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Using the READ Scale @ UNL Libraries: A Pilot Project

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Using the READ Scale @ UNL Libraries a Pilot Project

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PUSHING THE EDGE: EXPLORE, ENGAGE, EXTEND

MARCH 12–15, 2009 – SEATTLE, WA

Overview

- About UNL
- Pilot Implementation
- Data
- Outcomes: Utilizing READ
- Observations & Conclusion



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About UNL

- Library
 - ARL Library, 3M volumes
 - 143 FTE
 - 8 libraries
- University
 - 26K Students, 6K Faculty & Staff



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Pilot Implementation

- Main Library only
- Participants: 38 librarians
- Setup wiki and data entry form
- Buy in
 - Gather feedback & analyze data
 - Next step
 - What else can we learn from READ?

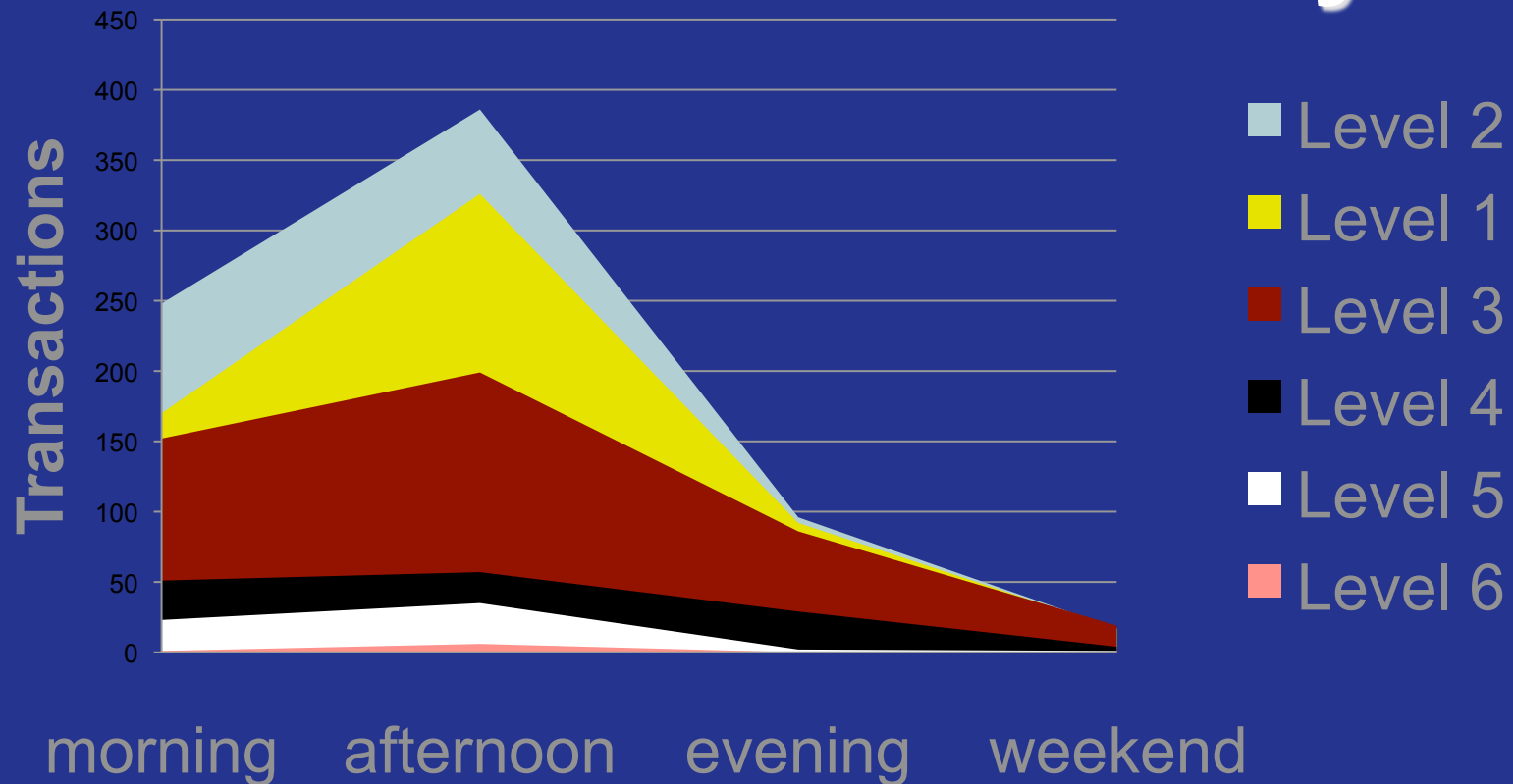


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Question / Time of Day

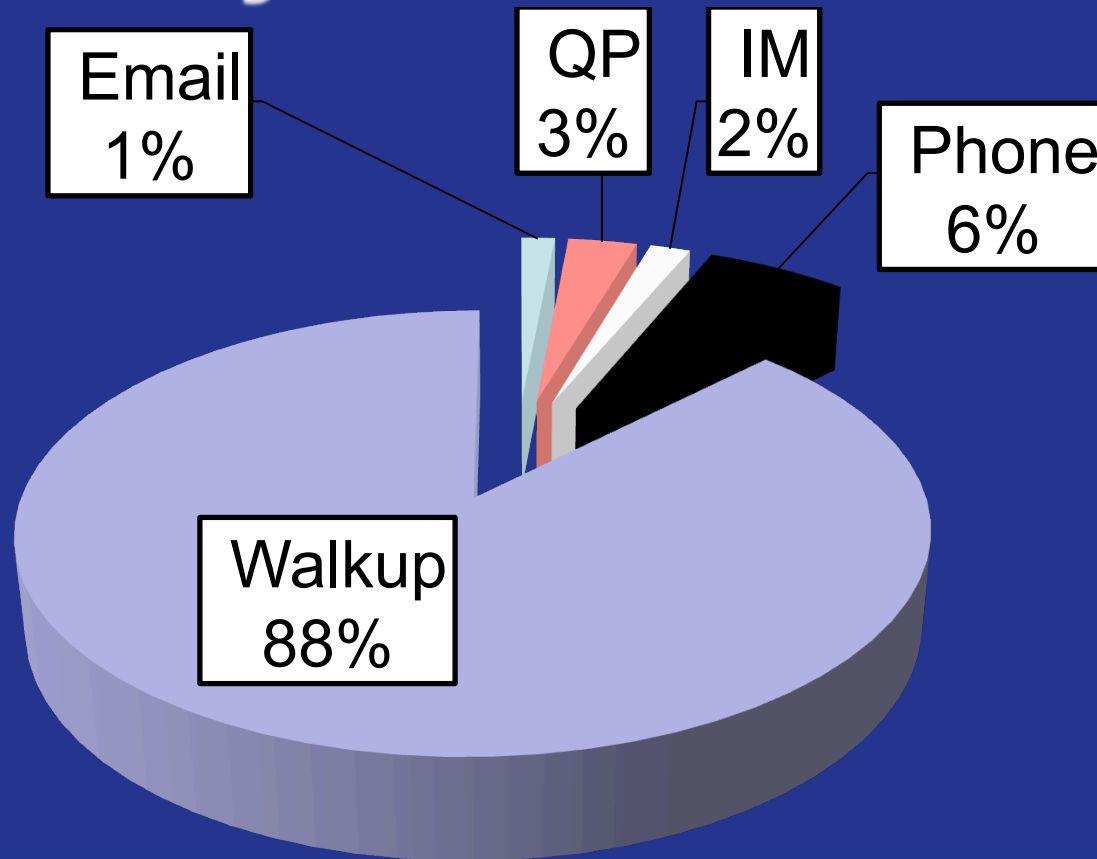


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'Easy' Questions

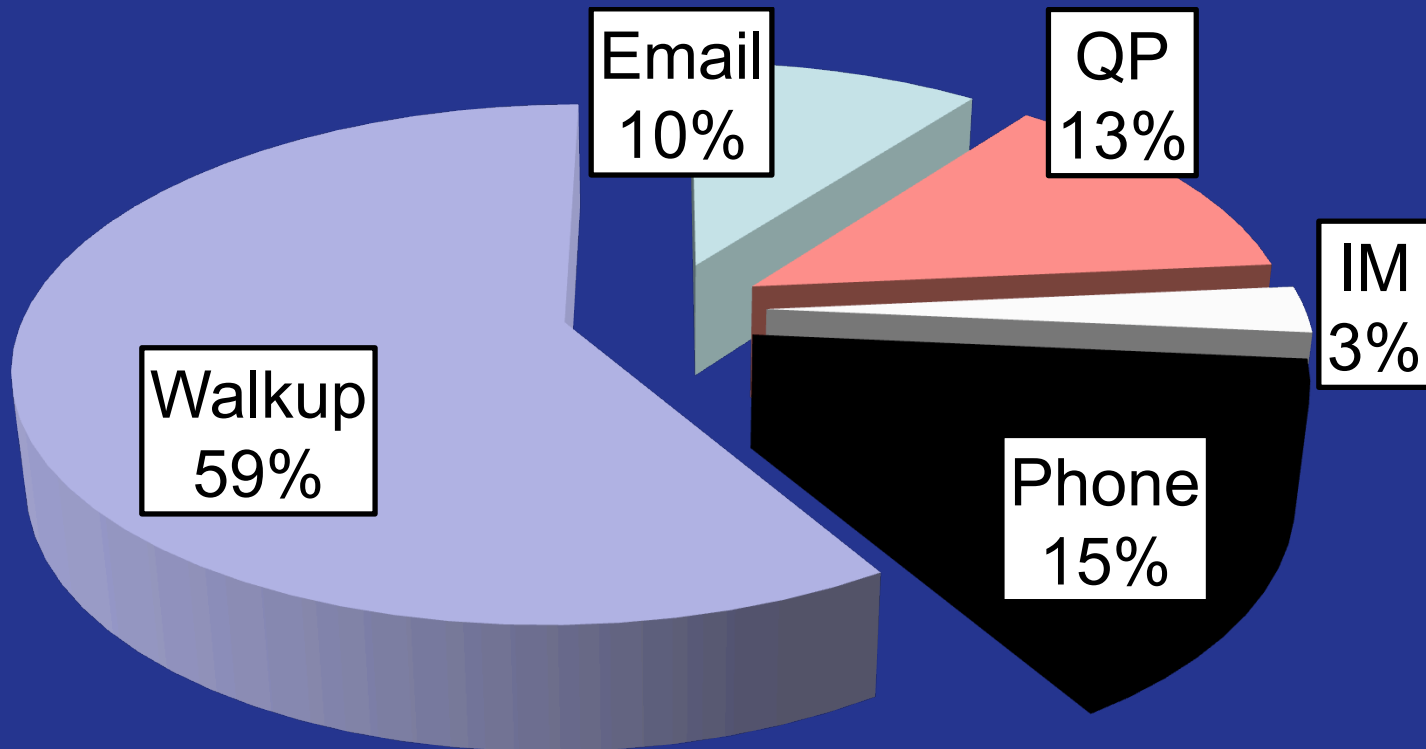


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'Difficult' questions



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Fully utilizing READ₍₁₎

- Administrator's Perspective
 - Let's couple READ with other assessments
 - We must make better use of librarian time
 - Let's focus on how well we serve our users



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Fully utilizing READ₍₂₎

- Department Head's Perspective
 - Staffing: who, how long, and when?
 - Training
 - What skill is required to answer questions?



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Observations

- Questions are more difficult than expected
- Tough questions lead to “instruction moments”
- Its rewarding to document the hard work
- Skepticism about usefulness of READ



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Conclusion

- Captures 'hidden' data about the nature of reference transactions
- Powerful tool especially when coupled with other assessments
- Participatory assessment that invokes meta-analysis of the work we do



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