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ABSTRACT
                This System and Procedures Exchange Center (SPEC)
flyer/kit is based on two research efforts: a 1986 SPEC survey on the
collection and use of management statistics related to reference
services, and a 1987 supplemental survey on qualitative measures of
reference services. A brief introduction describes the survey and
discusses the evaluation of general reference services, reference
desk service, online database search services, and bibliographic
instruction. Trends and issues in reference service evaluation are
also briefly discussed. The major part of this kit is a collection of
relevant materials submitted by respondents to the survey: (1)
policies and standards for overall reference services (University of
Michigan, New York University, and George Washington University); (2)
evaluation forms and survey results for reference desk service
evaluation (University of Arizona and the University of Georgia); (3)
evaluation procedures, forms, and reports from online database search
services (University of Georgia and the University of Michigan); and
(4) procedures, questionnaires, and survey results for bibliographic
instruction (University of Georgia, Pennsylvania State University,
Indiana University, and the University of California at Santa
Barbara). A selected reading list is also provided. (CGD)

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____ 111.Coop.Collection Development
____ 110.Local Cataloging Policies
____ 109.Staff Training Automation
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____ 107.University Archives
____ 106.Electronic Mail
____ 105.Nonbibl. Databases
____ 104.Microcomputers
____ 103.Asst./Assc.Director Position
____ 102.Copyright Policies
____ 101.User Studies
____ 100.Collection Security
____ 099.Branch Libraries
____ 097.Building Renovation
____ 096.Online Catalogs
____ 095.Lib.Materials Cost Studies
____ 090.Integrated Lib.Info.Systm
____ 086.Professional Development
____ 085.Personnel Classif.Systems
____ 084.Public Serv.Goals-Objs.
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____ 078.Recruitment-Selection
____ 076.Online Bibliog.Search Servs.

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PERFORMANCE EVALUATION IN REFERENCE SERVICES

Reference services are the most visible function of a library, with reference staff serving as liaisons between user needs and the resources of the library. The quality of reference services rests in the capability of staff to define and meet user needs. Currently, libraries are developing and using a proliferation of instruments and methodologies to evaluate reference services, with each library tailoring its data collection to its own environment and needs.

Evaluating the performance of staff in reference services is a useful and necessary management tool. The results from evaluations can be used to help staff improve performance and formulate personal goals, allocate staff and funds more effectively, and identify areas of reference services that need strengthening. Evaluation also demonstrates a willingness to be responsive to the needs and concerns of the public.

This flyer and kit is based on two research efforts. The first was a Fall 1986 SPEC survey on the collection and use of management statistics. (Results of this survey are available in SPEC Kit #134, "Planning for Management Statistics," May 1987). An overwhelming majority of respondents indicated that data were collected regularly for those activities traditionally considered reference services. Among the 91 responding institutions, 87.9% regularly collected data about general reference activities, 83.5% regularly collected data about library or bibliographic instruction classes, and 90.1% regularly collected data about computer literature searching. To supplement the 1986 survey, in Spring–Summer 1987, the researcher requested further information regarding qualitative measures of reference services from 25 libraries reporting high activities and interest in the area.

OVERALL REFERENCE SERVICES. Providing quality reference services has always been a concern in libraries. However, the concern has intensified over the past few years as more and more studies claim that only 50% of reference queries are correctly answered by staff at reference desks. Concern about staff performance, coupled with a rapidly advancing technology, has given an immediacy to performance evaluation in reference services. With the advent of CD–ROM and computer networks that transcend the physical limitations previously experienced in libraries, information opportunities are expanding exponentially. Clear-cut solutions to information requests are not as readily available amidst this menu of information resources.

Libraries are realizing the value of long-term commitment to ongoing evaluation of services, as opposed to reliance on one-shot surveys. An effort is being made to pinpoint exactly what contributes to excellent reference services. Some of the institutions contacted have created proposals or policies for measuring the quality of their reference services. Often these suggested procedures draw on the criteria used to evaluate individual staff members during annual performance reviews. These criteria have been broadened to create an overall view of reference services staff and the services they provide.

Personal criteria (including behavioral characteristics and knowledge of research strategies and information resources) and guidelines for services (such as service to various clientele groups) are being combined to present an overview of staff and services. A number of institutions have expressly stated that quality service is a function of quality staff: It often is impossible to separate personal qualities from the services provided. This is an undeniable given of public services, and for this reason, individual performance is often inseparable from the overall service when the evaluation process takes place.

REFERENCE DESK SERVICE. Measuring performance effectiveness at the reference desk is the most controversial aspect of performance evaluation in reference services. The literature details a number of approaches that have been used, including unobtrusive or intrusive observation, and evaluation by peers, users of the services, or trained proxies. Few institutions are eager to initiate any ongoing, systematic evaluation of staff at the reference desk. In addition to the controversy generated by collecting subjective judgments about staff, another concern voiced by the institutions contacted included the drain on staff and finances that ongoing, systematic evaluation of desk service entails.

Quantitative data collection at the reference desk is a simpler and more widely spread practice. Measurement techniques focus on tangible variables that can be transliterated easily into meaningful numeric data. For example, a typical measurement technique consists of the tallying of number and types of reference transactions that transpire at a service point during a specified time period. This type of data gathering will give a fairly accurate reading of the quantity of service being provided, but will tell administrators very little about the quality of the service; in particular, it will provide

no assessment at all of the behavioral characteristics of individual staff members, or their knowledge of research strategies and information resources.

Most of the institutions which conduct some sort of qualitative examination of reference desk staff do so by soliciting evaluations from either peers or users of the service. Ideally, both groups should evaluate desk service. Studies have shown that user satisfaction is often heavily influenced by interaction with the staff; if the staff member has been pleasant, the user will evince satisfaction whether or not their information needs have been fully met. Evaluation by peers, on the other hand, may lack an accurate assessment of the subtle nuances present in an interchange between client and staff. The most comprehensive view of an library's reference desk service is presented when the quantitative data so commonly collected are supplemented by qualitative evaluations gathered from a variety of user groups and peers.

ONLINE DATABASE SEARCH SERVICES. Although the product of online database search services an online database search lends itself readily to quantitative analysis, it is difficult to gauge the quality of the search or the searching techniques employed. As in reference desk service, most institutions cumulate quantitative statistics about their database search services. When qualitative evaluations are sought, they are of two types: 1) evaluation by the user of the search results as well as of the user's interaction with the staff member, and 2) a peer review process that uses criteria emphasizing search strategies. Again, there is the conflict of user versus peer perceptions of the service. Whereas the user may be happy with any citations related to the research topic, a colleague may detect flaws in the search strategy that limited the number of useful citations retrieved. Evaluations by both users and peers, used in conjunction with each other, can provide valuable information about database search services, and in particular whether effective use is being made of two expensive resources—staff and electronically retrieved information.

INSTRUCTIONAL SERVICES. Instructional services can take any number of forms. They can consist of one-time lectures, quarter-length classes, tours of and orientations to facilities and collections, term paper clinics, and seminars. They can be offered to students, faculty and library staff, and, on occasion, to clientele outside the academic community. Most of the evaluation of instructional services focuses on formal presentations; e.g.. classes or seminars offered to students and faculty. Qualitative evaluation regarding staff performance of instructional activities is easier for libraries to implement than qualitative evaluation of reference desk and online database search staff in that academic models for instructional evaluation already exist. Evaluations are sought most commonly from class or seminar participants, and less commonly from library colleagues. Data are collected regarding the usefulness of the class or presentation, and the teaching/interpersonal skills of the librarian. Instructional services are the only activities within

reference services where qualitative data are collected as frequently as quantitative data. Library administrators have greater access to feedback regarding staff performance in the instructional setting.

TRENDS AND ISSUES. At present, qualitative data collection for the purpose of evaluating reference services is an imperfect administrative tool. Library administrators traditionally have relied on quantitative data for decision-making in reference services. Although appropriate for some planning processes, this type of data provides only a partial view of overall reference activities.

Despite the difficulty of the task, there is increasing interest in measuring the effectiveness of reference services as librarians become aware of the potential benefits. As pointed out by Cronin ("Performance Measurement for Public Services in Academic and Research Libraries," OMS Occasional Paper #9, February 1985), performance measurement can provide administrators with an objective indicator of the quality of service useful for supporting budget requests and planning and allocating resources. At the departmental level, the measures can help in setting priorities and pinpointing activities which require more staff support and training. For individual librarians, performance measurement provides a baseline for developing personal objectives. And overall, performance measures can encourage higher standards among all library staff, resulting in better service for the library user.

While the importance of performance evaluation is recognized, the costs in terms of staff time and funding have been cited as deterrents to the pursuit of any ongoing, systematic evaluation. In spite of this, there is evidence of activity and accomplishments. The primary focus for performance evaluation in reference services has been, until recently, on desk service. Currently, however, libraries are beginning to look at how to evaluate their entire array of reference services. Progress also is being made toward standardization of data collection methodologies and instruments as more groups within the profession examine this issue.

The SPEC Kit on Performance Evaluation in Reference Services (#139, November–December 1987) contains policies and standards for overall reference services from 3 libraries; evaluation forms, survey results for reference desk service from 2 libraries; evaluation procedures, forms, reports for online database search services from 2 libraries; procedures, forms, survey results for instructional services from 4 libraries: and a selected reading list.

* * *

This flyer and kit was prepared by Kathleen Gorman, Assistant to the University Librarian, University of Minnesota Libraries, as part of the OMS Collaborative Research Writing Program.

Performance Evaluation in Reference Services
in ARL Libraries
Kit #139
November-December 1987

ONLINE DATABASE SEARCH SERVICES (continued)

INSTRUCTIONAL SERVICES

Overall Reference Services

Alfred Taubman Medical Library
The University of Michigan

REFERENCE SERVICE

STANDARDS AND POLICIES

These reference service standards and accompanying
policies were developed by the Reference/Information
Services Department of the Alfred Taubman Medical
Library, The University of Michigan.

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December 1983

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Attachment: Checklist of reference skills.

I. INTRODUCTION

Reference service at the Alfred Taubman Medical Library has two primary purposes:

- To locate accurate and appropriate information for users within their time requirements.
- To educate users in efficient methods of conducting library research and effective use of library resources.

As a step in improving the quality and consistency of reference desk service and to increase the objectivity of performance evaluation, the Reference Department of the Alfred Taubman Medical Library developed a set of standards and identified criteria by which they could be measured.

In order to accomplish this task, the department, working as a group, followed a series of steps:

1. A preliminary list of criteria or qualities associated with good reference service was created.

2. These criteria were reviewed and grouped into three clusters: behavioral characteristics; knowledge; and problem-solving skills.

3. A literature search was conducted, relevant articles and books were reviewed by individuals, and findings shared.

4. The criteria originally proposed were re-examined and a second list was generated.

5. From the revised list a core of five service objectives resulted. These became the standards:

    a. Reference desk staff convey an attitude and manner that encourages users to seek assistance.

    b. Assistance is provided at the appropriate level of need.

    c. Reference librarians have a thorough knowledge of resources and collections.

    d. Reference librarians are able to plan and execute effective search strategies for complex or extended reference questions.

    e. Library services and policies are understood and described to users whenever appropriate.

6. For each standard, indicators were identified - expected behavior or knowledge that would indicate fulfillment of the standard and could be used to measure performance.

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7. To supplement the standard relating to knowledge of services and policies, reference services were described, with levels of service and policies outlined for each.

8. In order to incorporate the standards into the annual process of individual performance appraisal, a checklist of reference skills was designed, addressing each of the standards and giving a choice of performance levels.

9. A process of peer review, using the checklist, was agreed upon.

10. A program of staff development was proposed to provide initial training and to stimulate continued growth and improvement of reference skills.

II. REFERENCE SERVICE STANDARDS AND INDICATORS

A. Reference desk staff convey an attitude and manner that encourages users to seek assistance.

Indicators:

Acknowledgement of people who approach the desk or are waiting for service (when staff are occupied with another user).

People who seem to need help are offered assistance.

All questions are responded to in a non-judgmental manner.

Unusual requests for service are responded to in a positive manner. Possibilities are investigated or the request is referred to a staff member better qualified to answer the question.

Alternatives are suggested if the request cannot be met by the library.

Time estimates for extended work are given, so requesters have realistic expectations.

B. Assistance is provided at the appropriate level of need.

Indicators:

Ability to determine the real question; continued questioning to be sure the problem is understood.

Being certain the person knows how to use the sources he or she is being referred to; providing instruction in the use of sources if needed. Sources include the card catalog, union list, indexes, and other reference tools.

Alternative sources are suggested, including other libraries or non-library sources.

Services are suggested when appropriate, and pertinent information about them is offered, even if not directly requested (e.g. ILL, searches, book recommendations).

Questions are answered within time requirments of the user.

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C. Reference librarians have a thorough knowledge of resources
    and collections.

    Indicators:

    Ability to answer questions accurately and efficiently from
    sources in the reference collection.

    Ability to provide accurate information efficiently about
    collection holdings and locations in the Taubman Library,
    on order, or available elsewhere on campus.

