

# Measuring Your Impact: Using Evaluation for Library Advocacy



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Joint Meeting  
NCNMLG/MLGSCA

# Instructors

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# By the end of the day you will be able to...

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- Translate larger institutional goals into library goals and outcomes to understand the library's value [Know the vision]
- Utilize tools for a needs assessment [Understand the environment]
- Develop a plan to provide and evaluate programs and services that demonstrate library value [Get ready to advocate & Evaluation planning]

# By the end of the day you will be able to...

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- Identify the tools and methods used for data collection and analysis [Make sense of the data]
- Communicate evaluation results [Communicate the value]

# Demonstrating the library's value



Trend: As costs rise and budgets fall,  
hospital administrators question the  
value of every unit

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# YOUR TURN

Why do *you* think libraries need to demonstrate value?

# Here is one hospital administrator's perspective

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- You are either generating revenue, or supporting those who do  
OR...
- You are helping to control operating expenses or supporting those who do  
OR ...
- You are creating expenses that add recognized value  
OR...
- You are creating expenses that must be controlled or eliminated to reduce overhead

# Means, not ends

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“Libraries are not ends in themselves, and they should not be supported because they have intrinsic value.”

Plutchak TS. Means, not ends. J Med Libr Assoc 2004 Jul;92(3):294.

# Why demonstrate value?

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Emergence of library advocacy to:

- Show the impact of the library on the larger organization's mission and goals
- Show accountability for your resources
- Demonstrate that the library provides value-added services that contribute to the bottom line

# IRS mandate for community benefit

- New reporting requirement claimed by nonprofit hospitals
- Programs must meet at least one of these criteria:
  - Improve access to health care services
  - Enhance the health of the community
  - Advance health care knowledge
  - Reduce the federal government's financial responsibility for health care

# Library service is value-added

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## Cost savings

- Institutional & Personal

## Time savings

- Travel, discovery, skills acquisition, opportunity for other uses of time

## Access

- Opportunity to use/apply information

## Impact on clinical, research, safety, practice

You need to become skilled at using basic evaluation to help you prove your library's value



**Online journals**



**Research Support**



**Patient Education**



**Inter-library Loan**



**Professional Development for staff**

# How & what to evaluate

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- What to evaluate depends on:
  - What you need or want to know
  - Identifying what is important to your users
  - Identifying what is important to stakeholders
  
- Use “smallball” evaluation
  - Base hits or home runs?

# Know the vision



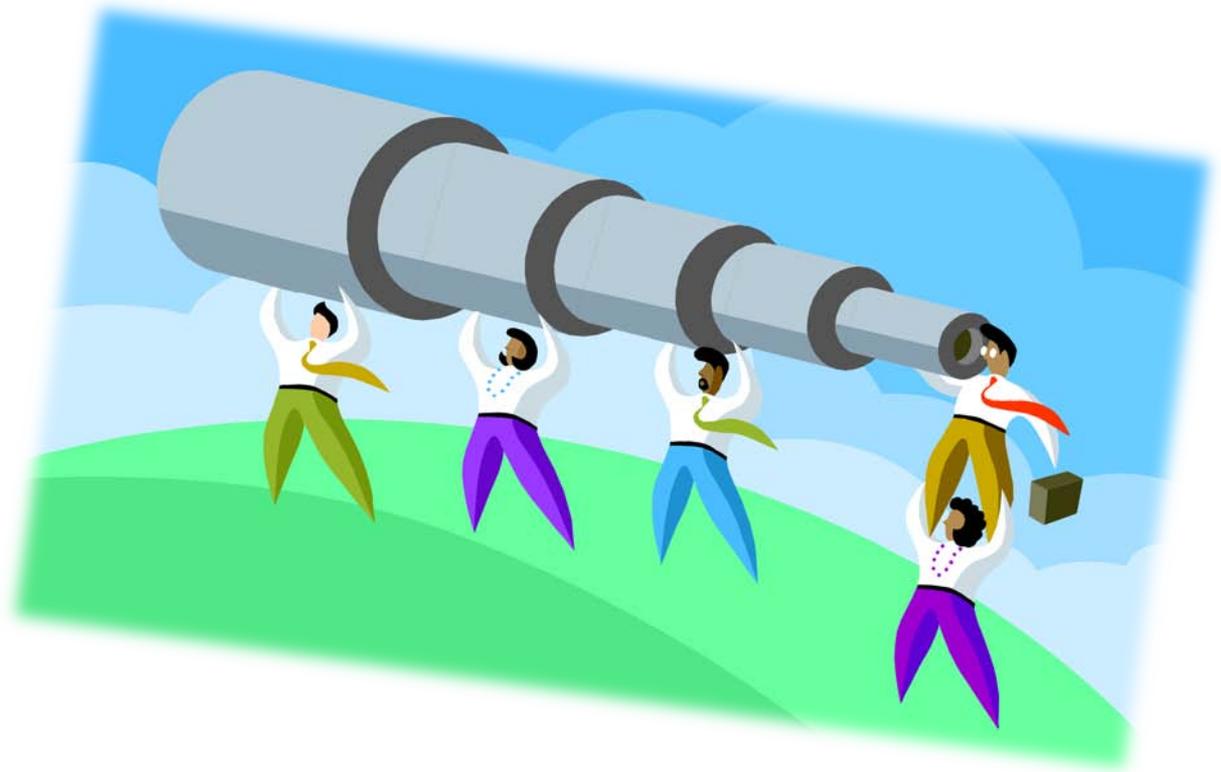
# Know the vision

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- Align the library's mission, vision & goals with the organization's mission, vision & goals
- The library's value = library's contribution to achieving the organization's mission & goals



