

2008 LIBRARY ASSESSMENT CONFERENCE

BUILDING EFFECTIVE, SUSTAINABLE, PRACTICAL ASSESSMENT

Poster Abstracts

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2008 Library Assessment Conference: Building Effective, Sustainable, Practical Assessment

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#1
Relationship Management and Its Impact on Library Service Quality
Ola Bayan (Arab Academy for Science, Technology, and Maritime Transport)
<p>The importance of this research derives from the importance of the academic library in any educational institution. The problem is the decrease in the demand of academic libraries services and the transfer of this demand to other competitors, in spite of efforts and resources allocated to provide services to users at a quality level that meets their expectations.</p> <p>This research was applied to the libraries of the Arab Academy for Science, Technology, and Maritime Transport (AASTMT), http://www.aast.edu. AASTMT is considered one of the largest educational institutions in the Middle East, and offers bachelor, master, and PhD degrees in several fields: engineering, business administration, and maritime transport.</p> <p>Using the relationship management approach, this research studied the three main classic relationships (library-suppliers relationship, library-departments relationship, and the library-users relationship) and their impact on the quality of the services provided by academic libraries.</p> <p>The quality of both the library-suppliers relationship and the library-departments relationship was measured using six dimensions (communication, trust, commitment, reliability, responsiveness, and empathy); satisfaction with the relationship and future intentions were also measured. The library-users relationship was measured using three dimensions (communication, trust, and commitment); satisfaction with the relationship, future intentions, and library users' perception of the library service quality were also measured. Library service quality was measured using four dimensions (library as a place, information access, personal control, and service effect) adapted from the LibQUAL+® survey.</p> <p>The data was collected through three questionnaires. After analyzing the collected data, it was determined that the three relationships (with the suppliers, between the departments, and with the users) need improvement.</p> <p>It was also determined that the relationship with the suppliers, between the departments, and with the users influence the users' perceptions of the library service quality. Thus, libraries have to work on their relationships to maintain service quality.</p> <p>The research proved that there were differences in the library relationship, satisfaction, and loyalty across different users' positions. But there were no differences in their perception of the library service quality. In addition, in all variables, there were no differences across users' gender.</p> <p>Finally, the research highlighted the necessity of library service quality assessment on permanent basis, and using the assessment as an indicator to provide the users with service at a quality level that enables the library to gain user satisfaction and loyalty.</p>
<p>Ola Bayan received a bachelor's from the Faculty of Commerce, Alexandria University, and a Diploma in Management from Sadat Academy for Management Science. She received her master's degree from AASTMT, and is currently pursuing a PhD at the same institution. Before joining AASTMT, first as Library Acquisition Specialist and now as Library Information Specialist, she was a marketing coordinator at Worms A.C.S.</p>
Notes

#2
Strategic Innovation with the Balanced Scorecard
Tom Bielavitz (Portland State University)
<p>Traditionally, the Balanced Scorecard is implemented in organizations to align activities with strategic direction, to translate its strategy into actionable plans. It establishes an assessment system, encompassing the internal processes and user outcomes in order improve service and efficiency.</p> <p>Though the BSC is a management system, it can be adapted to create, or re-create, a library service to ensure that it is contributing toward strategic goals (rather than wasting valuable resources), and that they are implemented in a holistic fashion:</p> <ol style="list-style-type: none">1) The financial and personnel resource implications of the service are identified and determined to be available.2) The internal processes to administer the service have been detailed.3) Staff training needs to facilitate the service have been identified.4) The user groups have been identified and their needs will be met. <p>For librarians, perhaps the most interesting aspect of the Balanced Scorecard is its inclusion of establishing measurable initiatives that will create the desired outcomes. Over the past decade, librarians, in response to higher education's focus on measuring educational outcomes, have also become quite engaged in measuring outcomes. Using the Balanced Scorecard to create a new, or re-create an existing, library service guarantees that user outcomes are considered.</p> <p>Learning Outcomes:</p> <ul style="list-style-type: none">• Audience will learn the essentials of Kaplan & Norton's Balanced Scorecard management system: what it is, how it works, and the value it offers.• Audience will learn how to use the Balanced Scorecard to create a new, or re-create an existing, library service.• Audience will understand how the Balanced Scorecard's process of establishing outcome measurement applies to librarians wanting to assess user learning outcomes.
<p>Tom Bielavitz received his MLIS from Drexel University. He began his library career in 1993, first working in Blackwell's Book Services distribution center in Blackwood, NJ, and then in its US Headquarters in Lake Oswego, OR. In 2006, he accepted a position at Portland State University Library as the Assistant University Librarian for Administrative Services and Planning, where he has become interested in outcomes assessment.</p>
Notes

#3
Re-framing Assessment: A Patron-centered Approach
Jeanne Brown (University of Nevada, Las Vegas)
<p>The Strategic Plan is a standard blueprint guiding library assessment activities. Many, if not most, Strategic Plans are organized along library departmental lines and/or library functions, and use language with which librarians frame their efforts—not language with which patrons would necessarily resonate. In an effort to drive home the concept that it is “impact on the patron” which should be the touchstone for all we do, the UNLV Libraries Dean and Assessment Librarian have created a framework which turns the Strategic Plan document on its head, making it patron-centric. From six goals, the UNLV plan was revised to focus on three goals of primary concern to the patron: Delivery/Access, Discovery, and Use. Objectives from the former iteration of the Strategic Plan were mapped to the new frame. Reactions have been positive, once staff saw themselves in the new configuration. An advantage to this approach is that the focus is on the patron and the goal, not any one department.</p>
<p>Jeanne Brown is currently Assessment Librarian at University of Nevada, Las Vegas. Prior to being named Assessment Librarian, she served since 1996 as member or chair of the Libraries’ Assessment Committee (later renamed Research and Analysis Committee).</p>
Notes

#4
We're Not Alone: Tapping into Assessment Expertise on Campus
Kathy Brown (North Carolina State University)
<p>The results of the <i>ARL SPEC Kit #303, Library Assessment</i> indicate that only 13% of the responding ARL libraries have a department or unit charged with assessment; most libraries rely on single individuals or committees to coordinate assessment activities. In those situations, assessment professionals elsewhere on campus can be a valuable resource.</p> <p>This poster session presents examples of the benefits to be gained by tapping into institutional assessment expertise and structures, such as:</p> <ol style="list-style-type: none">1) the inclusion of library-related questions on surveys administered to students and faculty;2) the articulation of assessment plans, activities, and reports for accreditation reviews; and3) the availability of a cohort of assessment professionals as a sounding board and source of information.
<p>Kathy Brown is Director for Planning and Research with the NCSU Libraries, where she has held a variety of positions since joining the staff in 1985. Prior to NCSU, she served as audio librarian at Bates College in Lewiston, Maine. Brown earned a B.A. at Bates College, an M.L.S. at the University of Rhode Island, an M.A. in English at the University of Maine, and a Ph.D. in library science at the University of North Carolina at Chapel Hill.</p>
Notes

#5
Beyond Bean-counting: Taking Advantage of Existing Data to Structure Multidimensional Library Instruction Assessment
Lesley Brown (Michigan State University) Angela Maycock (Michigan State University)
<p>Research libraries looking to incorporate meaningful assessment into library instruction activities must inevitably confront the question: "Where do we begin?" The range of possibilities—what to measure; how to capture the data; which systems, services, and staffing to employ—can seem daunting. A more useful set of opening questions for library instruction units may be: "Where are we now, what are we already measuring, and how can that data help inform our overall assessment efforts?"</p> <p>The Michigan State University Libraries' Library Instruction unit has undertaken to answer these latter questions by compiling a comprehensive list of existing data sources on teaching and learning in the library. This list includes results of a student response system (clickers) pilot in library classrooms; scores and usage of information literacy modules in MSU's online course management system (ANGEL); qualitative data on student search strategies gathered through a librarian's use of a tablet PC in the classroom; and end-of-the-semester instructor feedback on course-specific instruction.</p> <p>This poster presentation will introduce participants to the process underway at MSU to incorporate existing data sources into a meaningful, multidimensional assessment strategy. It will demonstrate one example of how library instruction units can use creative thinking about data to move beyond tick marks and gain a stronger starting point for future assessment efforts. The presentation will conclude by also offering ideas and opportunities that respond to the logical next question for library instruction assessment efforts: "Where we go from here?"</p>
Lesley Brown and Angela Maycock each serve as Reference & Instruction Librarian at the Michigan State University Libraries in East Lansing, Michigan. Their research interests include user education issues, outreach initiatives, and assessment strategies.
Notes

#6
Leveraging the Collections Budget: Best Practices in Assessing Information Resources Users Need
Leslie Button (University of Massachusetts Amherst)
<p>The UMass Amherst Libraries maintain a proactive, strategic assessment program that engages in best practices to maximize every dollar spent for information resources. Started in 2004, the Libraries have successfully deployed a systematic assessment methodology that looks at unbound journal use and additional data gathered in the organization. This assessment strategy has allowed us to redirect over 30 percent of our print serials budget toward electronic resources in demand by users.</p> <p>The poster will explore how data available from conventional library tools (e.g., online library systems, interlibrary loan software, and context-sensitive linking software) and other sources can be gathered and analyzed to determine which information resources users need access to locally and what we can continue to provide access to through document delivery. The presentation discusses conclusions drawn from the collected data and explores how conventional tools can be used to investigate other ways to enhance service to users, including delivery of resources, improving information resource discoverability, analyzing which owned resources to digitize, and targeting online journal backfiles for potential purchase.</p>
Leslie Horner Button is Associate Director for Collection Services at UMass Amherst. Previously, she served as Head of Acquisitions and Head of the Serials Section, Acquisitions Department at UMass. She has been a member of various committees of Five College Libraries and the Boston Library Consortium.
Notes

