

College Women: Recommendations for Planning, Marketing, and Assessment



Arden Kirkland
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College Women: The History of Women's Education Digital Portal

Partner Librarian: Joanna DiPasquale, Digital Initiatives Librarian, Vassar College

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School of Information Studies at Syracuse University

arden@ardenkirkland.com

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Executive Summary

When it comes to building digital libraries, it's easy to get caught up in the technical details, but it's important to always remember the library's mission. This report provides an opportunity to step back and ensure that planning, marketing, and assessment are all done with a view to the potential for impact on the lives of those who use and contribute to the library. The identification of long-term outcomes can help to guide every action in library development.

This report is the result of a semester-long study of the early development of *College Women*, the History of Women's Education Digital Portal. While this study looks at the collaboration of the initial contributors from the institutions known as the Seven Sisters, it focuses on the perspective of contributors at one: Vassar College. Three tiers are considered: the physical archives as the starting point, each institution's individual digital library program in the middle, and the digital portal that unites all seven current contributing institutions.

College Women brings voices and images of early college women together with voices of current scholars of women's history. This digital portal aims to provide centralized access not only to primary source archival material, but also to interaction with a community of scholars including archivists, librarians, faculty, students, and other researchers. Online exhibitions and essays created by members of this community will provide context for library content, sharing knowledge about women's history with a wider audience. The features of the digital portal will increase productivity for faculty and student research and for archive and digital library staff.

Using the resources of this library, researchers will be able to include the stories of college-educated women in their research in a variety of fields, exploring women's perspectives that have previously been under-represented, ignored, or taken for granted regarding politics, the economy, sexuality, body image, race, class, religion, wars, public health, and many other subjects. This digital library deserves continuing support to bring more voices of women from history the attention they deserve.

For this digital portal to survive and thrive, it will need increased support from both internal and external funders. It is crucial for evidence of impact to reach these stakeholders, showing that the populations and issues most important to them are well served by the portal.

As a result, the recommendations of this report are focused on:

- collection development targeted to institutional focus areas and stakeholder needs
 - continuing digitization
 - curated content in the form of exhibitions and essays
 - developed through faculty/student collaboration at participating institutions
 - subject guides and related item links for interactivity with existing content
 - a faculty forum to develop plans for research projects and course curricula
 - increased visibility of archivists and librarians
-

Course Information

IST 613: Planning, Marketing, and Assessing Library Services

School of Information Studies, Syracuse University

Course Description

This course focuses on ways in which libraries create and deliver value to their users and stakeholders, as well as the institutions, organizations, or communities of which they are a part. In order to make an impact and provide a return on the investment made in libraries, librarians must determine the degree to which their services, expertise, and resources contribute to the ability of their institutions, organizations, or communities to meet their missions and fulfill their purposes. Once determined, the value and impact of libraries must be developed and shared. Three main skill sets for increasing and communicating the value and impact of libraries include assessment, project management, and marketing. To develop these skills, this course embeds students within the context of an individual library where they: 1) determine the purposes/missions of the overarching institution/organization/community of which the library is a part, 2) assess the degree to which existing library services, expertise, and resources contribute to those purposes/missions, 3) develop a report of the current value and impact status of the library, 4) make recommendations to develop and communicate the value and impact of the library through the expansion or creation of library services, expertise, or resources, and 5) create a literature review and project management, marketing, and assessment plans to support those recommendations.

Course Learning Outcomes

As a result of this course, students will be able to:

- communicate and collaborate with a partner library and librarian,
- determine the purposes/missions of the overarching institution/organization/community of which the library is a part,
- assess the degree to which existing library services, expertise, and resources contribute to those purposes/missions,
- summarize the current value and impact of the library and its ability to communicate that value and impact,
- rethink, refine, or redefine ways in which the library can deliver value and impact,
- develop recommendations to help the library create and communicate increased value and impact,
- create a literature review and project management, marketing, and assessment plans to
- support those recommendations, and
- present all findings to their partner librarian(s).

