ASSOCIATION OF RESEARCH LIBRARIES

April 21, 2010

TO: ARL Statistics and Assessment Committee

Larry Alford (Temple)	2009–2011
Colleen Cook (Texas A&M)	2010–2012 (ARL Board member)
Joan Giesecke (Nebraska)	2010–2012
Eileen Hitchingham (Virginia Tech)	2008–2010
Ernie Ingles (Alberta)	2008–2010
Victoria Montavon (Cincinnati)	2010–2012
Judith Nadler (Chicago)	2008–2010
Ingrid Parent (British Columbia)	2010–2012
Scott Seaman (Ohio)	2009–2011
Suzanne Thorin (Syracuse)	2010–2012
Tom Wall (Boston College)	2009–2011

FROM:
Bill Potter, University of Georgia
Martha Kyrillidou, ARL Staff

Enclosed are the agenda and supporting documents for the ARL Statistics and Assessment Committee meeting that will take place from 8:00 a.m. to 10:00 a.m. on Wednesday, April 28, 2010, in the Congress Room of the Fairmont Olympic Hotel, Seattle, Washington.

The meeting will focus on (a) an overview of the Effective, Sustainable and Practical Assessment Program led by Visiting Program Officers, Steve Hiller (U of Washington) and Jim Self (U of Virginia), (b) an update of the Library Scorecard initiative involving Johns Hopkins, McMaster, U of Washington and the U of Virginia, (c) early findings from the analysis of the ARL library profiles, the qualitative descriptions of ARL member libraries (the profiles can be accessed at: <http://directors.arl.org/wiki/institution-profiles>), and (d) issues related to the ARL Statistics annual surveys.

The Board Committee on Statistics and Assessment is called upon to accelerate the assessment agenda with the new strategic plan 2010-2012. The committee chair will provide a briefing at the Business Meeting regarding the status of various assessment activities. The committee chair is also reviewing the summary grid reports to ensure that programmatic activities serve the needs of ARL's strategic directions. Colleen Cook is the designated ARL Board member liaison to the committee.

We look forward to working with you in continuing to build the strong agenda of the Statistics and Assessment Committee in charting future directions that support ARL member libraries. We look forward to a productive meeting and your continuing engagement, input, direction and support.

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156th ARL Membership Meeting
ARL Statistics and Assessment
Wednesday, April 28, 2009
8:00 a.m. – 10:00 a.m.
Congress Room
Fairmont Olympic Hotel
Seattle, WA

AGENDA

Welcome and introductions (new members for 2010-2012, and new chair)

(a) Approval of Minutes (5 minutes)

Attachment a: *Minutes from the 155th ARL Membership Meeting, ARL Statistics and Assessment Committee*

(b) Effective, Sustainable and Practical Assessment – a review (Jim Self/Steve Hiller) (15 minutes)

(c) Library Scorecard Project – findings and project status (Jim Self/Steve Hiller) (15 minutes)

(d) ARL Library Profiles – review of early findings (45 minutes)
   a. Does ARL ask members to update profiles at their convenience as an optional annual activity?
   b. Four Research Library Leadership Fellows exploring the possibility of identifying variables for future annual statistical surveys

Attachment d: *ARL institutional profiles – draft report*

(e) Annual ARL Statistics surveys issues surfaced (15 minutes)
   1. Based on discussions at the NCES ALS committee, explore possible modification to the questions regarding reference transactions to include virtual reference transactions
   2. Titles definition needs further discussion and clarification as to whether it can include titles beyond volumes held
   3. Digital library variables also need further clarification and modifications in instructions
   4. How is ARL handling the digitization of collections digitized by Google? Are these stats being reporting in ARL Pres Stats?

Attachment e1: ARL Statistics Chronology
Attachment e2: ARL Statistics & Supplementary Statistics 2008-09

(f) Strategic Plan review and programmatic activities accelerating the assessment agenda (10 minutes)

Attachment F1: *Grid report*
Attachment F2: *Lib-Value Abstract (IMLS grant)*
Attachment F3: Statistics and Assessment Committee charge

a. Qualitative indicators: the role of narratives and other methods
b. Quantitative data elements
c. Value and Impact studies -- Return on Investment (ROI) – IMLS LibValue grant: ARL, U of Tennessee, UIUC
d. Balanced Score Card – setting priorities and/or strategy maps
e. Accreditation process -- learning outcomes and the library
f. Renewing the preservation statistics agenda

Attachment A

155th ARL Membership Meeting
ARL Statistics and Assessment
Wednesday, October 14, 2009
8:00 a.m. – 10:00 a.m.
New York Room
Renaissance Mayflower Hotel
Washington, DC

MINUTES

ARL Statistics and Assessment Committee Members

Larry Alford (Temple) 2009-2011
Chris Filstrup (Stony Brook, SUNY) 2007-2009
Eileen Hitchingham (Virginia Tech) 2008-2010
Ernie Ingles (Alberta) 2008-2010
Ruth Jackson (California, Riverside) 2007-2009
Judith Nadler (Chicago) 2008-2010
Randy Olsen (Brigham Young) 2008-2010
Louis Pitschmann (Alabama) 2007-2009
Bill Potter, Chair-designate (Georgia) 2009-2012
Scott Seaman (Ohio) 2009-2011
Tom Wall (Boston College) 2009-2011
Colleen Cook, Chair (Texas A&M)
Martha Kyrillidou, ARL staff

The Minutes from the 154th ARL Membership Meeting, ARL Statistics and Assessment Committee were approved with no changes.

The discussion moved forward on the ARL Profile exercise, a project that came forward as a follow up on the focus groups that the directors had with Yvonna Lincoln suggesting more in-depth qualitative data gathering to augment (not replace) the annual ARL Statistics. The committee discussed how the current process is working, many libraries have submitted profiles and we are expecting to have at least 70 profiles submitted [Note: by May 2010 we had 86 profiles submitted]. They tend to be nicely written and interesting and the exercise is proving useful for many libraries. The purpose of the profiles is to be determined by the community; they are made available for others to read at this point and they are not merely marketing documents but they emphasize important issues from each library and seem to be a good representation of what research libraries are all about.

There are plans to delve into them in detail to see what the essence of these narratives is and to see if we can identify concepts that are important to capture in the ARL Statistics quantitative surveys. There is no guarantee that the profiles will serve the purpose of developing quantitative data elements but if we want to capture new data elements that

are important we need to make sure these elements are mentioned in the profiles. For example, if we can use these descriptions to capture data elements that reflect collaborations that would be great. The best indicator for collaborative activities we have right now is the interlibrary loan statistics.

The profiles will be analyzed with Atlas.ti, which is a good package for qualitative data analysis and coding narratives (some members may be familiar with it from other projects). The coding team involves Bill Potter, Colleen Cook, consultant Nick Woolf, Jennifer Rutner (Columbia U), Michael Maciel (Texas A&M), David Green (ARL) and Martha Kyrillidou. Jennifer and Michael have the support of their directors in engaging in this task. Nick Woolf, our consultant, taught the Atlas.ti component for the Service Quality Evaluation Academy and he has in-depth expertise with Atlas.ti. Colleen Cook has initiated the coding and based on these codes we are developing a coding scheme to be used across the coders in an iterative fashion. The profiles are subjected to rigorous content analysis. Once we have the profiles coded we will be able to examine the salience of certain issues.

The initial reading indicates that some important policy issues like Open Access are not mentioned in the profiles extensively; similarly with scholarly communication issues. Some of these concepts like 'scholarly communication' may not be clearly defined and the profiles will help in further providing a definition of such concepts – whether they can be defined in ways that are bounded adequately for measurement purposes it is not clear yet. It may be that important emerging issues are not described in mature enough ways to be captured in well defined quantitative ways. Ultimately, the profiles do focus on a current description of the library and this can be useful in capturing the current state of affairs of emerging issues (for example, Karla Strieb was looking at the profiles with a particular interest in the e-science concept). The profiles may alert us to the importance of certain future issues, but are not capturing possible future scenarios; they are dealing with realistic descriptions of today's research library. We may need other methods to capture possible future issues with implications for future metrics to be developed.

If you have not crafted your profile yet, the general advice is to be creative and not necessarily follow any predetermined patterns but just to focus on what is important to your institution. In follow up meetings the committee will discuss whether the profiles need to be updated on a regular basis and under what process.

Both Bill Potter (chair-designate for 2010-2012) and Colleen Cook are deeply involved with the process and analysis of the profiles and committee members are encouraged to provide rigorous feedback to ensure that we are maximizing the benefits from this exercise. As Bill will be assuming duties as chair next year, Colleen will continue to be the ARL Board Liaison to the committee for the next three years.

The committee discussion focused on a review of the program activities. A note was made that the E&G data collection is not capturing the Canadian data and that we need to find a way to capture the university expenditures for Canadian universities in as much an equivalent form as possible to the US figures.

Committee members were also informed of a three-year IMLS grant on Return on Investment (ROI) and the value of libraries; ARL was awarded the grant in partnership with the University of Tennessee and the University of Illinois at Urbana-Champaign (Co-PIs: Carol Tenopir & Paula Kaufman; ARL Lead Investigator: Martha Kyrillidou). It is expected that the grant will allow us to capture the value of libraries in further improved ways, building on valuable experiences at different institutions.

The LibQUAL+® Lite experiment was also highlighted as an important improvement for the protocol (including the research in Martha Kyrillidou's dissertation: https://www.ideals.illinois.edu/bitstream/handle/2142/14570/Kyrillidou_Martha.pdf?sequence=3). Important research is also produced that relates LibQUAL+® data to extended methodologies like focus groups as reflected in the work Jim Self has done clarifying the importance of the availability of serials for faculty.

Eilleen Hitchingham also articulated the need for ARL to support locally developed surveys. For example, the local survey models developed at the University of Virginia, MIT, the University of Washington, etc., may be important to consider within the ARL environment. Colleen Cook also mentioned that at some point we will have to reground LibQUAL+® questions as they will not reflect what quality service from a user perspective is in future years.

The committee members were also alerted to the upcoming Library Assessment Conference scheduled to take place in Baltimore on Oct 25-27, 2010, and they were encouraged to submit proposals or encourage their staff to do so. The conference attracted an increasing international component in Seattle in 2008; we plan to cap attendance in Baltimore in 2010 at 350 people.

ClimateQUAL® was also briefly discussed; Sarah Pritchard noted the follow up activities they are doing at Northwestern. The directors who have implemented it noted that it can be a very intensive protocol regarding the communication needs and the need for follow up activities regarding organizational development and improvement strategies. Library leaders are also constrained within a university culture and there is only so much control you may have regarding the reward systems and the cultural issues related to diversity. The directors agreed that this protocol measures very important organizational issues.

A final question was raised regarding the potential relationship between the Profiles exercise and the Library Scorecard project. Both projects can potentially inform the development of new strategic metrics for ARL libraries.

The committee also discussed a proposal to revise the ARL Preservation Statistics. The committee members agreed to forward a recommendation to the ARL Board that ARL no longer asks the community to complete the preservation statistics in their current format until a more defined ARL agenda for preservation is articulated. The committee reached this recommendation after reviewing suggestions for revising the ARL Preservation

Statistics included in Appendix B of the report "Safeguarding Collections …" and noting that the proposed revisions to the annual ARL Preservation Statistics are not linked to strategic priorities. ARL libraries need better ways to make an argument that research libraries need to invest in preservation and the current survey is not asking the right questions. We may have to address the issue of preservation needs with new methodologies. For example, we need to capture the important collaborations LC has with research libraries in preserving sound and motion picture world items but these may be one of a kind relationships that do not get captured with annual statistics. The annual survey may not be the best mechanism for assessment of preservation activities as we do not capture important elements like LOCKSS and Portico; we also do not capture important relationships with OCLC, CRL, and other entities. Possible ways to get to the needed information may be commissioning a self-study protocol which is a parallel and probably more important recommendation surfacing from the larger report the committee was reviewing. The preservation needs ARL addresses should focus at the policy level and not the operational issues that the current ARL Preservation Statistics include. Colleen Cook agreed to move the committee's recommendation to the ARL Board.

Committee members also encouraged the RLLF (Research Library Leadership Fellows) to feel free to approach them and engage them throughout the meeting and to be willing and ready to engage in the ARL agenda and its projects!

Bill Potter asked that the meeting be closed by letting the minutes reflect the committee's appreciation for Colleen Cook's service as the chair from 2006 to 2009! Committee members concurred and the meeting was adjourned.

ARL Institutional Profiles
Report from the Statistics and Assessment Committee
D R A F T
April 16, 2010

When ARL directors were interviewed in 2005 and asked to describe a research library in the 21st century, there was general sentiment that the ARL Statistics and the toolkit of services offered through the ARL Statistics and Assessment capability were insufficient in answering the question. There was a need for greater flexibility in describing the research library today in qualitative terms. Textual narrative descriptions of collections, services, collaborative relations, and other programs, as well as physical spaces will be necessary if the essence of a research library today is to be described and evaluated.

During 2007 and 2008, members of the ARL Statistics and Assessment Committee in collaboration with other member leaders developed institutional reports and the end result was a small collection of model profiles which offered an alternative way of describing research libraries in addition to the ARL Statistics.

In the Spring of 2009, other member libraries were invited to submit profiles. At that time, the following plan was outlined as to how the profiles would be used:

- The narratives will stand on their own as accompanying descriptions to the quantitative annual statistical data.
- We will analyze the profiles to identify possible new descriptive variables for annual statistics that represent today's research library.
- The long term goal is to explore testing and development of an alternative, multi-factor index measuring and assessing collections, services and collaborative relations using new data elements identified in the profiling process.