#7
Proving Value and Preserving Staff Sanity: A Centralized Data Repository
Kay Chapa (University of Texas Southwestern)
<p>Our library's data analysis, translation, and assessment (DATA) team observed that there are many discrepancies and duplicated efforts in and confusion about our data collection procedures across library departments. We found that departments are unsure how, why, or what data should be compiled and who should be responsible for collecting them. Many departments also estimate annual values instead of keeping an initial accurate count as the events occur. In addition, several external library surveys request the same or related data about library services and holdings. It is not efficient for the assessment librarian to go to each department to collect the data every time they are required. To remedy this situation, we are creating an online centralized data repository.</p> <p>The first step in this process is to examine the questions on all of the external surveys in which our library participates and find questions that ask for similar data and data unique to each particular survey. These questions will then be used to structure the data repository, with additional sections as needed for information we anticipate will be important in proving our value to administrators now or in the future. The centralized data repository will be available through the library's intranet site, where all the departments will have access to enter data. The team working on creating the data repository is responsible for determining how the library data are currently being collected and calculated by departments and identifying any duplications of effort, unnecessary data being collected, and necessary data not being collected. This team will also be responsible for investigating software options to create the repository and training the library staff to use the repository.</p> <p>By instituting a centralized depository, it is anticipated that library departments will gain a better understanding of what data they need to contribute to the surveys and will be encouraged to reexamine their own data collection procedures for efficiency and value. The data collection process for external surveys is expected to become more efficient for the assessment librarian. The centralized repository is also hoped to simplify information gathering by the library director to prove the library's value and efficiency to administrators.</p>
All authors are employed by UT Southwestern Medical Center Library and members of the Data Analysis, Translation, and Assessment (DATA) Team. The Assessment Librarian, an Education Librarian, a Web developer, the Manager of Digital Access, and an Information Specialist skilled in relational databases and spreadsheets will contribute to the poster.
Notes

#8
LibQUAL+® @ PolyU Library: Gaining Stakeholders' Support through Benchmarking
Winnie Yuen Ming Chim (The Hong Kong Polytechnic University)
<p>This poster aims to share the experience of implementing LibQUAL+® 2007 in the Hong Kong Polytechnic University (PolyU) Library, the first ever international library assessment exercise participated by the Joint University Librarians Advisory Committee (JULAC) consortium in Hong Kong. The fact that the PolyU Library already has in place a comprehensive quality assurance system (in which users' feedback is constantly gauged via a multitude of feedback collection/assessment mechanisms), including an annual user satisfaction survey, does not undermine the value of implementing LibQUAL+® in PolyU.</p> <p>Three key major benefits are identified. The first is in benchmarking. The availability of open, transparent, and reliable data for benchmarking the Library's performance against established institutions locally and internationally emerges to be a powerful persuasive tool in gaining stakeholders' support in strategic library planning.</p> <p>The second key benefit is that LibQUAL+® allows the JULAC libraries to gain a better understanding of the shared environment we operate in, and encourages strategic collaboration among JULAC members.</p> <p>The last benefit is the opportunity to use the LibQUAL+® process to market the Library, both internally to Library staff and externally to our users.</p> <p>The poster session will discuss lessons learned in an environment which operates in two languages (3 dialects) and the impacts on service perception.</p>
<p>Winnie Yuen Ming Chim holds a Bachelor of Science (University of British Columbia, Canada), and Master of Library Science (Univeristy of Western Ontario, Canada). Winnie has been working at the Pao Yue-kong Library (University Library) of the Hong Kong Polytechnic Univeristy since 1992, first as Section Head of Information Services and assumed the present position in 1998. Winnie's job scope is to provide management support for all library operations via membership in the Library Management Team, and special tasks include quality assurance and liaising with academic and student bodies on the effective use of the Library and collection development.</p>
Notes

#9
The SFX Statistical Package: Effective, Sustainable, Practical?
Tina Chrzastowski (University of Illinois at Urbana-Champaign) Michael Norman (University of Illinois at Urbana-Champaign)
<p>Imagine knowing what full-text electronic journals your library paid for last year, but were never or seldom used. Or, how about the value of a list of the top 100 electronic journals your patrons wanted to access, but could not obtain because your library does not own them? These data, and many others, are easily obtained with the basic SFX statistical reporting package which accompanies each SFX purchase and installation. SFX is defined on its Web site as: “the original OpenURL link resolver—an innovative tool for interconnecting library-controlled resources and services.” (SFX Web site)</p> <p>SFX statistical data provide yet another look at how library users navigate and utilize electronic resources. Unlike other statistical reports, however, such as e-use statistics provided by vendors or proxy servers, SFX data include both successful and unsuccessful links, meaning that libraries can identify items patrons wanted, but which were not (for some reason) available. SFX data also aggregate multiple databases and vendors, combining use and non-use data in one statistical package.</p> <p>Aside from the use of SFX to create reports for collection development, there are multiple other uses for SFX statistical data including:</p> <ul style="list-style-type: none">• troubleshooting institutional set up;• finding errors in how vendors create OpenURL links;• finding errors in citation linking from databases;• identifying broken or nonexistent links;• comparing SFX data to other data sets for validation; and• discovering what e-users are up to (e-books, journal use trends over time, shifts in volume of use). <p>All uses for the SFX statistical package, no matter how valuable, are balanced by a few reality checks. Most obviously, the terminology used within SFX is challenging to those who are not involved in the day-to-day use and set up of “Targets, Portfolios and Sources.” In addition, abbreviations used to describe “Source, Target and Service Types” are, at best, difficult to decipher and require some familiarity to use effectively. SFX requires discipline and expertise to implement and evaluate, and the SFX statistical package is no different. Trial and error is an effective methodology to employ when beginning to use the statistical package; perseverance is a critical factor in successfully retrieving relevant and useful data.</p> <p>The “effective, practical, sustainable” components of the SFX statistical package will be discussed and used as measures in this evaluation of the package, along with a multitude of examples used in a real world setting—the University of Illinois at Urbana-Champaign library. In addition, SFX statistics consortium use will be demonstrated based on CARLI, the Consortium of Academic and Research Libraries in Illinois. The goal is to provide an improved understanding of the value of OpenURL resolver statistics, how they can be used as assessment measures, and what kinds of decisions can be made from the data, as well as what kinds of decisions cannot be made.</p>
Tina E. Chrzastowski is Chemistry Librarian and Michael Norman is Head of Content Access Management Services at the University of Illinois at Urbana-Champaign Library. Chrzastowski and Norman have collaborated recently on a project to identify science serial collections in Illinois and on other assessment-related projects at the UIUC Library.
Notes

#10
Using LibQUAL+® to Inform and Assess Strategic Planning
Barbara Cockrell (Western Michigan University)
<p>Employees at Western Michigan University Libraries worked together and as teams to create a 3 year strategic plan. They used qualitative and quantitative analysis of their 2004 LibQUAL+® data to identify needed improvements in service, information control, and library as place dimensions. The LibQUAL+® workbook data revealed some basic areas of concern. As members of the library and stakeholders sought strategic solutions, they requested increasing refinement of the data in order to craft and target useful action plans. The LibQUAL+® data set was sufficiently large to allow SPSS analysis by user groups and by discipline. Interpretation and comparison of the data were facilitated by converting the desired, minimum, and perceived values into a more tractable composite score. The information thus obtained was supplemented by user comments that were analyzed using Atlas TI.</p> <p>Through an ongoing process of examination, refinement, and interpretation of the available information, strategic goals were defined, objectives developed, and actions were instigated (such as extended borrowing periods and overdue e-mail notifications to address a customer service problem). A measure of the effectiveness of these implemented plans was afforded when we repeated the LibQUAL+® survey in 2007. At that time, we observed measurable improvements across all three service dimensions (service, information control, and library as place) by each of the user groups. We were also able to track progress on specific items within those dimensions quantitatively and as reflected by user comments. Data from the LibQUAL+® 2007 survey will feed into our 2008 strategic planning process.</p>
<p>Barbara Cockrell is Associate Dean for Collections and Technical Services at Western Michigan University. She has a BA and D.Phil in Biological Sciences and an MLIS from Wayne State University. She was appointed science librarian at WMU in 1999 and is a member of the University and Libraries assessment committees.</p>
Notes

#11
University of Washington Library Student Advisory Committee: Listening to Student Voices
Anne Davis (University of Washington) Laura Barrett (University of Washington) Kylie Fullmer (University of Washington)
<p>Libraries are interactive, interdisciplinary spaces for scholarship; input and assessment are essential to ensure that user needs are met in effective and innovative ways. Student advisory groups are one way user-centered libraries can get valuable feedback on the constantly evolving needs of one of their largest user populations—students. Due to the frequency of meetings and ongoing nature of these groups, libraries are able to learn about and respond to these needs in a timely manner. The University of Washington Libraries Student Advisory Committee (LSAC) provides students an opportunity to get involved in the decision making processes that guide the enhancement of learning spaces and library services.</p> <p>Since its inception in 2003, LSAC has been invaluable in shaping services, policies, and spaces at the UW Libraries. Units throughout the Libraries have sought the committee’s feedback on a number of issues, for example:</p> <ul style="list-style-type: none">• The Director of Assessment and Planning consulted with LSAC on the development of the undergraduate portion of the 2007 triennial survey;• LSAC evaluated changes to the loan code at the request of the Head of Access Services;• The Head of Web Services took LSAC members’ advice on significant changes to the UW Libraries Web site; and• The Director of Libraries Space Planning conferred with LSAC on the design of student spaces in Suzzallo/Allen Library. <p>In addition to these assessment activities, the committee also represented the UW Libraries at events such as the 2007 UW Libraries Assessment Forum, the 2007 ALA Midwinter Conference, and the 2006 National Association of State Universities and Land-grant Colleges.</p> <p>LSAC is not only responsive but is also proactive. The committee identified a long-standing student need for materials supporting study abroad and is currently developing a collection of language-learning, travel, and funding resources.</p> <p>The presenters will detail the usefulness of the committee’s projects, the value and impact of LSAC’s contributions, and the high return on investment as noted by those who have worked with the committee. The presenters also will show ways in which this practical, fruitful, and fun means of assessment can be easily employed in a variety of library settings, and how it has already been successfully implemented at other institutions such as those described in the January 2006 and November 2007 issues of <i>C&RL News</i>.</p>
<p>Anne Davis is the Collection Development Coordinator for Odegaard Undergraduate Library and the Anthropology Librarian at University of Washington Libraries. She has coordinated the Library Student Advisory Committee since 2008.</p> <p>Laura Barrett is Undergraduate Services and Psychology Librarian at the University of Washington Libraries. She has coordinated the Library Student Advisory Committee since 2005.</p> <p>Kylie Fullmer recently graduated from the University of Washington with a Bachelor’s degree in Art History. She has been a member of the Library Student Advisory Committee since 2006.</p>
Notes

