

SYRACUSE UNIVERSITY

School Virtual Library

Project, Marketing and Assessment Plan

Elizabeth Roberts

4/27/2010

LITERATURE REVIEW 3

LIBRARIES AND TECHNOLOGY3

THE ROLE OF LIBRARIES IN EDUCATION5

CREATING A VIRTUAL LIBRARY6

MARKETING A LIBRARY PROGRAM9

CONCLUSION10

VIRTUAL LIBRARY PROJECT PLAN12

RELATIONSHIP TO LIBRARY STRATEGIC PLAN12

USER NEEDS ASSESSMENT13

RECOMMENDATIONS FOR ACTION19

MARKETING PLAN29

MARKETING GOALS AND OUTCOMES29

TARGET AUDIENCES30

POSITIONING STATEMENT31

KEY MESSAGES31

MESSAGE DELIVERY STRATEGIES32

ACTION PLAN & TIMELINE34

BUDGET34

RESPONSIBLE PARTIES36

MOCKUPS OF SELECTED MARKETING METHODS36

ASSESSMENT PLAN38

REVIEW OF GOALS38

ASSESSMENT PLAN FOR OUTCOMES41

TIMELINE FOR CONTINUOUS ASSESSMENT52

IMPACT RUBRIC52

REFLECTIONS53

REFLECTION 1-PROJECT PLAN53

REFLECTION 2- MARKETING PLAN53

REFLECTION – ASSESSMENT PLAN54

REFERENCES.....56

APPENDIX A: SAMPLE POSTER.....60

APPENDIX B: SAMPLE STUDENT SURVEY61

APPENDIX C: SAMPLE FACULTY SURVEY63

APPENDIX D: OBSERVATION CHART65

APPENDIX E: SAMPLE INTERVIEW QUESTIONS.....66

Literature Review

Just as a library collection is considered a service, so too must a library's Web space be considered an integral service provided by the library. With computer-based or Web based library catalogs and the many new digital resources available to libraries and their patrons it is logical that the library would have a website to guide patrons use of these and other resources. Implementing an effective website in a time where technology is constantly changing is a serious challenge libraries need to face. From Web design to usability and access, it is important that the virtual library is well planned and marketed to the library community.

Libraries and Technology

A well planned library website is especially important for the younger generations, who have grown up with computers. The students in schools today have a different expectation when connecting to a service, especially an online service. Not only do students rely on the Internet to find the information they are seeking, they require a new kind of interaction. The net generation, according to Tapscott (2009) are people between the ages of 11 and 31 who have grown up with computers, cell phones and other pieces of technology that connect them to a world of information. Because of this, libraries need to build websites that are not only a space to store information, but also a place that is an interactive and social learning space (Mäkitalo 2006; Nielsen 2005). In fact, if libraries want to connect with their students, they will have to provide online services that are both engaging and educational, to help prepare students for what they will face next; the highly interactive, 21st century world that is right outside the classroom walls, including every changing technology.

Although the general public may not equate libraries with technology, the library has a history of being on the cutting edge of technology. Many librarians realized early on that access to the new technologies including the Internet would be a revolution to information seekers and pushed to have access to computers and the Internet. The introduction of the Internet to libraries in the 1990's is seen as the biggest change in libraries since the Gutenberg Bible was released in the fifteenth century (Fourie & Dowell, 2002).

Now that libraries have had Internet capabilities for nearly two decades, it is time again to look for the next revolutionary idea which comes in the form of web design and Web 2.0 tools. Web 2.0 tools are defined as tools that give people the ability to interact with each other. Some major facets of what makes a website or an application Web 2.0 includes information sharing, user centered design and collaboration (O'Reilly 2005). Websites such as Wikipedia, where users contribute to create encyclopedia like entries about any topic, is one example of how Web 2.0 is using collaboration to share information.

These tools are not just new toys to experiment with. Rather, they are a way for the net Generation to connect with others in an often disconnected world. According to Darrow (2009) in order to connect with the Net Generation, "library websites must embrace customization and personalization." Web 2.0 tools make it possible for libraries and patrons to interact in new ways. Virtual reference is one example of a growing field in which librarians use email and live chat applications to serve the growing needs of users who want access to reference services from outside of the library.

In addition to virtual reference, blogs, podcasts, Google Calendar and social networking tools such as LibraryThing.com and Follett's Destiny Quest give libraries an opportunity to embrace the technology that the younger generations are choosing to use (Anderson, 2009;

Cunningham & Gonzalez 2009) . With these tools, school librarians are able to easily share updates with students and get feedback on what students are looking for. A blog provides a place online for students and the librarian to interact and a wiki-space is a great way for librarians to create pathfinders that are easy for students to link to online (Anderson 2009).

The Role of Libraries in Education

It has been clearly demonstrated that having a high quality library with a qualified librarian directly impacts the learning of students. Twenty different studies have been done across the United States and Canada, which demonstrate the influence that libraries play in the lives of students (Scholastic Research and Results 2008). Studies show that the more often students have access to school libraries, the higher their test scores (Lance, Hamilton-Pennell, and Rodney 1999; Baumbach, 2002). Also, collaboration between teachers, students and school librarians increase the test scores of students (Lance, Rodney, And Russell, 2007; Smith, 2001). The “School Libraries Work!” report concludes that: “When staffed by qualified professionals trained to collaborate with teachers and engage students meaningfully with information that matters in the real world, school libraries become sophisticated 21st-century learning environments...” (2008).

As educational leaders and collaborators, librarians often are responsible for teaching information literacy and research skills. A new set of 21st century skills have been developed to meet the needs of the Net Generation and incorporate the use of technology into information literacy. These skills are imperative for students who are graduating and moving on to the undergraduate schools or the work environment.

In every library -- whether school or public or college -- librarians must work together to transform libraries to meet the needs of the 21st-century learner. If, indeed, school

libraries are essential to the development of learning skills, then all school librarians must start asking this question: “What do teachers and students, who increasingly spend more time online, need or want to support their learning... in the physical and *virtual library*?” (Darrow 2009)

Whether they are searching in a physical library or online, students need to build the skills that allow them to find, synthesize and analyze the massive amount of information that is available to them (Allen, 2007; Bruckman 2005; Sanchez, Wiley & Goldman 2006). According to the American Association of School Librarians (2007), one of the goals of the new Standards for 21st Century Learning is that, “[t]oday’s students need to develop information skills that will enable them to use technology as an important tool for learning, both now and in the future.”

Sanchez, Wiley & Goldman (2006) found that student who received explicit training on how to find reliable sources on the Internet, were able to transfer those skills from small tasks, to overall research they were conducting. These skills which need to be targeted, as demonstrated, are often misplaced or overlooked when schools are choosing or creating their curriculum. Allen (2007) found that while student in middle and high schools were exposed to information literacy skills, high school students were not being systematically taught these skills, and therefore lacked the ability to access and synthesize information and therefore could not communicate effectively.

Creating a Virtual Library

As librarians dream of the libraries website becoming students’ first stop in their search for information, it is important that libraries provide usable and accessible online spaces. This means that the structure of the website has to be something that clearly guides students to the

information they are looking for and assists them in their learning process. Competing with the simplicity of Google makes this extremely important so that library websites and the information they provide are not overlooked.

Redesigning a webpage for patron use has to take two things into consideration. First is the best practice in Web design. Many students will choose not to use a website if it has clear design flaws, such as confusing menus and outdated pictures. Additionally, the structure of the website needs to be clear so that students can find the information they want without too many steps along the way. Once the design of a page and the architecture of the site are in place, it is important to look at its usability.

According to Usability.gov (n.d.), usability includes the following features:

1. **Ease of learning** - How fast can a user who has never seen the user interface before learn it sufficiently well to accomplish basic tasks?
2. **Efficiency of use** - Once an experienced user has learned to use the system, how fast can he or she accomplish tasks?
3. **Memorability** - If a user has used the system before, can he or she remember enough to use it effectively the next time or does the user have to start over again learning everything?
4. **Error frequency and severity** - How often do users make errors while using the system, how serious are these errors, and how do users recover from these errors?
5. **Subjective satisfaction** - How much does the user *like* using the system?

In addition to these things it is important that school libraries continue to keep in mind the information literacy and 21st century skills they want students to be learning (King & Jannik,

2005). The ease of which students can find reliable information on the libraries website will influence whether or not they are likely to come back, instead of going straight to a generic search engine.

One of the specific aspects of library websites that is important to explore when conducting research into usability is the terminology used. Jurkowski (2007) found that the terminology that libraries choose to use on their website was often confusing to students and most likely to be library jargon as opposed to words and phrases students used and understood. George (2005) found that in addition to labels and terminology used on the website, graphics font and placement of items on a page had a significant impact on the sites usability.

Testing the usability of a website is another step in the process to develop a site with the best learning experience for students. Although testing is often seen as something that takes a lot of time, money and participants, Nielson (2000) shows that using between 5 and 15 participants to test the usability of a website will reveal between 85 and 100 percent of the issues a website faces. In fact, he recommends that when testing a site only 5 participants should be tested at one time. This method provides Web designers time to fix the problems before testing another 5 users. This is a more efficient use of time and money for the library. After three small tests, most of the usability issues should be resolved.

Additionally, Tolliver et al (2005) found that in using Nielsen's framework for testing small groups and working with a usability expert, not only improved their library website as hoped, but the librarians realized that their expertise in information searching in fact made them excellent candidates for managing the evaluation of their website. In addition, studies have shown the usability testing should be an ongoing process, so that the websites evolve with the users and user needs (Tolliver et al. 2005; Ipri, Yunkin & Brown 2009).