    Familiarity with and ability to apply basic catalog filing rules.

    Familiarity with changes over the years in cataloging policies and
    practices that affect holdings information.

    Ability to explain scope and comprehensiveness of Taubman collection
    and general current selection policies of other collections on
    campus. Referrals are made when appropriate.

    Ability to describe coverage (subject scope, time period, sources
    included) of relevant databases. Suggestions are made when appropriate.

    Ability to explain different classifications and collections in
    Taubman.

D. Reference librarians are able to plan and execute effective search
    strategies for complex or extended reference questions.

    Indicators:

    Potential approaches are identified.

    The alternative most likely to produce the answer in the least
    amount of time is selected.

    The most complete answer is found with use of a minimum of resources.

    The questions are answered accurately, appropriately, and within time
    requirements of the requester.

    Technical proficiency in NLM and BRS system searching is maintained.

E. Library services and policies are understood and described to users
    whenever appropriate.

    1. Literature searches
        Indicators:

        Advises on appropriateness of computer search on alternative
        data bases.

        Provides information on alternative data bases.

        Informs new requesters of fee schedules, major search options
        (time periods, abstracts, online retrieval), turn-around time.

        Suggests SDI searches.

Able to distinguish use of reference search, quick search, and regular search options and to apply them appropriately.

2. Material not owned
   Indicators:

   Determines if on order or in-process.

   Identifies other campus locations.

   Offers notification service.

   Encourages requester to make purchase recommendations.

   Suggests interlibrary loan.

3. Interlibrary Loan
   Indicators:

   Able to describe copyright compliance laws as they apply to limits on photocopy requests.

   Verifies that item is not owned on campus.

   Determines accuracy of citation if necessary.

   Informs requester of estimated turn-around time.

   Accepts requests only from eligible users; suggests alternatives for others.

4. Intralibrary loan and storage
   Indicators:

   Familiar with libraries from which loans are possible.

   Accepts requests from eligible users only.

   Checks forms for completeness and accuracy.

   Knows what materials are in storage.

   Informs users of turn-around time and pick-up location.

5. Photocopy services
   Indicators:

   Can describe different photocopy services available.

   Knows charges and billing requirements.

6. Loan services
   Indicators:

   Can describe normal loan periods for material types.

   Able to locate and interpret circulation records in Geac-both in Public Query and staff functions.

   Can interpret policy when necessary (if Circulation supervisory staff is not on duty).

7. Tours and instructional programs
   Indicators:

   Able to explain clearly the layout and arrangement of collections.

   Can describe programs available on request for orientation and instruction.

   Suggests orientation programs when appropriate.

8. Rare book collection access
   Indicators:

   Able to identify Rare Book Room materials.

   Locates materials in Rare Book Room.

   Describes policies for access and use of Rare Book
   Room materials.

   Can describe policies and procedures for duplicating
   Rare Book Room materials.

9. Department library consulting
   Indicators:

   Able to identify standard reference materials, textbooks,
   and journals appropriate for department library in health-
   related disciplines.

   Able to recommend organization and procedural alternatives
   for department libraries appropriate to local collection
   and needs.

III. SERVICE POLICIES AND GUIDELINES

   A. User groups served by the Alfred Taubman Medical Library

      1. Primary clientele:
         Faculty, students, and staff of the Medical School, the
         School of Nursing, the College of Pharmacy, and University
         Hospitals.

      2. Secondary clientele:
         Faculty, students, and staff from other divisions of the
         University of Michigan.

      3. Tertiary clientele:
         Health professionals working and/or residing in the
         immediate locale.

      4. Quarternary clientele:
         The general public.

   B. Levels of service provided to each user group

      1. Primary clientele:
         Primary clients are eligible to borrow TML materials, to
         request computerized literature searches on a fee-for
         service basis, to request materials not owned by the
         library on interlibrary loan, to obtain extended reference
         assistance in finding information or solving complex and
         extensive bibliographic problems, to use all photocopying
         services, and to arrange for specialized instructional
         programs on the use of TML resources and services.

      2. Secondary clientele:
         Secondary clients have access to the same privileges outlined
         above for primary clientele, with some limitations on the
         instructional programs offered. Those programs will be
         available to secondary clients when it is evident that the
         nature of their work requires instruction in the use of the

health science literature. Interlibrary loan materials of a health science nature will be requested for secondary clientele.

3. Tertiary clientele:
Tertiary clients may borrow TML materials, utilize the services of the reference staff, request computerized literature searches on a fee-for-service basis, and request interlibrary loans for materials not owned by the library. Formal instructional programs will not be held for non-U.M. users.

4. Quarternary clientele:
Quarternary clients may utilize the facilities of TML, and obtain assistance from the reference staff in finding information, solving complex and extensive bibliographic problems, and other services as deemed appropriate by the reference librarian. Requests for computerized literature searches will be referred to Michigan Information Transfer Souce (MITS). Since the library does not collect materials for the general public, every effort will be made to refer laymen to appropriate sources and collections of information.

C. Guidelines for specific services

1. Telephone requests for reference assistance

Both in-person and telephone requests for reference assistance are accepted.

On-site requests normally take precedence over telephone requests, but all requests should be answered as promptly as possible.

The number of requests for verification of citations, holdings information, or other similar questions accepted by telephone may depend on circumstance. The librarian should make a reasonable judgement, and offer a positive alternative beyond what can be done immediately.

When on-site problems necessitate the librarian being away from the desk, the assistance of another staff member should be sought, an appointment made to continue with the problem later, or another solution found that is suitable to the requester.

2. Online reference searches

Online searching at the reference desk provides another tool for the staff to use in answering reference questions. The following criteria are designed to ensure consistent use of this tool in order that library users and staff can distinguish between the fee-based service and the reference search. To qualify as a reference search all of the following statements should be true:
The question is most effectively answered using an online system.
Using an online system will not delay service to other users.
The request suggests a simple formulation which should yield a single piece of information.
An online system will require less time to answer the question than consulting a printed index or other reference tool.
The search can be run in less than 5 minutes.

3. Database searches

Requests:

Database searches are available to primary, secondary and tertiary user groups, on a fee basis. Others are referred to MITS.

Although it is preferred that search requests be made in person, requests may be made by telephone or in writing if more convenient for requester. Clinical staff are encouraged to request searches by telephone.

Results:

Searches will be run within twenty-four hours, and up to twenty citations (without abstracts) printed online if desired. A greater number of citations may be printed online for an additional fee.

Offline prints are generally received within one week.

If the requester is dissatisfied with the results of a search and the searcher believes there is potential for improvement, the search will be rerun at no additional charge.

Quick Search:

The purpose of the Quick Search is to provide a few current references quickly at a minimal cost. Searches will be run within 24 hours. A Quick Search is appropriate if:

-Search does not exceed ten minutes online time (or 15 citations printed), whichever comes first.

-The current file of MEDLINE (current 4 years in BRS) is the only file to be searched.

-The citation printed will consist of author, title, and source only. No abstracts will be printed.

Selective Dissemination of Information (SDI) Searches:

-Searches are run monthly and billed quarterly.

-The minimum contract period is four months. Updates requested for one to three months must be requested individually and regular search fees apply.

4. Orientation and Instruction:

a. Tours:

The reference staff will provide primary, secondary, and tertiary clients with orientation tours of the library. Tours will be offered annually at the beginning of the Fall term. Individual or group tours will be arranged to accommodate special user needs or schedules.

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b. Library-Use Instruction:

Seminars providing an in-depth look at specialized library research tools, resources, and services will be arranged to meet specific information needs of primary and secondary clients only.

Librarian instructors will provide formalized instructional programs for nursing, pharmacy, and medical students.

Librarian instructors will serve as special liaisons to the Schhol of Nursing and the College of Pharmacy.

One member of the department will serve as coordinator of user education activities.

c. Instruction in the Use of Search Services:

Demonstrations of computerized search services will be provided to primary and secondary clients only.

Demonstrations are designed to familarize patrons with file capabilities and coverage, while also teaching the essentials of search strategy formulation.

5. Interlibrary Loan (ILL)

ILL requests are accepted by telephone and in-person.

Primary, secondary, and tertiary user groups may borrow materials on interlibrary loan; other requests will be accepted if reasonable and the person has no other direct access. ILL requests are verified and forwarded to ~LL office within 24 hours.

6. Consultation and Referral Services:

a. Michigan Information Transfer Service (MITS)

When the librarian on duty at the reference desk determines that the patron is not eligible for service at TML, the librarian will inform the client of the services offered by MITS.

b. Locating Information Elsewhere on Campus:

When the reference librarian determines that the TML does not own the item sought, it is that librarian's responsibility to determine if the material is available at another U.M. library.

Standard bibliographic tools should be used to verify the accuracy of the material sought.

Common sense should dictate the number of items to be handled. The performance of this service should not significantly slow down other reference desk work. Should that occur, the librarian has the option of giving the user the telephone numbers of the aforementioned units and suggesting that he place the call himself. Additionally, the librarian can also offer to provide the information at a later time. This policy applies to both on-site and telephone requests.

c. Departmental library consulting.

TML reference librarians will be available to provide advice on the establishment, organization, and maintenance of departmental libraries for the School of Nursing, the Medical School, the College of Pharmacy, and University Hospitals. Such requests should be referred to the Head of the Department, who will arrange for a consultant.

7. Access to Rare Book Collections

The librarian on duty at the reference desk will accept requests to use Rare Book Room material. He will notify the backup librarian whose responsibility it is to retrieve the needed item.

In-depth questions regarding the use of Rare Book Room materials should be referred to the Rare Book Coordinator.

IV. PERFORMANCE EVALUATION

The standards form a basis for measuring individual performance. They are used in the annual performance appraisal process and to improve the quality of service provided.

The review process includes the following steps:

a. A checklist of reference skills (see attachment) provides a means for peer review.

b. Two librarians are scheduled at the reference desk during the busiest hours, and assignments are rotated to allow each librarian to work with all others.

c. Each reference librarian completes a checklist for every other member of the department at four-month intervals.

d. Checklists are submitted to the department head for review and follow-up discussion.

e. Information from these reviews are a component of the annual performance evaluation.

V. STAFF DEVELOPMENT

a. Reference questions requiring more than 5 minutes to answer are recorded on a work form. Tools used and strategy followed are reported on this form. The librarian is not identified.

b. The department head periodically reviews the forms to assess general knowledge of reference sources, search strategy and problem-solving skills.

c. Areas in which staff training or development are needed are identified through review of questions and search strategies.

d. Group review sessions are scheduled to share knowledge of resources, and problem-solving techniques.

e. Discussions include printed reference sources and online systems or databases.

f. Basic skills such as interviewing are reviewed as needed.

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NAME_____ DATE_____

To complete this checklist please assess each librarian's skills using the
following parameters: 1) usually performs at this level, 2) performance needs
improvement, 3) performance not observed. Select the number to the left of the
skill that best indicates level of performance. If during the time period
involved you were not able to assess this individual's performance, please
select number 3. Place an X in the appropriate space.

SKILL   LEVEL OF PERFORMANCE

ATTITUDE AND DEMEANOR:

1. friendly attitude   1. (1)____(2)____(3)____

2. acknowledges users who approach desk or
    are waiting for assistance   2. (1)____(2)____(3)____

3. assistance is offered to those in need   3. (1)____(2)____(3)____

4. responses are non-judgemental   4. (1)____(2)____(3)____

5. responds positively to unusual questions   5. (1)____(2)____(3)____

6. suggests alternatives when Taubman Medical
    Library (TML) cannot service request   6. (1)____(2)____(3)____

INTERVIEWING, LISTENING, REFERRING:

1. skillfully interviews users   1. (1)____(2)____(3)____

2. determines patron's ability to use source
    referred to   2. (1)____(2)____(3)____

3. instruction provided when appropriate   3. (1)____(2)____(3)____

4. sources recommended are at appropriate level   4. (1)____(2)___ (3)____

5. regularly suggests alternate sources
    or services   5. (1)____(2)____(3)____

SEARCH STRATEGY:

1. identifies alternate approaches   1. (1)____(2)____(3)____

2. chosen strategy is well planned   2. (1)____(2)____(3)____

3. finds complete answer with use of minimum
    of resources   3. (1)____(2)____(3)____

4. answers are appropriate, accurate and meet
    user's time frame   4. (1)____(2)____(3)____

KNOWLEDGE OF RESOURCES AND COLLECTIONS:

1. answers questions accurately and efficiently
    using reference collection   1. (1)____(2)____(3)____

SKILL.   LEVEL OF PERFORMANCE

2. determines collection holdings information
   and/or status for TML and University Library
   (UL) by using:

   a. card catalog   2a. (1)____(2)____(3)____

   b. RLIN   b. (1)____(2)____(3)____

   c. Union List   c. (1)____(2)____(3)____

   d. GEAC   d. (1)____(2)____(3)____

3. explains scope and selection policies of TML
   and UL collections
                                                      3. (1)____(2)____(3)____

4. describes coverage (subject scope, time period,
   sources included) of relevant databases   4. (1)____(2)____(3)____

5. effectively uses online sources when
   appropriate   5. (1)____(2)____(3)____

TML SERVICES AND POLICIES:

1. identifies users eligible for service   1. (1)____(2)____(3)____

2. knows level of service provided to each
   user group   2. (1)____(2)____(3)____

3. knowledgeable of full range of services provided
   at reference desk   3. (1)____(2)____(3)____

4. knowledgeable of full range of services provided
   by Reference/Information Services department, TML
   and UL, including:

   a. online search services   4a. (1)____(2)____(3)____

   b. user education   b. (1)____(2)____(3)____

   c. collection development   c. (1)____(2)____(3)____

   d. interlibrary loan   d. (1)____(2)____(3)____

   e. intralibrary loan   e. (1)____(2)____(3)____

   f. photocopying   f. (1)____(2)____(3)____

   g. consulting on departmental libraries   g. (1)____(2)____(3)____

   h. MITS   h. (1)____(2)____(3)____

Comments:_____

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FIVE YEAR PLAN
TASK FORCE REPORT ON THE EVALUATION OF REFERENCE SERVICE

Task Force Members: Mary Henry (Chair),
Angela Carreno, Maryann Chach, Ree DeDonato,
Richard Glasford, Ann Volpe

Reference centers at Bobst Library strive to maintain a high
standard of service in responding to the information needs of
students and faculty of NYU and affiliated institutions. This has
become a greater challenge in recent years with the growing
complexity of libraries and library technology, the proliferation of
services provided by reference librarians, and the increasing
sophistication of library users' information needs. These major
changes in technology, services and resources are transforming the
reference librarian's work. Reference must now be viewed within the
larger context of the growth of technology, and traditional views
based on past experience and practice must be revised to include new
possiblities for reference in the future.