Eighty-six members submitted these profiles. A computer program, ATLAS.ti, was selected to assist in analyzing these profiles. ATLAS.ti was deployed to identify and analyze of the ideas and themes contained in written documents. It provides tools to isolate, code and annotate these ideas and themes and also to evaluate and rank them.

A consultant, Nicholas Woolf, was retained to guide us in the use of ATLAS.ti and to prepare reports. Jennifer Rutner (Columbia University), Michael Maciel (Texas A&M University), David Green and Martha Kyrillidou (ARL) coded the profiles in detail. All the materials from the analysis will be available to the ARL membership.

The result was a set of reports that not only broke each profile into a set of codes but also combined the codes into an overall view of the 86 responses, showing the frequency of themes and terms as well as suggesting how libraries are similar and different.

This report will describe some of the themes that emerged and that are of interest to the Statistics and Assessment Committee. The Committee will be discussing these and considering how to use them to shape the future work of the Committee and accelerate the Statistics and Assessment work as indicated in the 2010-2012 ARL Strategic Plan.

It should be stressed that the profiles are not inventories. Libraries did not list everything. Indeed, two libraries may host the same activity and one may discuss it at length while the other may not mention it at all. A profile reflects what a given library saw as important at the time the profile was written. Therefore, when the frequency of an activity is mentioned below, please bear in mind that it is the frequency of how many libraries mentioned that activity, not in how many actually perform it.
Of the 86 libraries that provided a profile for analysis, 82 were academic libraries. While all the profiles were valuable, this report will focus on just the 82 academic libraries.

As an overview, six broad categories emerged from the analysis. More detailed codes were grouped under each broad category and are too numerous to be discussed in detail in this brief report. Instead, major themes, similarities and differences are discussed here along with a suggestion of codes that merit more investigation and discussion as possible new measures. The six categories discussed here are:

- Management and Self-Assessment
- Collaboration and Support – External
- Collaboration and Support – Interal
- Library Services
- Branch Libraries
- Collections

Management and Self-Assessment

Virtually all libraries mentioned the need for assessment. Almost all reported some quantitative data when discussing management issues, but only 20% provided any qualitative measures. Interestingly, 25% did not mention collection size and 60% did not address the size of the user population. Over half mentioned building projects.

One divergence of note is that public university libraries were more likely to discuss the parent university than private university libraries (85% vs. 59%) and that libraries ranked highest in the ARL Investment Index were less likely to mention the parent university (56% in the highest quintile vs 100% in the lowest).

Themes that were widely reported included construction projects (55%), usage data (55%), the future of libraries (44%), and LibQUAL+® (45%).

Some themes that were mentioned infrequently were building use statistics (13%), website analytics (10%), and assessing relevance of collections (13%).

Looking at where ARL might help to define new measures or methods, three common themes emerged that merit discussion: developing mission and strategy statements, addressing collection development priorities, and providing the best way to describe the parent institution.

Collaboration and Support - External

All respondents addressed their collaborative relationships with other libraries and almost all provided a list of their partners. The most frequent activities of these collaborations were scholarly communication (65%), interlibrary loan (59%), and bibliographic enterprises (55%). Obviously, all libraries are involved in interlibrary loan consortia, but not all reported them in their profiles. Again,

these are profiles, not inventories of activities.

The greatest divergence in this category was seen in the expression of a statewide mission, with 42% of public university libraries mentioning this but only 5% of private university libraries. Conversely, twice as many private university libraries mentioned contributing a collection of national distinction as public university libraries, 64% vs. 30%. Interestingly, there was no similar breakdown when members are broken down by the ARL Investment Index. In fact, libraries in the middle quintiles tended to mention collections of national distinction more than libraries in the highest and lowest quintiles, 50% vs. 38%.

Participation in a government depository program was mentioned in 29% of the profiles. Activities that were less frequently mentioned included shared storage (21%), working with museums (18%), and working with businesses (2%).

It is apparent that collaborative efforts are valued by ARL libraries and they might well merit tracking by ARL. Some suggested areas would be collaboration with non-library entities and shared storage facilities.

Collaboration and Support – Internal

Collaboration with other units within the parent university, usually departments or schools, were mentioned in 92% of the profiles. This collaboration was most often described as support for faculty success and student learning and took the form of faculty outreach and information literacy instruction.

Information literacy was mentioned more often by public university libraries (77%) than private university libraries (55%). Conversely, providing support for curriculum development was mentioned more often by private university libraries (64%) than the public university libraries (45%). Promoting open access was more common in the top two quintiles of libraries in the ARL Investment Index (25%) than in the lower three quintiles (13%).

Other activities mentioned by at least a quarter of the libraries include technology support (51%), course management support (29%), and grant proposal support (25%). Less frequently mentioned are promoting open access (18%), leadership in copyright policy (10%), hosting electronic journals (9%), and marketing faculty research (4%).

The extent that member libraries are promoting open access might be an interesting area for ARL assessment.

Library Services

When mentioning specific library services in the profiles, the most common theme was providing innovative access to the library, notably in seeking expanded roles for the library. These included proactive orientation (89%), faculty outreach (61%), and a greater virtual presence (50%).

With regard to library services, there is little divergence among libraries by type and very little by funding, with a few exceptions. For example, laptop lending and extended hours were mentioned more often by libraries at the lower end of the ARL Investment Index while a service orientation was mentioned more frequently by the better funded libraries. It is not possible to draw conclusions about these differences, but they might merit some examination.

Other common library services that were mentioned in the profiles include outreach to the community (44%), outreach services to students (38%), and small group work spaces (27%). Less frequently mentioned were resources available to the public (5%), services to alumni (4%), and wikis (2%).

This is perhaps the greatest area where qualitative assessment is needed. Measuring the effectiveness of services is difficult. LibQUAL+® has certainly helped, but additional methods of measuring the true benefit of a service beyond use statistics are needed.

Branch Libraries

Virtually all the profiles discussed branch libraries, with special collections receiving the greatest attention (93%). Other branches commonly mentioned were information commons (66%), science and engineering libraries (42%), health sciences (38%), law (30%), and art and architecture (28%). Less frequently mentioned were music/dance (23%), business (11%), and maps (9%). There is little divergence among libraries by type or by funding in this category.

Possible areas for increased measurement include the relative return on branch libraries.

Collections

It is notable that the most common reference to collections in the profiles involves creating digital collections. This was mentioned by 96% of the libraries. A close second was preservation, mentioned by 85%. Digitizing was mentioned as a means of improving access by 88% of the libraries while 82% mentioned it as a preservation technique. There appears to be a greater emphasis on stewardship of the existing collections, either through digitization or preservation, rather than on building collections. Indeed, adding to collections was not overtly mentioned in any profile. Certainly, collection building is ongoing, but it was not prominent in the profiles.

Private university libraries were more likely to mention their nationally significant or distinctive collection than public university libraries (64% to 30%). Otherwise, there was little divergence by type or funding level.

Other themes mentioned by more than a quarter of the libraries included electronic theses and dissertations (37%), created digital objects (33%), government depository (29%), and microform collections (33%). Themes mentioned less frequently include map collections (9%), disaster recovery (4%), and weeding (4%). Electronic books were mentioned in 15% of the profiles.

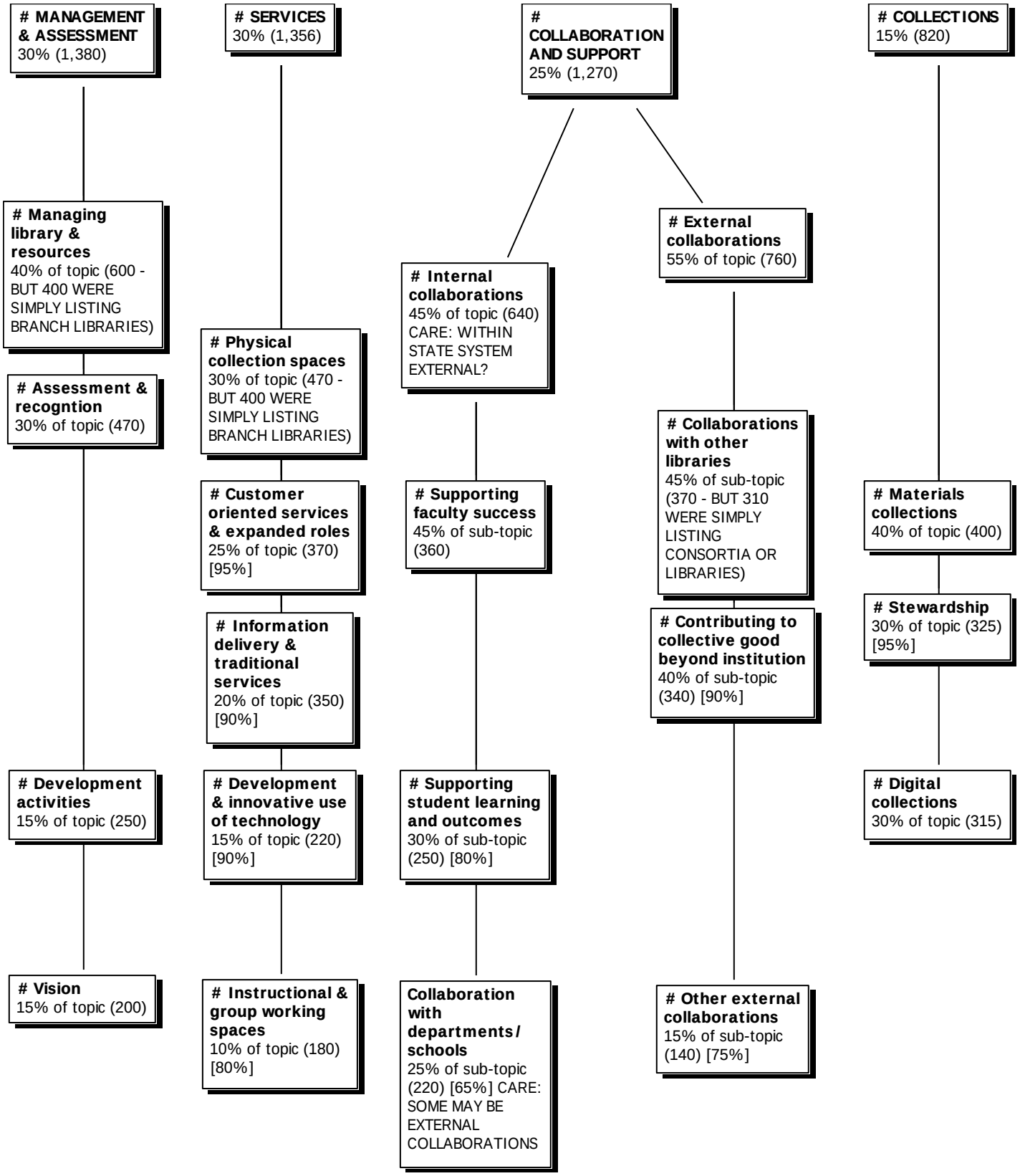
The challenge of measuring the impact of the transition from print to digital has long been recognized within ARL. The profiles underline this challenge and should provide some guidance to the Committee.

Conclusion

The Statistics and Assessment Committee will continue analyzing the profiles over the coming months with the objective of identifying some new directions. When combined with other activities, notably the return on investment study as well as local efforts to develop library scorecards, it is hoped that we can refine existing programs and possibly identify some new ones.

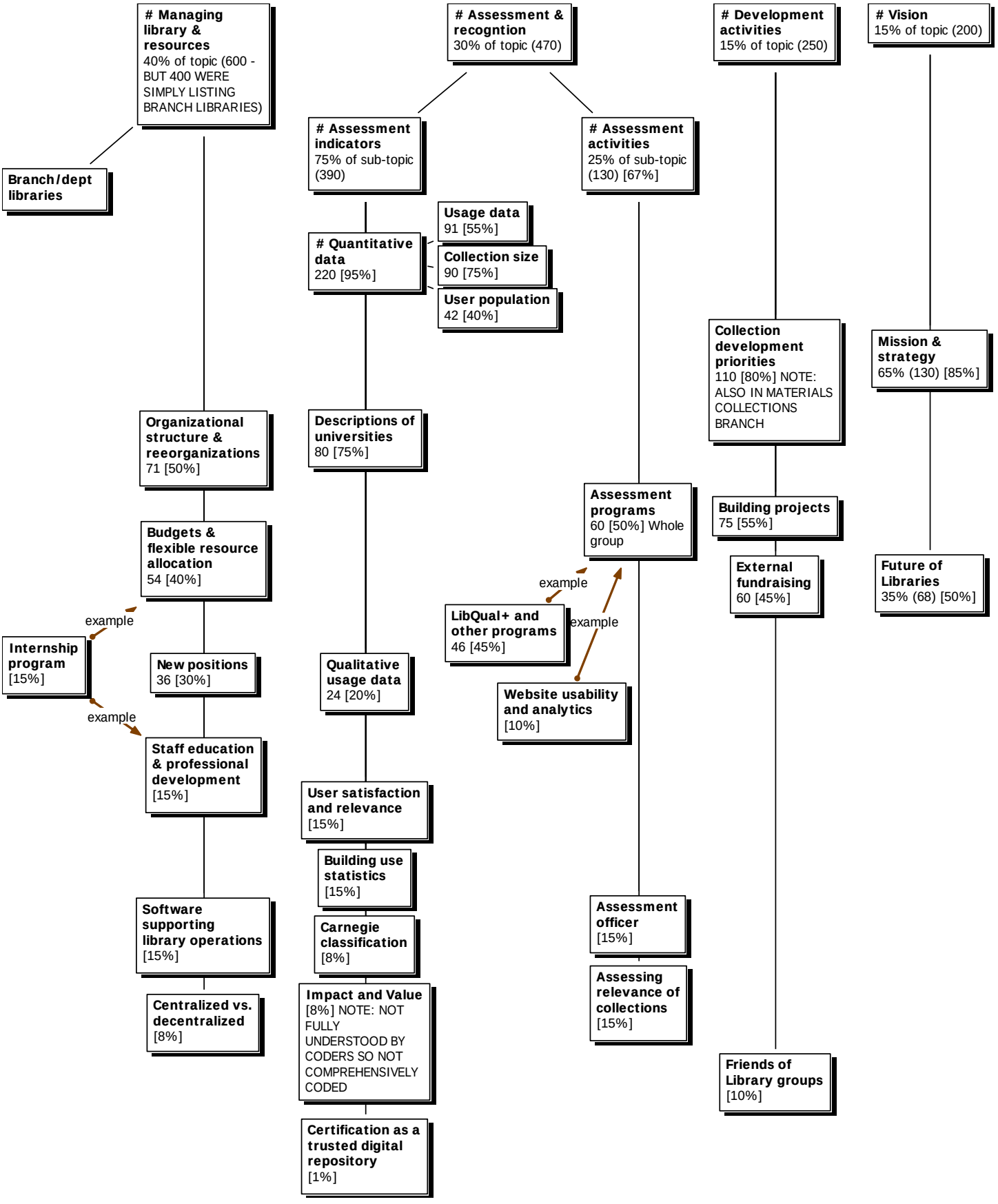
The profiles are a snapshot of the libraries as they were when the profiles were written. In many cases, the profiles are already obsolete. The committee will be discussing the future strategy regarding possible updating of the profiles as an optional call for participation when asked to fill in the annual ARL Statistics. The analysis of the profiles though is more rigorously pursued at this point in time since this is a formative exercise that will possibly help us identify new metrics. Recognizing that these profiles and the analysis performed might be useful to others in the ARL community, all the documentation on this project will be gathered on the ARL website and made available to members. Members, committees, and task forces are welcome to visit the web site and the Committee would be happy to assist answering any questions. Indeed, it is hoped that this report will whet your appetite for viewing the full reports. The Committee welcomes your observations.