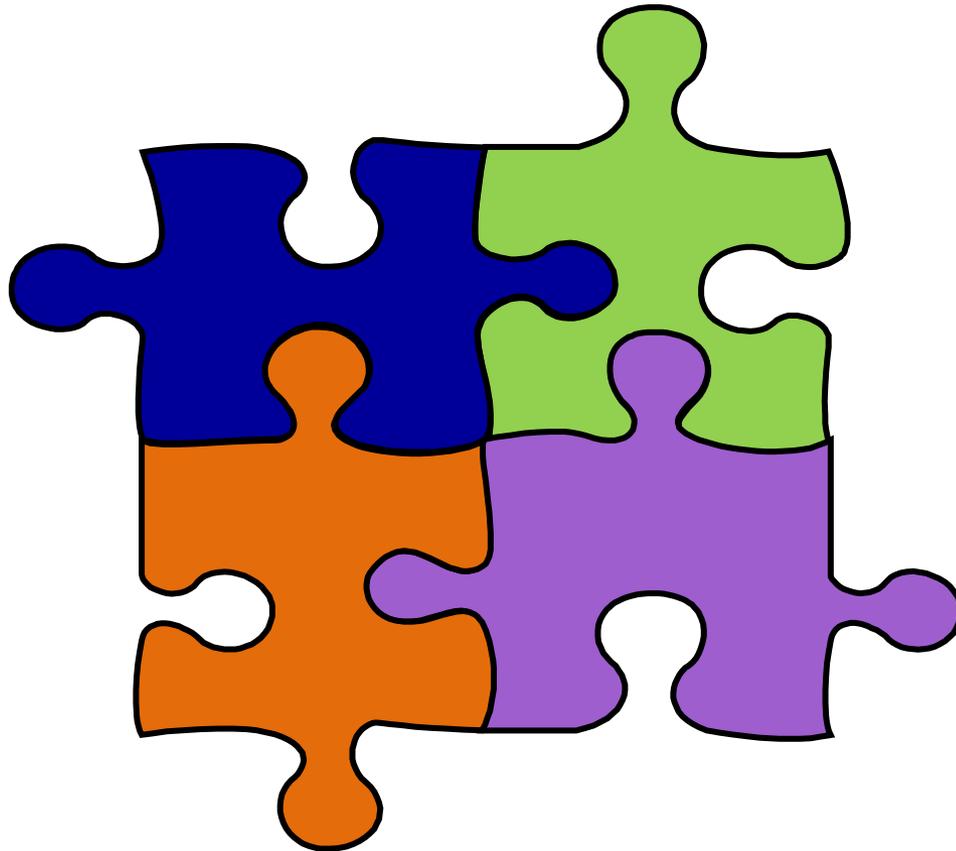
Your goal is to show your organization that you are invaluable to its mission and goals



# How libraries add value

Mission Concept	Organization Goal
Clinical care	Provide excellent clinical care
Education	Provide services, resources needed for teaching and learning
Management of operations	Reduce corporate risk; increase profitability
Service	Improve the lives of patients and their families

# Understand the Environment Needs Assessment



# Needs Assessment

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Why conduct a needs assessment?

- Understand needs, desires and problems in context
- Validate assumptions about your contributions and services
- Provide a baseline for future evaluation
- Help to develop the blueprint to plan and evaluate your contributions and services

# Components of environment

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- The organization
- Your library
- Clients/users
- Stakeholders
- The community

# Assessing the environment

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Existing Data	Informal Methods	Formal Methods
<ul style="list-style-type: none"><li>• Usage statistics</li><li>• Web statistics</li><li>• Records (i.e., training attendance)</li><li>• Budget information</li></ul>	<ul style="list-style-type: none"><li>• Observation</li><li>• Stakeholder discussions</li><li>• Unsolicited feedback</li><li>• Talk to clinicians</li></ul>	<ul style="list-style-type: none"><li>• Interviews</li><li>• Focus groups</li><li>• Structured observations</li><li>• Surveys</li></ul>

# Needs Assessment

## SWOT analysis

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Strengths  
Internal

Weaknesses  
Internal

Opportunities  
External

Threats  
External

# YOUR TURN

## SWOT Exercise

# Get Ready to Advocate

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# Where to go & how to get there

Goals

Outcomes

Activities and outputs

Resources

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# Goals

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- Statement(s) of purpose – why we do what we do and for whom
  
- Examples:
  - Patients and their families will have improved health information literacy
  - Staff will have access to information for timely clinical decision-making
  - Acquisition of library materials will be cost effective

# Choose a program goal *strategically*

- Does it support the mission or goals of the organization?
- Does it build on information gained in your SWOT analysis?
- Do you have other assessment information to support the need for the program?



# Sample Mission Statements

## Institution

- Offer ... compassionate exemplary care, with a specific commitment to treating complex cases
- Extend the limits of health knowledge through research and integrate this new knowledge to our clinical and teaching practices
- Assess and develop new technologies and procedures to prevent, assess and manage medical conditions

## Library

- Provide access to knowledge based health care information
- Committed to knowledge-based health care practice and life-long learning
- Use the best of traditional and innovative technologies to facilitate information transfer

A logic model is a planning tool  
connecting activities to outcomes

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## Logic Model



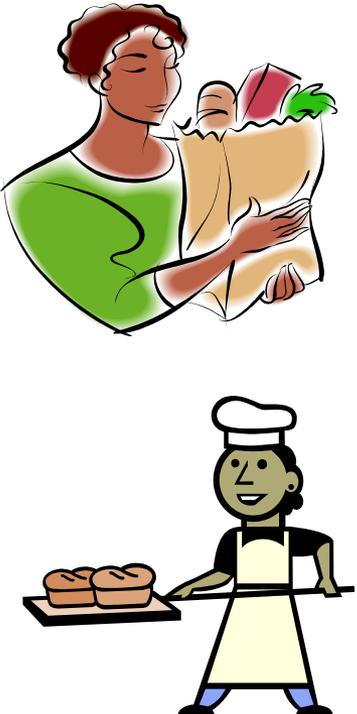
# A Logic Model

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Goal:

Resources	Activities	Outputs	Outcomes

# Work backward to activities, outputs, and resources

Resources	Activities	Outputs	Outcomes
 A collection of baking resources including a brown paper bag of flour, a green bowl, a white measuring cup, a rolling pin, and a small white object, all set against a yellow circular glow.	 Two illustrations representing activities: a woman in a green shirt holding a large brown shopping bag filled with groceries, and a baker in a white hat and apron carrying a tray with two loaves of bread.	 An illustration of a chocolate cake with white frosting and a cherry on top, presented on a silver pedestal.	<p data-bbox="1468 692 1835 978">YUM !</p>

When planning your program,  
begin with the end in mind

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**Plan backward**



**Implement forward**

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# The logic model

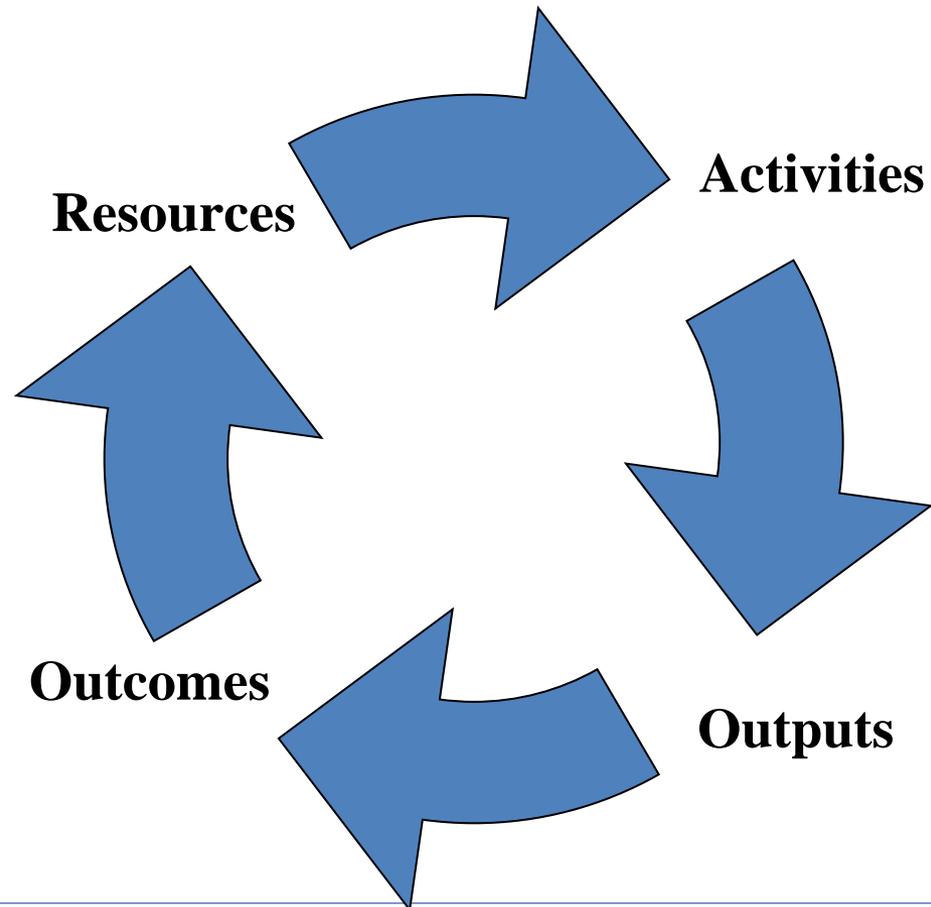
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- ❑ Helps organize your thoughts – both before and during a project/program
- ❑ Provides a framework for planning and evaluating programs
- ❑ Clarifies intended outcomes
- ❑ Acts as a communication tool
- ❑ Good source for more information:

W.K. Kellogg Foundation Logic Model Development Guide (see class bibliography for link)

# The model may change over time

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# YOUR TURN

Logic Model Exercise

# Logic model worksheet

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Goal:

Resources	Activities	Outputs	Outcomes

# Logic model group activity

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- Choose a goal (*or use one of your own*)
  - Promote user self-sufficiency
  - Provide physical and virtual learning environments
  - Improve patients' and families' health information literacy
  - Provide information to staff for timely clinical decision-making
- Identify outcomes, then activities, outputs, and resources



# Lunch time!

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Robert F. Bukaty / AP

# YOUR TURN

Logic Model Discussion

# Create a Plan Evaluation Planning



# Evaluation plan

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Purpose: To demonstrate that you have achieved your outcomes

## Tips:

- Build your evaluation plan from your logic model
- Consider your audience
- Use credible measures
- Use what you are already collecting

# Evaluation plan

## Example

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### Stated Outcome:

- Clinicians will report using health information in a clinical setting
- Evaluation plan: A follow-up questionnaire to training participants asking if they have used the resources since their class

# Evaluation plan – key components

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## □ Indicators

- Achieved from outcomes

## □ Target

- Specified from indicator

## □ Data

- Methods for data collection
- Analysis of data
- Frequency of data collection

# Evaluation plan

## Indicators & targets

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<b>Outcome</b>	<b>Indicator</b>	<b>Target</b>
Improved searching skills	Higher test scores from pre- to post-training	85% of students will show improved test scores
Cost-benefit of services	Cost comparison of your services to alternatives	Library acquires resources at a 50% savings over alternative