Marketing a Library Program

Libraries have not always been the most innovative marketers. For many years, libraries have had intrinsic value because libraries were one of the few places that people could access a variety of information resources for free. With the changing information landscape, where almost everyone has access to extensive amounts of information, the role libraries play in the sharing of information has changed. This makes it even more important that libraries learn how to market their services well.

According to Circle (2009) in the last several years there has been an increase in interest about how to market a library and its services. However, one major problem is following the lead of other libraries, instead of “trend setting retailers or innovative nonprofits” (Circle 2009). Connecting emotionally with the community is a great way to keep them engaged and interested in other services (Circle, 2009; Crowley 2010). Fun and entertaining marketing campaigns can be a good way to engage the community with minimal work. Kowalski (2010) shares many ideas for easy creative library advertising. From staff “salsa parties” showing of hot new items in the library, to student fundraising, advertising your events in a fun exciting way will get more people to connect with library and hopefully bring them in for other services as well. Also, creating a recognizable brand for the library helps the community understand and connect with who the library is (Singh 2004).

In addition to creativity and connectivity, marketing has increasingly gone digital. More people are relying on their electronic tools to gather information they want and need. Ignoring this communication form not only is a missed opportunity for getting the word out about the library, but it could also damage the libraries reputation. In fact, Sing (2004) who is studying the relationship between a Library website and the marketing goals of the library, he has found that

the Internet is an extremely effective way to advertise the library and its services. According to Circle (2009), an organization needs to spend just as much time managing the libraries online reputation as it does on the offline marketing plan.

Conclusion

As libraries work on the virtual image of their libraries it is important to keep in mind a number of things mentioned here. First that many libraries have been some of the first adopters of technology, so that they could provide as much access to information as they could. From online OPACs to Web-based pathfinders, libraries will continue to focus on how they can provide the best access to information.

Additionally research shows that school libraries are vital to students' achievement. They clearly have an impact on student learning and achievement, through both test scores and through the student's improved understanding of information literacy. School libraries will continue to be the place where students learn 21st century skills so that when the move on to undergraduate schools or job opportunities, they are equipped with the necessary skills to succeed

Finally, in order to use the modern tools that libraries want to incorporate the Web designers must have a solid understanding of how the website will be used. Research shows that the architecture and usability of the websites libraries provide can be greatly improved by user feedback. Additionally, it takes fewer users than may be expected to conduct reliable assessment on the usability of a library website, making this kind of assessment both valuable and doable for most libraries. By using this feedback, libraries can create virtual spaces that are not only

providing reliable resources to students, but helps them reach the students where they are comfortable.

Virtual Library Project Plan

The American School of Bombay's Virtual Library is the online space that students, staff and parents use to access information about the library and the services provided by the library. Being a one to one laptop school makes the use of library webpage even more vital. The Virtual Library has been in place since the 2008-2009 school year but has been an evolving site even before its official launch in the fall of 2008. Through its evolution, the website has changed from a static Web space that shares information about hours and location, to an interactive place where users can find additional resources and interact with the library.

The goal of the Virtual Library is to provide users access to information. That information is both the physical resources available in the library as well as the electronic resources, such as online databases, links to other Web based applications such as Shelfari.com and Son of Citation Machine (citationmachine.net) and more. In the 21st century, this is especially important as users are faced with a barrage of information from the World Wide Web. The Virtual Library will provide a moderated space where the school's population can find reliable information that is relevant to the curriculum.

Relationship to Library Strategic Plan

The mission of the American School of Bombay Library is to inspire and support its users towards creative and intellectual achievement while ethically learning the value of information and its acquisition. This mission feeds into the overall school mission which states: We inspire all of our students to continuous inquiry, empowering them with the skills, courage, optimism, and integrity to pursue their dreams and enhance the lives of others.

The skills that the school strives to empower the students with include 21st century literacy skills which are reflected in the library mission statement by stating the library want students to “learn the value of information and its acquisition”. The goal of the Virtual Library is to facilitate the use of information, including the ethical use of that information so that our students can apply, analyze and evaluate what are using. These are critical skills that users need and especially that students need to learn to prepare them for their post secondary career, whether that is university or a career.

User Needs Assessment

Key internal stakeholders.

- ***Librarian:*** The librarian is responsible for teaching information literacy skills and supporting the faculty and staff to integrate these skills within the classroom. In addition, she is responsible for the implementation and design of the Virtual Library website, including maintenance.
- ***Library Staff:*** The library staff includes the assistant librarians who work the circulation desk as well as custodial staff who assist in the upkeep of the physical space.
- ***Administration:*** The administration includes the middle school principal who is the direct supervisor of the Librarian, as well as the other principals, assistant superintendent and the superintendent of the school. Without the support of the administration, the Virtual Library could not happen.
- ***Tech Department/Web Designer:*** This includes the technology director, who must support the efforts of the library to move into the digital realm, especially in a laptop

school. It also includes the technology department staff and any other persons who assist in the Web design and building.

Key external stakeholders.

- ***Students:*** These are students in grades 6 through 12. They are the primary users of the service and they need to be supportive of the efforts as most of the end results and mission focus on their education.
- ***Staff:*** This includes the faculty as well as other staff that work at the school, such as school administrative assistants, director of admissions, teacher assistances etc. Not only are they invested in student education, but they will be able to use the Virtual Library for their own education.
- ***General ASB Community:*** This group includes mostly the parents of the students in the school. They will also be able to use the Virtual Library to support their children's education as well as their own educational and information needs.
- ***Social Studies Teachers:*** Specifically, the Social Studies and History teachers in the secondary school are key stakeholders since they use the resources in the library most often. They will benefit both from personal access to information as well as students increased access to reliable and relevant sources.
- ***Language Arts Teachers:*** Again, this group specifically is a stakeholder as they not only use the library resources for research and informational needs, but their students use the Virtual Library to assist them in finding Outside Reading Books (ORB). With clear access to the library catalog students will be more likely to locate books of their own choosing for ORB.

Service users.

- **Students:** All students in grades 6 through 12 are primary users of the Virtual Library. They should use it to help them locate physical resources available in the library and online resources such as databases. In addition, the Virtual Library should provide a place for students to interact with the library or the librarian.
- **Teachers:** The Virtual Library is an additional resource where teachers can gather information for their courses, or a resource for them to send their students to when doing research or to assist them in finding relevant material to the student coursework.
- **Staff- Personal Use:** In addition to curriculum related resources, the Virtual Library serves as a resource for staff to find information for their personal use. Because of the location of the school, access to other school or public libraries, virtual or otherwise, is missing and therefore this resource serves as a location they can find resources for personal work outside of the school day.
- **General ASB Community:** The general community includes the parents of students who need access to reliable information. The ASB library and Virtual Library is the only resource of its kind in the area, making it the place that parents, faculty and staff go to assist their students in information acquisition. Parents and staff use the Virtual Library to find resources locally in the school library as well as other online resources.

User needs based on internal assessment. Based on internal assessments, including informal conversation with the Staff of the American School of Bombay and observation of student behavior, here are some of the user needs that have been identified:

- Library Strategic Plan to help implement the mission of the library, including the implementation of the Virtual Library.
- Students in the secondary school need to be introduced or reminded of the library catalog when searching for physical books.
- All users need to bring their laptops to the library to use the Virtual Library as no computers are provided for them.
- Users need to be introduced, including a short tutorial, to the Virtual Library.
- Users need a clear path to the online databases, including usernames and passwords to access them on and off campus.
- Users need access to reliable resources, including relevant databases and updated physical resources.

User needs based on external assessments. No formal assessments have been done yet. Any changes to the Virtual Library have happened organically and as needs have been observed by the library staff. A formal survey would help in the planning of the continued development of the Virtual Library. A survey could include quantitative information, including number of visits to the Virtual Library as it currently stands and circulation data. Additionally, quantitative and qualitative questions on current use of the webpage, use of relevant and reliable sources in research projects, and user expectations for the website would help point the project in the right direction as well as giving data to compare to during the assessment phase of the project.

Benefits and opportunities. The continued development of the Virtual Library website will create benefits and opportunities for both the library and its users. The following is a list of some of those benefits and opportunities by user group:

- ***Library***
 - Increased circulation of books
 - Increased use of online databases
 - Efficient use of library staff time
 - Increased image of library as a place to find relevant and reliable information
 - Increased use of physical library
- ***Students***
 - Increased access to reliable and relevant sources for coursework
 - Increased awareness of physical collection of books and resources for free reading
 - Increased reading for enjoyment
 - Better understanding of topics because of access to reliable information
 - Understanding of information literacy skills
- ***Teachers & Staff***
 - Increased awareness of resources available for class use
 - Increase in quality of student work
 - Increased awareness of resources for personal use and enjoyment
- ***General ASB Community***
 - Increase awareness of resources available for personal use
 - Increase awareness of resources to assist in child(ren) education

Risks and Costs. There are several costs and risks that need to be considered during the planning phase of the Virtual Library. The following is a list of some of these risks and costs. Because this particular school is a one to one laptop school, the risks and costs around the

financial support for such a project are lower than other libraries may face. The challenges that arise with user satisfaction are true for all of the user groups.

- ***Library***

- Cost to maintain a functional website including hosting the URL and paying for Web design tools such as Weebly.com and Wix.com
- Cost and/or time of the staff to create and keep the Virtual Library up to date and relevant.
- Users may not like the new site or the changes made to the Virtual Library.
- Lack of support from administration and teachers in launch of new Virtual Library.
- Changes made this year will not be relevant in six months or a year and will have to be changed again.
- Staff has to learn a new website management system as opposed having someone else manage the page as in the past.

