University)
Melissa Ravely (Towson University)
Patricia MacDonald (Towson University)

Reference & Research Services

IM reference service was assessed according to a rubric developed from RUSA's Guidelines for Behavioral Performance of Reference and Information Service Providers in order to determine its overall quality and differences among points of access. Best practices were developed, service gaps identified, and strategies recommended for making improvements in IM reference service.

Three staff members who provide reference service rated an anonymous random sample of IM transactions from spring 2011 using a rubric adapted from the five areas covered in RUSA's Guidelines for Behavioral Performance of Reference and Information Service Providers: approachability, interest, listening/inquiring, searching, and follow-up. Each area was rated on a scale of 0-2, where 0 was inadequate, 1 was adequate, and 2 was superior. Identifying user and librarian information was stripped from the IM transaction log sample prior to evaluation. Initially the three staff member researchers rated transaction logs as a group to develop the rubric and build consensus in coding. Next the researchers rated transaction logs individually, but compared their ratings as a group to develop and ensure inter-coder reliability. After this norming stage, the researchers divided and rated the remaining IM logs independently.

Averages were calculated for the overall quality of transactions, as well as the quality of specific areas at different points of access. Additionally, percentages were calculated to allow comparison among levels of service among different aspects and points-of-service. The results support the hypothesis that IM transactions off the reference desk and during the day provide a better quality of service than those at the desk or at night due to the number of distractions and limited staffing associated with on-desk and night-shift transactions.

We crafted a list of best practices which, while specifically tailored to local needs, have wider applicability. While best practices have been provided for IM reference in the past, this list is the result of the assessment of actual IM interactions, the analysis of qualitative data from these interactions, and addresses local needs. This research is truly practical in both the research subject and the resultant use of findings. Other libraries may benefit from undertaking a similar assessment using a rubric in order to address local needs.

Additionally, staff members involved in rating IM transactions noted that the process positively affected their IM reference transactions. As a result, the Research & Instruction Department examined transactions to prompt discussion about the best way to approach IM reference, more training will be provided in business reference, how to transfer IMs, and best practices have been developed to improve bedside manner, instruction via IM, and on how to approach difficult situations specific to IM.

Amanda Youngbar is Library Associate for Learning Commons at Towson University's Albert S. Cook Library, where her primary duty is reference, and an MLIS distance-learning student in University Wisconsin-Milwaukee's School of Information Studies. She has a MA in Liberal Studies and a BA in Women's Studies.

Melissa Ravely is Evening Research and Instruction Librarian at Towson University's Albert S. Cook Library, where her main duties are fielding reference questions and teaching information literacy classes to undergraduates. She received her MLIS in 2010 from Kent State University and has an undergraduate degree in Mathematics Education.

Patricia MacDonald is the Associate University Librarian for Administrative Services at Towson University, where she has primary responsibility for the assessment of library services. She has an MLS from the University of Maryland, College Park, MAT in Education, a BA in English, and a graduate certificate in Information Design.

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Participatory Design in Redesigning an Academic Library: Asking Students About their Favorite Study Places

Space

Lutgarda Barnachea (University of Maryland)
Stacey Grijalva (The Universities at Shady Grove)
M. Jane Williams (University of Maryland)

Purpose
This poster session focuses on one of the three sets of participatory design activities undertaken in the fall 2011 by a library-led project team to build an informational basis for a total redesign of McKeldin Library, the central library serving the University of Maryland, College Park. Graduate classes in anthropology and architecture also provided actual designs for a reprogrammed library. This poster session will present the data, findings, and findings' significance for the on-the-spot interview activity about where undergraduate students do their academic work and why.

Design/Methodology/Approach
Three high-traffic campus locations outside McKeldin Library were selected to interview students between noon and 3:00pm. The interviews took place during three different days in a selected week in the fall 2011 semester. The three-member interview team intercepted students and asked for their participation. A $5 copy card was given to students who agreed to be interviewed. Students were asked open-ended questions to determine at what time and in what place they performed specific types of academic work; namely, studying for an exam, working on a class project, and working on a research paper. The students were also asked to explain the reasons for their decisions to perform their work in particular locations.

Findings
Thirty-three students were interviewed. Most respondents reported spending between one to four hours doing academic work, and mostly in the afternoon or night. The most cited places for doing any academic work were McKeldin Library and students' bedrooms. Results indicate that students have strong preferences for the environment in which they choose to work; preferences were driven by the type of activity (e.g. group vs. individual study), where they live, ease of commuting, and characteristics of the environment itself (e.g. inspiring for study, comfort, and controlled conditions). Noise, convenience, and computer access are also deemed important when choosing locations to complete academic activities. The needs for the environment change over time - sometimes even over the course of an hour or two - as students work on different activities. This proposal addresses two conference topic areas: collaborative assessment, and space planning and use.

Practical implications/value
The overall findings indicate that students want a range of options for academic work and that McKeldin Library should be re-programmed to offer as many as possible, including additional quiet area. The value of obtaining responses in high-traffic locations away from the library is that students who may not be frequent users of the library were consulted. Responses from library users and non-users provide a fuller picture of what characteristics students value in a location when completing academic work. The data and findings add to the growing literature on this type of assessment.

Lutgarda Barnachea is the Coordinator for the Technical Services Division, University of Maryland Libraries. She is a member of the Participatory Design Project Team to redesign McKeldin Library spaces.

Stacey Grijalva is a Library Technician in the Priddy Library, a University of Maryland Libraries branch at The Universities at Shady Grove, and MLS student at Texas Woman's University. She is a member of the Participatory Design Project Team to redesign McKeldin Library spaces.

M. Jane Williams is the Senior Administrative Librarian, University of Maryland Libraries. She coordinated the design team's activities, worked with the project consultant, and facilitated other connections, such as with the anthropology and architecture classes.

