ASSESSA-PALOOZA!!!

How & When to Assess

&

Why It Matters

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WHY DO WE ASSESS?

Forced to do it:

❑ by our institution

❑ by our boss

❑ by a funding agency

❑ by a standards committee

❑ by our professional organization

WHY DO WE ASSESS?

Many positive reasons to assess:

❑ We learn what our organization - a living organism - is doing and how to improve it

❑ Encourages us to identify and strive for best practices

❑ Develops a culture of assessment & helps us take risks in a deliberate way and think about how to manage the risks

❑ Multi-institutional or collaborative assessment assists us in defining what makes each of unique and similar = leverage our assets

❑ We can measure our value and tell our story in compelling ways

We assess all the time…


Why you should buy the bigger pizza

FEBRUARY 28, 2014 | STATISTICAL VISUALIZATION
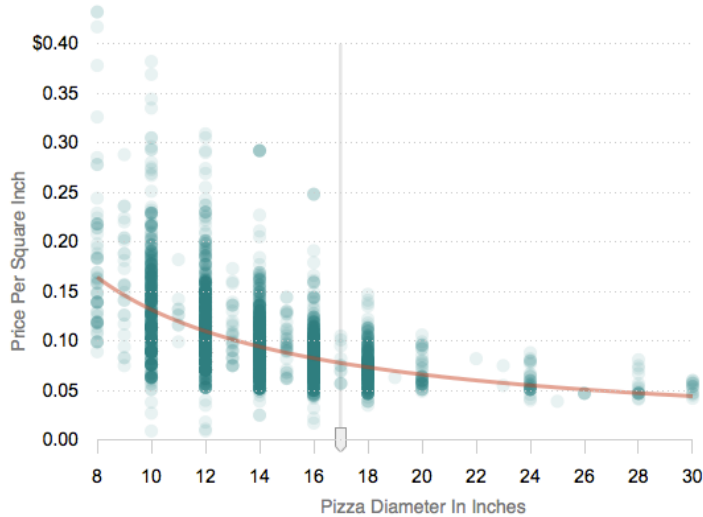
Because you get more pizza to eat, and if you don't finish it, you'll have breakfast tomorrow. Other than that fine reason, well, it's geometrically the better deal. Planet Money explains with an interactive that shows the price per square inch for 3,678 pizza places across the United States, based on data from Grubhub.

Find new beers to drink

MARCH 5, 2014 | NETWORK VISUALIZATION
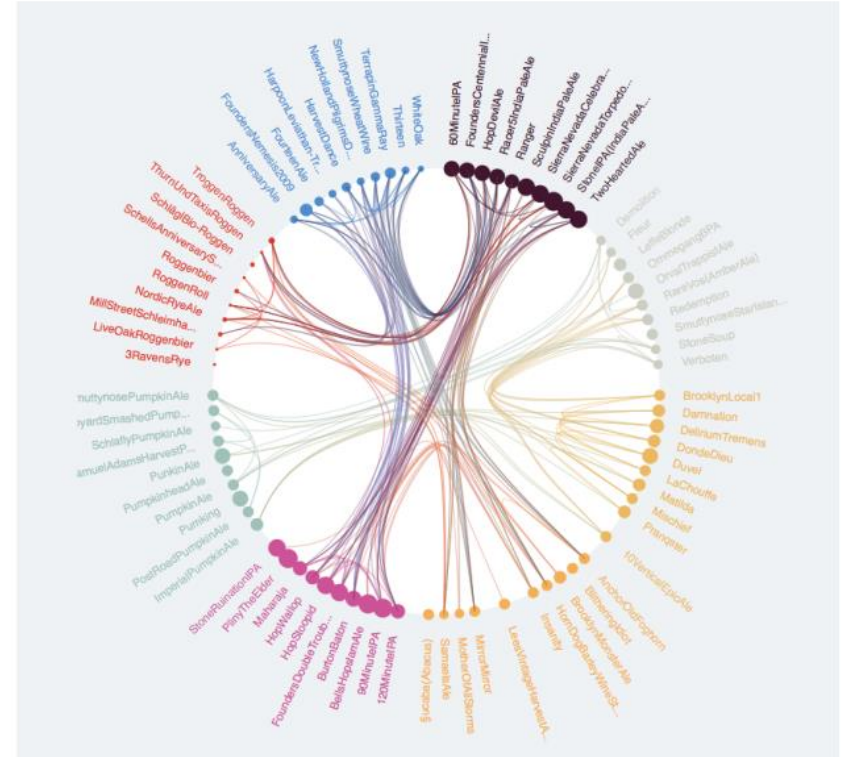
Based on reviews from BeerAdvocate, Beer Viz, a visualization class project, asks you to choose a general style of beer and a beer that you like. Then it shows you beers that are similar, based on appearance, taste, aroma, and overall score. It's like a visual version of the beer recommendation system we saw last year.

ASSESSMENT IN A NUTSHELL: WHAT DO WE ASSESS?

❏ Our users (who, what, when, why or why not they engage in the library & its resources in specific ways)

❏ Collections (number, use, cost, sharing)

❏ Processes and services

❏ Money / budgets (do we have enough, is it in the right places?)

❏ Library's physical and virtual presence

STRATEGIES & TOOLS FOR ASSESSMENT

Our Users:

❏ where they go in our library: e.g., sweeps week, People Counter / virtual activity via our library web pages

❏ what they need & how they get it: e.g., ethnographic research, LibAnswers

❏ whether they find what they need: e.g., user satisfaction surveys, LibQual, gap analyses

❏ what they know about the library & how well they know it: e.g., Project SAILS, RAILS

STRATEGIES & TOOLS FOR ASSESSMENT

Collections

❏ what gets used: e.g., COUNTER, usage tools, circulation & ILL data

❏ how collections are discovered: e.g., Google analytics, SFX

Money / budgets:

❏ annual surveys & national benchmarks (ACRL, NCES, etc.)

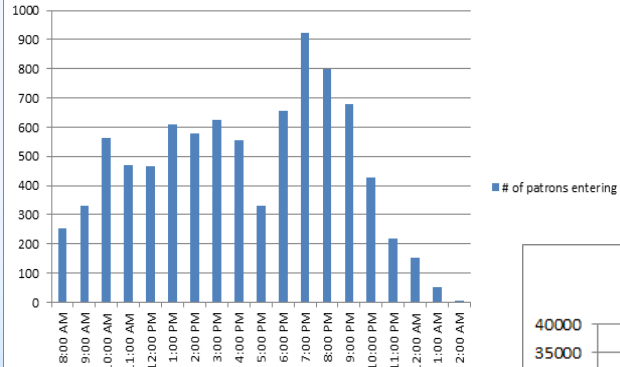❏ Value documents / ROI

STRATEGIES & TOOLS FOR ASSESSMENT

Physical presence / virtual presence of library:

❏ Computer use, Google analytics, People Counter,
    Sweeps week
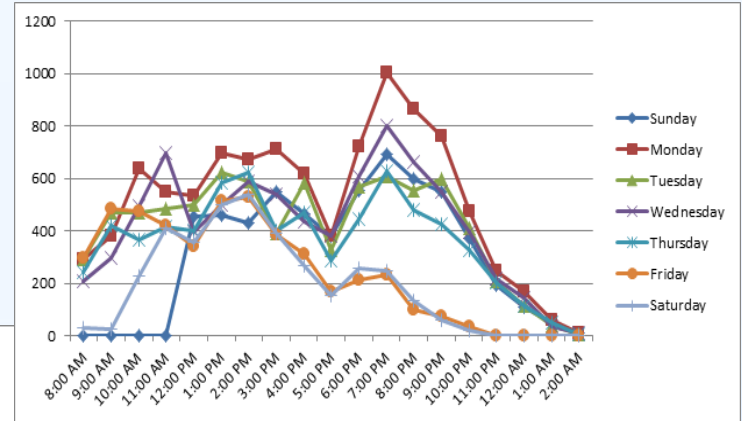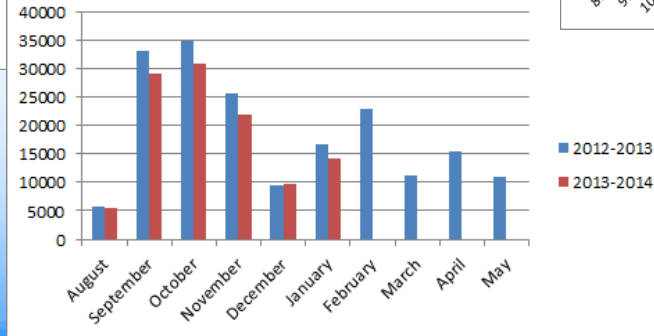❏ Building Reviews
❏ Self-studies & External Reviews

USERS: WHERE DO THEY GO, IN PERSON AND ONLINE?