OVERVIEW


MANAGEMENT & ASSESSMENT
30% (1,380)
Managing library & resources
40% of topic (600 - BUT 400 WERE SIMPLY LISTING BRANCH LIBRARIES)
Assessment & recogntion
30% of topic (470)
Development activities
15% of topic (250)
Vision
15% of topic (200)
SERVICES
30% (1,356)
Physical collection spaces
30% of topic (470 - BUT 400 WERE SIMPLY LISTING BRANCH LIBRARIES)
Customer oriented services & expanded roles
25% of topic (370) [95%]
Information delivery & traditional services
20% of topic (350) [90%]
Development & innovative use of technology
15% of topic (220) [90%]
Instructional & group working spaces
10% of topic (180) [80%]
COLLABORATION AND SUPPORT
25% (1,270)
Internal collaborations
45% of topic (640) CARE: WITHIN STATE SYSTEM EXTERNAL?
Supporting faculty success
45% of sub-topic (360)
Supporting student learning and outcomes
30% of sub-topic (250) [80%]
Collaboration with departments / schools
25% of sub-topic (220) [65%] CARE: SOME MAY BE EXTERNAL COLLABORATIONS
External collaborations
55% of topic (760)
Collaborations with other libraries
45% of sub-topic (370 - BUT 310 WERE SIMPLY LISTING CONSORTIA OR LIBRARIES)
Contributing to collective good beyond institution
40% of sub-topic (340) [90%]
Other external collaborations
15% of sub-topic (140) [75%]
COLLECTIONS
15% (820)
Materials collections
40% of topic (400)
Stewardship
30% of topic (325) [95%]
Digital collections
30% of topic (315)

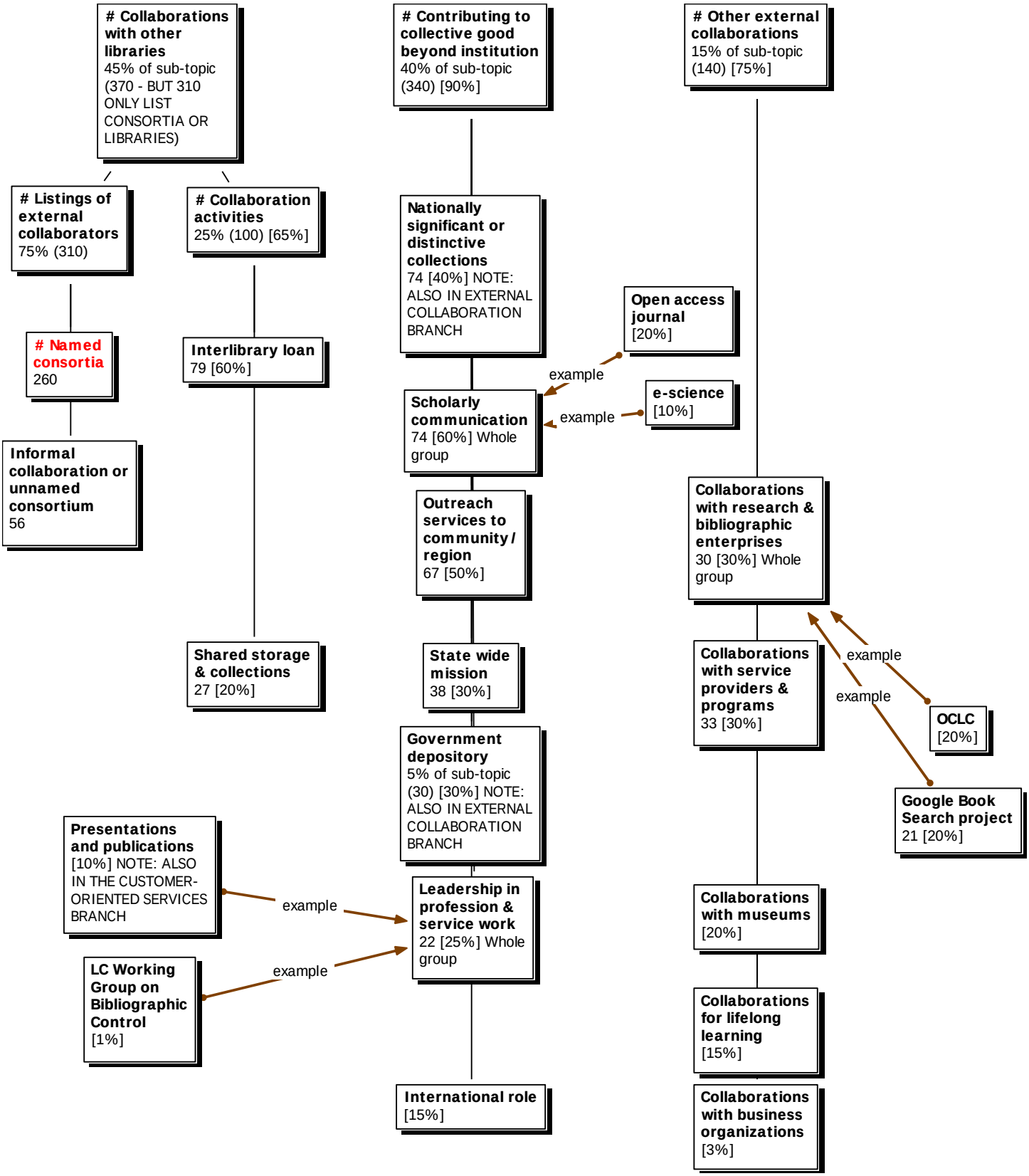
Attachment D

MANAGEMENT & SELF-ASSESSMENT



Attachment D

COLLABORATION & SUPPORT – EXTERNAL



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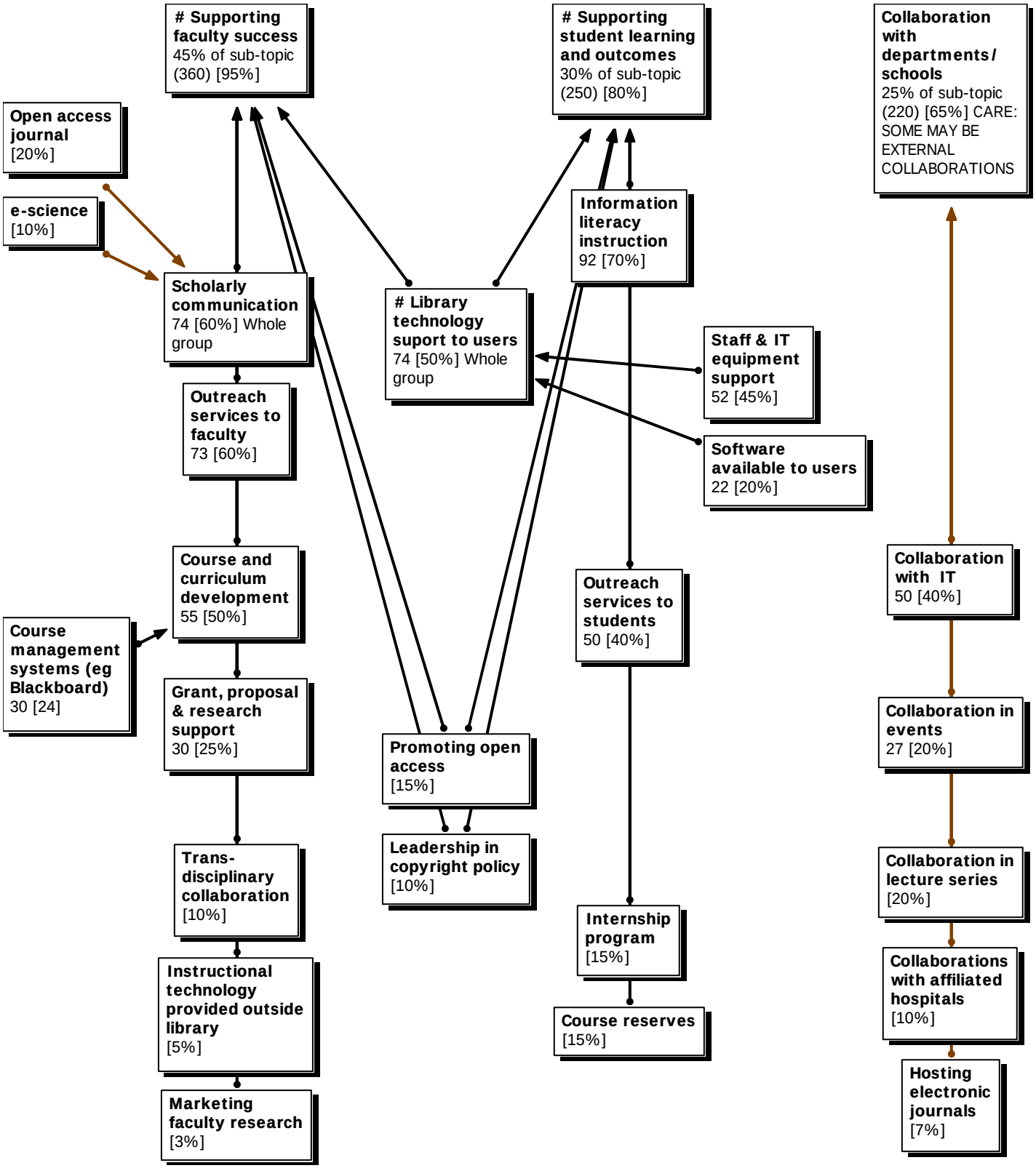
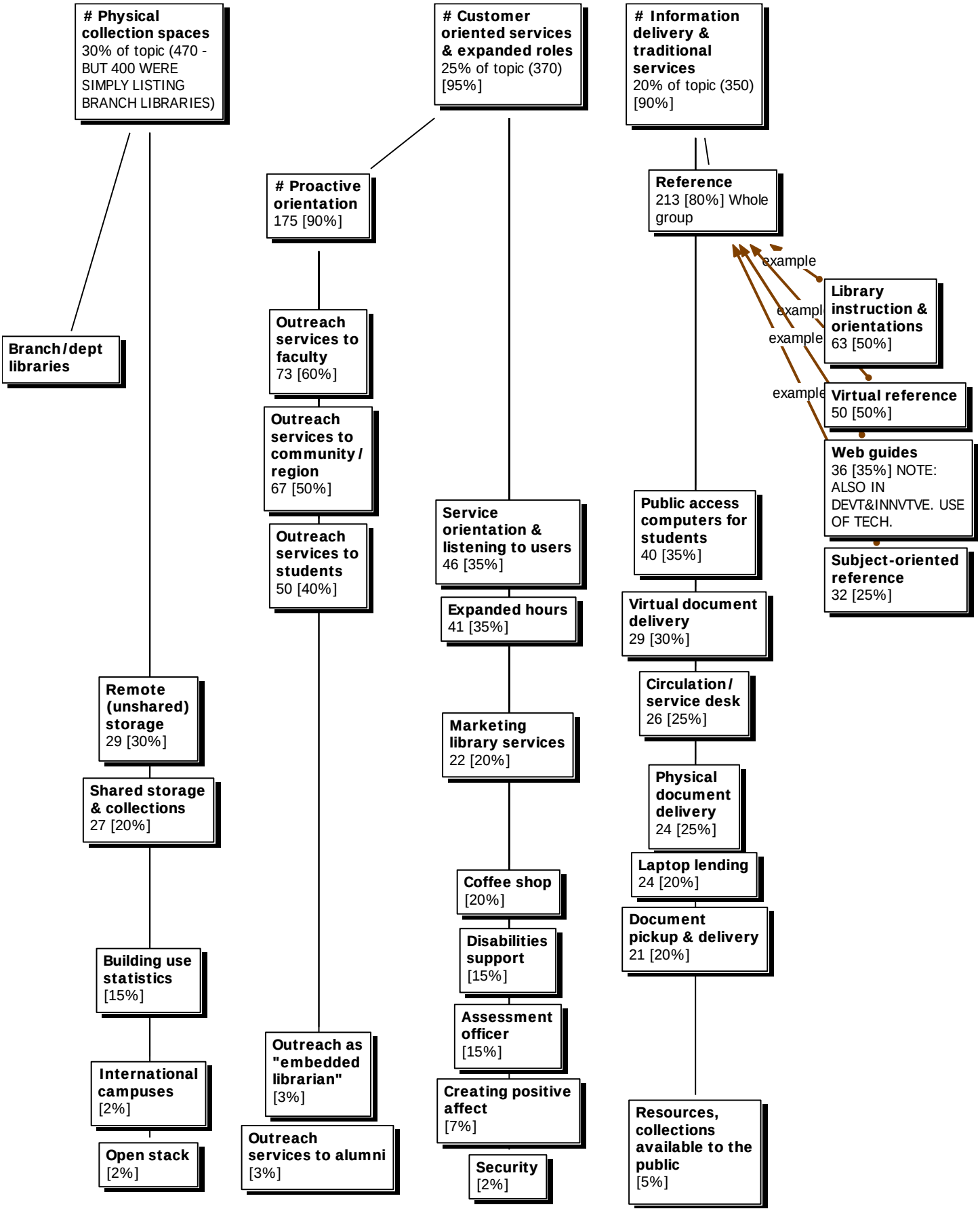
COLLABORATION & SUPPORT – INTERNAL