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The Suma Project: An Open-Source, Mobile Tool Enabling Observational Data Collection and Analysis

Space

Joyce Chapman (Triangle Research Libraries Network)
Jason Casden (North Carolina State University)

Purpose
This talk presents Suma, an open-source software project from North Carolina State University Libraries. Suma is a tablet and web-based library assessment toolkit for collecting and analyzing observational data about library use, particularly physical space usage. Suma's goals include streamlining existing data collection, enabling fast, hassle-free mobile data collection, providing sophisticated data analysis and visualization capabilities for non-technical users, and promoting observational data analysis as an integral part of service and space design and day-to-day planning. Many libraries produce manual headcounts or activity counts for physical spaces, but struggle with the difficulties of collecting, organizing, storing, and analyzing such data, significantly limiting its use. The availability of tablet devices has created an opportunity to simplify and encourage the collection of fine-grained data about the use of library services and physical spaces. Suma - which can be used on any tablet or a desktop browser -- streamlines collection and centralized management of space usage data and enables rapid quantitative data analysis that reduces technical barriers for librarians to employ space usage data for assessment.

Design/Methodology/Approach
The Suma application stack comprises three major components: data collection tools, a data management server, and a reporting and analysis framework. The tablet-based data collection application -- as well as the data management server -- have been shown to be highly stable since pilot testing began in summer 2011, and the reporting and analysis framework is currently under development. All four NCSU pilot initiatives, including head counts and reference query tracking, have continued to use Suma in a production capacity after the initial pilot. Suma currently provides several basic reporting tools, and this set will be expanded and enhanced by October. The Suma development team is also exploring and implementing data processing optimizations that are necessary to support analysis of large datasets. All application code is released under a permissive open-source license.

Findings
To date, the Suma application is stable and has proven to be far more efficient for staff than previous methods for data collection. The Suma team has found that a standardized data structure is invaluable to our ability to build analysis tools for non-technical users that can be used across the board for a wide variety of data collection initiatives. While over 30 academic libraries have expressed interest in Suma, the Suma team has found that most libraries face a barrier in securing the requisite IT resources. While Suma in its current form does not require large and ongoing amounts of IT support, even a relatively small amount is a serious obstacle to many libraries with few resources or where personnel are already spread too thin. We will present ideas for reducing impediments to adoption.

Practical Implications/Value
Suma adds value to observational data analysis practices in at least four major areas: a) Improved decision-making vis-a-vis service and space design b) Error reduction and improved data collection compliance c) More expansive data collection and analysis possibilities at a reasonable cost d) Cross-departmental availability of data previously encapsulated by departmental silos.

Jason Casden is the Lead for the Digital Services Development group at North Carolina State University Libraries. He is the project and development lead for the open-source Suma project. Jason is involved in award-winning projects designed to help the NCSU community use library resources and services in new ways.

Joyce Chapman is a project manager at the Triangle Research Libraries Network for a collaborative large-scale digitization project, and an assessment specialist for the Suma project. Previously at NCSU Libraries, she led data analysis and visualization initiatives to help staff better understand how patrons use library spaces and services.

20	**Write on the Wall: Soliciting Student Input for Library Renovation** Wanda Dole (University of Arkansas at Little Rock) J.B. Hill (University of Arkansas at Little Rock) Anne Liebst (University of Arkansas at Little Rock) Suzanne Martin (University of Arkansas at Little Rock) Purpose This poster reports assessment activities conducted to learn user preference for the redesign and furnishing of an area slated to become a new student learning space. Design/Methodology/Approach The 2010 transfer of archives collections and staff to another facility presented the Ottenheimer Library with the opportunity to create a new student learning space in the area vacated. Rather than assume we knew what students wanted, we decided to ask them. Renovation plans included the removal of temporary walls that enclosed the former archives area. Before removal, we covered one wall with craft paper and used it as a "Write on the Wall" place where students could tell us what the "Perfect" space should include. Photos of "Before" and an artist's rendering of the basic details of new space ("Next") were posted on the wall near the area for visualizations of the "Perfect After" space. In addition to this low-cost, low-tech assessment tool, a variety of qualitative and quantitative tools were used including, User observation, "Write on the Wall" user preference study, Focus group data, LibQUAL+® data Findings The results of the "Write on the Wall" assessment reinforced with the findings of LibQUAL+® and focus group that students preferred improved, technology-rich study space, more outlets and comfortable, flexible seating. Practical Implications/Value This poster describes a low-cost, low-tech method of soliciting user feedback during renovation. It is another example of user-engaged renovation. *Wanda Dole, Dean of UALR's Ottenheimer Library since 2006, has led assessment initiatives at Penn State's Ogontz Campus, SUNY Stony Brook, Washburn University and now at UALR. She served as member (1995-2003, 2009-2013) and chair (1999-2003) of the IFLA Statistics and Evaluation Section.* *J.B. Hill joined the Ottenheimer Library as Director of Public Services in January 2009. Prior to UALR, he held positions in a number of academic libraries, most recently as Associate Dean for Public Services at Indiana University. His research interests include application of technology in reference and other public services.* *Anne Liebst joined the Ottenheimer Library as Director of Technology and Technical Services in August 2011. She previously served as Director of Technical Services and Technology at the Linda Hall Library and at Washburn University. Her assessment activities include LibQUAL+®, SAILS, CAP and an ILL/DD study at Washburn.* *Suzanne Martin, Director of Administrative Service, has worked in a variety of positions at the Ottenheimer Library over the past 35 years. She was instrumental in automating the Library and in implementing Banner. She is responsible for collecting and analyzing statistics and chairs the Strategic Planning Facilities Committee.*	**Space**

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Assessing Student Perceptions and Uses of New Library Spaces

Space

Dana Gierdowski (North Carolina State University)
Kim Duckett (North Carolina State University)

Purpose
The NCSU Libraries undertook a major renovation of the main library, D.H. Hill, resulting in the opening of a popular, dynamic Learning Commons in 2007. Since that time, additional spaces have been renovated as monies have come available, most recently resulting in a variety of closely situated spaces in the library's West Wing. These spaces are diverse and include a silent reading room, outdoor terrace, "technology sandbox" outfitted with cutting-edge and interactive technologies, and an ice cream parlor with accompanying "Cone Zone" eating area. Additionally, a variety of soft seating has been integrated throughout. The distinct yet adjoining spaces of the West Wing provide a strong contrast to the Learning Commons, which is a bustling area combining soft seating, fixed workstations, gaming, reference, and enclosed group study rooms.