For questions about course content, please contact Dr. Megan Oakleaf at moakleaf@syr.edu

Analysis of Library's Current Value & Impact Status

Current Community Information

This digital library is based at Bryn Mawr College, but is a collaboration among the archives of multiple institutions, including Barnard, Bryn Mawr, Mount Holyoke, the Radcliffe Institute, Smith, Wellesley, and Vassar. These colleges formed the “Seven Sisters,” a group of colleges that originally opened in the 19th century with the controversial mission of providing women with a high quality education. Five of the original seven are still women’s colleges; Vassar College began admitting men in 1969, and Radcliffe College merged with Harvard University in 1999, continuing as the Radcliffe Institute for Advanced Study at Harvard while female undergraduates attend Harvard. This portal aims to aggregate content from the archives of all seven institutions.

While current contributors refer to the library as the Seven Sisters (or Seven Siblings) Portal, the title for the original NEH Grant was the History of Women’s Education Open Access Portal, and the prototype website is titled College Women: Documenting the History of Women in Higher Education. The intention of current contributors is for the institutions representing the original Seven Sisters to be the starting point for the portal, but for it to grow to include other institutions across the country who want to share digitized archival content related to the history of higher education for women. For the current phase of library development, however, the Seven Sisters colleges are the contributors. The portal is being developed by a team of “traditional” archivists, humanities librarians, digital librarians, women’s history scholars, and web developers, with both internal and external (NEH) support.

Work for this class project was based at one college, Vassar, and focuses on the impact of this library on the Vassar community. However, there are many commonalities among the participating institutions as a result of their shared legacy, and it is very possible that many of the findings of this report will also be relevant to the other participants. All but the Radcliffe Institute are small, highly selective, liberal arts colleges.

Key Stakeholder Groups

- **Primary Stakeholders**
 - **Faculty**
 - **Students**
 - **Original Consortial Partners (Seven Siblings)**
 - **Advisory Board**
 - **Library Administrators**
 - **Funders (NEH)**

- **Secondary Stakeholders**
 - Independent Scholars
 - Alumni
 - Office of Communications
 - Future Consortial Partners
 - Digital Library Development Community
 - other local community members

This portal does have a large and diverse group of stakeholders, so it was very hard to choose the top 6, and to put them in order. As the current contributors to the portal are all small liberal arts colleges, faculty and students are the leading populations associated with institutional library missions. While we may want to focus only on our end users, they'll never be reached without support from administrators and funders (and from the other consortial partners), so they also need to be near the top of the list.

Analysis of portal development points to the importance of the Advisory Board of this project. This influential group of scholars is key to the growth of the library. Faculty and students are the top priority user groups, but can only be reached with the support of many other stakeholders. Having the support of the Advisory Board is significant, and their review throughout the process is valuable, but when they actually use the library themselves and model such usage for other scholars, that is what will really make the difference for future growth. Furthermore, if they use the library with their own students, and require their graduate student teaching assistants to do so as well, again that will demonstrate library value and reach a much wider audience.

Following the Balanced Value Impact Model (BVI Model, Tanner, 2012), some other dimensions of our stakeholder groups need to be considered. For example, the main group of **potential supporters** for the library are likely to be alumnae from the colleges, along with the community of researchers, both academic and independent, who study the history of higher education for women. On the other hand, **potential opponents** may include administrators

who are charged with cutting costs at these institutions and at funding agencies, all of which are still trying to recover from the recession. Both existing and potential impact will need to be strongly communicated to such potential opponents. The BVI Model also stresses consideration of vulnerable and minority groups, and it will be important for collection and exhibition development for this library to address the history of students of color, of non-Christian religions, of lower socioeconomic classes, and of other minority groups at these institutions, even when such history tells a story of discrimination. Of course, at the time these institutions were founded, educated women were a minority, and there is value in sharing that history both so that present and future women don't take their education for granted, and so that current students representing minorities at our country's colleges can have a historical perspective for the challenges they currently face. Some on this project see a potential for K-12 use of library resources, but this will only work if content is specifically created, packaged, and marketed to this audience.