- ***Students***

- Changes to the Virtual Library means students have to relearn how to use the website.
- New design does not guarantee that students will use the Virtual Library

- ***Teachers & Staff***

- Changes to the Virtual Library means staff have to relearn how to use the website.

- ***General ASB Community***

- Changes to the Virtual Library means community have to relearn how to use the website.

User demand and impact. Users at the American School of Bombay are surrounded with technology. Every student in grades 6 through 12 and all staff have laptops they use for their work throughout the school day and at home. Their primary source of information is through their laptops and through the Internet. If the library does not provide a place where students can access reliable and relevant information, it will be left behind in the 20th century, while students and staff move forward in the 21st century.

There is obviously a demand for this library to have a virtual space to provide this kind of access to information. Although other schools may not have one to one laptop programs like the American School of Bombay, it is still important to provide this kind of access to the information and the skills to use the information they find through the Virtual Library. Without these skills, all students will be behind when they enter the work force. The impact that the use of the Virtual Library website will have is a positive step forward in their education. Additionally, staff and parents in the general community will be helping their students to be literate in a world full of information that is growing exponentially.

Recommendations for Action

The goals and outcomes for the Virtual Library are listed below. They are arranged by short-term, intermediate and long-term goals. Each goal has specific outcomes related to them, which are listed with each goal

Short-term goals. These are goals that should be measurable using the following outputs and outcomes by May 2010.

- Students are aware of the new Virtual Library website

- Eighty five percent of students will bring their laptop with them to the library when they come to search for resources.
- Faculty and Staff are aware of the new Virtual Library website
 - One Hundred percent of faculty and staff who are surveyed are aware of the new Virtual Library website.
 - Sixty percent of the teachers surveyed have accessed and explored the new features of the Virtual Library website.

Intermediate goals. These are goals that should be measurable using the following outputs and outcomes by December 2010.

- The frequency of use of the Destiny Catalog to search for resources that can be located in the library increases.
 - Survey indicates an increased use of the catalog by students, faculty and staff of 20% or more from Spring 2010 to Fall 2010.
- Online databases are accessed by classes, students and staff for research.
 - Seventy five percent of students surveyed have used the online databases to do research for a class.
 - Fifty percent of core teachers have asked the librarian to introduce their students to the Virtual Library and online databases for a class project.
- Students and faculty contribute content to the Virtual Library and/or Catalog
 - Ten percent of students have submitted content to the website.

- Thirty percent of teachers in the Middle and High school faculty have recommended websites or resources to add to the database list for their subject.

Long-term goals. These are goals that should be measurable using the following outputs and outcomes by May 2011.

- Personal Reading Increases for individual students.
 - Students who participate in the interviews report use of the catalog to find a book they normally would not choose.
 - Students report through interviews an increased awareness of books available in the library.
 - Students report through focus group increase in personal reading.
- Students are using reliable resources for school research.
 - Fifty percent of teachers surveyed have noticed an increase in student use of peer reviewed articles in their research.
- Paper and homework quality increases.
 - One third of teachers who participate have noticed an overall improvement in student work.

Budget . With the large number of free resources online, it is possible for a small to medium size library to create, maintain, advertise and assess a Virtual Library website with limited resources. The largest expense for this project will be the man hours it will take to build and maintain the site, as well as the time to continually assess and improve the site based on user feedback. Table 1 gives details on what the budget would look like.

Table 1

Start Up Costs	
Website Creation	
Purchase cost of URL for 1 year	\$30
Weebly.com Pro: Online platform for html Web design	\$48
Wix.com: online platform for Flash Web design	Free
Shelfari.com membership and widget	Free
Staff Time	
Technology department: creation of database page	15 hours
Web design team: weekly meetings	10 hours
HTML and Flash Web design time	45 hours
Marketing	
Create flyers and draft email	2 hours
Flyers: Paper, Ink, Tape	\$10
Start Up Total Costs in Dollars	\$88
Start Up Total Costs in Man Hours	70 hours
Maintenance Costs	
Website Maintenance	
Yearly cost of URL	\$30
Yearly cost of Weebly.com Pro	\$48
Yearly cost of Wix.com	Free
Yearly cost of Shelfari.com	Free
Staff Time	
Weekly website maintenance: Blogging, adding reviews etc.	10 Hours/week
Survey Creation and Administration	5 hour/administration
Marketing	
Flyers for ongoing marketing each semester	\$10
Assessment Costs	
Google Forms	Free
Incentive for Interview Participation	\$100
Maintenance Costs in Dollars per Year	\$198
Maintenance Costs in Man Hours per Year	780 hours

The creation and maintenance of the website includes the purchase of the URL and tools that assist in making the website. Many tools are available free, including Wix.com, and Shelfari.com. Weebly.com is a site that allows users to create websites based on HTML coding. This is also a free site, but has the option to buy the pro account, which the library would want to do so that it could have a few specific features, such as the ability to password protect the

website or specific pages. Other specific costs include marketing materials. These materials would be minimal as much of the advertising would happen via email, other internal Web based communication and face to face communication with the school community. The marketing plan contains more details.

A bigger piece is the start up man-hours and on-going man-hours to create and maintain the site. The team (see responsible parties below) who is creating the site would need to meet weekly as the site is being built to continually communicate the expectations and changes that are desired. Assuming it takes two months to create the website, this would equal two meetings before the actually building begins, and eight additional meetings as the website progresses. In addition to these meetings the time to build the site itself is estimated at up to 60 hours between multiple people.

Once the site is built, there is a need for ongoing maintenance, including writing the blog, updating the Shelfari.com widget, researching and adding additional resources to the Web links/databases page. On average, this would take a minimum of 10 hours per week. In addition to this general maintenance, the library would want to continually evaluate the site and update the site based on feedback. Although the use of free tools such as Google Forms or Polldaddy.com makes the monetary cost of this minimal, there will be a small cost for incentives that are given to those students who participate in the interviews. Additionally, man hours to create, collate and report on these evaluations should be considered.

Responsible Parties.

Table 2

Name	Title	Competencies	Time Required	Responsible For
------	-------	--------------	---------------	-----------------

Barbara Kieran	Librarian	Communication, Team leader, Vision, Research, Management	Ongoing planning and maintenance of Website: Approximately 10 hours per week	Creating the overall design of the website including what needs to be included and how the website should be laid out. Additional Maintenance work required such as blog writing, resource management and updates to content of website.
Kevin Roberts	Web Designer	Web design, communication, Teamwork	45 hours- Most of these hours are in the development stage as the maintenance will be handed over to the Librarian when completed.	Responsible for html and flash design of website using both Weebly.com and Wix.com as a platform to. Must communicate with the Librarian to understand the needs of the library, students and staff.
Dolphus Pereira	Web Designer	Web design, communication, Teamwork	15 hours- Most of these hours are in the development stage as the maintenance will be handed over to the Librarian when completed.	Responsible for html and flash design of website using both Weebly.com and Wix.com as a platform to. Must communicate with the Librarian to understand the needs of the library, students and staff.

Action plan and timeline. The action plan in Table 3 details the tasks that need to be performed during the development, rollout, evaluation and maintenance phases of the plan. Each phase is represented by a different color in the chart which is indicated in the key provided. Although the table shows an end date in May 2011, the maintenance and evaluations tasks can be continued indefinitely.

Table 3: Virtual Library Gantt Chart

Task	Start	End	Duration	Q4 - 2009			Q1 - 2010			Q2 - 2010			Q3 - 2010			Q4 - 2010			Q1 - 2011			Q2 - 2011		
				Oct.	Nov.	Dec.	Jan.	Feb.	March	April	May	June	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	March	April	May	June
Planning Meeting	10/5/2009	10/17/2009	9	█																				
Website Design	11/19/2009	12/19/2009	20		█	█																		
Buy URL	10/18/2009	11/21/2009	24	█	█																			
Buy Weebly.com Pro account	10/18/2009	11/19/2009	22	█	█																			
Shelfari.com Widget Creation	10/18/2009	12/4/2009	32	█	█																			
Database Page Design	10/18/2009	12/19/2009	41	█	█																			
Website Ready for Launch	12/30/2009	12/31/2009	1			◆																		
Introduce to Faculty	1/6/2010	2/11/2010	25				█	█																
Introduce to Students	2/10/2010	5/5/2010	57					█	█	█														
Survey Students: Short-Term Outcomes	4/30/2010	5/29/2010	20							█	█													
Survey Teachers: Short-Term Outcomes	5/2/2010	5/29/2010	20							█	█													
Collate Data and Report	5/31/2010	6/22/2010	15								█	█												
Maintain Website	1/1/2010	6/3/2011	351																					
Maintain Blog	1/1/2010	6/3/2011	341																					
Update Web-links	1/1/2010	6/3/2011	341																					
Manage Book Reviews and Other Content	1/1/2010	6/3/2011	341																					
Survey Students: Intermediate Outcomes	11/30/2010	12/31/2010	21																					
Survey Teachers: Intermediate Outcomes	12/1/2010	1/1/2011	21																					
Collate Data and Report	12/29/2010	2/1/2011	22																					
Student Interviews: Long-Term Outcomes	5/1/2011	5/30/2011	19																					
Survey Teachers: Long-Term Outcomes	5/1/2011	5/30/2011	19																					
Collate Data and Report	5/30/2011	6/17/2011	13																					

Action Plan Key
Development
Roll-Out
Assessment
Maintenance

Communication Plan. Communication during the development and implementation of the Virtual Library is key to its success. This is especially true during the development stage when the Librarian and Web designers need to be actively communicating as the design of the website progresses. Communication will take place, at a minimum, weekly and sometimes daily through email or face to face conversations. In addition, the administration will be kept up to date at their regular meetings with the librarian, which take place every other week. If any other issues come up in between those meetings, an email or face-to-face conversation will be the method of communication.