Bobst Library has the central role in the delivery of reference
services at New York University, and in the years ahead, it must
continually evaluate its effectiveness in this role. Future
performance measurements must be compatible with the library's human
and financial resources. They must also be specific to the purpose
and goals of each reference center. Individual performance appraisal
is an important component of the overall evaluation of reference
service. In addition to ongoing evaluation of programs and
personnel, continued planning for reference is also essential and
should be integrated with overall planning for public services.

Key issues in evaluating reference service and planning for its
improvement in the years ahead are described below.

1. Reference Training, Staffing and Staff Development

The reference librarian's role is a multifaceted one which typically
includes reference service on and off the reference desk,
bibliographic instruction, online searching, and collection
development. In recruiting new reference faculty, the library seeks
candidates with strong backgrounds or potential in both public
services and collection development. This blend of activities is
appropriate for reference librarians, since public services and
collection development are complementary activities.

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Recruiting of new faculty with diverse skills means that public
services orientation must be tailored to each librarian's needs and
each reference center's demands. Orientation of faculty is not
currently emphasized, and this may need to be reassessed. New staff
training techniques and aids, such as detailed procedural manuals
identifying areas of responsibility and goals for individual services
for each reference center, should be considered. The training of
reference support staff is important and also requires due
consideration.

Staff development activities have been actively supported at Bobst
Library and have enabled reference librarians to develop skills and
learn about other centers and departments. In the years ahead, it
will be necessary to provide even more opportunities to learn about
new technology, new developments in technical services, and library
and campus resources, activities and policies. Unexplored staff
development opportunities are numerous. Two that are strongly
recommended are developing and maintaining professional contacts with
other institutions in the city, and increasing familiarity with city
resources.

Recent job exchange arrangements have acquainted participants with
different clientele, reference resources and services in Bobst
Library and elsewhere on campus. Participation should be broadened
to develop a base of common experience and knowledge, to improve
referral service, and to increase the pool of qualified reference
staff available during staff shortages. A mechanism for exchanging
information and experience with technical services librarians must
also be considered.

Reference staffing, a recurring problem, can be addressed by defining
and maintaining adequate professional and support staffing levels to
insure optimum quantity and quality of reference service. Using
reference statistics currently collected can also assist in
evaluating and implementing staffing patterns which would avoid
disruption of other public service and collection development
activities for which reference staff is responsible. To maintain the
required staffing levels, contingency plans should be developed to
provide for adequate staffing during professional leaves, vacancies
and recruitment. These could include "hotline" advertising, hiring of
temporary librarians, recruiting and training of staff from other
departments, and compiling and drawing from lists of volunteers on
call.

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2. <u>Automation's Impact on Reference Service</u>

Access to new technology, principally BobCat and RLIN to date, has
improved the quality of reference service by enabling reference
librarians to respond more quickly and effectively to patrons'
information needs. As new technology evolves, reference librarians
must keep pace with the changes and develop and refine their
searching skills in current and future databases. The demands on
reference librarians are becoming more complex in response to the
growing complexity of the library and research environment. Remote
access to the library's catalogs, direct patron access to commercial
and specialized databases and the use of personal computers are three
areas which are already affecting the role of reference librarians.

BobCat user studies thus far have provided valuable information on
current patterns of online catalog use. Data on user expectations
and user performance which is necessary in planning for BobCat
instruction needs to be gathered on a continual basis. Emphasis
must now shift from user satisfaction to more efficient user
performance as the BobCat database grows and users become more
familiar with computer technology. BobCat instruction at service
desks has provided reference librarians many more opportunities for
contact with patrons and for learning about users' approaches to
information technology. This experience should be drawn upon in
improving BobCat use instruction and in planning end-user searching
instruction in the years ahead.

Familiarity with user approaches to library research has enabled
reference staff to play an active advisory role in the development
of BobCat. Future BobCat enhancements recommended are:
center-specific sorts; subject authority online; author authority
improvement; improved browsing capability; a stop-list for foreign
languages; simplification of uniform-title searching; and searching
capability for new titles, by subject. Also recommended is the
appointment of a standing committee of public services and technical
services personnel to evaluate and make recommendations concerning
BobCat, RLIN and technology yet to be implemented.

RLIN provides acquisitions information not previously available as
well as faster access to current information on holdings of local and
regional libraries to which patrons are often referred. RLIN's
special files are increasing the awareness of and demand for
specialized research materials the library might provide. Although
there is currently no printing or direct patron access for RLIN at
NYU, the public need and the capability to provide it are a reality.

3. Reference Facilities

As the scholarly environment is transformed by new technology, the delivery of traditional reference desk service is also being changed. Online access at NYU to campus, regional and national resources makes reconfiguration of reference service likely. Planning for this reconfiguration is critical. Reference librarians will have to evaluate the impact of new technologies on reference service anfd advise on the new directions that reference service should take. Whether and how much change can take place will depend on its anticipated impact on the quality of service, and on staffing and equipment issues. The flexibility that new technology affords librarians may result in more personalized reference service and better utilization of specialists' skills.

To benefit fully from new technology, reference librarians must have broader access to BobCat, RLIN and personal computer terminals and printers in their service centers and office areas. Personal computers, soon to be available to reference librarians, will improve service by facilitating access to other forms of resources and information not easily consulted in their present format, such as individually created bibliographies and records. Personal computers and printers will also simplify the development and updating of instructional materials.

Existing space must be used to best advantage, and space available for future reference facilities must be assessed. Planning for growth and the use of reference materials in new formats also needs to be considered.

4. Reference Collection Management

In-depth assessment of the resources of each reference center is needed to determine their adequacy in serving the needs of reference staff and patrons. The reference collection development policy should be revised as needed to provide selection guidelines for these materials, and to reflect changes in selection policy as they occur. Coverage of current and retrospective reference sources in unassigned subject areas needs to be improved.

Reference materials in new formats, such as data files, are expected to proliferate in the years to come, and reference librarians must be able to evaluate and select materials appropriate for use in the reference centers.

5. Bibliographic Instruction

A wide variety of traditional and new instructional avenues are
available to facilitate better independent exploitation of the
library's resources, including new media. In the years ahead,
m. wers of the reference staff should advise the new Reference
Librarian for Instructional Services on improving instructional
methods and materials. This important component of reference service
is discussed in greater detail in the bibliographic instruction
section of the five-year plan for public services.

6. Referrals

To insure consistent delivery of service, a clarification of
reference policy with regard to referrals within Bobst Library is
needed. Standardized referral procedures would clarify how much
groundwork should precede referrals to other reference centers and
other libraries, and when telephone verification is necessary. How to
better familiarize staff with resources within the library, the
university and the metropolitan area should also be addressed.
Procedures and policies for public service referrals to technical
services units should also be evaluated to improve efficiency and
ease of access to library information.

7. Other Public Services Areas

Reference-related assistance is routinely provided at the following
service points: Reserve, Current Periodicals and Microforms on the A
level, the Avery Fisher Center for Music and Media, Fales Library,
Tamiment and University Archives. How to improve communications and
increase familiarity between these areas and the reference centers
needs to be addressed. Selected basic reference sources should be
acquired for study areas with extended hours, and the Collection
Development Committee should determine the content, size and location
of these resources.

Recurring problems in communications and materials flow between the
reference departments and Circulation and Stacks must be addressed in
order to improve reference service in the years ahead. Problems
interfering most with reference service need to be resolved so that
reference staff can perform more effectively. Stacks management is
the most important of these issues, and one which affects reference
most directly. Other issues include change and photocopy machine
problems, room assignment issues, and inadequate and misleading
signage.

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Reference & Instruction Department

July 24, 1987

Dear Colleague:

I enclose copies of the performance standards we have defined at Gelman Library for the areas of reference service, bibliographic instruction, and online searching which you requested as a result of discussions at the ALA Conference in San Francisco. While these standards are specific to the context of reference librarian positions at Gelman, we found some of the previous literature in this area to be very helpful in preparing for our departmental discussions, specifically:

1) Adams, Mignon S. and Blanche Judd, "Evaluating Reference Librarians: Using Goal Analysis as a First Step," The Reference Librarian 11: 131-145 (Fall/Winter 1984).

2) Schwartz, Diane G. and Dottie Eakin, "Reference Service Standards, Performance Criteria, and Evaluation," The Journal of Academic Librarianship 12: 4-8 (March 1986).

3) "CRD Reference Desk Performance Standards (Evaluation Form)" and "CRD Reference Desk Performance Standards/Peer Review Form," from the University of Arizona Library, unpublished but supplied on request from the Univ. of Arizona Library.

We found fewer direct models in the literature for bibliographic instruction and online searching, although there were a number of checklists and documents we examined that dealt with evaluation of teaching and public speaking and considered for bibliographic instruction, and there was a checklist of "Points to Consider in Evaluating the Effectiveness of Search Analysts" developed by the Computer Search Service at the State University of New York at Albany Library that was helpful in the online searching area.

Some of the items in the enclosed standards reflect the organizational structure and internal communication mechanisms in our particular institution, e.g., Renaissance Times is the weekly library internal newsletter, and all librarians at Gelman Library, both within our department and in other library departments, serve as subject specialists with collection development and faculty
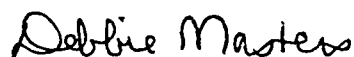
responsibilities. If you have questions about what we mean in any of the performance standards, feel free to contact me for further explanations.

The standards themselves were developed by the department at an all-day retreat this spring. In preparation for the retreat, the departmental coordinators for reference service, bibliographic instruction and online searching conducted literature searches in their respective areas, distributed copies of the most relevant materials to all department members, asked for individual responses identifying the broad criteria and suggested performance standards within them for each area, and distributed compilations of those individual responses to all department members prior to the retreat day. The day itself was spent in group process work discussing the compiled responses and reaching consensus on retaining, revising or eliminating items from those lists.

We have not yet addressed the issue of how to use these standards, although we see them as providing checklists of specific behaviors that individuals can use in preparing self-evaluations as a part of our performance appraisal process, and also as a training tool for new staff. Our Coordinator for Bibliograpihic Instruction has also used the performance standards in that area as a basis for designing an evaluation instrument for BI sessions to be distributed to faculty and students who participate in those sessions. Perhaps at a future ALA meeting, I will have an update on how we have actually put these standards to use!

I'm pleased at the interest expressed in our work on these standards and would certainly welcome any comments you may have after reviewing them.

Sincerely yours,

Deborah C. Masters
Head, Reference & Instruction
        Department

REFERENCE SERVICE PERFORMANCE STANDARDS

Goal: To provide quality reference service through:

1. Knowledge of collections, policies, and resources;

2. A working rapport with patrons;

3. Cooperation with colleagues.

Criterion 1: Knowledge of collections, policies, and resources.

Performance Standards:

1. Continue to develop knowledge of collections, policies, and resources through such activities as:

    --Examining new reference tools
    --Attending colleagues' subject-related bibliographic instruction classes
    --Participating in (attending or presenting) workshops on reference tools and service (internal and external)
    --Reads Renaissance Times and the reference clipboard.