Missions of the Seven Sisters Colleges

To analyze the priorities of the institutions related to this library, it was helpful to collect many different documents. As this library represents a consortium of seven different institutions so far, the starting point was to visit all their websites and collect each college's mission statement, as can be seen in [Appendix A](#). It was an interesting exercise to compare and contrast these seven missions (Barnard College, 2001; Bryn Mawr College, n.d.; Mount Holyoke College, n.d.; Radcliffe Institute for Advanced Study at Harvard University, n.d.; Smith College, n.d.; Vassar College, n.d.; Wellesley College, n.d.). All seven expressed the concepts of intellectual rigor, community engagement and service, diversity, and a liberal arts approach. All except Vassar and Smith explicitly mentioned the role of faculty in their mission. All but Wellesley and Bryn Mawr mentioned the concept of accessibility. These shared concepts easily emerged as important institutional focus areas to be considered by the digital library.

For some of the institutions, it was also possible to find a mission statement or strategic plan for the library or digital library. The search also turned up mission statements specific to campus initiatives for diversity, making it clear that institutional diversity is indeed an important institutional focus area.

Less formal documents also were enlightening to help determine top institutional focus areas. For example, a letter written last fall from Vassar's president to the college community gave a much better vision of some of the real priorities that aren't romantic enough to be included in a mission statement (Hill, 2014). This was a better reflection of her response to what the campus

was really talking about: diversity (especially socio-economic, racial, religious, and political), faculty/student research collaboration, and sustainability - both financial and environmental.

Institutional Focus Areas

From analysis of the documents described above, it was possible to prioritize several focus areas:

- **Faculty Research Productivity**
- **Student Experience / Engagement**
- **Institutional Diversity**
- **Sustainability**
- **Future of Women's Colleges / of Liberal Arts Education**

Secondary focus areas:

- Faculty/Student Collaboration
- Service to the Local Community
- Service to the Professional Library Community

The focus areas for faculty and students are obvious choices given the academic setting of the contributing institutions, but there is an added focus in their combination, with strong support for research collaboration between faculty and students. At Vassar, for example, support is provided for summer research projects under the Ford Scholars program, the Undergraduate Research Summer Institute (URSI), and the Creative Arts Across Disciplines Student Multi-Arts Research Collectives.

Concerns for institutional diversity are constant in communications at Vassar, and the search for mission statements at the other 6 institutions also turned up similar concerns.

Sustainability, especially economic concerns, is also ongoing in Vassar communications, and as institutions continue to recover from the recent recessions, this likely is a continuing concern at the other institutions. The focus on the future of women's colleges was not evident from initial examination of factors at Vassar, as it is now co-educational. However, informal communications with representatives at some of the other colleges made it clear that this is a concern. The related concern for the continuation of liberal arts education is still a concern at all seven institutions, however.

Existing Impactful Services, Expertise Areas, & Resources (SERs)

Franklin, Kyrillidou & Plum point out that for digital libraries, collections are regarded as both a resource and a service (2009, p. 17), and in the case of archives and special collections, they also have the potential to include the expertise of the archivist. There is not as clear a distinction here between services, expertise, and resources as there may be in traditional physical libraries.

(see [Appendix B](#) for a worksheet that helped to examine relationships between SERs and institutional focus areas, and [Appendix C](#) for a table that helped to compare existing library support for institutional focus areas to imagined improvements in such support).

This list of the top SERs for this portal is developed from a list of traditional SERs for academic libraries, so the same terms are used here, but with a description of how each concept relates to a digital library setting.

- Collection Development (identifying content to digitize and upload)
- Collections, Special Topics (thematic areas identified in the original grant and in the prototype)
- Cataloging (improving search and browse with specialized metadata, taxonomy, for the portal; search engine optimization)
- Reference, Digital (responding to user questions submitted through the portal)

Additionally, plans are underway for adding the features below in future phases of development:

- Reference, Subject Guides (creation of annotated bibliographies and LibGuides)
 - Online Exhibitions (curated and interpreted groups of materials, perhaps created collaboratively by faculty and students)
 - Research Tools (annotation, saving and sharing collections of items, collaboration, maps, timelines, publishing digital projects)
 - Open Data (datasets, including transcriptions, available in a format convenient for data mining)
 - Related items (both determined algorithmically and created with manual links)
-

Existing Value/Impact Data/Evidence

(see [Appendix D](#) for a worksheet that helped to examine potential sources of library data and determine which are already being collected).