#12
Assessing the Implementation of an Integrated Programme to Enhance Library Research Support at Three Universities in South Africa
Karin de Jager (University of Cape Town) Pat Busby (Carnegie Research Libraries Consortium Grant) Colin Darch (University of Cape Town)
<p>While the South African research output has been in decline since the 1990s, there is now a national imperative for enhancing and increasing research productivity. The need for increased and improved library support for research was confirmed by the LibQUAL+® survey undertaken at the University of Cape Town in 2005, when it was found that both faculty and postgraduate students (i.e. both current and future researchers) rated Information Control below their minimum expectations. A Carnegie Grant of US\$2.5 million was awarded in 2006 to three large research universities (the Universities of Cape Town, KwaZulu-Natal, and Witwatersrand) in South Africa to build and enhance library support for research over a period of the next three years.</p> <p>The grant is intended to fund three separate but interlinked components: an “academy” programme designed to develop advanced skills to support research among librarians at the three institutions; a Web-based research portal to provide access to a wide range of international and African electronic research resources for academics and postgraduate students; and the establishment of one “research commons” on each campus where sophisticated electronic infrastructure and specially trained staff will provide researchers with a wide range of services to support their research activities.</p> <p>This poster will attempt to illustrate the steps that are being taken to monitor and assess the impact of a large project that is intended to bring about meaningful change. In such a complex project, it was recognized from the beginning that evaluation could not take place through a single intervention or summatively, but should be embedded throughout its duration. A range of initiatives to monitor progress will be illustrated in a poster which will demonstrate the ongoing assessment, evaluating, and monitoring activities that are being employed to keep the programme on track.</p>
Pat Busby is the overall Project Manager for the Carnegie Research Libraries Consortium Grant. Colin Darch and Karin de Jager participated in planning, developing, and teaching in the Research Libraries Consortium Academy and are involved inter alia in the evaluation of the programme.
Notes

#13
No Two Directions Are Ever the Same: Transforming Reference Services
Fran Devlin (University of Kansas) John Stratton (University of Kansas)
<p>This poster will provide information about the changes that have occurred in reference services at the University of Kansas (KU) Libraries since 2002. Our intent is to illustrate the evolution of thinking about reference services in the last few years, based on our experiences, to provide information to others contending with this same issue.</p> <p>We will illustrate how our services have been influenced by the progression of assessment activities designed both to build a culture of assessment and to gather information about user behavior and expectations on our campus. Assessment activities include the campus-wide administration of LibQUAL+® (completed three times since 2000), in addition to purely local instruments and surveys designed to gauge user response to service changes. Over the last six years, the evolution of reference services have both paralleled and been informed by the development of incipient assessment efforts at the University of Kansas, aimed at gathering relevant information about users in several areas, including reference services within the Libraries.</p> <p>At the University of Kansas Libraries, reference services have been reconfigured several times over the last few years. Modifications to the service were largely in response to a university campus undergoing significant technological innovations and in recognition of the need to adjust traditional services to meet changing user expectations. Those changes that were considered and ultimately advanced on an organization-wide basis were expressions of organizational strategies explicitly chosen by the Libraries administration to position reference services in ways deemed more favorable to engage with university constituents: the faculty, students, and staff who comprise our community of users.</p> <p>For many years, KU Libraries offered traditional, desk-bound reference services at the two largest libraries on campus: Watson and Anschutz libraries. However, KU Libraries sought to redefine its reference services in 2002 to take advantage of changing user behaviors and technologically-enhanced access to informational and scholarly resources and to better utilize library faculty time. Some of these changes included all or some of the following initiatives: design and implementation of a “peer and tier” model that relied on student workers as front line service attendants supported by librarians in reserve; paraprofessional staff (i.e., not librarians) presence at the desks; cross-training staff members of other departments to provide reference services; combined circulation/reference service points; and vigorous approaches to training of all desk personnel. At the same time, initiatives in chat and other virtual reference services were inaugurated to provide users significantly greater latitude in contacting the libraries for reference and research assistance.</p> <p>With the hiring of a new Dean of Libraries in 2006 and an assessment of the changes introduced over the previous four years, reference services is once more transforming its approach to public service. Recent changes have been greatly informed by debate about service-related issues such as ensuring the continued relevancy of reference in an era of increasing self-service; remaining user-centered and focused on community needs; adding value to services provided; and seeking ways to deploy technological tools that can be personalized to meet immediate user needs.</p>
<p>John Stratton is Librarian for Business and Public Administration at the University of Kansas Libraries. He received his MSLIS from the University of Illinois. 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.</p> <p>Frances Devlin is the Coordinator of Reference Services and Librarian for French and Italian Literature at the University of Kansas Libraries. She received her MLS from the University of Western Ontario in</p>

London, Ontario. Research interests include development and assessment of emerging technologies such as chat and instant messaging services to enhance traditional reference services in academic libraries.

Notes

#14
Assessment beyond LibQUAL+®: Investigating the Service Needs of EMU User Groups
Susann deVries (Eastern Michigan University)
<p>In the library environment, identifying users' experiences and concerns, and modifying services to address their issues, is vital to ensuring that core services are successfully delivered. Our customer service ratings from all users in the 2003 LibQUAL+® survey impressed upon us the need to develop a continuous assessment plan that would keep us actively engaged with our users and informed about their needs and concerns. The general nature of the LibQUAL+® questions made it impossible to specifically identify where problems conveyed were occurring in the building. In addition, our facility shares space with several heavily used student-centered operations which are overseen by the Academic Technology and Computing Services department. We realized that customer service quality was uneven between library departments and that we needed to be more cognizant of the specific areas in the library that required adjustment to meet the needs of our patrons.</p> <p>In response to our LibQUAL+® findings, the library first surveyed graduate students (winter 2005), followed by faculty (winter 2006), and finally the undergraduate students (winter 2007). The surveys primarily focused on investigating user experience with the responsiveness, courtesy, and knowledge of library staff at the seven main service points in the library. The surveys also focused on user satisfaction with access to library resources. This presentation will present the findings from our surveys and discuss the changes implemented in response to the feedback we received.</p>
Susann deVries is the Education Librarian at the Bruce T. Halle Library at Eastern Michigan University where she teaches information literacy. She has been actively involved in assessment both in library customer service and instruction on campus.
Notes

#15
What Makes An Organizational Climate Healthy? Comparing the ClimateQUAL™: Organizational Climate and Diversity Assessment and LibQUAL+®
Irma Dillon (University of Maryland) Maggie Saponaro (University of Maryland) Paul Hanges (University of Maryland)
<p>The Organizational Climate and Diversity Assessment (OCDA) is a survey tool that was first administered in the University of Maryland (UM) Libraries in 2000 as a means of collecting staff perceptions of how effective the UM Libraries were in terms of handling diversity concerns (both surface and deep diversity) as well as overall organizational effectiveness. The revised and refined ClimateQUAL™: OCDA survey is a product of a joint venture between the University of Maryland (UM) Libraries, the UM Industrial/Organizational (I/O) Psychology program, and the Association of Research Libraries (ARL).</p> <p>The survey measures the overall “health” of an organization. Health is defined as the extent to which the organization can anticipate and adapt to a dynamic environment. Healthy organizations are those that have (a) an optimal level of diversity among employees which allow anticipation of changes in its environment (i.e., customer demands), (b) a learning orientation which allow organizations to adopt new technologies or develop new capacities, and (c) a fair climate which allow organizations to retain diverse employees. Thus, a healthy organization is defined as one in which employees feel empowered and believe that the organization values diversity. It is an organization in which the policies, practices, and procedures are administered fairly and employees believe that they are treated fairly. Further, it is an organization in which the policies, practices, and procedures facilitate the attainment of one or more organizational goals (e.g., productivity, efficiency, safety).</p> <p>The present study tests the underlying theory behind ClimateQUAL™. Specifically, we test whether libraries whose employees rate highly on the ClimateQUAL™ measures receive higher LibQUAL+® service ratings by faculty, undergraduates, and graduate students. Our study found support for the original theory: those libraries higher in valuing diversity, learning, and organizational justice are rated higher by customers than libraries lower on these constructs. Finally, by connecting the ClimateQUAL™ and LibQUAL+® measures, this poster session will illustrate how the two surveys can be used in conjunction with one another to provide valuable information that will assist institutions in improving perceptions of both staff and customers.</p>
<p>Irma F. Dillon is the Manager of MIS, University of Maryland Libraries responsible for guiding the assessment and evaluation program. She was a member of the team that coordinated the implementation of the 2007 OCDA survey. She holds an MSLS from Atlanta University and an MBA from the University of Baltimore.</p> <p>Maggie Saponaro, Manager of Staff Learning and Development, worked with the coordinators of the 2004 OCDA Assessment at UMD. Her office provides educational and developmental programs for library staff, under the umbrella of the Learning Curriculum, an outgrowth of the 2000 OCDA assessment. She holds an MLS from UCLA.</p> <p>Paul Hanges is a professor in the Industrial and Organizational Psychology department at the University of Maryland. Paul is an organizational psychologist and the current Associate Chair/Director of Graduate Studies in the Psychology Department. He is a co-principal investigator of the Global Leader and Organizational Behavior Effectiveness (GLOBE) research project. He has been instrumental in developing and refining the ClimateQUAL™: OCDA instrument.</p>
Notes

