## From the President                    By: Barbara Hopkins

# You can teach, but are you engaging?

Recently I have been visiting classrooms and watching teachers and librarians teach. I noticed several things that they all had in common. First of all, each teacher was very knowledgeable about their subjects' content and had prepared well to deliver it. I also noticed that each teacher seemed interested in their students and whether or not the material being covered was understood and could be applied. All of these things were encouraging. However, there was something vital missing from many of the lessons that I saw – student engagement.

In a world were we must battle social media, texts, gaming, and thoughts about the next class or tonight's date we must step up our attempts at being engaging or our message will be lost no matter how well prepared we are! Now, I'm not suggesting dressing up like your favorite superhero or donning a chicken suit to rivet your students attention in your direction; what I am suggesting is incorporating research-based methods that have proven to increase student engagement.

Integrating opportunities for your students to respond (OTR) into your lessons is one such strategy. Have you included opportunities for your whole class to respond to a question (pair share, choral read, hand signals)?  Do you give small groups time to discuss and apply the concepts you cover? Seems simple right? It is, but I still missed it when I was teaching. It took evaluation of my own practices to open my eyes to the things I could have done.

An evaluation activity that I tried, that has proven to be effective, is video reflection and analysis…there's no denying what you can see for yourself. You may be both delighted and surprised at what you discover and doing it will open your eyes to all kinds of possibilities.

So as you go forward I hope you'll think about being engaging. Keep it smart, simple and be strategic!

*Barbara*

### december 2013:

*The purpose of LIRT is to advocate library instruction as a means for developing competent library and information use as a part of life-long learning.*

# LIRT Meetings at ALA Midwinter 2014, Philadelphia

MAR = Philadelphia Marriott Downtown (Co-Headquarters Hotel)
PCC = Pennsylvania Convention Center

All Committee Meeting (LIRT):   Saturday, January 25, 10:30 - 11:30 a.m. PCC-123
**Discussion Forum: Bridging the Terminology:  Sunday, January 26, 1:00 - 2:30 p.m., PCC-113 C**
Executive Board Meeting I (LIRT):  Friday, January 24, 7:30 - 10:00 p.m. (online meeting)
Executive Board Meeting II (LIRT): Monday, January 27, 10:30 - 11:30 a.m., PCC-103 C
Steering Committee Meeting I (LIRT):  Saturday, January 25, 8:30 - 10:00 a.m., PCC-123
Steering Committee Meeting II (LIRT):  Monday, January 27, 8:30 - 10:00 a.m., PCC-103 C

## Bites with LIRT!

**Join LIRT for lunch in Philadelphia!**

**LIRT** (Library Instruction Round Table) is organizing "Bites with LIRT" groups for lunch during the ALA Conference in Philadelphia. This is your opportunity to meet other librarians interested in library instruction while enjoying lunch in a local restaurant.

LIRT welcomes anyone who has an interest in instruction from all types of libraries. You need not be a member of LIRT to participate. We hope you will join us in this opportunity to exchange ideas and experiences about library instruction in a relaxed setting. Enjoy a stimulating and fun lunch with LIRT—good food, good company, and interesting conversation. We will make the arrangements; all you have to do is reserve your spot and show up! **Deadline is January 20, 2013.**

 Register at
http://www.ala.org/lirt/midwinter-conference

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Production editor: Susan Gangl

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http://www.facebook.com/home.php#!/group.php?gid=63223076802

*DEADLINE for two new awards EXTENDED until January 15, 2014*
## LIRT Librarian Recognition Award *and* LIRT Innovation in Instruction Award!

By: Paula Johnson, New Mexico State University, LIRT Awards Committee Co-Chair

**T**he Library Instruction Round Table (LIRT) invites nominations for two new awards to recognize excellence in information literacy and instruction. The LIRT Librarian Recognition Award will be presented to an individual librarian in appreciation for her/his contributions to the field. The LIRT Innovation in Instruction Award will be given to a library that demonstrates innovation in support of information literacy and instruction.

Award winners will receive a $1,000 cash award, a plaque, and a $500 travel stipend to attend the 2014 ALA Annual Conference in Las Vegas, where they will be presented with the award. Deadline for the 2014 nominations is extended through **January 15, 2014**.

"The Committee hopes these awards will have a special place in the hearts and minds of individuals who provide diverse types of library instruction," said Paula C. Johnson, co-chair of the 2013 LIRT Awards Committee.

The LIRT Librarian Recognition Award is given to acknowledge a librarian's contribution to the development, advancement, and support of information literacy and instruction. The award is open to any librarian who participates in instruction/information literacy activities, in any type of library. Instruction need not be the main focus of their position.

The LIRT Innovation in Instruction Award is given in recognition of a Library's contribution to information literacy instruction. This award is open to all types of libraries, and the focus will be on low-cost and easily reproducible innovations.

Johnson explained, "While nominees and award recipients need not be current LIRT members, we do hope the awards will attract new membership in addition to recognizing individual and program-wide achievement."

Full details on the awards criteria and the nomination process can be found at the ALA LIRT Awards website. Self-nominations are welcomed. Again, the deadline for nominations for both awards is January 15, 2014.

