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Ohio

Libraries Quarterly

Interview with a Librarian:
Anastasia Diamond-Ortiz

Data, Data, Data

State Library News
25, 50, & 100 years ago



State Librarian Beverly Cain



Feature Articles & Reprints

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Ohio Libraries are Leading with Data

How can you persuade others that your cause deserves their support? Whatever role you play in in your library, it is likely that at some point, you will need to influence key stakeholders to support an idea, project, or request. You may need to ask the library director to add a staff position to your department; the Friends of the Library to provide funding to support a program; the library board to increase the hours of operation at a branch library; voters to support a tax levy; or you may need to influence legislators or decision makers to provide or increase funding for the library. Credibility, logic, and connection are vital for building and sustaining support for your cause and good data is essential to achieving all three. Using data to provide a snapshot of your department, library, or community can help you clearly communicate a credible need

and demonstrate how your proposal will logically help address that need. Reliable numbers, combined with a compelling narrative that connects with your stakeholders, will help you win friends and influence people to help you achieve your goal.

This issue of Ohio Libraries Quarterly focuses on many of the ways Ohio's libraries are using data to plan and implement new services, evaluate existing programs, and demonstrate value to library users and decision-makers. We hope these articles provide you with ideas and resources for locating and using data to drive decision-making and maintaining support for your library.

Beverly Cain
State Librarian of Ohio



Congratulations to the Columbus Metropolitan Library! The Main Library celebrated its grand re-opening on June 25th. www.columbuslibrary.org/locations/Main%20Library

STATE LIBRARY OF OHIO



2016 State Library Board: L to R: Laurie Gemmill Arp, member; Melissa Hendon Deters, member; Jennifer Thompson McKell, President; Beverly Cain, State Librarian; Krista Taracuk, Vice-President; and Michael Merz, member

Interview with a Librarian: Anastasia Diamond-Ortiz

Anastasia Diamond-Ortiz, Director of Strategy and Innovation, Cleveland Public Library (CPL), sat down with Marsha McDevitt-Stredney at the State Library recently for an interview and discussion about her career, strategic use of data, and her work at the Cleveland Public Library.

Marsha: Thank you for taking time to meet with me today. You are our second librarian interview for the Ohio Libraries Quarterly. Let's start with you telling me about your early education background and career path to your current position.

Anastasia: It's funny. I wonder how many people who answer the question say when they were growing up, they thought they wanted to be a librarian.

Marsha: Not very many.

Anastasia: My training is in political science and art history – subjects that deal with communities and about information of a sort and communication but not directly related to libraries. It was sort of like the library bug. I enrolled in law school and realized fairly quickly that the thing I liked the most was doing the research. I thought, "You can have a whole job doing this kind of work, instead of doing the legal part of it." That was it. It was actually taking a part-time job at the library and seeing what somebody did day-to-day and realizing how much impact you can have in such a short time, and with such a short interaction with the person. You can completely change their viewpoint on something really quickly.

Marsha: Where did you get your undergraduate degree?

Anastasia: I went to the College of Wooster, which is also Missy's (Associate State Librarian Missy Lodge) alma mater.

Marsha: And also Maris Mandernach, the last librarian we interviewed for the Ohio Libraries Quarterly.

Anastasia: Really? There's something about College of Wooster. It has a great library. Wooster encourages a lot of independent study and independent thinking. Maybe that's part of it. That's really funny.

Marsha: She [Maris] attributed her senior project as helping her realize how much she loved doing research and spending time in the library.

Anastasia: That is it! I.S. (Independent Study) is really a formative experience at the College of Wooster. Then I went to Kent State University for library school.

Marsha: Did you go to law school?

Anastasia: I did. I enrolled in Temple University Law School in Philadelphia. I was only there for a short time. I think, as somebody who wants to help people, you try to find different ways of doing that. It's a winning profession.

Marsha: Did you live close to the Kent State University campus? And, did you go through the program when all of the courses were in-person?

Anastasia: Yes. Just in-person at Kent State. I lived in Cleveland and commuted – which I think is very different from how people do that now.



Anastasia Diamond-Ortiz

Marsha: You mentioned that you worked part-time in a library. Did you pursue a career associated with your political science-art history degree in between undergrad and graduate school?

Anastasia: No. Actually I was an AmeriCorps VISTA volunteer. I did a year of service in Seattle, Washington at the Northwest AIDS Foundation, helping develop an employment program for people living with HIV and AIDS. This was in the 1990s, so as people living with HIV and AIDS were able to live longer and manage much better it was like "I have a new lease on life. What do I do now?" The College of Wooster provided a foundation for doing anything because it's a liberal arts education, just helping you to think about things differently.

Marsha: What was your area of focus when you were in library school? For example, did you focus on public librarianship or reference?

Anastasia: Actually public libraries, but I did a lot of everything. At that point, I thought "I really like this. I wonder how this will turn out." At that point, and this might be a difference in the graduate program back then, you could dabble in the Information Architecture side. You could dabble in all these little different areas. I'm not sure you can do that now. I met a lot of people who knew exactly what they wanted, as far as "I know I want to work with children," or "I know I'm going to be a cataloger." No, I just kind of took everything and wanted to see.

Marsha: Where was your first job?

Anastasia: The Cuyahoga County Public Library. I worked there part-time. Then I got a job at Cleveland Public Library. I was split. I worked 20 hours at one and 20 hours at the other at the same time. It was sort of like a crash course in public libraries.

Marsha: Were you working at the reference desk or adult services?

Anastasia: Yeah, with adults – which was truly amazing. The libraries were relatively close to each other.

Marsha: Were they both branches?

Anastasia: Yes. One was in a suburb of Cleveland called Brooklyn, and one was in the old Brooklyn neighborhood of Cleveland – so pretty close to each other.

Marsha: That's a great opportunity for the residents. Could they go back and forth?

Anastasia: Yeah. They would see you, and say "Didn't I just to see you somewhere?"

Marsha: Was there a shared catalog system or any shared collections at that time?



Anastasia: No, unfortunately.

Marsha: What are some differences you see in the library information and science programs now? Do you have an opportunity to work with library science students through practicums or internships? Or, recent graduates in your work now? And, if so, do you see differences and how they're prepared for the work?

Anastasia: Definitely that people come out of school now with maybe more focus, particularly around technology. I graduated in 2004. At that point, the foundation around library automation and technology was encouraged, but it wasn't as much at the forefront as it is now. I see people coming out of school with a lot more knowledge of not just systems, but how systems work. That is probably the KM (Knowledge Management) influence in the program. I see people thinking about information differently. That might just be a change in the way that the world is, and I think they may be more prepared in that way. Maybe people have taken a lot of different types of classes and many people have either totally online or a hybrid experiences. The way that they talk about their learning is different than everybody being in a classroom for the whole program. I can remember taking a class with David Jennings, the Director at Akron-Summit County Public Library. It was Public Library Management. I really liked being in the classroom with everyone and listening to people in the field and realizing everybody in the classroom was so good. I hope people who are graduating today have those same kind of serendipitous learning experiences.

Marsha: Have you stayed in contact with any of the folks from those classes?

Anastasia: Yeah, actually I have. One of them is now at the Library of Congress, and a couple of them I work with

at CPL. Others are working at Cuyahoga County Public Library. There have been definitely people that I met in those classes, and we joke about that... "Oh, yeah..." kind of looking around. It's like undergrad all over again. It's good.

I wonder about the future of the degree in general. You will see people in some higher-level positions question the value of the M.L.I.S. I think the schools are under a lot of pressure to make sure that it's value-added, and that when you come out of the program you are differentiating yourself from other candidates.

Marsha: Tech services is much more technical and complex than it used to be.

Anastasia: Right. With technical services and looking at the people who are in the cataloging area at Cleveland Public Library there's an expectation that you are constantly learning. I imagine that it is probably different from even 10 or 15 years ago because it seems like right now people just have to adapt a lot faster than I think maybe they did before.

Marsha: Let's talk about the different positions you've held in the Cleveland Public Library—where you are working now and if you held different ones at the Cuyahoga County Public Library System?

Anastasia: The first two were paraprofessional positions, so they were adult reference part-time positions. At that point, that was 2004, there were fewer people who were as well-versed in using computers. I ended up in computer trainer roles, and that is what I ended up doing the most—actually getting people online, holding their hand a little bit, helping them to that moment of learning.

Photos & graphics courtesy of Cleveland Public Library

Marsha: Would you have been in a computer lab and teaching classes to the community or one-on-one?

Anastasia: Initially it was one-on-one, and then I had a couple of years in our popular library at the downtown Cleveland library. That was a lot of fun – readers' advisory and book discussions. It's a party every day! Then I was promoted to Head of the computer lab at CPL. Then it was about writing curricula and teaching, and doing one-on-ones trying to find out what people needed, and trying to make their experience of technology in Cleveland better.

I think it's a fallacy that everyone has an email account even now and everyone is online. You know that's not the way it is. A lot of that time was spent on the basics. It's hard for people to admit that they don't know something in general, but especially as it relates to technology. I did that for a long time.

Marsha: You were in charge of the computer lab for a while. What happened after that?

Anastasia: I was plucked from obscurity by Tim Diamond, CPL's Chief Knowledge Officer. Tim was the head of the Planning and Research Department. It's a unique department to our library and in the country. He was tasked with developing the library's strategic plan in 2010. He was being pulled to work on that, so I was approached by Director Thomas (Felton Thomas, Library Director) to see if I wanted to come work in that office and take over for a year or so while he (Tim) was working on the strategic plan. And, I never left. It's been different positions over time, and the role of Director of Strategy and Innovation is where I am now. I didn't leave that department. I like it too much.

Marsha: It sounds really awesome.

Anastasia: Oh it is, it's great!

Marsha: Part of that position calls for you to enter the information for the Ohio Public Library statistics. How does that work with your other responsibilities?

Anastasia: I just actually went and said hi to Lisa (Lisa Hickle, State Data Coordinator – Public Library Statistics). We've talked to each other so much and now "Oh my gosh, we're actually seeing each other in-person."

When I got to the department (Planning and Research), that was sort of the extent of what we did around data. It was about data collection. Cleveland Public Library is so complex. There are many layers and many things that you have to grab and put your arms around. Learning that was baptism by fire.

Marsha: Do you have other staff helping collect it for you.

Anastasia: Yes, thankfully. I work alongside great folks. We are trying to pull all of it together and make it something that we can share. We are trying to convey to staff the importance of what they are tracking, and then also what happens when it leaves their hands. And also how important it is to be accurate. Those things have been my focus in a lot of ways, figuring that out. For example, "that story time that you did, how does

that translate into something here at the state level?" That's an ongoing project. How do we communicate to the frontline person, that just because whatever they did doesn't result in a circulation of a book, that is no statement on how valuable it is? That is a challenge to myself. How do I do that, and make sure that everyone understands how important their work is?

Marsha: Are you asking for additional information at the same time as the data required for the Ohio Public Library Statistics?

Anastasia: Yes, we have our own internal tracking system called STACS. We ask for all different kinds of things related to more qualitative things about the kind of programming we are doing, or we want to know exactly how meeting rooms are being used, tracking what kind of reference questions we're getting in addition to the total number of them. So, this other layer of detail around that, just to round out the picture.

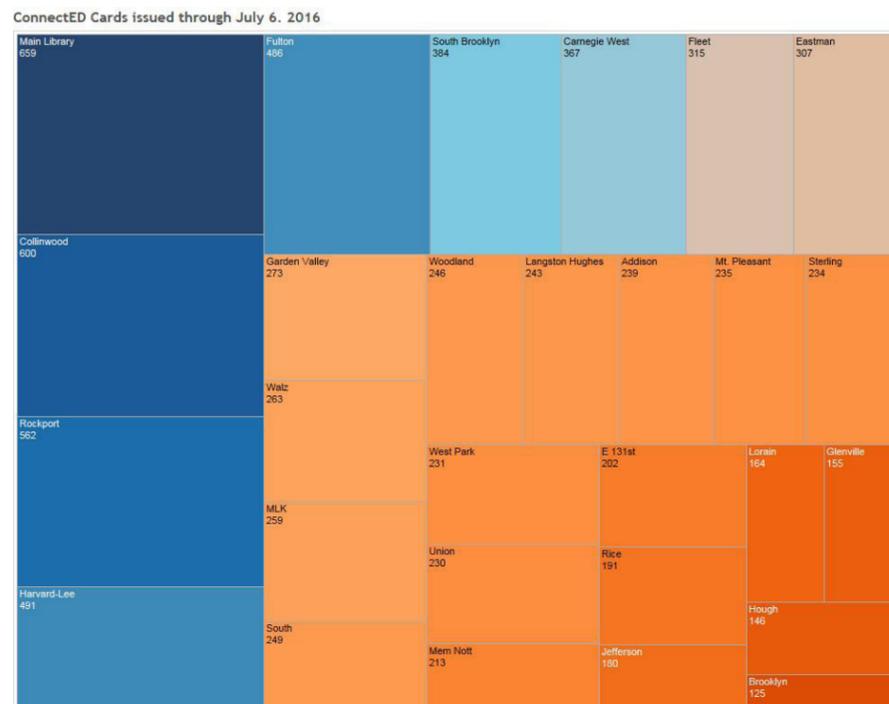
Marsha: Are you using an internal system developed at Cleveland Public Library? Or, something like Qualtrics (survey and analysis platform used by many academic institutions). I know you've been working with Sarah Murphy at the Ohio State University Libraries on the LSTA grant for teaching Tableau. She uses Qualtrics for staff to enter their data. Do you have a similar process?

Anastasia: Yes. It is similar. It's a homegrown SQL (Structured Query Language) database called STACS that has a web front end. So, people don't have to be conversant in databases to enter the information. It has been a personal mission to eliminate the paper tallies around the library. Every year, it has been reduce, reduce the paper and put it in the database.

Marsha: Do you use gate counters?

Anastasia: Yes, I think we were probably, if not the first, one of the first public libraries to use a shopper track system that uses a camera to track attendance.

Marsha: To see where they're going?



Anastasia: Yeah, we're doing that. It is not taking pictures of anyone in the space but it's very much that exactly, shopper track. That was something that we started doing almost ten years ago. I think it was just simply the gates weren't working well, they weren't accurate. Something would happen and we have to guess the numbers for this day. Let's be a little more accurate.

Marsha: Can you get hour-by-hour gate count data for tracking and analysis?

Anastasia: Yeah, exactly. It's actually helped. Sadly, in 2010, we had to shift our hours. That was what helped us to figure out how to reduce hours, looking at the hour-by-hour [data]. We could really get a sense of the usage and actually be able to go to the community with data and say "This is what we're seeing. It's across the board. This is why we made the decision." It helped.