Communication with the external stakeholders becomes a part of the project during the implementation phase of the project. During this phase, faculty and staff will be informed about the new website via mass communication sent out by the administration, as well as face to face meetings by department with the Librarian. Flyers will be used to advertise the new website to students and parents, as well as email or online communications that are sent out by the school. For more detail, see the marketing plan.

Pilot-Test. The rollout of the website will be done incrementally, so that changes can be made at each step of the process. Each phase of the rollout (staff, students and parents) would include a small pilot prior to the official launch for the group. A small subgroup consisting of five individuals will be asked to explore the website and take a survey to determine any flaws. As issues arise, they will be dealt with.

Scalability. This program has the potential to grow, and as technology use in the school grows, it is highly likely that there will be more demands on the program. In order for the service

to grow, the library will need the continued support of the technology department to insure that the domain name is renewed each year and that the Web tools used to build and maintain the site are still available. In addition to this technical support, it is important that the Librarian or her assistant has time do continually maintain the site.

SWOT Analysis

Table 4

	INTERNAL	EXTERNAL
POSITIVE	<p>STRENGTHS</p> <ul style="list-style-type: none"> ✓ Promotes use of online resources ✓ Promotes more use of collection ✓ Encourages student and teacher interaction with the library ✓ Leverages technology already used in the school ✓ Support from administration and technology department ✓ Online tools available for free ✓ Encourages good information literacy skills 	<p>OPPORTUNITIES</p> <ul style="list-style-type: none"> ✓ Parents may want to add content ✓ Promotes collaboration with classroom teachers ✓ Additional tools available for use online as the Website grows
NEGATIVE	<p>WEAKNESSES</p> <ul style="list-style-type: none"> ✓ Time available to manage properly is missing ✓ Money will have to be invested each year to maintain the Website ✓ Students may find bringing their laptop to library inconvenient ✓ Faculty and Staff may not see the value in what the Virtual Library provides 	<p>THREATS</p> <ul style="list-style-type: none"> ✓ Budgeting constraints ✓ Government regulations about use of Internet and resources ✓ Other sources of information are more convenient (i.e. Google, GoodReads, Amazon)

Limitations and assumptions.

- It is assumed that students will always have their own laptops to use in the library.

- It is assumed that the free online tools will continue to be freely available.
- It is assumed that the technology department will continue to support the library and the Virtual Library by providing the domain name and other resources that do cost something.
- Students will learn that the library is a more reliable resource than Google and other search engines.
- Teachers will support student's use of the website by bringing in the Librarian and sharing the website with them.
- It is assumed that we will have continual access to the Internet at school.
- The Librarian will have enough time to maintain the Virtual Library and upgrade it when necessary.

Marketing Plan

As the Virtual Library has developed over time, there have been several different ways the library site has been marketed. When the website was first created it was more of an informational space and no specific marketing was done to promote it. After several years, it was developed into the Virtual Library site and was officially launched with a weeklong celebration, including book marks, free popcorn, lemonade and a drop in demonstration available during lunch breaks and other free periods. Because the Virtual Library was once again redesigned only a year later, the launch of the updated site was much more laidback. The site is slowly being rolled out, including individual meetings with departments, as well as a featured day at the schools Tech Café.

Both of these launches had their own strengths and weaknesses, and can be built upon for the continued marketing of the service. Informal observation showed that while the first launch got a lot of people talking about the site and aware of the site, it did little to convince people to use the site. In contrast, few people know about the updated website from the new launch, while those who do know about it, have remarked how helpful the site is. This marketing plan will build on the idea of both making people aware of the site and sharing with them the usefulness of the site itself.

Marketing Goals and Outcomes

While the goals and outcomes listed in the project plan are relevant to the overall project, the following are specific goals and outcomes for the marketing plan:

- The marketing campaign will increase student awareness of the new Virtual Library website.
 - Eighty five percent of students surveyed will respond that they have seen the new Virtual Library.
 - Eight five percent of students who come to the library in search of resources will bring their laptop to the library.
- The marketing campaign will increase faculty and staff awareness of the new Virtual Library website.
 - One hundred percent of faculty surveyed are aware of the new Virtual Library.
 - Sixty percent of the faculty surveyed has visited the new Virtual Library.
- The marketing campaign will increase parent awareness of the new Virtual Library.
 - Fifty percent of parents surveyed are aware of the new Virtual Library.
- Increase use of the Virtual Library Website.
 - Statistical analysis will show an increase of thirty percent more hits per month on the website than before the campaign.

Target Audiences

Table 5

Target Audience	Demographics	Library Usage	Information Needs	Communication Preference
Students (Internal)	Age: 12-18 Gender Ratio: 1:1 Wealthy parents with access to	Readers: Frequent use to find recreational reading books Class Use: Occasional use when necessitated by coursework	Homework Recreational reading Test preparation General	Text messaging Social Technology Tools: Facebook Skype/ Chat features

	technology: phones, computers, ipods, etc.		knowledge/ Personal Interest	Face to Face
Faculty/Staff (Internal)	Age: 26-60 Gender Ratio: 1:1 Education: 75% bachelor's degrees 23% Masters degrees 2% doctorates	Class Prep: some use, when books are needed or collaboration desired. Personal Use: Variable based on occasional needs. Limited English language fiction books available outside of school library increases need	Professional work: Lesson planning/ resources Personal: personal research, travel planning, recreational reading	Face to Face Email
Parents (External)	Age: Mid 30's to 50's Highly educated Wealthy Business men with mostly stay at home mom's	Personal Use: Moderate to low depending on age of students. Elementary Parents: Moderate use for checking out children's books Middle and High school parents: rare use, occasionally check out magazines	Personal Use: Recreational reading Travel needs Homework support for their children School news	Email Face to Face Telephone Text messages

Positioning Statement

Access to timely, relevant and reliable information is vital to the success of our community to become lifelong learners. It is also important, in today's environment where information is growing exponentially, that we guide and teach our community to access this information in a meaningful and responsible way.

Key Messages

- Students: The Virtual Library helps me find the information I need for school, work and fun.
- Faculty: The Virtual Library helps me find reliable sources to share with my students and for my professional growth and personal use.
- Parents: I know when I can use the Virtual Library to find good reliable information.

Message Delivery Strategies

Being a virtual service, it is important to reach out to the community in the virtual world as much as possible. However, it is also important to draw users in who do not rely on virtual methods advertising. Therefore, the plan consciously makes an effort to include other forms of advertising.

Virtual tools for advertising:

- ***Email:*** Separate emails will be sent to the staff and students to let them know about the new Virtual Library website. This should be short and catchy. Most teachers receive too many emails to take the time to read a long email about the Virtual Library. More importantly, the email will be used to simply make them aware of the new site. Students in middle and high school are also less likely to read a long email about/from the library.
- ***Daily Beat:*** The Daily Beat is the electronic newsletter that the kids read every day. This tool will be used as another quick reminder that there is a new site. It will include the link so that students can check out the website from there. It will also be used as a part of a weekly scavenger hunt. Hints are given every day and at the end of the week, those students who can come in to the library and answer the question will be given a prize.

They will have to both explore the website and use their information literacy skills to find the answers to the puzzles.

- ***Friday Flash:*** The weekly communication used to share information with parents will be used to inform the parents about the new site, some of its features and the link to the site.
- ***Facebook Messages:*** This is a quick and easy way to give updates about the website. As the Virtual Library is a constantly changing website, we can use this to share new blog posts, new books on the virtual book shelf and new resources added to the databases and resource lists.

Non-Virtual Tools for Marketing

- ***Flyers/Posters:*** Flyers and posters will be designed to be posted throughout the school advertising the new site. These will again be basic and colorful to make the community aware of the new site.
- ***Launch Party:*** A launch party will be held in the library as an all day celebration. There will be food and music. There will also be multiple demonstrations of the key features of the Virtual Library so those who come know what it is, what is new and how they can use it.
- ***Classroom visits:*** The librarian will also visit as many classes as possible to share the new Virtual Library. This will be done as part of collaborative work with the teachers. Ideally, the librarian will be able to show the students specific aspects of the Virtual Library as part of an information literacy lesson.

- **Tech Café:** This teacher forum will be used to introduce teachers to some of the more in depth features of the Virtual Library and how the teachers can use it and its features to enhance their lesson or give them additional resources to use.
- **Tech Coffee with Parents:** This regular parent forum will be used to share the Virtual Library with parents as well as teach them how to use different tools.

Action Plan & Timeline

Table 2 shows the general timeline for each of the marketing tools that will be used to advertise the Virtual Library. The tools noted could be a onetime event, such as a launch email, or could be ongoing such as the scavenger hunt. Each of the activities are designated as development, rollout and maintenance which is explained in the key below.

Table 6

Marketing Tool	Jan.	Feb.	Mar.	Apr.	May	Aug.	Sept.	Oct.
Soft Launch: Introduce by word of mouth.								
Friday Flash announcement for parents and staff								
Email to faculty and students								
Tech Café								
Tech Coffee with Parents								
Flyers								
Launch Party								
Daily Beat Scavenger Hunt								
Classroom Visits								
Facebook Updates								

Development	Rollout	Maintenance
-------------	---------	-------------

Budget

Although the budget in dollars is relatively low, there is a lot of marketing happening and a significant number of man hours that are allocated for the development and implementation of the marketing tools. Table 3 indicates the total man hours and well as dollars budgeted for each of the three stages of the marketing plan.