*Have you created an instruction program or developed a
unique classroom strategy?*

Please share your experiences with LIRT.
Send your articles to Teri Shiel (shiel@uchc.edu)

by Teri Shiel, MLS/MA
University of Connecticut Health Center Library,
Farmington, CT
shiel@uchc.edu

# From the Editor

I know it's a cliché to start December by asking where the year has flown, but seriously – where has this year gone? Autumn is over, winter is slowly moving in and before you know it, we'll be meeting in Philadelphia at the end of January. This will be my first trip to Philly, so I'm looking forward to Midwinter very much - and as a new medical librarian - I am definitely looking forward to checking out the Mütter Museum of the College of Physicians of Philadelphia (http://www.collegeofphysicians.org/mutter-museum/).

I think I'll try out a Philly Cheese Steak *before* visiting the museum. Anyone care to join me?

As usual, LIRT News is packed goodies and loads of interesting tidbits: we have information about the LIRT meetings at Midwinter, BITES with LIRT, and our LIRT Midwinter Discussion Forum; our President Barbara Hopkins discusses student engagement in her column; Billie Peterson-Lugo talks web analytics in her TechTalk column; and we also have some interesting article abstracts for you to peruse in the Check These Out column.

As always, LIRT News is for the LIRT members, so please let us know what you think and whether there's anything else you'd like to see in the newsletter. If you'd like to contribute to the March issue of LIRT News, please remember that the deadline is **February 15th, 2014**. We always welcome having guest viewpoints, so if you'd like to submit an article, just drop me a line.

We would also love to include your photos from Midwinter in our next newsletter, so please send them along to us. Pack up your cold weather gear and I'll see you in Philadelphia.

Happy Holidays and Happy New Year!

*Teri*

## LIRT ALA MIDWINTER - PHILADELPHIA

# DISCUSSION FORUM

## BRIDGING THE TERMINOLOGY

Discussion Forum
**Bridging the Terminology**
**A Collaborative Effort to Help High School Students Transition to College**

**Sunday, January 26, 2014**
**1:00 - 2:30 p.m.**
**Check program for location**

Students transitioning to college have a steep learning curve, and librarians in school, public, and academic libraries have consistently tried to make this transition easier. What if one way to accomplish this was to better understand how our colleagues in different institutions describe using library resources and the research process?  If we all used similar terminology or analogies, would it help new college students pick up where they left off in high school? Join your colleagues and the LIRT Transitions from High School to College Committee for a lively discussion and sharing of terminology, concepts, and analogies in order to help students transition to the next phase in their library research.

# Member Spotlight

## Ken Orenic, Co-Chair, LIRT Membership Committee

**What brought you to LIRT?**
My interest in LIRT is rooted in a strong commitment to promoting Information Literacy in all types of libraries.  The ability to locate and evaluate information continues to be of paramount importance.  Through my association with LIRT I hope to contribute to the awareness of the role library instruction plays in shaping how library users find and use information.

**What was your path to librarianship?**
I became a librarian after working for many years in the airline industry.  While work in the airlines was at times fulfilling, much of what I did was routine.  I was interested in having a career that involved intellectual challenges.  Librarianship lets me use my research skills, allows me to teach people to help themselves in learning how to navigate the expanding amount of information available.  When the internet was first becoming popular, I was really interested in how much information was "out there" but it was frustrating to see the types of information that was passed off as "credible."  I liked the challenge of finding and evaluating the sources online.  While searching for a new career, I considered going to law school.  I envisioned the law profession as a way to work to achieve social justice.  However, the more I considered a career in law the more I realized the potential dissatisfaction that many lawyers feel, i.e., trapped in a practice that was not interesting.  A friend commented that I should consider librarianship since I always enjoyed helping people, teaching (I was an instructor at my previous job), working for a greater good (I was also involved in my labor organization) and spending time in libraries.  I decided to enroll in Dominican University's Library and Information Science program, and graduated in 2006 with my MLIS.

**Tell us about your current position. What do you like most about it?**
I currently serve as a Reference Librarian at College of DuPage in Glen Ellyn, Illinois.  College of DuPage (COD) is a community college located about 20 miles west of Chicago.  In my position I am the department liaison for many of the Humanities-related areas.  COD has a very busy information literacy program and I'm able to teach one-shot and multiple-session IL sessions for a wide range of disciplines, including Art, Theater, History, Philosophy, Religion and General Humanities.  These diverse sets of courses help keep my work fresh and interesting.  I have a lot of latitude for working with students in the classroom, as well as by appointment.  I am also fortunate to work with teaching faculty who are receptive to innovative library instruction delivery such as "flipped" library instruction sessions.

**In what ways does it challenge you?**
Working at a community college gives me the opportunity to work with traditional-aged students as well as returning adult students.  With this wide variety of students, I'm constantly working to meet all learners where they are in their educational path.  Many students have competing interests – some are adults who have jobs and families, others are working full-time to pay for tuition.  It is my responsibility to ensure that these students enjoy the same access to high-quality services, resources and instruction no matter when or where they attend classes.

**If you could change one thing about libraries today, what would it be?**
I would like to see changes to the framework for scholarly communication.  The current model of scholarly communication is broken and needs to be fixed.  Libraries should lead the charge to promote the use of open access resources, including incorporating instruction on evaluating resources in library workshops as well as educating faculty about the growing number of credible, scholarly resources available on the open web.  We need to get beyond assignments that limit or outright ban the use of "internet" resources, and teach students how to determine if information is appropriate for their needs.