Marsha: What other kinds of decisions are made from data that you're collecting?

Anastasia: When the TechCentral department opened – that's another attendance one—in 2012, TechCentral was the first new department built at the Main Library in awhile. So we installed another camera there to get a sense of, "We know this number of people are coming in the front doors, but how many are actually going to this area?" Finding out that more than one-third of the total number of patrons coming into Main Library were going in and out of TechCentral was a nice surprise. That's one department out of 500,000 square feet of public space. It really helps to make a very strong case for the funding of that particular department. "Do we have enough computers? Do we have enough staff? What about the maker space?" We are able to make those kinds of decision based on data.

We also work with the reference questions, too. I just created a graphic recently showing the number of reference questions [at the Main Library] answered by each department to get a sense of how it's changed over the last five years. As you can imagine, it has changed over the last five years. I don't know what the Library will do with that information but I think it opened people's eyes to where the reference traffic is at Main Library.

Marsha: Is there also a comparison to the virtual reference questions?

Anastasia: No, now that KnowItNow is gone. Surprisingly, the large majority of them are on the phone. We used to have more in-person. Now it's shifting to on the phone. It kind of speaks to why the total foot traffic has changed, too.

Marsha: What about periodicals or your other circ numbers? I remember seeing, at a conference one time, a presentation from a library that counted how many times each periodical was actually taken off the shelf. The data showed objective usage as opposed to anecdotal feedback from staff. Some staff may have emotional attachments, or memories of higher usage from years before, for specific publications. They were able to say "No, no one has looked at this one." It seems very hard to accurately track to me, but is that something you've worked on in your library?

Anastasia: We haven't done that, although we've done something similar. I asked subject departments to track books called from the closed stacks. In our catalog if it's in stack, it's marked that way in the record so you can tell how many things are pulled from stack. Tracking numbers like this

can help us to make a case for allocating stack space—the off-floor storage for the books. What you think the answer is, is not always what the answer is. Often times when you have conversations with people around data they start on one end or other of the spectrum. One person thinks "None of this matters," and the other one may think "Everything matters"; and the answer is always in the middle, or it's somewhere on that continuum, but it's never the extreme.

Marsha: I think emotion has a lot to do with how we perceive... anecdotal data has such an influence on all of us. Now, I'd like to ask you about Project Outcome. How did you get involved in it, and what are you doing with it at the library?

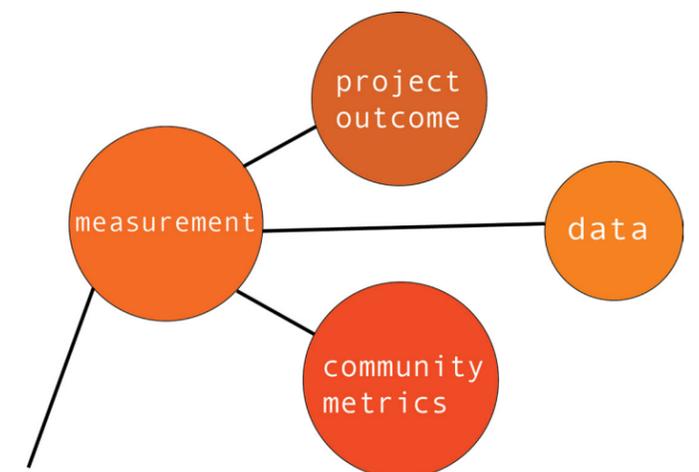
Anastasia: We were in the right place at the right time. Director Thomas was on the Public Library Association Board at the time that they began talking about outcome measures. He knew that we had the Planning and Research Department, which was unique among public libraries. We were doing a lot more analysis than other libraries were doing, but we had not really embraced the language of outcomes. At that point, he volunteered us to be part of the pilot, so we started testing out the measures. As we were testing them, we realized we needed to do a lot more to build the buy-in among staff. We needed to increase the buy-in by telling people exactly why we are moving towards outcomes. Trying to explain to people why we were expanding the definition of data in our own library.

We've been testing these measures over time, and we're now going to put them into full production. We've been doing little things here and there and trying to get the staff more aware of what this is, why we're doing it. The instruments that PLA came up with are pretty broad in scope, so they can be applied to any number of initiatives going on at any library. That's been really beneficial for us because it's coming from PLA. I think is a good thing, not just for us, but I think for all libraries. You can say, "This is PLA. This is at a professional level so you can trust it. It's validated. It's statistically sound. You have researchers working on this, and this is what they've come up with." I think that's gone a long way to helping people understand why it's important.

Marsha: What are the measures?

Anastasia: There are different areas. For instance, right now our Summer Reading Club kicks off in a couple of weeks, so we will be implementing the Summer Reading Club measures. PLA is starting everybody off with baseline things like, "Did your life change as being part of the summer

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By Erica Clay, INFOhio Librarian

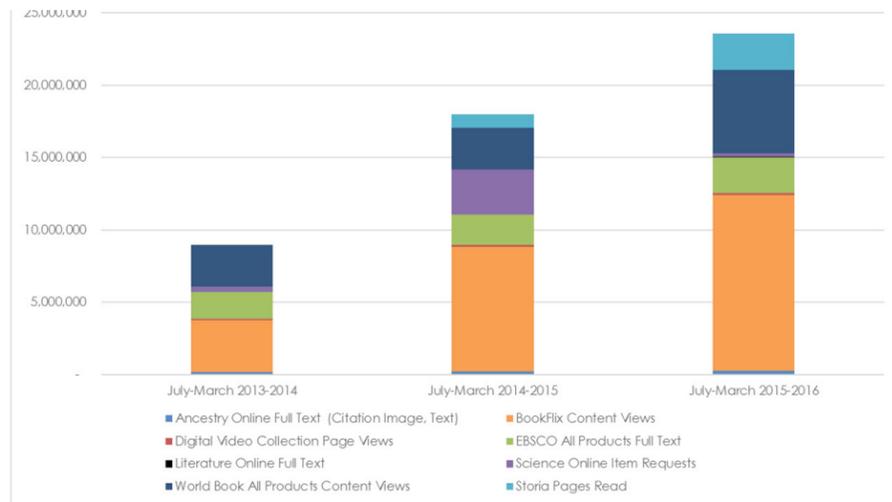
"In education, data-driven decision making is a buzz word that has come to mean collecting absolutely as much data as possible ... and then having absolutely no idea what to do with it" (Kadel, 2010). At INFOhio, Ohio's PreK-12 digital library, we avoid doing that by keeping our mission—enriching teaching and learning by providing equal access to quality resources for Ohio's students, educators, and parents--central to our data collection and analysis. Doing that helps us limit the time we spend collecting and interpreting data while still helping us:

- demonstrate the value and cost savings of resources purchased with public funds;
- ensure our website is easy to use and that we are using our social media tools effectively; and
- determine how we target our instructional support to close the digital divide.

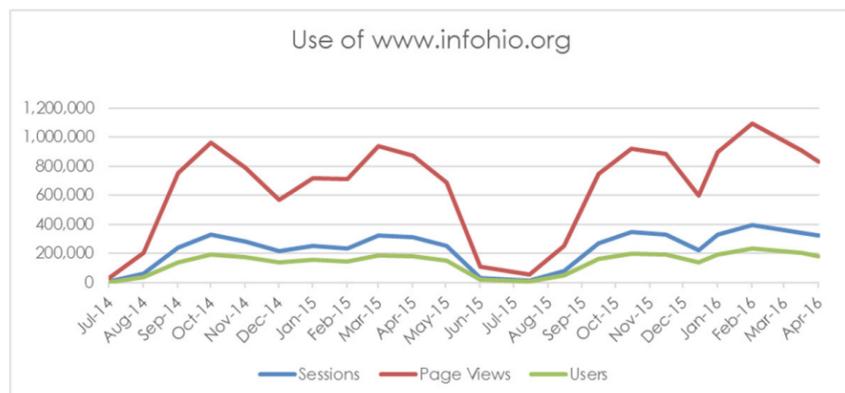
Using data to demonstrate value

For more than ten years, the school, academic, and public libraries have been working together through INFOhio, OhioLINK, and OPLIN as partners in Libraries Connect Ohio (LCO). The LCO partners receive LSTA funding grants through the State Library of Ohio to support a core collection of database resources for the state. This collection supports education, the workforce, business growth, and lifelong learning in Ohio. The LCO partners contribute a combined total of nearly 5 million state and federal dollars annually to fund the collection. In addition to the resources offered through the LCO partnership, INFOhio also licenses content and provides support for resources like [BookFlix](#), [Storia](#), and the [INFOhio Digital Video Collection](#) (DVC) that are chosen specifically for the PreK-12 community to help students develop and improve literacy skills such as phonemic awareness and close reading.

To demonstrate the value of our electronic resources and services to partner and funding agencies, we collect and analyze data from our content providers every month. We determine a cost per use based on the number of times an INFOhio user



Use of INFOhio's electronic resources has increased over the past three years.



INFOhio monitors the use of its website over time to determine trends in use.

accesses the full text of an article, views a video, or reads an eBook. Reporting this information to partner agencies, funders, administrators, and policymakers helps them see just how much we are saving Ohioans by pooling our funds and sharing resources.

Using data to ensure our website is easy to use

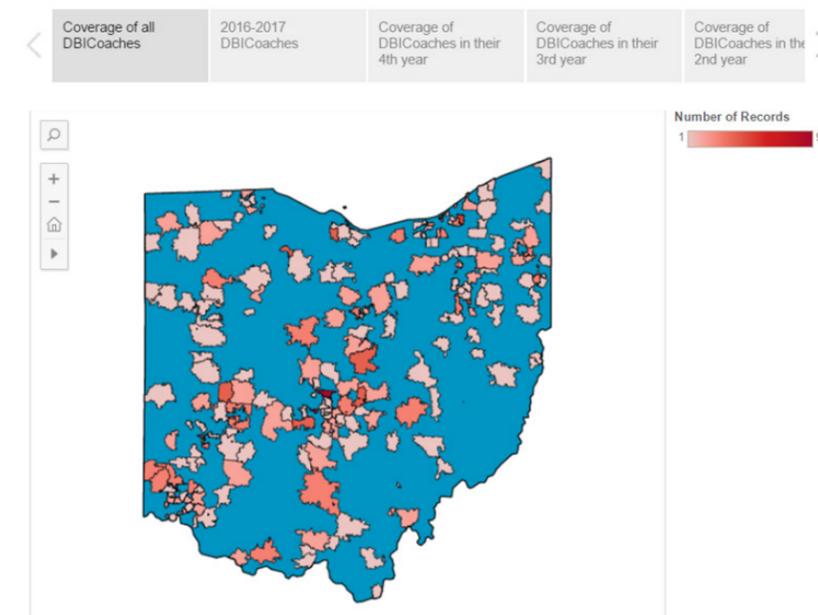
INFOhio has built free standards-aligned web-based tools, including [Go!](#), [R4S](#), and [IMatrix](#) that put the content in the INFOhio electronic resources into context for students and teachers. INFOhio provides electronic resource and website use data, gathered using Google Analytics, to the INFOhio Providers at Ohio's ITCs. This data helps INFOhio partners know what the most popular pages on our site are, what browsers and equipment schools are using, where

our traffic is coming from, what days and times of the day our website gets the most traffic, and which sites and service providers are referring to our websites. For much of this data, our audience is internal. It gives us an idea about where we need to promote the site more, which browsers and devices we need to use to check our site, and where we need to be active on social networks. Tracking trends over the course of the school year helps us determine the best time to release and promote new tools or to make enhancements to existing tools.

Using data to target instructional support

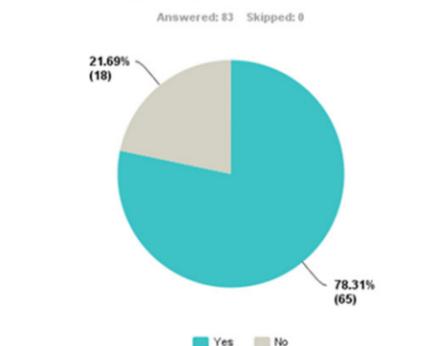
INFOhio provides professional development for PreK-12 educators through webinars and presentations to make sure that educators have the support they need to use the electronic resources and tools effectively. We

2016-2017 INFOhio District/Building ICoaches



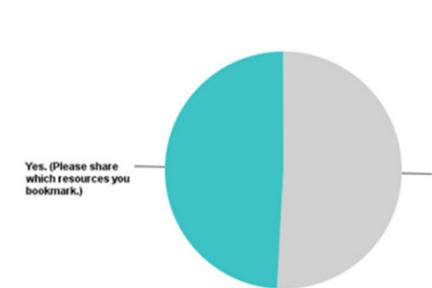
INFOhio maps District/Building ICoach coverage by zip code.

Q9 Have you bookmarked the INFOhio BookFlix page on your school's computers?



Most educators surveyed in high use districts bookmarked INFOhio's BookFlix on school devices.

Q8 Do you bookmark any electronic resources for your students on your school's computers?



More than half of educators surveyed in low use districts had not bookmarked electronic resources on school devices.

gather qualitative feedback and track how many educators attend INFOhio professional development provided by staff, regional INFOhio ICoaches, and District/Building ICoaches. District/Building ICoaches are volunteer educators who provide instructional support to their colleagues on using INFOhio resources. For the 2016-2017 school year, INFOhio will train more than 350 District/Building ICoaches in more than 70 Ohio counties.

The data we collect helps us calculate cost savings to schools, but more importantly, it helps us decide where to provide additional instructional support, which is fundamental to addressing Ohio's digital divide. How can we connect that to student success? INFOhio builds relationships

with teachers and librarians in the schools and collects qualitative data that we use to demonstrate value.

A recent successful example of using both quantitative and qualitative data to encourage schools to use a resource happened in the fall of 2015 with Scholastic's BookFlix. BookFlix is an early reader resource that helps children develop vocabulary and fluency. During the fall of 2015, we compared BookFlix use with [district headcounts](#), [district third grade reading scores](#), and [Third Grade Reading Guarantee results](#). INFOhio staff contacted principals from districts that demonstrated low per-student use of BookFlix and asked them to have their PreK-3 teachers complete a survey. The goal of the survey was to determine why there was low use

of BookFlix in those districts and what resources teachers were using instead of BookFlix. When educators in low-use districts were asked what prevents them from using BookFlix more often, 45 percent of the 133 respondents indicated that they were unaware that it was freely available to all Ohio PreK-3 educators, students, and parents.