2. Uses ready reference materials (e.g., Sheehy and Daniells guides to sources).

3. Consults appropriate reference sources in sensible order.

4. Uses desk files (Rolodex, Annual Report file, Bindery file, etc.).

5. Uses department's bibliographies.

6. Asks questions and seeks help from colleagues after exhausting obvious sources.

7. Refers in-depth questions to subject specialist.

8. Uses online services for ready reference when appropriate.

9. Recommends materials and strategies consistent with the user's level of expertise and particular needs.

10. Informs patrons of service such as Research Consultations, Term Paper Assistance, and Online Searching, where appropriate.

11. Explains use of sources to users.

12. Appropriately refers users to other departments, service

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desks, collections, libraries, individuals, etc.

Criterion 2: A working rapport with patrons.

Performance standards:

A. Attitude and Demeanor:

1. Encourages initial interaction through such activities as:
   --acknowledging users who are waiting for help
   --not appearing preoccupied
   --appearing approachable by smiling, establishing eye
contact, etc.

2. Maintains courtesy, patience, and tact in dealing with
patrons.

3. Reassures unskilled, unsure users.

4. Leaves desk to assist user, if appropriate.

5. Listens attentively to questions.

6. Speaks clearly; volume and tone of voice appropriate.

7. Balances demands during periods of peak activity.

8. Remains composed during periods of peak activity.

9. Shows a willingness to go beyond the minimum for primary
clientele.

B. Interviewing

1. Structures reference interviews to elicit information about
nature of request and patron status, and formulates an
appropriate response. For example, offers multiple or
alternative approaches to patron questions; provides effective
explanation of outside resources offered when appropriate.

2. Varies communication to suit patron background.

3. Explains library terminology.

4. Encourages patrons to return if they are unsuccessful or need
more help.

Note: Issue of dealing with difficult patrons identified as
needing more departmental discussion.

Criterion 3:   Cooperation with Colleagues

Performance standards:

1. On time for desk assignments.

2. Constructive response to environmental changes such as changes of location, system up or down, disappearance of sources from behind the desk, demise of the card catalog, extremes of temperature.

3. Returns secured reference sources to truck before leaving desk.

4. Identifies and responds to colleagues' need for assistance. For example, helps out when not assigned at the desk; looks back occasionally to check colleague left alone at reference desk; explains to patron a need to return to cover reference desk if research question becomes over long.

5. Offers assistance to colleagues when requested.

6. Suggests Term Paper Assistance or Research Consultation appointment if reference question is extensive.

Based on Reference & Instruction Department retreat 5/9/87 dcm

PERFORMANCE STANDARDS FOR ONLINE SEARCHING

Criterion 1: Knowledge of online systems.

Performance standards:

1. Uses Boolean logic effectively.

2. Uses commands and techniques appropriate to system used (e.g., truncation symbols).

Note: Appendix to be developed on commands and techniques relevant to each of systems used.

3. Choice of system and search strategies reflect a knowledge of system limitations and pricing structures.

4. Uses proper sign-on and sign-off procedures, with and without automatic log-ons.

5. Keeps up-to-date on system developments by attending training sessions and reading update information from systems.

Criterion 2: Knowledge of online databases.

Performance standards:

1. Uses knowledge of databases to assess whether a search is appropriate.

2. Constructs workable search strategies by choosing appropriate databases, using appropriate thesauri and free-text search techniques, and making appropriate use of fields.

3. Judges when a ready reference search is appropriate and performs ready reference searches on the appropriate system if able.

Note: Need to further define departmental policies/procedures on performing ready reference searches when system needed is not known by librarian involved in reference transaction.

4. Serves as a resource person in subject area databases, and in team subject area databases.

5. Recommends other reference sources which will complement online searching.

6. Alters search strategy as needed (online or off).

7. Keeps up-to-date on database developments and new system features by attending training sessions and reading update information from database vendors and producers.

8. Investigates and/or seeks advice regarding unsatisfactory search results.

Note: Need for followup on responsibilities as subject specialists to alert faculty and students in subject area of online developments which affect them, and taking a lead in evaluating the appropriateness of new databases/systems as they relate to their subject area. Are these responsibilities within online searching or as subject specialists? Do they apply to both searchers and non-searchers, members of Reference & Instruction Department only or also subject specialists outside the department?

Criterion 3: Effective Communication

Performance standards:

1. Conducts presearch interviews to assess whether a search is appropriate and to develop a basic grasp of the research need.

2. Listens to user explain search question; asks questions to be sure search request is understood; helps users define unclear search topics.

3. Puts users at ease and shows an interest in the search.

4. Explains searching terminology.

5. Explains in general terms how a computer search works.

6. Tells users reasons for choosing particular databases.

7. Explains advantages and limitations of computer searching when relevant.

8. Explains search strategy: paragraph qualification, truncation, Boolean logic, positional operators, printing formats, and other special features used.

9. Explains choice of vocabulary and use of thesauri.

10. Shows user sample record and explains paragraph labels.

11. Explains costs before search.

12. Involves user in the search process and the evaluation of results as time permits.

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13. Provides follow-through assistance to help the patron understand the results, locate the materials cited, and to determine the next steps.

14. Is courteous and patient during the search appointment.

15. Instructs student/faculty/staff groups in BRS/After Dark self-searching and consults with individuals on their search strategies.

16. Prompts self-searchers at a level appropriate for their expertise.

Criterion 4: Reference Department/Subject Specialist Team Player

Performance standards:

1. Responds to requests for assistance with searching on databases in own or team subject areas, or using system expertise.

2. Accommodates reasonable requests for changes in search schedule.

3. Consults with colleagues if unsure of contents of database, search strategy, and system features.

4. Incorporates information about searching into bibliographic instruction sessions where appropriate.

5. Invites subject specialists to scheduled searches in their areas, where appropriate.

6. Shares "discoveries" with other staff members and the Coordinator for Online Searching.

Criterion 5: Knowledge of Procedures and Equipment.

Performance standards:

1. When referring patron for scheduling of search appointment, identifies subject of search and system to be searched, and makes sure search request form is filled out completely.

2. When making appointments for searches, identifies the most appropriate appointment slot based on appointment schedule, patron's schedule, and information on search request form.

3. Alerts assigned searcher to any special details.

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4. Bills patrons correctly.

5. Records search statistics correctly and promptly.

6. Uses searching equipment effectively.

7. Uses SMARTcom software effectively.

8. Uses basic troubleshooting techniques to analyze problems with equipment, locates the probable cause of problems, and corrects straightforward machine problems such as paper jams, loose or unplugged cables, rebooting system, ink replacement, etc. Reports more complex problems to appropriate departmental staff.

Based on Reference & Instruction Department retreat 5/9/87 dcm

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BIBLIOGRAPHIC INSTRUCTION PERFORMANCE STANDARDS

Criterion 1: Librarian is well-prepared for class.

Performance standards:

1. Discusses with faculty member assignment, if any, and goals for BI session.

2. Familiarizes self with basic content of course and sources to be included in session.

3. Prepares outline, list of sources, objectives for session.

4. Prepares handouts and visual aids to facilitate learning, consulting teaching file to see if similar handouts or visual aids are available.

Criterion 2: Librarian presents ideas effectively during class session.

Performance standards:

1. Communicates goals of session to students.

2. Makes effective use of visual aids when appropriate.

3. Focuses on key concepts students must learn and tries not to cover too much.

4. Incorporates exercises or other learning activities into presentation where appropriate.

5. Encourages students to seek further assistance if necessary.

Criterion 3: During session, librarian responds to research needs and level of class.

Performance standards:

1. Solicits questions from students and participation of teacher.

2. Checks student comprehension through questions, class activities, etc.

3. Encourages all students to participate.

4. Varies planned session and improvises as necessary.

Criterion 4: Librarian's speech and non-verbal communication expedites learning.

Performance standards:

1. Speaks and acts in a confident manner.

2. Speaks clearly, at appropriate volume, and at appropriate pace.

3. Explains any necessary library terminology.

4. Has good eye-contact with students.

5. Behaves courteously toward class.

6. Communicates own interest in concepts and skills taught.

7. Minimizes distracting mannerisms.

Note: Hold for further departmental discussion: Classroom management techniques, e.g., when students are talking to one another in class and distracting others.

Criterion 5: Librarian provides effective one-on-one sessions with users.

Performance standards:

1. Checks completed term paper assistance file for same or similar topic.

2. Prepares "resources" paper in advance of appointment.

3. Includes all necessary information for the resources (title, call number, etc.).

4. Chooses sources/tools appropriate to user's level of expertise and requirements of the paper or project, and makes adjustments if necessary.

5. Explains how to use tools with user.

6. Helps students focus or define their topics as necessary.

7. Teaches user a transferable search process when appropriate.

8. Uses effective communication skills, e.g., checking student comprehension through questions, conveying own interest in topic, encouraging followup, etc.

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9. Refers user to other libraries, departments, etc. if appropriate.

Based on Reference & Instruction Department retreat 5/9/87 dcm

Reference Desk Service
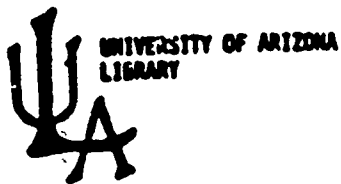
Colleague being evaluated_____
Date_____

CRD REFERENCE DESK PERFORMANCE STANDARDS/PEER REVIEW FORM

	SELDOM	NOT FREQUENTLY ENOUGH	SOMETIMES	MOST OF THE TIME	COMMENTS (also circle phrases at variance with your overall rating
I. COMMUNICATION STYLE WITH USERS (Verbal and Non-verbal)					
--VERBAL:					
Uses appropriate tone of voice; communicates well through use of clear, concise English; uses good telephone etiquette; speaks with proper volume and voice is not too loud or soft; avoids unexplained library jargon; gears speech to user's level of understanding					
--NON-VERBAL:					
Uses appropriate facial expressions and gestures; displays calm, esp. when working with difficult users; shows positive attitude toward users; is approachable, alert, and willing to be of assistance; gives complete attention to user; respects confidentiality; sincere; empathetic and establishes good rapport with user; puts user at ease; avoids talking down to user					
II. USER INTERACTION AT THE REFERENCE DESK					
Allows user to shape question, rather than assuming too quickly what is wanted; takes user to information sources; treats all users with courtesy, consideration; explains information; interacts effectively in order to understand user's needs; determines appropriate level of help needed; suggests users return for additional help; refers users to subject representative(s) when necessary					

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	...SELDOM.	NOT FREQUENTLY ENOUGH	SOMETIMES	MOST OF THE TIME	COMMENTS (also circle phrases at variance with your overall ratii

III. COWORKER INTERACTION AT THE REFERENCE DESK

Consults with other staff members as
necessary; is sensitive to colleagues'
information needs and contributes
constructively; pulls own weight;
knows when to ask for help; cooperates
with colleagues; knows appropriate time
to assist colleagues working with users

IV. KNOWLEDGE OF COLLECTIONS

Evidences good, general knowledge of
CRD collection; has good judgement for
appropriate sources for answers; admits
uncertainty when unsure of proper
sources; keeps up-to-date on new tools
in CRD subject areas; shows good
knowledge of other collections;
understands the card catalog; demonstrates
knowledge of Geac and OCLC; maintains
general knowledge of UAL policies/procedures

V. PERSONAL QUALITIES/TRAITS EXHIBITED AT REFERENCE DESK (TOWARDS USERS AND COWORKERS)

Shows good common sense; is flexible and a
team player; shows sense of humor when
appropriate; is competent, congenial, courteous,
dependable, patient, tactful, diplomatic; copes
well with changing situations; shows responsibility
as appropriate and can be decisive as necessary;
goes beyond the minimum required, rather than
giving up easily

ADDITIONAL COMMENTS

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CRD REFERENCE DESK PERFORMANCE STANDARDS (Evaluation Form)

	SELDOM	NOT FREQUENTLY ENOUGH	SOMETIMES	MOST OF THE TIME	COMMENTS (examples...)
I. COMMUNICATION STYLE (Verbal and Non-verbal)					
1. Uses appropriate tone of voice					
2. Communicates well (uses clear, concise English)					
3. Uses good telephone etiquette					
4. Speaks with proper volume (voice is not too loud or soft)					
5. Is verbose					
6. Uses appropriate facial expressions (smiles, looks concerned, as appropriate)					
7. Uses nonverbal communication as appropriate (head nod, eye contact)					
8. Points vaguely to where information can be found					
II. USER INTERACTION AT THE REFERENCE DESK					
1. Allows patron to shape question					
2. Assumes too quickly what user wants					
3. Treats all users with courtesy and consideration					
4. Determines what level of help is needed					
5. Displays calm when working with difficult users					

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	SELDOM	NOT FREQUENTLY ENOUGH	SOMETIMES	MOST OF THE TIME	COMMENTS (examples...)
6. Displays positive attitude toward users					
7. Explains tools and their relationships to users' questions					
8. Friendly toward users					
9. Goes to tools with users (at least to get them started)					
10. Interacts effectively with user in order to understand his/her needs					
11. Is approachable (appears alert and willing to be of assistance)					
12. Knows when to stop giving information					
13. Listens attentively (gives complete attention to user)					
14. Refers users to subject representative when necessary					
15. Reminds users to return for additional help					
16. Sensitive to users' needs (respects confidentiality; sincere)					
17. Shows concern for user through appropriate actions and words; empathetic and good rapport with user; puts user at ease					
18. Talks down to user (condescending, snobbish)					
19. Uses library jargon (GEAC, LC, shelf list, etc.) without explanation					