**Throughout all your educational experiences, what teacher inspired you the most and why?**
My sixth grade teacher, Mr. Polka inspired me. After I expressed my interest in WWII history, he gave me access to his personal library.  His recommendations were well above my reading ability, but his encouragement and enthusiasm inspired me to rise to the occasion and, as a result of his support, become the avid reader I am today.

**When you travel, what do you never leave home without?**
My smartphone.  The ability to stay in contact with family while traveling is very important to me.  Having some good music to listen to and a few (thousand) books at hand sure doesn't hurt, either.

**Tell us one thing about yourself that most of us probably don't know.**
I can play the ukulele.  Not well, but that never stops me.

# CHECK THESE OUT!
## Assessing Student Learning

By: Sharon Ladenson
Gender and Communication Studies Librarian,
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Assessing student learning is a critical task for instructors in libraries. What are effective ways to assess information literacy competencies in a credit-bearing course? How can we use activities already prepared for our classes as assessment tools? How can librarians and department faculty work together to assess student learning? Check these out, and enjoy!

**Bluemle, Stefanie R., Amanda Y. Makula, and Margaret W. Rogal. "Learning by Doing: Performance Assessment of Information Literacy across the First-Year Curriculum."** *College & Undergraduate Libraries*, **20.3/4 (2013): 298-313.**

Bluemle, Makula, and Rogal share their case study of developing and implementing a formal process to assess higher-order information literacy competencies acquired in a first-year liberal studies program at Augustana College (Illinois). The program has three required courses, which provides multiple opportunities to strategically integrate course-specific information literacy instruction into the curriculum. While librarians at Augustana College had previously conducted assessment using fixed-choice pre-tests and post-tests, this method did not yield enough information about higher-level skills (such as the ability to critically evaluate sources). Librarians also developed questionnaires to assess student perceptions about their learning, as well as faculty satisfaction with information literacy sessions. However, as indirect methods of assessment, the questionnaires yielded beliefs and perceptions about learning only. Consequently, librarians developed a subcommittee charged with the task of creating an assessment tool focused on higher-order skills. The committee initiated its work by selecting (through a ranking process) the most critical skill for students to attain and reinforce. Next, the committee designed a worksheet activity to assess the chosen outcome (identifying appropriate forms of information for a specific research topic). The committee also decided that each instruction session must include a discussion about how and why a source would be appropriate for a particular assignment (which facilitated the process of determining criteria for assessing sources that students selected). After teaching an information literacy session, each librarian completed a chart to record whether sources chosen met specific criteria covered in class. Librarians also wrote reports to record information about the class assignment, how material was taught in the information literacy session, student responses to instruction, and an evaluation of student responses to worksheet questions. Based on the assessment, librarians determined that students had difficulty with evaluating arguments presented in sources consulted, particularly in the area of the humanities. Consequently, they plan to revise their instruction to place more emphasis on source evaluation.

**Carter, Toni M. "Use What You Have: Authentic Assessment of In-Class Activities."** *Reference Services Review*, **41.1 (2013): 49-61.**

Carter shares background and methods used to assess information literacy learning outcomes for a first-year composition course offered at Auburn University. Instruction team members at Auburn University Libraries (AUL) teach three course-integrated sessions for the composition class, which provides the opportunity to work intensively on one or two learning outcomes per session. Each session is tailored to a focused assignment: comparing and contrasting two sources, synthesizing an argument, and researching and writing a final paper. AUL had utilized broad institutional and summative assessment methods (such as administering the Standardized Assessment of Information Literacy Skills test, and conducting citation analyses of students' final research papers for composition and nursing classes), but wanted to gather more direct feedback about student learning in individual instruction sessions. In order to formally collect feedback, the AUL instruction team developed a rubric to assess worksheets designed to teach and reinforce the process of identifying and combining appropriate search terms. Instruction librarians assessed approximately 250 worksheets during a two-year period. While most students

identified appropriate keywords for their topics, examining the worksheets also revealed that students would often articulate overly narrow (and, consequently, unrealistic) research questions. As the AUL gathered concrete evidence of this problem, librarians can work with faculty to determine a course of action in order to improve student learning.

**Hoffmann, Deborah, and Kristen LaBonte. "Meeting Information Literacy Outcomes: Partnering with Faculty to Create Effective Information Literacy Assessment." Journal of Information Literacy, 6.2 (2012): 70-85.**

Hoffmann and LaBonte outline their three-year pilot study to assess information literacy competencies of first and third-year students at the California State University Channel Islands.  Working in collaboration with faculty, the authors used a variety of authentic assessment methods to measure student learning.  Faculty and librarians developed and used a rubric to score student portfolios from first-year writing courses that had information literacy sessions.  Criteria for the rubric reflected general university standards for information literacy competencies, which were comparable to selected standards outlined in the Association of College and Research Libraries' *Information Literacy Competency Standards for Higher Education.*  During the second year of the study, librarians and faculty used the rubric to assess a reflective annotated bibliography assignment for students enrolled in the same lower division writing courses. The reflective annotated bibliography assignment was helpful for assessing the process that students would use to conduct research. Applying the rubric to a single assignment (rather than diverse writing exercises self-selected by students for their portfolios) also facilitated the scoring process. During the last year of the study, faculty and librarians rated student writing assignments from third-year courses as well as those from the first-year.  The authors found that using the rubric to score writing assignments was an effective method to assess selected information literacy competencies, such as effectively locating and critically evaluating information sources.  The appendices include the rubric used for the study, as well as the rubric score sheet, and the instructions for the annotated bibliography assignment.