Additionally, INFOhio staff contacted principals in districts with high per-student BookFlix use and asked them to have their PreK-3 teachers complete a survey. The goal of that survey was to gather best practices for integrating BookFlix in instruction. INFOhio wanted to know why BookFlix was used more frequently in some districts than in others. Were those districts 1:1 with devices? Did students use BookFlix independently as part of homework assignments or were they using it in the classroom?

INFOhio found that in high-use districts, 78 percent of educators had bookmarked BookFlix on their school computers, while in low-use districts, only 49 percent of educators bookmark any electronic resources for students on their school computers. And in low-use districts, only 23 percent of educators learn about free educational resources from a school librarian. In high-use districts, 45 percent of the respondents learned about BookFlix from their school librarian, highlighting how important it is for schools to have a librarian who can share instructional resources with faculty.

INFOhio then analyzed and compiled responses from educators in the INFOhio Guide [BookFlix Best Practices](#).

INFOhio continued on p. 9



Erica Clay

Public Library Statistics

Process of New, Changed and Deleted Data Elements

By Lisa Hickle, State Data Coordinator – Public Library Statistics
State Library of Ohio

Policy and Procedures for Review of Data Elements

Any changes to the existing data elements, additions of new data elements, or deletions of existing data elements should be undertaken only after careful consideration of:

- The burden placed on local public libraries and state libraries (That is, to what extent are data available or how feasible is it to collect the data);
- The extent to which policy formulation and analysis, and decision-making would be improved or enhanced;
- The effect on other data elements; and
- The extent to which integration with other data elements is possible.

The members of the IMLS Library Statistics Working Group will provide advice on:

- Ongoing review and analysis of existing data elements to determine whether a particular data element needs to be changed or deleted;
- Taking a proactive stance when responding to a compelling need for the addition of a data element;
- Editing the definition and notes fields of the data elements to correct grammar or spelling errors, or to clarify meaning; and
- Proposing that a data element be added, changed, or deleted.

Development Cycle

- 1 In June of each year, IMLS will solicit additions, changes, and deletions to data elements.
- 2 Proposals received September 1 will receive top priority for further vetting.
- 3 The vetting package will:
 - a. Identify the proposed addition, change, or deletion;
 - b. Provide a clear rationale for the proposed action;
 - c. Identify unfamiliar methodologies for local libraries and SDCs;
 - d. Include sample definitions, methodology, and experience collecting the data element at the administrative level; and
 - e. Provide new or revised definitions and notes, or a proposal to delete an existing definition.
- 4 Between September and December, IMLS and AIR staff will review the proposals and raise any issues that should be addressed during the December Working Group meeting.
- 5 By 5 p.m. of the second full day of the December conference, SDCs attending the conference and those attending by proxy should provide their assessment of the proposals. Proposals that are recommended for further review by at least 40% of the participating SDCs will be referred to the IMLS Library Statistics Working Group, which will then consider the proposal during its December meeting. This meeting will be held at the conclusion of the conference. The Library Statistics Working Group will fully discuss the proposal and the issues related to methodology, training, and impact. These issues will include any problems raised by IMLS or Census staff.
- 6 On February 1, IMLS will publish a Federal Register Notice for a 60-day public comment period. The purpose of this notice is to solicit public comments in support of, or in opposition to, any proposed change,

- addition, or deletion. A second Federal Register Notice will be published for public comment when IMLS submits the new proposed data collection request to the Office of Management and Budget. During the same 60-day period, IMLS staff will send proposal review materials to the State Data Coordinators.
- 7 The review period must last at least three weeks. Signatures on the package will be required from both the State Data Coordinator and the Chief Officer making their joint recommendation for acceptance or rejection of the proposal. The review packages will be returned to both IMLS and the state's mentor.
- 8 After two weeks, IMLS staff will notify members of the IMLS Library Statistics Working Group of those states that have NOT yet submitted their recommendations. Mentors will contact SDCs, and a COSLA representative will contact Chief Officers to urge submission of the ballot during the three-week vetting period.

IMLS will review the results of the recommendations with the members of the Library Statistics Working Group and solicit their advice.
- 9 By April 15, IMLS will decide whether or not to act on the proposal.
- 10 By May 15, IMLS staff will submit the OMB final approval package.
- 11 In June, potential new and revised data elements will be addressed in the training plans for the next annual meeting of the State Data Coordinators. State Data Coordinators will alert local public libraries to the potential change, so that local data collection and reporting efforts can reflect the change. Questions about definitions and issues of interpretation will be referred to the working group and COSLA listservs.



The State Library Annual Report includes the collection of both state and federal data elements. IMLS solicits proposals for additions, changes and deletions to the data elements yearly from the State Data Coordinators. The State Library of Ohio makes changes to the state data elements, as well as recommendations to the federal data, based on feedback from the libraries, Ohio Library Council and OPLIN.

Data collection begins yearly the first week of February. During the first two weeks of collection, the State Data Coordinator offers webinars on navigating the software, gives an overview of the data being collected and offers tips to make the data collection process smooth.

These tips include:

- If you are unable to access your report in Counting Opinions, please check your Username and password. Both your username and passwords have two alpha characters followed by numerical characters.

INFOhio continued

Teachers were very specific about why and how they used BookFlix in instruction. For example, one respondent said, "My students (especially those who are below grade level) have really enjoyed using BookFlix during their Listen to Reading time and as a reward for completing other assignments. There are numerous topics to choose from, so my students are highly engaged. It also helps them build fluency by listening to a fluent reader." When surveyed, 59 educators indicated that they wanted additional information about BookFlix and INFOhio resources so INFOhio staff contacted those educators with information on how to get to the BookFlix Best Practices guide and to other materials like Using [INFOhio Resources to Support Beginning Readers](#). This beginning reader resources flyer provided educators with specific ideas for using [BookFlix](#), [Early World of Learning](#), and [World Book Kids](#) to help children develop foundational reading skills, master early reader standards, and help them meet the Third Grade Reading Guarantee.

INFOhio has continued to track BookFlix use throughout the school year. By the end of April 2016, Ohio's PreK-3 students had viewed BookFlix eBooks and videos more than 13 million times! This represents a 40 percent increase in use over the same time during the previous school year. Many districts that were previously identified as low-use districts became high-use districts. For example, one district had logged just 2 document views per PreK-3 student during

- All information in Section 1 (Library Information) is locked. Please send changes via email to the State Data Coordinator and she'll make those changes for you.

- In section 5, MLS Librarian hours should be in column 5.2, Non-MLS Librarian hours in 5.3 and all other staff hours should be reported in 5.5.

- Please make an annotation/note any time there is a large change from the prior year data. This will reduce the number of follow-up questions sent later in the year.

- If you notice an error after the data is reported, please let the State Data Coordinator know ASAP and she can make the needed changes or unlock your report before data is submitted to the Federal data collection.

And always remember...all of the data collected is available to your library. Most data is available on the State Library's website after July 31 and all is available through the reporting tab in Counting Opinions. If you have questions or need assistance accessing reports in Counting Opinions, there is a recorded webinar available on your Welcome page or you can contact the State Data Coordinator.



Lisa Hickle

Many libraries use the data when their boards are reviewing salaries, preparing budgets, preparing a levy and many prepare reports for their boards to show comparisons to other libraries. ■

the entire 2014-2015 school year. By March 2016, that district was averaging 28 document views per PreK-3 student. Sharing educator best practices raised awareness about the availability and value of BookFlix and dramatically increased the use of the resource.

INFOhio is making strides toward connecting the use of INFOhio resources to student learning. For example, every district that was recognized with the [All A Award](#) and the [Momentum Award](#) used BookFlix from INFOhio during the current school year, and nearly all of the districts with Schools of Promise and Schools of Honor used INFOhio resources this year.

When you're dealing with large data sets, from test scores to use statistics, it's easy to get lost in the numbers. But INFOhio knows that every blip on a spreadsheet or dot in an analytics programs represents something vitally important: it represents a student. Through our collection and management of quantitative and qualitative data, we're able to make decisions that keep the INFOhio mission on track: enriching teaching and learning.

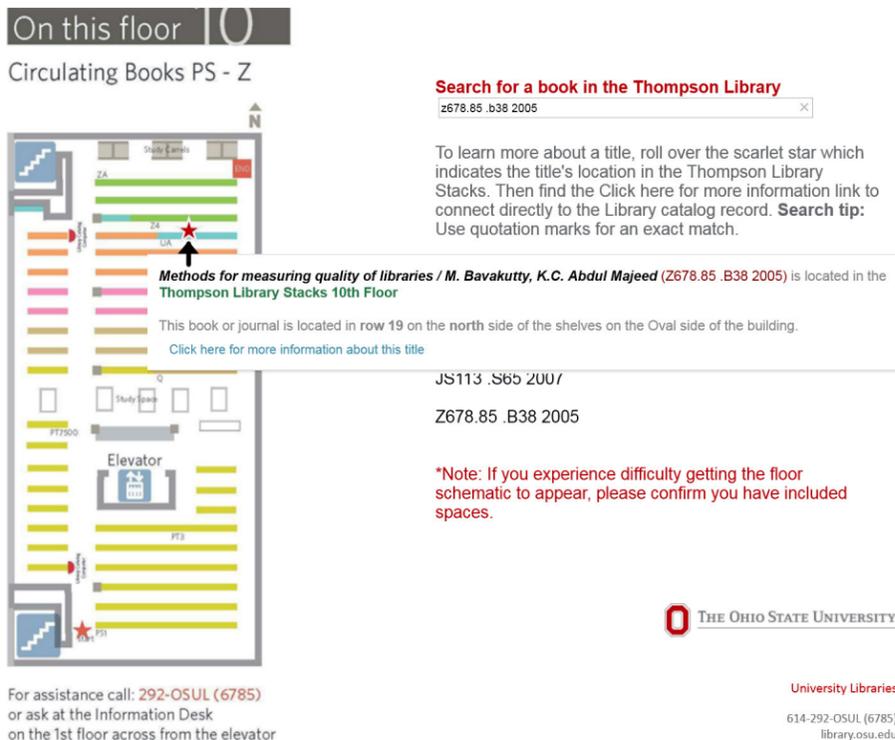
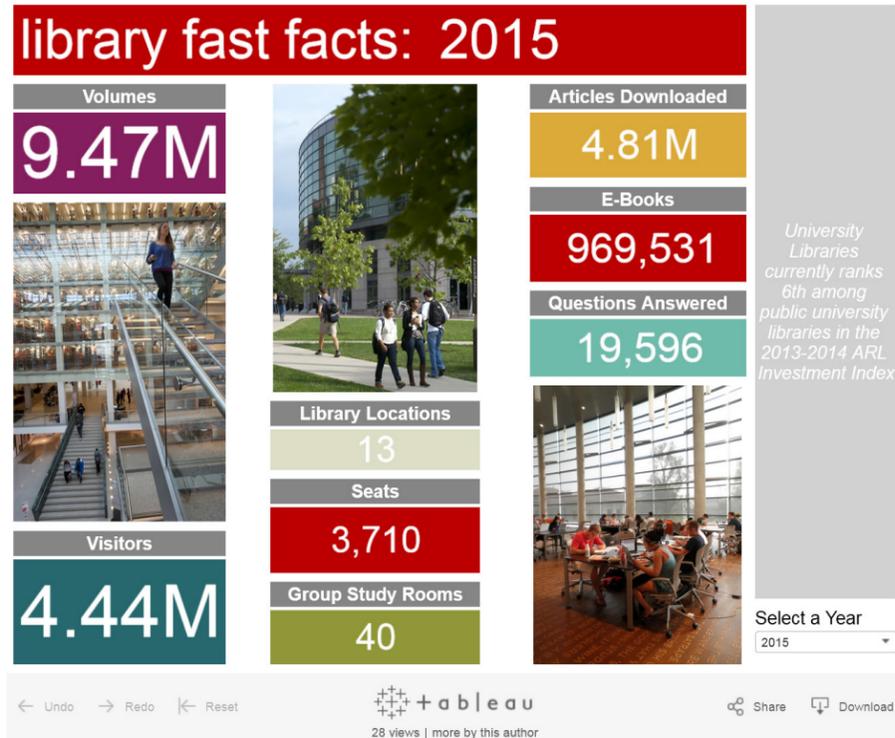
Kadel, R. (2010). Data-Driven Decision Making--Not Just a Buzz Word. *Learning & Leading With Technology*, 37(7), 18-21. ■

Coordinating Assessment at The Ohio State University Libraries

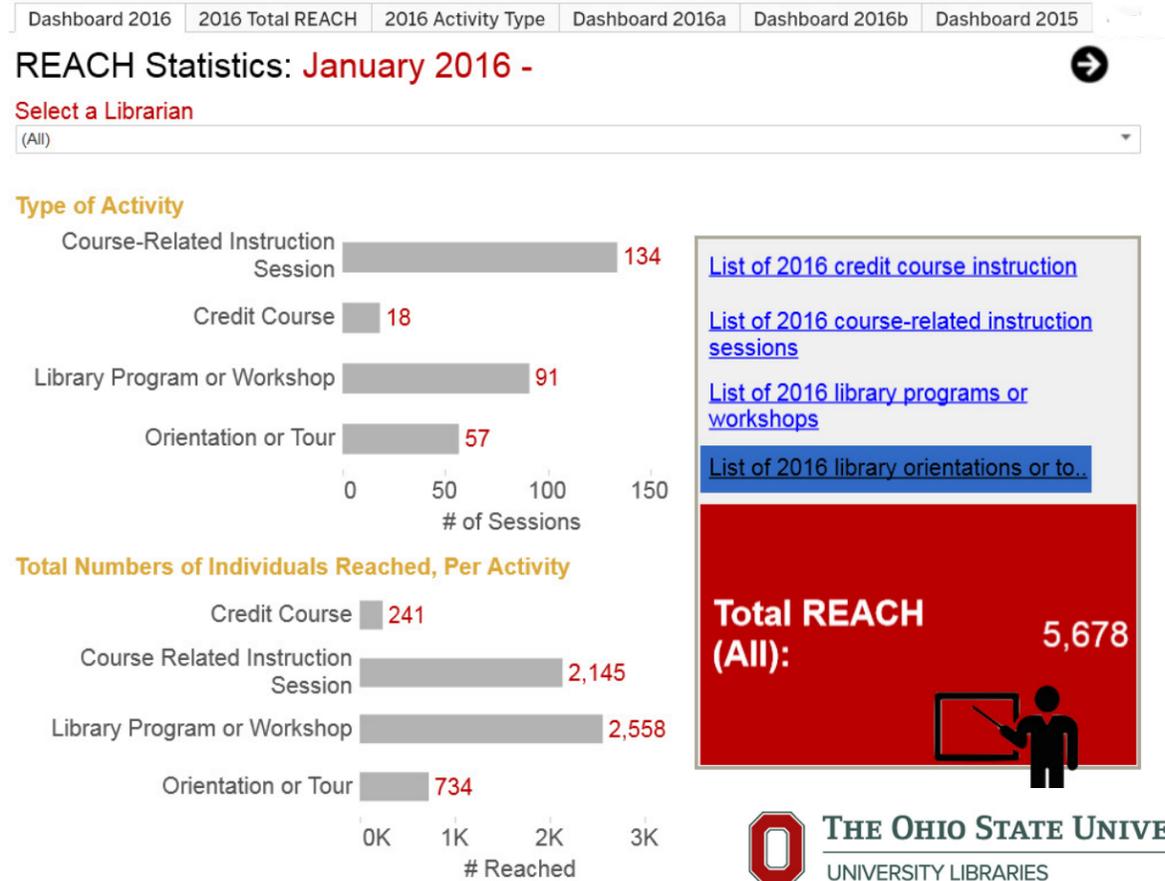
By Sarah Murphy, Professor
Assessment Coordinator
Ohio State University
University Libraries

In February of 2012 I became the first coordinator of assessment at The Ohio State University Libraries. What exactly does this entail? Officially I lead the libraries' institutional research and planning activities. This means I coordinate the development and maintenance of data collection mechanisms that support strategic planning and decision-making throughout the libraries. I also assist library faculty and staff in defining issues for study, identifying appropriate research designs, collecting both quantitative and qualitative information, and analyzing, interpreting, and reporting results. Programmatically, these activities help University Libraries to understand, anticipate, and satisfy the evolving needs of its constituencies and to articulate its impact. Collectively, these activities focus on the how and why library programs and services work for various audiences. Essentially, I gather data and design studies where needed to facilitate reflective practice and cultivate change. I also foster continuous organizational learning and improvement.