# Evaluation plan

## Indicators

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### Take Home Messages about Indicators

- All indicators are imperfect
- Accuracy, in part, is in the eye of the beholder
- Accuracy (and credibility) are more important when the stakes are high

# Evaluation plan

## Targets

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### Take Home Messages about Targets

- Be realistic when writing targets
- Should be valuable to you and stakeholders
- Be sure stakeholders agree targets are adequate

# Evaluation plan:

## Data sources for evaluation

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- Existing records and statistics
- Observation
- User and stakeholder input
- Survey results
  - Formal
  - Informal
- The literature
- Specialist or expert input

# Evaluation plan:

## Methods for data collection

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- ❑ Attitudes and beliefs: surveys, interviews, focus groups
- ❑ Behavior: surveys (self-reported behavior), interviews, focus groups, observation
- ❑ Knowledge: written or oral tests
- ❑ Skills: observations, hands-on tests
- ❑ Savings: statistics (output, use, financial)

# Evaluation plan:

## Methods for data collection

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### Tips for data collection:

- Choose your method
- Consider quantitative & qualitative data
- Get expert assistance
- Pilot your methods (collect and analyze)
- Collection frequency

# Evaluation plan

**Outcome** (from logic model): **Clinicians will report improved skills in accessing health information resources after training sessions**

Activity	Indicator	Target	Data Source	Data Collection Frequency	Data Analysis Methods
What is done to achieve the outcome	Measurable result of activity	Specific indicator measurement desired	Origin of indicator measurements	Date, time and intervals	Organize, examine, learn from the data
Provide search skills training	Clinicians report using resources after training	After training 80% of clinicians report their searching was better	Clinicians (Pre- and post-session questionnaire)	Collected twice: before and after training sessions	Compare pre- and post-training self-reports of use; spreadsheets

# YOUR TURN

Evaluation Plan Exercise

# Evaluation plan worksheet

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**Outcome:**

Activity	Indicator	Target	Data Source	Data Collection Frequency	Data Analysis Methods

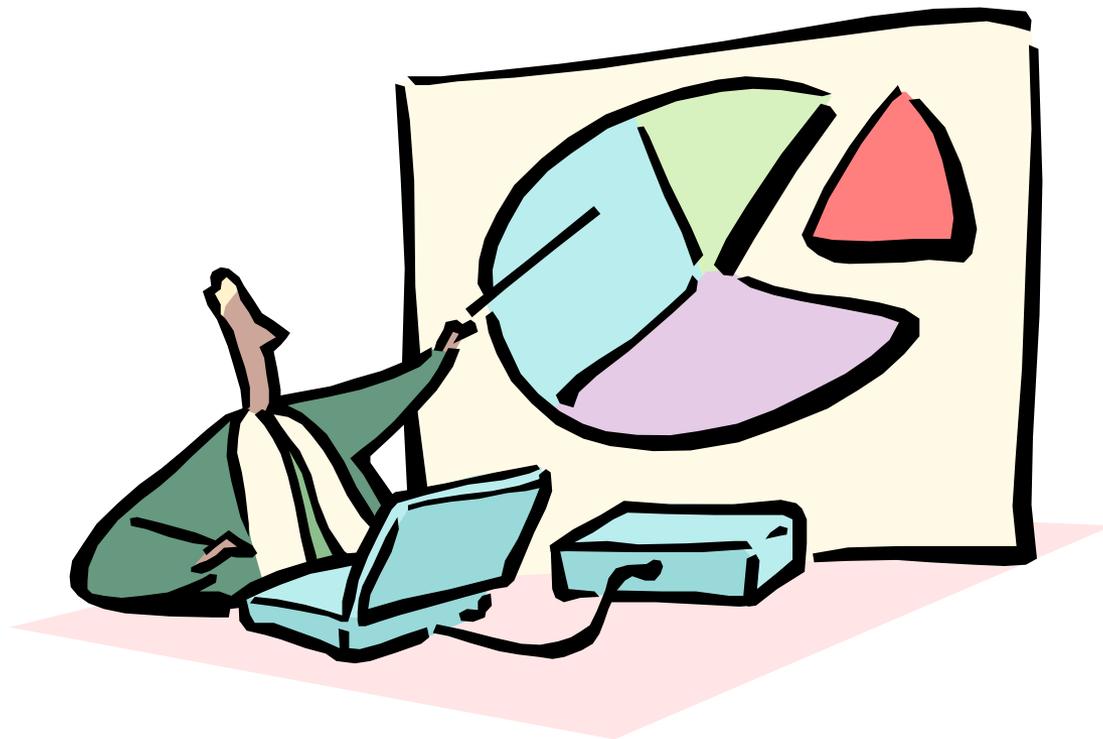
# Evaluation plan

## Exercise

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- ❑ From your logic model select an outcome and describe:
  - ❑ An activity that will help achieve the outcome
  - ❑ Indicators of outcome results
  - ❑ Targets for indicators
  - ❑ Data source
  - ❑ Data collection frequency
  - ❑ Data analysis methods

# Making sense of the data



# Data analysis

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- Think about data analysis *before* collecting the data
- Identify experts that can help with data analysis
- Test your collection and analysis tools
- Leave enough time
- Go “smallball” if needed

# Your statistics

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- ❑ What do you collect, and what do you do with them?
- ❑ Operational metrics (measures needed for daily library management activities)
- ❑ Strategic metrics (measures that show the library's value to the organization)

**Source: Wilson, K & Corcoran, M. Government Librarians Get Savvy: Metrics! Metrics! Metrics. Presentation to the Special Library Association Annual Conference, Seattle, June 2008**