	SELDOM	NOT FREQUENTLY ENOUGH	SOMETIMES	MOST OF THE TIME	COMMENTS (examples....)
20. Volunteers extra information when appropriate (ex: When asked "Where is Dissertation Abstracts," does the staff member provide the location and ask "Have you ever used the index to Dissertation Abstracts?")					
21. Admits uncertainty when unsure of proper sources					

III. COWORKER INTERACTION AT THE REFERENCE DESK

1. Consults with other staff members when necessary					
2. Cooperative in work with others at reference desk					

IV. KNOWLEDGE OF COLLECTION

1. Evidences good, general knowledge of CRD collection					
2. Has good judgement for appropriate sources for answers					

V. PERSONAL QUALITIES/TRAITS EXHIBITED AT THE REFERENCE DESK (BOTH IN RELATION TO USERS AND COWORKERS)

1. Shows good common sense					
2. Possesses a sense of humor, when appropriate					
3. Is competent					
4. Shows self-confidence					
5. Is congenial					
6. Is courteous					

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	SELDOM	NOT FREQUENTLY ENOUGH	SOMETIMES	MOST OF THE TIME	COMMENTS (examples...)
7. Shows responsibility as appropriate (decisive)					
8. Is flexible (copes well with changing situations)					
9. Shows initiative (goes beyond the minimum required)					
10. Displays patience					
11. Is reliable (dependable)					
12. Perseveres (does not give up easily)					
13. Is tactful and diplomatic					

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ADDITIONAL COMMENTS:

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University of Georgia Libraries
Athens, Georgia 30602

November 13, 1986

Lynn Westbrook
Reference Dept.
2-8460

Dear Faculty Member,

We are pleased to note that students in your subject area make good use of reference services. With a little help from you, I can learn more about the perceptions these patrons hold of our services. Essentially, this help consists of distributing, collecting and returning the enclosed surveys. I have included a brief instruction sheet and a self-addressed envelope. The entire process should take no more than a few minutes of class time.

Your participation will improve our understanding of the reference process. As a small return on your investment of time and energy, I will be happy to send you a brief summary of your class' surveys. You might find it useful to know more about your students' views of reference services.

Thank you for your attention. I hope to hear from you soon.

Sincerely yours,

Lynn Westbrook

Lynn Westbrook
Reference Librarian

SURVEY DISTRIBUTION INSTRUCTIONS

1. Choose any day between now and December 5.
2. On that day, distribute the surveys to the students in your _____ class.
3. Urge them to complete and return the surveys as soon as possible.
4. Collect and return the surveys, using the enclosed envelope, by the end of exams.

What if...

... I'm not teaching the class listed above?
Please distribute the surveys to another class in the same department and let me know which class eventually received them.

... I need more surveys?
Just give me a call at 543-6329. That's my home phone. You can leave a message on the machine. Include your name, address and the number of surveys you need. I'll get them out to you right away.

... I have questions?
Give me a call at 2-8460, 2-6663, 543-6329.

... I'd like to fill out a survey myself or know of someone else who wants to?
Feel free to use extras or call for more. I only ask that you return such requested surveys in another envelope so I can keep them separate from the others. Every bit of data and every opinion will be helpful so please feel free to join in. If your anonymity matters to you, be sure that the special envelope does not have your return address on it.

Thank you for voluntarily participating in this survey. Please do not sign your name. After completing this survey, please return it to your teacher. Returning it indicates your willingness to have the survey used in the research project.

Please answer the following questions based on your experience in the Main Library.

1. Have you ever wanted to ask for help at the reference desk and decided not to? If so, why?

2. What do you expect to happen when you ask a reference librarian for help?

3. Please give a brief description of your last encounter with a reference librarian. What did you do? What did the librarian do?

Are you: ____ female ____ male
___ freshman ___ sophomore ___ junior ___ senior
___ graduate ___ faculty ___ UGA staff ___ other

Thank you for voluntarily participating. Your support is appreciated.

Online Database
Search Services

1987 ONLINE SEARCHER PERFORMANCE APPRAISAL PROCESS

I. Choose twelve searches for each searcher, following these guidelines:

Searches cover September - August, distributed fairly evenly

Searches cover a variety of databases and vendor systems

Descriptor and free-text searching are represented

Searches are long, showing modification

II. Examine each search using the following performance criteria:

Structuring of search

Use of term permutations and synonyms

Use of population group terms

Knowledge of commands

Modification of searches

Accuracy of input

Overall performance

Make notes on each search.

III. Rate each searcher by marking a point on the continuum for each criterion.

| Unsatisfactory | Satisfactory | Good | Outstanding |

IV. Discuss the twelve searches and the ratings with the searcher. Allow one hour. Make the session instructional, indicating areas of improvement and alternative search techniques. Modify ratings if necessary.

V. Fill out the evaluation form.

VI. Submit a copy of the form to the Head of Reference and the searcher.

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University of Georgia

1987 ONLINE SEARCHER PERFORMANCE APPRAISAL

Name

Paid searches   Ready Reference searches

Performance criteria

1.   Structuring of search

| Unsatisfactory | Satisfactory | Good | Outstanding |

2.   Use of term permutations and synonyms

| Unsatisfactory | Satisfactory | Good | Outstanding |

3.   Use of population group terms

| Unsatisfactory | Satisfactory | Good | Outstanding |

4.   Knowledge of commands

| Unsatisfactory | Satisfactory | Good | Outstanding |

5.   Modification of searches

| Unsatisfactory | Satisfactory | Good | Outstanding |

6.   Accuracy of input

| Unsatisfactory | Satisfactory | Good | Outstanding |

7.   Overall performance

| Unsatisfactory | Satisfactory | Good | Outstanding |

Comments

Other activities

Name   JANE DOE

Paid searches   60   Ready Reference searches   10

Performance criteria

1.   Structuring of search

| Unsatisfactory | Satisfactory | Good | X Outstanding |

2.   Use of term permutations and synonyms

| Unsatisfactory | Satisfactory | X Good | Outstanding |

3.   Use of population group terms

| Unsatisfactory | Satisfactory | Good X | Outstanding |

4.   Knowledge of commands

| Unsatisfactory | Satisfactory | Good | X Outstanding |

5.   Modification of searches

| Unsatisfactory | Satisfactory | Good | X Outstanding |

6.   Accuracy of input

| Unsatisfactory | Satisfactory | Good | X Outstanding |

7.   Overall performance

| Unsatisfactory | Satisfactory | Good | X Outstanding |

Comments
    Has shown improvement over the past year in all areas.
    Runs well structured searches and modifies them well.
    Needs some improvement in the use of term permutations and synonyms
and in the use of population terms.

Other activities
    Attended an ABI/INFORM workshop in February.
    Presented a demonstration of INVESTEXT to other searchers in June.
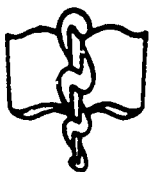
Alfred Taubman Medical Library

The University of Michigan • 1135 E. Catherine • Ann Arbor, MI 48109
Telephone Information· 313/763-3071

ONLINE SEARCH EVALUATION

In order to evaluate and improve our computerized literature searching services, we would appreciate your taking a few minutes to complete this questionnaire. You may leave the completed questionnaire either with a reference librarian or in the Library's suggestion box, or drop it in campus mail.

1. At the time you requested this search, how did you plan to use the results? (check most appropriate answer)

       ____ RESEARCH PROJECT
       ____ GRANT PROPOSAL
       ____ PUBLICATION
       ____ DOCTORAL DISSERTATION
       ____ LECTURE/TEACHING
       ____ TERM PAPER
       ____ OTHER (specify) _____

2. Was the purpose of this search to determine that no previous work had been done on this topic?

       ____ YES
       ____ NO

3. Does this search provide enough relevant citations to meet your needs?

       ____ YES
       ____ NO, but didn't expect to see anything
       ____ NO (please comment) _____

       _____

4. Were the results of the search useful to you?

       ____ YES
       ____ NO (please comment) _____

       _____

5. Among the total citations provided by this search, how many appear relevant to the specific question or topic for which you submitted your search request?

       ____ NONE
       ____ SOME
       ____ MANY
       ____ MOST
       ____ ALL

6. Among the relevant citations provided by this search, how many are new to you?

       ____ NONE
       ____ SOME
       ____ MANY
       ____ MOST
       ____ ALL

7. Do you feel that the citations that are both relevant and previously unknown to you are worth the cost of the search?

       ____ YES
       ____ NO (please comment) _____

       _____

PLEASE TURN OVER

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8. Was the time lapse between submitting your search request and receiving your
    results reasonable?

            ___ YES
            ___ NO (please comment) _____

            _____

9. Do you feel that the librarian who interviewed you understood your search
    topic?

            ___ YES
            ___ NO (please comment) _____

            _____

10. Was this your first computerized literature search?

            ___ YES
            ___ NO

11. How did you become aware of our online search services?

            ___ COLLEAGUE
            ___ REFERENCE LIBRARIAN
            ___ ONLINE DEMONSTRATION
            ___ LIBRARY BROCHURE
            ___ POSTER
            ___ OTHER (specify) _____

12. Which of the following best describes you?

            ___ FACULTY/STAFF
            ___ HOUSE OFFICER
            ___ GRADUATE STUDENT
            ___ UNDERGRADUATE
            ___ OTHER (specify) _____

13. If you have suggestions as to how any aspect of our search services can be
    improved, or questions relating either to our search services or to the
    search which was just run for you, use the space below to comment. Please
    include your name and telephone number if you would like us to contact you
    regarding your suggestions and/or questions.

ALFRED TAUBMAN MEDICAL LIBRARY
THE UNIVERSITY OF MICHIGAN

ONLINE SEARCH SERVICE STATISTICS

Month _____

Year _____

Number of search interviews   _____

Number of searches   _____

    Number run in MEDLINE   _____

    Number run in NLM non-MEDLINE files   _____

    Number run in non-NLM files   _____

Average online time (in minutes)   _____

Average formulation time (in minutes)   _____

Average turnaround time (in days)   _____

Number of rerun searches   _____

Number of active SDI profiles   _____

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SEARCHER PROFILE

SEARCHER: __BEGINNER__

QUARTER	# REQUESTS PROCESSED/ % OF TOTAL	AVG. ONLINE TIME	AVG. ONLINE TIME – MEDLINE ONLY	AVG. INTERVIEW TIME	AVG. FORMULATION TIME	AVG. TURNAROUND TIME (IN DAYS)	# RERUN SEARCHES/ % OF TOTAL
1/1/83 – 3/31/83	78/ 17.8%	13.8	12.5	16	20	.83	2/ 2.6%
4/1/83 – 6/30/83	51/ 13.1%	9.5	8.0	15	17	.75	1/ 2%
7/1/83 – 9/30/83	28/ 12.8%	6.6	6.5	13	12	.39	0
10/1/83 – 12/31/83	52/ 13.2%	6.2	5.9	11	10	.62	0
ANNUAL AVERAGE	217/ 14%	9.9	9.0	14	16	.69	3/ 1.4%
DEPARTMENTAL AVERAGE	222/ 14.3%	11.0	9.4	9	11	.42	5/ 2.3%

QUARTERLY SEARCHER PROFILE
1-1-83 TO 3-31-83

SEARCHER	# REQUESTS PROCESSED/ % OF TOTAL	AVG. ONLINE TIME	AVG. ONLINE TIME - MEDLINE ONLY	AVG. INTERVIEW TIME	AVG. FORMULATION TIME	AVG. TURNAROUND TIME (IN DAYS)	# RERUN SEARCHES/ % OF TOTAL
A	46/ 10.5%	13.8	10.5	8	9	.35	0
B	63/ 14.4%	17.8	12.3	11	13	.56	2/ 3.2%
C	51/ 11.7%	7.7	6.6	9	8	.22	0
D	52/ 11.9%	12.9	10.9	8	9	.65	1/ 1.9%
BEGINNER	78/ 17.8%	13.8	12.5	16	20	.83	2/ 2.6%
E	15/ 17.2%	10.9	7.9	10	18	.53	0
F	72/ 16.5%	12.4	9.7	10	22	.36	3/ 4.2%
AVERAGE	62/ 14.2%	12.8	10.7	11	15	.52	9/ 1.5%

ALFRED TAUBMAN MEDICAL LIBRARY
THE UNIVERSITY OF MICHIGAN

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Instructional Services

A PROPOSED METHODOLOGY FOR THE EVALUATION OF
OF BIBLIOGRAPHIC INSTRUCTION LIBRARIANS:
BEHAVIORALLY ANCHORED RATING SCALES (BARS)

DEBORAH A. SOMMER

UNIVERSITY OF GEORGIA
MARCH 13, 1986

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The University of Georgia Libraries has a strong and growing program of bibliographic instruction. This program consists of orientations to the library (both self-guided and formal tours - approximately 130 tours each year involving 2800 participants), and instruction consisting of lectures on basic library skills and subject-related sessions (approximately 220 sessions involving 4500 participants).