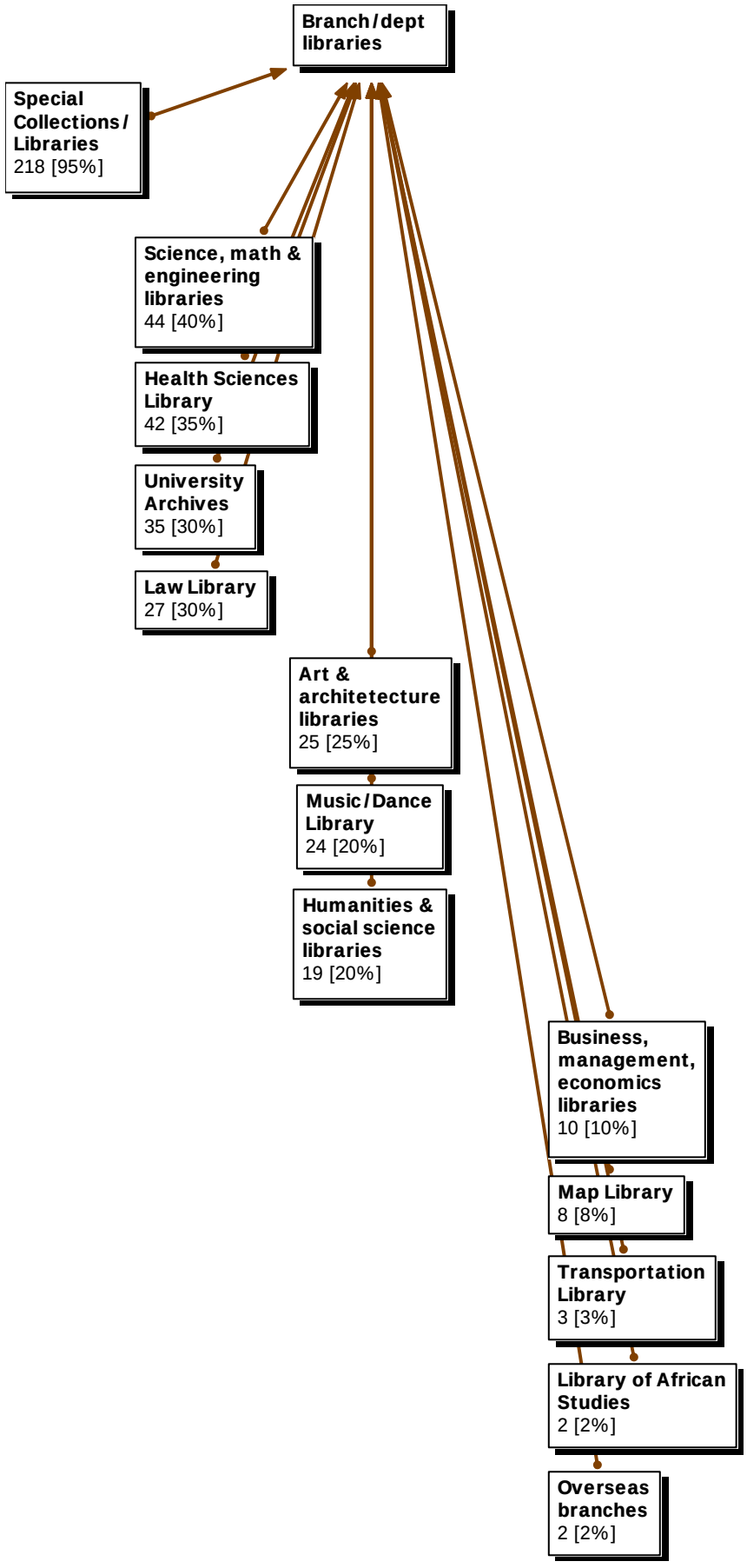


Attachment D

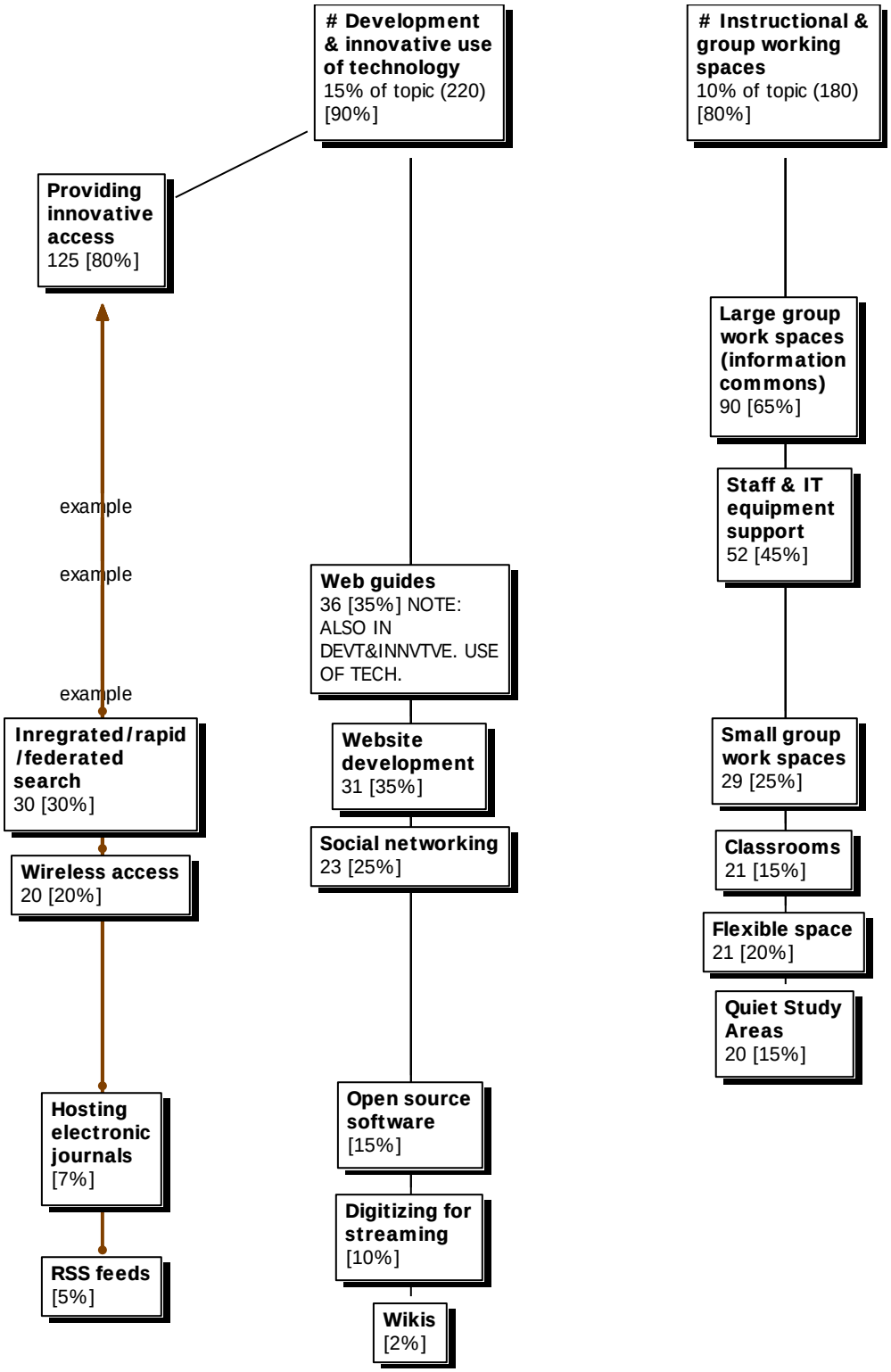
LIBRARY SERVICES – MORE FREQUENT TOPICS



BRANCH LIBRARY DETAIL

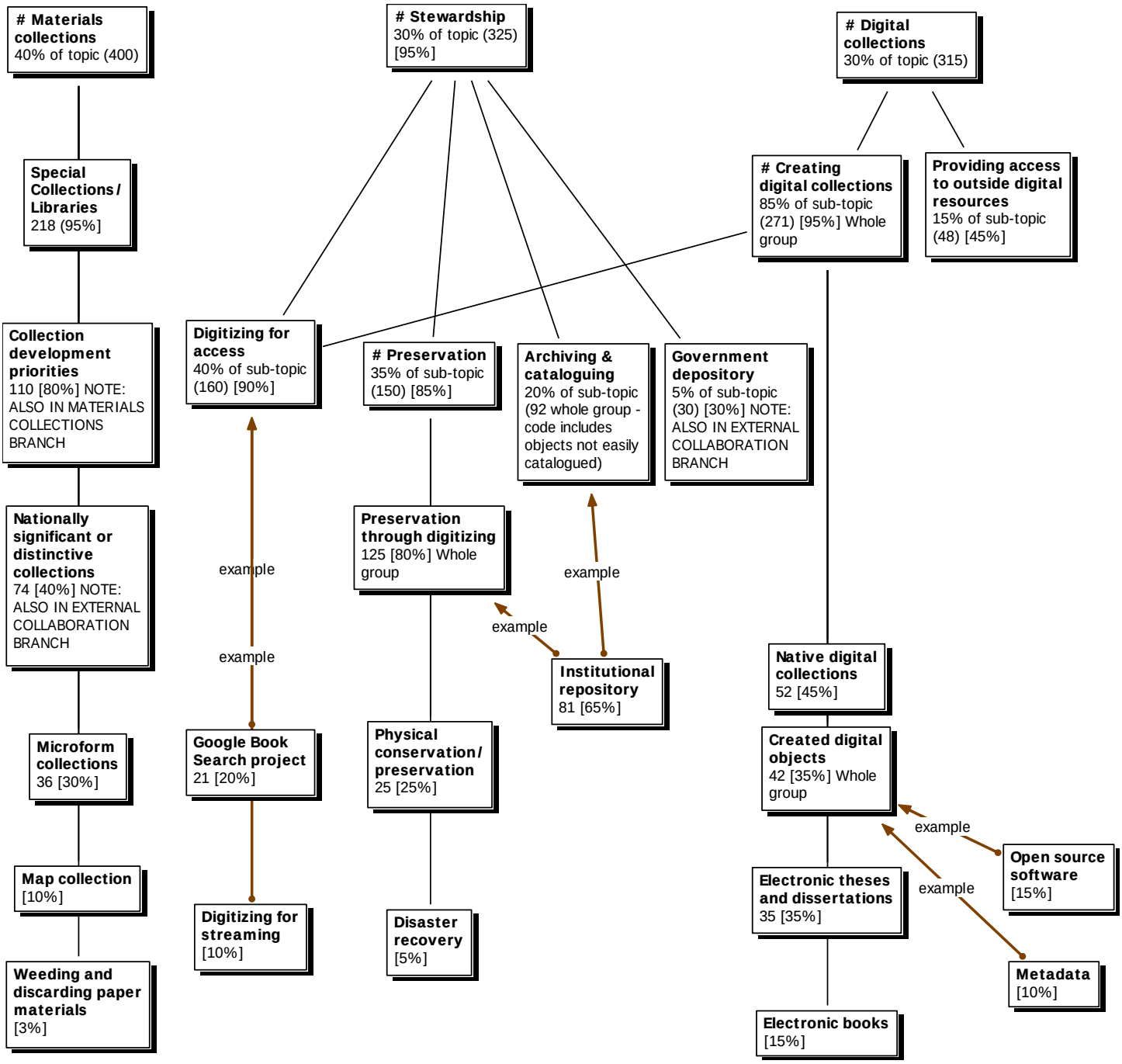


LIBRARY SERVICES – LESS FREQUENT TOPICS



Attachment D

COLLECTIONS



Attachment E1

ARL Statistics Chronology

ARL Supplementary Statistics 2003-04. New form including new data elements that were developed through the ARL E-Metrics pilot, one of our New Measures Initiatives; ***stopped publishing ARL Supplementary Statistics report*** to allow for *a period of adjustment, learning and experimentation* with the new variables and definitions within the ARL libraries.

ARL Statistics 2003-04. Incorporated useful data elements from earlier ARL Supplementary Statistics into main survey.