As the digital library is only in its first phase of development, there is no concrete evidence of impact yet. However, there is evidence of the impact of the individual physical archives and digital libraries that contribute to the portal. Increased public access to the digital records for these archives will likely magnify the existing impact greatly, reaching a wider audience with the combined content from the multiple archives being greater than the sum of its parts. The existing evidence of archival impact is currently only shared with library administrators, so it will be important moving forward to share evidence about both the physical and digital archives with a wider group of stakeholders.

The list below reflects data collected for the archives and digital library at Vassar College only, not yet considering the other institutions.

- cost per image, digitized by vendors
 - time/cost for metadata
 - time/cost for transcription
 - number of items digitized
 - Google Analytics
 - number of page views, patterns over time
 - referrals
 - views of collection level items
 - search queries
 - use of facets
 - time on page
 - entry page
 - exit page
 - bounce rate
 - Usability testing
 - response to tasks on portal
 - follow-up survey questions about portal
 - the number of visits to the archive, broken down by
 - faculty
 - staff
 - outside researcher
 - alum
 - students coming for class visits
 - students coming for research
-

- usage of specific materials
 - from call slips - but no personal user info connected to them (even broad user type)
- the number of reference questions asked (recorded in LibAnalytics system)
 - number of questions answered
 - subjects of questions
- licensing requests

Existing Value/Impact Communication Strategies

For the portal as a whole, public communication has been minimal, as is appropriate for this early phase of development. When the portal received the NEH grant for its first phase of development, press releases went out at several of the colleges to share the news, and project participants posted about it on the blog for the Greenfield Center for the History of Women's Education. Some contributors have posted brief mentions of the project on Twitter using their personal accounts, or through the account for the Greenfield Center.

At Vassar, while the data collected as described in the section above is significant, for the most part the findings are not being analyzed in a systematic way, with a formal assessment plan, to affect improvements or communicate findings. Individuals are definitely taking note of patterns they observe in their own practice and their own departments and are implementing improvements whenever possible, but a larger picture of assessment across departments is not being pursued. Data is reported to department heads for inclusion in annual reports which are submitted to the library director (and presumably to other top level administrators), but discussion of these findings only happens between department heads and the director. Annual reports are not shared with the wider college community.

However, Vassar's digital library is communicating its value in several ways. Launches of new collections are announced in press releases that go out to the wider local community. Specific initiatives are also marketed to target members of the campus community. This has included direct outreach to faculty to seek curricular use of the digitized Einstein collection, including grant support to offer faculty members stipends to develop project around that content. It also has included outreach to faculty to offer personal archiving workshops.

The Vassar Library's blog also hosts messages from the digital library and archives and special collections, among other library departments. These are amplified by posts on the library's Twitter and Facebook accounts.

Recommendations for Future Developments

Introduction to Recommendations

The recommendations outlined here are focused on the ways that this portal can become a true digital library rather than just merely a digital collection. This distinction is an important one. There are issues of scale, but also one main distinction is that the former is static and the latter is dynamic. We've all seen many digital projects get funding, provide access to a specific set of resources, launch a site, and then sit there online without changes for years, sometimes ceasing to exist when technology changes. Digital libraries, on the other hand, are committed to an ongoing relationship between librarians and their communities, with ongoing development of multiple different activities, providing services, expertise, and resources in sustainable ways. It's important to think holistically about digital libraries as with any libraries. In order to create a sense of community within a digital library, it's important to increase the visible presence (and accountability) of digital librarians and archivists and connect them directly with library users and contributors.

The first phase of this portal, funded by the NEH and ending soon, has focused on aggregating individual institutional collections to one central portal website, but has maintained a forward vision for greater community interaction once more content is in place. As the contributors to the portal work on a variety of grant proposals to keep the library moving forward, the recommendations that follow may help to maintain an outcomes-based view with an eye toward community engagement.

These recommendations emphasize the importance of the people involved in this project, and the need to draw more people in. The library should not only provide access to digitized content but also should provide access to the expertise of the contributing archivists and the community of scholarship around the history of women's education. A recent round of usability testing for the library resulted in many requests for more curated content using the digitized materials. This definitely ties in with that idea of highlighting the archivists and their work with the materials, but it also reinforces the need to foster collaboration with faculty who are working in this field, to get them to participate and contribute curated content back to the library.