Sweeps Week:

Time	# people Thorpe Center (3rd Floor)	#people at computers (3rd Floor)	#People Study Rms (3rd Fl)	# people Listening Rm (3rd Fl)	All other areas 3rd Fl: rotunda,stacks, tables, walking around, etc.	#People Study Rms (4th Fl)	#People computers (4th Fl)	# People in Archives & Special Collections	# People in Merwin Bates Reading Room	All other areas 4th Fl: stacks, tables, walking around, etc.	Totals
8:00 AM											
9:00 AM											
10:00 AM											
11:00 AM											
12 noon	0	1	7	0	6	6	1	0	0	2	23
1:00 PM	0	0	10	0	12	9	4	0	1	4	40
2:00 PM	1	1	9	0	20	12	3	0	0	8	54
3:00 PM	4	9	7	0	21	2	7	0	2	16	117
4:00 PM	4	11	9	0	15	11	5	0	2	15	72
5:00 PM	1	5	3	0	14	7	4	0	2	24	60
6:00 PM	1	7	4	0	15	6	7	0	1	19	60
7:00 PM	3	6	4	0	15	7	5	0	1	18	59
8:00 PM	4	6	6	0	24	10	4	0	3	18	75
9:00 PM	17			2							19
10:00 PM	4	5	4	2	24	8	6	0	2	22	77
11:00 PM	6	4	4	2	21	4	7	0	0	20	68
Midnight	5	5	6	3	17	5	4	0	0	18	63
1:00 AM	5	4	4	2	15	6	4	0	0	13	53
Total											

PEOPLECOUNTER (GATE COUNTS)

http://youtu.be/YyQv8faVnG4

Clipboard assessment

From 9/15 - 9/27 there was an average of 11 students each hour from Monday - Saturday

From 11/18 - 12/12 there was an average of 15 students each hour from Monday - Saturday

Counts were taken at 7:00, 8:00, 9:00 and 10:00

Usage by area for the entire semester:

Multimedia computers - 918
Room 301C -573
Room 301B - 546
Comfortable seating in front of the windows - 279
TV Computer area - 172
Outside Patrick/Rick's Office - 152
Sumo chairs - 146
Whiteboard Paint area - 80

Total - 2,866

COMPUTER USE
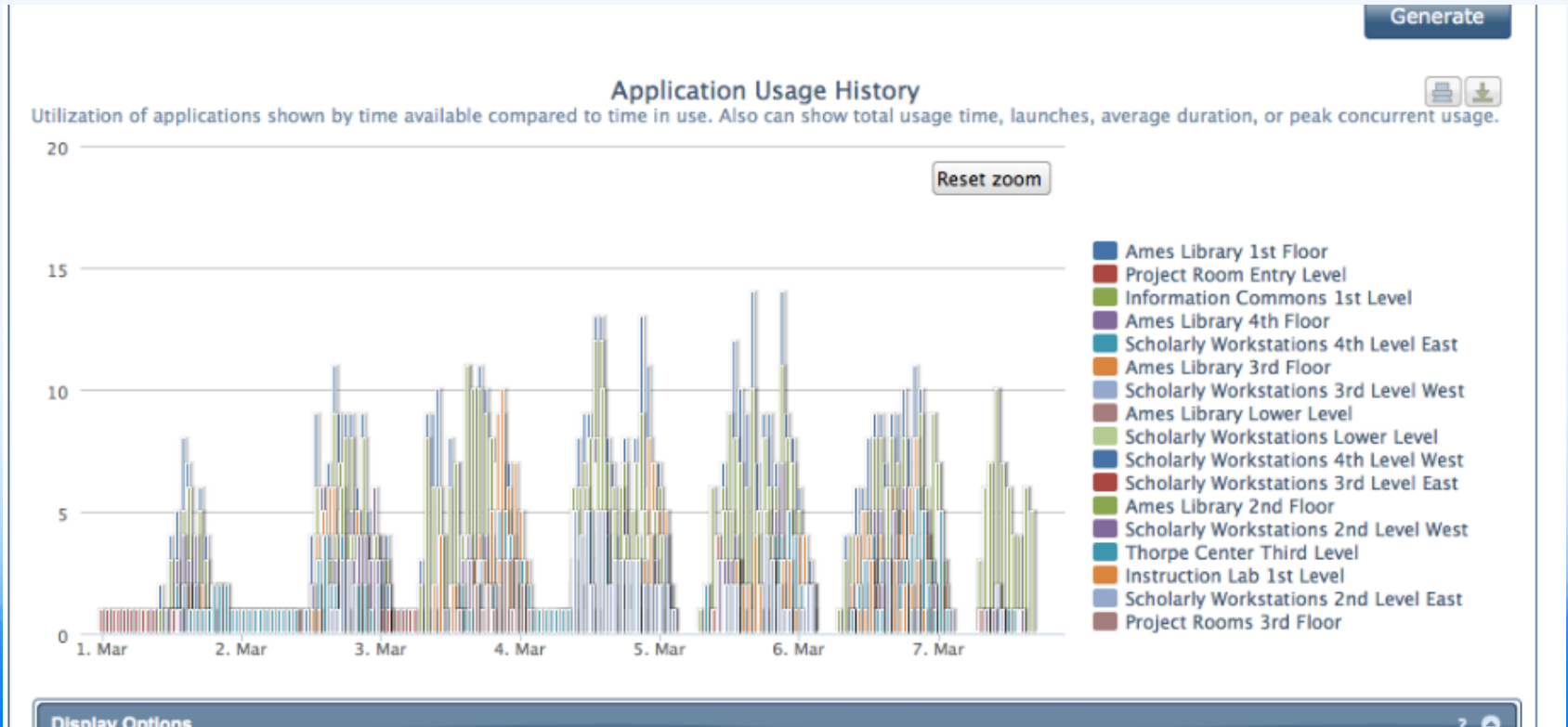
http://labstats.iwu.edu/LabStats/public/public.aspx
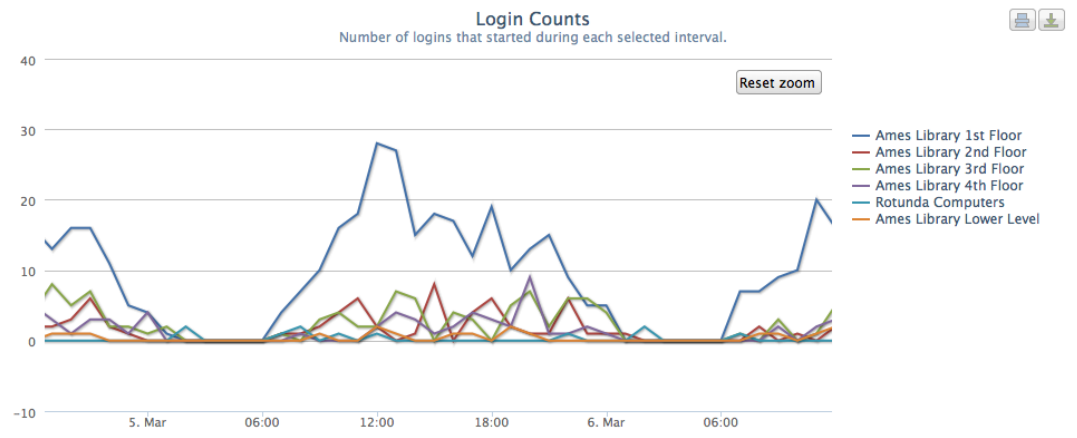
USERS: WHAT DO THEY NEED AND HOW DO THEY GET IT?