Design / Methodology / Approach
In fall 2011 a Ph.D. student and a librarian collaborated to study students' perceptions and use patterns in the variety of the West Wing's learning spaces. Students were observed and interviewed about their uses of and preference for particular spaces. A sizeable portion of the West Wing had been changed over the summer so the researchers felt the students would be developing their perceptions of the West Wing spaces over the fall semester. Student participants were interviewed regarding their frequency of use of these spaces as well as the kinds of technology they bring with them. Using floor plans, the students mapped the spaces they preferred to use to perform specific activities, such as writing a paper, working with a group, or doing something unrelated to academics (playing a game or talking on a cell phone). The interviews were then coded to explore relationships between (1) use of specific areas, (2) personal space preferences, (3) social dynamics, and (4) culture of use that might be developing in the West Wing spaces.

Findings
The findings from this study suggest that student perceptions of several of the areas are influenced by factors that are frequently enculturated from their experiences in traditional educational environments (such as not eating or drinking around computer equipment). In addition, the data revealed that students perceive writing as a solitary activity that requires a space they feel is private and quiet. Although perceptions differed among participants, patterns emerged that allowed the researchers to categorize several areas as "solo" and "group" space. The findings also suggest that the spatial needs of students are often determined by the particular academic task they are working on, which aligns with results of studies by Foster and Gibbons (2007), Nixon, Tompkins, and Lackie (2008), and others.

Practical Implications / Value
The findings from this research has aided library staff in making decisions on the design and implementation of future innovative learning spaces at the D.H. Hill Library, as well as the design of similar spaces in a new library under construction. In addition, this study offers an original mapping methodology to capture students' perceptions and use patterns, which can be easily replicated by other institutions to aid in knowledge sharing in a relatively young disciplinary field.

Dana Gierdowski is a Doctoral Candidate in the Communication, Rhetoric, and Digital Media Program at North Carolina State University, where she studies formal and informal learning spaces in higher education. Her dissertation involves a qualitative study of a flexible classroom in a first-year writing class and its impact on teachers and students.

Kim Duckett is the Principal Librarian for Digital Technologies and Learning at North Carolina State University Libraries. Her work focuses on trends in teaching and learning, the intersections between learning technologies and libraries, and needs assessment for space planning. She was named a Library Journal Mover and Shaker in 2009.

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Participatory Design for a Harvard Undergraduate Library Teaching and Learning Space

Space

Cheryl LaGuardia (Harvard University)
Laura Farwell Blake (Harvard University)

The purpose of this poster is to discuss the authors' experiences in learning about participatory design, putting it into practice on the job, and using findings from the experience to inform the redesign of a library classroom. After participating in two CLIR workshops on participatory design led by Nancy Fried Foster, the authors undertook to do a participatory design workshop to gain input from undergraduate students in preparation for the redesign of a former library electronic classroom. The new space would serve as both a classroom and informal study space in Lamont Library, which houses the general undergraduate collection at Harvard.

The evening workshop was conducted by teaching and media librarians from the Harvard College Library, who were joined by a Senior Planner from the Harvard Faculty of Arts and Sciences' Office of Physical Resources and Planning. In preparation, undergraduates were canvassed for volunteers, with distribution of participants across the undergraduate classes (freshmen through seniors). In the firsts phase of the workshop, students were shown the space to be redesigned, then asked what the ideal study and learning environment would be for them in that space. We asked them to draw their ideal spaces for us. In the second phase of the workshop, a member of the workshop team "debriefed" each student, having them describe and identify the features of the space as they would redesign it. In the third phase of the workshop, the workshop team collectively analyzed and recorded the data gathered from the students, developing a series of necessary and desirable features for the redesigned space. These features were handed on to the library administration, design, and operations staff to use in redesigning the space. The redesigned space incorporated many of the features stipulated by the students.

Carrying out this workshop successfully has set the stage for the library to use participatory design much more in future to design user-centered, learning conducive library environments. It also forged a close link among students, librarians, and campus planners in the process, which augurs well for user-responsive library design projects to come.

Cheryl LaGuardia is a research librarian in Widener Library, Harvard University, who has been active in assessment activities since attending the 2010 ARL Assessment Conference. She edits Magazines for Libraries, blogs and reviews for Library Journal, and edits The New Library book series (Neal-Schuman Publishers).

Laura Farwell Blake, head of Services for Academic Programs at Harvard University's Harry Elkins Widener Memorial Library, was named one of 10 librarians recognized for service to her community as a winner of the Carnegie Corporation of New York/New York Times I Love My Librarian Award in 2010.