University Libraries and I cannot perform this work in isolation. Academic libraries are increasingly expected to demonstrate their contribution to student success and faculty productivity. To support University Libraries' institutional research and planning needs, I both cultivate and develop relationships with other departments and individuals tasked with collecting, analyzing, and storing data about the university's students, faculty, staff, curriculum, and more. I participate in campus-wide conversations concerning the development of student analytics initiatives. I also give back to the campus's community of data analysts by serving as the co-convenor of The Ohio State University Tableau Users Group (OSU TUG). Tableau is a data visualization software that allows libraries and other campus departments to quickly process large volumes of data and develop sophisticated interactive data narratives. Such narratives may be used to not only support decision-making, but also to demonstrate the impact libraries have on various constituents and communities.



< LibraryViz@OSU's Profile



As coordinator of assessment, I have recently focused on designing systems for collecting library data that will allow the library to blend its data with other repositories of data on campus at a high aggregate level. For example, in the summer of 2015 we simplified University Libraries' system for collecting instructional and programming data from librarians for the annual Association of Research Libraries Statistics using a Qualtrics survey that we've locally named the REACH Database. Previously we asked librarians to enter this data into two separate database systems, one of which asked librarians more than 40 questions for each activity. The REACH Database reduces librarian reporting burden by requiring librarians to enter data into no more than eight to ten fields depending on the activity selected. The data is then further enhanced as this data is then linked to the university's master schedule of classes, allowing more robust and accurate reporting. Librarians no longer need to input information such as the approximate number of students enrolled in a course, as this information is provided centrally. A dashboard which summarizes the

data collected and assembled using the REACH Database is available for librarians to view at <http://go.osu.edu/REACH-Dashboard>.

I am also working on finding visually compelling ways to dress ordinary library data. The "Library Fast Facts" dashboard at <http://go.osu.edu/LibraryFastFacts> is an attempt to provide context for the statistics University Libraries annually reports to the Association of Research Libraries. This fully interactive dashboard showcases University Libraries' ARL data from 2008 to present. It highlights that eBook usage has steadily increased since 2012 and that the library currently provides 40 group study rooms. It also discloses University Libraries' current rank among public academic libraries listed in the ARL Index.

Recent draft standards for assessment librarian proficiencies published by the Association of College and Research Libraries make it clear that there is no one, perfect definition of an assessment librarian or coordinator of assessment. Positions must be tailored for individual library organization's

needs. The two examples above provide just a small overview of the smorgasbord of my daily activities as coordinator of assessment at The Ohio State University Libraries. Assessment is challenging, yet rewarding work. I look forward to learning more as the field of library assessment continues to develop. ■



Sarah Murphy

Statistical Data Websites

Compiled by Marsha McDevitt-Stredney
 Director, Marketing & Communication
 State Library of Ohio

The following websites aggregate multiple data sources and provide interactive tools that may be used to gain a better understanding of the communities Ohio libraries serve. Descriptions include content copied from these websites either directly or slightly altered.

Nielsen MyBestSegments ZIP Code Look-up

<https://segmentationsolutions.nielsen.com/mybestsegments/>

The Nielsen MyBestSegments ZIP Code Look-up allows users to input a zip code to view a snapshot with a map indicating its boundary and quick facts on demographics. The website lets its users explore by zip code the populations' characteristics and lifestyle segments such as upper middle age w/kids, upscale older without kids, upscale middle age with kids, and upper mid older without kids.

MyBestSegments ZIP Code Look-up aggregates Census data, Nielsen survey data, and other sources of public and private consumer data. The data is presented in a format that encourages users (individuals and businesses) to learn about neighbors by their demographic data and lifestyle. According to the website, "the information should be interpreted as a general characterization of the population and its lifestyles, not as an exact analysis. At the heart of Nielsen segmentation is the adage 'birds of a feather, flock together.'"

Segments include: Lifestage Groups, Social Groups, Income Producing Assets, Householder Age, Education, Employment, Race & Ethnicity, Household Composition, Household Income, Household Tenure, and Urbanicity. Within each of the segments are sub-segments. For example, under Social Groups you will find Urban (Urban Uptown, Midtown Mix, Urban Cores), Suburban (Elite Suburbs, The Affluentials, Middleburgs, Inner Suburbs), Second City (2nd City Society, City Centers, Micro-City Blues), and Town and Country (Landed Gentry, Country Comfort, Middle America, Rustic Living).

The public has access to basic tools but to gain access to the more powerful data analysis tools, it requires a subscription. The screen capture below illustrates how the map is represented, the side menu showing the segments,

Population Reference Bureau

www.prb.org

and pie charts with demographic data that cycle at timed intervals.

Note: According to the website, the user should not rely on all of the information as an exact analysis. I had to dig around a bit to find that detail and think it may be a concern if students, journalists, or others expected to report factual information.

The Population Reference Bureau's (PBR) website provides detailed data and analysis in a variety of formats on of range of international topics including populations, health, people and their culture, and the environment. The purpose of the Population Reference Bureau is to inform, empower, and advance the "well-being of current and future generations."

The Publications section includes articles, data sheets, reports, and lesson plans on current issues impacting the well-being of populations throughout the world. Publications and multi-media sections include the following topics or categories: Aging, Children/ Youth, Education, Environment, Family Planning, Gender, HIV/AIDS/ STIs, Immigration/Migration, Labor Force, Marriage/Family, Noncommunicable Diseases, Nutrition, Population Dynamics, Poverty, Race/Ethnicity, Reproductive Health, U.S. Census and ACS in the regions such as Asia/Pacific, Europe, Latin America, Middle East, North America, and Sub-Saharan Africa regions.

DataFinder includes profiles of regions, countries, divisions, states, metro areas, counties, and other places. It also includes charts and maps that allow the user to "choose a topic to compare locations as rankings, Maps, Trends and Bars."

Statistical Data Websites

National Center for Education Statistics (NCES) MapED

<http://nces.ed.gov>

The National Center for Education Statistics (NCES) is the primary federal entity for collecting and analyzing data related to education in the U.S. and other nations. NCES is located within the U.S. Department of Education and the Institute of Education Sciences. NCES fulfills a Congressional mandate to collect, collate, analyze, and report complete statistics on the condition of American education; conduct and publish reports; and review and report on education activities internationally. <http://nces.ed.gov/about/>

The **Education Demographic and Geographic Estimates (EDGE)** program develops information resources to identify and understand the social and spatial context of education in the U.S. It uses data from the U.S. Census Bureau's American Community Survey to create custom indicators of social, economic, and housing conditions for school-age children and their parents. It also uses spatial data collected by NCES and the Census Bureau to create geographic locale indicators, school point locations, school district boundaries, and other types of educational geography to support spatial analysis. <https://nces.ed.gov/programs/edge/>

MapED is a dynamic data mapping tool that provides geographic context to NCES, Census, and other education demographic datasets. Create your own customized maps using the Interactive Data Map or explore pre-existing Story Maps. <http://nces.ed.gov/programs/maped/>

NCES conducts the Academic Libraries Survey as part of the **Integrated Postsecondary Education Data System (IPEDS)**. The Academic Libraries component for IPEDS replaced the previous Academic Libraries Survey, which was collected from degree-granting postsecondary institutions every other year in even-numbered years. The new Academic Libraries component is mandatory and will be collected annually in the spring starting with the 2014-15 data collection cycle. Visit the Academic Libraries Resource page for more information on reporting changes. After the data has gone through the Quality Check process, it will be released via the IPEDS Data Center. Older Academic Libraries Survey data (1996 – 2012) can still be found under the Library Statistic Program page.

Pew Research Center

www.pewresearch.org/data/

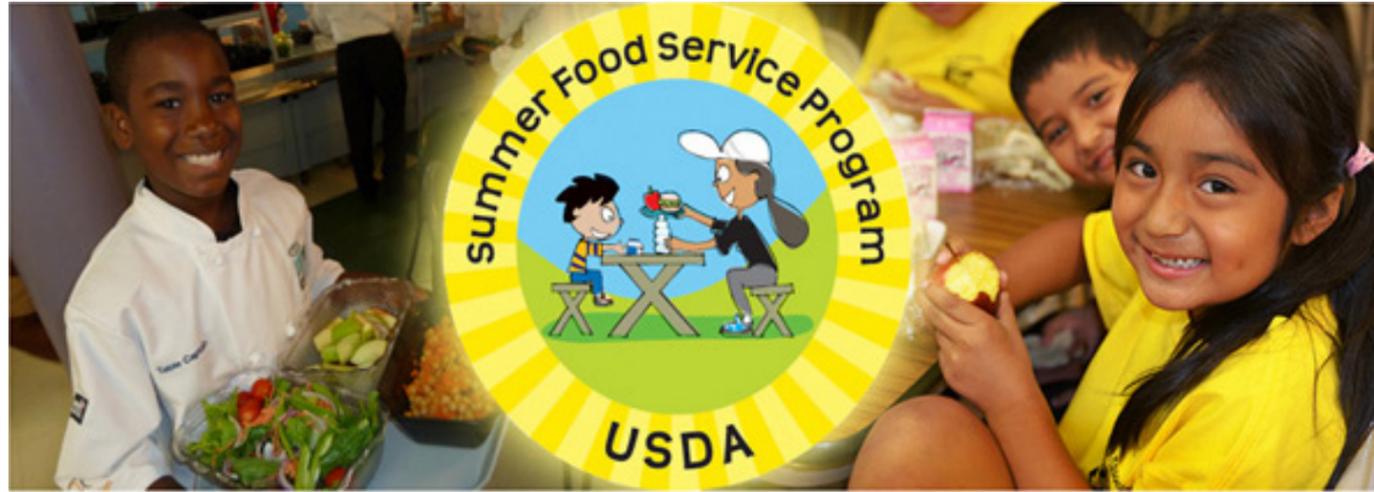
Pew Research Center is a nonpartisan fact tank that informs the public about the issues, attitudes and trends shaping America and the world. They conduct public opinion polling, demographic research, content analysis and other data-driven social science research. www.pewresearch.org/about/

Pew Research Center allows you to track key national, political, economic and demographic trends over time using their regularly updated charts. Users can also download their data sets, try their data interactives or view key data points.

The interactives include options to filter by year, research area, and interactive type such as data visualization, infographic, maps, quizzes, slide show, videos, and databases. ■

Summer Food Service

By the Numbers



<http://youth.gov/img/SFSP1.jpg>

By Gregg Gassman, Library Assistant
State Library of Ohio

Just one more. Many Ohio librarians have found just one more way to serve the children of their community by turning to the [USDA's Summer Food Service Program](#) (SFSP), and so it seemed appropriate that "JUST ONE MORE" was the theme of the recent SFSP summit. Ohio libraries aren't stopping with just one more, though: records kept by the Ohio Department of Education showed that there were a total of 111 public library-affiliated sites reported in 2015, and efforts are ramping up again in 2016, with a quick count showing 136 library-affiliated sites reporting as of mid-June. These site totals and other data points help to paint a picture of service that becomes clearer and more relatable the closer one looks.

ACROSS OHIO

Statewide, there's plenty of need for programs like the SFSP. ODE records indicate that schools filed for reimbursement for over 800,000 students receiving free or reduced price lunches (44% of total enrollment). These students and their families often struggle to access affordable and nutritious meals when school isn't in session. The SFSP is the USDA's solution to this problem, and their "open site" model has proven to be the most attractive option for many Ohio libraries, since open sites do not require specific registration or income verification—anyone under the age of 18 can receive a SFSP-sponsored meal or a snack at an open site.

Well over half of Ohio's more than 700 public library locations are found in areas that meet SFSP open site eligibility requirements and can therefore look into the possibility of hosting an SFSP open site to help meet the need. Two-thirds of Ohio's public library systems have at least one branch in an SFSP open site-eligible zone. Four-fifths of Ohio's public systems have a branch within 1,000 feet of an eligible zone, which means there may be walkable opportunities for library outreach at SFSP sites even if the libraries themselves cannot host a SFSP site.

IN THE COMMUNITY

Many Ohio librarians are well aware of the need and the numbers in their communities, and feel a sense of pride with seeing how their efforts make a difference. **Maria Trivisonno at the Warrensville Branch of Cuyahoga County Public Library** reflects on her branch's impact: "Cuyahoga County has 64,120 children facing food insecurity... Last summer, the Warrensville Heights Branch served a total of 1,602 meals. This school year, we piloted the Kids' Café program. From October to May, we served 533 unique people 2,991 suppers. That's almost 3,000 times a child was not hungry because of our food service." In describing what's inspired them to open three new SFSP sites, **Toledo Lucas County Public Library Media Relations Coordinator Ben Malczewski** is especially upbeat: "No matter the service we provide or share, our goal is to meet our customers at their point of need. The number of attending children

who were provided hot, nutritious lunches, far exceeded everyone's... expectations ...The total of 13,526 lunches provided to the children of Lucas County was an amazing effort by the Toledo Library branches, staff, and Feed Lucas County Children, who helped feed a lot of children who otherwise would not have had the healthy summer that they did."