ERIAL project: Ethnographic Research in Illinois Academic Libraries

http://youtu.be/DooGe7i7rh4

and

ERIAL MIND MAPPING
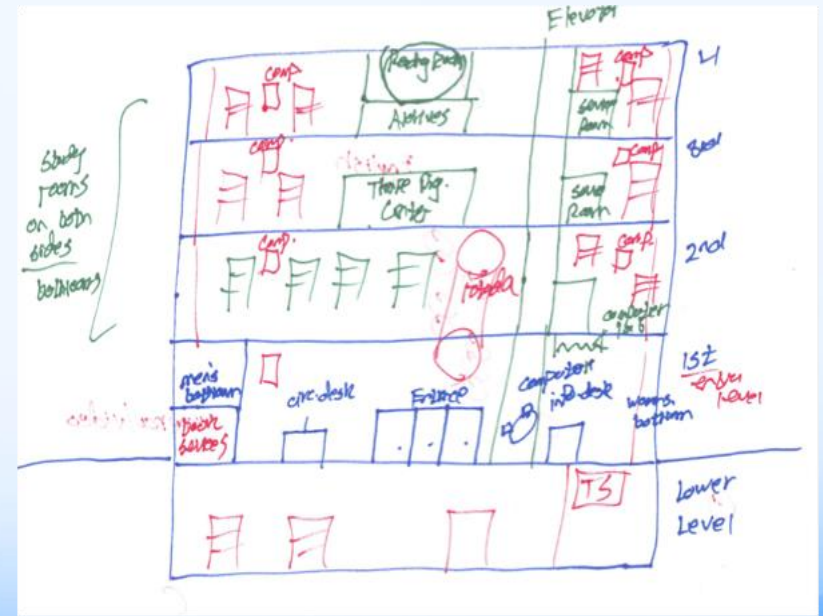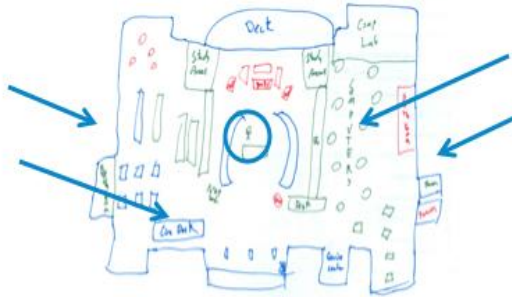
This is from interview #7:

I: So if you decided you wanted to find some help on this assignment or another assignment, who do you think you'd go to first?

S: Probably, probably go—probably ask my classmates in class. Just because I, I don't know, I feel more comfortable. They're more accessible I would say. Just because I could probably find them on Facebook and it would be just a quick message. Yeah, that's probably my first.

I: Okay. And have you ever worked with a librarian on an assignment?

S: Do you mean outside of library sessions?

I: Yeah, I guess so. Outside of library sessions.

S: I don't know. Not really because I live kinda far from Ames. I don't know. It's a long way. And I don't know I guess I just don't know them well enough. It's not their fault. I'm just sayin'.

I: All right. How about in a library session? Have you worked with them then?

S: Yeah, I mean, I remember freshman year during Gateway. We also had a librarian talk to us. And it was, like, it was just, like, I don't know, kinda useful because it's some time when you could not be distracted by any other schoolwork or anything else and just do some searches. Listen to what they have to say. Yeah.

LIBANSWERS

o6679784	Mar 07 2014, 14:45	Faculty	Student Assistant	Spring	2014	Other	Phone	Oth...		
Q:3/7 How can I write a name in a word document without moving the spacing of the line. **A:** You can just delete the line that is messing it up, and then include some spacing after the name to fix the set up. YJ									Student2 Assistant	

o6679750	Mar 07 2014, 14:41	Other	Librarian	Spring	2014	Referral to Librarian	Walk-in	blank	<5 minutes	blank
Q:Can we look at the artifacts in the display cases? **A:** 03/07: Yes. Meg Minor can assist you. KT									Student3 Assistant	

o6679025	Mar 07 2014, 13:45	Student	Librarian	Spring	2014	Seeking Library Materials	Walk-in	History	5-20 minutes	No
Q:books on US naval operations in WWII needed **A:** provided search tips for catalog and showed him how to get them in the stacks									Meg Miner	

o6678777	Mar 07 2014, 13:29	Student	Student Assistant	Spring	2014	Referral to Librarian	Walk-in	Other	<5 minutes	No
Q:Can you help me find books about the US Navy during WWII? **A:** 3/7: Since this was such a general topic I referred student to Meg Miner. KR									Student1 Assistant	

o6678239	Mar 07 2014, 12:58	Alum	Student Assistant	Spring	2014	Wireless	Walk-in	Other	<5 minutes	No
Q:guest-wireless setup for an alumn **A:** Successful XP									Student1 Assistant	

o6676597	Mar 07 2014, 10:59	Student	Student Assistant	Spring	2014	Other	Walk-in	Psychology	<5 minutes	No
Q:Can you help me log in through Psych info? **A:** Transaction successful. KS									Student2 Assistant	

o6676324	Mar 07 2014, 10:43	Faculty	Student Assistant	Spring	2014	Other	Phone	Other	<5 minutes	No
Q:Can you help me embed a video onto moodle? The client wanted help embedding a video from an outside website onto her moodle so that the students can view the video. **A:** The client declined available assistance. KS									Student2 Assistant	

Hourly Distribution (at what hour are the questions asked)

00	01	02	03	04	05	06	07	08	09	10	11	12	13	14	15	16	17	18	19	20	21	22	23
31	15	0	0	0	0	2	5	59	152	195	242	223	228	245	247	174	100	113	100	87	100	45	38

Transactions By Hour of the Day
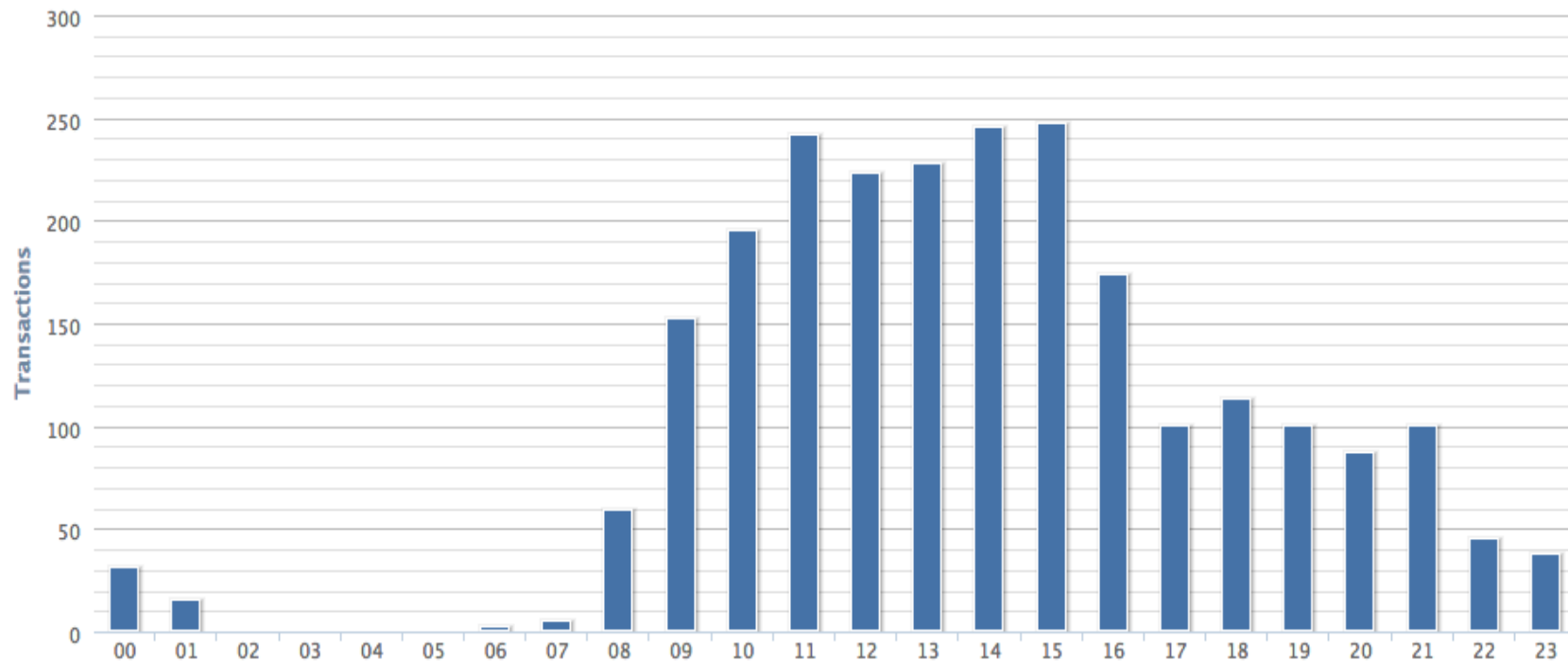
READSCALE (REFERENCE EFFORT ASSESSMENT DATA)

1 = least amount of effort, < 5 min.

2-3 = some time & effort, requires use of resources

4-5 = substantial use of multiple Resources; graduate research

6 = takes the most time, up to several days; use of primary source materials, etc.