49	**Assessing Student Needs Through Discovery** Charla Lancaster (Virginia Tech) Monena Hall (Virginia Tech) Brian Mathews (Virginia Tech) Plans are underway to transform the Newman Libraries at Virginia Tech from the partially open-floor library with over 100,000 volumes to an innovative Learning Commons that will foster creativity and scholarship among Tech's 35,000 students. To that end, the new Associate Dean for Learning and Outreach has put together Discovery Teams from the University Libraries in collaboration with faculty in other university departments. This approach to assessment will assist in the Libraries R & D process to determine how students currently use work spaces both in the Library and around campus. For Spring 2012, the Discovery Teams are exploring the topic of the Learning Process by talking to students across the Libraries and campus to get a better sense of how students work, what students feel they need to be successful and ways that library services could be improved. Each Discovery Team has a specific topic; Group Work (collaboration), Individual Work, Technology, Knowledge Creation, and Media Production and was asked to use interviews, photos, and observational data to tell the story of the data. The Teams were asked to approach these topics as narrowly or broadly as they saw fit, but to talk to at least 10-15 groups or individuals per team. Teams were given interview scripts from which to work, but encouraged to use their judgment when talking to students. Findings from the interviews conducted will be presented at the Library In-service Day on May 17, 2012, will be posted publically via a library website later in 2012, and will inform design considerations as we move forward with fundraising and renovation projects. Our hope is that with the findings of the Discovery Teams we will be able to recalibrate our environment to expand and enrich academic behaviors and activities. *Charla Lancaster is the Director of Assessment and Library Access Services at Virginia Tech. She previously worked at Indiana University in Bloomington, Indiana as a Collection Development Specialist.* *Monena Hall is the Learning Commons and Assessment Librarian for Virginia Tech. She previously worked for the Dallas Public Library.* *Brian Mathews is the Associate Dean for Learning & Outreach at Virginia Tech. He previously worked at an Assistant University Librarian at UC Santa Barbara and as User Experience Librarian at Georgia Tech. Brian blogs at The Ubiquitous Librarian hosted by the Chronicle of Higher Education:* *http://chronicle.com/blognetwork/theubiquitouslibrarian/*	**Space**

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Continuous Observation: A Powerful Assessment Tool

Space

Ann Medaille (University of Nevada, Reno)
Carolyn Adams (University of Nevada, Reno)

Purpose
The University of Nevada, Reno Libraries used observations by library staff to collect data for the purpose of library space design and reorganization.

Design/Methodology/Approach
Observations can provide powerful data about the ways that people behave in different environments and situations. Used alone or in combination with other assessment methods, observations can help library employees to develop a nuanced understanding of the ways that patrons are using the different spaces, services, tools, and technologies within the library. However, observations can be difficult to conduct because they are so time consuming. The University of Nevada, Reno Libraries solved this problem by encouraging all library staff to participate in the process of conducting brief observations. The observations were begun in January of 2012, and ongoing observations were conducted in different areas of the library.

Findings
Observations were used to help with library space redesign projects. In particular, this poster will show how observations led to the redesign of the library's Popular Reading and Reference areas. Involving all library employees in data collection resulted in other benefits as well. By stepping out from behind the service desk or leaving staff offices, library employees were able to see what happened when a user tries to perform a simple task such as printing a document. As staff increasingly observed user behavior, they were able to identify areas that warranted further investigation through other methods, such as surveys, focus groups, and interviews.

Practical Implications/Value
Observations not only provide useful data when conducting spatial design and reorganization projects, but they also help library staff to better understand user behavior. This poster will demonstrate how the University of Nevada, Reno Libraries turned short, frequent observations into an organizational value. By involving all library staff in observations, library administrators can help their employees learn to consistently view the library from the users' perspective.

Carolyn Adams is the Head of Library Services at the Mathewson-IGT Knowledge Center at the University of Nevada, Reno. She serves on the library assessment team and is a subject liaison to the criminal justice department.

Ann Medaille is a Reference and Instruction Librarian at the Mathewson-IGT Knowledge Center at the University of Nevada, Reno. She serves on the library assessment team and is a subject liaison for anthropology, art, philosophy, communication studies, and theatre

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Using University ID Data to Track the Use of Library Facilities

Space

Daniel O'Mahony (Brown University)

The purpose of this poster is to share the process, findings, and overall experience of Brown University Library in utilizing "card swipe" data derived from the use of campus ID cards to enter library facilities. Working with several partners on campus, we have developed a process to match transactional entry data with rich demographic data about users, giving us descriptive insights into who is using our libraries and when. This information has led to more informed decisions about services and facilities.

Library as place is a key concept that permeates the experience of many library users, especially undergraduate students. To make the best use of our library facilities and offer the best possible services to users, it is important to have meaningful and reliable information about how these facilities are being used. Until recently, Brown University Library (like many libraries) relied on traditional "gate counts" which provided only minimal information (i.e., the number of bodies that exited the building). The installation of ID "card swipe" readers at the entrances of two of our libraries (the humanities & social sciences library and the sciences library) presented an opportunity to gather more detailed information about the users who entered those facilities. More importantly, working with other partners on campus, we were able to combine these transactional data with demographic data about our user population, giving us a rich picture of who uses our facilities. This project also has led to strengthening relationships with other offices on campus, including the Office for Institutional Research, Computing & Information Services, the BrownCard Office, and the campus Department of Public Safety. The most important result of this project was the development of a systematic, reliable, sustainable process for gathering, analyzing, and sharing data about use of our library facilities.

Data confirmed some long-held assumptions (e.g., undergraduate students find the 24-hour facility more popular; students in the humanities & social sciences tend to use the library that houses those collections; faculty in general use the physical libraries very little) as well as provided us new insights that before were impossible to gauge (e.g., 99% of undergraduate students enter a library at least once during each semester; graduate students in the physical sciences use the libraries roughly the same amount as graduate students in the social sciences; medical students split evenly in their use of the two libraries).

Assessment of library physical facilities is an ever increasing priority on campuses as competition for spaces grows intense. Being able to have reliable data on the use of library spaces is fundamental both to justifying the library's claim on space(s) and to informing the ongoing development and improvement of library programs impacted by use patterns. Brown's experience is not unique and could be replicated at other libraries where entry card access is required. Moreover, establishing the campus relationships and processes to combine these data lays the groundwork for future possible projects to investigate other patterns of user behavior, such as the relationship of library use and student performance.

Daniel O'Mahony is Director of Library Planning and Assessment at Brown University Library. He has overseen or participated in numerous assessment activities, including the administration and interpretation of data from the 2002, 2005, 2008, and 2012 LibQUAL+® surveys on campus. He has an MSLS from Florida State University and a BA from the University of Florida.