Table 7

Development		
	Staff Time	
	Time with community to show Virtual Library	5 hours per week
Start Up Total Costs in Dollars		\$0
Start Up Total Costs in Man Hours		15 hours
Rollout Costs		
	Staff Time	
	Draft Friday Flash announcement	.5 hours
	Draft email to faculty and staff	.5 hours
	Tech Café: Prepare and Lead meeting	2 hours
	Tech Coffee with Parents	1 hour
	Create Flyer	1 hour
	Daily Beat Scavenger Hunt Prep	3 hours
	Launch Party	8 hours
	Materials	
	Supplies for flyers	\$10
	Prizes for scavenger hunt: \$10 gift card to books store per week	\$40
	Launch Party Food	\$50
	Bookmarks for launch party	\$10
Maintenance Costs in Dollars per Year		\$ 110
Maintenance Costs in Man Hours per Year		16 hours
Maintenance Costs		
	Staff Time	
	Daily Beat Scavenger Hunt Maintenance per week	1 hour per week
	Classroom visit prep	1 hour per week
	Facebook updates	1 hour per week
	Tech Café in fall for new teachers	2 hours
	Tech Coffee with parents	1 hour
	Materials	
	Prizes for scavenger hunt: \$10 gift card to books store per week	\$10 per week
Maintenance Costs in Dollars per Year		\$200 plus ongoing
Maintenance Costs in Man Hours per Year		3 hours per week plus 3 hours for onetime

	event
--	-------

Responsible Parties

Table 8

Name	Title	Competencies	Time Required	Responsible For
Barbara Kieran	Librarian	Communication, Team leader, Vision, Research, Management	Ongoing planning and maintenance of communication tools Approximately 2 hours per week	Writing the communication that will go out. Preparing for classroom visits and presentations at forum events. Preparing clues and lessons for the scavenger hunt.
Gizelle Rodrigues	Library Assistant	Computer skills, creativity, communication, Teamwork	1 hour per week	Will assist the librarian in preparing materials such as posters and occasional messages on Facebook.
Barry Raut	Printer, photographer	Computer skills, creativity, communication, teamwork, delegation	5 hours	Responsible for the production of visual materials, such as posters and bookmarks. Also in charge of documenting events, such as the launch party for further use in marketing.

Mockups of Selected Marketing Methods

Friday Flash Announcement

Check out the New Library Web Page!

A new page www.asblibrary.org has been developed for several reasons:

- To add more web 2.0 features.
- It is a more user friendly page.
- It provides a framework for access to the Elementary Library (still under construction) and the MS/HS Library
- It is not outsourced to another company but managed by the ASB Library and Tech dept.
- It allows us to password protect our databases

This site can now be accessed through the school Netvibes page, the portals and through the quick links.

Sample email announcement

Subject: Announcing the New Library Webpage

Dear Staff,

The library has recently redesigned the MS/HS library webpage. The site has many **great resources** for you and your students. Please check it out at www.asblibrary.org and contact Mrs. Kieran if you have any questions or want to learn more about the website!

Regards,

Library Staff

Sample poster: See Appendix A

Assessment Plan

The Virtual Library should be one of the top places our students and staff choose to go when they need information on a topic or on the services we provide. This can be a challenge when faced with the ease and simplicity of the Internet and search engines such as Google.com and Yahoo.com. In order to improve upon the services provided by the Library, it is important to assess how the services are impacting our users. To do so it is necessary to have clear goals, a plan for how to best evaluate the service and how to use that information to improve users' experiences.

The goal of the Virtual Library is to improve users' access to information. That information is both the physical resources available in the library as well as the electronic resources, such as online databases, links to other Web based applications such as Shelfari.com and Son of Citation Machine (citationmachine.net) and more. In the 21st century, this is especially important as users are faced with a barrage of information from the World Wide Web. The Virtual Library will provide a moderated space where the school's population can find reliable information that is relevant to the curriculum.

In addition to this overarching goal are the specific outcomes that have been identified during the program plan. These outcomes are specific articulations of the goal, and therefore are what should be assessed in order to understand how well the program is doing and what kind of impact it is making. As a reminder, here are the goals as stated in the project plan:

Review of Goals

Short-term goals and outcomes.

- Students are aware of the new Virtual Library website

1. Eighty five percent of students will bring their laptop with them to the library when they come to search for resources.
- Faculty and Staff are aware of the new Virtual Library website
2. One Hundred percent of faculty and staff who are surveyed are aware of the new Virtual Library website.
 3. Sixty percent of the teachers surveyed have accessed and explored the new features of the Virtual Library website.

Intermediate goals and outcomes.

- The frequency of use of the Destiny Catalog to search for resources that can be located in the library increases.
 4. Survey indicates an increased use of the catalog by students, faculty and staff of 20% or more from Spring 2010 to Fall 2010.
- Online databases are accessed by classes, students and staff for research.
 5. Seventy five percent of students surveyed have used the online databases to do research for a class.
 6. Fifty percent of core teachers have asked the librarian to introduce their students to the Virtual Library and online databases for a class project.
- Students and faculty contribute content to the Virtual Library and/or Catalog
 7. Ten percent of students have submitted content to the website.
 8. Thirty percent of teachers in the Middle and High school faculty have recommended websites or resources to add to the database list for their subject.

Long-term goals and outcomes.

- Personal Reading Increases for individual students.
 9. Students who participate in the interviews report use of the catalog to find a book they normally would not choose.
 10. Students report through interviews an increased awareness of books available in the library.
 11. Students report through interviews an increase in personal reading.
- Students are using reliable resources for school research.
 12. Fifty percent of teachers surveyed have noticed an increase in student use of peer reviewed articles in their research.
- Paper and homework quality increases.
 13. One third of teachers who participate have noticed an overall improvement in student work.

Twenty percent of students in the focus group report they see a connection between using peer reviewed articles and the grades they received. These outcomes are ordered in terms of short, intermediate, and long term goals and are in the order in which they should also be assessed. Within these goal periods, there are a number of goals related to specific topics or focus groups. Some of the assessments within time period groups can and should be done simultaneously. Ultimately, as a school library the goal is to improve the quality of education students are receiving so those goals that specifically increase student learning and access to information should be given priority.

Assessment Plan for Outcomes

The assessment plan is broken up by outcomes. For each outcome, there is an assessment method, parties responsible, timeline and indicators for the completion of each outcome. There is also an alternative assessment method listed in case the first method will not work or is not sufficient.

Table 9

Outcome 1: Eight five percent of students will bring their laptop with them to the library when they come to search for resources.	
Target Audience	The target audience consists of all students in grades 6 through 12.
Methods & Tools for Evidence Collection	The primary method of assessment for this is a <u>survey</u> . Because the library has no public computers, it is hoped that students bring their laptops to the library when they are looking for resources. They first must be aware of the website as a resource and integral part of the library, and therefore understand the importance of bringing their laptop with them. Surveys would be administered at the end of the school year to determine awareness after one semester.
Recommendations for Pilot Assessment	The survey will be administered to a small random sample of 5 students to determine if the survey is asking the appropriate questions. A short interview after the administration of the survey will help determine the appropriateness of the survey questions. See Appendix B for sample survey.
Alternative Assessment & Tools	An alternative would be to observe whether or not students are bringing their laptops to the library when they need to do research or find a book. As part of the observation, those working at the circulation desk would be asked to keep track of the number of students who brought their computers in when doing research. This would be as simple as keeping a tally every time a student is there to do research and if they have their computer the observer would circle the mark to indicate the presence of the laptop.
Analysis of Evidence	Survey results could be processed as soon as the survey is administered. Once the survey is closed, the librarian would determine what percent of the students bring their laptops to the library when they are doing research.

How the assessor will know the outcome has been met	The number or percent of students who are bringing their laptop to the library will indicate the success of this outcome. The more students who bring their laptops, the more successful the outcome is.
Results Scenario and Decision Making Indicators	<p>Outcome Met: 85% or more of the students who come to the library to find a resource will have their laptop with them. If this number is reached, the Librarian should continue to market, working towards 100%, and continue to share how accessing the site will help students access valuable resources.</p> <p>Outcome Not-Met: Students will continue to only browse shelves and/or ask the circulation desk to look up books for them. Less than 85% of students bring their laptop to the library. If the outcome is not met, additional awareness programming needs to be conducted to demonstrate to students the importance of using the Virtual Library as a tool and to further their education.</p>
Recommendations for Reporting	Being a short term indicator that is measured by a percent yes or no, makes it difficult to display results in a meaningful way. It is important data however, to consider when determining if more needs to be done about general awareness. This information can be shared with the divisional principals and technology director in face to face meetings.
Responsible Parties	The Librarian is responsible for administering, or communicating to the teachers who will administer the survey in their classes. In addition, she will process the data once compiled and use it to move forward with the next steps of implementation.
Timeline	The survey should be administered at the beginning of May so that the Librarian has time to process the data and plan for the coming school year.

Table 10

Outcomes 2 & 3:	
One hundred percent of faculty and staff who are surveyed are aware of the new Virtual Library website.	
Sixty percent of the teachers surveyed have accessed the new Virtual Library website.	
Target Audience	The target audience includes all middle and high school faculty at the school.
Methods & Tools for Evidence Collection	A <u>survey</u> will be administered to determine whether or not the faculty at the school is aware of the website. Additional questions will determine what percent have accessed the site and with what frequency.