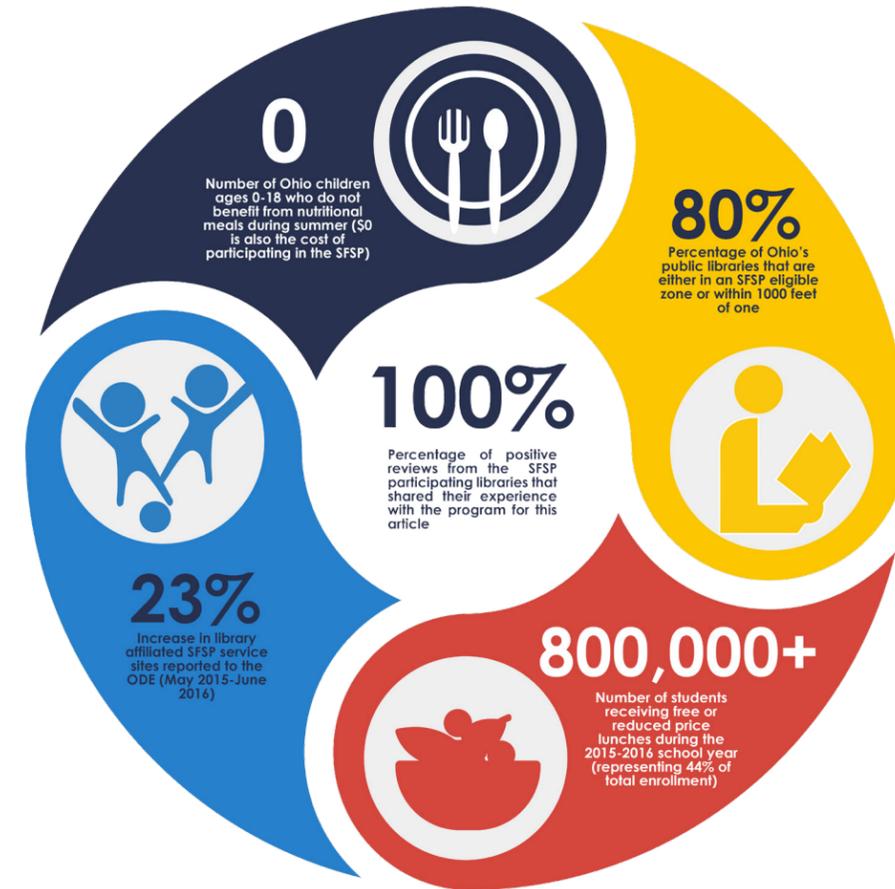
AT THE BRANCH

Regarding the work involved in running a SFSP open site, **Amy Chatlos at the Cuyahoga County Public Library's Parma Snow branch** is enthusiastic: "Even though serving the lunches is fair bit of work, I think the whole staff agreed that it was one of the most worthwhile programs we put on. Eating together does build community in a very fundamental way—so families are being fed, both nutritionally and emotionally/socially, and that impact is vital... it would be worth it even if it was ten times the work."

Becoming an SFSP site is a cost-effective community outreach program because SFSP food vendors are reimbursed by the USDA. The per-meal SFSP reimbursement rates for 2016 are \$2.0925 for breakfast, \$3.685 for lunch or supper, and \$.8650 for snacks, with slightly higher reimbursement rates for rural or self-prep sites. Eligible operative and administrative costs may also be reimbursed under the SFSP.

AMONG FAMILIES

Ohio librarians are also hearing directly from patrons about how the

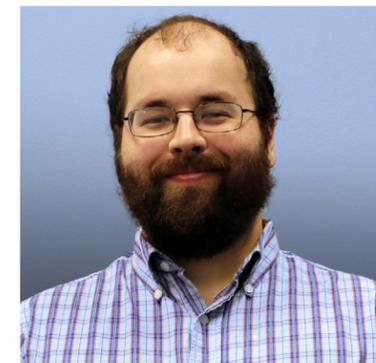


Original template design by freepik.com. Elements were created or edited in Adobe Illustrator. Some icons are from, ala.org, thenounproject.com and freepix.com

SFSP has helped individual families. According to **Garnet A. Wilson Public Library's Public Services Coordinator Jennifer Slone**, after another year of bringing his children to the library for lunch every day, one single father of four decided to share his appreciation with G. A. Wilson children's clerk Erin-Faith Neufarth: "I appreciate this program so much. It comforts me to know that I can bring them here for a healthy lunch. During the school year, my kids get free lunches, but it is especially expensive for me to feed them in the summer when they're home. I know I wouldn't be able to provide this kind of nourishment for them without the Summer Food Service Program."

To learn more about how to set up a SFSP site at your library, please visit library.ohio.gov/summer-food-service-program/. For general information on Ohio libraries and the SFSP, contact State Library

Consultant Janet Ingraham Dwyer at jdwyer@library.ohio.gov. If you are considering setting up your own SFSP site in 2017 (or partnering with a local SFSP site) and would like more site-specific information on how your library can take just one more step to fight childhood hunger in your community, contact State Library Assistant Gregg Gassman at ggassman@library.ohio.gov. ■



Gregg Gassman

"We encountered many children and teens who were obviously appreciative to receive a snack, and many visited regularly during this time who may not have otherwise come to the library."

Lori Brownson
Children's Department Head
Napoleon Public Library

"This is our first year participating in the Summer Food Service Program, and the results have been overwhelmingly positive. It's obvious from our interactions with these families that we're now helping to fulfill a great need in the county, during the summer months. In addition, most of the families haven't been the regular library patrons we're used to seeing, which means the program is creating numerous opportunities for establishing new connections. Participants have been signing up for Summer Reading and showing up for programs before and after the lunches are served. It's an excellent opportunity to make libraries even more essential to the success of a community, to create lifelong library users, and to form lasting partnerships with other community service agencies."

Nicholas Slone
Executive Director,
Adams County Public Library

"Our program runs for children ages 1 through 17 years of age and I get enjoyment to watch how some children react to the different foods. I don't care just as long as the child gets something to eat."

Patty Spencer
New Straitsville Public Library

DATA VISUALIZATION TOOLS

By Kirstin Krumsee
Library Consultant – Government Information
State Library of Ohio

RAW

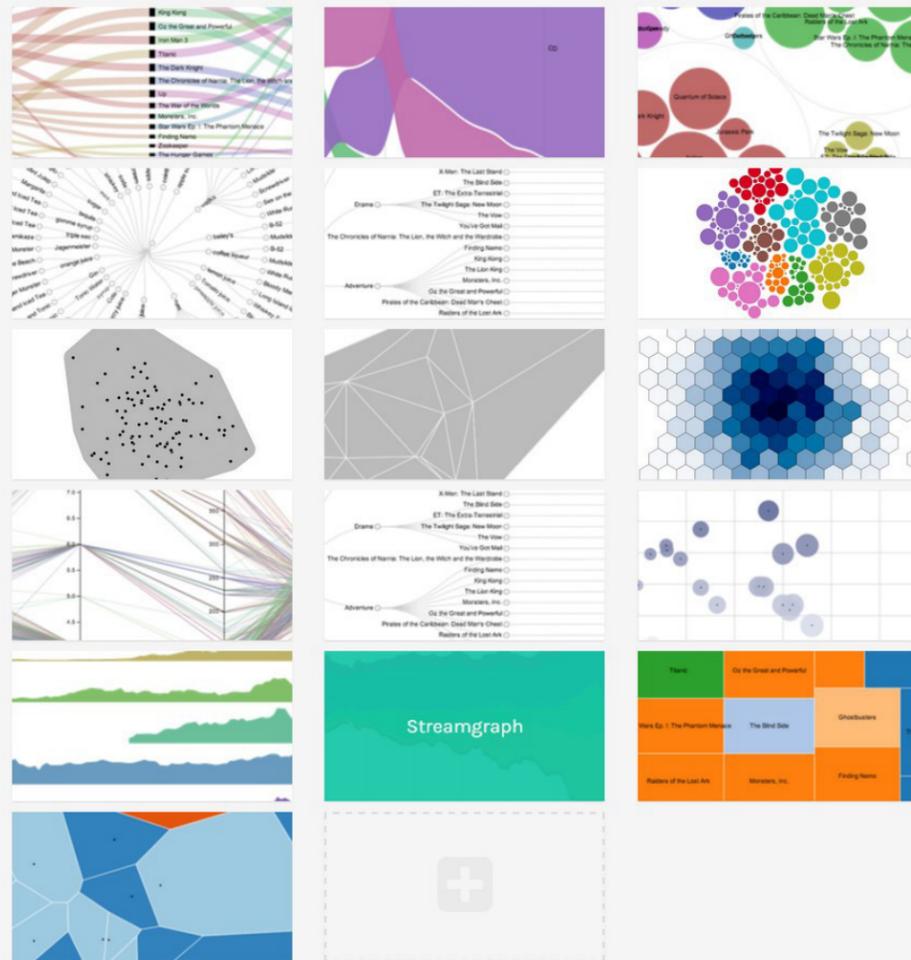
The missing link between
spreadsheets and vector graphics.

RAW is a simple data visualization tool that allows users to cut and paste a section of a spreadsheet into the online tool and drag and drop categories into columns to create meaningful visualizations. A particularly great thing about RAW is that it includes a number of data visualization types that aren't commonly found elsewhere and because they're so adaptable, it's a good way to see how one type of visualization might work for dataset A but be completely wrong for dataset B.
raw.densitydesign.org

Choose a Chart

Streamgraph

For continuous data such as time series, a streamgraph can be used in place of stacked bars.
Based on
<http://bl.ocks.org/mbostock/4060954>



Analytics made easy

Predictive analytics and data visualization built for you.
Analyze your data in minutes on your own without downloading software.

IBM Watson Analytics, formerly ManyEyes, is another tool that allows users to copy and paste in datasets from spreadsheets and creates dynamic data visualizations. Watson Analytics includes interactive visualizations with mouse-over abilities and lets visualization creators easily manipulate their data to provide the clearest and most accurate information.
www.ibm.com/analytics/watson-analytics/us-en



DATA VISUALIZATION TOOLS

AND RESOURCES

The Data Visualisation Catalogue

About • Suggest • Shop • Resources

The **Data Visualisation Catalogue** is very helpful when deciding what tool to use to visualize your data. It breaks things down to the level of finding what kind of relationship you're looking to convey and allows users to drill down to find the best types of visualization for each type of data. This site not only gives a detailed description of what the chart is and how it can be used, but refers users to a number of sources where you can (often for free) construct a chart of this type for your data visualization.

www.datavizcatalogue.com

The Data Visualisation Catalogue

About • Suggest • Shop • Resources

What do you want to show?



Comparisons



Proportions



Relationships



Hierarchy



Concepts



Location



Part-to-a-whole



Distribution



How things work



Processes & methods



Movement or flow



Patterns



Inkscape has sophisticated drawing tools with capabilities comparable to Adobe Illustrator, CorelDRAW and Xara Xtreme. It can import and export various file formats, including SVG, AI, EPS, PDF, PS and PNG. It has a comprehensive feature set, a simple interface, multi-lingual support and is designed to be extensible; users can customize Inkscape's functionality with add-ons. It's free and open source.

<https://inkscape.org>



Freepik offers users, high quality graphic designs: exclusive illustrations and graphic resources carefully selected by our design team in order to provide our users with great content that can be used in both personal and commercial projects.

www.freepik.com/



The **Noun Project** is a website with hundreds of downloadable free and for a fee icons. The Noun Project is building a global visual language that everyone can understand. We want to enable our users to visually communicate anything to anyone.

<https://thenounproject.com/>



Watch the recorded WebJunction webinar:
Data Visualization for the Rest of Us: A Beginner's Guide

A webinar on how to effectively turn data into visuals that tell the story of your library's impact.

www.webjunction.org/events/webjunction/data-visualization-for-the-rest-of-us.html

Descriptions for resources include content copied from their websites either directly or slightly altered.

Do you you have a special interest in librarianship?

Cindy Boyden compiled this list of membership organizations and special interest groups, divisions, and committees. Cindy is the LSTA Coordinator/Library Consultant at the State Library.

American Library Association

American Association of School Librarians (AASL)
 Assn. for Library Collections and Technical Services (ALCTS)
 Assn. for Library Service to Children (ALSC)
 Assn. of College & Research Libraries (ACRL)
 African American Studies Librarians Section
 Anthropology and Sociology Section
 Arts Section
 Asian, African, and Middle Eastern Section
 College Libraries Section
 Community and Junior College Libraries Section
 Distance Learning Section
 Education and Behavioral Sciences Section
 Instruction Section
 Law and Political Science Section
 Literatures in English Section
 Rare Books and Manuscripts Section
 Science and Technology Section
 Slavic and East European Section
 University Libraries Section
 Western European Studies Section
 Women and Gender Studies Section

Academic Library Association of Ohio (ALAO)

 A chapter of ACRL
 Assessment Interest Group (AIG)
 Collection Management Interest Group (CMIG)
 Curriculum Materials Center Interest Group (CMCIG)
 Distance Learning Interest Group (DLIG)
 Instruction Interest Group (IIG)
 Special Collections and Archives Interest Group (SCAIG)
 Support Staff Interest Group (SSIG)
 Technical, Electronic, and Digital Services Interest Group (TEDSIG)

Assn. of Specialized & Cooperative Library Agencies (ASCLA)

Library & Information Technology Assn. (LITA)
 Accessibility
 Altmetrics and Digital Analytics
 Authority Control (LITA / ALCTS)
 Drupal4Lib
 E-rate and CIPA Compliance Interest Group
 Electronic Resources Management (LITA / ALCTS)
 Game Making
 Heads of Library Technology
 Imagineering
 Instructional Technologies
 Library Consortia Automated Systems
 Linked Library Data (LITA / ALCTS)
 Maker Technology Interest Group
 MARC Formats Transition (LITA / ALCTS)
 Mobile Computing
 New Member Interest Group
 Next Generation Catalog
 Open Source Systems
 Patron and Privacy Technologies
 Social Media and Learning
 User Experience
 Women in Information Technology

Library Leadership & Management Association (LLAMA)
 Buildings and Equipment Section (BES)
 Fund Raising and Financial Development Section (FRFDS)
 Human Resources Section (HRS)
 Library Organization and Management Section (LOMS)
 Measurement, Assessment, and Evaluation Section (MAES)
 New Professionals Section (NPS)
 Public Relations and Marketing Section (PRMS)
 Systems and Services Section (SASS)
 SLA has Chapters in Central Ohio, Cincinnati, and Cleveland