Gerlich, Bella Karr, and G. Lynn Berard. "Testing the viability of the READ Scale (Reference Effort Assessment Data): qualitative statistics for academic reference services." College & Research Libraries 71.2 (2010): 10.

TABLE 4
Cumulative Data, All Service Points, All Institutions, 2/4–2/24/07

READ SCALE	1	2	3	4	5	6		
Walk-Up Directional	2,260	337	23	2	0	0		
Walk-Up Reference	1,693	1,750	1,067	397	89	34		
Phone Directional	148	38	4	5	0	0		
Phone Reference	111	113	85	17	7	5		
E-mail	47	44	44	19	0	2		
Chat	13	19	44	22	0	0		
Totals	4,272	2,301	1,267	462	96	41	Total	8,439

TABLE 5
Cumulative Data, Off-Desk, All Institutions, 2/4–2/24/07

READ SCALE	1	2	3	4	5	6		
Walk-Up Directional	23	4	0	3	1	0		
Walk-Up Reference	196	197	157	74	41	18		
Phone Directional	44	6	2	0	0	0		
Phone Reference	85	109	41	20	5	2		
E-mail	193	142	93	49	21	5		
Totals	541	458	293	146	68	25	Total	1,531

USER SATISFACTION ASSESSMENT TOOLS
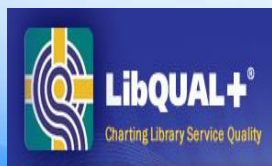
ID	Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service							
AS-1	Employees who instill confidence in users	6.62	7.38	7.19	0.56	-0.19	101
AS-2	Giving users individual attention	6.24	7.35	7.49	1.25	0.14	79
AS-3	Employees who are consistently courteous	6.83	8.11	7.67	0.83	-0.44	66
AS-4	Readiness to respond to users' questions	6.58	7.88	7.64	1.06	-0.24	100
AS-5	Employees who have the knowledge to answer user questions	7.02	8.04	7.69	0.66	-0.36	89
AS-6	Employees who deal with users in a caring fashion	6.81	7.96	7.80	1.00	-0.16	370
AS-7	Employees who understand the needs of their users	6.51	7.63	7.33	0.81	-0.30	80
AS-8	Willingness to help users	6.66	7.82	7.70	1.04	-0.12	93
AS-9	Dependability in handling users' service problems	6.94	8.01	7.59	0.65	-0.42	110
Information Control							
IC-1	Making electronic resources accessible from my home or office	7.28	8.31	7.16	-0.12	-1.15	93
IC-2	A library Web site enabling me to locate information on my own	7.13	8.35	6.71	-0.42	-1.64	108
IC-3	The printed library materials I need for my work	6.11	7.40	7.34	1.23	-0.06	115
IC-4	The electronic information resources I need	6.52	7.84	7.18	0.66	-0.66	365
IC-5	Modern equipment that lets me easily access needed information	6.59	7.80	7.58	0.99	-0.21	103
IC-6	Easy-to-use access tools that allow me to find things on my own	6.80	7.95	6.87	0.07	-1.08	117
IC-7	Making information easily accessible for independent use	6.75	7.91	7.26	0.52	-0.65	91
IC-8	Print and/or electronic journal collections I require for my work	7.31	8.37	7.37	0.06	-1.00	89
Library as Place							
LP-1	Library space that inspires study and learning	5.03	6.39	6.96	1.93	0.57	314
LP-2	Quiet space for individual activities	5.17	6.40	7.10	1.93	0.70	88
LP-3	A comfortable and inviting location	6.06	7.49	7.18	1.12	-0.31	65
LP-4	A getaway for study, learning, or research	5.49	6.42	7.03	1.55	0.62	86
LP-5	Community space for group learning and group study	4.80	5.55	7.09	2.30	1.55	64
Overall:		6.40	7.56	7.27	0.88	-0.29	374
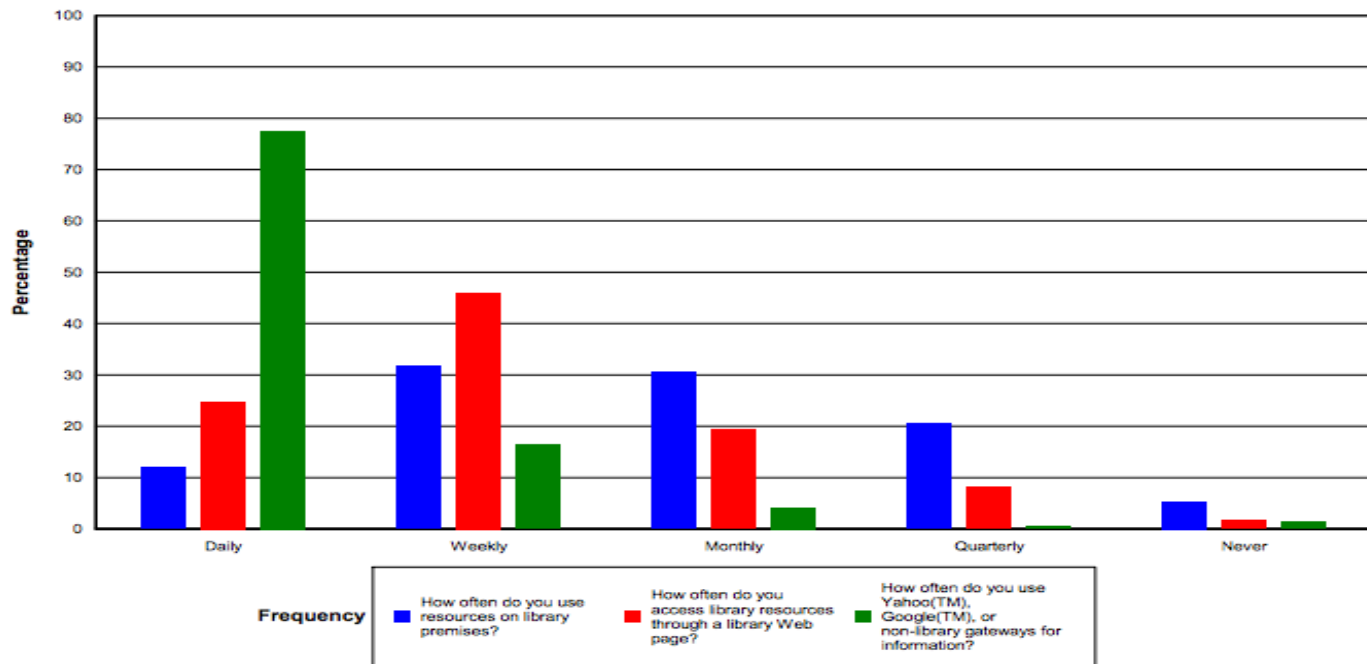
	Daily	Weekly	Monthly	Quarterly	Never	n/%
How often do you use resources on library premises?	58 11.96%	154 31.75%	148 30.52%	99 20.41%	26 5.36%	485 100.00%
How often do you access library resources through a library Web page?	120 24.74%	223 45.98%	94 19.38%	40 8.25%	8 1.65%	485 100.00%
How often do you use Yahoo(TM), Google(TM), or non-library gateways for information?	376 77.53%	80 16.49%	20 4.12%	2 0.41%	7 1.44%	485 100.00%

MISO

Measuring Information Service Outcomes

All items marked with "*" are optional.
All words in *italics* may be customized.

*Over the course of a semester, on average, how often do you use the following services?

	Never	Once or twice a semester	One to three times a month	One to three times a week	More than three times a week
Course management system	○	○	○	○	○
First point of contact for computer support	○	○	○	○	○
ERP self service	○	○	○	○	○
*Technology in meeting spaces/classrooms	○	○	○	○	○
*Support for technology in meeting spaces/classrooms	○	○	○	○	○
*Video conferencing	○	○	○	○	○
*Wireless access to the Internet on campus	○	○	○	○	○
Computing Web site	○	○	○	○	○
*Interlibrary loan	○	○	○	○	○
Library Circulation services	○	○	○	○	○
Library Reference services	○	○	○	○	○
Library Web site	○	○	○	○	○
Online library catalog	○	○	○	○	○

SECRET SHOPPER

Do you carry the *New York Times*?

I need a peer-reviewed article on alcohol abuse.

I need information about Target.

I am looking for information on anorexia.

I need information about chronic depression.

I need a biography of Malcolm X.

Do you have the book *Researching Creative Learning*?

Do you have any e-books on teaching and technology?

Where can I find information on Martin Luther King, Jr.?