* December 2004 ARL Task Force on New Ways of Measuring Collections established (focus groups conducted by task force members)

ARL Supplementary Statistics 2004-05. Revised instructions to reference Project COUNTER for items measuring usage of electronic resources. Project COUNTER is an effort supported by ARL. Project COUNTER promotes the development of a code of practice for publishers and vendors in reporting use statistics for electronic resources to libraries in a standardized way.

ARL Statistics 2004-05. Revised instructions for Serials purchased encouraging libraries to report electronic serials subscriptions that are bundled with print subscriptions under serials purchased. It allows easier reporting of serials purchased when there are small surcharges, demonstrates that electronic subscriptions are becoming mainstream and the primary purchasing unit, helps libraries demonstrate readiness at the emerging possibility of canceling print in favor of electronic.

* 2006 Released reports from consultants on qualitative and quantitative approaches to ARL Statistics data gathering

ARL Statistics 2006-07. Key revision in the way serials are reported (de-duplication of serial titles whenever possible across formats). An extensive ARL Statistics FAQ document is accompanying the survey forms providing insights on how to count e-books, electronic serial titles, and digitization activities through the Google and Open Content Alliance activities. ARL organized a series of training sessions providing background on the changes implemented, the new ARL Expenditures-focused index and the future directions of experimentation as we attempt to identify more robust variables that describe (a) services, (b) collections and (c) collaborative relations.

* 2007 Implemented Library Investment Index replacing the historical ARL Membership Criteria Index in its public form

ARL Statistics 2007-08 "serial titles received, not purchased" revised to streamline data collection in areas important for serials not purchased (consortial serials, freely accessible, print exchanges/gifts, government documents). This change reflects recommendations from the Ad Hoc Task Force on Best Practices for Counting Serial Titles adopted by the ARL Statistics and Assessment Committee.

ARL Supplementary Statistics. Published 2007-08 and 2006-07 editions after three years of keeping these data unpublished. Figures related to digital library statistics, and to a lesser extend, usage statistics counts are causing concerns because of lack of standardization.

* Fall 2008 ARL Statistics and Assessment Committee members experimented with profile descriptions

ARL Statistics 2008-09 Introduced new variable 'Titles held' in addition to 'Volumes held' to facilitate the transition from emphasis on the container to emphasis on content.

* 2009 Collected 88 ARL library profile descriptions

* 2010 Analysis of ARL library profiles underway

May 2010 Annual survey issues under discussion at the ARL Statistics and Assessment Committee:

1. Based on discussions at the NCES ALS committee, explore possible modification to the questions regarding reference transactions to include virtual reference transactions
2. Titles definition needs further discussion and clarification as to whether it can include titles beyond volumes held
3. Digital library variables also need further clarification and modifications in instructions; email request from ARL director to drop collecting these data
4. How is ARL handling the digitization of collections digitized by Google? Are these stats being reporting in ARL Pres Stats?

Attachment E2
Used for:
_____ Main Library
_____ Law Library
_____ Health Sciences Library
09/18/09

ARL STATISTICS 2008-09
WORKSHEET

This worksheet is designed to help you plan your submission for the 2008-09 *ARL Statistics*. The figures on this worksheet should be similar to those in the "Summary" page of your web form, except in cases where data are unavailable. If an exact figure is unavailable, use "NA/UA". If the appropriate answer is zero or none, use "0."

Reporting Institution _____ Date Returned to ARL _____

Report Prepared by (name) _____

Title _____

Email address_____ Phone number _____

Contact person (if different) _____

Title _____

Email address_____ Phone number _____

PAGE ONE – VOLUMES AND TITLES:

1. Volumes held June 30, 2009 (1.a + 1.b) (1) _____

1a. Volumes held June 30, 2008 (1.a) _____

1b. Volumes added during the year (1.b.i – 1.b.ii) (1.b) _____

(i) Volumes added – Gross (1.b.i) _____

(ii) Volumes withdrawn during year (1.b.ii) _____

2. Titles held June 30, 2009 (2) _____

3. Number of monographic volumes purchased (3) _____

4. Basis of volume count is: (4) _____ Physical

_____ Bibliographic

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PAGE TWO – OTHER COLLECTIONS

SERIALS

5. Total number of serial titles currently received, including periodicals *(5.a + 5.b)* (5)_____

5a. Number of serial titles currently purchased *(5a.i + 5a.ii)* (5a) _____

5a.i Electronic (5a.i) _____

5a.ii Print (and other format) serials purchased (5a.ii) _____

5b. Number of serial titles currently received but not purchased *(5b.i + 5b.ii + 5b.iii + 5b.iv)* (5b) _____

5b.i Consortial (5b.i) _____

5b.ii Freely accessible (5b.ii) _____

5b.iii Print (and other format) – *Exchanges, gifts, etc.* (5b.iii) _____

5b.iv Government documents (5b.iv) _____

6. Government documents are included in count of Current Serials? (6) _____ Yes _____ No

OTHER LIBRARY MATERIALS

7. Microform units (7) _____

8. Government documents not counted elsewhere (8) _____

9. Computer files (9) _____

10. Manuscripts and archives (linear ft.) (10) _____

AUDIOVISUAL MATERIALS

11. Cartographic (11) _____

12. Graphic (12) _____

13. Audio (13) _____

14. Film and Video (14) _____

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PAGE THREE – EXPENDITURES

15. Are the below figures reported in Canadian dollars? (15) _____Yes
_____No

16. Total Library Materials Expenditures (*16.a + 16.b + 16.c + 16.d)* (16) _____

16a. Monographs (16a) _____

16b. Serial titles, including periodicals (16b) _____

16c. Other Library Materials (16c) _____

16d. Miscellaneous (16d) _____

17. Contract binding (17) _____

18. Total Salaries and Wages (*18.a + 18.b + 18.c)* (18) _____

18a. Professional staff (18a) _____

18b. Support staff (18b) _____

18c. Student assistants (18c) _____

19. Fringe benefits are included in expenditures for salaries and wages? (19) _____ Yes
_____ No

20. Other operating expenditures (20) _____

21. Total library expenditures *(16 + 17 + 18 + 20)* (21) _____

ELECTRONIC MATERIALS EXPENDITURES

22. One-time electronic resource purchases (22) _____

23. Ongoing electronic resource purchases (e.g., subscriptions, annual license fees) (23) _____

24. Bibliographic Utilities, Networks, and Consortia

24a. From internal library sources (24a) _____

24b. From external sources (24b) _____

25. Computer hardware and software (25) _____

26. Document Delivery/Interlibrary Loan (26) _____

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PAGE FOUR – PERSONNEL AND PUBLIC SERVICES

PERSONNEL *(Round figures to nearest whole number.)*

27. Total Staff FTE (*27.a + 27.b + 27.c)* (27) _____

27a. Professional staff, FTE (27a) _____

27b. Support staff, FTE (27b) _____

27c. Student assistants, FTE (27c) _____

STAFFED SERVICE POINTS AND HOURS

28. Number of staffed library service points (28) _____

29. Number of weekly public service hours (29) _____

INSTRUCTION

30. Number of library presentations to groups (30) _____

30a. Is the library presentations figure based on sampling? (30a) _____Yes _____No

31. Number of total participants in group presentations reported in line 30 (31) _____

31a. Is the total participants in group presentations figure based on sampling? (31a) _____Yes _____No

REFERENCE

32. Number of reference transactions (32) _____

32a. Is the reference transactions figure based on sampling? (32a) _____Yes _____No

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PAGE FIVE – PUBLIC SERVICES AND LOCAL CHARACTERISTICS

CIRCULATION

33. Number of initial circulations (excluding reserves) (33) _____

34. Total circulations (initial and renewals, excluding reserves) (34) _____

INTERLIBRARY LOANS

35. Total number of filled requests <u>provided</u> to other libraries (35) _____

36. Total number of filled requests <u>received</u> from other libraries or providers (36) _____

PhD DEGREES AND FACULTY

37. Number of PhDs awarded in FY2008-09 (37) _____

38. Number of fields in which PhDs can be awarded (38) _____

39. Number of full-time instructional faculty in FY2008-09 (39) _____

ENROLLMENT – FALL 2008
(Line numbers refer to IPEDS survey form.)

40. Full-time students, undergraduate and graduate (40) _____
(Add line 8, columns 15 & 16, and line 14, columns 15 & 16.)

41. Part-time students, undergraduate and graduate (41) _____
(Add line 22, columns 15 & 16, and line 28, columns 15 & 16.)

42. Full-time graduate students *(Line 14, columns 15 & 16.)* (42) _____

43. Part-time graduate students *(Line 28, columns 15 & 16.)* (43) _____

FOOTNOTES

On the web form, you will be able to add footnotes to individual questions, as well as footnotes that apply to your entire institution. Please provide any information which would clarify the figures submitted, e.g., the inclusion of branch campus libraries or any special projects which might cause radical increases or decreases. Please use the footnotes in the *ARL Statistics 2007-08* for comparison if necessary. Please consult the Data Repository under www.arlstatistics.org for a copy of last year's footnotes. These can be found under "Data Repository" after you login to www.arlstatistics.org. Please make an effort to word your footnotes in a manner consistent with notes appearing in the published report, so that the ARL Office can interpret your footnotes correctly. Please use a concise sentence/paragraph format when writing footnotes—do not use bullets or make a bullet list.

NOTE: Any change over 10% in any answer to any of the survey's questions over the preceding year's response (2007-08) should be addressed with a footnote.

Submit the completed questionnaire by **October 15, 2009.**

For assistance, please e-mail Martha Kyrillidou (martha@arl.org) or Les Bland (les@arl.org)
Tel. (202) 296-2296.

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ARL STATISTICS QUESTIONNAIRE, 2008-09
INSTRUCTIONS FOR COMPLETING THE QUESTIONNAIRE

General Instructions

Definitions of statistical categories can be found in NISO Z39.7-2004, *Information Services and Use: Metrics & statistics for libraries and information providers--Data Dictionary* (http://www.niso.org/). ARL has been modifying the interpretation of the standard definitions to address questions posed by library staff at various member institutions that complete the survey and with feedback from the ARL Statistics and Assessment Committee (http://www.arl.org/stats/aboutstats/index.shtml).

Please do not use decimals. All figures should be rounded to the nearest whole number.

Please respond to every question. If an exact figure cannot be provided, use NA/UA to indicate that the figure is either unavailable or not applicable. If the appropriate answer is zero or none, use **0**.

Although the form allows for data to be entered from both main and branch campuses, an effort should be made to report figures for the main campus only. (The U.S. National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS) defines a **branch institution** as "a campus or site of an educational institution that is not temporary, is located in a community beyond a reasonable commuting distance from its parent institution, and offers organized programs of study, not just courses"). If figures for libraries located at branch campuses are reported, please specify which branch libraries are included and which ones are excluded in the notes below.

A **branch library** is defined as an auxiliary library service outlet with quarters separate from the central library of an institution, which has a basic collection of books and other materials, a regular staffing level, and an established schedule. A branch library is administered either by the central library or (as in the case of some law and medical libraries) through the administrative structure of other units within the university. Departmental study/reading rooms are not included.

The questionnaire assumes a fiscal year ending **June 30, 2009**. If your fiscal year is different, please indicate this in the notes below by adjusting the reporting period.

Footnotes. Explanatory footnotes will be included with the published statistics. Provide any notes you may have in the footnotes area at the end of the survey. Reporting libraries are urged to record there any information that would clarify the figures submitted in that line, e.g., the inclusion and exclusion of branch campus libraries. Please make an effort to word your footnotes in a manner consistent with notes appearing in the published report, so that the ARL Office can interpret your footnotes correctly. Please use a concise sentence/paragraph format when writing footnotes—**do not use "bullets" or make a "bullet list**."

Specific Instructions

Questions 1-1b. Volumes:

Question 1. Volumes in Library. Use the ANSI/NISO Z39.7-2004 definition for **volume** as follows:

> *a single physical unit of any printed, typewritten, handwritten, mimeographed, or processed work, distinguished from other units by a separate binding, encasement, portfolio, or other clear distinction, which has been* ***cataloged, classified, and made ready for use****, and which is typically the unit used to charge circulation transactions. Either a serial volume is bound, or it comprises the serial issues that would be bound together if the library bound all serials.*

Include duplicates and bound volumes of periodicals. For purposes of this questionnaire, unclassified bound serials arranged in alphabetical order are considered classified. Exclude microforms, maps, nonprint materials, and uncataloged items. If any of these items cannot be excluded, please provide an explanatory footnote

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Include government document volumes that are accessible through the library's catalogs regardless of whether they are separately shelved. "Classified" includes documents arranged by Superintendent of Documents, CODOC, or similar numbers. "Cataloged" includes documents for which records are provided by the library or downloaded from other sources into the library's card or online catalogs. Documents should, to the extent possible, be counted as they would if they were in bound volumes (e.g., 12 issues of an annual serial would be one or two volumes). Title and piece counts should not be considered the same as volume counts. If a volume count has not been kept, it may be estimated through sampling a representative group of title records and determining the corresponding number of volumes, then extrapolating to the rest of the collection. As an alternative, an estimate may be made using the following formulae:

52 documents pieces per foot
10 "traditional" volumes per foot
5.2 documents pieces per volume

Include e-book units, as long as these e-books are owned or leased and have been cataloged by your library. Include electronic books purchased through vendors such as NetLibrary® or Books 24x7, and e-books that come as part of aggregate services. Include individual titles of e-book sets that are treated as individual reference sources. Include locally digitized electronic books and electronic theses and dissertations. Provide a footnote explaining how many e-books you are reporting, preferably by specifying the products and the number of titles in a note.

Include volumes purchased collectively where the cost is shared at the time of purchase.

If either formulas or sampling are used for deriving your count, please indicate in a footnote.