**Mayer, Jennifer, and Melissa Bowles-Terry. "Engagement and Assessment in a Credit-Bearing Information Literacy Course." Reference Services Review, 41.1 (2013): 62-79.**

Mayer and Bowles-Terry share an overview of learning objectives, class activities, and assessment methods for a three-credit upper-division undergraduate information literacy course offered by the University of Wyoming Libraries. The University of Wyoming has a general education information literacy requirement, and the authors decided to offer a credit-bearing class for upper level transfer students and others who did not receive research instruction from the libraries early in their course of university study. Students who have met the information literacy requirement but seek a more in depth exploration of the area are also welcome to enroll in the course.  In order to facilitate student engagement, the authors employed a variety of strategies: using flexible seating for students to sit in groups; having students vote to determine the general theme of the class (e.g., social justice, popular culture, or education, among other topics); and utilizing discussion-based teaching methods, including active learning and reflective writing exercises. Examples of active learning exercises for the class include (among others) using popular movie clips to elicit discussion of information literacy concepts; having students do political fact checking using resources taught in the course; and working collaboratively with other students to write about how research is disseminated in their major field of study. Students earn participation points and receive feedback for their work on the various active learning exercises, which facilitates ongoing assessment of how and what they learn throughout the term. Students are also required to complete an information literacy online tutorial throughout the term; after students complete each module, the instructors briefly check and discuss the results in class.  Students do a research paper and presentation, and the instructors use rubrics (shared with the students) to facilitate grading these assignments. Additional assessment methods for the course include conducting a multiple choice pre-test and post-test on information literacy concepts at the beginning and end of the term, and collecting feedback from students through anonymous course evaluations.

**Rinto, Erin E. "Developing and Applying an Information Literacy Rubric to Student Annotated Bibliographies." Evidence Based Library and Information Practice, 8.3 (2013): 5-18.**
Rinto outlines the process of developing and utilizing a rubric to assess whether students in a composition class (offered at the University of Nevada, Las Vegas) could critically evaluate information sources. While the author initially planned on using a rubric to assess six learning outcomes outlined

in the Information Literacy Competency Standards for Higher Education (of the Association of College & Research Libraries), she ultimately determined that the scope was too broad, and decided to limit the assessment to one learning outcome: evaluation of sources.  The assessment criteria for evaluating sources included currency, relevance, accuracy, authority, and purpose.  The composition course coordinator systematically selected and shared a sample of annotated bibliographies for review. As the sample was sizable (155 bibliographies total), the author recruited and trained three other librarians to help with assessing the bibliographies. The results indicate that most students scored quite low in using three of the five evaluation criteria (currency, accuracy, and purpose).  Criteria that students used more consistently included authority and relevance. In order to start a dialogue about steps to take to improve student learning, the author shared the assessment results with the composition course coordinator.  Rinto also planned to present the results to all composition instructors during their fall orientation meeting. The author notes that while the library needs to focus on source evaluation more consistently during information literacy sessions, the task of teaching this concept should be shared between librarians and composition faculty in order to have a more significant impact on student learning.

**Whitlock, Brandy, and Julie Nanavati. "A Systematic Approach to Performative and Authentic Assessment."** *Reference Services Review*, **41.1 (2013): 32-48.**

Whitlock and Nanavati share definitions and discuss the importance of utilizing diverse assessment methods, and outline four steps for engaging in authentic and performative assessment. Performative assessment involves developing scenarios in order to measure student learning, for example, providing a sample research topic and subsequently eliciting relevant keyword search terms from students.  Authentic assessment involves measuring transferable skills that students can apply beyond the classroom; such as articulating an information need, and describing appropriate strategies for locating the information.  The authors outline the process of writing manageable and realistic learning outcomes; selecting and designing assessment tools and class activities; developing evaluation criteria (using rubrics); and implementing pedagogical exercises and assessment activities in the classroom.  Whitlock and Nanavati also outline the benefits and drawbacks of various assessment tools, and list articles that provide specific examples of how to use them.

**Of further note:\***

Hsieh, Ma Lei, Patricia H. Dawson, and Michael T. Carlin. "What Five Minutes in the Classroom Can Do to Uncover the Basic Information Literacy Skills of Your College Students: A Multiyear Assessment Study." *Evidence Based Library and Information Practice 8.3 (2013): 34-57.*

*Hufford, Jon R. "A Review of the Literature on Assessment in Academic and Research Libraries, 2005 to August 2011." portal: Libraries and the Academy 13.1 (2013): 5-35.*

*\*The special issue of College & Undergraduate Libraries (20.3/4, 2013), focused on "*Proving Value and Improving Practice: Assessment Strategies for the Small Academic Library," contains many more valuable articles focused on the area of information literacy assessment.

# Tech Talk: Website Analytics

By Billie Peterson-Lugo, Baylor University
Billie_Peterson@baylor.edu

## Dear Tech Talk –

I'd like to see our library take a more aggressive look at how people use the library website, ideally via website usage data. Right now we collect data on the total number of visits and pages viewed, but no one really looks at this information and even if they did, these numbers don't really address how people use the site. Surely there is a way to collect and analyze more robust website data?

*—Wishful Website Wondering*

## Dear WWW–

Since survey instruments (such as the annual survey sent to academic libraries by ACRL) only ask for very basic data, such as the number of visits and page views, there is no incentive at that level for library personnel to collect website usage data any differently than they have in the past. However, as more libraries move into the realm of data-driven decisions, assessment and outcome measurements, the ability to analyze – effectively – the use of the library's online presence becomes increasingly important.