If I want a book that IWU does not have, can I get it?

Does the library have the video, "Thirty Two Short Films about Glenn Gould"?

Shopper_____ Date_____
Time_____

At which service desk did you ask your question?   Help@Ames Desk   Circulation Desk

Was the staff member wearing a name tag?   Yes   No

Your
question:_____
___

Answer
provided:_____
_____
_____
_____

Were you satisfied with the answer to your question?   Yes   No
    Please comment:

1. As you approached the desk, the staff member was:

    Paying attention, poised and ready to help

    Busy with another question, but recognized my presence

    Not paying attention

        Please comment:

2. Were you helped right away?

USERS: WHAT THEY KNOW

Figure 3.16 Objectives and Outcomes for Skill Set: Retrieving Sources

The numbering refers to the ACRL documents: the first digit is the ACRL standard, the second is the ACRL performance indicator, the third is the ACRL outcome, and the fourth is the ACRL objective.

1.2.6   Realizes that information may need to be constructed with raw data from primary sources

1.3.1.1   Determines if material is available immediately.

1.3.1.2   Uses available services appropriately to obtain desired materials or alternative sources.

1.3.3.2   Demonstrates a general knowledge of how to obtain information that is not available immediately.

1.3.3.3   Acts appropriately to obtain information within the time frame required.

2.2.6.3   Demonstrates an understanding of the fact that items may be grouped together by subject in order to facilitate browsing.

2.3.1.1   Describes some materials that are not available online or in digitized formats and must be accessed in print or other formats (e.g., microform, video, audio).

2.3.2.1   Uses call number systems effectively (e.g., demonstrates how a call number assists in locating the corresponding item in the library).

2.3.3.1   Retrieves a document in print or electronic form.

2.3.3.2   Describes various retrieval methods for information not available locally.

2.3.3.4   Initiates an interlibrary loan request by filling out and submitting a form either online or in person.

SAILS: Standardized Assessment of Information Literacy Skills
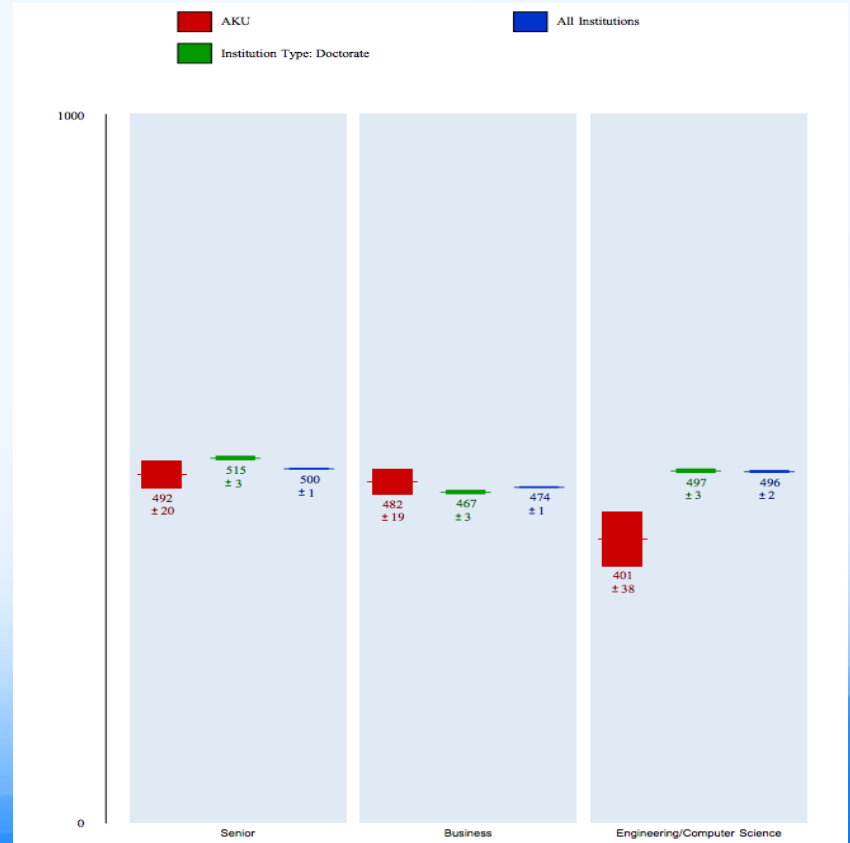
ILT: INFORMATION LITERACY TEST (JMU)

Test Demonstration

2. What type of publication is indicated by the following reference?

Leventhal, Paul and M. M. Hoenig. "Nuclear Terrorism: Reactor Sabotage and Weapons Proliferation Risks."
Contemporary Policy Issues 8:3 (July 1990), pp.106-121.

- ○ **A** Magazine or journal article
- ○ **B** Newspaper article
- ○ **C** Book
- ○ **D** Government document
- ○ **E** Essay or book chapter

ETS: iSkills Assessment

Table 1. *Test Blueprint for ILT*

Scales	# of Items	Items as numbered on the ILT
Standard 1: defines and articulates the nature and extent of information needed.	12 20% of test	1, 2, 4, 5, 6, 7, 8,9,10,12, 13, 53
Standard 2: accesses needed information effectively and efficiently	19 32% of test	14, 15, 16, 17, 18, 19, 20, 21, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 34
Standard 3: evaluates information and its sources critically and incorporates selected information into his or her knowledge base and value system.	19 32% of test	3, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 48, 49, 50, 51, 52, 54
Standard 5: understands many of the ethical, legal, and socio-economic issues surrounding information and information technology.	10 17% of test	56, 57, 58, 59, 60, 61, 62, 63, 64, 65
Total Test	60 100% of test	1-60

*Table adapted from (Cameron et. al., 2007)

iSkills Competencies Assessed

DEFINE

Understand and articulate the scope of an information problem in order to facilitate the electronic search for information:

- By distinguishing a clear, concise and topical research question from poorly framed questions, such as ones that are overly broad or do not otherwise fulfill the information need
- By asking questions of a "professor" that help disambiguate a vauge research assignment
- By conducting effective preliminary information searches to help frame a research statement

ACCESS

Collect and/or retrieve information in digital environments. Information sources might be web pages, databases, discussion groups, e-mail or online descriptions of print media. Tasks include:

- Generating and combining search terms (keywords) to satisfy the requirements of a particular research task
- Efficiently browsing one or more resources to locate pertinent information
- Deciding what types of resources might yield the most useful information for a particular need

EVALUATE

Judge whether information satisfies an information problem by determining authority, bias, timeliness, relevance and other aspects of materials. Tasks include:

- Judging the relative usefulness of provided web pages and online journal articles
- Evaluating whether a database contains appropriately current and pertinent information
- Deciding the extent to which a collection of resources sufficiently covers a research area

MANAGE

Organize information to help you or others find it later:

- By categorizing e-mails into appropriate folders based on a critical view of the e-mails' content
- By arranging personnel information into an organizational chart
- By sorting files, e-mails or database returns to clarify clusters of related information

INTEGRATE

Interpret and represent information, using digital tools to synthesize, summarize, compare and contrast information from multiple sources:

- By comparing advertisements, e-mails or websites from competing vendors by summarizing information into a table
- By incorporating information from different sources to conduct a scientific experiment and report the results
- By placing results from an academic or sports tournament into a spreadsheet to clarify standings and decide the need for playoffs

CREATE

Adapt, apply, design or construct information in digital environments:

- By editing and formatting a document according to a set of editorial specifications
- By creating a presentation slide to support a position on a controversial topic
- By creating a data display to clarify the relationship between academic and economic variables

COMMUNICATE

Disseminate information tailored to a particular audience in an effective digital format:

- By formatting a document to make it more useful to a particular group
- By transforming an e-mail into a succinct presentation to meet an audience's needs
- By selecting and organizing slides for distinct presentations to different audiences
- By designing a flyer to advertise to a distinct group of users

Assessing
Learning
Outcomes

rails
rubric assessment of information literacy skills

home   about   updates   publications & presentations   press

contact   rubrics   forum   training   results   closing the loop

Information Literacy - University of Kentucky

	0 Emerging	1 Developing	2 Proficient	3 Distinguished
Defines the extent of the information needed	Does not define the scope of the research question or thesis. Does not articulate key concepts.	Defines the scope of the research question incompletely. Articulates key concepts incompletely.	Defines the scope of the research question adequately. Articulates key concepts adequately.	Defines scope of research question or thesis completely. Articulates key concepts thoroughly.
Constructs effective research strategy	Accesses information with no clearly defined search strategy.	Accesses information using simple search strategy (few or limited terms).	Accesses information using multiple search strategies (e.g. key words, synonyms, subjects).	Accesses information using a variety of search strategies (e.g. keywords, synonyms, subjects and operators) Refines search based on results.
Identifies and selects relevant information sources (e.g. database, catalog, search tool, etc.)	Identifies information sources unrelated to the information need.	Identifies information sources that are partially related to the information need.	Identifies information sources that are related to the information need.	Identifies information sources which comprehensively address the information need.
Evaluates information effectively (e.g. article, book, website, etc.)	Does not apply evaluative criteria.	Applies limited evaluative criteria (e.g. authority, accuracy, relevance, bias, currency) Articulates key concepts incompletely.	Applies some but not all of the evaluative criteria (e.g. authority, accuracy, relevance, bias, currency) Articulates key concepts adequately.	Applies high-level, subject-specific evaluative criteria (e.g. authority, accuracy, relevance, bias, currency) Articulates key concepts thoroughly.