Question 1b. Volumes Added. Include only volumes cataloged, classified, and made ready for use. Include government documents if they have been included in the count of volumes on line 1a. Do not include as part of Volumes Added Gross any government documents or other collections (such as large gift collections or e-book packages, EBBO, etc.) that were added to the collection as the result of a one time download or addition to the OPAC. Include these items in Volumes Held of the previous year (Line 1a) and provide a footnote explaining the revision of Line 1a.

Question 2. Titles Held. Use the ANSI/NISO Z39.7-2004 definition for **title** as follows:

> The designation of a separate bibliographic whole, whether issued in one or several volumes …. Titles are defined according to the Anglo-American Cataloging Rules. A book or serial title may be distinguished from other such titles by its unique International Standard Book Number (ISBN) or International Standard Serial Number (ISSN). This definition applies equally to print, audiovisual, and other library materials. For unpublished works, the term is used to designate a manuscript collection or an archival record series. Two subscriptions to Science magazine, for example, are counted as one title. When vertical file materials are counted, a file folder is considered a title.

Report the total number of **unique** titles cataloged, classified and made ready for use. The number of titles reported here is for the number of volumes reported under line (1). Include e-books as specified above in question (1). For those reporting a bibliographic volume under line (1), their title count may be exactly the same as their volume count.

Question 3. Monographic Volumes Purchased. Report number of volumes purchased; do not include volumes received or cataloged. Include all volumes for which an expenditure was made during 2008-09, including volumes paid for in advance but not received during the fiscal year. Include monographs in series and continuations. Include e-books that fit the NetLibrary® model, i.e., electronic manifestations of physical entities and/or units; provide a footnote explaining how many e-books you are reporting, preferably by specifying the products and the number of titles. If only number of titles purchased can be reported, please report the data and provide an explanatory footnote.

Question 4: Basis of Volume Count. A physical count is a piece count; a bibliographic count is a catalog record count.

Questions 5. Serials. Use the following definition adapted from AACR2 for a serial:

> *A bibliographic resource issued in a succession of discrete parts, usually bearing numbering, that has no predetermined conclusion. Examples of serials include*

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journals, magazines, electronic journals, continuing directories, annual reports, newspapers, and monographic series.

Report the total number of **unique** serial titles, NOT SUBSCRIPTIONS, that you currently acquire and to which you provide access. Do not include duplicate counts of serial titles. Report each title once, regardless of how many subscriptions or means of access you provide for that title. Exclude unnumbered monographic and publishers' series. Electronic serials acquired as part of a bundle or an aggregated package should be counted at the title level, even if they are not cataloged, as long as the title is made accessible directly by the library (e.g., through a finding aid). If access is provided only through the overall platform or aggregator, do not report the individual titles but count the package as a single title.

Question 5a. Serial titles currently purchased. In the case of consortial agreements, count under 'serial titles currently purchased' those titles for which the library pays any amount from its budgeted expenditures. Include all titles that are part of bundles or aggregated packages, even if your library makes a partial payment for access to those titles. If a purchased title includes electronic access to the title, count that title ONLY ONCE (DEDUPED) as electronic only. If a database includes full-text and abstracted titles, the number of full-text titles can be counted.

Question 5b. Serial titles: Not Purchased. Report other titles that your library receives and does not pay for directly under 'serial titles received but not purchased.' These titles may include exchanges, gifts, etc.

If serial titles have been purchased through a consortium whose budget is centrally funded and independent from the library's budget, these serials should be reported under 'serial titles currently received but not purchased.' If within a purchased or aggregated package it cannot be determined that some titles are not purchased, report all titles as purchased.

Freely accessible titles are those your library provides direct access to via cataloging records or through online serial lists of other finding aids.

To the extent possible, report all government document serials separately in (5b.iv).

If separate counts of non-purchased and purchased serial titles are not available, report only the total number of serial titles currently purchased and received on line (5), and report NA/UA for lines (5a) and (5b).

Question 7. Microforms. Report the total number of physical units: reels of microfilm, microcards, and microprint and microfiche sheets. Include all government documents in microform; provide a footnote if documents are excluded.

Question 8. Government documents. Report the total number of physical units (pieces) of government documents in paper format that have not been counted elsewhere. Include local, state, national, and international documents; include documents purchased from a commercial source if shelved with separate documents collections and not counted above. Include serials and monographs. To estimate pieces from a measurement of linear feet, use the formula *1 foot = 52 pieces* and indicate in a footnote that the count is based on this estimate. Exclude microforms and non-print formats such as maps or CD-ROMs. Adjust line (1a), i.e., last year's Volumes Held, and provide a footnote if you are adding records to the OPAC for government documents previously held but not counted as part of Volumes Held line (1a).

Question 9. Computer files. Include the number of pieces of computer-readable disks, tapes, CD-ROMs, and similar machine-readable files comprising data or programs that are **locally held as part of the library's collections** available to library clients. Examples are U.S. Census data tapes, sample research software, locally-mounted databases, and reference tools on CD-ROM, tape or disk. Exclude bibliographic records used to manage the collection (i.e., the library's own catalog in machine-readable form), library system software, and microcomputer software used only by the library staff.

Question 10. Manuscripts and archives. Include both manuscripts and archives measured in linear feet.

Question 11. Cartographic materials. Include the numbers of pieces of two- and three-dimensional maps and globes. Include satellite and aerial photographs and images.

Question 12. Graphic materials. Include the number of pieces of prints, pictures, photographs, postcards, slides, transparencies, film strips, and the like.

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Question 13. Audio materials. Include the number of pieces of audiocassettes, phonographic discs, audio compact discs, reel-to-reel tapes, and other sound recordings.

Question 14. Film and video materials. Include the number of pieces of motion pictures, videocassettes, video laser discs, and similar visual materials.

Questions 15-21. Expenditures. Report all expenditures of funds that come to the library from the regular institutional budget, and from sources such as research grants, special projects, gifts and endowments, and fees for service. (For question (18), include non-library funds; see instruction for question (18). Do not report encumbrances of funds that have not yet been expended. **Canadian libraries should report expenditures in Canadian dollars.** (For your information, if interested in determining figures in U.S. dollars, divide Canadian dollar amounts by 1.1667, the average monthly noon exchange rate published in the Bank of Canada *Review* for the period July 2008-June 2009). **Please round figures to the nearest dollar.**

Question 16a. Monographs. Report expenditures for volumes purchased counted on line (3).

Question 16b. Serial titles. Report expenditures for serial titles counted on line (5a). Exclude unnumbered monographic and publishers' series, and encumbrances.

Question 16c. Other library materials. Include expenditures for all materials not reported in Questions (16a) and (16b), e.g., backfiles of serials, charts and maps, audiovisual materials, manuscripts, etc. If expenditures for these materials are included in lines (16a) and/or (16b) and cannot be disaggregated, please report U/A and provide a footnote. Do not include encumbrances.

Question 16d. Miscellaneous expenditures. Include any other **materials funds expenditures** not included in questions (16a)-(16c), e.g., expenditures for bibliographic utilities, literature searching, security devices, memberships for the purposes of publications, etc. Please list categories, with amounts, in a footnote. **Note:** If your library does not use materials funds for non-materials expenditures—i.e., if those expenditures are included in "Other Operating Expenditures"— **report 0, not NA/UA,** on line (16d).

Question 17. Contract Binding. Include only contract expenditures for binding done outside the library. If all binding is done in-house, state this fact and give in-house expenditures in a footnote; do not include personnel expenditures. Note: this figure should also be reported in the 2008-09 ARL Preservation Survey, question (8b).

Questions 18. Salaries and wages. Exclude fringe benefits. If professional, support staff and student salaries cannot be separated, enter **NA/UA**, in lines (18a), (18b) and (18c) and enter total staff salaries in line (18).

Question 18c. Salaries and wages: Student Assistants. Report 100% of student wages regardless of budgetary source of funds. Include federal and local funds for work study students.

Question 20. Other operating expenditures. Exclude expenditures for buildings, maintenance, and fringe benefits.

Questions 22-26. Electronic expenditures. These items are intended to indicate what portion of your institution's total library expenditures are dedicated to electronic resources and services. Please use the Footnotes to indicate any electronic materials expenditures you believe not to be covered by these questions. **Many expenditures recorded in these questions should have been included in question (21), total library expenditures.**

Question 22. One-time electronic resource purchases. Report expenditures that are not current serials (i.e. are non-subscription, one-time, or monographic in nature) for software and machine-readable materials considered part of the collections. Examples include periodical backfiles, literature collections, one-time costs for JSTOR membership, etc. Expenditures reported here may be derived from any of the following categories: Monographs (16a), Other Library Materials (16c), Miscellaneous (16d), or Other Operating Expenditures (20).

Question 23. Ongoing electronic resource purchases. Report subscription expenditures (or those which are expected to be ongoing commitments) for serial publications whose primary format is electronic and for online searches of remote databases such as OCLC FirstSearch, DIALOG, Lexis-Nexis, etc. Examples include paid subscriptions for electronic journals and indexes/abstracts available via the Internet, CD-ROM serials, and annual access fees for resources purchased on a "one-time" basis, such as literature collections, JSTOR membership, etc. Not all items whose expenditures are counted here will be included in Serial titles currently received question (5) or Serials Expenditures question (16b).

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Question 24. Bibliographic Utilities, Networks, and Consortia. Because it is increasingly common for ARL Libraries to enter into consortial arrangements to purchase access to electronic resources, both "Library" and "External" expenditure blanks and instructions are provided. Please use afootnote to describe expenditures that you believe are not covered by the question, or situations that do not seem to fit the instructions.

Question 24a. From internal library sources. Report expenditures paid by the Library for services provided by national, regional, and local bibliographic utilities, networks, and consortia, such as OCLC and RLG, unless for user database access and subscriptions, which should be reported in questions (22) or (23). Include only expenditures that are part of Other Operating Expenditures (Q20).

Question 24b. From external sources. If your library receives access to computer files, electronic serials or search services through one or more centrally-funded system or consortial arrangements for which it does not pay fully and/or directly (for example, funding is provided by the state on behalf of all members), enter the amount paid by external bodies on its behalf. If the specific dollar amount is not known, but the total student FTE for the consortium and amount spent for the academic members are known, divide the overall amount spent by your institution's share of the total student FTE.

Question 25. Computer hardware and software. Report expenditures from the library budget for computer hardware and software used to support library operations, whether purchased or leased, mainframe or microcomputer, and whether for staff or public use. Include expenditures for: maintenance; equipment used to run information service products when those expenditures can be separated from the price of the product; telecommunications infrastructure costs, such as wiring, hubs, routers, etc. Include only expenditures that are part of Other Operating Expenditures (20).

Question 26. Document Delivery/Interlibrary Loan. Report expenditures for document delivery and interlibrary loan services (both borrowing and lending). Include fees paid for photocopies, costs of telefacsimile transmission, royalties and access fees paid to provide document delivery or interlibrary loan. Include fees paid to bibliographic utilities if the portion paid for interlibrary loan can be separately counted. Include only expenditures that are part of Miscellaneous Materials Expenditures (16d) or Other Operating Expenditures (20), and only for those ILL/DD programs with data recorded in Questions (35)-(36).

Questions 27. Personnel. Report the number of FTE (full-time equivalent) staff in filled positions, or positions that are only temporarily vacant. ARL defines temporarily vacant positions as positions that were vacated during the fiscal year for which ARL data were submitted, for which there is a firm intent to refill, and for which there are expenditures for salaries reported on line (18).

Include cost recovery positions and staff hired for special projects and grants, but provide an explanatory footnote indicating the number of such staff. If such staff cannot be included, provide a footnote. To compute full-time equivalents of part-time employees and student assistants, take the total number of hours per week (or year) worked by part-time employees in each category and divide it by the number of hours considered by the reporting library to be a full-time work week (or year). **Round figures to the nearest whole numbers.**

Question 27a. Professional Staff. Since the criteria for determining professional status vary among libraries, there is no attempt to define the term "professional." Each library should report those staff members it considers professional, including, when appropriate, staff who are not librarians in the strict sense of the term, for example computer experts, systems analysts, or budget officers.

Question 27b. Support Staff. Report the total FTE (see instruction (27) of staff not included in (27a).

Question 27c. Student Assistants. Report the total FTE (see instruction Q27) of student assistants employed on an hourly basis whose wages are paid from funds under library control or from a budget other than the library's, including federal work-study programs. Exclude maintenance and custodial staff.

Question 28. Number of staffed library service points. Count the number of staffed public service points in the main library and in all branch libraries reported in this inventory, including reference desks, information desks, circulation, current periodicals, reserve rooms, reprographic services (if staffed as a public facility), etc. Report the number of designated locations, not the number of staff.

Question 29. Number of weekly public service hours. Report an unduplicated count of the total public service hours per typical full-service week (i.e., no holidays or other special accommodations) across both main library and branches using the

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following method (corresponds to IPEDS): If a library is open from 9:00 a.m. to 5:00 p.m. Monday through Friday, it should report 40 hours per week. If several of its branches are also open during these hours, the figure remains 40 hours per week. Should Branch A also be open one evening from 7:00 p.m. to 9:00 p.m., the total hours during which users can find service somewhere within the system becomes 42 hours per week. If Branch B is open the same hours on the same evening, the count is still 42, but if Branch B is open two hours on another evening, or remains open two hours later, the total is then 44 hours per week. **Exclude 24-hour unstaffed reserve or similar reading rooms.** The maximum total is 168 (i.e., a staffed reading room open 7 days per week, 24 hours per day).

Questions 30-31. Instruction. Sampling based on a typical week may be used to extrapolate TO A FULL YEAR for Questions (30) and (31). Please indicate if responses are based on sampling.