# Some analysis tools

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- Benchmarking
  - How you compare to others of similar size and circumstance
  - A common measuring stick to evaluate process performance
- Cost/Benefit Analysis
  - Use to evaluate the benefits of a program or service
- Return on Investment
  - How much your investment in the program or project earned for the company
- Calculators
  - Use to illustrate the retail value of your resources and services

# Benchmarking



## Career Home Runs

### Babe Ruth

Final game: 1935

Home runs: 714

### Hank Aaron

Final Game: 1976

Home runs: 755

### Barry Bonds

Final Game: 2007

Home runs: 762

Credit: Library of Congress, Prints & Photographs Division,  
[reproduction number, LC-USZ62-98072]

# Benchmarking

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- ❑ Can improve your library's performance
- ❑ Can help you gain upper management support
- ❑ Can help prove the value of your library

<http://www.mlahq.org/members/benchmark/>

(from the MLA Benchmarking Network web page)

# Benchmarking resources

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- Your own library
- The competition
- Other hospitals/libraries in your system
- Other hospitals/libraries in your area
- MLA Benchmarking
- AAHSL Survey Statistics

# Here are three ways to talk about the *monetary* value of your services

## Savings



What would your services cost elsewhere?

## Cost-benefit Analysis



What value is received for each dollar spent on this service?

## Return on investment



What is the percent gain for money invested

# How to rationalize a bargain

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## Savings

You pay \$40 to get a \$400 set of knives ( $\$400 - \$40 =$  savings of \$360)

## Cost-Benefit Analysis (CBA)

For every dollar you spend on the knives, you get \$10 worth of value:  
( $\$400 / \$40 = \$10 / \$1$ )

## Return-on-investment

You save 900% (a 900% return on your investment):

$$\frac{\$400 - \$40}{\$40} = 9 \times 100\%$$



\$400 in the stores  
NOW!  
\$39.99

# Replacing your library

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- What is the value of the resources and services your library provides?
- What would your users pay on the open market?
- Would your institution pay the retail costs?
- Would your institution pay for everyone who needs information or for select staff?

# CBA: cost/benefit analysis

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- The ratio showing dollar value of benefits gained for dollar value of costs
- Used to evaluate the monetary benefits of a program or service
- Benefits divided by costs gives the value realized by transaction

# CBA

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BENEFITS ÷ COSTS

*Or*

BENEFITS  
COSTS

# ROI: Return On Investment

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- Percentage showing the return (increase in value) on dollars spent to achieve a benefit
- Amount the company's investment in a program earned for the company
- Earnings on money spent

# ROI

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$$\frac{\text{BENEFITS} - \text{COSTS}}{\text{COSTS}} \times 100$$

# This context may help interpret ROI

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- ROI reflects the money realized (made or saved) by making an investment
- ROI should be larger than the likely return on a bank account or certificate of deposit or some other investment instrument
- Superior stock market return is 10%

# Preparing for CBA and/or ROI

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- Select the program or service to value
  - Identify benefits derived from program/service
  - Identify who gets the benefit
  - Convert the benefits to quantifiable terms (based on surveys and/or records)
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# CBA/ROI example #1

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Subscription to online  
*Fictional Medical Journal*  
at Anytown Institution

# Fictional Medical Journal

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- The library spends \$1600 for an institutional subscription to *Fictional Medical Journal* (FMJ) online
- 7800 articles are viewed per year using the library's subscription

# Assumptions

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- Each user reads two articles per week  
(7800 articles/75 users=104 articles per user per year)
- Without a library, users who needed an article published in FMJ would have to buy them for \$35/article
- 75 users might each spend \$3,640!
- An individual subscription is just \$99

# Summary: benefit/cost ratio

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- Cost: \$1,600 spent on FMJ
- Benefit to the users: \$7,425  
(Money not spent for 75 subscriptions at \$99/subscription)
- There is **\$4.64** in benefit to users for every \$1 spent by the library ( $\$7425 \div \$1600$ )

# Summary: return on investment

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- Cost: \$1,600 spent on FMJ
- Benefit to the users: \$7,425  
Money not spent for 75 subscriptions at \$99/subscription
- There is a **364%** return-on-investment  
 $((7425 - 1600) \div 1600) \times 100$

# A CBA/ROI example #2

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Document delivery service  
(Interlibrary loan, or ILL)

# ILL data

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- Costs for ILL - \$20
  - Librarian's time ( $\$20/\text{hr} \times .25 = \$5$ )
  - Fee charged by lending library - \$15
  
- Benefits - \$55
  - Patron's time ( $\$60/\text{hour} \times .3 = \$20$ )
  - Pay per view fee (\$35)

# Summary: benefit/cost ratio

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- Benefit to the users: **\$55**
- Cost: **\$20** per document delivery
- There is **\$2.75** in benefits to users for every \$1 spent by the library ( $\$55 \div \$20$ )

# Summary: return on investment

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- Benefit to the users: **\$55**
- Cost: **\$20** per document delivery
- There is a **175%** return-on-investment  
 $((55-20) \div 20) \times 100 = 175$

# Calculators that do the math for you

## □ Retail value calculator

- <http://nnlm.gov/mcr/evaluation/calculator.html>

## □ CBA/ROI calculator for books and journals

- <http://nnlm.gov/mcr/evaluation/roi.html>

## □ CBA/ROI calculator for databases

- <http://nnlm.gov/mcr/evaluation/dbroi.html>

# Retail Value Calculator

Your institution realizes a benefit of \$ for every one dollar budgeted.

Where is your library?

What type of library is it?