AAC&U VALUE Rubric

INFORMATION LITERACY VALUE RUBRIC

for more information, please contact value@aacu.org

AAC&U — Association of American Colleges and Universities

Definition

The ability to know when there is a need for information, to be able to identify, locate, evaluate, and effectively and responsibly use and share that information for the problem at hand. - The National Forum on Information Literacy

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Capstone 4	Milestones 3	Milestones 2	Benchmark 1
Determine the Extent of Information Needed	Effectively defines the scope of the research question or thesis. Effectively determines key concepts. Types of information (sources) selected directly relate to concepts or answer research question.	Defines the scope of the research question or thesis completely. Can determine key concepts. Types of information (sources) selected relate to concepts or answer research question.	Defines the scope of the research question or thesis incompletely (parts are missing, remains too broad or too narrow, etc.). Can determine key concepts. Types of information (sources) selected partially relate to concepts or answer research question.	Has difficulty defining the scope of the research question or thesis. Has difficulty determining key concepts. Types of information (sources) selected do not relate to concepts or answer research question.
Access the Needed Information	Accesses information using effective, well-designed search strategies and most appropriate information sources.	Accesses information using variety of search strategies and some relevant information sources. Demonstrates ability to refine search.	Accesses information using simple search strategies, retrieves information from limited and similar sources.	Accesses information randomly, retrieves information that lacks relevance and quality.
Evaluate Information and its Sources Critically	Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.	Identifies own and others' assumptions and several relevant contexts when presenting a position.	Questions some assumptions. Identifies several relevant contexts when presenting a position. May be more aware of others' assumptions than one's own (or vice versa).	Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). Begins to identify some contexts when presenting a position.
Use Information Effectively to Accomplish a Specific Purpose	Communicates, organizes and synthesizes information from sources to fully achieve a specific purpose, with clarity and depth	Communicates, organizes and synthesizes information from sources. Intended purpose is achieved.	Communicates and organizes information from sources. The information is not yet synthesized, so the intended purpose is not fully achieved.	Communicates information from sources. The information is fragmented and/or used inappropriately (misquoted, taken out of context or incorrectly paraphrased, etc.), so the intended purpose is not achieved.
Access and Use Information Ethically and Legally	Students use correctly all of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrate a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.	Students use correctly three of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.	Students use correctly two of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.	Students use correctly one of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.

ASSESSING COLLECTIONS: WHAT GETS USED?

https://www.ebsconet.com/

Order Details | Access and Registration | License Details | Analysis/Holdings/Usage

☐ Hide Analytics

Analysis Year [2013 ▼]

Options ▼

Analysis

Cost:	2,432.25	↑	USD
Usage:	71	↑	
Cost per Use:	34.26	↓	USD
Subject:	Medicine		
Format:	Online		
Subscription Type:	Package Core Component		

Cost : 2,432.25 USD	Usage : 71	Cost per Use : 34.26 USD
+ 1,717.28 USD above average	+ 28.2 above average	+ 30.62 USD above average
+ 93.54 USD above last year	+ 9 above last year	- 3.46 USD less than last year

Usage

Usage by Year

2015 | 2014 | 2013 | 2012 | 2011

Full-text requests
Total Cost used for Cost per Use calculations: 2,432.25 USD (2013)

	Usage	Cost Per Use
Totals for Publisher Platforms	71	34.26
Totals for All Platforms	350	6.95

Platform	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Total	Publisher Platform
All Platforms	3	46	70	40	15	5	35	90	31	8	1	6	350	
Wiley Online Library	2	20	13	11	1	0	4	4	9	2	0	5	71	Y
EBSCOhost	1	26	57	29	14	5	31	86	22	6	1	1	279	N

COUNTER Counting Online Usage of NeTworked Electronic Resources

Elsevier JR1 2008-2009_2011-2012

Title Name:	2008 Uses	2009 Uses	2011 Uses	2012 Uses
ACC Current Journal Review	8	22	3	7
Accident Analysis & Prevention	252	408	382	430
Accounting Management and Information Technologies	1	1	1	3
Accounting Organizations and Society	149	171	70	27
ACOG Clinical Review	1	8	2	3
Acta Astronautica	67	57	32	37
Acta Materialia	252	177	290	330
Acta Metallurgica et Materialia	29	2	7	4
Acta Oecologica	54	71	90	71
Acta Psychologica	85	134	86	131
Acta Tropica	65	66	31	48
Acute Pain	8	18	5	3
Addictive Behaviors	1,684	2,198	1,470	1,094
Advanced Drug Delivery Reviews	85	81	62	109
Advanced Engineering Informatics	5	3	12	13
Advances in Applied Mathematics	4	7	11	1
Advances in Colloid and Interface Science	9	35	25	49
Advances in Engineering Software	15	38	21	33
Advances in Environmental Research	14	13	24	13
Advances in Mathematics	8	15	5	4
Advances in Space Research	63	126	57	66
Advances in Water Resources	104	85	52	70
Aerospace Science and Technology	4	42	33	20
Ageing Research Reviews	44	38	62	67

ASSESSING COLLECTIONS: DISCOVERY

ExLibris SFX

Home | KBManager | KBTools | Statistics | Troubleshooting

Queries | Scheduled Queries List

Statistics Queries

Query	Description
1	Number of requests and clickthroughs per day
2	Number of requests and clickthroughs per source
3	Number of requests and clickthroughs per object type
4	Number of requests and clickthroughs per service type
5	Number of SFX requests with/without full-text services
6	Top target services shown in the SFX menu
7	Number of clickthroughs per target
8	Number of clickthroughs per target service
9	Number of clickthroughs for one particular serial
10	Most popular serials selected by target
11	Most popular journals selected by source
12	Journals requested but have no full-text
13	Selected document delivery targets by source
14	Books accessed via SFX ranked by use
15	Services preferred over full-text
16	Unused full-text journals
17	Number of requests which resulted in SFX menu screen without services
18	Number of requests and clickthroughs by IP address
19	Most popular journals
20	OpenURLs that resulted in no fulltext services, selected by source

Google Analytics: understanding search term development

	Search Term	Total Unique Searches	Results Pageviews / Search	% Search Exits	% Search Refinements	Time after Search	Search Depth
		12,864 % of Total: 100.00% (12,864)	1.86 Site Avg: 1.86 (0.00%)	17.67% Site Avg: 17.67% (0.00%)	41.03% Site Avg: 41.03% (0.00%)	00:03:17 Site Avg: 00:03:17 (0.00%)	1.08 Site Avg: 1.08 (0.00%)
1.	education	25 (0.19%)	9.32	48.00%	5.15%	00:09:35	2.12
2.	abstract algebra	21 (0.16%)	1.00	95.24%	4.76%	00:00:07	0.00
3.	the AND house AND "on" AND mango AND street	14 (0.11%)	3.00	14.29%	52.38%	00:06:35	2.14
4.	dialysis	12 (0.09%)	2.08	16.67%	44.00%	00:04:17	0.75
5.	global AND warming	11 (0.09%)	2.82	54.55%	22.58%	00:03:33	0.36
6.	"to" AND joy AND my AND freedom	10 (0.08%)	1.10	50.00%	0.00%	00:00:05	0.60
7.	Psychological AND sex AND differences: AND Origins AND through AND sexual AND selection	10 (0.08%)	1.20	10.00%	66.67%	00:01:36	0.90
8.	(the AND house AND "on" AND mango AND street) AND (identity)	9 (0.07%)	3.89	22.22%	17.14%	00:08:36	4.22
9.	abstract AND algebra	9 (0.07%)	1.44	55.56%	7.69%	00:05:52	0.89
10.	graph AND theory	9 (0.07%)	3.22	0.00%	34.48%	00:03:40	0.89
11.	The AND science AND "of" AND sex AND differences AND "in" AND science AND "and" AND mathematics	9 (0.07%)	1.44	55.56%	7.69%	00:01:10	0.33
12.	the AND tempest	9 (0.07%)	1.67	22.22%	53.33%	00:01:41	0.33
13.	(SU (Art AND History) AND LO az15999-o NOT FT Y)	8 (0.06%)	2.88	37.50%	39.13%	00:03:00	0.50
14.	bayeux AND tapestry	8 (0.06%)	3.75	37.50%	30.00%	00:03:03	1.00
15.	environmental AND studies	8 (0.06%)	2.88	37.50%	30.43%	00:05:38	0.12
16.	Gender AND "and" AND social AND influence	8 (0.06%)	1.50	25.00%	50.00%	00:00:44	0.12
17.	hemodialysis	8 (0.06%)	2.00	12.50%	62.50%	00:03:01	0.50
18.	Sex AND differences: AND A AND study AND "of" AND the AND eye AND "of" AND the AND beholder	8 (0.06%)	1.00	25.00%	75.00%	00:00:58	0.12
19.	white AND teeth AND zadie AND smith	8 (0.06%)	4.75	12.50%	23.68%	00:07:26	2.88
20.	African AND American AND predominantly AND white AND midwest	7 (0.05%)	1.14	85.71%	12.50%	00:07:16	0.14