Question 30. Presentations to Groups. Report the total number of sessions during the year of presentations made as part of formal bibliographic instruction programs and through other planned class presentations, orientation sessions, and tours. If the library sponsors multi-session or credit courses that meet several times over the course of a semester, each session should be counted. Presentations to groups may be for either bibliographic instruction, cultural, recreational, or educational purposes. Presentations both on and off the premises should be included as long as they are sponsored by the library. Do not include meetings sponsored by other groups using library meeting rooms. Do not include training for library staff; the purpose of this question is to capture information about the services the library provides for its clientele. Please indicate if the figure is based on sampling.

Question 31. Participants in Group Presentations. Report the total number of participants in the presentations reported on line (30). For multi-session classes with a constant enrollment, count each person only once. Personal, one-to-one instruction in the use of sources should be counted as reference transactions on line (32). Please indicate if the figure is based on sampling. Use a footnote to describe any special situations.

Question 32. Reference Transactions. Report the total number of reference transactions. A **reference transaction** is

> *an information contact that involves the knowledge, use, recommendations, interpretation, or instruction in the use of one or more information sources by a member of the library staff. The term includes information and referral service. Information sources include (a) printed and nonprinted material; (b) machine-readable databases (including computer-assisted instruction); (c) the library's own catalogs and other holdings records; (d) other libraries and institutions through communication or referral; and (e) persons both inside and outside the library. When a staff member uses information gained from previous use of information sources to answer a question, the transaction is reported as a reference transaction even if the source is not consulted again.*

If a contact includes both reference and directional services, it should be reported as one reference transaction. Include virtual reference transactions (e.g., e-mail, WWW form, chat). Duration should not be an element in determining whether a transaction is a reference transaction. Sampling based on a typical week may be used to extrapolate TO A FULL YEAR for Question 32. Please indicate if the figure is based on sampling.

EXCLUDE SIMPLE DIRECTIONAL QUESTIONS. A directional transaction is an information contact that facilitates the logistical use of the library and that does not involve the knowledge, use, recommendations, interpretation, or instruction in the use of any information sources other than those that describe the library, such as schedules, floor plans, and handbooks.

Questions 33-34. Circulation. For Question (33), count the number of initial circulations during the fiscal year from the general collection for use usually (although not always) outside the library. Do not count renewals. Include circulations to and from remote storage facilities for library users (i.e., do not include transactions reflecting transfers or stages of technical processing). Count the total number of items lent, not the number of borrowers.

For Question (34), report total circulation for the fiscal year including initial transactions reported on line (33) and renewal transactions. Exclude reserve circulations; these are no longer reported.

Questions 35-36. Interlibrary Loans. Report the number of requests for material (both returnables and non-returnables) provided to other libraries on line (35) and the number of filled requests received from other libraries or providers on line (36). On both lines, include originals, photocopies, and materials sent by telefacsimile or other forms of electronic

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transmission. Include patron-initiated transactions. Exclude requests for materials locally owned and available on the shelves or electronically. Do not include transactions between libraries covered by this questionnaire.

Question 37. PhD Degrees. Report the number awarded during the 2007-08 fiscal year. Please note that only the number of Ph.D. degrees are to be counted. Statistics on all other advanced degrees (e.g., D.Ed., D.P.A., M.D., J.D.) should not be reported in this survey. If you are unable to provide a figure for Ph.D.s only, please add a footnote.

Question 38. PhD Fields. For the purposes of this report, Ph.D. fields are defined as the specific discipline specialties enumerated in the U.S. Department of Education's Integrated Postsecondary Education Data System (IPEDS) "Completions" Survey. Although the IPEDS form requests figures for all doctoral degrees, only fields in which PhDs are awarded should be reported on the ARL questionnaire. Any exceptions should be footnoted.

Question 39. Instructional Faculty. Instructional faculty are defined by the U.S. Dept. of Education as:

> *members of the instruction/research staff who are employed full-time as defined by the institution, including faculty with released time for research and faculty on sabbatical leave.*

Full-time counts generally exclude faculty who are employed to teach fewer than two semesters, three quarters, two trimesters, or two four-month sessions; replacements for faculty on sabbatical leave or leave without pay; faculty for preclinical and clinical medicine; faculty who are donating their services; faculty who are members of military organizations and paid on a different pay scale from civilian employees; academic officers, whose primary duties are administrative; and graduate students who assist in the instruction of courses. Please be sure the number reported, and the basis for counting, are consistent with those for 2006-07 (unless in previous years faculty were counted who should have been excluded according to the above definition). Please footnote any discrepancies.

Questions 40-43. Enrollment. U.S. libraries should use the Fall 2008 enrollment figures reported to the Department of Education on the Integrated Postsecondary Education Data System survey. Please check these figures against the enrollment figures reported to ARL last year to ensure consistency and accuracy. **Note:** In the past, the number of part-time students reported was FTE; the number now reported to IPEDS is a head count of part-time students. Canadian libraries should note that the category "graduate students" as reported here includes all post-baccalaureate students.

F**OOTNOTES**

Please consult the data entry Web interface (www.arlstatistics.org) for a copy of last year's footnotes. These can be found under "Data Repository" after you login into www.arlstatistics.org. Explanatory footnotes will be included with the published statistics. Reporting libraries are urged to record in the footnote section any information that would clarify the figures submitted, e.g., the inclusion and exclusion of branch campus libraries (see the "General Instructions" for definition of branch campus libraries). Please make an effort to word your footnotes in a manner consistent with notes appearing in the published report, so that the ARL Office can interpret your footnotes correctly.

NOTE: Any change over 10% in any answer to any of the survey's questions over the preceding year's response (2007-08) should be addressed with a footnote.

Submit the completed questionnaire
By **October 15, 2009.**

For assistance, please e-mail Martha Kyrillidou (martha@arl.org) or Les Bland (les@arl.org)
Tel. (202) 296-2296.

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ARL SUPPLEMENTARY STATISTICS 2008-09 WORKSHEET

Reporting Institution _____ Date Returned to ARL_____

Report Prepared by (name) _____

Title_____

Email address_____ Phone number_____

Contact person (if different) _____

Title_____

Email address_____ Phone number_____

Definitions of the statistical categories used in this questionnaire can be found in the COUNTER Code of Practice (http://www.projectcounter.org/code_practice.html) and in *Information Services and Use: Metrics & statistics for libraries and information providers--Data Dictionary*, NISO Z39.7-2004 (http://www.niso.org/home).

Please read all instructions carefully before you answer the questionnaire. Make sure your responses are as complete and accurate as possible. Give estimates when you must, but please do not make wild guesses. Use footnotes to expand upon or clarify your responses.

All questions assume a ***fiscal year ending June 30, 2009***. If your library's fiscal year is different, please use footnotes to explain.

If your library does not perform a given function or had no activity for this function or if the appropriate answer is zero or none, use **0**. If an exact figure is unavailable, check NA/UA.

Please do not use decimals. All figures should be rounded to the nearest whole number.

Electronic Books

1. Number of electronic books held. (1) _____

This number is a subset of volumes held reported in Q1, in the ARL Statistics.

2. Expenditures for electronic books. (2) _____

Include annual access and service fees paid directly or through consortial arrangements. Include initial purchase cost only for items purchased this fiscal year. Expenditures here are only for the electronic books reported in (1).

3. Are the above expenditures reported in Canadian dollars? (3) _____Yes _____No

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Use of Networked Electronic Resources and Services

4. Number of virtual reference transactions. (4) _____

Virtual reference transactions are conducted via email, a library's website, or other network communications mechanisms designed to support electronic reference. A virtual reference transaction *must* include a question *either* received electronically (e.g., via e-mail, WWW form, etc.) *or* responded to electronically. A transaction that is both received and responded to electronically is counted as *one* transaction. Exclude phone and fax traffic unless either the question or answer transaction occurs via the manner described above**.** Include counts accrued from participation in any local and national projects, such as DigiRef and the Library of Congress's CDRS (Collaborative Digital Reference Service).

A reference transaction is an information contact, which involves the knowledge, use, recommendations, interpretation, or instruction in the use of one or more information sources by any member of the library staff (e.g., circulation, technical or reference services).

This number is a subset of reference transactions reported in Q32, in the ARL Statistics.

5. Does your library offer federated searching across networked electronic resources? (5) _____Yes _____No

Networked electronic resources may include any information resource, such as databases, journals, e-books, reference materials, and non-textual resources that are provided to the library's users through licensing and contractual agreements. Include electronic resources that institutions mount locally.

6. Number of sessions (logins) to databases or services. (6) _____

6.a. Number of resources for which you are reporting. (6.a) _____

A session or login is one cycle of user activities that typically starts when a user connects to an electronic resource and ends with explicit termination of activities (by leaving through logout or exit) or implicit termination (time out due to user inactivity). Report here those figures that you derive from Database Report 1 and Database Report 3 in the COUNTER Code of Practice. In a footnote, please include the types of resources reported in 6a.

7. Number of searches (queries) in databases or services. (7) _____

7.a. Number of resources for which you are reporting. (7.a) _____

A search is intended to represent a unique intellectual inquiry. Typically, a search is recorded each time a search request is sent/submitted to the server. Report here those figures that you derive from Database Report 1 and Database Report 3 in the COUNTER Code of Practice. In a footnote, please include the types of resources reported in 7a.

8. Number of successful full-text article requests. (8) _____

8.a. Number of resources for which you are reporting. (8.a) _____

Items reported should include only full-text articles as defined in the COUNTER Code of Practice. Report here those figures that you derive from Journal Report 1 in the COUNTER Code of Practice. In a footnote, please include the types of resources reported in 8a.

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9. Number of virtual visits.

9.a. Number of virtual visits to library's website. (9.a) _____

9.b. Number of virtual visits to library's catalog. (9.b) _____

9.c. Excludes virtual visits from inside the library? (9.c) ____Yes ____No

Virtual visits include a user's request of the library web site or catalog from outside the library building excluding the number of pages or gratuitous elements (images, style sheets) viewed. Exclude, if possible, virtual visits from within the library, from robot or spider crawls and from page reloads.

A visit is usually determined by a user's IP address, which can be misleading due to Internet Service Providers (ISPs) and Firewalls or Proxy Servers. Thus, this measure is actually an estimate of the visits.

Library Digitization Activities

10. Number and Size of Library Digital Collections.

10.a. Number of Collections. (10.a) _____

10.b. Size (in gigabytes). (10.b) _____

10.c. Items. (10.c) _____

Library digital collections can include born digital materials or those created in or converted from different formats (e.g., paper, microfilm, tapes, etc.) by the library and made available to users electronically. This includes locally held digital materials that are not purchased or acquired through other arrangements (e.g., vendor, individual or consortial licensing agreements). Born digital collections can include materials self-archived in an institutional repository. Created or converted digital collections can include electronic theses and dissertations (ETDs); special collections materials; maps; sound recordings; and films.

For each type of collection (e.g., subject, theme), include the size (in gigabytes) and, if possible, the number of items (e.g. digital objects or unique files) in each collection. Exclude back up copies or mirror sites since items should be counted only once. Exclude e-reserves. In the footnote, provide a paragraph describing the general nature of library digital collections and, if possible, provide the URL where collections are listed.

11. Use of Library Digital Collections.

11.a. Number of times items accessed. (11.a) _____

11.b. Number of queries conducted. (11.b) _____

Number of times library digital collection items (unique files) were accessed and the number of searches (queries) conducted (if there is such a capability) during the reporting period. Please explain in a footnote how library digital collections are accessed, and if possible, list the URLs of those collections.

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12. Direct cost of digital collections construction and management.

12.a. Direct cost of personnel (12.a) _____

12.b. Direct cost of equipment, software or contracted services. (12.b) _____

Report annual direct costs (personnel, equipment, software, contracted services and similar items) spent to create digital materials (texts, images, and multimedia) or to convert existing materials into digital form for the purpose of making them electronically available to users. Include expenditures related to digitization, OCR, editorial, creation of markup texts, and preparation of metadata for access to digitized materials, data storage, and copyright clearance. Exclude expenditures for information resources purchased or acquired from outside the institution through individual or consortia licensing agreements.

Please describe any additional funding (university, state, private grants, etc.) provided specifically for the library's digitization activities in a footnote. Also provide a footnote for any cost-recovery operations.

13. Volumes Held Collectively [i.e., Withdrawn] (13) _____

The defining criterion for this number is that the library formerly devoted financial resources for the purchase of these items and is now taking responsibility for their availability through participation in a cooperative that supports shared ownership. The library may demonstrate commitment to shared ownership through a shared storage facility, or similar collaborative arrangements, by supporting a consortium financially through a legally binding arrangement. Report here volumes originally held that were withdrawn from the local collection beginning with fiscal year 2003-04. Note that this is not the number of volumes held in a shared storage facility but literally volumes withdrawn from your collection.

This number is a subset of volumes withdrawn in Q1.b.ii reported in the ARL Statistics beginning with fiscal year 2003-04. Report here the cumulative number beginning with fiscal year 2003-04.

Exclude volumes held collectively because they are held by other organizations such as the Center of Research Libraries (CRL) that are supported by membership dues and determination on whether to maintain membership may vary from year to year.

Footnotes: Please provide footnotes as requested. Consult the data entry Web interface (www.arlstatistics.org) for a copy of last year's footnotes. These can be found under "Data Repository" after you login to www.arlstatistics.org. Please use a concise sentence/paragraph format when writing footnotes—**do not use "bullets" or make a "bullet list**."

NOTE: Any change over 10% for any response to the surveys questions over the preceding year (2007-08) should be addressed with a footnote.

Submit the completed questionnaire by **October 15, 2009.**

For assistance, please call the ARL Office at (202) 296-2296,
or e-mail Martha Kyrillidou (martha@arl.org) or Les Bland (les@arl.org).