#16
Three Easy Methods to Assess and Improve Your Library Instruction
Ignacio Ferrer-Vinent (University of Colorado Denver)
<p>We have all done it at one time or another, formally or informally, in our crazy attempts to improve our library instruction: ASSESSMENT. Our methods may have included observations, surveys, tests, in-class exercises, paper & pencil, verbal, technology assisted, etc. We might think we don't have time to establish formal assessment. We might think that our informal methods are too unsophisticated for truly capturing information that will tell us how to make things better. However, all that is needed is a little bit of tweaking and planning to easily incorporate useful assessment methods into each class, as time allows.</p> <p>My library teaches over 600 library instruction sessions each year. Naturally, our teaching librarians want to know if their students are benefiting and learning. We each use a variety of assessment methods and apply the results in order to improve bibliographic instruction.</p> <p>This presentation will discuss the use of three practical and effective methods:</p> <ol style="list-style-type: none">1. Observation of students during instruction;2. Surveys, with subjective and objective questions, done at different times during the semester and targeted for specific audiences; and3. In-class, timely exercises that engage students in topics of their interest. <p>The presentation will describe how busy teaching librarians can plan and consistently apply these tools. Specific examples will be discussed and sample assessment tools will be included in a hand-out. In addition, examples of ways the gathered informal and formal assessment information has been used to improve research education will be briefly discussed.</p>
<p>Ignacio J. Ferrer-Vinent is an Assistant Professor at the University of Colorado Denver Auraria Library, where he serves as the Science Reference & Instruction Librarian to the three institutions of higher learning at that campus: University of Colorado Denver, Metropolitan State College of Denver, and Community College of Denver. He has a Ph.D. in Physical Chemistry and a master's in Library and Information Science.</p>
Notes

#17
Using Survey Software to Assess the Effectiveness of Information Literacy Online Tutorials
John Fudrow (University of Pittsburgh) Patricia Duck (University of Pittsburgh)
<p>In 2007, the University of Pittsburgh developed a suite of Web accessible online information literacy tutorials using Adobe Captivate. Because of a lack of a compatible learning management component for Captivate at the University, the technical team developed an alternative to creating appropriate quizzes to test students on their comprehension and acquire feedback on the tutorials. Consequently, the team used an open source survey software, Lime, to create both the information literacy quizzes and obtain feedback on the tutorials. This presentation will present the pros and cons of using survey software as an assessment tool for information literacy.</p>
<p>John Fudrow is the Assessment Librarian at the University of Pittsburgh. His focus is to identify assessment requirements for the libraries, from which procedures, analysis, and reporting will be generated. He earned his MLIS from the University of Pittsburgh School of Information Sciences. John also has a BFA in painting from Lock Haven University. He has given a number of presentations on new technology use in libraries, as well as the possibilities for video gaming as a means of outreach and education. John's latest upcoming co-authorship is in the ACRL <i>Gaming in Academic Libraries</i> casebook.</p> <p>Patricia Duck has been employed by the University of Pittsburgh since 1980, where she obtained an MLS and Ph.D. in library science. She is the coordinator for the regional campus libraries and library director at the Greensburg Campus, and has been the chair of a working group engaged in developing a new information literacy and assessment effort for all of the University Library System libraries.</p>
Notes

#18
Are LibQUAL+® Open-ended Comments an Indicator of User Satisfaction? Examination of a Method of Re-coding LibQUAL+® Comments and Their Correlation with User Satisfaction Scores
Alan Gale (University of Guelph) Ron Ward (University of Guelph)
<p>Qualitative data may be difficult to work with and use but can be a valuable source of information unattainable through quantitative or quasi-quantitative methods. For example, open-ended comments from surveys can be used to shape library direction and decisions. However, individual comments, when well written and convincing, may unduly influence or bias a decision making process.</p> <p>This presentation describes a method developed for coding the comments received from the University of Guelph Library's 2007 LibQUAL+® survey. The goal was to better understand the comments (in aggregate) by removing individual comment influence and bias. For each comment analysed, the method consists of: (a) identifying the issues addressed, according to a standard subject scheme, and (b) for each issue, assigning a grade from 1 to 9 to indicate the intensity of the emotional content expressed. An intensely negative comment would be assigned a grade of 1, and an intensely positive comment would be given a 9.</p> <p>The results of these analyses are presented and discussed in the context of developing an overall understanding of Guelph's 2007 LibQUAL+® results. In addition, the possible correlation of these results with the various subjective satisfaction rating scores from the LibQUAL+® instrument, proper, is explored.</p>
<p>The authors of this presentation comprise the Evaluation & Analysis unit for the Office of the Chief Information Officer at the University of Guelph. This unit provides evaluation support to the Library as well as Computing and Communications Services. Alan Gale is a librarian and Ron Ward is the non-librarian manager.</p>
Notes

#19
Helping the Library Count: Collecting Reference Statistics for Meaningful Use
Judith Garrison (Indiana University-Purdue University Fort Wayne)
<p>Librarians have kept paper and pencil tallies of reference desk activity for years, but how accessible is the data? What do those numbers really tell us? Do we know who asks the most questions? Undergraduates, graduate students, or faculty? When are our busiest hours or days? How is the balance shifting between face-to-face encounters and online service? When librarians in our academic library started getting answers to these questions, they were able adjust staffing patterns, identify the evolving role of the librarian as faculty partner, and develop detailed benchmarks for evaluating anticipated changes in the library and our university.</p> <p>This poster session will document the process and results of a project to convert from traditional recordkeeping to online, point-of-service counters integrated with the library's data warehouse. Using custom-designed forms that reflect the library's style of providing reference service, reference statistics are now collected with greater uniformity and consistency. Details regarding the place of service, medium used (telephone, e-mail, or face-to-face) and type of patron are easily recorded at the time of service. Once entered into the database, results become immediately accessible. Librarians and administrators can produce standard reports to describe, monitor, and assess reference service, or mine the raw data for specific inquiries.</p> <p>The poster session will include handouts that show examples of reports generated, and illustrate how the data collected have been put to immediate use in spotting and responding to trends in reference service. Some technical information regarding the database that collects and stores reference statistics will also be available.</p>
Judith Garrison, M.L.S., is a reference librarian at Walter E. Helmke Library, Indiana University-Purdue University Fort Wayne, in Indiana. In addition to her interest in assessment issues, Judith has general reference and instruction duties, and serves as the liaison to the university's School of Business.
Notes

#20
Using LibQUAL+® Affect of Service Items as a Framework for Developing and Instilling Core Competencies and Values for Reference Service Providers
Patrick Griffis (University of Nevada, Las Vegas)
<p>The University of Nevada, Las Vegas Libraries has recently used the results of the Affect of Service dimension from LibQUAL+® to embark on a major initiative to improve the quality of reference services. The service themes in the Affect of Service dimension were used as the basis of a customer service retreat for all employees who provide reference services. As a direct result of this retreat, a Reference Service Training Task Force was charged to develop core competencies and a training program for employees who provide reference service desk and virtual reference services. The development of the core competencies for the training program was designed around major service themes garnered from items in the Affect of Service dimension. Additionally, a Statement of Core Values for the Reference Department resulted from the customer service retreat and these statements were also shaped by major service themes evidenced in the Affect of Service dimension items.</p> <p>This poster session will outline the process of using the results of the Affect of Service questions from LibQUAL+® for developing core values and core competencies for reference service providers. The actual core competencies and core values developed for the reference service providers at the University of Nevada, Las Vegas Libraries will be highlighted during this presentation. Additionally, the development of the training program used at the University of Nevada, Las Vegas Libraries to ensure reference service providers acquire and maintain core competencies for reference services will also be covered.</p>
Patrick Griffis currently works as the Business Librarian for the University of Nevada, Las Vegas Libraries. Previously, he served as the User Services and Assessment Intern for the University of Nevada, Las Vegas Libraries whereby he assisted in administering LibQUAL+® for 2006.
Notes

#21
Diving into Assessment: LibQUAL+® as a Springboard
Lorelei Harris (University of Lethbridge) Leona Jacobs (University of Lethbridge) Donna Seyed-Mahmoud (University of Lethbridge)
<p>This poster session documents and reflects on one library's experience diving into the realm of comprehensive assessment and evaluation from a single starting point, LibQUAL+®. The University of Lethbridge Library participated in LibQUAL+® in spring 2005, the results of which shaped 12 recommendations that created a splash for the Library and its users: changes to layout, Code of Conduct policy, collection projects, and a whole lot more. Despite a bit of turbulence in the pool and "water up the nose," the leap was thrilling for the experience. Since no single assessment tool provides all the answers, we have gone from the 3 metre board of LibQUAL+® to the 10 metre board of ongoing assessment possibilities using both qualitative and quantitative means to evaluate the changes. We are addicted to the thrill of assessment's potential to present the Library in a whole new way. Prepare to leave the springboard and launch your library into the realm of ongoing assessment!</p>
<p>Lorelei Harris, Leona Jacobs, and Donna Seyed-Mahmoud are librarians at the University of Lethbridge. Lorelei engages in assessment, reference, instruction and subject liaison, Leona works mainly with collection development, systems and assessment, and Donna serves as Associate University Librarian.</p>
Notes

#22
At the Table: University of Maryland Libraries and the Campus Learning Outcomes Assessment Process
Diane Harvey (University of Maryland)
<p>The University of Maryland Libraries have been an integral part of student learning outcomes assessment (LOA) planning on campus since the establishment of the Provost's Commission on Learning Outcomes Assessment in 2003. While the initial impetus for LOA was re-accreditation by Middle States, the University was also moving toward a culture of assessment that would involve all units with an instructional focus. The Libraries recognized their significant contribution to student learning, and made sure that they were represented on campus leadership and planning groups.</p> <p>The first result of this effort was the designation of information literacy as one of the five campus-wide learning outcomes. In 2005-2006, the Libraries developed a LOA plan for information literacy that encompassed first year, 'gateway,' and general education instruction. For each of the last two academic years, one of the five learning outcomes for these programs has been assessed, with all outcomes being assessed over a four-year cycle. In 2008, the Libraries will conduct a pilot project to incorporate subject-specific information literacy instruction into the LOA plan.</p> <p>Our planning has been informed by the work of nationally-known LOA consultant Peggy Maki, who encourages institutions to 'make a beginning,' start small, and build expertise. In launching our LOA efforts, the Libraries have emphasized learning by doing, experimenting with small-scale assessment instruments in a non-intimidating, approachable manner. For example, we have developed a series of online assessment instruments which are easy for students to complete at the end of a library instruction session, or outside of the library as part of a post-assessment assignment.</p> <p>Participation in campus LOA planning by the Libraries has been notable in several regards. First, the Libraries have been key participants in the process since its inception. Second, the University recognized the importance of information literacy by identifying it as one of the five campus level outcomes. Third, although not a degree-granting unit, the Libraries participate fully in the campus LOA process, with representation on the College Coordinators Working Group that serves as a resource for LOA to academic units. Fourth, the Libraries participation in LOA was singled out by the Middle States team in their campus visit and written report. Fifth, the Libraries are fully committed to implementing a culture of assessment, including training librarians in LOA planning, integration of LOA into information literacy instruction at all levels, and developing and testing new LOA measures.</p> <p>This poster will outline the UM Libraries participation in the establishment and maintenance of a campus culture of student learning outcomes assessment. It will include the Libraries LOA plan, examples of assessment instruments, and results.</p>
Diane Harvey is the Undergraduate Studies Librarian at the University of Maryland. She serves as the Libraries College Coordinator for learning outcomes assessment programs. Her undergraduate and graduate degrees are from Rutgers, and she has worked in a wide variety of library settings, including Rutgers and Johns Hopkins.
Notes