Library Annual Budget - you *must* enter your library's annual budget without commas

Number of months of stats you are using:

Number of Uses	Library Resources or Services	Cost of Resource or Service	Value of Resources or Services
<input type="text"/>	<a href="#">Print and e-Books used</a> (in house, checked out or online)	<input type="text" value="125"/>	\$ <input type="text" value="0.00"/>
<input type="text"/>	<a href="#">Print journals used</a> (in house or checked out)	<input type="text" value="35"/>	\$ <input type="text" value="0.00"/>
<input type="text"/>	<a href="#">E-Journal articles</a> accessed	<input type="text" value="35"/>	\$ <input type="text" value="0.00"/>
<input type="text"/>	<a href="#">Document Delivery</a> (Items borrowed for/delivered to users)	<input type="text" value="18"/>	\$ <input type="text" value="0.00"/>
<input type="text"/>	<a href="#">Reference questions</a> Answered	<input type="text" value="45"/>	\$ <input type="text" value="0.00"/>
<input type="text"/>	<a href="#">Mediated searches</a>	<input type="text" value="75"/>	\$ <input type="text" value="0.00"/>
<input type="text"/>	<a href="#">Class hours taught</a> (Sum of students/class x hours/class )	<input type="text" value="30"/>	\$ <input type="text" value="0.00"/>
<input type="text"/>	<a href="#">AVs used</a> or borrowed	<input type="text" value="150"/>	\$ <input type="text" value="0.00"/>
<input type="text"/>	<a href="#">Self service photocopies</a>	<input type="text" value="10"/>	\$ <input type="text" value="0.00"/>
<input type="text"/>	<a href="#">Meeting room use</a>	<input type="text" value="50"/>	\$ <input type="text" value="0.00"/>
<input type="text"/>	<a href="#">Hours of computer use</a> (i.e. Internet, MS Word, etc.)	<input type="text" value="12"/>	\$ <input type="text" value="0.00"/>
<input type="text"/>	Add another service or resource	<input type="text"/>	\$ <input type="text" value="0.00"/>
<input type="text"/>	Add another service or resource	<input type="text"/>	\$ <input type="text" value="0.00"/>
<input type="text"/>	Add another service or resource	<input type="text"/>	\$ <input type="text" value="0.00"/>

\$

# Calculator data points

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- Where do the values come from?
- What does each line mean?

<http://nnlm.gov/mcr/evaluation/valuation.html>

# Becker Library

## Value of Library Resources and Services

Your institution realizes a benefit of \$12.10 for every one dollar budgeted.

Where is your library?

What type of library is it?

Library Annual Budget - you *must* enter your library's annual budget without commas

Number of months of stats you are using:

Number of Uses	Library Resources or Services	Cost of Resource or Service	Value of Resources or Services
<input type="text" value="35224"/>	<a href="#">Print and e-Books used</a> (in house, checked out or online)	<input type="text" value="125"/>	\$ <input type="text" value="4403000.00"/>
<input type="text" value="22268"/>	<a href="#">Print journals used</a> (in house or checked out)	<input type="text" value="35"/>	\$ <input type="text" value="779380.00"/>
<input type="text" value="1762613"/>	<a href="#">E-Journal articles</a> accessed	<input type="text" value="35"/>	\$ <input type="text" value="61691455.00"/>
<input type="text" value="1525"/>	<a href="#">Document Delivery</a> (Items borrowed for/delivered to users)	<input type="text" value="18"/>	\$ <input type="text" value="27450.00"/>
<input type="text" value="17425"/>	<a href="#">Reference questions</a> Answered	<input type="text" value="45"/>	\$ <input type="text" value="784125.00"/>
<input type="text"/>	<a href="#">Mediated searches</a>	<input type="text" value="75"/>	\$ <input type="text" value="0.00"/>
<input type="text" value="1380"/>	<a href="#">Class hours taught</a> (# students x total class hours)	<input type="text" value="30"/>	\$ <input type="text" value="41400.00"/>
<input type="text"/>	<a href="#">AVs used</a> or borrowed	<input type="text" value="150"/>	\$ <input type="text" value="0.00"/>
<input type="text" value="96124"/>	<a href="#">Self service photocopies</a>	<input type="text" value=".10"/>	\$ <input type="text" value="9612.40"/>
<input type="text"/>	<a href="#">Meeting room use</a>	<input type="text" value="50"/>	\$ <input type="text" value="0.00"/>
<input type="text"/>	<a href="#">Hours of computer use</a> (i.e. Internet, MS Word, etc.)	<input type="text" value="12"/>	\$ <input type="text" value="0.00"/>
<input type="text"/>	Add another service or resource	<input type="text"/>	\$ <input type="text" value="0.00"/>
<input type="text"/>	Add another service or resource	<input type="text"/>	\$ <input type="text" value="0.00"/>
<input type="text"/>	Add another service or resource	<input type="text"/>	\$ <input type="text" value="0.00"/>

Clear Form

\$

# J Otto Lottes Library

## Value of Library Resources and Services

Your institution realizes a benefit of \$4.71 for every one dollar budgeted.

Where is your library?

What type of library is it?