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Assessing Library Spaces with an Undergraduate Ethnographic Methods Class: A Spooky Proposition?

Space

Olivia Reinauer (University of Richmond)
Travis Smith (University of Richmond)

Boatwright Memorial Library has an active assessment program, and has been using ethnographic methods for a number of years. Both authors of this poster have attended CLIR-sponsored training workshops led by Nancy Fried Foster, Director of Anthropological Research at the River Campus Libraries, University of Rochester. In the past, BML staff have conducted interviews, focus groups, and participant observation with various user groups. Because we wanted to explore partnerships outside of the library, we reached out to Associate Professor of Anthropology, Dr. Jan French, to help us study the ways our users interact with the physical spaces in the library.

We first worked with Dr. French and one of her independent study advisees on a library ethnography in spring 2011. We went on to partner with her entire anthropology field methods class on a similar project in fall 2011, and our work with the field methods class will be the focus of this poster. The purpose of the study, as proposed to the seven students in ANTH 211, Ethnographic Methods, was to study the ways that students inhabit and interact with the physical spaces of Boatwright Library. Dr. French worked with her students to develop the methodologies used, which included mapping and photographing library spaces, engaging in participant observation, and conducting numerous interviews and focus groups.

Throughout the semester, the library's ethnographic team (composed of the two authors and the Head of the Music Library) worked closely with Dr. French and her students to assist them in developing their projects. Drawing from the large body of field research collected by the anthropology students, the Library Ethnographic Team discovered the following broad themes as related to library space needs:

- Mobile device friendly spaces
- Clear separation between quiet and collaborative spaces
- Tables and desks with room to "spread out"
- Numerous group study rooms -Private or semi-private areas
- Good lighting -Atmosphere conducive to study (traditional furnishings and "scholarly" surroundings)

Practical implications of this study are directly tied to the newest project at Boatwright Library; a large scale renovation of public and staff areas to be completed in the summer of 2012. Since the data were gathered, results have been presented to the library staff as a whole, as well as other key stakeholders including the leadership team in the information services department, university project managers and architects, and outside design firms. The renovation plans for public areas have incorporated all of the findings listed above. Furthermore, this ethnography project reinforced a culture of assessment, and the importance of seeking user input before embarking on a major project, while simultaneously strengthening the library's ties to academic departments. In short, by using reliable ethnographic methods to examine user behavior on the front end, we have created a user-centered renovation project in which efforts are directed appropriately, and the library user experience is improved.

Olivia Reinauer is Social Sciences Librarian at Boatwright Memorial Library at the University of Richmond, VA. She serves as liaison to the departments of anthropology, sociology, education, and psychology, and is also a member of the library ethnographic team and co-chair of the student library advisory council.

Travis Smith is the Stacks, Building, and Interlibrary Loan Supervisor at Boatwright Memorial Library at the University of Richmond, VA. Travis is active on the BML assessment committee, the library ethnographic team, and the VIVA ILL subcommittee, as well the BML student library advisory council.

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Participatory Design in Redesigning an Academic Library: Capturing Users' Work through Structured Observations

Space

Nedelina Tchangalova (University of Maryland)
Lutgarda Barnachea (University of Maryland)
M. Jane Williams (University of Maryland)

Purpose
This poster session focuses on one of the three sets of participatory design activities undertaken in the fall 2011 by a library-led project team to build an informational basis for a total redesign of McKeldin Library, the central library serving the University of Maryland, College Park. Graduate classes in anthropology and architecture also provided part of the information basis, all of which are now with an Architecture Studio to provide actual designs for a reprogrammed library. This poster session will present the data, findings and findings' significance for the structured observation activity, to get a picture of how McKeldin Library is being used now.

Design/Methodology/Approach
Our study was mainly focused on students only as it was not possible to differentiate students from faculty members through observation. The observation team identified eight public spaces in the library that were manageable in size, diverse in function, and close to entrances or in proximity to elevators and stairs. Library offices or restricted areas were not observed. During an entire week in the fall of 2011, including the weekend, library users were observed three times a day when the library was open (10 am, 2 pm, and 10 pm). The observation team used standard codes by which to record and analyze various activities.

Findings
The feel of the library during observations was extremely varied: from quiet to noisy environments, and activities ranging from sleeping to an almost disruptive style of group work. A large majority of the people observed at every time of day and in every location seemed to be young people working individually. Above 85% appeared to be doing academic work. More than two-thirds of the library users were working alone with the remainder taking advantage of large tables and small rooms to work in groups. Another significant finding is that use of print library materials was not the primary function in the library building, as one in five observed people was using only print materials of some kind (mainly their own textbooks books and papers) and no electronic devices. The majority of users were using a library-supplied computer, their own laptop or other device. This proposal addresses two conference topic areas: collaborative assessment, and space planning and use.

Practical Implications/Value
Together with the data from the other two methods from the participatory design research, this structured observation study provides a new informational basis for needed reprogramming of the library. Each method also offers a hub for testing-sometimes wrong-library staff assumptions about our library users' needs for studying, research, socializing, space, etc. within the library. This method of structured observation could be used by any type of library. The data and findings add to the growing literature on this type of assessment.

Nedelina Tchangalova is Librarian in the Engineering & Physical Sciences Library (EPSL), a University of Maryland Libraries branch. She is a member of the Libraries' Participatory Design Team. She worked closely with the structured observations team and collaborated with members of the participatory design workshop group.

Lutgarda Barnachea is the Coordinator for Technical Services Division, University of Maryland Libraries. She is a member of the Libraries' Participatory Design Project Team to redesign McKeldin Library spaces.

M. Jane Williams is the Senior Administrative Librarian, University of Maryland Libraries. She coordinated the design team's activities, worked with the project consultant, and facilitated other connections, such as with the anthropology and architecture classes.