#23
Library Space Planning: Assessing Options for the Long-term Storage of Print Materials
Cathie Jilovsky (CAVAL Collaborative Solutions)
<p>There are many components of the evolutionary process taking place in libraries as they move from purely physical places to multi-faceted service providers in virtual spaces. These components include different ways of using the physical space within library buildings as well as the provision of electronic access to digital and digitised materials. The changes to physical library space vary according to the type and function of the library, but they are generally a response to the increasing demand for space to be provided for public access computing facilities; and for shared, networked learning areas. As a consequence, space previously available for storage of physical collections is being encroached upon and in many cases significantly reduced. One of the solutions increasingly favoured by libraries is the print repository.</p> <p>This paper reports on a review which assessed options available to CAVAL member universities for the long term storage of print material. CAVAL is an Australian library consortium that provides a range of services to member libraries and other customers in the region. A key service is the management of the CARM (CAVAL Archival and Research Materials) Centre, a purpose-built, high-density, environmentally-controlled storage facility designed for the long-term storage and preservation of print materials. The Centre has now been in operation for 10 years and is nearing capacity.</p> <p>To meet future demand for the storage of low-use paper-based research storage, CAVAL is proposing to build a second storage facility (“CARM 2”). A Project Feasibility Study in late 2006 projected unmet demand from existing consortium members of around 67 kilometres of high-density shelving space over the next 20 years. To assist potential users (i.e. member Universities), in 2007 CAVAL undertook an option analysis of alternative storage solutions for low-use material to assess the financial and non-financial impacts associated with the options. The review provided an indicative evaluation of alternative storage options compared to CARM, taking into consideration the quantitative, qualitative and risk implications of each option from the perspective of a potential user. A range of options were considered, including a base case of “do nothing,” the option to digitise and discard all low use materials, options to build on-campus storage facilities, and to contract a commercial storage provider.</p> <p>The review concluded that the CAVAL option compares favourably on financial, and service level measures and is the only “low risk” option available to universities for the storage of low-use research materials. Nine alternative storage options were analysed, with the analysis comprising: a qualitative assessment of the impacts of each option under key stakeholder groups, an indicative financial assessment of the options, and a single-point risk analysis. The presentation will outline each of the nine options, describe the analysis undertaken, and present the assessment of the alternative storage options.</p>
<p>Cathie Jilovsky is Chief Information Officer at CAVAL Collaborative Solutions, an Australian library consortium. Her previous experience includes the management of several of CAVAL’s resource-sharing services, the implementation and management of a variety of library systems and the collection and publication of library statistics.</p>
Notes

#24
Applying LibQUAL+® Results: A Survey Assessment at a Medium-sized University
Marcus Kieltyka (Central Washington University)
<p>This poster will address both short and long-term assessment and implementation strategies resulting from a spring 2007 LibQUAL+® Assessment Survey conducted by Central Washington University. Central Washington University is a medium-sized public baccalaureate/master level institution.</p> <p>The presentation will further break down assessment and implementation activities based on each of LibQUAL+®'s general assessment areas and, when possible, identify strategies employed to meet specific user groups also identified in the survey. This poster will also identify specific issues needed to accomplish these tasks at a medium-sized public institution.</p> <p>Furthermore, the proposed poster will explore assessment and implementation strategies regarding a situation in which nearly 20% of the institution's student body is located at university centers ranging from 80-160 miles from the main campus. This situation is further complicated by the fact that a large percentage of these students are most often identified as representing non-traditional students in a number of criteria, which often are crucial to graduation rates and general retention.</p> <p>Another section will explore the relationships created with partner community colleges and their corresponding libraries. The need for the discussion arises from the fact that a large percentage of these center students completed their AA Degrees at these partner community colleges.</p> <p>Overall, this presentation could be of interest to distance-learning environments, as well as multiple campus institutions. It could also provide a basis for further discussion and research regarding new and innovative methods of delivering library services to an ever-widening range of non-traditional learners without losing focus to a traditional student-learner base.</p>
Marcus Kieltyka is the Instruction & Outreach Librarian at Central Washington University. He has held this position since 2004.
Notes

#25
Making Use of Raw Data in Instructional Services
Angela Lee (University of Washington)
<p>Libraries regularly collect data on a variety of library activities including: circulation statistics, resource acquisitions, reference transactions, instructional sessions, and usage behavior. Unfortunately, much of this data is left sitting on the shelf, undigested except for the occasional annual report. In January 2006, <i>Library Journal's</i> feature article asked the question "How can we make harder use of data?" The answer, according to OCLC, is to show how data mining methods can add value to library services. By deepening the analysis (i.e., slicing and dicing the numbers differently), data mining can unearth possible trends, patterns, and themes unavailable from a cursory scan. Nicholson's article (2006) on evidence-based librarianship makes a similar case for using raw data for evaluating library services. The results of data mining methods may help librarians make better decisions and add value and recognition for their activities. This study presents one example of how general instructional data can be analyzed, evaluated, and repurposed for strategic planning of future library user education programs. Statistics on educational sessions were gathered for a period of two years (2005-2007) at the University of Washington. Basic data were collected, including information on the instructor, course name, type of instruction, number of student attendees, preparation time, length of session, etc. Preliminary analysis suggests some interesting patterns and may provide clues for future planning of user education sessions.</p>
<p>Angela Lee is the Head Librarian at the University of Washington's Social Work Library. Her duties include administering and overseeing library operations and personnel; managing library resources; seeking external grants for resource support; developing user policies, programs, and services; upgrading technology in facility; evaluating processes and streamline operations; providing course-specific instruction, developing instructional modules, promoting information literacy in social work curriculum; and providing reference/information service on a consultant basis. She actively performs liaison work with and has appointments to various national and local committees and task forces.</p>
Notes

#26
Universal Incentives
Rachel Lewellen (University of Massachusetts Amherst)
A spring 2007 LibQUAL+® pilot project tested the viability of offering individual incentives to all survey takers (a free beverage coupon was provided). This poster compares the rates of completion and validity by method of incentive (universal incentive, lottery-style incentive, and no incentive). It also addresses financial, logistical, technical, and marketing issues related to offering universal incentives.
Rachel Lewellen has been an Assessment Librarian at the University of Massachusetts Amherst Libraries since 2004.
Notes

#27
Tracking not Tic'ing: Data for Reference Desk Staffing and Decision Making
Jean McLaughlin (University at Albany)
Data collection using software that tracks activity is an enormous productivity enhancement for reference desk staffing. The University at Albany/SUNY University Libraries implemented Desk Tracker software in fall 2006. By generating reports on-the-fly, we can see hour-by-hour and other views of traffic at the Reference Desk. This poster session captures some results achievable for informed decision making. In combination with qualitative information on reference question complexity, we're poised to evaluate staffing in a manner unachievable with previous recording methods.
Jean McLaughlin is the Honors College/Assessment Librarian at University at Albany, SUNY. In addition to liaison responsibilities, she serves the general library population at the reference desk and has responsibility for Reference Department assessment. Jean has prior experience with continuous improvement projects in the technology industry, including tools and processes.
Notes

#28
Using LibQUAL+® Results to Enhance "Library as Place" at Eastern Washington University
Julie Miller (Eastern Washington University)
EWU Libraries use the LibQUAL+® survey to assess user satisfaction every three years. This poster session describes how the library has used qualitative and quantitative data from LibQUAL+® 2004 and 2007 to inform building enhancements at the JFK Library, EWU's main library on the Cheney campus. Enhancements include: the addition of collaborative and social spaces, including the Thirsty Minds coffee shop; better access to the wireless network and to other technologies; improved signage; and redesign of service desks.
Dr. Julie Miller has been associate dean of libraries at Eastern Washington University since 2005. She has an M.L.S. from Kent State University and Ph.D. in English from Ohio University. She serves on the ACRL Standards and Accreditation Committee and is a member of the AQIP peer review corps of the North Central Association.
Notes

#29
Jumpstarting Your Assessment: Using Existing Data to Establish a Foundation for Pervasive Assessment
Lesley Moyo (Virginia Tech University) Bruce Obenhaus (Virginia Tech University)
<p>One of the many reasons why assessment is often overlooked in libraries is because it is perceived as a daunting task. Exploring viable strategies for purposefully establishing pervasive assessment is often hampered by the perception that every assessment effort should involve elaborate assessment methodologies and instruments in order to capture the data and information needed for decision-making. Furthermore, assessment is often perceived as something that only a few nerdy people do.</p> <p>This poster seeks to demystify assessment and highlight ways that everyone in an institution might contribute to assessment efforts. The poster highlights modest methods that could be adopted to harness existing sources of data, and use information that is generated from day-to-day library activities to make informed decisions. The poster uses experiences of assessment efforts at Virginia Tech to demonstrate how libraries can tap data on an ongoing basis from a myriad of services, programs, and resources to generate useful information that augments information from larger, more standardized assessment efforts. Some of the specific topics covered using Virginia Tech experiences as a basis include:</p> <ol style="list-style-type: none">1. getting everybody involved;2. identifying and tapping your sources for data;3. interpreting your data to generate decision-making information; and4. using your information going forward.
<p>Lesley Moyo: Upon joining the University Libraries at Virginia Tech in 2006, Lesley Moyo led the Research and Instructional Services Department in an intensive self-study that generated data/information that is now shaping the strategic direction of the Department. Prior to joining Virginia Tech, Lesley headed the Gateway Libraries at Penn State.</p> <p>Bruce Obenhaus: In addition to his role as Government Information Specialist, Bruce Obenhaus coordinates assessment efforts in the University Libraries at Virginia Tech. He is involved with LibQUAL+® assessment and other in-house surveys. He also facilitates tracking of and access to statistics generated from various library services and programs.</p>
Notes