Library Annual Budget - you *must* enter your library's annual budget without commas

Number of months of stats you are using:

Number of Uses

Library Resources or Services

Cost of Resource or Service

Value of Resources or Services

27550	<a href="#">Print and e-Books used</a> (in house, checked out or online)	125	\$ 3443750.00
2427	<a href="#">Print journals used</a> (in house or checked out)	35	\$ 84945.00
168264	<a href="#">E-Journal articles</a> accessed	35	\$ 5889240.00
12739	<a href="#">Document Delivery</a> (Items borrowed for/delivered to users)	18	\$ 229302.00
9250	<a href="#">Reference questions</a> Answered	45	\$ 416250.00
2532	<a href="#">Mediated searches</a>	75	\$ 189900.00
1158	<a href="#">Class hours taught</a> (Sum of students/class x hours/class )	30	\$ 34740.00
6	<a href="#">AVs used</a> or borrowed	150	\$ 900.00
332703	<a href="#">Self service photocopies</a>	.10	\$ 33270.30
738	<a href="#">Meeting room use</a>	50	\$ 36900.00
26780	<a href="#">Hours of computer use</a> (i.e. Internet, MS Word, etc.)	12	\$ 321360.00
	Add another service or resource		\$ 0.00
	Add another service or resource		\$ 0.00
	Add another service or resource		\$ 0.00

Clear Form

\$ 10680557.30

# HSLNKC Library

## Value of Library Resources and Services

Your institution realizes a benefit of \$2.32 for every one dollar budgeted.

Where is your library?

What type of library is it?

Library Annual Budget - you *must* enter your library's annual budget without commas

Number of months of stats you are using:

Number of Uses	Library Resources or Services	Cost of Resource or Service	Value of Resources or Services
<input type="text" value="50"/>	<a href="#">Print and e-Books used</a> (in house, checked out or online)	<input type="text" value="125"/>	\$ <input type="text" value="6250.00"/>
<input type="text" value="1442"/>	<a href="#">Print journals used</a> (in house or checked out)	<input type="text" value="35"/>	\$ <input type="text" value="50470.00"/>
<input type="text" value="2649"/>	<a href="#">E-Journal articles</a> accessed	<input type="text" value="35"/>	\$ <input type="text" value="92715.00"/>
<input type="text" value="747"/>	<a href="#">Document Delivery</a> (Items borrowed for/delivered to users)	<input type="text" value="18"/>	\$ <input type="text" value="13446.00"/>
<input type="text" value="20"/>	<a href="#">Reference questions</a> Answered	<input type="text" value="45"/>	\$ <input type="text" value="900.00"/>
<input type="text" value="635"/>	<a href="#">Mediated searches</a>	<input type="text" value="75"/>	\$ <input type="text" value="47625.00"/>
<input type="text" value="15"/>	<a href="#">Class hours taught</a> (# students x total class hours)	<input type="text" value="30"/>	\$ <input type="text" value="450.00"/>
<input type="text" value="58"/>	<a href="#">AVs used</a> or borrowed	<input type="text" value="150"/>	\$ <input type="text" value="8700.00"/>
<input type="text"/>	<a href="#">Self service photocopies</a>	<input type="text" value="10"/>	\$ <input type="text" value="0.00"/>
<input type="text"/>	<a href="#">Meeting room use</a>	<input type="text" value="50"/>	\$ <input type="text" value="0.00"/>
<input type="text"/>	<a href="#">Hours of computer use</a> (i.e. Internet, MS Word, etc.)	<input type="text" value="12"/>	\$ <input type="text" value="0.00"/>
<input type="text" value="328"/>	<input type="text" value="Internet article printouts"/>	<input type="text" value="35"/>	\$ <input type="text" value="11480.00"/>
<input type="text"/>	Add another service or resource	<input type="text"/>	\$ <input type="text" value="0.00"/>
<input type="text"/>	Add another service or resource	<input type="text"/>	\$ <input type="text" value="0.00"/>

\$

# ROI of Book and Journal Collections

<b>Salary Information:</b>	User's Average Annual Salary	\$ <input type="text" value="60000"/>	Hours Worked Per Year	<input type="text" value="2080"/>	Library Salary Budget	\$ <input type="text" value="45000"/>
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Benefits		Costs		TOTAL Benefit	TOTAL Cost
<b>Books</b> used (in house or borrowed)				\$ <input type="text" value="0"/>	\$ <input type="text" value="0"/>
Number borrowed or used	<input type="text"/>				
Average retail cost of a book	\$ <input type="text" value="0"/>	Book budget	\$ <input type="text" value="0"/>		
User time saved for each book borrowed (in 10ths of an hr)	<input type="text" value="0"/>	Portion of all staff time devoted to the book collection (order, receive, catalog, process,shelve,etc) in 10ths	<input type="text" value="0"/>		
<b>Journals</b> used (in house or borrowed)				\$ <input type="text" value="0"/>	\$ <input type="text" value="0"/>
Number articles read by all users	<input type="text"/>				
Per article price from a vendor	\$ <input type="text" value="0"/>	Journal budget (print and electronic)	\$ <input type="text" value="0"/>		
User time saved per article available through library (in 10ths of an hr)	<input type="text" value="0"/>	Portion of all staff time devoted to journal collection (order, license, receive, process, manage, shelve, etc.) in 10ths	<input type="text" value="0"/>		

<input type="button" value="Clear Form"/>	Total Benefits Value:	Total Costs:
	<input type="text" value="0.00"/>	<input type="text" value="0.00"/>
	Benefit/Cost Ratio:	ROI %:
	<input type="text" value="0.00"/>	<input type="text" value="0.00"/>