	See Appendix C for sample survey.
Pilot Assessment	The survey will be administered to a small random sample of 5 staff members to determine if the survey is asking the appropriate questions. A short interview after the administration of the survey will help determine the appropriateness of the survey questions.
Alternative Assessment & Tools	An alternate or secondary assessment could include anecdotal evidence based on conversation with the faculty.
Analysis of Evidence	Survey results could be processed as soon as the survey is administered. Once the survey is closed, the librarian would determine what percent of the staff and faculty know about the site and how often they use it.
How the assessor will know the outcome has been met	Positive results on the survey of faculty and staff will indicate whether or not the outcome has been met. The higher the frequency of access is a better indicator of success.
Results Scenario and Decision Making Indicators	<p>Outcome Met: This short-term outcome is an important indicator of how well the marketing of the program is going as well as an important first step in getting people to use the website. Therefore, it is important that 100% of staff is at least aware of the site and that 50% of staff has accessed it at least once. If this outcome is met, the Librarian can move forward with the next phase of implementation including increase use of the website.</p> <p>Outcome Not-Met: Less than 100% of faculty and staff are aware of the website. If anything than less than 100% of results are reported, the Librarian and her team will have to continue to use their marketing tools and interact with Faculty and staff to educate them about the new website.</p>
Recommendations for Reporting	This is a second piece of formative assessment that will assist the Librarian and her team to determine if they will be able to move on to the next phase of implementing the service. The data will be processed to determine if they are aware of the site (yes or no) and how frequently they are accessing the website. A bar graph could be used to demonstrate the range of access people have had with the website. The data will be shared in a face to face conversation with the Divisional Principals and the Technology Director.
Responsible Parties	The Librarian is responsible for administering, or communicating to the teachers who will administer the survey in their classes. In addition, she will process the data once compiled and use it to move forward with the next steps of implementation.
Timeline	The survey should be administered at the beginning of May so that the

	Librarian has time to process the data and plan for the coming school year.
--	---

Table 11

Outcome 4: Survey indicates an increased use of the catalog by students, faculty and staff of 20% or more from Spring 2010 to Fall 2010.	
Target Audience	The target audience includes middle and high school faculty and students in grades 6 through 12.
Methods & Tools for Evidence Collection	Pre and Post surveys will determine what percent of the students and faculty (independently of each other) are using the catalog through the Virtual Library to search for resources and how often they use the catalog. See Appendices B & C for sample survey.
Pilot Assessment	A pilot survey will be given to a small group of 5 students to confirm the questions in the survey are asking the appropriate questions. A short interview after the administration of the survey will help determine the appropriateness of the survey questions. The faculty survey has already been piloted in the spring during the survey process for the short term outcomes.
Alternative Assessment & Tools	Alternative assessments include using catalog usage statistics to determine if there is an increase of usage after the implementation of the New Virtual Library website.
Analysis of Evidence	Survey results will be processed in a similar manner to the previous survey, determining the frequency of use comparing data from May 2010 and November 2010 for faculty and November 2010 to May 2011 results for students.
How the assessor will know the outcome has been met	An increase of use of the Catalog will be one indicator that faculty and students are learning how and why to use the Catalog.
Results Scenario and Decision Making Indicators	<p>Outcomes Met: An increase of catalog use of 20% or more from Spring 2010 to Winter 2010. If the outcome is reached, the Librarian will continue to update the Catalog and market the Virtual Library to increase this number.</p> <p>Outcome Not Met: No change or less than 20% change in the frequency of access to the library website will signify that the outcome has not been reached. If this is the case, the Librarian will need to increase the</p>

	amount and type of marketing to increase the understanding that accessing the catalog will help users find the source they need.
Recommendations for Reporting	Survey results will be compiled in Google Docs spreadsheet. This will be used to determine the frequency of access to the website. This data will be compared with the Spring 2010 data to determine if there was an overall increase in use of the website and use of the catalog specifically. A bar graph could be used to demonstrate the range of access people have had with the website and with the catalog specifically. Results will be shared with the Divisional Principals and Director of Technology.
Responsible Parties	The Librarian is responsible for communicating with the Principal and teachers as they are preparing to administer the survey. Once data has been received, she is responsible for analyzing the data.
Timeline	Surveys will be administered in December to both faculty and students. The beginning of January the data will be processed.

Table 12

Outcomes 5: Seventy five percent of students surveyed have used the online databases to do research for a class.	
Target Audience	The target audience is middle and high school students in grades 6 through 12.
Methods & Tools for Evidence Collection	Pre and Post <u>surveys</u> will determine what percent of the students and have used the databases through the Virtual Library to search for resources. Over time the survey will also show if there is any increased or decreased use. See Appendix B for sample survey.
Pilot Assessment	The survey has already been piloted in the spring during the survey process for the short term outcomes.
Alternative Assessment & Tools	Usage data can be gathered from our database providers to determine the use of the databases by our faculty and students.
Analysis of Evidence	Survey results, which are analyzed as part of the other outcomes as well, will help determine if the databases are being used on a regular bases as well as whether or not there has been an increase in the usage since the implementation of the next website. In addition, the survey will determine what percent of faculty have asked the Librarian to share the website with their students.
How the assessor will know the outcome has been met	An increase of usage over the Spring to Fall data will determine the success of the outcome. The Librarian will also have been invited to introduce the website to classes at the beginning of their research units.

Results Scenario and Decision Making Indicators	<p>Outcome Met: If 75% or more of the students have been introduced to and used the online databases for their class research projects, the outcome can be considered met. In addition the librarian should have introduced the website and databases in 50% of the teacher's classes.</p> <p>Outcome Not-met: If less than 75% of students have used database and less than 50% of teachers have had the librarian introduce the website to classes, the outcome will be considered not met. The librarian would then need to reach out to faculty to collaborate with them and introduce the databases to more of the students.</p>
Recommendations for Reporting	Reporting should be used internally by the librarian to help evaluate the marketing of the site and how to increase the use of the databases. The reports can be shared with the divisional principals and the director of technology.
Responsible Parties	The Librarian is responsible for communicating with the Principal and faculty as they are preparing to administer the survey. Once data has been received, she is responsible for analyzing the data and sharing it with the appropriate parties.
Timeline	Surveys will be administered in December to both faculty and students. The beginning of January the data will be processed.

Table 13

Outcomes 6: Fifty percent of core teachers have asked the librarian to introduce their students to the Virtual Library and online databases for a class project	
Target Audience	The target audience is middle and high school faculty.
Methods & Tools for Evidence Collection	<u>Observation</u> will be used to determine the percent of teachers who have asked the librarian to introduce the website and databases to their classes over the year.
Pilot Assessment	No pilot test can be done but a general observation of the number of teachers who had the librarian in their class before the virtual library would be a good way to compare pre and post website update.
Alternative Assessment & Tools	A more in-depth survey could be done to determine why teachers choose or don't choose to use the librarian to introduce the website and the resources that are available through the library.
Analysis of Evidence	Observations will be calculated at the end of the year based on the number of times the librarian helped in a class compared to the total number of core teachers.
How the assessor	The percentage of teachers who asked the librarian to introduce the

will know the outcome has been met	website and resources in the classroom will indicate how well the outcome is being met.
Results Scenario and Decision Making Indicators	<p>Outcome Met: If 50% or more of the teachers have asked the librarian to introduce the Virtual Library website to the students, then the outcome can be considered met. If so, the librarian will work to increase this number to all a higher percentage including non-core teachers.</p> <p>Outcome Not-met: If less than 50% of the core teachers have asked the librarian to introduce the Virtual Library website and resources to their student, the outcome has not been met. More work to collaborative work will be needed to increase this percentage.</p>
Recommendations for Reporting	Reporting should be used internally by the librarian to help evaluate the marketing of the site and how to the collaborative work with the faculty. The reports can be shared with the divisional principals and the director of technology.
Responsible Parties	The Librarian is responsible for collecting the information about who she has worked with and comparing it to the list of core teachers. She is responsible for reaching out when necessary to work with faculty and students.
Timeline	Observation will happen throughout the year and be collated in May 2010. Again in November 2010 and May 2011.

Table 14

Outcomes 7 & 8:	
Ten percent of students have submitted content to the website.	
Thirty percent of teachers in the Middle and High school faculty have recommended websites or resources to be added to the list of resources for their subject.	
Target Audience	Students and Faculty
Methods & Tools for Evidence Collection	As it is important that the Virtual Library website is an interactive site, it is important to measure how and where those interactions are happening. The first place this can happen is through students and faculty recommending resources (books, websites, reviews etc) on the website. To that end, the method used will be <u>observation</u> . The library staff will keep track of the number of resources being contributed to the website, through the website or through the librarian to add to the website. Currently, there are no student/teacher added resources so comparisons to this baseline can be made at the end of the reporting

	period.
Pilot Assessment	Pilot includes the baseline observation period to determine how often users contribute content to the website before the implementation of the new Virtual Library website.
Alternative Assessment & Tools	Alternatively, another question or two can be added to the survey to ask about whether or not they feel like the website is an interactive resource.
Analysis of Evidence	Observations will be compiled in a spreadsheet describing the types of content contributed to the website and by whom it was contributed. They will also record whether the contributions are contributed online or in person. This data will be analyzed to determine how much user contributed content is being added. See Appendix D for sample observation recording chart.
How the assessor will know the outcome has been met	There is an increase of user contributed content. This can be a general observation if there are new resources but can also be compared at different points throughout the year. If there was no content contributed before January 2010 than any contribution would be considered an increase. Number of resources or content contributed can be compared between January, May, September and December of 2010.
Results Scenario and Decision Making Indicators	<p>Outcome Met: Specifically, the outcome can be considered met if 10% of the student population has contributed some content. In addition, 30% of the Middle and High School staff has contributed content to the website. If met, the Librarian can continue updated the website and adding relevant content provided by students and faculty.</p> <p>Outcome Not-Met: If there is no content or less than 10% of students and less than 30% of students contribute content, the outcome would be considered not-met. An increase in awareness about the possibility of student and faculty content contribution would become a focus of the marketing plan. This is a significant part of the making the website successful and should be an area of concentration if it is not happening.</p>
Recommendations for Reporting	Reporting should be used internally by the librarian to help evaluate the marketing of the site and how to increase the user content. The reports can be shared with the divisional principals and the director of technology.
Responsible Parties	The Librarian and library assistant will be responsible for compiling observations. The Librarian will need to analyze the results and the designated points throughout the year.
Timeline	Pre-Observations should be made December 2009 and early January before the site is launched. Observations happen throughout the year and will be analyzed in May, September and December of 2010.

