The Lib-Value Project: Status Report

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Lib-Value: Multiple institutions using multiple methods to measure multiple values for multiple stakeholders
Current Projects

- Books and Ebooks
- Special Collections
- Information Commons
- Teaching
- Learning
- Comprehensive Library
- Reading and Scholarship
- Tools
- Website and Value Bibliography
What is your preferred form at this moment for a scholarly book?

**n = 114 (PhD students)**
- **print, 45**
- **electronic, 45**
- **no preferred form, 23**
- **do not know / no opinion / does not apply, 1**

**n = 15**
- **print, 6**
- **electronic, 7**
- **no preferred form, 2**
Books and Ebooks

I rate the value of the information in the E-book(s) as: (n=516)
Percent of readings from e-books

- Purchased: 4% Electronic, 96% Print
- Library: 5% Electronic, 95% Print
- Colleague: 0% Electronic, 100% Print
- Publisher: 10% Electronic, 90% Print
- Other: 47% Electronic, 53% Print

n=202, UIUC, April, 2012
Unique visits – log data from August 2010 to November 2011

- Total number of visits: 2,302
- Return visits: 436

Average time per visit: 00:04:52
Average page views per visit: 11.18
Digital Special Collections

States from which the collection was accessed:
45 + District of Columbia
Findings: Student Survey Commons
– 74% of respondents said using the Commons helped them do better in class

“I had a girl last week working at the desk in the commons help me research ideas for an English project. She was fantastic.”

“They have a friendly staff willing to help when needed.”
Information Commons

What equipment did you use? (Check all that apply)

- Checked out laptop
- Checked out scanner
- Use adaptive technology (Zoomtext, screen enlarger, video phone)

- Commons computer workstations
- Checked out headphones
- Checked out Studio equipment (camera, tripod, microphone, etc.)

Legend:
- Freshman
- Sophomore
- Junior
- Senior
- Graduate
Which Commons services did you use? (Check all that apply)

- Check out books
- Ask for information
- Get help with finding books
- Get assistance with computers or software
- Ask for directions
- Get assistance with printing
- Get help doing research
- Get help with wireless, password reset...
- Pay fines
- Check out course reserves
- All Other Responses

Legend:
- Orange: Freshman
- Blue: Sophomore
- Purple: Junior
- Red: Senior
- Green: Graduate
Teaching

• Survey of instructors, followed by “real-time” conversation
  ▪ Tenured/tenure-track faculty, clinical faculty, adjunct faculty, GTAs, administrators
• Value of academic library resources and services in support of teaching
• 65% of instructors believe that using the Library to support their teaching saves them time.
• 63% believe it saves them money.
In a typical semester, using the library saves me money that I might have spent on materials to support my teaching or my students' learning.
Learning

• Series of workshops designed to improve first-year students’ research skills as well as put a “friendly face” on the Hodges Library

• To explore the possible effects of offering instruction over an extended period of time

• Combination of lecture, demonstration, and “active learning”

• Assessment tools to measure student comfort, knowledge of library resources, and to assess summative knowledge.
Workshop pilot study - Sessions

English 104, UTK Libraries, Spring 2012

1. Ice-breaking
   • Entering the research community
   • Scholarly v. popular resources

2. Types of resources
   • Article, journal, database, book
   • When to use Google
   • Developing keywords

3. The physical library
   • Orientation to Hodges Library
   • Scavenger Hunt
   • Assessment of skills required
Initial reports from pilot project participants indicate helpfulness of program.

The best part about these workshops is that I learned a lot of information about research that I can use for the rest of my years at UT. It showed me the resources that I have here and how I can use them and as a freshman, that is very helpful.

I felt like I learned a lot and my confidence in researching for my English paper and for other classes improved.”
Scholarly Reading

Where academics are obtaining articles

UK, n=1189, June 2011; UIUC, n=639 April 2012

UK
UIUC

Library: 67% (UK), 56% (UIUC)
Website: 14% (UK), 15% (UIUC)
Personal: 5% (UK), 11% (UIUC)
Colleague: 6% (UK), 8% (UIUC)
Other: 8% (UK), 10% (UIUC)
Use of library collections for articles

**US, 2012**
- Electronic: 90%
- Print: 10%
- n=639

**UK, 2011**
- Electronic: 94%
- Print: 6%
- n=775

UK: 6 UK universities June 2011
UIUC: April 2012
Portrait of a successful faculty member...

- Publishes more
- Wins awards
- Reads more
- Reads more from the library
- For every article cited, reads 27-40 additional articles
The library is the source of scholarly articles, not books.

- **Article Reading**
  - UK: 67%
  - UIUC: 56%

- **Book Reading**
  - UK: 27%
  - UIUC: 24%

- **Other Publication Reading**
  - UK: 15%
  - UIUC: 11%

6 UK universities
n=2117, June 2011
UIUC n=639, May 2012
The library book collection supports younger academics

n=2117, 6 UK universities, June 2011
Launched in early 2010 with ~400 records
Two major, several smaller updates
June, 2012: +900 records

– Diverse formats:
  • Journal and magazine articles, websites, books/chapters, reports, presentations, etc.

– Diverse disciplines:
  • LIS, Higher Education, Environmental Ecology, Business, etc.
Features:

- Linked Topical Index featuring unique Controlled Vocabulary
- Linked Author Index
- Record search, sort by type, etc.

Website and Value Bibliography
Management Team

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More details and database available on the project website:

http://libvalue.cci.utk.edu