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The Role of Participatory Design in Redesigning an Academic Library: Capturing Users' Work through an Artistic Lens

Space

Tanner Wray (University of Maryland)
Cinthya Ippoliti (University of Maryland)
Yelena Luckert (University of Maryland)
Nedelina Tchangalova (University of Maryland)
Lutgarda Barnachea (University of Maryland)
M. Jane Williams (University of Maryland)

Purpose
This poster session focuses on one of the three sets of participatory design activities undertaken in the fall 2011 by a library-led project team to build an informational basis for a total redesign of McKeldin Library, the central library serving the University of Maryland, College Park. Graduate classes in anthropology and architecture also provided part of the information basis, all of which are now with an Architecture Studio to provide actual designs for a reprogrammed library. This poster session will present the data, findings and findings' significance for the participatory design workshops about stakeholders' ideal study, research and work spaces in the library.

Design/Methodology/Approach
The team conducted workshops with different stakeholders listed below. From each category of stakeholders the team randomly selected 20 drawings. Student participants received a $5 copy card for their participation. Faculty and those who came to all-day workshops were provided with refreshments. o Undergraduate students: We conducted one two-hour workshop in the library. Students were randomly selected. We also visited the Writing Program tutors class. These tutors were all undergraduates from different programs on campus, but the majority were from English. Many were library users. o Graduate students: We conducted several all-day workshops. Students could come and leave at any time. Invitations to participate were extended to about 200 graduate students from all over campus, randomly chosen by the Graduate School. The letter of invitation came from the Dean of Libraries. Additional students were chosen randomly from those who were already inside the library on the day of the workshop. o Faculty: We conducted an all-day workshop. Faculty could come and leave at any time, and they were solicited through liaison librarians. The letter of invitation came from the Dean of Libraries. An additional workshop was held for the University Library Council and for faculty who could not make it to the all-day workshop. o Library staff: A single two-hour workshop was conducted as a training session for the team.

Findings
The analysis of the drawings found many similarities among all types of stakeholders. The most common elements highlighted the need for natural lighting, bringing the outdoors in, comfortable and flexible furniture, private and communal spaces, quiet and not-so-quiet areas, and food choices. Other drawings brought to light the need for book collections and shelving, as well as the use of library space for less traditional purposes. Some findings uncovered conflicting needs between different groups, e.g. undergraduates desired less mediated services from staff and librarians, while faculty clearly wanted more partnerships with librarians.

Practical Implications/Value
The findings reveal that we are currently providing some of the services and spaces students need through the Terrapin Learning Commons, but additional services need to be implemented. The data from this study will guide our other partners involved in this collaborative space study to re-program McKeldin Library and secure funding for future renovation. The data and findings add to the growing literature on this type of assessment. Conference topic areas 1. Space planning and use 2. Collaborative assessment

Cinthya Ippoliti is the Head of the Terrapin Learning Commons and Student Support Services. Cinthya is a member of the Libraries' Participatory Design Team.

Yelena Luckert is the Head of Humanities and Social Sciences Libraries and a subject specialist for History, Jewish, Slavic and Womens' Studies. She is a member of the Libraries' Participatory Design Team.

Tanner Wray is the Director of Public Services at the University of Maryland Libraries. He is a member of the Libraries' Participatory Design Team, and specifically worked with the participatory design workshop group.

Nedelina Tchangalova is Librarian in the Engineering & Physical Sciences Library (EPSL), a University of Maryland Libraries branch. She is a member of the Libraries' Participatory Design Team. She worked closely with the structured observations team and collaborated with members of the participatory design workshop group.

Lutgarda Barnachea is the Coordinator for Technical Services Division, University of Maryland Libraries. She is a member of the Libraries' Participatory Design Project Team to redesign McKeldin Library spaces.

M. Jane Williams is the Senior Administrative Librarian, University of Maryland Libraries. She coordinated the design team's activities, worked with the project consultant, and facilitated other connections, such as with the anthropology and architecture classes.

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Usability

Helping Users Find Their Way: Usability Testing of Subject Guides at Duke University Libraries

Erin Carrillo (University of North Carolina at Chapel Hill)

Usability testing of four subject guides at Duke University was conducted in Spring 2012 to determine which design features were facilitators and barriers to use with the objective of making suggestions for best practices in LibGuides design. Subjects completed two tasks for each guide. After completing the tasks, they were asked to rate the ease of use of the guide, as well as discuss what made the guide easy to use, difficult to use, and make suggestions to improve usability of the guide.

Despite the high failure rate of many of the tasks, the guides were generally perceived as easy to use. I found that users prefer short, targeted lists of resources and few tabs and find succinct descriptions of resources helpful, but do not seem to use descriptions that appear upon mouseover. Most users found the tabbed navigation easy, appreciated the organization of resources into boxes, but were confused by ambiguous or unclear tab and box naming. Users will focus on the top center of the first page and generally will not scroll all the way down a long page. Those who are unfamiliar with the LibGuides interface want some sort of guidance or orientation.

Based on these findings, I recommend that librarians limit the number of resources, or highlight a few to give students a starting point; provide short in-line descriptions of resources indicating what information can be found using a particular resource; provide an introduction to the purpose and organization of the guide on the first page (this can be a table of contents with a short blurb about the contents of each page); and take care when naming tabs and boxes, making sure they clearly describe content they contain in language users can understand (i.e. avoid library jargon).

Erin Carrillo is a Carolina Academic Library Associate at Kenan Science Library at UNC, and works in Reference and Instruction at R.B. House Undergraduate Library at UNC and in the Instruction & Outreach Department at Duke University Libraries. She will receive her M.S.L.S. from UNC-Chapel Hill in May 2012.