Google Analytics: understanding how people use the web page
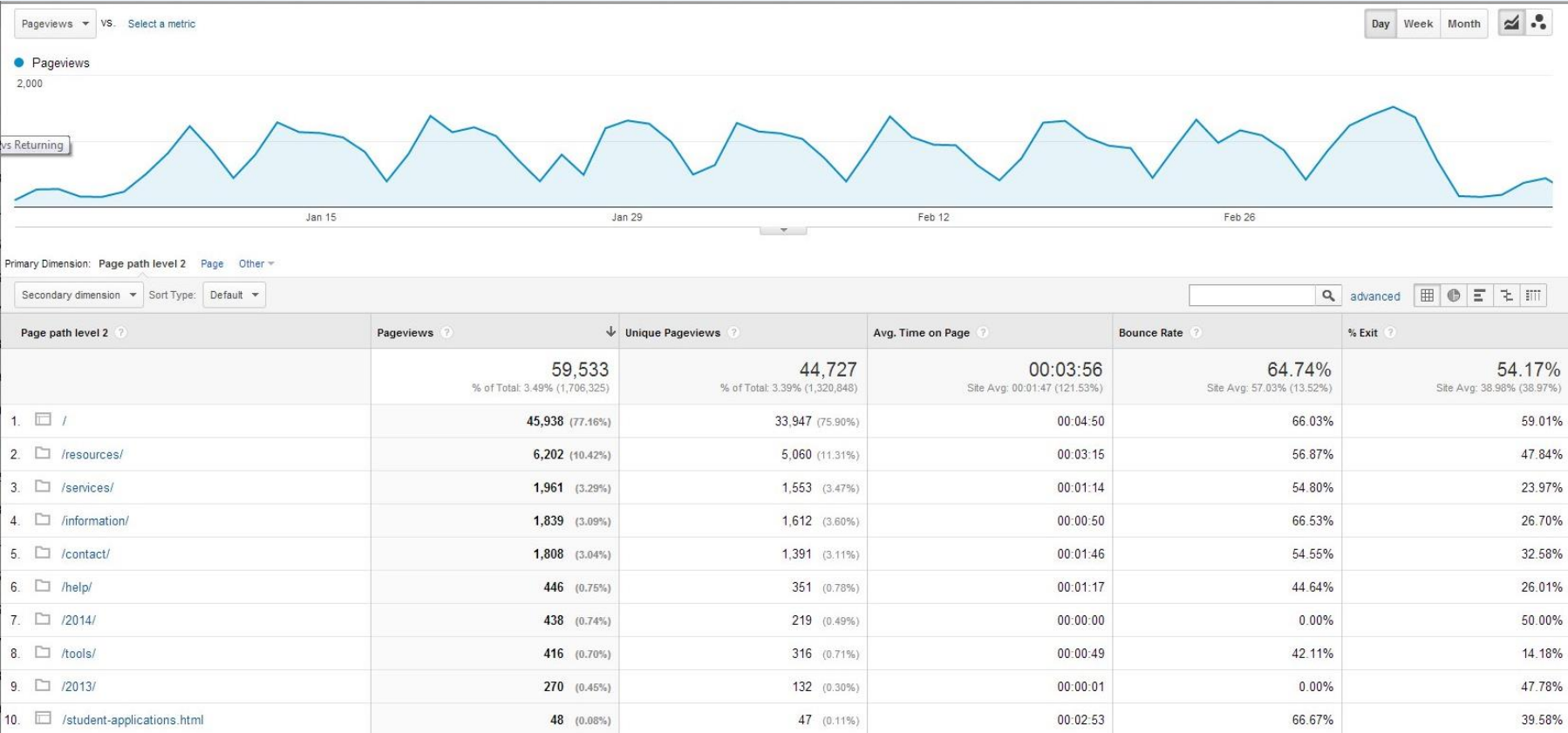
ASSESSING FINANCES & VALUE

Summary Expenditures	High	Mean	Median	Low	Total	Libraries Reporting
TOTAL EXPENDITURES						
6. Total Library Expenditures (7 + 8 + 9)	$7,932,188	$1,050,385	$616,327	$43,551	$325,619,281	310
MATERIALS EXPENDITURES						
7. Total Library Materials (7a + 7b + 7c)	$3,440,828	$427,690	$210,000	$2,140	$129,589,979	303
7a. One-time resource purchases	$1,355,758	$124,637	$51,149	$222	$35,521,519	288
7b. Ongoing resource purchases	$2,180,304	$287,770	$128,409	$202	$85,467,616	297
7c. Collection support	$459,288	$35,249	$17,537	$29	$8,600,844	244
SALARIES AND WAGES						
8a. Salaries & Wages Professional Staff	$2,109,000	$356,745	$236,654	$26,043	$103,812,913	291
8b. Salaries & Wages Support Staff	$1,571,963	$194,104	$123,389	$5,643	$49,302,458	254
8c. Salaries & Wages Student Assistants	$502,411	$57,331	$36,835	$283	$15,823,399	276
8. Total Salaries & Wages	$3,076,240	$562,248	$360,460	$6,100	$171,485,668	305
OTHER EXPENDITURES						
9. Other Operating Expenditures	$1,544,533	$95,501	$38,384	$323	$24,543,634	262
FRINGE BENEFITS						
10. Fringe benefits	$3,993,487	$193,099	$103,108	$539	$35,916,433	191
11. Official designated percent	56.00%	28.84%	30.00%	0.24%	3,345.35%	118
EXPENDITURES FROM EXTERNAL SOURCES						
12. From external sources	$1,437,494	$67,238	$19,683	$473	$5,177,311	82

ACRL - Baccalaureate institutions, 2012

Return on Investment (ROI) Studies

CARLI value letter

Calculations Used in the Model

# Tenure System Faculty	2045	
# Principal Investigators	1700	*Survey Q11 - 94% faculty use citations in grant proposals
A) = % of faculty using citations in grant proposals*	78.14%	(1700x94%)/2045
# Grant proposals	2897	**Survey Q12 - 94% proposals include citations that are obtained via campus network/Library Gateway
# Grant awards	1456	**Survey Q10 - 95% faculty state citations important or essential in grant awards
B) = % proposals inc citations obtained through library**	50.79%	(1456x95%)/(2897x94%)
$ Average size grant	$63,923	
C) = $ proportion of grant $ secured using library materials	$25,369	(78.14%x50.79%x$63,923)
# Grants (expended) in year	6232	
D) = $ proportion of grant income using library materials	$158,099,608	($25,369x6232)
$ Total Library Budget	$36,102,613	
E) = University return in grant $ on library	$4.38	($158,099,608/$36,102,613)

