

# Using the READ Scale @ UNL Libraries a Pilot Project

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# Overview

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



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# About UNL

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



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# Pilot Implementation

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

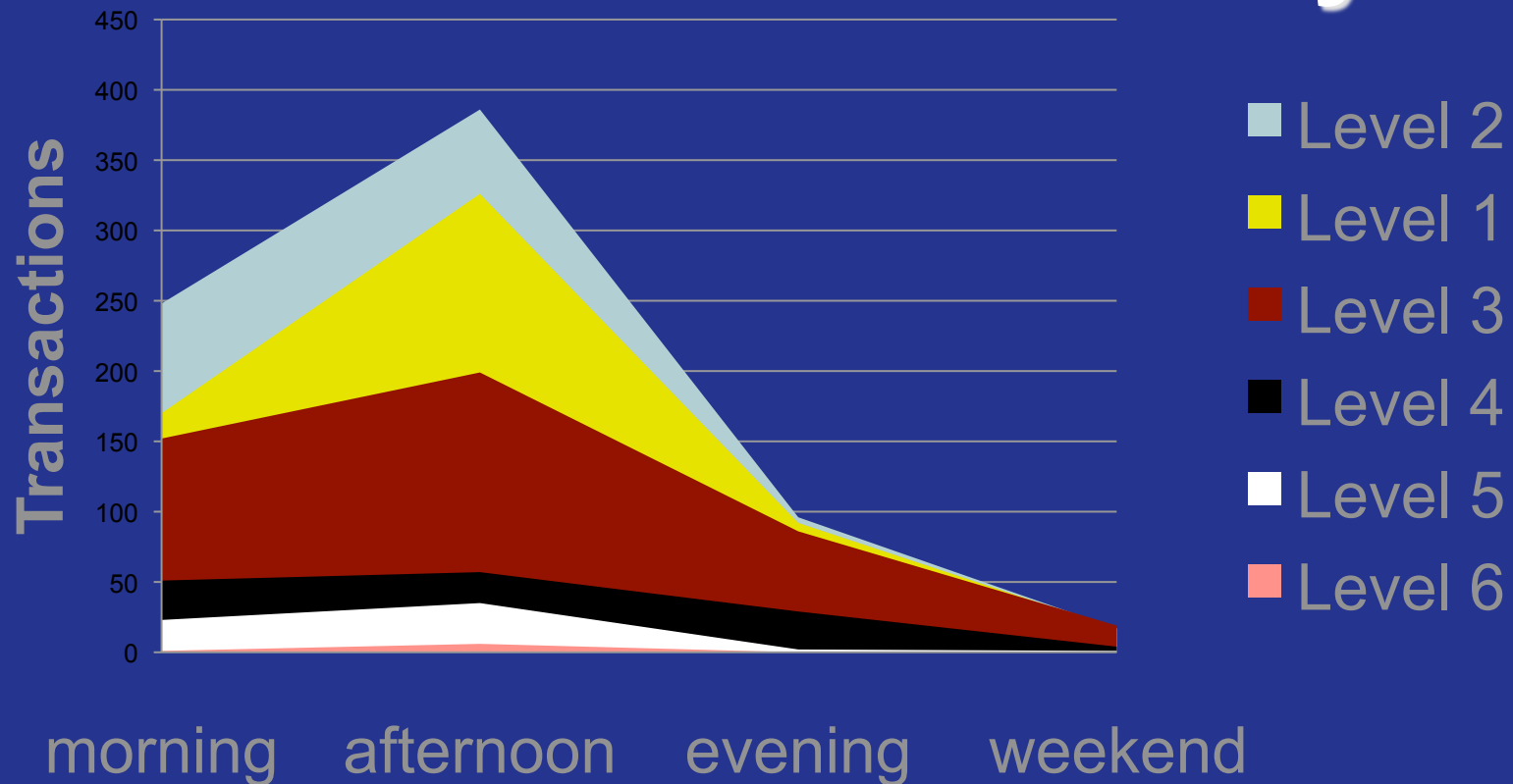


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# Question / Time of Day

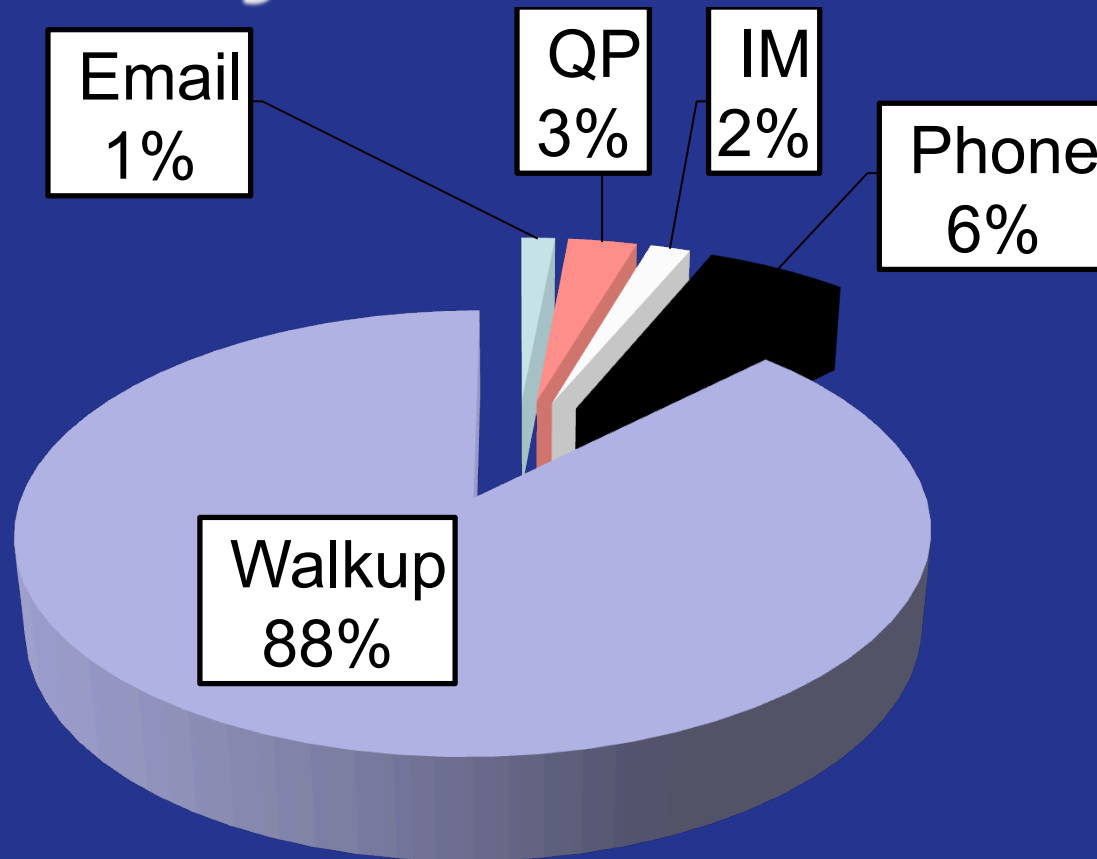


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# 'Easy' Questions

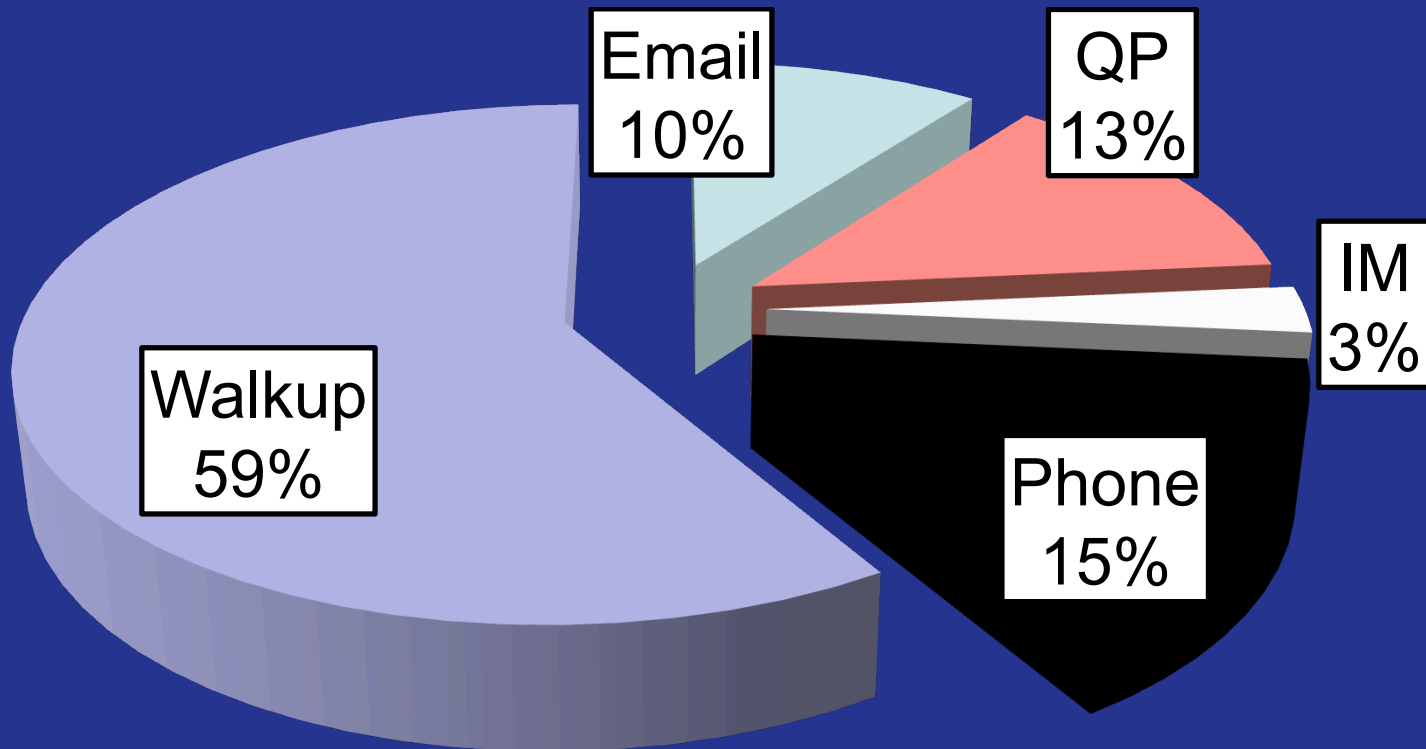


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# 'Difficult' questions



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# Fully utilizing READ<sub>(1)</sub>

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



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# Fully utilizing READ<sub>(2)</sub>

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



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# Observations

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



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# Conclusion

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



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