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Usability

From Morae Testing to Real Actions Witnessed: Increasing the Impact of Usability Testing at Cornell University Library

Gabriela Castro Gessner (Cornell University)
Mary Beth Martini-Lyons (Cornell University)

With a critical mass of library users' activities now focused upon the rapidly growing collection of online resources, it is critical to ensure that users are able to effectively utilize and access these new systems. As a result of these changes, usability and user experience groups, have become more prevalent in academic libraries, especially in the absence of a usability librarian or other professional position dedicated to improving usability.

After a two-year ramp up of usability studies at Cornell University Library (CUL), it became apparent that while the library usability group was growing, the number of members self-selecting to conduct usability activities was on the decline. In an attempt to increase both Usability Group member satisfaction and the effectiveness and efficiency of usability testing at CUL, changes were implemented to team structure and usability approaches that have enhanced the overall impact of usability activities at CUL and increased engagement of members.

Prior to changing our methodology, usability testing at CUL used the frequently relied upon Morae software. The unwieldy length of detailed reports compiled for clients after testing proved to have little impact on improvement of library systems. This lack of response contributed to the decrease in member involvement for usability testing. Two changes were implemented to address the issues of Usability Group engagement and influence. First, the restructuring of the usability group into small sub-teams working independently, allowing for simultaneous testing of resources; and secondly the shift in methodology to an approach concentrating on direct participation of stakeholders in observing users interacting with library tools (termed RAW Usability at Cornell).

In this poster, we demonstrate that the return on investment over time for the RAW usability method appears much greater than with the use of traditional Morae testing, primarily based on the power and "ripple effect" of direct user observation from stakeholders. Deployment of RAW Usability has demonstrated that web designers, developers and public services librarians are strongly persuaded by observing users interact with their systems in real time. The new approach has engendered an unprecedented commitment to iterative system design and periodic usability testing. The success of the RAW usability method has been demonstrated within CUL's usability group and throughout the greater library community by raising awareness about the value of usability for CUL colleagues, boosting the impact of the team's usability efforts, and enhancing engagement of participants within and beyond the boundaries of the usability group.

Mary Beth Martini-Lyons is Coordinator of Web Design for Digital Scholarship and Preservation Services at Cornell University Library. She has strong interests in human-computer interaction projects and is currently leading as co-chair for the library's Usability Group as well as the Discovery and Access User Experience Team.

Gabriela Castro Gessner is a Research and Assessment Analyst at the Cornell University Library, with research interests and skills on the social production of knowledge, assessment of learning outcomes, and usability and user studies. Gaby holds a PhD in anthropological archaeology from SUNY Binghamton.

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"Instruction...that just bugs me!" Using Card-Sorting to Arrange Menu Items on an Academic Library Homepage

Usability

Kymberly Goodson (University of California, San Diego)

Card sorting is one method for obtaining direct user feedback. It consists of users imposing their own organization on a set of ideas and works well for developing or evaluating website and menu structure. Participants are asked to group terms or concepts in a way meaningful to them, and may also be asked to name resulting groups. With little expense, the results of such a study can help maximize the likelihood that users will be able to find information of interest quickly and easily. Participants not only provide insight on how to arrange various items, but can also highlight terms that are confusing or ambiguous.

In early 2011, the University of California, San Diego library conducted a card sorting exercise to learn how "real people" (non-librarians) were likely to categorize menu items on its homepage. The study involved a row of 7 primary tabs that appear in the persistent header on the library's homepage and all other library web pages, as well as the 37 entries in drop-down menus below the primary tabs. Though limited in our ability to change the names of the primary tabs, we were greatly interested in how users might arrange menu entries among the tabs. We were also interested in whether users understood the language currently on the menu entries, user preferences for ranking or placement of entries within a given menu, and whether the majority of information to which users might want easy access did in fact exist within the current menu structure.

The card sorting exercises asked participants to arrange cards on which existing menu entries were written under cards on which 7 existing tab headings were written. Fifteen participants (9 undergrads & 6 grad students from a variety of disciplines) were asked to decide under which heading each entry should be placed and where within that menu each should appear. Participants were also permitted to rename the headings or entries or create new cards with the names of items they felt should become additional menu entries. Participant preferences for how entries should be ranked within the menus was moderately consistent. Likewise, significant uniformity was seen in participant preference for the headings under which individual entries should appear. Placement of 4 of the 37 entries were particularly troublesome, with results being less clear and more variable among participants.

However, testing revealed strikingly different thinking between librarians and users in some instances. Testing also identified areas where new information could be added and new entries created, and others where entries could be renamed or consolidated. Findings confirmed some of the library's practices and dispelled others, identifying several areas where user preferences diverged from the library's current menu structure. The poster should expand attendee understanding of card sorting methodology and uses for it in the library setting. The poster will present logistical details of UCSD's card sorting study and will outline its findings in greater detail. Because the subject of the UCSD study was main headings and menu items likely to appear on the majority of academic library web sites, the results are likely to apply widely to other institutions as well.

With a background in user services at the University of California, San Diego Library and elsewhere, librarian Kymberly Goodson (kgoodson@ucsd.edu) served since 2007 as the UCSD Library's Decision Support Analyst. Upon its establishment in 2012, she assumed the role of Program Director for the library's new Academic Assessment & Analysis Program.

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Usability Study Uncovers Excessive Archival Jargon

Usability

Cynthia Harbeson (Appalachian State University)

The purpose of our assessment project was to determine the usability of the Special Collections website at Appalachian State University's Carol Grotnes Belk Library and Information Commons. An assessment team of three archivists and two librarians met to determine how to assess our current Special Collections website in terms of its ease of use for undergraduates, graduate students, faculty, and off-site researchers. Our primary approach was to perform usability testing on our website focusing on undergraduate and graduate students. The impetus for these usability tests developed out of the decision to migrate our current library website to a new Drupal-hosted site. As we undergo this migration, we want to make changes to the Special Collections website during this process that will increase the functionality of the site.