Libraries invest a tremendous amount of direct and indirect costs in the development and maintenance of their websites and access to digital content. Unfortunately, not all libraries spend even a tiny portion of those costs on in-depth analysis of their online presence, and the analysis they may tend to favor is that of usability testing, focus groups, and surveys. Although there is value in these qualitative measurements, by nature, they examine only a subset of the user community, and the items examined through these processes are identified by library personnel upfront. What's missing is the perspective of what people actually do when they come to the website, and that level of examination can be retrieved from robust website data.

This describes *web analytics*, which is now narrowly defined by the Digital Analytics Association as, "the study of data collected exclusively on websites". (http://www. digitalanalyticsassociation.org/about) But it's more than just collecting data – that's the easy part. In discussing the collection of website data, Avinash Kaushik states, "All

of this *what* data is missing the *why*. . . For thorough web analytics, we need to include not just the *why* but also key questions that can help us make intelligent decisions about our web presence." He goes on to say we've moved beyond the basic *web analytics* to *web analytics 2.0*: "the analysis of qualitative and quantitative data from your website and the competition, to drive a continual improvement of the online experience that your customers and potential customers have, which translates into your desired outcomes (online and offline)." (Kaushik, 2010) Admittedly some of this language is e-commerce based, but it does translate nicely to a library context: "qualitative data" = results from usability testing, focus groups, surveys; "customers" = "patrons;" "competition" = "Google" or "Wikipedia."

In order to employ web analytics, you need to have a tool that collects (and ideally) analyzes the data. Historically, people have used data in server log files for website usage. Another – more recent and becoming more popular – option is to place tracking code (most often JavaScript) in individual web pages. Kaushik outlines the advantages and disadvantages of these two methods, as well as a few others, but in the final analysis, he states, "JavaScript tagging should be seriously considered as a possible option for our data collection strategy. Most web analytics innovation is coming from vendors enhancing their tools to better leverage JavaScript tagging. In addition, JavaScript tagging may be optimal for the amount of control that it gives you, the analytics team, in your ability to capture what you want, when you want it." (Kaushik, 2007)

There are a variety of free and fee-based web analytic tools that use page tagging and you can learn more about them by looking at resources such as the following:  2013 Web Analytic Product Comparisons (http://web-analytics-review.toptenreviews.com/); Ten Smartest Web Analytic Tools (https://www.openforum.com/articles/the-10-smartest-web-analytics-tools/); or Web Analytics Software Comparison (http://searchengineland.com/web-analytics-software-comparison-identifying-the-right-web-analytics-tools-for-your-business-149373).  However, all of these resources list the most highly used tool, Google Analytics (http://www.google.com/analytics).

Google Analytics (GA) was born out of Google's acquisition of Urchin in March 2005 and became freely available to a limited set of users in late 2005. (http://www.google.com/about/company/history/)  In January 2006, it became freely available to anyone. (http://analytics.blogspot.com/2006/08/were-open-instant-access-now-available_15.html)  Since then, its adoption rate has been significant.  According to BuiltWith in October 2013, for those websites that use analytics technology 23.64% of them were using Goggle Analytics.  (http://trends.builtwith.com/analytics/)  To put this number into perspective, the next biggest percentage (excluding "Other") was 7.91% for Quantcast Measurement.

Why does Google make this powerful tool freely accessible? "Google benefits from Google Analytics in two ways. First, if webmasters build better sites, it helps us connect searchers with the information they need faster. Second, if advertisers use Google Analytics, they are able to see their advertising ROI, which helps us demonstrate the value of Google AdWords. Both aspects have helped create a strong business case for Google Analytics over the years." (http://analytics.blogspot.com/2009/05/top-ten-myths-about-google-analytics.html)  Consequently, it's a tool with a commercial perspective, but it can be – and is – used by libraries to get a better perspective on their web presence.  A sampling of how libraries are using GA can be seen in the research and case studies described by: Arendt and Wagner; Betty; Black; Fang and Crawford; Huttenlock and Malone; Memmott and deVries; Tidal; and Wang, Shen, Chen, and Wedman.  Other indicators of the value of GA to libraries is its availability as modules for Drupal or WordPress, which means it can be easily deployed in websites managed by these content management systems (CMS), as well as its availability in major services provided by libraries such as LibGuides and Summon.

How complicated is it to set up Google Analytics for a website? Not at all complicated, and no significant technical expertise is required:
- Create a Google account (if one doesn't already exist) and login to GA (http://www.google.com/analytics); **tip**: create a generic library account for this purpose, not a personal Google account.
- Provide the information (Website name, site URL, data sharing settings, etc.) GA needs to create the JavaScript tracking code.
- Place the code before the </head> tag on each HTML page to be tracked; this code can be placed in master templates to populate throughout the website (preferable) or manually placed page-by-page (doable, but onerous).
- Start seeing data in the GA account within 24-48 hours.