As Bibliographic Instruction Coordinator, I am in an unusual situation as it pertains to personnel evaluation. As program coordinator, I receive reports from two libraries, Science and Main; I may assign classes to 10 Main Reference librarians, approximately 16 other Main Library librarians and refer requests to the Science Library. I directly observe and evaluate the instructional activities of the Reference Department and maintain records of some nature on all librarians participating in the program (approximately 35). Because my position is in the Reference Department, my authority to evaluate participants outside the department is limited. My evaluations of librarians outside of the reference department are indirect (I don't always observe them in the classroom) and consist merely of brief written comments to their respective supervisors - primarily dealing with their level of activity rather than their abilities or effectiveness. My role as evaluator in the Reference Department has also been informal. For years, if performance appraisal has even occurred related to B I., my predecessors and I have informally written comments to the Head of Reference to be included on each librarian's annual performance evaluation form. These comments have been based upon observation of the librarian in the classroom, reports written by the librarian, instructional materials developed by the librarian, level of participation and letters and comments received about the librarian's instructional activities.

It became evident this year as I prepared my comments that it was very difficult to write an essay evaluation of each participant and it was equally difficult for the Head of Reference to interpret my comments in concrete and quantitative terms. At the same time, my appraisal interviews were more full of "praise" (not to mention gratitude) than they were of specific areas for development. My role as evaluator is not to determine raises, promotions, work assignment, etc., but to provide information to my supervisor, my colleagues and myself about performance and to gather information that is specifically related to training and staff development.

Faced with this problem, I decided to explore the possibility of developing a performance appraisal methodology/system that could be used specifically for appraising the performance of librarians as bibliographic instructors and at the same time provide useful information on training needs.

Evaluation of reference services is area where there has been significant activity in the literature. In a recent article, Powell states: "a review of the literature indicated that much has been written on the evaluation of reference services and reference effectiveness" (1984: 89). In the same article, he summarizes research on the effectiveness of reference staffs. Most evaluation tends to be of two types - staff availability or staff performance. (1984: 94). Only a small portion of the literature described by Powell deals with the performance of the reference librarian. Those studies that do address this aspect tend to focus more on the length of time a patron must wait for service, amount of time spent on various duties, and accuracy of reference questions answered. In another recent article on the evaluation of reference desk performance, Young has this to say about the literature of reference evaluation:

this literature largely consists of

quantitative studies that focus on the

overall quality of reference services.

These are of no help in evaluating

individual performance. (1985:69)

Young proposes a performance appraisal method, behaviorially anchored rating

scales (BARS), that might be applicable to evaluating the performance of

individual librarians at the Reference Desk (1985:69-75).

Bibliographic instruction, now an undisputed component of a reference

librarian's work, is another area where the evaluation literature is growing.

In a 1980 article, Richard Hume Werking describes B.I. evaluation research by

saying:

although improvement in library

use skills (variously defined) is

the most common object of

bibliographic education and

thus evaluation, it is not the

only one. (80:155)

In a recent handbook written by the ACRL Bibliographic Instruction Section

Research Committee, descriptions are given of other significant types of

bibliographic instruction evaluation. These include attitude changes of

library users, impact of B.I. on student achievement or library use, the

effectiveness or comparison of instructional methods, and evaluation for needs

assessment, program justification or establishment of goals and objectives

(Werking, 1983:95-102). Though the performance of individual librarians is a

key component of any bibliographic instruction program, no significant

attention has been given to the evaluation of the librarian who does B.I. In

the same handbook, Adams briefly mentions "measuring teaching effectiveness"

in her chapter on data gathering instruments:

> Since few agree on what the characteristics
>
> of a good teacher are, measuring teacher
>
> effectiveness is difficult . . .
>
> about all that can be measured are
>
> appropriateness of content; usefulness
>
> of materials or activities; and
>
> presentation skills. (1983:75)

No data gathering instruments or formal evaluation techniques were suggested, other than asking a colleague to observe or the inclusion of questions about the presentation on questionnaires to students (Adams, 1983:75). With only Young's suggestion, a look must be made at the literature in the area of personnel performance appraisal to determine if BARS would be an appropriate performance appraisal technique.

Performance appraisal has been bantered around in the business, psychology and public administration literature for decades (Henderson,1980; Latham and Wexler, 1981; Eichel and Bender, 1984). This is an area that has also received much attention over the years in library literature (Johnson, 1972; DeProspo, 1971; Berkner, 1979, Reneker, 1982). There is no doubt a consensus on the need for performance appraisal; the methods used for appraisals, however, are many and varied. Eichel and Bender take a detailed look at currently used performance appraisal techniques (1984). Schneier and Beatty identify six objectives of performance appraisal systems:

1. To provide feedback and improve performance.

2. To assess training needs.

3. Identification of promotion potential.

4. Allocation of organization rewards.

5. Validation of selection techniques.

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6. Accuracy in measuring performance. (1979:67-69)

In my role as appraiser, I am interested primarily in objectives one, two and six - to insure that participants maintain an accepted level of performance, identify training and development needs and to conduct fair, accurate and reliable evaluations. My supervisor, on the other hand, would also benefit from an appraisal system that provided information related to the other objectives.

Figure I represents a comparison of four appraisal methods to the objectives of a performance appraisal system identified by Schneier and Beatty. Of the four techniques listed, behaviorally anchored rating scales (BARS), best satisfy all objectives. In Stevenson's discussion of the advantages and disadvantages of a number of appraisal systems used in libraries, she presents Figure II which gives the results of six appraisal systems when compared to the following four criteria for a "good" system: reliable and valid, job related, standardized, and practical (1984:10). Again, the BARS method is the only method to always satisfy at least three of the criteria. Stevenson points out that no single appraisal method can satisfy each criterion. Therefore, an appraisal method should be chosen based on the purpose or objective of the evaluation.

"Many believe that BARS is one of the most useful appraisal techniques currently available" (Vincellete and Pfister, 1984:105). BARS was first introduced in 1963 by Smith and Kendall as behavioral expectation scaling (1963:149-155). "A study by Frank J. Landy, et al., recommends BARS especially for the potential benefits they offer for 'counseling and feedback'" (Gruenfield, 1981:16). Stevenson describes BARS as a technique that "forces us to examine the components of job performance and to develop standards that can be observed for each component" (1984:15). A major advantage of BARS "is that they are far more specific in terms of identifying

FIGURE I

COMPARISON OF PERFORMANCE APPRAISAL SYSTEMS TO

PERFORMANCE APPRAISAL OBJECTIVES

	Feedback/ Development	Assessing Training Needs	Identification of Promotion Potential	Reward Allocation	Selection System Validation	Measuring Accuracy
Global	Poor	Poor	Poor to Fair	Poor	Poor	Poor
Trait	Poor	Poor	Poor to Fair	Poor to Fair	Poor to Fair	Poor to Fair
Behavior-based*	Very Good to excellent	Very Good	Very Good	Very Good	Very Good to excellent	Good
Effective-ness based	Fair to Good	Fair to Good	Fair to Good	Very Good to excellent	Fair to Good	Very Good to excellent

* Only if behaviorally-anchored.

SOURCE: Schneier and Beatty, 1979:68

FIGURE II

COMPARISONS OF METHODS WITH CRITERIA
FOR A "GOOD" SYSTEM

	RELIABLE & VALID	JOB RELATED	STANDARDIZED	PRACTICAL
ESSAY	YES	YES	NO	*
GRAPHIC RATING	*	*	YES	YES
FORCED-CHOICE	YES	*	YES	NO
CRITICAL INCIDENT	YES	YES	NO	NO
MBO	YES	YES	NO	*
BARS	YES	YES	YES	NO

---

*These items are situational. Managers with good communication skills may find the essay format relatively easy to use while those lacking facility with words may consider it a difficult task. Some areas of performance lend themselves to objective setting while others do not.

SOURCE: Stevenson, 1984: 10.

employee behaviors relative to specific job dimensions" (Schneier and Beatty, 1979:71).

The evaluation of specific behaviors has also been used by Kellogg to evaluate reference librarians at the University of Arizona (Young, 1984:72). Adams and Judd describe a method called "goal analysis" which also utilizes a list of behaviors to evaluate reference librarians (1984: 131-145). A technique focusing on observable behaviors could be useful and a BARS performance appraisal system would meet the objectives of appraisal of bibliographic instruction librarians at this institution.

A variety of methods have been proposed to develop a BARS (Latham and Wexley, 1981:48-52; Schwab, Heneman, and DeCottiis, 1975:549-652; and Schneier and Beatty, 1979:59-68). To develop a BARS appraisal system to evaluate B.I. librarians, the following steps would be taken:

1. Perform a job analysis. Interview or survey
supervisors, librarians doing B.I. and others
knowledgable about the job to identify "critical
incidents". Have them describe specific incidents
of effective and ineffective behavior. Compile a
list of these. For example, some of the incidents might
be: uses creative methods to present material; makes
little effort to provide for student interaction;
presents lecture using a search strategy method.
2. Develop the job dimensions. Have the same
individuals categorize these incidents into broad
overall job categories or "job dimensions".
For example, Presentation skills,
Material Development, Participation.

3. Rate the incidents. Have the individuals

rate on a numerical scale what performance an

incident reflects. Only those incidents where

there is a high degree of agreement are retained.

The numerical value given to each incident is the

mean of all the ratings - this is the degree to

which the incident describes effective behavior

on the scale.

To clarify, Figure III shows what a BARS for "Level of Participation" in the
B.I. program might look like. Some writers include another step. That step
is to have another group, also familiar with B.I., complete steps 2 and 3.
The second group's results would then be compared to the first group's. "The
standard deviation of the ratings for each incident represent the amount of
agreement among raters regarding the effectiveness level of performance
described by the incident (the lower the standard deviation, the greater the
agreement)" (Schwab, Heneman, and DeCotiis, 1975: 551). This process would
help insure the reliability of the scales.

The process of developing a BARS appraisal system is crucial to its
success. Studies have shown that participation in the development of the BARS
system can lead to more positive feelings toward the appraisal (Silverman and
Wexley, 1984: 703-711). The effective use of the system also requires the
rater to systematically observe and document a "representative sample of
incidents describing the employee's behavior throughout the appraisal period"
(Latham and Wexley, 1981:54). After the development of the BARS for B.I.
librarians, it will be necessary for librarians to be observed on a more
regular basis. The frequency of observation is another element that the
participating group can decide. Once the system is developed, it is important
that all raters be instructed in its use. Raters other than the B.I.

FIGURE III

BARS EXAMPLE

PARTICIPATION IN B.I. PROGRAM

6---------- Frequently volunteers for library instruction sessions.

5---------- Willingly accepts all library instruction requests.

4---------- Willingly accepts most library instruction requests.

3---------- Occasionally refuses library instruction requests.

2---------- Frequently refuses library instruction requests.

1---------- Always refuses library instruction requests.

Coordinator might include: Head of Main Reference, Assistant Head of Main Reference, Head of Government Documents, Supervisors of other Main Library B.I. participants, Orientation Librarian, and Head of Science Reference. Some studies show that a well-developed BARS can easily be administered by untrained students (Harari and Zedeck, 1973:261-265 and Kinicki et al., 1985:535-549). However, most professionals in the field of personnel advocate training to insure the success of an appraisal system. Once the system is implemented, it is very important that the system itself be periodically evaluated. As job dimensions change, it is necessary to revise the BARS measuring them.

The above process illustrates why BARS may not always be practical. Patten states a major criticism in the use of BARS: "if had one hundred jobs and ten dimensions for each job, BARS construction would be a difficult and expensive task" (Patten, 1982:150). Constructing a BARS for one activity will be time consuming but it should also establish acceptable behaviors for librarians to strive for, clearly identify training needs and provide a guage of how B.I. librarians are performing. A bibliographic instruction librarian's job is generic enough that once a BARS appraisal system has been developed, it could serve as a model to be adopted by other librarians in similar institutional settings.

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Pennsylvania State University
RECOMMENDATIONS FOR PEER REVIEW
OF CREDIT INSTRUCTION

Curricular and Instruction Affairs Committee
Library Faculty Organization

1. Summative evaluation should be under the direction of the appropriate department chief or campus academic officer, who will ensure that a longitudinal representation of peer evaluation of credit instruction is included in promotion and tenure dossiers.

2. Summative evaluation will be performed by tenured librarians of the Pennsylvania State University whc have taught a course for credit. Selection of the evaluator and date(s) for evaluation will be made by mutual agreement between the librarian and the appropriate department chief or administrative officer.

3. Summative evaluation will be carried out at least once per course/ semester.

4. Individual librarians are encouraged to arrange for formative evaluations of their teaching. The Coordinator of Instruction will assist librarians in this process.