Table 15

<p>Outcomes 9, 10 & 11: Students who participate in the focus groups report use of the catalog to find a book they normally would not choose.</p> <p>Students in the focus group report an increase of reading for pleasure.</p> <p>Students in the focus group report an increased awareness of books available in the ASB library.</p>	
Target Audience	The target audience is students in grades 6 through 12.
Methods & Tools for Evidence Collection	<u>Interviews</u> will be used to help understand the underlying impact that the Virtual Library is having on the behaviors and habits of the students. The questions will be used to help determine whether or not the Website has helped students find additional books they choose to read independently. It will also help determine if students are finding more books in the library or if they are reading more on their own. See Appendix E for sample interview questions.
Pilot Assessment	The interview questions will be reviewed by a small random sample of students and discussion to determine if the questions are appropriate to ensure the questions address the outcomes we are hoping to cover.
Alternative Assessment & Tools	Alternative assessment would be a survey. Although surveys are an option, they would not address the underlying causes of increased reading due to lack of anecdotal information and clarification.
Analysis of Evidence	Notes will be taken by the interviewer. These notes will be reviewed directly following the session and a summary of the notes will be used to determine if the outcome has been met.
How the assessor will know the outcome has been met	The interview will conclude that the Virtual Library website has impacted the students in their ability to find books that they may not have been able to find by asking the librarian or browsing the shelves. Students will indicate the use of topic searches to help locate books they are interested in.
Results Scenario and Decision Making Indicators	<p>Outcome Met: Students indicate that the catalog and Virtual Library has assisted them in finding additional books for their reading. An increase of reading will be evident from the students' understanding of the additional books available to them and ease in finding the books.</p> <p>Outcome Not-Met: Students indicate that they do not access the Virtual Library or catalog to find books.</p>
Recommendations for Reporting	Reporting will be used by the librarian as an internal assessment and as a report to share with the Divisional principals and Technology Director.

Responsible Parties	The Librarian will conduct the interviews. The Librarian will then be responsible for compiling notes and creating a report that articulates the conclusions.
Timeline	Interviews should be conducted in May 2011.

Table 16

Outcome 12: Fifty percent of teachers surveyed have noticed an increase in student use of peer reviewed articles in their research.	
Target Audience	The target audience includes middle and high school faculty.
Methods & Tools for Evidence Collection	In-depth <u>surveys</u> will be used to determine whether or not teachers have noticed in an increased use of reliable, peer reviewed resources in their papers and research assignments. See Appendix C for survey.
Pilot Assessment	A pilot survey will be given to a small group of 5 teachers to confirm the questions in the survey are asking the appropriate questions. A short interview after the administration of the survey will help determine the appropriateness of the survey questions.
Alternative Assessment & Tools	Alternative assessment would be an interview. Because it is important to understand why or why not students are using the databases available through the Virtual Library, it's important to have anecdotal information regarding their research approach and use of the website. This is not the first choice however, because it could be prohibitively expensive and time consuming.
Analysis of Evidence	Survey results could be processed as soon as the survey is administered. Once the survey is closed, the librarian would determine what percent of the teachers have noticed an increase in reliable resources being used in student research.
How the assessor will know the outcome has been met	Surveys will indicate teacher awareness of increased use of reliable, peer viewed data in student research papers and faculty will indicate that students had better success finding resources and were more successful in incorporating reliable and pertinent information in their research projects.
Results Scenario and Decision Making Indicators	<p>Outcome Met: 50% or more of the teachers surveyed will indicate an increased use of peer- reviewed information in their research papers. If this outcome is met, the librarian will work with teachers to increase this to a higher percentage over the next year.</p> <p>Outcome Not-Met: Less than 50% of teachers indicate an increased use of peer-reviewed information in research papers. Teachers and students</p>

	will report a general lack of awareness of the databases as a resource or that they do not find the resources a useful source. Teachers do not notice an increase in reliable resources in research papers.
Recommendations for Reporting	Reporting will be used by the librarian as an internal assessment and as a report to share with the Divisional principals and Technology Director.
Responsible Parties	The Librarian will be responsible for administering the survey and collating the information when it is finished.
Timeline	Survey should be conducted in May 2011.

Table 17

Outcome 13: One third of teachers surveyed have noticed an overall improvement in student work.	
Target Audience	The target audience includes middle and high school faculty.
Methods & Tools for Evidence Collection	In-depth <u>surveys</u> will be used to determine whether or not teachers have noticed in a general improvement in homework quality. The survey will be used to help understand the underlying impact that the Virtual Library is having on the behaviors and habits of the students. See Appendix C for survey.
Pilot Assessment	A pilot survey will be given to a small group of 5 teachers to confirm the questions in the survey are asking the appropriate questions. A short interview after the administration of the survey will help determine the appropriateness of the survey questions.
Alternative Assessment & Tools	Alternative assessment would be an interview. Because it is important to understand if there has been a change in the habits and behaviors of the students through the use of Virtual Library and the resources available in the library, it's important to have anecdotal information regarding their research approach and use of the website.
Analysis of Evidence	Survey results could be processed as soon as the survey is administered. Once the survey is closed, the librarian would determine what percent of the teachers have noticed an increase in reliable resources being used in student research.
How the assessor will know the outcome has been met	Faculty will report and increase in paper and homework quality in relation to the resources they have had to access to through the library. Student will recognize the connection between the use of reliable information sources and their understanding of a topic.
Results Scenario and Decision Making Indicators	Outcome Met: One third of the faculty who participate will indicate an improvement in student work. If this outcome is met, the librarian will want to continue outreach in the classrooms and collaboration with teachers to help get all students using the Virtual Library website and

	the resources that are available. Outcome Not Met: Faculty do not notice any change in the quality of student papers. There is no connection between the librarian and the research work done in the classes. If the outcome is not, the Librarian would want to increase her efforts to collaborate with teachers and find new opportunities to share the resources available through the website.
Recommendations for Reporting	Reporting will be used by the librarian as an internal assessment and as a report to share with the Divisional principals and Technology Director.
Responsible Parties	The Librarian will be responsible for administering the survey and collating the information when it is finished.
Timeline	Survey should be conducted in May 2011.

Timeline for Continuous Assessment

A continuous evaluation of the website and its impact is highly important for the school especially considering the transient population of both faculty and students at the school and the constant change in technology. It is recommended that the cycle of regular surveys each semester are conducted. In addition the focus group should happen once a year to determine where impact could be increased. Observations can be made on an ongoing basis, with periodic analysis of the

Impact Rubric

Table 18

Indicator	Failed to meet Expectations	Development	Exceeds Expectations
Library Resource Awareness	Fewer than 25% of students in focus groups are knowledgeable of and able to use the online catalog to find reading material	25-75% of students in focus groups are knowledgeable of and able to use the online catalog to find reading material	75-100% of students in focus groups are knowledgeable of and able to use the online catalog to find reading material
Contribution to Library website	Less than 10% of students in the focus	10%-25% of students in the focus group	25-50% of students have in the focus group have

	group have contributed some content, such as book reviews or book suggestions to the library website.	have contributed some content, such as book reviews or book suggestions to the library website.	contributed some content, such as book reviews or book suggestions to the library website.
Increased database Usage	Less than 50% of the participants in the focus group have used the online databases to do research for one or more classes.	More than 50% of the participants in the focus group have used the online databases to do research for one or more classes.	100% of participants in the focus group have used the online databases to do research for one or more classes.
Academics	Less than 35% of teachers who participate in the focus group have noticed an overall improvement in student work	35% of teachers who participate in the focus group have noticed an overall improvement in student work	35-50% of teachers who participate in the focus group have noticed an overall improvement in student work.

Reflections

Reflection 1-Project Plan

Based on the above information I believe the path that the library is already taking in creating a Virtual Library is a good one. After reflecting on the work that has been done and the work that is still needed, I believe the next and most important steps are to working on the marketing plan. The project is currently past the development stage and into the implementation stage, yet almost no one knows of the new websites existence. Of the few students or teachers I have asked, none knew that there was a new website. The plan is in place and to some extent has been implemented, but now there is a need to market and evaluate it.

Reflection 2- Marketing Plan

Many of the tools used are electronic marketing tools. Although an effort was made to use a number of non-electronic forums, including face to face meetings and posters, I particularly like that we are able to do so much at such a small cost. I think there is a value in using the free tools available to use to get our message to as many people as possible. If it cost money to send a Facebook update or to publish our scavenger hunt in the Daily Beat, it may not be worth it. But because these tools are available for free, it makes sense to take advantage of them.