It's pretty clear that two significant advantages to using GA are its ease of implementation and its cost (free, as long as there are no more than 10 million hits/month, as per the Terms of Service, October 2013).  Other advantages include:

- Ease of use
- Powerful analytical tools
- Sharing or exporting of data
- Large user community
- Provision of real-time data as well as longitudinal data (from the time the GA account is established)

All page-tracking, hosted web analytic tools have weaknesses, and GA shares those weaknesses:
- Only collects data from time code is added; no collection of retrospective data
- Without additional work, can't collect data on outbound links or actions (links to OPAC or PDFs, "hover" actions, "submit" actions, etc.)
- Some users not tracked because JavaScript turned off for privacy reasons, but according to Kaushik, only about 2-6% of users do this. (Kaushik, 2007)
- Hosted service, with all data residing with Google. According to Brian Clifton, GA retains data for 25 months (Clifton, 2012), but it's not possible to verify this information from Google.  Users on the GA user forum report having data from 2008 still available. (http://productforums.google.com/forum/#!searchin/analytics/data$20storage/analytics/WtJ-fhhYH6w/fuqJ-1kvyVkJ)

Since data can be downloaded and stored locally – report by report, a data archiving plan needs to be defined and implemented if long-term availability of the data is important to the institution.

- GA terms of use can change at any time, with no direct notification
- No technical support beyond:
  - Embedded help
  - Google Analytics Blog – http://analytics.blogspot.com/
  - Google Analytics Support – https://support.google.com/analytics/
  - Google Analytics User Forum http://groups.google.com/a/googleproductforums.com/forum/#!forum/analytics
- Placement of JavaScript code on each website page could be onerous without templates or a CMS
- Privacy implications associated with Google collecting and retaining the data

Related to privacy , red flags always go up for librarians (and IT security) when they have reason to believe that users' privacy will be compromised.  Section 7 of the current GA Terms of Service deals with privacy, but the terms are not necessarily specific to librarians' concerns and these terms can change at any time.

Libraries have dealt with GA privacy in a couple of ways – some libraries are not concerned about privacy associated with the use of GA (http://scc.losrios.edu/~karlsej/blog/?x=entry:entry110701-115535), while others incorporate their use of GA into their privacy policies or write specific policies that address the use of GA:

- Duke University Libraries (http://library.duke.edu/about/privacy.html)
- North Carolina State University Libraries (http://www.lib.ncsu.edu/privacy)
- Universiteit Leiden Library (http://www.library.leiden.edu/disclaimer.html)
- University of Minnesota Libraries (https://www.lib.umn.edu/about/privacy)
- University of Tennessee, Knoxville (http://www.lib.utk.edu/about/policies/web-privacy/)
- Virginia Commonwealth University (http://www.library.vcu.edu/privacy.html)
- Virginia Tech Library (http://www.lib.vt.edu/about/privacy.html)

Brian Clifton states, "The Google Analytics cookies collect standard Internet log data and visitor behavior information in an anonymous form.  They do not collect any personal information such as addresses, names, or credit card numbers. . . Google Analytics prepares anonymous and statistical reports for the websites that use it. . . They do not include information that could identify an individual visitor; for example, they do not include IP Addresses."  However, he also provides a "Best-Practice Policy Statement When Using Google Analytics" which can be used as a starting place for a library's GA privacy statement. (Clifton, 2012)

Even GA is aware of the concern over privacy and to address the concern, they provide a Google Analytics Opt-out Browser Add-on (https://tools.google.com/dlpage/gaoptout), which some libraries choose to highlight on their websites and/or in their GA privacy statements.  Stanford uses this option.  (http://library.stanford.edu/opt-out)

The focus of this column is not to provide in-depth details on using Google Analytics, or any web analytics tool.  A wide variety of resources are available that provide information on setting up and optimizing GA, including works by: Clifton; Cutroni; Farney and McHale (both the *Library Technology Reports* issue and their book); Lynema and Constabaris; Morgan; and Turner.  Additionally, although the two books by Kaushik deal more generally with web analytics, they are useful because he is the "Digital Marketing Evangelist" for Google (http://www.kaushik.net/avinash/about/) and writes from a GA perspective.

However, given the wide adoption of GA, it would be remiss not to provide an overview of GA capabilities and some sense of how GA can provide insight into decision-making, assessment, and website redesign.  Most sophisticated web analytics tools will have comparable functions.  Note, some words or concepts may be unfamiliar, but their definitions are provided in the table of *Key Vocabulary* located at the end of this column.

At the base level, GA tracks visits to websites, but it reports much more than a single number.  GA automatically slices and dices visits in a variety of ways: new visitors, returning visitors, unique visitors, languages and geographic locations, operating systems used, browsers used, desktops or mobile devices, service providers, device screen resolution, page views, and bounces.  The dashboard displays information in a variety of ways, making use of charts, graphs, and tables.  The dashboard also provides simple mechanisms to control

time periods of data displayed and to make comparisons between different metrics. So immediately, GA makes it very easy for library personnel to get a better understanding of their users' geographic locations and preferred devices and browsers.

Some caveats about "visitors" data as it relates to the use of JavaScript tracking codes: an advantage that tracking codes have is that they aren't triggered by robots going through the website (non-human visits), whereas this is an issue with the data in server logs. However, as mentioned previously, some people may choose to disable cookies and/ or JavaScript, so they won't be included in the visitors' count. Also, GA looks at the IP addresses for identification of "new" visitors or "unique" visitors. The same individual may access the website from different IP addresses (home computer and institution computer) or the IP address may be dynamically assigned, which means the a user's IP address constantly changes. So the numbers for new and unique visitors may not be 100% accurate, but they do import some information, especially when introducing a significant new resource like LibGuides or Summon.