#30
Collection Assessment from Every Angle
Corey Murata (University of Washington) Hana Levay (University of Washington)
This poster will highlight some tools being developed at the University of Washington Libraries to assess our collections and patron behavior from multiple perspectives. These include some new ways of looking at circulation data and activity and examining new sources of usage data such as our WebBridge link resolver log files. We will also show how using multiple streams of data can create a clearer picture of usage patterns and user behavior.
Corey Murata is the Collection Assessment Projects Librarian at the University of Washington Libraries. Hana Levay is the Information Resources Librarian at the University of Washington. She contributes to the management of electronic resources, including usage statistics analysis and license management.
Notes

#31
Using Cost Study Data to Inform Gift Acceptance Policy and Procedures
Karen Neurohr (Oklahoma State University) Jennifer Paustenbaugh (Oklahoma State University)
<p>For many years the Oklahoma State University (OSU) Libraries have accepted most gift materials that have been donated. Unless the material is mildewed or is far outside of our collecting profiles, it is considered for addition to the collections. Gift materials come from a variety of sources including prospective or established donors of cash gifts, faculty who retire and clean out offices, faculty who serve as book review editors, members of the local community, alumni, and authors trying to place their books in academic library collections. Most academic libraries have procedures—if not policies—to deal with the acceptance of gift materials. Few, though, have systematically assessed the costs associated with accepting such materials. The conventional wisdom has been that accepting gifts builds good will, that it is money that doesn't have to be spent from overtaxed acquisitions budgets, and that it increases the volume count that can be reported.</p> <p>After a member of the OSU Libraries' Friends Board of Directors posed the question: "Just how much does it cost you to add the typical gift book to the collection?," a study was launched to determine an answer to her question. Utilizing several years of statistical data on the receipt of gift books, work flow analysis with associated time and cost, audits of electronic and physical gift bookplates, and an attitudinal survey with donors of library materials, a monetary cost was determined for adding a monograph to the circulating collections. In addition, donor attitudes were analyzed in regard to the perceived value of activities such as providing a customized physical and electronic bookplate to materials added to the collections and recognizing them on donor rolls in library publications.</p> <p>Using this data, the units involved in the processing of gift books began to look at ways that costs could be decreased either through streamlining or eliminating activities they perceived as lacking sufficient added value. The Libraries' leadership and development team utilized the study data and the recommendations of the gift processing team and began to explore questions such as:</p> <ul style="list-style-type: none">• Are there services that we provide related to gift books that are of such low value that they could be dropped or modified?• Are there services that are so expensive, such as plating gift books, that we cannot continue to offer this as standard service?• Would it be advisable to offer two tiers of gift book acceptance similar to that employed at the University of Arizona?• Could we engage our Friends Board in a discussion about our practices and findings in this area in a way that would further cultivate them as donors to the Library?• Knowing what the cost is to the Libraries of adding a gift book, would we continue to pursue gift materials in the same way, for example, routinely contacting faculty members and asking them to donate their office libraries?
<p>Karen Neurohr, Assessment Librarian at Oklahoma State University, serves on the library's Administrative Council and Strategic Planning Teams and chairs the Assessment Committee for the Oklahoma Council of Academic Library Directors. In addition to cost studies, her work activities include space utilization studies, Web usability, service quality, and focus groups.</p> <p>Jennifer Paustenbaugh is Associate Dean for Planning & Assessment at the Oklahoma State University Libraries. Her research and writing interests include fund-raising effectiveness and capacity building in academic libraries. She is a founding member of the Academic Libraries Advancement and Development Network (ALADN) and a former development officer.</p>
Notes

#32
Effective Information Literacy Assessment: Putting the Pieces Together
Sue Phelps (Washington State University Vancouver) Karen R. Diller (Washington State University Vancouver)
<p>As Washington State University Vancouver built its new General Education Program in 2006, the faculty committee responsible for its creation established that six learning goals and an integrated assessment procedure would be foundational to the program. Librarians played a significant role in this process, serving on the committee, adopting an electronic portfolio (ePortfolio) as an assessment method, and crafting the Information Literacy Learning Goal.</p> <p>While assessment is demanded by stakeholders and accrediting bodies, it is also useful to administrators and instructors for program improvement. At WSU Vancouver, we wanted to take assessment one step further and select a methodology that would also benefit students. Through the use of the ePortfolio, students select work that demonstrates achievement in each of the campus learning goals and reflect on each piece of work as they enter it into the ePortfolio. The reflection answers questions about the students' view of their proficiency in each area of learning, including information literacy. These artifacts and reflections are then assessed by a committee of reviewers, including librarians, with the use of rubrics and the results analyzed by a faculty member. Because students enter artifacts and reflect on their learning in three required courses taken at intervals over their education at WSUV, their progress, and therefore the program's effectiveness, can be evaluated over time. The process gives students an opportunity to see connections, relevancy, and progress in their education. It also gives librarians a chance to see the progress of information literacy education, specifically, and to pinpoint areas that need reinforcing in bibliographic instruction and collaboration with faculty.</p> <p>This poster will illustrate the pieces involved in WSU Vancouver's student learning assessment methodology from the program planning stage through the analysis of student work, implementation of feedback, and future plans. Looking at the poster, one can gain an understanding of what it takes to implement and sustain this program, what challenges are inherent in the process, and how Vancouver is addressing those challenges. It will depict the learning goals, including the information literacy goal based on ACRL Standards, and the rubric used to assess student work in this area. It will clarify how the ePortfolio is used as a collection and reflection tool to give students an opportunity to bring cohesion to their educational experience. It will delineate the rating of student work and how it is analyzed to provide feedback to stakeholders. Ultimately, for librarians, it will bring home how librarians, working with the larger academic community, can integrate information literacy assessment into the curriculum and affect the educational process with our experience and expertise. An annotated bibliography will be provided for attendees</p> <p>NOTE: In conjunction with the University of Washington, Bothell, a panel presentation is also being proposed which will touch on WSU Vancouver's ePortfolio assessment method while concentrating on the overall issues, methods, and sustainability of assessing student work for information literacy skills. This poster presentation will provide attendees with the opportunity to learn more about the details of the method—details that will not be covered in the panel discussion.</p>
<p>Karen R. Diller is currently the Assistant Vice Chancellor for Academic Affairs at Washington State University Vancouver where she coordinates the General Education and University Scholars Programs. In 2006, as the Associate Library Director, Karen was deeply involved in designing general education and the ePortfolio at the Vancouver campus.</p> <p>Sue F. Phelps, a Reference Librarian at Washington State University Vancouver, is on the General Education Assessment Committee and provides workshops and support for faculty who use the ePortfolio. With an interest in assessment, she has conducted an evaluation of the WSUV Library and another of Information Technology services.</p>

#33
Assessing Student Learning in a One-time Information Literacy Class
Krista Prock (Kutztown University) William Jefferson (Kutztown University)
<p>Assessing student learning in a one-time information literacy class is difficult for many reasons. Because classes are typically only an hour or so, it is difficult to incorporate assessment time. Asking students to complete a traditional paper evaluation takes away from valuable instruction time. Oral quizzes during class can also be problematic. Students are often reluctant to answer questions verbally, due either to shyness or uneasiness about the subject matter. We have found that using a classroom response system, or clickers, helps mitigate these problems.</p> <p>Clickers are ideal for use in large classrooms, but they work well in smaller information literacy classes too. Using clickers saves the professor from manually taking attendance and enables all students to answer simple questions with a simple “remote-control”-like device. The data students submit is aggregated and automatically saved to files on the professor’s computer. This data is available for analysis and review immediately after the class session ends.</p> <p>Clickers save time in a one-time information literacy session because assessment questions can be built into a lesson and embedded in a PowerPoint presentation. Students simply push the appropriate buttons to answer the question that has been asked. True/false, multiple choice, ordering and short answer question types are all possible with the system we selected. No paper submission is required from the students and most of the data collection and tabulation is automatically done for professor. By asking a question such as “Who has used an EBSCO database?” a professor can gain valuable information in a short amount of time that will help steer the class in progress. If the majority of students are not familiar with the EBSCO interface, a few extra minutes could be spent on that topic. Clickers provide a practical way to assess the effectiveness of one-time information literacy sessions in a short amount of time.</p> <p>Questions can be asked to gauge the students’ knowledge at any time during the course of instruction, and the same questions can be asked at the beginning and end of the session, in a sort of mock pre- and post-test format. Data can be collected over the course of a semester to gauge overall student learning in one-time information literacy classes. This information can help shape future lesson plans and strategies, and may also prove to be a useful metric in gauging the overall success of the information literacy instruction.</p> <p>The use of a clicker system ensures anonymity for the students. They do not need to worry about embarrassment over a wrong answer, and might be reassured that not everyone in the class remembers how to get to the full-text of an article. Moreover, rather than skipping a question because they might be wrong, students can answer all questions in a non-threatening context. This in turn helps the professor get a more accurate picture of the students’ information literacy skills.</p>
<p>Krista Prock has been Information Literacy/Reference Librarian at Kutztown University of Pennsylvania for three years. She also chairs the Information Literacy Committee at the library. She holds an MS in Library Science from the University of Pittsburgh.</p> <p>Assistant Professor William Jefferson manages Kutztown University’s Learning Technologies Center. Professor Jefferson also teaches occasional credit microcomputer and electronic portfolio courses for the College of Education. Professor Jefferson holds an MS in Educational Technology from Lehigh University and an MS in Library Science from Clarion University of Pennsylvania.</p>
Notes