I also like the way the scavenger hunt is using an electronic resources, the Daily Beat, but it has the potential to bring students into the library. One example could be a clue in the Daily Beat, which leads them to the catalog on the Virtual Library and then they have to come find a particular book and bring it to Mrs. Kieran to get the prize. That sort of interaction with both the Virtual and Physical Library is a bonus. The scavenger hunt could also be used collaboratively with teachers on a particular unit. There are many ways to use that one tool to get people in the library

Reflection – Assessment Plan

While writing this very detailed assessment plan, I began to understand why it is that most librarians who are running programs forget to think about assessment until after they have began. Thinking of the way you assess a program or service really makes you think about what it is you are doing and how you should be doing something. In fact doing this makes me think of the Understanding by Design or Backwards by design lesson planning method. In that method you start with your standards or the big pictures of what you want students to learn, and how you are going to assess that and then you plan your lessons around those. Similarly, when I create programs in the future, I think I will begin my work with trying to think of my overall goal and

how I would assess then, and then go about creating the program focused on my users' needs and outcomes.

On question that came up for me while planning this was the feasibility of assessment. During the semester we talked about creating a culture of assessment and I'm realizing that although we do have that kind of culture, it can be overwhelming to people at times. As I wrote about the need to do a survey every semester, I wondered if that I would get good results, if the students and faculty were also doing surveys for every other department in the school. An overload of assessment can make it difficult for everyone. However, I moved ahead with my plan as it was because I felt that these tools were the ideal tools for this project.

References

- Allen, Susan M. (2007). Information Literacy, ICT, high school, and college expectations: A quantitative study. *Knowledge Quest*, 35(5), 18-24. Retrieved from <http://www.ala.org/ala/mgrps/divs/aasl/aaslpubsandjournals/knowledgequest/knowledgequest.cfm>.
- American Association of School Librarians (2007). *Twenty First Century Learners*. American Library Association: Chicago.
- Anderson, M.A. (2009). From card-o-log at catablog. *Multimedia & Internet@schools*, 16(4), 28-30. Retrieved from <http://libezproxy.syr.edu/login?url=http://proquest.umi.com.libezproxy2.syr.edu/pqdweb?did=1800924631&sid=3&Fmt=3&clientId=3739&RQT=309&VName=PQD>.
- Baumbach, Donna. (2002). Making the grade: The status of school library media centers in the sunshine state and how they contribute to student achievement. Spring, TX: Hi Willow Research and Publishing.
- Bruckman, A. (2005, December). Student research and the Internet: To help students understand the art of research and the reliability of sources in the age of online information, we should teach them about the nature of 'truth'. *Communications of the ACM*, 48(12), 35-37.
- Circle, A. (2009). Marketing trends to watch. *Library Journal*, 16, 26-29. Retrieved from <http://www.libraryjournal.com/>
- Crowley, B. (2010). Know your ROEI. *Library Journal*, 3, 34-35. Retrieved from <http://www.libraryjournal.com/>

- Cunningham, J. & Gonzalez, L. (2009). Collaboration: The library media center and educational technology. *Teacher Librarian*, 36(5), 33-35. <http://www.teacherlibrarian.com/>
- Darrow, R. (2009). School libraries are essential. *Knowledge Quest*, 37(5), 78-83. Retrieved from <http://www.ala.org/ala/mgrps/divs/aasl/aaslpubsandjournals/knowledgequest/knowledgequest.cfm>.
- Fourie, D.K., & Dowell, D.R. (2002). Impact of the Internet. In, *Libraries in the Information Age: An introduction and career exploration* (pp. 249-265). Greenwood Village, CO: Libraries Unlimited.
- George, C. (2005). Usability testing and design of a library website: An iterative approach. *OCLC Systems and Services*, 21(3) 167-180. doi 10.1108/10650750510612371
- Ipri, T., Yunkin, M., & Brown, J. M. (2009). Usability as a Method for Assessing Discovery. *Information Technology and Library*, 28(3) 181-183
- Jurkowski, O. (2007). School library Web site terminology. *Library High Tech*, 25(3), 387-395. Doi 10.1108/07378830710820961
- King, H. & Jannik, C. (2005). Redesigning for usability: Information architecture and usability testing for Georgia Tech Library's website. *OCLC Systems and Services*, 21(3), 325-343. doi: 10.1108/10650750510612425
- Kowalski, S. (2010). Have some fun, seriously. *Library Media Connections*, 68, 38-39. Retrieved from <http://www.linworth.com/lmc/>
- Lance, K.C., Hamilton-Pennell, C., & Rodney, M. J. (1999). Information empowered: The school Librarian as an agent of academic achievement in Alaska schools. *Anchorage: AK: Alaska State Library*.

- Lance, K. C., Rodney, M. J., & Russell B. (2007) *How Students, Teachers, and Principals Benefit from Strong School Libraries: The Indiana Study*. Indianapolis, IN: Association for Indiana Media Educators.
- Mäkitalo, K. (2006). *Interaction in online learning environments: How to support collaborative activities in higher education settings*. [PDF version] Retrieved from <http://ktl.jyu.fi/img/portal/11507/T018Makitalo.pdf>
- Nielsen, H. (2005). New media and new roles of librarianship: Illustrated by a literary website of Danish libraries. *New Library World*, 106, 510-518. doi: 10.1108/03074800510634991
- Nielsen, J. (2000, March 19). Why you only need to test with 5 users. [Web Article on Jakob Nielsen's Alertbox]. Retrieved from: <http://www.useit.com/alertbox/20000319.html>
- O'Reilly, T. (2005, September 30). What is Web 2.0. [Online article]. Retrieved from <http://oreilly.com/pub/a/web2/archive/what-is-web-20.html?page=1>
- Sanchez, C., Wiley, J., & Goldman, S. (2006). *Teaching students to evaluate source reliability during Internet research tasks*. Paper presented at the International Conference of Learning Sciences: Chicago.
- Scholastic Research and Results (2008). *School Libraries Work!* Retrieved from: http://www2.scholastic.com/content/collateral_resources/pdf/s/slw3_2008.pdf
- Singh, R. (2004). Branding in library and information context: The role of marketing culture. *Information Services and Use*, 24, 93-98. Retrieved from <http://www.iospress.nl/loadtop/load.php?isbn=01675265>
- Smith, E. G. (2001). *Texas school libraries: Standards, resources, services, and students' performance*. Austin, TX: Texas State Library and Archives Commission.

Tapscott, D. 2009. *Grown up digital; How the net generation is changing our world*. New York: McGraw-Hill.

Tolliver R. L., Carter D. S., Chapman, S. E., Edwards, P. M., Fisher, J. E., Haines, A. L., ...Price, R.M. (2005). Website redesign and testing with a usability consultant: lessons learned.

OCLC Systems and Services, 21(3), 156-166. doi 10.1108/10650750510612362

Usability.gov (n.d.), *Usability basics*, Retrieved from: www.usability.gov/basics/index.html

Appendix A: Sample Poster

Check out the New Library Website!

www.asblibrary.org

Featuring:

- New User Friendly Design
- New Library Blog
- Shelfari Shelf listing new books
- Tag cloud for database searches
- Suggest a Book Feature
- Video Book Reviews by Students

WELCOME TO THE MS/HS LIBRARY

Read

Investigate

Create



- LIBRARY BLOG
- DATABASES
- MS READING
- LIBRARY CATALOG
- HS READING
- LIBRARY MISSION & POLICIES
- RESEARCH TOOLS
- SUGGEST A BOOK
- CONTACT MRS. KIERAN

Appendix B: Sample Student Survey

Virtual Library Website

The Library is always working to update the Virtual Library. Please complete the quick survey below to help us understand the use of the website and the needs you may have.

* Required

Did you know that the library has a Virtual Library website? *

- Yes
- No

How often have you visited the Virtual Library In the last 5 months? *

- Once
- Two to Five times
- Monthly
- Weekly
- Daily
- Never

Continue »

When you come to the Library to do research or find a book, do you bring your laptop? *

- Always
- Sometimes
- Never

How often have you used the Library Catalog to find library resources? *

- Once
- Two to five times
- Monthly
- Weekly
- Daily
- Never

How often have you used the Databases provided by ASB from the Virtual Library website to find resources? *

- Once
- Two to five times
- Monthly
- Weekly
- Daily
- Never

« Back

Submit

Appendix C: Sample Faculty Survey

Virtual Library Website- Faculty Survey

The Library is always working to update the Virtual Library. Please complete the quick survey below to help us understand the use of the website and the needs you may have.

* Required

Did you know the library has a Virtual Library website *

- Yes
- No

How often have you visited the Virtual Library in the last 5 months

- Once
- Two to five time
- Monthly
- Weekly
- Daily
- Never

How often have you use the Virtual Library to find resources for your classes? *

- Once
- Two to five time
- Monthly
- Weekly
- Daily
- Never

My students used peer reviewed articles in their research papers *

1 2 3 4 5

Strongly Disagree Strongly Agree

I have noticed an increase in peer reviewed resources in my students work. *

1 2 3 4 5

Strongly Disagree Strongly Agree

I have noticed students are more self directed in research tasks *

1 2 3 4 5

Strongly Disagree Strongly Agree

Submit

Appendix D: Observation Chart

Faculty or Student	Resource Added	Online or In Person
Student	Review	Online
Student	Book Suggestion	Online
Student	Review	Online
Faculty	Website/Resource	In Person
Student	Book Suggestion	In Person
Faculty	Website/Resource	Online

Appendix E: Sample Interview Questions

1. How do you use the Virtual Library?
2. How do you find new books to read?
3. How much do you read on your own?
4. How had the library helped you find books to read?
5. How has the Virtual Library helped you to find books to read?
6. Have you been able to find books you didn't know we had using the Virtual Library?