Public Library Association (PLA)
 Budget and Finance Committee
 Annual Conference Program Subcommittee (2016)
 Every Child Ready to Read Oversight Committee
 Intellectual Freedom Committee
 Leadership Development Committee
 Legislation and Advocacy Committee
 Nominating Committee 2016
 Nominating Committee 2017
 PLA 2016 Conference Committee
 PLA 2016 Conference Program Subcommittee
 PLA 2016 Conference Local Arrangements Subcommittee
 PLDS Statistical Report Advisory Committee
 Public Libraries Advisory Committee
 Technology Committee
 Web Content Working Group
 Family Engagement Task Force
 Performance Measurement Task Force
 Continuing Education Advisory Group
 Membership Advisory Group
 Reference & User Services Assn. (RUSA)
 United for Libraries (Trustees, Friends, Foundations)
 Young Adult Library Services Assn. (YALSA)

Art Libraries Society of North America

Affiliated with ALA and 15 other related organizations
 Academic Division
 Art & Design School Division
 Museum Division
 Visual Resources Division
 Architecture Section
 Art Library Students & New ARLIS Professionals (ArLiSNAP)
 Cataloging Section
 Reference & Information Services Section (RISS)
 ARLIS/NA Ohio Valley - Midwest chapter that includes Ohio

Special Libraries Association (SLA)

Annual Conference Advisory Council
 Awards and Honors Committee
 Bylaws Committee
 Committee on Association Governance
 Emergency Preparedness & Recovery Advisory Council
 Finance Committee
 Information Outlook Advisory Council



ALAO Conference
October 28, 2016
Roberts Centre, Wilmington
www.alaoweb.org/conferences/conference2016



Ohio Library Council Convention & Expo
September 28-30, 2016
KALAHARI
<http://olc.org/events/convention-expo/>

Ohio Library Council (OLC)

 Adult Services Division
 Children's Services Division
 Digital and Media Services Division
 Human Resources and Trainer Development Division
 Information Technology Division
 Library Accounting Division
 Management and Administration Division
 Marketing and Public Relations Division
 Outreach and Special Services Division
 Reference and Information Services Division
 Small Libraries Division
 Subject and Special Collections Division
 Supportive Staff Division
 Technical Services Division
 Teen Services Division



2016 OELMA Conference
October 12-14, 2016
Columbus, OH
<http://www.oelma.org/events/conference>

Ohio Educational Library Media Association (OELMA)

 *Affiliated with AASL*
 Nominating Committee
 Scholarship and Awards Committee
 Advocacy Committee

Countdown to our Bicentennial

In this issue we include more digital representations of our news publication from 100, 50, and 25 years ago. These include the *Ohio State Library Monthly Bulletin* from 1916, and sections from *News From the State Library* from 1966 and *State Library of Ohio News* from 1990-91.

OHIO STATE LIBRARY

MONTHLY BULLETIN

Vol. 12

OCTOBER, 1916

No. 7

BOARD OF LIBRARY COMMISSIONERS

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C. B. GALBREATH COLUMBUS

SUMMER LIBRARY SCHOOL

For years past there has been expressed a desire that a summer library school be conducted in central Ohio for the benefit of those engaged in library work in the state. Recently the feasibility of instituting and conducting such a school has been seriously considered by the State Board of Library Commissioners. The State Organizer, Mr. J. H. Dice, and his assistant, Miss Amy Allen, have heartily endorsed the project and have been at work for some time upon plans for its realization.

The library school of Western Reserve University at Cleveland, which has contributed so much to professional training and higher standards of service, will heartily cooperate in the establishment and conduct of this summer school.

The library staff of the Ohio State University have expressed a willingness to assist and the trustees of the university through President Thompson have granted the use of a room for the school on the university grounds. The preliminary announcement of the opening of such a school is therefore in order at this time.

The first session will be held in the summer of 1917, the exact dates to be announced later. The work will be in charge of Mr. Dice, who is a graduate of the University of Pittsburgh and the library school at Albany and who has had practical experience in the Carnegie library at Pittsburgh, the library of the Ohio State University and the Ohio State Library. He will be assisted by Miss Allen, who is a graduate of Mt. Holyoke College and the library school at Albany, and has had ex-

perience in the Cleveland Public Library and the library at the University of West Virginia.

If occasion requires, additional assistance will be rendered by Miss Emily K. Colwell, a graduate of Denison University and the library school at Albany; Miss Edith Hyde, a graduate of the Ohio State University, the Illinois Library school and recently employed in the library of the University of Iowa; Miss Margaret Fullerton, graduate of Wilson College and the library school at Pratt Institute, and Miss Bertha Krauss, a graduate of the Ohio State University and the Pratt Institute Library School. All of these library workers are at present employed under the State Board of Library Commissioners. The arrangement for the summer school will not therefore require additions to the state library staff. It will simply mean that a part of the time that has heretofore been otherwise employed will be devoted to the important work of library training.

The library of the Ohio State University has a staff of thoroughly trained library workers who will be available for special lectures. It is probable that others eminent in the profession may be heard at the coming session.

Columbus offers many advantages as a location for such a school. It is near the center of the state and is readily accessible. Those in attendance will have access to the University Library, the State Library, including the legislative reference, organization and traveling library departments, the Public School Library and the City Library.

Within easy reach are smaller city and village libraries which may be visited for inspection.

In the portions of the city near the university grounds thousands of students live through the regular school year. Suitable rooms and board may here be had at reasonable rates for the summer term. Columbus is a capital city and as such offers attractions to those living in other parts of the state. Here are located the state capitol building, with its various executive of-

fices, the State University, the museum and library of the State Archaeological and Historical Society and many other institutions. Opportunity will be afforded to visit these and become acquainted with the service they are rendering the state.

This announcement is merely preliminary. Fuller details will be given later. In the meantime, those who will probably desire to attend summer school are requested to communicate with Mr. J. H. Dice, Library Organizer, State Library, Columbus, Ohio.

The Public Library and the Public School

By C. B. GALBREATH

The meeting of the Ohio Library Association held in Dayton, October 12 and 13, 1898, was an important one. At this meeting the county library was suggested although a record of that fact does not appear in the proceedings. The important papers, however, were published in full in "Public Libraries". These included an excellent address by Frank Conover, president of the association. In speaking of the large opportunity of the public library Mr. Conover said, among other things:

"But where is the most inviting field for invasion by the public library? There is but one answer and you know it—all of you. It is the public school. I would, if necessary, abandon every other method of reaching the public for the purpose of emphasizing and building up to the largest extent the work in the public schools. There are two or three cities in the state that do this now upon different plans. All of them are doing good. But what shall we say of the large number of libraries of the state which do nothing for the public schools except to supply the school children with books as they come to the library along with the other patrons—the adult patrons? It does seem to me that there is your work; that the libraries of the state should wake up to the vital importance of this field of endeavor. It is open, it is ready, and I think that there is a growing tendency on the part of boards of education, and of those in charge of the schools, to encourage practical cooperation between these two educational agencies."

In the eighteen years that have intervened since these words were uttered many changes have occurred. The world has been moving at a rate commensurate with twentieth-century anticipations, and here in America in the right direction. Great progress has been made in the field of invention. In Dayton, where the Ohio Library Association met, the problem of aerial navigation was solved and the names of the Wright brothers have been added to the immortals of history. Educational aims and methods have achieved larger results and the individual capacity of the child is receiving more discriminating consideration. Vocational training is emphasized as never before.

The public library is occupying a wider field and more and more adjusting itself to the practical needs of our twentieth century civilization. Here in Ohio we still talk of the library "movement"; and when we reflect that Andrew Carnegie since that time has presented eighty-two library buildings to different communities of the state we are impressed with the fact that the public library, like the Rev. Jasper's sun, "do move", but the movement at times is so deliberate as to raise interrogation points in the minds of the thoughtful and even of the enthusiastic.

After reading carefully the "Library Journal" for September, 1916, and considering the numerous excellent papers on the relation of the public library and the public

school, one may question whether anything has been added to the discussion of this extremely important subject which surpasses the quotation already made from President Conover's address.

In reading these papers and in following the trend of comment and suggestion in our library periodicals we are impressed, however, with the fact that there is a distinct awakening to the importance of the library as an educational agency and a necessary concomitant and supplement to our public school system.

The new interest, it seems, is developing most rapidly at present among those engaged in the profession of teaching. Eighteen years ago it was confined chiefly to librarians who were, in the language of President Conover, looking to the public school as an "inviting field for invasion". Now members of the teaching profession are realizing as never before that the library is a necessary laboratory for the teaching of literature and history, that it is helpful in the realm of science and vocational training and that the library habit is an essential equipment of the student who goes out into the world of action where books are our teachers when school days are ended.

In short, those engaging in school work have concluded that they will have for the use of pupils and students literature other than the regular text books. As a rule they are willing that the public library shall be the agency to supply this literature and that trained librarians shall administer its distribution and use. They are willing, in other words, that the public library shall occupy the field to which President Conover directed especial attention.

But the public schools are going to have more generally and more abundantly the service that the public library is already rendering in some of our cities. It is not overstating the situation to say that the public library is invited to come forward and occupy this field. If it can not or will not respond, we may rest assured, however, that the public schools will find a way to secure at least a measure of the service that they desire. We need not go beyond the boundaries of our own state to find

ample evidence of this purpose and tendency.

For some time past the state superintendent of public instruction has included a library among the requirements for all recognized high schools of the state. Not only has this been done but the department of public instruction has published a suggestive list of library books for high schools with introductory statements relating to the function and administration of the high school library and directions for the selection and purchase of books. High school inspectors from the department are making special note of the high school libraries and in their surveys are excluding all volumes that are unworthy of place in such libraries. As a result we have in every county of the state a number of high school libraries to which additions are regularly made by purchase.

In the unification of the work of these little libraries in the different counties, lies the greatest opportunity that presents itself today for library extension in Ohio.

The librarians and the teachers of the state should unite in cooperative effort to make the most of this opportunity.

Much has been said in behalf of the county library system. We are agreed that it is the agency for the solution of the library problem in Ohio, and perhaps in most other states of the Union.

In Ohio we may say that in the last sixteen years five counties have been organized for library service. A few other counties have taken an initial step in this direction. It is safe to say that the counties of the state are adopting this system at the rate of one every three years. Eighty-three counties are yet to organize. At this rate it will take 249 years to complete the organization.

This period of time is too long and the people will not wait until that limit is reached. It ought to be possible within a comparatively short time to establish some kind of a county library in each county of Ohio. The library profession of the state should aim at nothing short of the realization of this possibility.

Where there is a public library at the county seat the high school libraries already

established in the county should be united with this central library and a person thoroughly equipped by experience and training should administer the entire system and extend it to every portion of the county not already enjoying the advantages of a tax supported modern public library.

Where there is no central public library the school libraries of the county should be united in one system under like administration.

The schools have the machinery for the purchase of the books; the library profession should furnish the central building and the trained librarian.

The present county library law should be so amended and extended as not only to

permit but at the end of a certain period to require provision for this library service in each county of the state. Nothing could do more to popularize the present school code or justify the claims of the library profession than the concrete benefits that would promptly result from the establishment of this service. The central agent for this effective work would be an educated and trained librarian in each county, fully able to introduce the modern library to every community of the state and to cooperate with the state department of library organization in the upbuilding of a state-wide library service that shall supplement our system of popular education and make for a realization of the ideals of teachers and librarians.

School Libraries in California and New York

In an address before the Ohio Library Association on "The County Library" Mr. Joseph L. Wheeler, Librarian of the Youngstown Public Library spoke thus of the merging of school libraries into county libraries in California.

"Another very important phase of the consolidation, is the combination under the county library of any school district libraries which may wish to unite. The district school board of trustees, or the high school board of any high school district, may transfer the district school [library] fund to the county library fund. It may also transfer its books and other property. On receipt of notice to this effect the county superintendent must transfer this money from his county school fund to the county library fund. Out of 2,589 school districts in California, 558 have already followed

this procedure, and with very satisfactory results. When school work gives rise to the actual necessity of books, a plan which provides for such pooling of funds and consequent larger bookstock can hardly help being successful. One school of six teachers received during its third year of county library service over seven hundred books, although its own fund had only amounted to fifty dollars. The smallest rural school received not less than one hundred books."

Dr. J. I. Wyer, Director of the New York State Library, in his report recently issued from the press, summarizes this history of the school libraries in that state and the gradual merging and expansion of these into public libraries. Further reference to the report will appear in a future issue of the Bulletin.

Randall-Ryan History of Ohio

Rare Opportunity to Get This Valuable Work at a Very Low Price

The "History of Ohio: the rise and progress of American state", by Emilius O. Randall and Daniel J. Ryan, published at \$25.00, in five volumes, aggregating 2539 pages, with appropriate illustrations and an index of 114 pages is now offered at the remarkably low price of \$7.50 a set.

It is the only authoritative up-to-date

history of Ohio. No public library in the state can afford to be without this monumental work at this low price.

It is not probable that the remainder of this edition will last long. Libraries that do not have it should order a copy at once. Address orders to the Century History Company, 214-218 William Street, New York City.



AUG 24 1966

OHIO STATE LIBRARY DOCUMENT

— FROM THE —



No. 60, August 17, 1966

STATE AID

Beginning July 1, 1966, the State Library grant-in-aid program will be distributed on a fiscal instead of on a calendar year basis. The same formula for distribution will be used. The only difference will be that the grants will be distributed between July 1, 1966 and June 30, 1967 instead of between January 1, 1966 and December 31, 1966. Instead of receiving two checks and in some cases only one check a year, all distribution will be made on a quarterly basis so that within a fiscal year your library will receive 4 checks. For example, if your library has been eligible for the maximum amount of \$6,000, you will still receive the \$6,000 in four quarterly payments of \$1,500 each. Your library will be notified in December of this year of the total amount of State Aid you have received for the calendar year 1966.

This change is being made because mass distribution of funds like the State Aid Program has been put on the computer by the State Finance Department and the easiest way to distribute these funds is on the quarterly basis.

Payments for interlibrary loan and grants to the smaller libraries will be made in the third quarter (January-March, 1967). Specific information about these programs will come later.

(NOTE: This fiscal distribution refers only to the regular State Aid from General Revenue Funds which libraries have been receiving for the past 30 years.)

LIBRARY SERVICES AND CONSTRUCTION ACT

The State Library has not announced its 1966-67 LSCA program because, although the bill has been passed by Congress and signed by the president, to date no appropriation of funds has been made. While the State Library anticipates no reduction in grants, it cannot formally announce a program until funds are available. We hope it will not be too long before Congress does appropriate funds.