# J Otto Lottes Library

<b>Salary Information:</b>	User's Average Annual Salary	\$ 100000	Hours Worked Per Year	2080	Library Salary Budget	\$ 1085864
<b>Benefits</b>		<b>Costs</b>		<b>TOTAL Benefit</b>	<b>TOTAL Cost</b>	
<b>Books</b> used (in house or borrowed)				\$	3774901.00	\$ 113714.00
Number borrowed or used	27550					
Average retail cost of a book	\$ 125	Book budget	\$ 113714			
User time saved for each book borrowed (in 10ths of an hr)	.25	Portion of all staff time devoted to the book collection (order, receive, catalog, process,shelve,etc) in 10ths	.16			
<b>Journals</b> used (in house or borrowed)				\$	8436231.98	\$ 682215.48
Number articles read by all users	170691					
Per article price from a vendor	\$ 35	Journal budget (print and electronic)	\$ 606205			
User time saved per article available through library (in 10ths of an hr)	.3	Portion of all staff time devoted to journal collection (order, license, receive, process, manage, shelve, etc.) in 10ths	.07			
<input type="button" value="Clear Form"/>		Total Benefits Value:	1221132.98	Total Costs:	795929.48	
		Benefit/Cost Ratio:	15.34	ROI %:	1434.20	

# ROI of Databases

<b>Salary Information:</b>	User's Average Annual Salary	\$ <input type="text" value="60000"/>	User Hours Worked Per Year	<input type="text" value="2080"/>	Library Salary Budget	\$ <input type="text" value="45000"/>
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Benefits		Costs		TOTAL Benefit	TOTAL Cost
<b>Database use</b>				\$ <input type="text" value="0"/>	\$ <input type="text" value="0"/>
Database sessions or full text articles clicked or tables of contents retrieved or subscriptions represented (use one of these, not all!)	<input type="text"/>				
Average retail cost of a single search by a broker OR of a full text article (not both)	\$ <input type="text"/>	Library's Cost for Database(s)	\$ <input type="text" value="0"/>		
User time saved for each search session or article retrieved	<input type="text" value="0"/>	Portion of all staff time devoted to supporting the database	<input type="text" value="0"/>		

<input type="button" value="Clear Form"/>	Total Benefits Value: <input type="text" value="0.00"/>	Total Costs: <input type="text" value="0.00"/>
	Benefit/Cost Ratio: <input type="text" value="0.00"/>	ROI %: <input type="text" value="0.00"/>

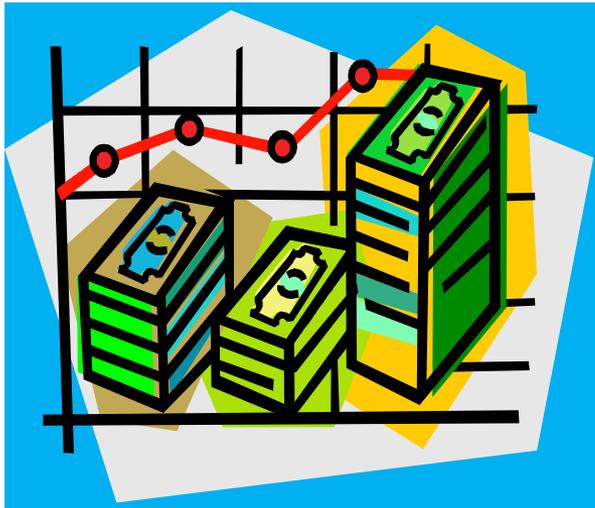
# Costing tips

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**A \$400 value  
NOW!  
\$39.99**

- Consider tangible vs. intangible benefits
- Be conservative in estimating benefits and liberal in assessing costs
- Obtain administrative approval of the value of the benefits for each alternative; involve financial staff
- Express benefits and costs in a value system shared by all parties – \$\$

# Communicating the value



## Use the results...

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- ❑ To communicate your value; be proactive
- ❑ To promote and advocate for the library
- ❑ To maintain or get additional funding
- ❑ As baseline information to show improvement over time
- ❑ To improve services and programs

# Communication methods

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- Reports: formal/informal, written/oral
- Promotional materials
- Internal publications
- Staff meetings
- Web sites
- Elevator talk

# Communication tips

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- ❑ Frame message: added value to organizational mission and goals
- ❑ Be prepared with your message
- ❑ Use qualitative data (“stories”) to support quantitative data
- ❑ Focus on benefits
- ❑ Avoid library jargon

# What sticks?

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- **SUCCESS**
  - Simple
  - Unexpected
  - Concrete
  - Credible
  - Emotional
  - Stories

# Communication method: Elevator talk

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- Highlight a specific accomplishment
- What your library contributes and why it matters
- Use evaluation data
- Convey a benefit to the listener
- Brief encounter – 30-45 seconds

# Elevator talk

## Critique this elevator talk:

I am the library director here at General Hospital. The library specializes in providing information to health care providers as well as the patients. Our library services to clinicians are widely known and utilized throughout the hospital.

## *Better:*

Our library services to clinicians are widely known and used throughout the hospital. In fact, in the past 6 months 80% of clinicians have used the library's services.

# Elevator talk

## Critique this elevator talk:

I am currently working on revising the library's budget. We are actually saving the hospital money with our library services.

## Better:

Because the library provides electronic access to many journals for clinicians, we save the hospital \$10,000 annually. We used to pay for individual articles each clinician requested. Now they have easy access to the journals when they need them.

# YOUR TURN

Elevator Talk Exercise

# Elevator talk exercise

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- Select an outcome
- Invent results
- Determine the audience
- Create a sound bite that highlights the value of the outcome to that audience
- MLA “elevator talk” video contest

# Go forth & evaluate

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- Do “smallball” evaluation
- Relate your value to the mission and goals of your organization
- Plan your evaluation before you begin
- Share your value with many audiences
- Don't wait for a crisis – *start now!*

# Thank you!

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- For *lots* more information, see the Resources List in your handout packet, or online:

[http://nnlm.gov/evaluation/workshops/measuring\\_your\\_impact/ResourcesMYI.pdf](http://nnlm.gov/evaluation/workshops/measuring_your_impact/ResourcesMYI.pdf)

- Please take a few minutes to evaluate this class by completing the MLA form.