This is the multi-directional, cyclical nature of the library that needs to be developed and promoted: the original content producers (librarians and archivists) are also users/researchers and the original users/researchers (faculty and students) also become content producers. As our own faculty are the main expected users of the library, we really have to draw them in to

use it if we're going to get anyone to use it. We also need to give them incentives to help develop curated content, showing them the benefits of both creating and using such content with their students. Each wave of curated content using the library has the potential to reach a wider audience and introduce them to the database as a resource. As faculty model usage of this content on our own platform for publication, additional faculty researchers from a wider range of institutions will be inspired to also contribute their research. This has the potential to create a growing spiral of interactivity, where users become contributors and inspire other users to do the same, as the library continues to grow (see Figure 1).

Interactivity of the Library

visualization by Arden Kirkland

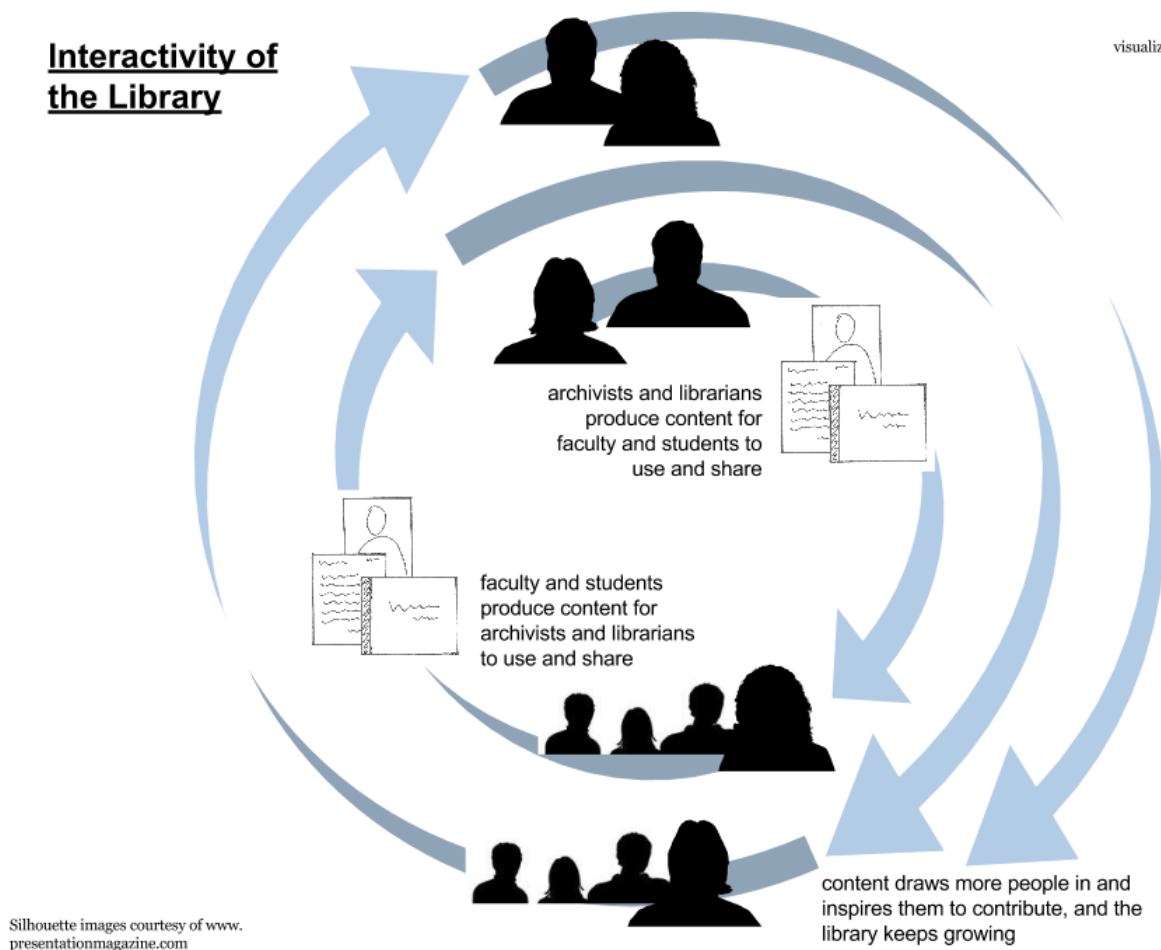


Figure 1

Rather than imagining the portal as hierarchical, it is helpful to envision all library contributors in a circle, looking in on the content shared between them, and looking across at each other (see Figure 2). In this way, there is not a clear distinction between consumer and contributor, as the librarians and archivists function in both such roles, and the goal is that faculty and

students who will start as consumers on information after the launch will collaborate to become contributors themselves. This visualization indicates that there is room to grow, and the circle is far from closed: inclusive, not exclusive.