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ARL Statistics and Assessment

Review of Activities, Projects, and Priorities as of April 2010

Areas of Activity	*UNDERWAY AND PLANNED*	*Summary of Accomplishments Since Oct. 2009*
1. Statistics and Assessment Committee	• Statistics and Assessment follow up to the ARL Board/Task Force recommendations: collect profile qualitative data describing research library contributions; and develop new data elements for services, collections and collaborative relations. Engaged consultants and coders for analysis. Preliminary report expected out in spring 2010; final report out in fall 2010. • ARL Statistics survey definitional issues: - Based on discussions at the NCES ALS committee, explore possible modification to the questions regarding reference transactions to include virtual reference transactions - Titles definition needs further discussion and clarification as to whether it can include titles beyond volumes held - Digital library variables also need further clarification and modifications in instructions. • Sustain communication with liaisons to external organizations such as ALA, NISO, CARL, ABDU, SCONUL, and LIBER. • Discuss next steps for Preservation Statistics and internal assessment in this area following the recommendations from L. Meyer's report, "Safeguarding Collections in the 21st Century." • Survey Coordinators and SPEC Liaisons meeting scheduled to take place during ALA on June 25, 2010.	• Collected 86 profile descriptions from member libraries. Agility funds were used for coding the profiles in Atlas.ti with help from librarians in the field (Jennifer Rutner, Columbia and Michael Maciel, Texas A&M) in addition to ARL staff. Four RLL Fellows (Robert Fox, Georgia Tech; Patrick Reakes, Florida; Brian Skib, Michigan; Ann Snowman, Penn State) are engaged in the analysis and synthesis of the profiles with the goal of extracting meaningful variables to revise the annual statistical surveys. The profiles are at: <http://directors.arl.org/wiki/institution-profiles>. The coding of the profiles has been completed and an initial synthesis of the materials will be presented at the ARL April business meeting after the committee reflects on the findings. A fuller report with suggestions for revising the annual ARL statistical surveys will be available in October. • Based on feedback from the May 2009 membership meeting, collected titles in addition to volumes. • Participated in the NCES Academic Libraries Advisory Committee and offering advice on revisions for the Academic Libraries Survey. • Participated in the NISO Library Statistics Committee engaged in maintenance of the existing standard.

Accomplishments since February 2010 ARL Board Meeting noted in purple.

Statistics and Assessment • Review of Activities, Projects, and Priorities as of April 2010

Areas of Activity	*UNDERWAY AND PLANNED*	*Summary of Accomplishments since Oct. 2009*
1. Statistics and Assessment Committee, continued.		• Participated in the ACRL *Academic Library Trends and Statistics Survey* editorial subcommittee of the ACRL Publications Committee (formerly ACRL Statistics Committee). • Participated in the newly established ACRL Assessment Committee. • Met with Survey Coordinators and SPEC Liaisons on January 15, 2010.
2. StatsQUAL® A gateway to library assessment tools	• Deploy StatsQUAL® gateway with new tools; enhance LibQUAL+® Analytics; augment ARL Statistics Analytics; refine new websites. • METS workshop held in January. Plans are underway for additional workshop in summer; collaboration with Rick Beaubien (California, Berkeley) and Nancy Hoebelheinrich (formerly Stanford) on both. • Lib-Value: Tennessee (Lead-PI: Carol Tenopir) in collaboration with UIUC (Co-PI: Paula Kaufman), and ARL were (Kyrillidou) awarded an IMLS leadership grant "Value, Outcomes, and Return on Investment of Academic Libraries (Lib-Value)". Lib-Value addresses academic librarians' need to demonstrate the return on investment (ROI) and value of the library to the institution and will help guide library management in the redirection of library funds to important products and services for the future.	• Migrated ARL Statistics Interactive Edition from University of Virginia to our in-house ARL Statistics® Analytics supported by the StatsQUAL® infrastructure. • LibQUAL+® data collected from more than 156,324 library users across 174 institutions from January to December 2009; a total of 168 institutions registered for 2010; cohort includes LibQUAL+® Canada implementation; Finnish and Swiss academic libraries on board; launched new website; LibQUAL+® Lite feature now available; analyzing LibQUAL+® Lite data; verifying historical data in the new platform; training scheduled in Glasgow in May. • Awarded three in-kind grants for 2010: Elizabeth City State University - G.R. Little Library, Castleton State College Library, Capital Community College Library. Issued call for 2011 grants. • LibQUAL+® Booth at ALA, January 2010, training and community meetings were well attended and a great success.

Statistics and Assessment • Review of Activities, Projects, and Priorities as of April 2010

Areas of Activity	*UNDERWAY AND PLANNED*	*Summary of Accomplishments since Oct. 2009*
3. StatsQUAL®…, continued.	• Lib-Value will provide evidence and a set of tested methodologies and tools. The three-year grant began on 12/1/2009. Consultants are: Bruce Kingma (Syracuse) and Donald W. King (UNC-CH). Advisory committee members include: José-Marie Griffiths (UNC-CH), Michael Koenig (Long Island University), Carol Mandel (NYU), Colleen Cook (Texas A&M), George Deltas (UIUC) and Nicolas Flores (Colorado), Judy Luther and Joe Matthews (Independent Consultants).	• Collected feedback on Lib-Value project at ALA Midwinter during the Library Assessment Forum from participants regarding research areas of interest to the community. During ALA annual organizing workshop with Lib-Value partners at George Washington University (June 26). • A workshop on Value and Impact is also organized with Stephen Town (York University, UK) on June 28.
4. Effective, Sustainable and Practical Assessment	• Planning is underway for Library Assessment Conference, October 25-27, 2010, in Baltimore. Advisory committee met in January. Plenary speakers: Fred Heath (Texas), Joe Matthews (San Jose), Danuta Nitecki (Drexel), Megan Oakleaf (Syracuse), Stephen Town (York). Arranged with John Bertot, editor of *Library Quarterly*, for special theme issue to be published before the conference. Sixty percent more proposals were submitted for this event compared to last time (more than 200 proposals submitted). A peer review process ensured a competitive and fair selection process. Registration will open in May. • Exploring how Balanced Scorecard activity involving Johns Hopkins, McMaster, University of Virginia and University of Washington informs next steps in ARL data collection activities.	• Working with Jim Self, Steve Hiller, and Raynna Bowlby on next steps for strengthening assessment activities in libraries. • Library Assessment Forum on January 15 featured discussion on Lib-Value, and a presentation by Linda Plunkett (Boston). Next forum planned for June 25. • Selected five articles from 2008 conference to be published in *Performance Measurement and Metrics* special issue. • Implementation in Library Scorecards work is moving along with the four libraries referenced having developed 'strategy maps' and working on their metrics.

Statistics and Assessment • Review of Activities, Projects, and Priorities as of April 2010

Areas of Activity	*UNDERWAY AND PLANNED*	*Summary of Accomplishments since Oct. 2009*
5. Human Resources	• Engage a larger number of libraries in organizational improvement issues; define next steps in helping libraries with short-term decision making to reach long term goals; presenting on ClimateQUAL™ at the July National Diversity Conference. • Further exploration regarding the establishment of a consulting service to meet the needs of library organizations that are currently facing planning and reorganization challenges. • Stanley Wilder forwarded proposal to study demographics as part of his dissertation research; additional demographic data collected every five years will be asked as part of the ARL Annual Salary Survey 2010-2011.	• Twenty-six ClimateQUAL™ participants convened on January 15; one library implemented during fall and three more are scheduled in 2010; normative data updated on the Web. Financial sustainability beyond the implementation of the survey once every four years to be supported by repeat participation. • ARL Annual Salary Survey available at: http://www.arl.org/stats/annualsurveys/salary/index.shtml
6. MINES for Libraries/E-Metrics	• Monitor developments with Project COUNTER, the ScholarlyStats project, and other external efforts aiming at the development of decision support systems for libraries. • Analyze further ARL Supplementary Statistics and consider revisions when needed in definitions. • MINES for Libraries® at the University of Toronto and OCUL (2009-2010); experiment to identify differences between mandatory and optional method; partnering with Catherine Davidson (RLLF Fellow).	• Completed data collection for the third of a three-year implementation of MINES for Libraries® at Iowa (2007-2010). Final report delivered. • Submitted IMLS demonstration grants for MINES in partnership with PALCI. OCUL study is underway with modifications regarding sampling plan and optional/mandatory requirements. • Published ARL Supplementary Statistics 2006-07 and 2007-08, with trends on ebooks and other networked resources and services.

Statistics and Assessment • Review of Activities, Projects, and Priorities as of April 2010

Areas of Activity	*UNDERWAY AND PLANNED*	*Summary of Accomplishments since Oct. 2009*
7. SPEC Survey Program	• SPEC Kit topics for 2010: – Special Collections and Archives Engagement Activities by Adam Berenbak, North Carolina State – Impact Measures in Research Libraries by Zsuzsa Koltay and Xin Li, Cornell – Library Services for Disabled Persons by Myra S. Brown, Florida – Diversity Plans and Minority Recruitment by Toni Anaya and Charlene Maxey-Harris, Nebraska-Lincoln – Networked Information Resources by Richard Bleiler and Jill Livingston, Connecticut – Core Benefits by Brian Keith and Cathleen Martyniak, Florida	• The SPEC survey program gathers information on current research library operating practices and policies and publishes the SPEC Kit series as guides for libraries. SPEC Kits for 2009 are: – Leave and Professional Development Benefits (315); – Processing Decisions for Manuscripts & Archives (314); – e-Book Collections (313); – Public Engagement (312); – Author Addenda (310); – Public Access Policies (311).

Attachment F2

Value, Outcomes, and Return on Investment of Academic Libraries ("Lib-Value")

Abstract

Lib-Value addresses academic librarians' growing need to demonstrate the return on investment (ROI) and value of the library to the various stakeholders of the institution (students, faculty, policy makers, funders) and to guide library management in the redirection of library funds to important products and services for the future. Academic libraries reflect the many changes in scholarship, such as the move to e-science, collaborative and participatory scholarship, and focus on new materials such as data, multimedia, and born-digital assets. To remain relevant and central to the academic mission in the future, academic librarians need to be able to demonstrate the value that the academic library provides to the campus community and have proven methods of measurement that will allow them to determine where their efforts should be concentrated and how funding should be allocated. Lib-Value will provide evidence and a set of tested methodologies and tools to assist academic librarians in demonstrating how the academic library provides value to its constituents and ROI to its funders, and to measure which products and services are of most value to enhancing the university's mission.

To ensure that the process will be rigorous, realistic, and highly visible in the academic library and university community, an experienced team of academic librarians and outstanding researchers bring their leadership, built on many years of experience, to the Lib-Value project. Lib-Value is a joint project of the University of Tennessee at Knoxville (UT), the University of Illinois at Urbana-Champaign (UIUC), and the Association of Research Libraries (ARL), with key participation by researcher/consultants at other universities. Carol Tenopir (UT) and Paula Kaufman (UIUC) are serving as co-principal investigators. Rounding out the team are Martha Kyrillidou (ARL), Bruce Kingma (Syracuse University/consultant), Donald W. King (University of North Carolina/consultant), Tina E. Chrzastowski (UIUC), Gayle Baker (UT), and Ken Wise (UT). An Advisory Board includes prominent researchers and librarians from additional universities. The project will begin December 1, 2009 and will conclude October 31, 2012.

Lib-Value expands upon two earlier ROI study phases that focused solely on the university's return on investment in the library as measured by competitively-funded grant proposals that used the library's collections to prepare the proposals. Phase 1, conducted as a case study at the University of Illinois, found a return of over $4.00 for every $1.00 invested in the Library. Phase 2 tested this methodology in research universities in eight countries. Lib-Value will greatly expand both the methodology and scope of the earlier studies to consider multiple measures of value that the academic library brings to teaching/learning, research, and social/professional/public engagement functions of the academy. Lib-Value will develop an ROI model and test metrics for measuring the value and return on investment in academic libraries of products and services within these functional areas. In addition, with the participation of the Association of Research Libraries, Lib-Value will develop and test ROI data collection and calculation tools that can be used by academic librarians. Prior studies involving ROI have been performed in public and special libraries (many by project participant D.W. King). Although they are not fully applicable in the academic library content, the methods developed in these studies will inform Lib-Value, particularly the adaptation of contingent valuation into the academic setting.

The expected outcomes of Lib-Value will include: an ROI calculation made in three test libraries; a method and model for collecting and calculating ROI in other academic libraries; and tested web-based tools for determining ROI that can be used by academic librarians to demonstrate the specific values of their libraries to their funders and to help them prioritize products and services.

Attachment F3

Statistics and Assessment Committee

Charge

The Statistics and Assessment Committee was established as an ARL Board Committee to: advise the Statistics and Assessment Program and identify quantitative and qualitative metrics and assessment tools needed in support of ARL's programmatic objectives.

Subgroups

As needed, the Statistics and Assessment Committee should consider whether task forces or subgroups might best help the Committee in carrying out its charge, and bring recommendations to the Board for establishing subsidiary groups.

Composition

As a Board committee, normally the chair will be a Board member but in all circumstances a Board member should serve on the committee.

Ties to Other Committees

The chair should recommend and pursue strategies that ensure that the work of this committee informs and supports the directions and priorities of the Strategic Direction Steering Committees and the ARL Membership Committee.

Terms of Appointments and Continuity of Agenda

Appointments to the committee are for three-year terms and are non-renewable. Continuity of expertise on the agenda of the committee should be addressed at the task force or subgroup level. For overall guidance from the committee, the chair is encouraged to work with the Executive Committee to identify the subsequent chair a year prior to the transition. In addition, the chair may consult with the Executive Committee about circumstances that they feel justify renewal appointments for a member of the committee.