An important concept with which people new to web analytics maybe unfamiliar is "bounces" and "bounce rate." Bounces refer to the number of visitors to a website who immediately leave, and the bounce rate is a percentage based on the number of bounces divided by the total number of visits. One implication of a high bounce rate is that people go to the site and leave immediately because it doesn't meet their expectations. In a library website, a high bounce rate could be justified because users went to the site, quickly found the resource they wanted (OPAC, database, PDF of an article, etc.) and left the site to use the needed resource.

Other useful features in GA include: filters, segments, event tracking, and conversions. These tools allow you to be more specific in what data you examine or how you examine it or how the data is used to assess goal achievement. Both filters and segments provide the ability to look at specific aspects of the data. However, an important distinction between them is that – in essence – filters "destroy" data, whereas segments are subsets of the existing data. A filter is applied to the data as it is collected; therefore filtered data is never collected. For that reason, it's important to create a "master profile" that has no filters applied. When you need to implement a filter, copy the master profile and apply the filter to that new profile. For example, you may want a filter that excludes library staff computers, so you would put

in place a filter that excludes the IP ranges associated with library staff computers.

On the other hand, a segment is applied to existing data, making it a subset of the data. For example you may want to create a segment that examines the bounce rate of new visitors and another segment for the bounce rate of returning visitors. A segment can be applied or not applied to any view of the data as needed.

Event tracking is a bit more complex and may require someone with a wee bit of technical expertise. Event tracking tracks users who click on links that lead to resources on other sites (outbound links) or actions such as someone activating a menu that hovers or clicking a "submit" button for a search. You need to create specific code and add that code to **each** location where the URL/action appears. Event tracking can be time consuming to implement, but one of its greatest benefits is to identify bounces that aren't really bounces – users have deliberately left the site to use another library resource.

Through GA you can create and track goals -- conversions. This feature – more than any other – enables data-driven decisions, assessment or outcome measurements using data from GA. To be meaningful, the use of conversions requires thoughtful alignment of website goals with library and institution goals. A closely related feature – funnels – provides the ability to create a perceived "best path" to achieve a defined conversion. Once defined, the data from the funnel indicates how many visitors successfully reached the goal using that path and for those who did not follow the path, the data indicates where they dropped out. Funnels provide some insight into whether or not your users are reaching the valued parts of your website in ways you expect.

To obtain a well-rounded picture of the use of a library's web presence, a web analytics tool needs to be applied to all the websites under the library's control: the main website, the online catalog, local databases (like those used to manage access to electronic resources), digital libraries, institutional repositories, discovery services, etc. However, depending on the policies of the institution and the accessibility of the web pages where the tracking code needs to be placed, it may not be possible to achieve this level of coverage. However, even using web analytics in a single service – LibGuides, for example – will begin to provide a better understanding the users and give library personnel an opportunity to become familiar with the capabilities of the tool.

Lastly, returning to Kaushik's definition of web analytics 2.0: "the analysis of qualitative and quantitative data from your website and the competition, to drive a continual improvement of the online experience that your customers and potential customers have, which translates into your desired outcomes (online and offline)." (Kaushik, 2010) Web analytics tools are powerful, and with appropriate analysis, the data can convey valuable information. But it is still quantitative data and therefore is only one piece of the assessment puzzle. Combined with the qualitative data a library collects (usability studies, focus groups, interviews, etc.) and in the hands of skilled practitioners, library personnel should see a clearer picture of how people interact with and use the library's online presence.

# Key Vocabulary

(Note: following are a few commonly encountered terms and concepts when working with web analytics. These definitions are taken from Farney's and McHale's book *Web Analytics Strategies for Information Professionals*; refer to Appendix A (203-206) of this book for a complete list of web analytics terms and concepts. You might also look at the 2007 Web Analytics Definitions document at: http://www.digitalanalyticsassociation.org/Files/PDF_standards/WebAnalyticsDefinitionsVol1.pdf or Google Analytics Glossary of Terms at: http://www.epower.com/google-analytics-glossary.php.)

| | |
|---|---|
| **Bounce** | When a visitor enters a website and automatically navigates away from it. Basically, visitors who view only one page or are on the site less than a few seconds. |
| **Bounce Rate** | The number of bounces divided by the number of visits to a website. |
| **Conversion** | When a visitor performs a desired result or outcome on a website. |
| **Conversion Rate** | The total number of conversions divided by the total visits or unique visitors. This reveals the percentage of how many times that conversion occurs on the site. |
| **Event** | An action that does not generate a Page View [e.g., clicking on a "submit" button, hovering over a menu, etc.] |
| **Funnel** | Tracks the desired pathway to a goal page in the URL destination goal report. |
| **Hit** | A request to a web server. Hits can be triggered by a person's web browser downloading a web page and related files and by nonhuman robots or spiders indexing a website. |
| **Key Performance Indicator** | Abbreviated to KPI, this custom metric is designed to measure the desired actions on a website. A KPI could be a conversion or a standard metric – whatever it takes to measure a website's goals. |
| **New Visitor** | A visitor who has not been previously tracked on the website. While not perfect, this metric implies that this is the first time the user visited the site. |
| **Page View** | The accessing of a single web page or online document by a visitor. |
| **Returning visitor** | A visitor who has previously visited the website and is currently being tracked in the web analytics tool. |
| **Segment** | A metric used to create a subset of data in a report. |
| **Tracking Code** | A snippet of code (typically in JavaScript) that must be added to every single web page you want a web analytics tool to track. Also known as page tagging. |
| **Unique Visitor** | A visitor who is counted only once regardless of how many time the visitor access a website within a specific period. |
| **Visit** | Also referred to as a session, which is a set of interactions on a website from an individual browser that is initiated when a visitor enters the site and ends when that visitor exist or the session times out. |
| **Visitor** | An Internet browser on a computer or device that accesses a website. |