The archival content from all 7 institutions is shown in the middle, with many overlaps, but also distinction between them, highlighting the diversity of the students, faculty, and other community members who played a part in the history of these institutions. This content will be shared both as database entries and as components of curated exhibitions. The curated content in particular is another opportunity for collaboration and for input from faculty and students. The arrows demonstrate the valuable interaction possible here, with all the people in the circle benefitting from the output they have access to, but also all of them having the opportunity to contribute back. The people in the circle are looking inward toward this content (and backwards, since we're talking about historic content) but there are also opportunities to look outward, as shown where arrows point from the inner content out to related current events that surround the community.

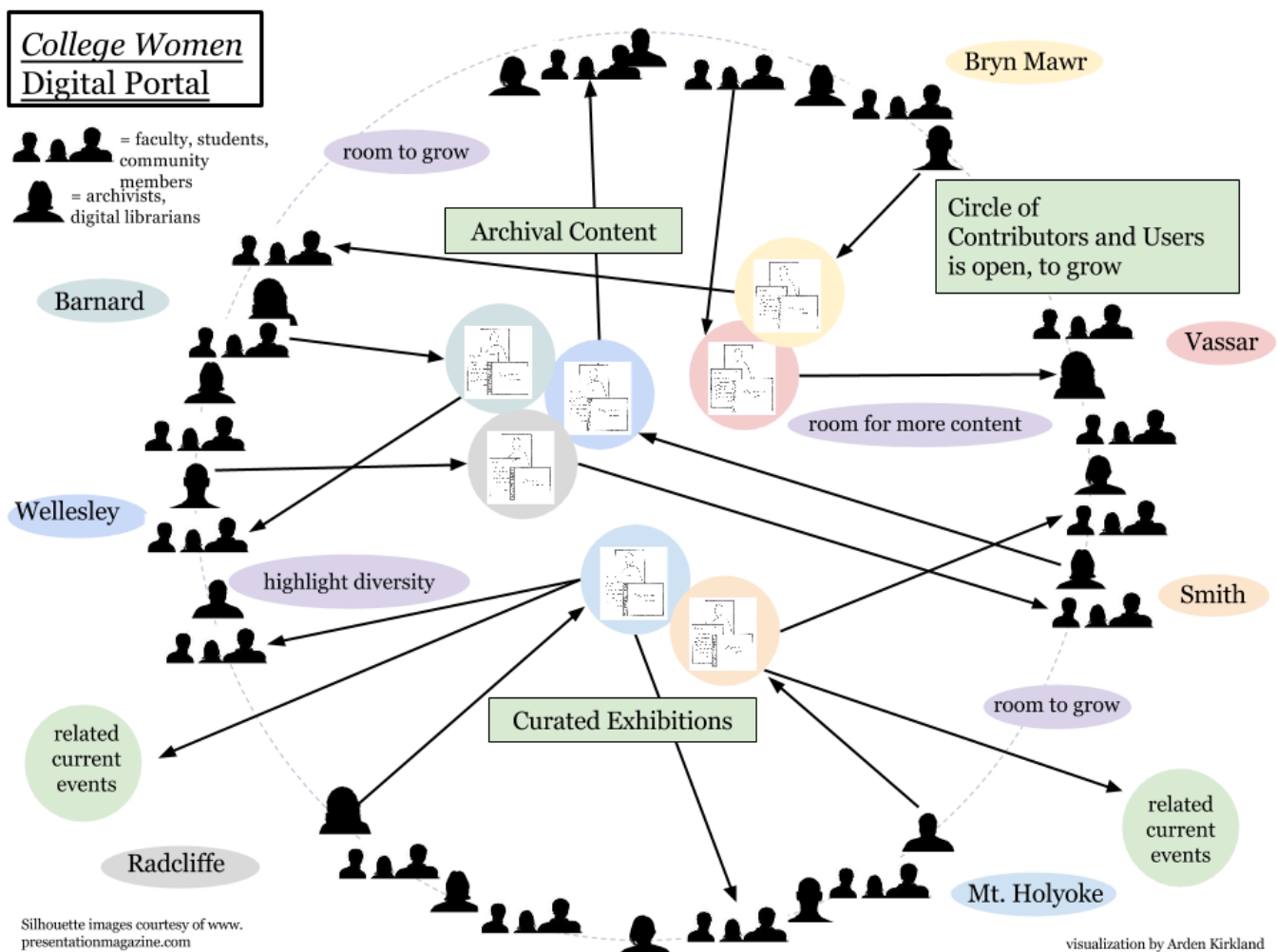


Figure 2

Many of the challenges of this library relate to its relative youth. As it is a digital library in only its first phase of development, there's still a lot of room for growth, and great potential for planning. However, marketing at this stage is more complicated, because while there is some content and structure in place to promote, many of the related services around the content aren't actually there yet. It's important to find ways to showcase the content and services that are already there, but also build anticipation for what is yet to come. Assessment is also a tricky piece right now, as there's not much yet to assess. Many of the recommendations here for assessment are based on building a picture of "before and after." The goal is to compare usage data for the physical archives with usage data for the digital libraries at the individual institutions, and then compare all of that with the forthcoming usage data for the digital portal that combines materials and services from all seven institutions (and more contributors in the future).

It may also help to consider this library from the perspective of the traditional Data - Information - Knowledge - Wisdom paradigm, and how that relates to impact. The data on its own may have value, but in a larger library, may never be found without quality metadata, which can be time consuming and therefore expensive. The librarians and archivists contributing to this project have been working together to turn data into information not only by developing quality metadata, but also by adding tagging/categorizing to help with searching, browsing, and comparing items. They've also been exploring features, both in the data and metadata structures and in the interface to the digital library, that will help scholars to take that next step, to turn information into knowledge; these will be pursued more fully in the next round of grant proposals.