#34
Pop-up Quiz: Using Course Management Software for Library Instruction Assessment
Deb Raftus (University of Washington) Diana Hartle (University of Georgia) Amy Watts (University of Georgia)
<p>From the annual library instruction statistics collected for ARL, UGA librarians could see that they were reaching an impressive number of students and classes with library instruction. These demographic statistics gave a clear picture of the reach of UGA's library instruction program, but they weren't able to show how effective librarians were in teaching information literacy skills in the classroom. While some evaluation methods were used by individual librarians, there was no Libraries-wide strategy for assessing library instruction.</p> <p>In an effort to measure the effectiveness of the instruction program, Reference department librarians created an online instruction quiz. This instrument is designed to accurately reflect information literacy skills acquired during library instruction sessions by evaluating student learning outcomes. Learning outcomes are defined by ACRL standards for information literacy and local concerns.</p> <p>The instrument needed to be uniform, easy to administer, and provide manageable data collection capabilities for analysis of results. Therefore, UGA Libraries developed the quiz for students in introductory level classes across the curriculum.</p> <p>The quiz is distributed via WebCT, UGA's campus-wide course management system.</p> <p>This poster will highlight:</p> <ul style="list-style-type: none">• integration with course management software;• long term collection of statistics and their use/analysis;• development of learning outcomes; and• results, including feedback from students regarding instruction sessions.
<p>Diana Hartle is a Reference & Instruction Librarian/Instruction Coordinator at the University of Georgia Libraries. She also serves as liaison librarian to the life science departments at UGA.</p> <p>Deb Raftus is the Romance Language & Literatures Librarian at the University of Washington. Previously, she worked as a Reference & Instruction Librarian/Instruction Coordinator and Psychology Bibliographer at the University of Georgia Libraries.</p> <p>Amy Watts is a Reference & Instruction Librarian/Instruction Coordinator at the University of Georgia. She is also assistant Webmaven for the library's Web site and a fiction reviewer for <i>Library Journal</i>. She is a proud alumna of The University of Tennessee School of Information Sciences.</p>
Notes

#35
Building an Assessment Program at Columbia University Libraries: Year One
Jennifer Rutner (Columbia University) Jeff Carroll (Columbia University)
<p>In 2006, the Columbia University Libraries (CUL) hired its first Assessment Coordinator (now the Assessment & Marketing Librarian). The motivation for creating this position included the need for system-wide coordination of assessment activities, and for staff who could develop and implement qualitative and quantitative assessment tools.</p> <p>The Assessment Librarian, along with a small representative team, developed a three-year assessment plan for the Library system based on the Libraries' strategic goals and recent LibQUAL+® results. The Assessment Plan was approved by the University Librarian in February 2007. (CUL's assessment plan was recently published in the <i>ARL SPEC Kit 303, Library Assessment</i>, December 2007, edited by Stephanie Wright and Linda S. White.) Since that time, the Assessment Librarian and the Assessment Working Group have worked closely with various units throughout the Libraries to address assessment needs and find ways to incorporate user input into library planning. Some of the most successful projects to date have included a questionnaire regarding the renovation of the Geology Library, an analysis of four years of E-mail and chat reference transactions, and a user needs assessment for a new Digital Social Sciences Center (info commons).</p> <p>Keeping in mind the need to build an effective, sustainable, and practical program, the Assessment Working Group has introduced several initiatives aimed at enhancing the culture of assessment within the Libraries. One such project is a semesterly Assessment Forum, which brings in colleagues from neighboring libraries to speak to CUL staff about outcomes of successful assessment projects. Another rewards a member of the staff who has proven themselves to be an advocate for assessment in his/her library with full funding to attend an assessment-related training or conference.</p> <p>This poster session will:</p> <ul style="list-style-type: none">• highlight early successes of the assessment program;• describe the process of researching and writing an assessment plan;• illustrate the structure and mission of the Assessment Working Group;• discuss the successes and challenges that the Assessment Working Group has faced in its first year; and• outline intended strategies for moving assessment forward at CUL.
<p>Jennifer Rutner is the Assessment & Marketing Librarian at Columbia University Libraries.</p> <p>Jeff Carroll is the Assistant Director for Collection Development at CUL.</p> <p>They work together on the CUL Assessment Working Group, and co-authored the Libraries' three-year strategic Assessment Plan.</p>
Notes

#36
Promote Library Evaluation and Assessment Culture in UPR System
José Sánchez-Lugo (University of Puerto Rico, Río Piedras Campus) Julia Vélez (University of Puerto, Río Piedras Campus)
<p>This presentation will report the design and implementation of the University of Puerto Rico (UPR) Library Evaluation and Assessment Project. The project is a process of systematic evaluation of different programs and services to promote evaluation and assessment culture in UPR System. Its goals are to evaluate 14 libraries located at its 11 campuses, gather data, organize, and analyze the information with the purpose to document the work, demonstrate its effectiveness, and reaffirm their collaborative and participative character. It is based on the Association of College and Research Libraries standards with elements from other accrediting agencies. The model used starts with the ACRL standards, and includes indicators that show the outcome assessment and will help in the development and establishment of the assessment process in the libraries. The first stage is a summative one, aiming to diagnose upon analyzing its components, functions, process, and outcome and be able to recommend possible changes. It is composed of five phases: standards study, pre-conditions, internal evaluation (self-study), external evaluation, and the integration of both evaluations to create an improvement plan. Among the results are the updating of basic documentation for library functioning and the creation of working tools. The second stage is a comparative evaluation to establish benchmarking between Puerto Rico's libraries.</p> <p>As a result of the first visit to evaluate the first five of the eleven academic libraries, academic officials at UPR met and designed an innovative project with the assistance of the faculty from UPR Graduate School of Information Science and Technologies. The initiative consists of promoting the development of communities of practice to identify and capture best practices of library and information services in the areas identified by ACRL. They would also have the task to generate new and novel ways to promote services and practices for the academic community in the areas identified and to devise a more appropriate organizational model for these information units. Five communities of practice were developed to redefine the five major areas of concern, specifically: developing information skills providing effective support to researchers, the infusion of Web 2.0 technologies in library and information services, devising an internal consortium for collections development, and the redefinition of the library organizational and leadership approach. The initiative was conceptualized following a knowledge management approach coupled with the concept of community forwarded by Wenger, McDermott, and Snyder (2002) as well as Wenger and Lave (2004) which stresses the social character of learning in these communities.</p> <p>We will report the major findings of our documentation of process and product regarding the application of knowledge management and communities of practice as an effective approach to address traditional problems in academic libraries by those who possess the knowledge of the daily operation. It represents a project that depends on the rank and file librarians that have creatively redefined their own practice through a reflective and critical view of their own work.</p>
<p>Dr. José Sánchez-Lugo is an Associate Professor of Graduate School of Information Science and Technologies, University of Puerto Rico, Río Piedras Campus, in areas of research, information literacy, social exchange of information and knowledge management. He also has a part-time position for Assessment Coordinator in Graduate School of Information Science and Technologies and professional development consultant for Education Department and Editorial Santillana.</p> <p>Dra. Julia Vélez is the Head Librarian in Natural Science Library of University of Puerto at Río Piedras Campus, and holds a part-time position in UPR Central Administration for Coordinate Library Evaluation and Assessment Project in UPR System.</p>
Notes

#37
Consortial Participation in LibQUAL+®: Outcomes and Benefits
Kathy Tomajko (Georgia Institute of Technology)
<p>Georgia Institute of Technology Library and Information Center assumed a leadership role encouraging a consortium of Georgia libraries to participate in the LibQUAL+® survey in 2006. The consortium was the 35 academic libraries of the University Center of Georgia. A few other library consortia across the US and the world have done LibQUAL+®, but many more should be encouraged to do so.</p> <p>Ultimately, 22 Georgia academic libraries (63%) participated in LibQUAL+® in 2006.</p> <p>Several library faculty at Georgia Tech Library thought it was important for Georgia libraries to participate in LibQUAL+® for a variety of reasons, some of which were:</p> <ol style="list-style-type: none">1) It facilitates an understanding of what needs and expectations your users have and it affects organizational decision-making.2) It's a valuable opportunity to compare with peer institutions by means of a broader measure.3) It's a cost-effective, easy to implement survey that complements other assessment efforts.4) It often uncovers service "gaps" which provides important context.5) It's helpful to know whether what you're doing is right or if it needs improvement, even low-cost improvement.6) It provides libraries with ammunition for increased campus or state-level funding support (i.e., poor survey results can be a good thing!). <p>In our efforts to encourage Georgia libraries to participate in LibQUAL+®, the Association of Research Libraries (ARL) was extremely supportive of the Georgia Consortium initiative. They expressed an interest in obtaining additional data from a consortium like ours in order to do comparisons with other US consortia such as OhioLINK and New York.</p> <p>Some of the state-level outcomes were:</p> <ol style="list-style-type: none">1) The Executive Director of Library Services in the Office of Information and Instructional Technology (a state-level Board of Regents office) routinely uses the LibQUAL+® data gathered for budget requests and accountability reports.2) The encouragement, leadership, and assistance provided by Georgia Tech to the Georgia consortium participants were invaluable in helping others with assessment.3) Most of the libraries would never have pursued LibQUAL+® if it hadn't been for this effort. For some, it was their first attempt at assessment. The Georgia Consortium participants are using their results in varying ways and at varying levels, but it's been a valuable exposure to assessment.
Kathy Tomajko is the Assistant to the Dean of Libraries, Georgia Institute of Technology. Her career at Georgia Tech began in 1979 and her positions include head of reference and interlibrary loan. Kathy's responsibilities include assessment, strategic planning, and public relations. Currently, she also serves as aerospace engineering librarian.
Notes

#38
The DigiTop Dashboard
Matthew Treskon (National Agricultural Library)
<p>Although the National Agricultural Library has been collecting usage statistics on electronic resources for several years, due to a high number of data providers with varying file formats, it has been difficult to compare usage across publishers. In response, we developed a system for managing usage statistics that includes a database and accompanying dashboard, designed and implemented to meet the reporting needs of the National Agricultural Library and its DigiTop program, USDA's Digital Desktop Library. The database ingests and manages the following usage statistics (as defined by the COUNTER Code of Practice, v2): full-text journal downloads, database searches, and database sessions. In addition, the database counts Web log transactions. Custom PERL scripts are used to ingest both COUNTER-compliant and non-compliant publisher usage data reports, compiling usage data from 20+ data providers into one Microsoft Access database. Price data from the library's integrated library system is then pulled in, enabling cost-per-use metrics. Price, usage, and cost-per-use data can then be analyzed by title, subject, and vendor. Using Access's data access pages, the DigiTop dashboard numerically and graphically represents usage of DigiTop's electronic resources on-demand to decision makers within the library.</p>
<p>Matthew Treskon has worked as a Digital Services Librarian on the DigiTop program at the National Agricultural Library since November 2006. He is responsible for the collection and analysis of e-resource usage. He received an AB from the University of Chicago in 2002, and MLS from the University of Maryland in 2006.</p>
Notes