5. An evaluative instrument should be used which would codify responses to individual teaching performance in a consistent manner.

6. Evaluators are encouraged to have pre- and post- evaluation discussicns with the librarians being evaluated.

7. Training of evaluators will be arranged by the Coordinator of Instruction.

8. Peer evaluations will be placed in the librarian's confidential file.

C. Whittington
April 20, 1987

THE PENNSYLVANIA STATE UNIVERSITY
The University Libraries
Peer Review of Credit Instruction

Instructor: _____   Evaluator: _____

Course: _____ Semester: _____ Date: _____

	lowest rating			average rating		highest rating	
Class Evaluation:							
A1. Rate the clarity and organization of the instructor's presentation.	1	2	3	4	5	6	7
A2. Rate the instructor's demonstrated knowledge of the subject of the class.	1	2	3	4	5	6	7
A3. Rate the instructor's demonstrated enthusiasm for the subject matter.	1	2	3	4	5	6	7
A4. Rate the instructor's effective use of class time.	1	2	3	4	5	6	7
A5. Rate the instructor's use of examples and illustrations.	1	2	3	4	5	6	7
A6. Rate the instructor's preparation for class.	1	2	3	4	5	6	7
A7. Rate the instructor's response to student questions and comments.	1	2	3	4	5	6	7
A8. Rate the instructor's creation of an atmosphere conducive to learning.	1	2	3	4	5	6	7

Comments: _____

_____

_____

Course Materials Evaluation:

B1. Rate the clarity of course objectives.	1	2	3	4	5	6	7
B2. Rate the logic of the presentation of the material.	1	2	3	4	5	6	7
B3. Rate the relevancy of handouts, assignments, and tests to course objectives.	1	2	3	4	5	6	7
B4. Rate the clarity of criteria for grades.	1	2	3	4	5	6	7

Comments: _____

_____

_____

Overall Evaluation.	1	2	3	4	5	6	7

Comments: _____

_____

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Indiana University *Julie.*

To: W131 AI's   From: Julie Bobay, Instruction
                                                                Librarian
Dept.: English Dept.

Subj: Library Tours   Date: March 29, 1986

We are developing a new presentation on library research and
using the IU Libraries. This new presentation will replace the
tour/presentation currently offered to W131 classes. We plan to
have the new program ready this fall.

To ensure that our new program meets the needs of Basic
Composition students, we want to find out how you feel about the
library instruction given to your classes in the past. We also
want to know what library skills you feel are most important for
your students as they work on W131 assignments.

Please take a few minutes to respond to the questions below.
Your cooperation will give us valuable information that we can
use as we plan the new program.

Please use the enclosed addressed envelope to return this
questionnaire to me by April 4, 1986. Thank you.

1. How often do you use library materials for your own research?

        _____More than once a week

        _____At least once a month

        _____Less than once a month

2. Do you use subject indexes other than the MLA Bibliography
for your research?   _____YES   _____NO

    COMMENTS_____

    _____

3. For how many semesters have you brought W131 classes to
the library for a presentation? _____

4. Name the most recent semester that you've scheduled a library
presentation for your W131 class. _____

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5. Your W131 class(es) which came for a library presentation during the most recent semester received a:

_____slide presentation in the Libraries' classroom

_____guided tour of the library with indexes and catalogs explained within th walking tour

_____a combination of the slides and a walking tour

_____Other (Describe) _____

_____

_____

6. In general, how satisfied were you with the library session:

_____Very satisfied

_____Satisfied, but could be improved

_____Dissatisfied

COMMENTS_____

_____

7. If you received the following presentations in your most recent library session, please indicate your assessment of that element:

a. **Walking tour of the library to point out locations**

Received right amount of time	5	4	3	2	1	Should be excluded
Presentation was effective	5	4	3	2	1	Presentation was ineffective

COMMENTS_____

_____

b. **Lesson on the card catalog**

Received right amount of time	5	4	3	2	1	Should be excluded
Presentation was effective	5	4	3	2	1	Presentation was ineffective

COMMENTS_____

_____

c. **Lesson on periodical indexes**

Received right amount of time	5	4	3	2	1	Should be excluded
Presentation was effective	5	4	3	2	1	Presentation was ineffective

COMMENTS_____

_____

d. **Discussion of how to find a periodical in the IU Libraries**

Received right amount of time	5	4	3	2	1	Should be excluded
Presentation was effective	5	4	3	2	1	Presentation was ineffective

COMMENTS_____

_____

8. Did your library session omit some information that you thought was important?

COMMENTS_____

_____

9. If it were available, would you devote a second class session in your W131 class to a more in-depth session on how to use the library? _____YES _____NO

COMMENTS_____

_____

10. The research papers turned in by my students showed evidence that they:

a. **were successful in finding appropriate books in the library**

Very Successful	5	4	3	2	1	Not Successful

b. **were successful in locating appropriate periodical articles in the library**

Very Successful	5	4	3	2	1	Not Successful

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W131 LIBRARY PROGRAM EVALUATION

This year is the first for the W131 library presentations. We would like to know whether you found the presentations helpful. Please help us by answering the questions below. We will use your responses to improve the presentation.

FOR EACH QUESTION, PLEASE CIRCLE THE ANSWER THAT BEST REPRESENTS YOUR OPINION.

1. I went to the Main Library and completed the self-guided tour:
      a) before the library presentation
      b) after the library presentation
      c) I chose not complete the tour
      d) I was not given the self-guided tour by my instructor.

2. In doing library research, I was able to find books on my topic in the card catalog:
      a) yes
      b) no
      c) I did not need books for my research.

3. In doing library research, I was able to find articles on my topic in a periodical index:
      a) yes
      b) no
      c) I did not use periodical articles.

4. I was able to find the periodicals I needed using the Selected List of Periodical Holdings (red book).
      a) always.
      b) most of the time
      c) sometimes
      d) never.

5. The library presentation (Circle as many answers as apply to you)
      a) was so boring I almost went to sleep.
      b) was interesting. I did not know there was that much good information in the library.
      c) gave me more information than I wanted to know.
      d) was too fast and confusing.
      e) told me a lot of stuff I already knew.
      f) other (please explain) _____

_____

6. The __most__ useful part of the library presentation was:
    a) the self-guided tour
    b) the information about the card catalog and subject terms
    c) the section covering indexes to magazines and scholarly journals
    d) the section about newspaper indexes.

7. The __least__ useful part of the library presentation was:
    a) the self-guided tour
    b) the information about the card catalog and subject terms
    c) the section covering indexes to magazines and scholarly journals
    c) the section about newspaper indexes.

8. I asked for help at the reference desk
    a) yes
    b) no
    c) don't remember.

9. All W131 classes should have this class presentation
    a) strongly agree
    b) somewhat agree
    c) don't know
    d) somewhat disagree
    e) strongly disagree

10. Comments:

To: W131 AI's   From: Julie Bobay, Instruction
                                                       Librarian
Dept.: English Dept.   Dept: Library E172

Subj: Library Presentations   Date: November 5, 1986

After trying out the W131 library program for one semester,
we'd like to ask your help in evaluating its effectiveness.
We will use your responses to this questionnaire to make
modifications and improvements in the presentation.

Please use the enclosed envelope to return this questionnaire to
me by November 21, 1986.   Thank you.

****

1. For how many semesters have you brought W131 classes to
the library for a presentation?

                           _____

2. Did you hand out the W131 Self-guided tour before the library
    presentation?
                           _____YES   _____NO

    a. If yes, did you check that your students did it?

                           _____YES   _____NO

        Please describe your method of checking:

        _____

        _____

        What percentage of your students do you think took the
        self-guided tour?

                           _____

    b. Do you think the self-guided tour is an effective way to
        orient students to the Main Library?

        Effective   5   4   3   2   1   Ineffective

        WHY OR WHY NOT?_____

        _____

        _____

        _____
                           -OVER-

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3. Please assess the elements of the library presentation:

   a. Card Catalog

Received right
amount of time   5   4   3   2   1   Should be
                                                          excluded

Presentation   Presentation
was effective   5   4   3   2   1   was ineffective

     Comments: _____

     _____

     _____

   b.   Periodical indexes   (including in-class exercise)

Received right   Should be
amount of time   5   4   3   2   1   excluded

Presentation   Presentation
was effective   5   4   3   2   1   was ineffective

     Comments: _____

     _____

     _____

   c.   Finding a periodical (including in-class exercise)

Received right   Should be
amount of time   5   4   3   2   1   excluded

Presentation   Presentation
was effective   5   4   3   2   1   was ineffective

     Comments: _____

     _____

     _____

   d.   Newspaper Indexes

Received right   Should be
amount of time   5   4   3   2   1   excluded

Presentation   Presentation
was effective   5   4   3   2   1   was ineffective

     Comments: _____

     _____

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5. The research papers turned in by my students showed evidence that they:

a. <u>were successful in finding appropriate books in the library</u>

Very   Not
Successful   5   4   3   2   1   Successful

b. <u>were successful in locating appropriate periodical and
          newspaper articles</u>

Very   Not
Successful   5   4   3   2   1   Successful

Comments: _____

_____

_____

_____

6. a. Overall, how satisfied were you with the library session:

Satisfied   5   4   3   2   1   Dissatisfied

b. Do you plan to schedule library presentations in future
      semesters?

                              _____ YES   _____NO

COMMENTS _____

_____

_____

_____

7. Would you be interested in a slide/tape version of this
presentation to be administered by you rather than a librarian?
Why or why not?

_____

_____

_____

_____

_____

-OVER-

70   88

8. For first-year W131 AI's:

    Did you feel the library segment of your orientation session
was useful? Do you have suggestions for improving the
presentation we give to new AI's about the library presentation?

_____

_____

_____

_____

ADDITIONAL COMMENTS:

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EVALUATION OF ELEMENTARY COMPOSITION LIBRARY PRESENTATION

During the Fall 1986 semester, the Libraries offered a new
presentation to 70 sections of W131. The lesson consisted of a
self-guided tour to e administered by the Associate Instructors
and an in-class slide presentation, narrated by a librarian,
which covered basic library skills. The classroom session
include. ungraded exercises where students used sample indexes to
find articles on a topic.

QUESTIONNAIRES:

56% Return Rate for Associate Instructors (31/55)
     (questionnaire mailed to each participating AI)

52% Return Rate for Students (685/1309)
     (questionnaires mailed to each AI to administer in class at
          the end of the semester)

CONCLUSIONS:

It seems that our users appreciate the fact that this lesson
makes a very complicated process less complicated, and goes a long
way toward achieving our goal: "W131 students will be able to
identify and find in the IU Libraries sufficient resource
materials to complete a short research paper." Even students who
complained that the session was boring and told them a lot of
stuff they already knew recommended that all W131 classes should
get the lesson. (Perhaps that is similar to the benefits of
taking foul-tasting medicine.)

There was fairly broad consensus that the self-guided tour was a
good idea, but lacked any means of motivating the students to
actually do it and learn anything from it. The most highly rated
portion of the lesson by both students and AI's was the section
on periodical indexes and finding journals in the library. Many
commented that we needed to stress this area even more. The card
catalog section was generally less well-received, but seen as
valuable by a significant number of students and AI's. The
section on newspaper indexes was very poorly rated by students
and AI's.

Recommendations

The progress we've made thus far in teaching basic library skills
to elementary composition classes is encouraging, but areas
remain which need improvement. We recommend eliminating the self-guided
tour because it is not effective. Other problems (boring, teaching
students what they think they already know, covering material
which may or may not be valued by an individual Associate
Instructor, the lack of realism in the simulated exercise) can
at least theoretically be answered by designing a computer-

72

90

assisted lesson to replace the slide show. This would enable us
to put the burden of learning back on the student, and would
encourage them to take an active part in the process. It would
also allow them to choose which skills they need to learn.
Feedback to the instructor could be built in through the use of
an online quiz, and hands-on experience could be provided through
a follow-up library exercise.

While these potential benefits of Computer-Assisted Instruction
have been apparent to us for some time, we never felt the
university had a system which could support 4,000-6,000 students
and be simple enough to use and administer. The proposed Student
Information Network seems to have the potential to provide those
capabilities, and so we recommend designing a test CAI lesson for
implementation next fall.

HIGHLIGHTS FROM W131 QUESTIONNAIRES

1. Self-guided tour

-Students - 48% did not take
             37% - least useful part

-AI's - 97% handed it out

Problems cited: getting students to do it. Some question its
     effectiveness even when it is done.

2. Card Catalog

-Students - 33% least useful part
             20% most useful part

             65% able to find books
             30% did not need books

-AIs - 3.6 (right amount of time index)
        3.8 (effectiveness index)

Comments: Typical comment: "This was covered fairly well, but I
think that students know this better than most things in the
library; and, in a crunch, some of this time could be
sacrificed."

3. Periodical Indexes

-Students: 89% able to find articles in index
            60% most useful part of presentation

-AI's: 4.1 (right amount of time index)
        3.9 (effectiveness index)

Comments: stress scholarly indexes more. More emphasis should
be placed on this. Exercise good idea; sometimes rushed.