LIBRARY SURVEY

The survey of public libraries in Ohio has been approved by the State Library Board. The Board has contracted with Dr. Ralph E. Blassingame, Library School, Rutgers University, to head this program.

The survey will study existing library services in the state; it will study the relationship of the State Library to public libraries and the relationship of public libraries to each other; it will develop a plan of action for long-range improvements in library services in the state. The program will "get off the ground" around the first of September.

LIBRARY SCIENCE COURSE LIST

A list of library science courses and credits offered by Ohio colleges and universities has been prepared by the State Library. Anyone interested in continuing professional education or in studying a specific course will find this list helpful. It is available upon request from the State Library.

(over)

TAPED BOOKS FOR BLIND

Grants for the purchase of equipment for making taped books for use by blind readers have been given to the PUBLIC LIBRARY OF CINCINNATI AND HAMILTON COUNTY and to the CLEVELAND PUBLIC LIBRARY. This equipment opens up a new resource center for these libraries. Master tapes of the 3000 books already on tape at the Library of Congress will be available to them for making duplicates, thus enabling them to enlarge their own collections. The Cincinnati and Cleveland libraries are two of 20 such regional centers for service to the blind in the United States.

STARK COUNTY BORROWING SYSTEM

The cooperative efforts of the seven libraries of Stark County (ALLIANCE, CANAL FULTON, CANTON, LOUISVILLE, MASSILLON, MINERVA and NORTH CANTON) will enable over 300,000 citizens residing in the county to enjoy additional and better library service.

The Gaylord charging system, presently being used by the Alliance, Massillon and Canton libraries, will be put into effect by the remaining four libraries in the county. Because of this uniformity, all seven libraries will honor cards from their sister libraries.

SESQUICENTENNIAL CELEBRATION

For the Sesquicentennial Celebration of Sunbury during the week of June 28-July 4, the COMMUNITY LIBRARY prepared an interesting historical exhibit. Delving into old archives (all the way through courthouses, Statehouse, university and cemetery records) the library assembled a display of Xeroxed documents, maps, clippings showing the evolution of the town. Artifacts and mementoes were also displayed, along with rare and valuable old books. More than 1800 people signed the library's guest register during this week - each was given a souvenir bookmark showing the replica of the original invitation issued in 1823 "to form a public library".

ALARM CLOCK?

The three staff members who borrowed an alarm clock during the Reference Workshop at Capital University would like to return it. What librarian is having trouble getting to work on time? Write to Mrs. E. Woodward, Reference Librarian, State Library.

AIR CONDITIONED OPENING

When the new NORTHERN HILLS BRANCH of the CINCINNATI AND HAMILTON CO. P/L (built with assistance from LSCA funds) was opened on July 11, a new book circulation record was established: in nine hours 3,252 books were checked out - proving an air-conditioned library is a good place to visit in near hundred degree temperature! Formal dedication is planned for September.

PERSONAL

Arthur T. Hamlin, University of Cincinnati's director of libraries, has received a Fulbright grant for a comprehensive study of Great Britain's university libraries ... After a year of retirement Mrs. Mildred B. Turnbull (former librarian of the WARDER P/L 1948-65) has accepted a position as librarian in Venice, Florida ... Mrs. Coral Spencer retired July 9 from GRANDVIEW HEIGHTS P/L system after 15 years service ... On August 27 Mrs. Elizabeth D. Norton resigns from the DAYTON AND MONTGOMERY CO. P/L to assume a multiple new role at Berea College, Berea, Ky: circulation librarian, dormitory director supervising 34 senior girls, and teacher of library science courses.

I know all librarians in Ohio will join with me and the State Library staff in welcoming Mr. Joseph F. Shubert, when he assumes his position as State Librarian on September 1.

Ruth Hess

Printed By THE STATE LIBRARY, COLUMBUS, OHIO

State Ranking by Library Income

based on information provided by
the National Center for Education Statistics

State	Population	Reporting Libraries	Income	Income Per Capita
1. New York	17,558,072	759	\$536,857,641	\$30.58
2. California	28,669,418	168	\$494,092,393	\$17.23
3. Ohio	10,854,200	250	\$327,757,387	\$30.20
4. Illinois	10,055,720	597	\$228,406,723	\$22.71
5. New Jersey	7,650,097	301	\$183,258,954	\$23.96
6. Florida	12,786,844	104	\$177,817,277	\$13.91
7. Texas	14,773,905	467	\$147,424,826	\$9.98
8. Michigan	9,279,772	375	\$136,592,770	\$14.72
9. Pennsylvania	11,532,136	441	\$128,297,707	\$11.13
10. Massachusetts	5,888,600	329	\$124,609,600	\$21.16
11. Washington	4,511,259	70	\$110,104,629	\$24.41
12. Indiana	5,224,051	236	\$109,711,461	\$21.00
13. Maryland	4,499,000	24	\$105,821,685	\$23.52
14. Virginia	5,854,800	88	\$97,853,021	\$16.71
15. Wisconsin	4,862,364	372	\$85,466,964	\$17.58
16. Minnesota	4,231,692	133	\$81,293,691	\$19.21
17. Connecticut	3,104,418	173	\$74,866,574	\$24.12
18. North Carolina	6,575,359	98	\$72,845,166	\$11.08
19. Missouri	4,433,486	142	\$65,993,892	\$14.89
20. Colorado	3,316,877	130	\$64,440,167	\$19.43
21. Georgia	6,496,888	49	\$63,170,059	\$9.72
22. Arizona	3,473,276	82	\$55,906,059	\$16.10
23. Louisiana	4,202,121	64	\$53,817,562	\$12.81
24. Oregon	2,552,089	123	\$41,748,568	\$16.36
25. Tennessee	4,895,000	178	\$38,189,199	\$7.80
26. Iowa	2,913,387	494	\$37,902,024	\$13.01
27. Kansas	1,959,234	317	\$35,819,212	\$18.28
28. Alabama	4,026,040	196	\$35,361,475	\$8.78
29. Kentucky	3,617,889	115	\$33,246,002	\$9.19
30. Oklahoma	2,708,150	102	\$31,694,875	\$11.70
31. South Carolina	3,121,820	40	\$28,116,523	\$9.01
32. Utah	1,691,400	69	\$23,063,499	\$13.64
33. Nebraska	1,341,937	256	\$19,082,437	\$14.22
34. Mississippi	2,635,700	46	\$18,935,924	\$7.18
35. New Hampshire	1,076,839	219	\$18,894,507	\$17.55
36. Dist. of Columbia	628,600	1	\$18,517,000	\$29.46
37. Hawaii	1,012,100	1	\$17,441,084	\$17.23
38. West Virginia	1,928,689	97	\$15,031,168	\$7.79
39. Nevada	1,334,350	26	\$14,994,569	\$11.24
40. Arkansas	2,264,686	38	\$14,733,367	\$6.51
41. Rhode Island	938,963	46	\$14,288,437	\$15.22
42. Alaska	540,763	88	\$14,107,152	\$26.09
43. New Mexico	1,194,044	67	\$14,103,577	\$11.81
44. Maine	1,012,025	235	\$13,122,835	\$12.97
45. Idaho	861,082	104	\$11,617,893	\$13.49
46. Wyoming	479,999	23	\$9,831,837	\$20.48
47. South Dakota	515,175	99	\$7,676,067	\$14.90
48. Montana	884,054	79	\$7,288,190	\$8.24
49. Vermont	511,456	170	\$7,101,420	\$13.88
50. Delaware	670,452	29	\$6,237,095	\$9.30
51. North Dakota	375,058	54	\$3,110,551	\$8.29
TOTAL	237,525,336	8,764	\$4,077,662,695	\$17.17

The Unexpected Library

How can a library help hospital patients?

During National Library Week librarian Joy Prichard at Fallsview Psychiatric Hospital in Cuyahoga Falls helped hospital staff learn how the library can be "a meaningful component of their working life." Prichard's week of programs introduced a total of 91 nursing staff to the large variety of library resources available in both the staff and patient libraries and demonstrated how to use these materials to benefit the patients in this intermediate care mental health facility.

The program at Fallsview is one example of helping people help people through available library services.

Poster Available

A four-color poster, commemorating the White House Conference on Library and Information Services, is now available.

A globe provides the background for the poster, with three photo insets depicting the three themes of the Conference: enhancing literacy, increasing productivity, and strengthening democracy.

To obtain a free poster, call Jane M. Byrnes, Public Information Specialist, State Library of Ohio, (614) 644-6875.

Photo Winner

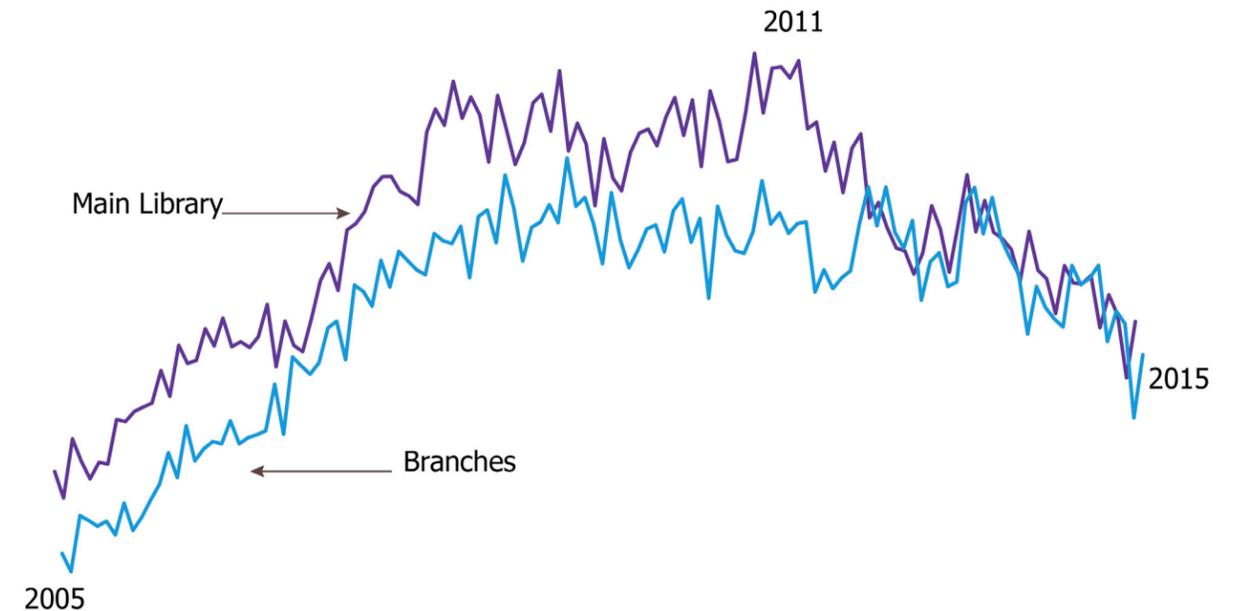
Robert Strong, 11, of the Loudonville Public Library won an Honorable Mention in the Youth, Color division of the "Year of the Lifetime Reader" national photography contest, sponsored by ALA, the Center for the Book in the Library of Congress, and World Book, Inc.

Thirteen national winners and twelve honorable mentions were selected from more than 600 entries.

For Sale

The Ohio Wesleyan University Library system has empty card catalogs available at reasonable prices. Two double, double-sided cabinets and three single-sided catalog cabinets are for sale. For more information, contact Jan Henry at (614) 368-3247.

DVD CIRCULATION, JANUARY 2005-MARCH 2015



The Library is beginning to experience a decline in the rate of DVD circulation. Such declines mirror what is happening at other libraries. March 2015 DVD circulation is similar to pre-recession figures.

INTERVIEW continued

reading? Do you know more now than you did?" If you give this assessment to a parent, "Can your child read better than they did when they came in?" Summer reading is one of the things. We're also looking at the early childhood literacy area, the digital inclusion, and civic and community engagement because we already have programming that is around those areas. So that's another good thing about it. We're not building something new to do this. We're taking things that we already do, and do really well, and just wrapping them in this Project Outcome survey.

Marsha: You're using a survey as your collection tool? I believe I noticed in your slides from a presentation with Missy Lodge that there's a follow-up at a later date. Is that a challenge to connect with those attendees or participants?

Anastasia: It really is. Some of them not so much, but I'm concerned about summer reading in that regard. It's not a traditional pretest-posttest. We're not judging literacy before and after. The people we get at the beginning of the summer may be the people we have at the end, but maybe not. It's a challenge for public libraries. We talked about this related to the job skills survey. There's a Project Outcome area focused around job skills, and that's one we hope people will come back and tell us, but oftentimes they don't unless they were already regular library patrons. That's been a challenge. As a communications person, you can understand that we want those stories. That's a challenge for us.

Marsha: And the privacy issue is such a hurdle, I imagine.

Anastasia: Absolutely. I was recently reading LSTA grants [proposals] and I'm so envious of the academic and school libraries. Not only is it a culture of evaluation and inquiry, that's just natural to those areas, but I think there's a different expectation of privacy here.

Marsha: It makes it very difficult to say, "This child attended a program, and their number of checkouts increased or decreased."

Anastasia: That's what I'm trying to get to. There's been a lot of talk about that in public libraries around data mining and privacy. I think we're probably at a point where those conversations, maybe... the outcomes of those may change. I think the people that are younger today are used to sharing their data that I wonder if that will change the conversation.

Marsha: Are there other big decisions that you can think of that your library has made, or directions taken that you've helped influence with the data you've collected?

Anastasia: Yeah, I'm thinking around collections. I started looking at who uses the Main Library relative to where they live. That has been really powerful. Once you see on a map that people who use the downtown Main Library live so far away, they could live in Pennsylvania. They could live anywhere else in Ohio. I think that makes a really strong case when we talk to legislators. I think it's really powerful. That's maybe been an indirect value.

We also did that with the Ohio Library for the Blind and Physically Disabled a few years ago. I mapped the addresses of every patron who was receiving the services. In 2009 and 2010, as we were looking at cuts in funding. I think that kind of information empowered and equipped our Director to have those kinds of conversations. I would like to think that that helps with decisions.

Marsha: I'm intrigued by the downtown analysis, has your Director worked with tourism or transportation to highlight the number of visitors coming there?

Anastasia: Fun fact, the Main Library is listed in the top 10 tourist spots for Cleveland on Trip Advisor. The word is definitely out there. I think it's definitely helped the Library in the conversations with the Mayor. I know we're not the only one to deal with this, but government officials may think "Okay, Cleveland Public Library... What are you doing for me now?" Being able to take some of these visualizations and show that this is the value that we bring here. This is a draw. It's a tourism draw. We'll be hosting the First Folio soon, so I've been working on what those measurements might be.

Marsha: Can you explain First Folio?