#39
Evaluating the Evaluators: Library Assessment in South African Academic Libraries
Anette van Vuren (University of Johannesburg)
<p>The first South African academic libraries participated in LibQUAL+® in the second session in 2004. Since that time, South African libraries have participated regularly, yet no articles by South African librarians have been published on the results obtained or how survey results are being used. Against the background of the current focus on quality assurance in higher education in South Africa and the institutional audits universities and their libraries are subject to, this raises the question of what the return on investment of participating in these surveys is perceived to be. Is it only about being able to supply evidence of measuring user satisfaction to institutional audit committees or is there a deeper engagement with survey results? The poster reports on an investigation into how South African libraries understand and use their survey results and the impact the surveys have had on academic library service development.</p>
<p>Dr. van Vuren has wide experience of library and information management as well as lecturing in library and information science in both contact and distance education. Dr. van Vuren is currently responsible for information services offered by the UJ Library and Information at its four campus libraries, and improving library service quality is a special interest.</p>
Notes

#40
Systematic Evaluation of UPR Libraries: Reaffirm the Collaboration, Promote Evaluation and Assessment Culture
Julia Vélez (University of Puerto at Río Piedras Campus)
<p>This presentation describes the process of design and implementation of the University of Puerto Rico (UPR) Library Evaluation and Assessment Project. The project is a process of systematic evaluation of different programs and services to promote evaluation and assessment culture in UPR System. Its goals are to evaluate 14 libraries located at its 11 campus, gather data, organize and analyze the information with the purpose to document the work, demonstrate its effectiveness, reaffirm their collaborative character, and promote evaluation and assessment culture. Its efforts are focused on promoting the communication and collaboration between the campuses services and resources. The process consists of data collection, organization, and the analysis of the information with the purpose of documenting the work, demonstrating its effectiveness, and reaffirming the collaborative and participative character possessed by the University of Puerto Rico libraries.</p> <p>This evaluation process is based in the Association of College and Research Libraries standards with elements from other accrediting agencies such as the Middle States Association and the Puerto Rico Council of Higher Education. The model used starts from the ACRL standards with indicators, some of which were taken from Spain's Libraries Quality Certification, that show the outcome assessment and that will help in the development and establishment of the assessment process in the libraries.</p> <p>The first stage is a summative one, aiming to diagnose upon analyzing its components, functions, process, and outcome and be able to recommend possible changes. It is composed of five phases: standards study, pre-conditions, internal evaluation (self-study), external evaluation, and the integration of both evaluations to create an improvement plan. Among the results are the updating of basic documentation for library functioning and the creation of working tools. The second stage is a comparative evaluation to establish benchmarking between Puerto Rico's libraries.</p>
Dra. Julia Vélez is the Head Librarian in Natural Science Library of University of Puerto at Río Piedras Campus, and holds a part-time position in UPR Central Administration for Coordinate Library Evaluation and Assessment Project in UPR System.
Notes

#41
Return on Investment: Information Literacy Assessment Using Quality Criteria
Heike vom Orde (International Central Institute for Youth and Educational Television)
<p>“Information literacy is an issue for librarians but it is not, fundamentally, a library issue.”</p> <p>This statement includes the assumption that librarians are information literate “by nature.” But without IL training, even information professionals will hardly be able to act as providers of information literacy. Though IL has its roots in library user education, it has significance within education in the broader sense. There seems to be a consensus forming that information literacy should be understood as umbrella term that comprises computer, Internet, digital, and media literacy as well as critical thinking and reading.</p> <p>According to this all-embracing concept of information literacy, the assessment process should be recognized as a comprehensive one, too. Following the IFLA “Guidelines on Information Literacy for Lifelong Learning” (Lau, 2006), an excellent IL assessment gathers information on students’ performance during their whole information literacy learning process, as well as when they finish their task. In contrast, current testing just audits what students do. Consequently, IL assessment should be integrated into the rest of the curriculum across all levels and all disciplines.</p> <p>Assessment is crucial in determining if student learning is occurring; students’ achievement is linked to the assessment techniques and students’ assessment can be unlocked through assessment. So there is a strong necessity to include quality criteria in the assessment of IL learning. This poster is a blue sheet of fundamental questions to assure the quality of the IL assessment process. The qualities that exemplify an excellent information literacy assessment have a strong focus on independent learning and on higher-level thinking that empowers learners to transform information into knowledge and knowledge into evaluation and action.</p>
<p>Heike vom Orde is Head of Documentation at the International Central Institute for Youth and Educational Television, an international documentation and research centre on children’s, youth, and educational TV at the Bavarian Broadcasting Corporation in Munich, Germany. Heike received an M.A. in Psychology and German Literature, and has a degree in academic librarianship. Heike is a Standing Committee Member of the IFLA Section "Information Literacy," and recent presentations include: IFLA annual conferences 2003 and 2004 (Berlin/Buenos Aires); International Symposium for Information Science ISI 2004 (Chur); Internet Librarian International 2005 (London); IASL 2006 (Lisbon); GMW 2006 (Zurich); and INFORUM 2007 (Prague).</p>
Notes

#42
Using the Adequacy and Superiority Scales and Scores to Gain Insight and Understanding of LibQUAL+® Results
Ron Ward (University of Guelph) Alan Gale (University of Guelph)
<p>The LibQUAL+® instrument has become a world standard for assessing the quality of user services in libraries. The standard report provided by LibQUAL+® analytics enables identification of potential problem areas. However, beyond the standard report and within the data set for this survey is a tremendous opportunity for libraries to better understand their user populations.</p> <p>To augment our understanding of our users' views, we have utilized the data set provided by LibQUAL+® to calculate a series of values for a variety of user populations at the University of Guelph, their roles, colleges, and disciplines. Specifically, we have calculated certain proportions within the Adequacy and Superiority constructs to provide the following:</p> <p>Adequacy:</p> <ol style="list-style-type: none">perceived service levels less than minimum expectations;perceived service levels that met or exceeded minimum expectations; andperceived service levels that exceeded minimum expectations. <p>Superiority:</p> <ol style="list-style-type: none">perceived service levels that fell well below desired levels;perceived service levels that fell just short of, met or exceeded desired levels;perceived service levels that met desired levels; andperceived service levels that exceeded desired levels. <p>When combined with the insights provided by the "zone of tolerance" plots, these frequency data enable additional information to assist with prioritization exercises.</p> <p>This poster will describe the rationale, method of plotting, and uses for the adequacy and superiority frequency distributions (along with the "zones of tolerance" plots) to assist librarians and library staff to better understand the context of LibQUAL+® results to better enable changes.</p>
The authors of this abstract comprise the Evaluation & Analysis unit for the Office of the CIO at the University of Guelph. This unit provides evaluation support to the Library and central computer services groups on campus. Ron Ward is the non-librarian manager, and Alan Gale is a librarian.
Notes

#43
Communicating Assessment: What Academic Library Web Sites Tell Us
Kate Zoellner (The University of Montana)
<p>This presentation covers the results of a study that aimed to describe the current use of library Web sites as a communication and marketing outlet for assessment initiatives, to document best practices, and in turn to provide libraries with guidelines for communicating their assessment efforts and results online. An analysis of assessment content on Association of Research Libraries (ARL) Web sites will be presented. This research addresses both organizational issues and value and impact, two of the key conference topics.</p> <p>Clear evidence of the emphasis and value placed on library assessment today can be found in the myriad published literature on the topic, changes in higher education accreditation standards, growth in the number of libraries participating in LibQUAL+®, new assessment positions within libraries, the inception of a North American library assessment conference, and the initiatives and publications of professional library associations.</p> <p>A search for “academic libraries and assessment” from 1970 to the present in the database “Library, Information Science & Technology Abstracts” retrieves 590 results, 350 of which were published from 2000 forward. These articles and reports call libraries to participate in assessment efforts, provide practical methods for evaluating specific library services, report findings of assessment efforts, and, to a lesser degree, report changes in library services resulting from these projects. Publications on library outreach and marketing seldom connect with those on assessment.</p> <p>The majority of library Web site studies focus on access, design, development, and usability. More recently, practical articles and case studies report on engaging users via Web 2.0 social software tools. One critical exception is Triveni Kuchi’s (2006) study published in <i>The Journal of Academic Librarianship</i>, titled “Communicating Mission: An Analysis of Academic Library Web Sites.” Kuchi analyzed the communication of mission statements on ARL academic library Web sites (n=111). The research described in the poster presentation on assessment communication via library Web sites follows the path presented in Kuchi’s exploratory study (with acknowledgement).</p> <p>Kuchi’s study focused on library mission statements, which was critical in 2004 when her study was conducted. However, libraries today are concerned with, value, and strive to communicate their work on assessment. An indicator of the assessment priority, in addition to the literature, is the increased participation of libraries in LibQUAL+® services, which aim to help libraries assess and improve library services, change organizational culture, and market the library. Additionally, the recently-published <i>ARL SPEC Kit #303, Library Assessment</i> (December 2007) shows that research libraries see assessment as an area of current practice needing support. Both the SPEC Kit and the LibQUAL+® Procedures Manual append short lists of library Web sites; the potential in and value of library Web sites as a vehicle for communicating assessment initiatives and results may be inferred from this inclusion.</p> <p>The poster will present an account and analysis of assessment content on ARL academic library Web sites. Librarians will see best practices, consider how they currently communicate their assessment work, and come away with guidelines and ideas for communicating and marketing their assessment efforts and results online.</p>
<p>Kate Zoellner is Education Librarian and Assessment Coordinator at the University of Montana, where she works on a variety of evaluation initiatives and is a member of the library’s Assessment Services Group. Kate received her Masters of Science in Information from the University of Michigan’s School of Information in 2005.</p>
Notes