4. Finding a Periodical

-Students: 63% (always or most of the time able to use the Red
                Book to find periodicals.)
            27% (sometimes able to use the Red Book)

-AI's: 3.8 (right amount of time index)
        3.9 (effectiveness index)

Comments: needs more time and attention. More thorough coverage. Common theme: "I like the exercise - I wish it had stuck with my students better."

5. Newspaper Indexes

-Students: 12% most useful part
            18% least useful part

-AI's: 3.4 (right amount of time index)
        3.1 (effectiveness index)

Comments: hurried, rushed, weak. Not enough time. Disagreement on usefulness of newspapers for college level work.

General impressions

-Students: 36% - was interesting
            35% - told me a lot of stuff I already knew
            22% - so boring I almost went to sleep
            18% - gave me more information than I wanted
            11% - was too fast and confusing

   "All w131 classes should have this presentation:"

      82% of the students strongly or somewhat agree

-AI's:

Were students successful? books: 3.7 out of 5
                           articles: 3.4 out of 5

Were you satisfied with this presentation? 3.9 out of 5

Will you do this again? 96% yes.

Comments: many asking for more hands-on experience; "learn by doing," "gap between what they see in one room and what they will actually do."

75

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Indiana University

Evaluation of Seminars on
Library Support for Instruction

The purpose of this seminar was to provide information about services that the I.U. Libraries provide to assist instructors and their students. Please help us to evaluate the session by completing this form.

(1) How useful was the session?

_____very useful   _____neither useful nor useless

_____useful   _____generally useless

(2) Was the session

_____too long, _____too short, or _____about right?

_____too fast, _____too slow, or _____about right?

_____too elementary, _____too advanced, or _____about right?

(3) How interesting was the session?

_____very interesting   _____neither dull nor interesting

_____interesting   _____dull

(4) How could the material have been presented more effectively?

(5) What kinds of services would you like the Libraries to offer that were not discussed today?

(6) Are there specific topics on bibliographic access, research resources, or others that you would like to see presented in future sessions?

Comments: needs more time and attention. More thorough
coverage. Common theme: "I like the exercise - I wish it had
stuck with my students better."

5. Newspaper Indexes

-Students: 12% most useful part
            18% least useful part

-AI's: 3.4 (right amount of time index)
        3.1 (effectiveness index)

Comments: hurried, rushed, weak. Not enough time. Disagreement
on usefulness of newspapers for college level work.

General impressions

-Students: 36% - was interesting
            35% - told me a lot of stuff I already knew
            22% - so boring I almost went to sleep
            18% - gave me more information than I wanted
            11% - was too fast and confusing

    "All w131 classes should have this presentation:"

        82% of the students strongly or somewhat agree

-AI's:

Were students successful? books: 3.7 out of 5
                           articles: 3.4 out of 5

Were you satisfied with this presentation? 3.9 out of 5

Will you do this again? 96% yes.

Comments: many asking for more hands-on experience; "learn by
           doing," "gap between what they see in one room and
           what they will actually do."

FACULTY SEMINAR EVALUATIONS

WEDNESDAY and THURSDAY, FEBRUARY 26 and 27, 1986

1. Did the session cover what you expected?

   18 -- Yes   0 -- No

2. Which parts of the session did you find particulary valuable?

   17 -- Description of available services and databases
   8 -- Outline of advantages/disadvantages
   12 -- Outline of costs
   12 -- Outline of search techniques
   10 -- Demonstrations

   Comments:
    I especially liked seeing it work.
    Excellent presentation -- very informational -- I enjoyed it
      very much. Thank you.
   All were useful. Perhaps more information could be given on how
    to type in the phrases -- arrangement of phrases, use of
    parenthesis, etc.
   Need to follow up to get information on how to download to disk.

3. Which parts of the session were less valuable?

   0 -- Description of available services and databases
   6 -- Outline of advantages/disadvantages
   3 -- Outline of costs
   0 -- Outline of search techniques
   2 -- Demonstrations

   Comments:
   OK though. Didn't spend much time on it
    (advantages/disadvantages) and that was fine.
   Less valuable only because I was familiar with advantages
    and disadvantages.
   None.
   After getting the other information, I decided I really
    don't want to search by myself.

4. Was the session (1.5 hours):

   0 -- too long?
   0 -- too short?
   18 -- about right?

   Comments:
   About right at introductory level. Good sesion! I would
    like more specific search training, but given the time
    limitation of this introductory session, it was well done.

5. Would you attend a more detailed seminar in your subject
    area if it were offered?

    1 -- No
    14 -- Yes (please indicate area:
                Business/Social Sciences -- 1
                Communication -- 1
                Education -- 1
                Education (Higher) -- 1
                Education/Music -- 1
                English Literature -- 1
                Geology/Geophysics -- 1
                Humanities, etc -- 1 (am a librarian)
                Information Specialist -- 1 (any area. I would
                 like information on search strategies in more
                 detail than this session offered.)
                Instructional Technology -- 1
                Journalism -- 1
                Law -- 1
                Library & Information Science -- 1
                Linguistics -- 1
                Medical Sciences -- 1

    3 -- Undecided

6. After today's session, are you planning to investigate
    further any of the services we discussed?

    0 -- No   If yes, which ones?
    16 -- Yes
    2 -- Undecided   5 -- BRS
                         12 -- BRS After Dark
                         6 -- DIALOG
                         11 -- DIALOG's Knowledge Index

7. Do you think the University Libraries should consider offering
    some type of formal/informal consulting services for people on
    campus who are personally using these systems?

    0 -- No
    13 -- Yes
    5 -- Undecided

8. Should the University Libraries offer formal training in online
    bibliographic searching for people such as yourselves?

    12 -- Yes
    0 -- No
    5 -- Undecided

Comments:

Believe it is available -- "Computer Literacy" II

1. Would you recommend this class to your friends as an elective?

    (a) yes, no reservations
    (b) yes, but I'd have a few reservations
    (c) yes, but I'd have serious reservations
    (d) no, I wouldn't recommend it

2. Knowing what the course covers, if you had not already taken it, would you

    (a) definitely want to take it.
    (b) probably want to take it.
    (c) be undecided about taking it.
    (d) probably not want to take it.
    (e) definitely not want to take it.

3. How well does your instructor seem to know the subject matter of the course?

    (a) truly exceptional knowledge
    (b) thorough knowledge
    (c) adequate knowledge
    (d) lacks important knowledge
    (e) inadequate knowledge

4. Exclusive of time spent in class or labs, how many hours did you spend on this class?

    (a) 0-2   (b) 3-4   (c) 5-6   (d) 7-8   (e) 9 or more

5. This course helped me develop specific skills, competencies, and points of view needed to use the UCSB Library.

    strongly agree   agree   undecided   disagree   strongly disagree
       (a)   (b)   (c)   (d)   (e)

6. How much do you feel you have learned in this class?

    (a) a great deal
    (b) quite a lot
    (c) some
    (d) very little
    (e) almost nothing

7. The instructor's explanation of difficult material is

    (a) generally very helpful.
    (b) helpful.
    (c) not usually helpful.
    (d) almost nonexistent.

8. Directions for course assignments are clear and specific.

    (a) never   (b) seldom   (c) usually   (d) almost always

9. For me, the assignments are

    (a) too long.   (b) about the right length.   (c) too short.

10. My overall evaluation is that the text was:

Of Little Value		Satisfactory		Excellent
(a)	(b)	(c)	(d)	(e)

11. In my opinion, the assignments are:

too easy	of reasonable difficulty	too difficult
(a)	(b)	(c)

12. The assigned text for this course was:

    (a) too superficial and redundant with lecture material
    (b) interesting as a supplement to lecture material
    (c) interesting and comprehensive all by itself
    (d) dull and difficult to read

13. The assignment exercises aided my learning to use the library.

strongly agree	agree	neutral	disagree	strongly disagree
(a)	(b)	(c)	(d)	(e)

14. The exam is reasonable in length and difficulty.

strongly agree	agree	uncertain	disagree	strongly disagree
(a)	(b)	(c)	(d)	(e)

15. The grading procedures are clearly explained.

strongly agree	agree	uncertain	disagree	strongly disagree
(a)	(b)	(c)	(d)	(e)

16. Overall, how w ld you rate the value of the review session?

    (a) Excellent   ) Good   (c) Satisfactory   (d) Poor   (e) Very Poor

17. The amount of material co   by the course was:

Too Little		About Right		Too Much
(a)	(b)	(c)	(d)	(e)

18. When in the quarter did you work on you exercises?

    (a)   every week
    (b)   the last week
    (c)   the last two weeks
    (d)   the night before due
    (e)   at the beginning of the quarter

19. Would you have liked to learn the information another way?

    (a)   lectures in class
    (b)   video lectures
    (c)   computer instruction
    (d)   No

20. Have you any comments to make about the text, exercises, the schedule, the library, the review session, or assistance at service points?

_____

_____

_____

Selected Reading List

·System and Procedures Exchange Center

OMS

Office of Management Studies, Association of Research Libraries
1527 New Hampshire Avenue, N.W., Washington, D.C. 20036 ● 202-232-8656

SELECTED READING LIST

Adams, Mignon, S. and Judd, Blanche. "Evaluating Reference Librarians: Using Goal Analysis as a First Step," The Reference Librarian 11 (Fall/Winter 1984): 131-145.

Cronin, Mary J. Performance Measurement for Public Services in Academic and Research Libraries. Occasional Paper #9. Washington, D.C.: Office of Management Studies, Association of Research Libraries, February 1985.

Hernon, Peter and McClure, Charles R. "Library Reference Service: An Unrecognized Crisis--A Symposium," Journal of Academic Librarianship 13 (May 1987):69-80.

Kantor, Paul B. Objective Performance Measures for Academic and Research Libraries. Washington, D.C.: Association of Research Libraries, 1984.

Kesselman, Martin and Watstein, Sarah Barbara. "The Measurement of Reference and Information Services," Journal of Academic Librarianship 13 (March 1987):24-30.

Murfin, Marjorie and Gugelchuk, Gary M. "Development and Testing of a Reference Transaction Assessment Instrument," College and Research Libraries 48 (July 1987):314-338.

Olson, Linda M. "Reference Service Evaluation in Medium-Sized Academic Libraries: A Model," Journal of Academic Librarianship 9 (January 1984):322-29.

Schwartz, Diane G. and Eakin, Dottie. "Reference Service Standards, Performance Criteria, and Evaluation," Journal of Academic Librarianship 12 (March 1986): 4-8.

White, Howard D. "Measurement at the Reference Desk," Drexel Library Quarterly 17 (Winter 1981):3-35.

USES OF SPEC KITS

The Systems and Procedures Exchange Center (SPEC) is a clearinghouse operated by the Association of Research Libraries, Office of Management Studies that provides a central source of timely information and materials on the management and operations of large academic and research libraries. It facilitates the exchange of knowledge and documents through SPEC Kits, which are distributed ten times each year to ARL members and other interested libraries The Kits include topically-arranged groupings of unedited primary source documents - selected for their value to administrators and decision-makers - that illustrate a wide range of alternative approaches to specific issues.

Kit documents come from general membership surveys and from selected libraries contacted directly by SPEC, and most Kits are produced within six months of surveys The documents' value comes from their variety of ideas, methods, and solutions. They are not viewed as finished products, but rather as points of departure for a library's planning efforts and as stimulants to innovative approaches to problem-solving. As such, Kits do not present answers or prescriptions for any one library; instead they illustrate how selected ARL members are planning for or dealing with particular issues. The worth of any one Kit to a particular library will depend upon the specific topic covered and the library's stage of development in that area.

Materials are selected according to the ollowing criteria
- Presents an approach of potential value to administrators and decision-makers
- Timely, and dealing directly with the topic under consideration
- Probability of application of ideas or thinking to other library situations
- Illustrative of actual practice, rather than theoretical
- Understandable, readable communication

All together, the materials should provide a range of alternative approaches that complement each other, provide variety, and stimulate comparison and contrast

Libraries can take advantage of the Kit compilations in a number of ways. Administrators can evaluate the assumptions, methods, and results of other libraries' approaches; compare and contrast them, and use the learnings in their own situations. Library staff members can use the kits as professional development and current awareness tools. Committees and task forces can use them to begin a review of current practices And the Kits can identify other persons or places to contact for further information. Back-up files in the SPEC office also are available for loan to member libraries. In addition, SPEC will conduct on-demand surveys or analyses geared specifically for a single library.

EVALUATION

Kit Title/Number _____

1. Which uses did the library make of this Kit?

2 Please indicate how useful the Kit was for these purposes.

☐ Very Useful   ☐ Quite Useful   ☐ Somewhat Useful   ☐ Not Useful

3. Do you have suggestions for this Kit or for future Kits?

(optional)   NAME _____

LIBRARY _____

PHONE _____

Please return this form to the SPEC Center, OMS/ARL, 1527 New Hampshire Ave., N.W., Washington, DC 20036