Anastasia: Shakespeare's First Folio from the Folger Shakespeare Library, will be here this summer. We're going into this ahead of time, thinking about the things that we're going to want to capture – surveying people, as simple as "Where are you from?" so we get a sense of that. We're hoping to get people from all over the state.

Marsha: And, "how did you hear about it?"

Anastasia: Yeah, all of that – we're changing the things we're

asking people. We have not asked those things, and now we're asking, which is good, I think.

Marsha: I saw a survey when I went to the PLA Project Outcome website. Are you going to enter the survey responses you collected into the PLA survey?

Anastasia: Yes, we've done that.

Marsha: Is the information you are entering about how you implemented the program? Or, the actual surveys?

Anastasia: Just actual surveys. PLA is definitely iterating on Project Outcome. They are working on new measures that we haven't tested yet. They're going to pull all of our data in and make a dashboard, but I haven't seen it yet.

Marsha: Speaking of dashboard, I know you are collaborating with Sarah Murphy (Assessment Coordinator, OSU Libraries) on a LSTA grant. I'm wondering what your impressions are about Tableau and how you see the training at the public libraries going.

Anastasia: I'm curious about your thoughts too. You and I

were in the workshop. At the end of that day, I thought "I've got my work cut out for me here." The company Tableau has done as much as possible to make it as easy as possible, but even for them 'as easy as possible' is still I think at a level... It can be really confusing.

Marsha: I think it's very confusing at first too.

Anastasia: I work in this area all the time. I've presented on data literacy. It's something I'm always thinking about. To me, Tableau demonstrates the importance of data literacy. It has tremendous potential for public libraries. I think that'll be the challenge with Tableau.

Marsha: It's so exciting, but not everyone feels the same way about it.

Anastasia: I don't want somebody to back away because they are figuring out how to get data to a point that they can go into Tableau.

Marsha: That seems to be the most challenging part, cleaning up the messy data.

Anastasia: That is the thing that we're going to have focus on most. Over the last few years, I learned about GIS and mapping and seeing how important the accuracy of data is when creating any kind of map or chart. People need to understand how important cleaning data is and figuring out what needs to be there.

Marsha: It can take hours to go through circulation data to clean it up.

Anastasia: Yeah. Data visualization is a hot topic. People are talking about it, and that's great. But the secret to it that nobody wants to talk about is the work that goes into it.

Every month I do an Infographics for our Board, showing a data point that's interesting. Not that what I did but what the staff does. What they are doing is so amazing. With Tableau I'm excited, and also I just want to get this right. I want people to understand that it's not about Tableau. It's the data.

Marsha: How do you work with staff to ease their apprehension that you're judging their work? That it can be a great opportunity to share with them and others, the exciting work that they are doing. Do you find some hunker down and feel threatened?

Anastasia: Over the last few weeks we've been working on the Connect Ed Challenge, to make sure library cards go out to kids in our local school district. I made a tree map, and each block – the size of it corresponds to how many cards each branch had issued. I thought "I'm showing the whole picture. Those individual blocks are important but only to get the whole picture and show that everybody is participating in some way. Everybody is doing their part." That's been hard because the story you're trying to tell is not always the one that someone is hearing.

Marsha: Are some focusing on their contribution?

Anastasia: Yeah, they are looking at their thing. I said "No, I'm not criticizing you. Look at the whole." That's been tough. I'm going to be spending time explaining why accurate tracking of what they do is important. I'm hoping that starting there will get us to why that picture in Tableau is so important.

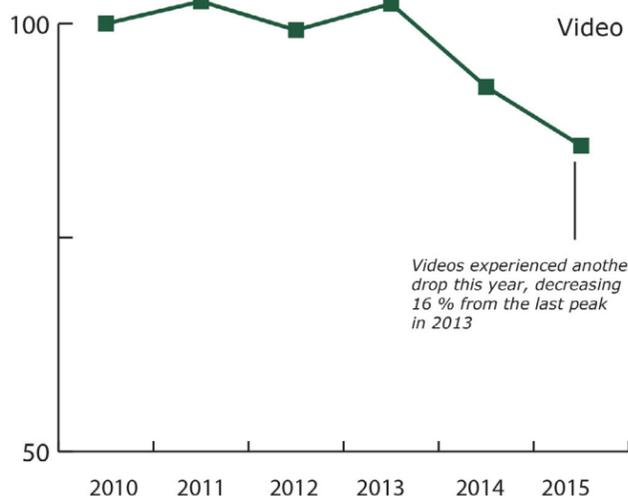
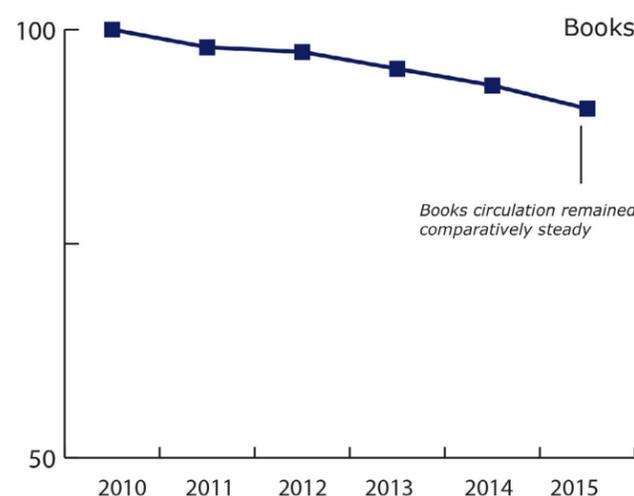
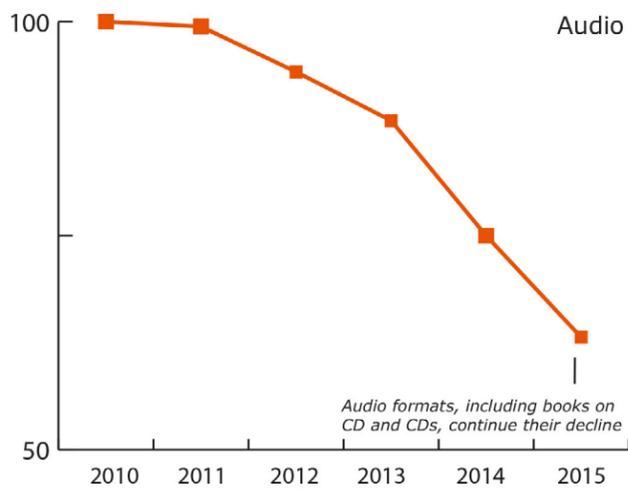
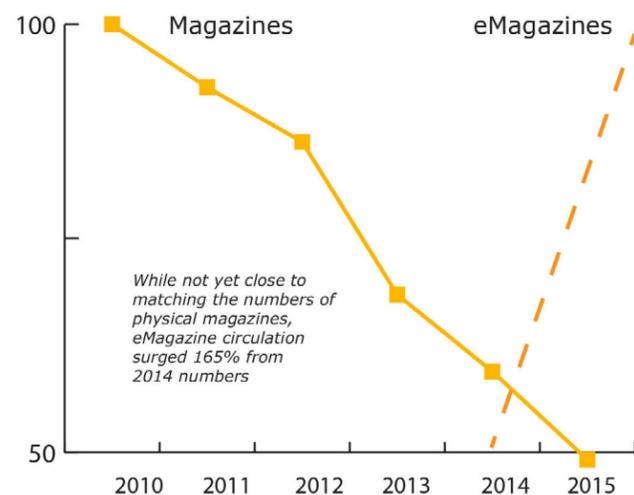
Marsha: What a typical day like for you? It sounds like you're doing so many different things.

Anastasia: A typical day – thankfully I don't have a typical day. I love that. A typical week might be... For instance, last week these new library cards went out. It was "Okay, we will figure out how we're going to track them. Come up with some digestible graphic to show the director on a weekly basis. Okay, good." We figured that out.

Another part of my position is around Innovation. We're in the midst of our innovation grant cycle right now. This is a program where people can apply for a small amount of the Library's budget to do a program that's of interest to them, that benefits their community. That's been really awesome. We're in the home stretch, because announcements are going to be going up this week, actually today. I've been reading

Trends in circulation by format, 2015

In 2015, the electronic circulation of magazines began to rise quickly as physical circulation declined further. While all audio formats decreased, audiobooks saw a higher decrease. The decline in CPL's DVD circulation mirrors similar declines in CLEVNET and libraries across the country.



through the proposals and been completely blown away by what people can do on a shoestring. There are amazing things that people do with so little resource-wise, seeing their ingenuity. That was last week. It's never typical.

There's always some policy part of it. There's always some technology part of it. There's always some report that somebody needed yesterday.

Marsha: Are you doing the writing, or primarily giving them the data in a package that's going to be easy for them to include?

Anastasia: It's kind of both. For instance, we were looking at how we're going to implement the Project Outcome measures for a summer reading. It was meeting with the person who is in charge of summer reading and figuring out... ahead of time. I had given her sort of my plan for how we will do with the evaluation. It's working with staff through drafts and trying to figure that out. I think just trying to make sure that people understand that it's a collaboration, and we're working on this together.

Marsha: You've touched a little bit about the challenges of a large system. Are there any others that you haven't mentioned? For instance, what you're doing-your position, in a sense would just be an incredible luxury to a smaller system. Other libraries may have one person doing parts of it with some of their time. But, there are other challenges that your system faces that are different.

Anastasia: Yeah. Maybe this is just for every library system. We have a lot of questions, "Are we doing enough? Are we doing enough for this group? Are we making sure that we're covering this?" I think the challenge is to constantly be looking for opportunities to do more and also checking in to make sure you are actually accomplishing what you said you were going to do. I feel such a responsibility to the people of Cleveland, "Are we getting it right?" That's it to me, and I know everyone deals with that.

Marsha: Thinking about your library's strategic plan and how you view innovation... Are you looking to see if the work aligns with the goals of the strategic plan?

Anastasia: Absolutely. That was one of the things that when we started the [Innovation Grants] a few years ago, it had to be tied to our strategic initiatives in some way. Whatever you were thinking of had to be somehow tied to that.

Marsha: Is there an expectation, because of the size of the library you work for, of being present on a national level with your work? For example, publishing and presenting at conferences. Or, is that something you do because you want to?

Anastasia: Personally I feel that you have a responsibility, if you're doing something, to give back to the profession. Personally, I don't do it because I think we have all the answers. I think we just have the same questions. I hope that through doing any kind of publishing, or talking, or whatever—it's building this community, a community of learners around the same ideas. I think there's just a lot of us that have the same questions, whether they be around digital strategies or outcomes or innovation. These things that we are all trying to figure out.

Marsha: Although I think you've answered this... Let's finish with, "What part of your work brings you the greatest satisfaction?"

Anastasia: Obviously the Innovation part of my work is awesome. I think being able to take data, however that is, and make it into something that actually changes someone's viewpoint on a particular data point... I can't say it happens all the time, but if it does happen, I think that really brings a lot of satisfaction. Because, you can actually see someone's point of view change. How many times you get to do that? ■



75% of librarians need more caffeine --no matter when you're reading this



Reprinted with permission from Fake Library Statistics



26% of librarians think that the worst part of working at the ref desk is that no one can see your awesome socks



The State Library of Ohio provides support to help WebJunction provide these opportunities at no cost to staff working in all types of libraries and museums. Visit www.webjunction.org to learn about all the resources available at no cost for library staff in Ohio.

Webinars

WebJunction hosts free live training events via the web that are open to all. Each session covers a high-interest library topic presented by real-world practitioners and experts. Register to attend upcoming webinars, or view the recorded sessions for those you may have missed.

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The WebJunction Course Catalog is available at no cost and open to library staff everywhere. WJ offers library-specific self-paced courses, webinar archives, and other great learning materials. Certificates of Completion are available to help library staff meet CE and LEU credit requirements. Create your free account and start learning today.

Training Resources

Learn about the skills that are essential to today's library worker with WebJunction's Competency Index, find out how to manage your own growth, and get support for how to be a successful e-learner.

Explore Topics

Library staff must be competent in a broad range of knowledge and skills in order to run an effective library. This ever-growing collection of resources covers the spectrum of the most critical topics for those working in the library profession today. These resources were freely contributed by WebJunction members, libraries and library organizations, and other experts in the field. Documents, articles, handouts, webinar archives, links to other online services and information, plus the latest news are all gathered by the following topics.

- Leadership
- Advocacy
- Budgets & Funding
- Change & Adaptability
- Communication
- Community Relations
- Digital Inclusion
- Friends & Trustees
- Innovation & Creativity
- Legal Responsibilities & Ethics
- Organizational Management
- Partnerships & Collaboration
- Planning & Coordination
- Staff Management
- Staff Training
- Competencies
- Create & Deliver Training
- Manage Staff Training
- Personal Growth and Development
- Resources for Learners
- Library Service
- Access & Equity

- Children
- Collections
- Customer Service
- Digital Literacy
- Government Information in the 21st Century
- Marketing & Outreach
- Needs Assessment
- Older Adults & Seniors
- Policies
- Programming
- Readers Advisory
- Reference
- Social Library
- Space Planning
- Spanish Speakers
- Teaching Patrons
- Workforce Services
- Young Adults & Teens
- Technology
- Computer & Internet Basics
- Computer Cookbooks

- Computer Equipment
- E-Rate
- E-Readers & Other Mobile Devices
- Integrated Library Systems & Databases
- Managing Public Computers
- Networking Public Computers
- Office Applications & Other Software
- Social Networking & Web 2.0
- Technology Planning
- Website Design
- Programs
- Geek the Library
- Health Happens in Libraries
- Project Compass
- Rural Library Sustainability Program
- Spanish Language Outreach Program
- Strengthening CE Content for Libraries
- Supercharged Storytimes
- Transforming Library Spaces

Skillssoft: Library staff in Ohio also have access (at no cost) to over 500 online courses on a wide range of technology and business topics through our state subscription to Skillssoft. The Skillssoft site was just upgraded and we think you'll like the new learner interface as well as the content that can help you meet your individual learning needs.

Here are just a few of the courses that you will be able to take:

- Professional Networking Essentials: Developing Confidence
- Leadership Essentials
- Customer Service Fundamentals
- Managing Change
- The Essentials of Budgeting for Non-financial professionals
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There is also a variety of courses and short, tutorial videos to strengthen your technology skills on topics including:

- Microsoft Office 2010, 2013 and 2016
- Windows 7, 8 and 10
- Mac OSX
- Adobe software including Acrobat, Photoshop and Illustrator

Visit the State Library's website for more information about [Training and Professional Development](#) opportunities and how to register for a free Skillssoft account and get started.

library.ohio.gov/services-for-libraries/training-and-professional-development/