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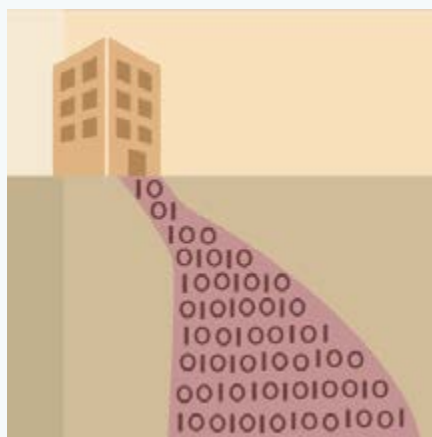
# Guest Viewpoint
## How You Can Use Vine to Teach Your Patrons

By: David Puller, MLIS/MA
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*If* you're not using Vine, now is a great time to start. This simple mobile device app can help you teach patrons about your library's resources.

Vine is a free app that debuted in January of this year. It creates repeating, six-second videos. The great thing about Vine is that you can easily and immediately publish your videos on Facebook and Twitter.

Once you load Vine onto your mobile device, you can make videos immediately. Vine videos are six seconds long, but that's not a hindrance. Vine records only when your finger presses against the touchscreen. So you can record for a second or two, change positions and then begin recording again. Once you have recorded six seconds of video, Vine creates a video, which you can label and share using Facebook and Twitter.

There are no filters and editing capabilities beyond starting and stopping recording -- but that makes Vine easy to use. Vine is fast and simple: I went from downloading the Vine app to tweeting my first video in fifteen minutes. Here's a screenshot of one of our Vine videos. You can watch it here:
https://twitter.com/LSCNHLibrary/status/364433980885827584
This Vine video is typical of those that I've made to teach patrons about the library. We have a wonderful document scanner. This tweet and the video in it show patrons where to find the scanner and the gist of how to use it. They won't learn all of the technical options for the scanner, but they'll be tempted to learn more about it.
I've also used Vine to teach students about:

- our collection of textbooks on reserve: https://twitter.com/LSCNHLibrary/status/377882827171569664

- our pleasure reading fiction collection: https://twitter.com/LSCNHLibrary/status/368396299194073088

- how to find a librarian for research help: https://twitter.com/LSCNHLibrary/status/365098376817164288

- our collection of play scripts and monologues: https://twitter.com/LSCNHLibrary/status/367296094755360768

- and where to find and how to use photocopiers: https://twitter.com/LSCNHLibrary/status/365463229943648256

Other libraries have used Vine to spotlight library events, introduce librarians, and feature the work of patrons. Ellyssa Kroski wrote a blog post filled with great ideas for Vine in libraries. You can read it here: http://oedb.org/ilibrarian/10-cool-ways-libraries-can-use-vine/

Vine isn't revolutionary and won't change the way that libraries do business. What Vine can offer is another way of reaching out to patrons and teaching them about library resources through social media. Tweets and Facebook updates with Vine videos have an extra visual appeal that encourages patrons to look further at what you have to offer them.

# GET READY FOR ANNUAL!!



**LIRT Annual Conference Program**

## *Going All In:*

### Library Instruction for Students in Online Education **Programs**

An increasing amount of coursework, both at the secondary and post-secondary level, is being conducted online. This shift in the delivery method of education which began at the college level is now occurring throughout the K-16 continuum. Because many of the students in these classes and programs will never set foot into the host institution, this transformation has necessitated a great deal of change in all aspects of library services, including information literacy instruction. The 2014 LIRT Conference Program will consist of contributed presentations that spotlight some innovative ways that libraries of all kinds are conducting and delivering instruction to this new cohort.

# LIRT Standing Committees

### Adult Learners
This committee is charged with assisting library professionals to more effectively serve adult learners.

### Conference Program
This committee shall be responsible for annual program preparation and presentation.

### Liaison
This committee shall initiate and maintain communication with groups within the American Library Association dealing with issues relevant to library instruction and shall disseminate information about these groups' activities.

### Membership
This committee shall be responsible for publicizing the Round Table's purposes, activities and image; and for promoting membership in the Round Table.

### Newsletter
The committee shall be responsible for soliciting articles, and preparing and distributing LIRT News.

### Organization and Planning
This committee shall be responsible for long-range planning and making recommendations to guide the future direction of LIRT.

### Teaching, Learning, & Technology
This committee will be responsible for identifying and promoting the use of technology in library instruction.

### Top 20
This committee shall be responsible for monitoring the library instruction literature and identifying high quality library-instruction related articles from all types of libraries.

### Transitions to College
This committee builds and supports partnerships between school, public, and academic librarians to assist students in their transition to the academic library environment.

### Web Advisory
This committee shall provide oversight and overall direction for the LIRT Web site.

For more information about our committees visit http://www.ala.org/lirt/committees

### Please see our online committee volunteer form at

### http://fleetwood.baylor.edu/lirt/volform.php