We began with a usability study with undergraduate students designed to test whether they could successfully complete several key tasks on the site. Additionally, we asked them to locate three different finding aids, each in a different format. They were then asked for their opinion about which format was the easiest to understand and use. Four undergraduate students were presented with nine scenarios that asked them to complete specific tasks using the Special Collections website. The order in which the three questions asking participants to locate finding aids was changed to reduce any possible bias resulting from which finding aid they saw first. Each student was observed by two members of the assessment team and their screen movements and voices were recorded using Camtasia software. This same methodology was then repeated with graduate students using a modified list of tasks.

Our findings overwhelmingly suggested that students did not even understand the term "Special Collections" and they had a very hard time finding resources on specific topics. If they were able to locate resources, such as our finding aids or guides to collections, the students did not know what it was they were looking at or how they would access the original materials. Archival terminology within the finding aid itself built additional barriers to access as students couldn't relate to terms such as "Scope and Content," "Access Restrictions," or "Acquisitions Information." Moving forward in our new site, we are renaming these sections so that their meaning is more transparent. There are enough barriers involved with using Special Collections materials and it is important that we don't unintentionally create more by making it difficult to navigate our website.

This usability study has been a valuable asset in our website development and can be used by other archives and special collections to increase the functionality of their websites. Even libraries without special collection departments can garner practical tools from the dissemination of our results by becoming more cognizant of the terminology used in their websites. Librarians can recreate this form of assessment, tailored to their library's individual needs, with very little expense. Usability studies are a valuable way to assess functionality in library websites and always uncover ways to improve accessibility to library resources.

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Collaborative Assessment and Usability: Effectively Reaching Across Departments

Usability

Anne Pemberton (University of North Carolina Wilmington)
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Purpose
The University of North Carolina Wilmington's William Madison Randall Library combined information literacy assessment with website usability across library departments in a unique, collaborative way. The Instructional Services Librarians noticed peculiarities in the way students in First Year Seminar (FYS) information literacy sessions were navigating the library's new website and invited the Information Systems Librarian, who serves as the library's webmaster, to observe these behaviors. The Information Systems Librarian watched students navigate and search during these sessions for the purpose of usability "testing" while the Instructional Services Librarians observed students' searching behaviors in order to improve instruction.

Design/Methodology/Approach
As part of every FYS information literacy session, students complete a website usage activity worksheet while in one of the library's classrooms. There is no instruction on the website prior to the activity. The students look at the website, perhaps for the first time, as they are doing the activity. The Information Systems Librarian attended several FYS information literacy sessions as a non-participant observer, watching and listening as students navigated the library's website to complete the assessment worksheet. After the FYS sessions, the Information Systems Librarian and Instructional Services Librarians discussed the commonalities in their observations and how each could make needed changes to create a better experience for users.

Findings
Through observing students in the classroom, the Information Systems Librarian discovered some surprising trends that proved useful in improving the usability of the library's website. For example, students had trouble identifying the correct library hours on the library's online calendar. Also, students began their search on the website where they last visited. In other words, if a student was asked in one question to find an article and used a database to do so, the student would then use that database to try to find a book. Students also did not seem to "see" the tabbed searching options on the website. Conducting usability testing in "real time" with real users provided a distinct set of results and served to propel iterative website design. Instructional Services Librarians were able to determine what needed to be changed in the instruction session itself, realizing that more time needed to be spent on distinguishing between search tools.

Practical Implications/Value
While "typical" usability studies are useful and important, they can be somewhat artificial, time consuming, and costly. Observing students in the FYS information literacy sessions required no recruiting, no marketing, and no "prizes" for participating and it allowed librarians to watch students complete a "real world" task. The technique allowed for a synergistic collaboration between Instructional Services and Information Systems to "see" the website with a fresh perspective and to better understand the functionality of each department. It increased communication between the two departments, which is ultimately beneficial for librarians and users. The combination of instructional assessment with website usability saved librarians' time by accomplishing two goals with one task.

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Anne E. Pemberton is the Instructional Services Coordinator for UNCW Randall Library. She has a B.A. in Psychology and an M.I.S. from the University of Tennessee. She is currently working on an M.S. in Instructional Technology at the University of North Carolina Wilmington.

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Special Collections Web Usability Testing: A Case Study at the University of Washington Libraries

Usability

Jennifer Ward (University of Washington)

The University of Washington Libraries has just completed its first round of usability testing on the Special Collections' unit web site. To date the site has been organized largely along administrative/curatorial lines and presented with the assumption that users understood how to conduct research in Special Collections. In late 2011 resources were available to evaluate the site more comprehensively, with the idea that any changes we could make would greatly improve the user experience. The purpose of this poster will be to summarize the findings from our tests,including the card sort exercise; show the before/after versions of the site; and provide attendees with information they might use for starting an evaluation of their own Special Collections' web presence.

The usability tests were conducted on eight users with varying backgrounds, consisted of six typical research tasks, and included the use of the "think aloud" protocol so that the facilitator could better understand what the participant was thinking as they worked on each task. Tasks were constructed to get users to find a variety of types of resources and one thing we wanted to specifically track was what resources users consulted as they were completing each task. We also sought to evaluate some usability aspects of the XTF interface, a new platform we use to serve finding aids. To better understand how users would expect to find our site organized we conducted an open card sort using the resources available on the site. Testing wrapped up the last week of March and we are in the process of evaluating the results and working on findings.

Assessments of Special Collections' web presence have not been widely publicized, so I believe the findings will be of interest to a broad range of Libraries Assessment Conference attendees. Even if our findings cannot be applied to other sites, it is my hope that they can be used to inform other assessments of Special Collections' web presence.

http://www.lib.washington.edu/usability/

Jennifer Ward is Head of Web Services at the University of Washington Libraries where she has managed the usability/user experience program for the last 11 years. In addition to her duties in Information Technology Services she works a few hours every week at the Special Collections reference desk.