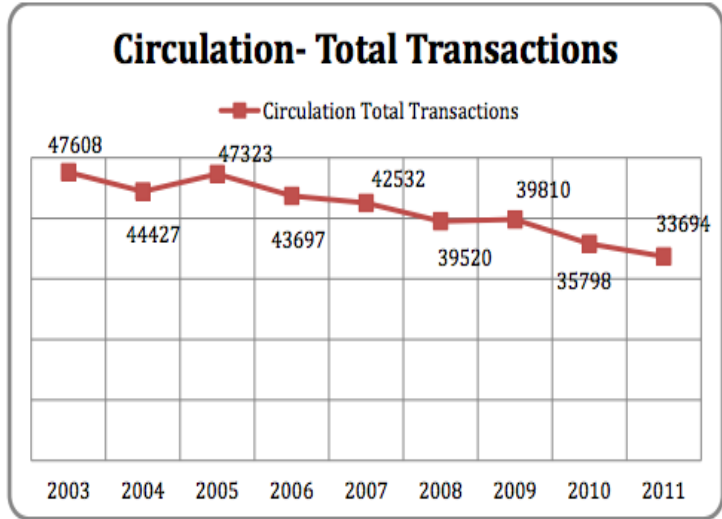|		and services
Membership Fee	$1,500	
Research & development, infrastructure and administration	$0	$11,250
I-Share	$11,071	$202,716
Created content managed by CARLI (Internet Archive, CARLI Digital Collections on CONTENTdm)	$0	$6,300
Subsidized Products and Services	$153,653	$219,014
Brokered Products and Services	$898	$104,439
Education, training and networking	$0	$4,875
ILDS	$0	$4,800
Total FY 2013	**$167,122**	**$553,394**

INTERNAL & EXTERNAL REVIEWS

Student Survey 2012

My ideal or concept of an ideal library is? 237 responses

Significant Terms used to describe ideal Library:

Quiet-138
Study-101
Resources-51
Books-37
Comfortable-37
Group-28
Help-27
Technology-17
Open atmosphere-15
Spacious-14
Computer-14
Accessible-10
Private-8
Coffee/café-8
Organized-7
Friendly-5

++

- a multitude of resources available, a place where I can go and not be bothered by other students because I know that they too care about the work they are doing for school, and also a place where I can take a short nap if I need to.

- Quiet Centralized Brightly Lit

- spacious, accessible, well-stocked (with books and other resources)

- quiet with places to study. Most of the resources I use for papers are either from the internet or I have to order. I have never used a book from Ames in a research paper so places to study are more important to me

- comfortable, quiet, spacious

- being able to easily access books,magazines, movies I need.

Results from white board survey

Circulation- Total Transactions

— Circulation Total Transactions

47608
47323
44427
43697
42532
39810
39520
35798
33694

2003 2004 2005 2006 2007 2008 2009 2010 2011

Total circulation, 2003-2011

part of internal review analysis

ITHAKA S&R FACULTY SURVEY

FIGURE 8

"If my library cancelled the current issues of a print version of a journal but continued to make them available electronically, that would be fine with me." Percent of respondents strongly agreeing, by disciplinary grouping
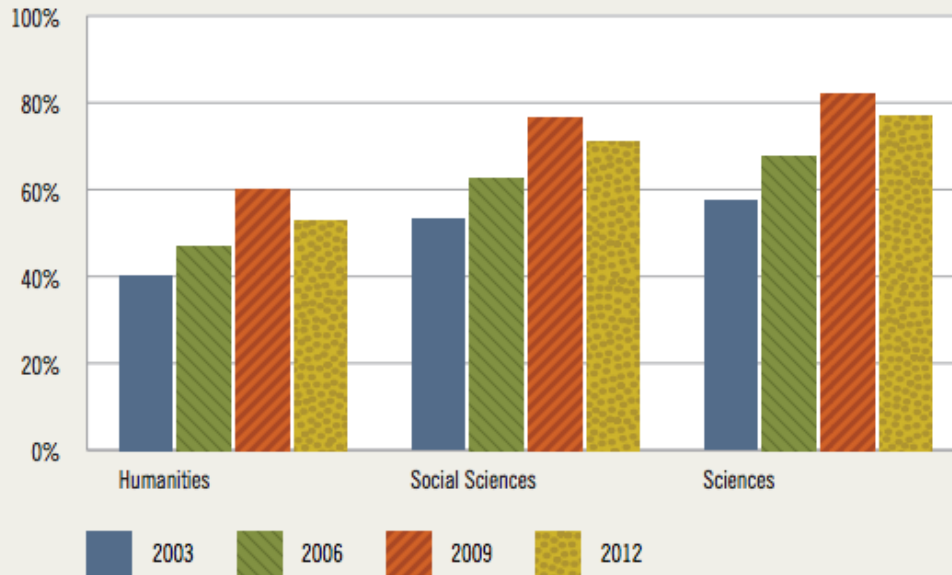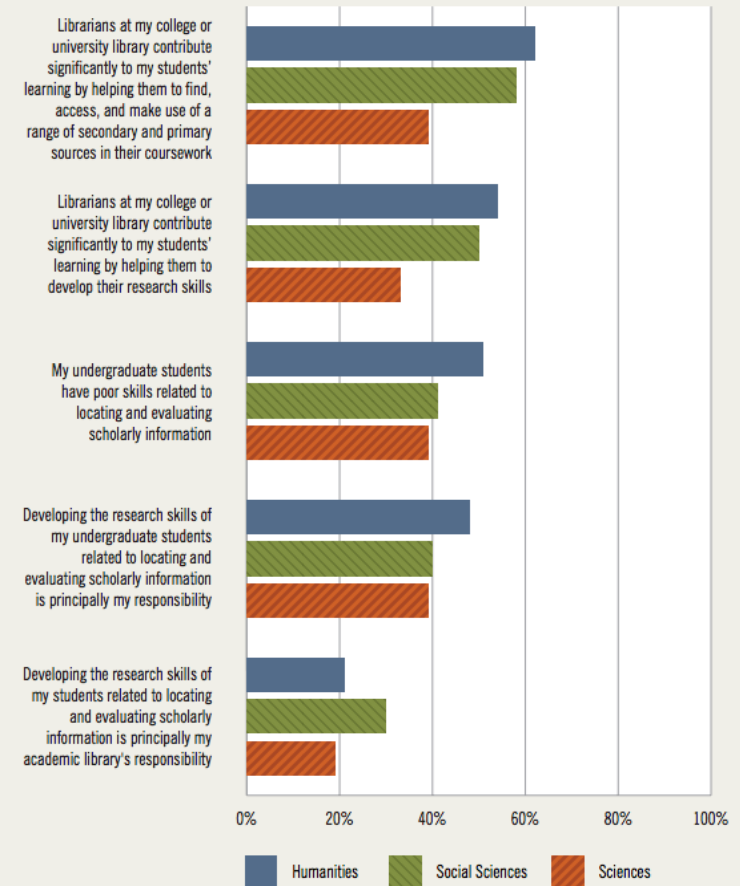
Legend: 2003, 2006, 2009, 2012

FIGURE 30

Percent of respondents strongly agreeing with each statement, by disciplinary grouping.

- Librarians at my college or university library contribute significantly to my students' learning by helping them to find, access, and make use of a range of secondary and primary sources in their coursework
- Librarians at my college or university library contribute significantly to my students' learning by helping them to develop their research skills
- My undergraduate students have poor skills related to locating and evaluating scholarly information
- Developing the research skills of my undergraduate students related to locating and evaluating scholarly information is principally my responsibility
- Developing the research skills of my students related to locating and evaluating scholarly information is principally my academic library's responsibility

Legend: Humanities, Social Sciences, Sciences

ClimateQUAL®
Organizational Climate and Diversity Assessment

ClimateQUAL® aims to:
* Foster a culture of healthy organizational climate and diversity;
* Help libraries better understand staff perceptions of organizational climate and diversity;
* Facilitate the on-going collection and interpretation of staff feedback;
* Identify best practices in managing organizational climate; and
* Enable libraries to interpret and act on data.
Libraries use these data to improve their organizational climate and diversity culture for delivering superior services to the communities they serve.

QUALTRICS – OPTIMAL SURVEY INSTRUMENT

Provides sophisticated survey options, including heat mapping; downloading to several different statistical packages; individually secured surveys; options for use by the student researcher

ON THE HORIZON?

MindMixer

LIBRARY DASHBOARDS

http://library.anderson.edu/dashboard.html

http://library.uncw.edu/facts_planning/dashboard

http://www.regent.edu/lib/dashboard/

ASSESSA-PALOOZA!
How & When To Assess, and Why It Matters

Assessment Tools & Resources:

ACRL & ACRLMetrics - http://www.acrlmetrics.com/

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Library Assessment and IMact: Oregon State University Libraries (Libguide.) - http://guides.library.oregonstate.edu/content.php?pid=415956

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for CARLI Preconference
March 20, 2014
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