There is tremendous potential here, for collections about education to be used in education. Education is a hot topic right now in our country, with parents protesting standardized testing and the president proposing free tuition for community colleges. This content could be interesting not only to students and faculty at the participating institutions and to students of women's history, but also to anyone interested in the challenges of expanding education to groups that previously have had limited access to education. There have been some important upheavals in the history of education, and as we look at current attempts to improve access for lower income students, it's very relevant to look at the historical changes in access to education for women. By examining the words of the women who went through these upheavals, through their letters, diaries, and scrapbooks, we are provided with important insight into the changes they experienced.

Literature Review

Collaboration

Community involvement is an important aspect of the recommendations for this report, and the literature consulted confirmed the importance of the interaction between archivists and researchers. Archivist expertise is extremely important in historians' research: "Because these archivists are typically deeply knowledgeable of the content of their collections, and have their own networks of research support professionals, they are well-positioned to connect history scholars to additional resources" (Schonfeld & Rutner, 2012, p. 10). It is important that this direct relationship with an archivist is not lost in the digital library, but rather is highlighted.

In addition, scholars have much to contribute back to the library community, and the library can embrace its role as a publisher not only of archival content but also of knowledge created around that content.

"Libraries have the potential to become the crucial nexus for knowledge flows on campus, working both—as they have long done—to collect the knowledge produced around the world for study on their campus and—as they are increasingly doing—to disseminate the knowledge produced on campus around the world" (Cohen & Fitzpatrick, 2015, p. vii).

Tsakonas & Papatheodorou specifically address the important distinction in outcomes assessment for digital libraries between information retrieval versus knowledge creation (2009, p. 175). One advantage for this portal is the way in which libraries at smaller colleges, like the small liberal arts institutions that are the initial contributors to the portal, can more easily foster relationships with faculty and other community members than at larger universities, as discussed by Spiro (2015, p. 142). She describes library/faculty/student collaborations such as a book created in Scalar (a digital humanities publishing platform) around the Edward S. Curtis Photo Gravure collection at the Claremont Colleges (p. 146). "Encouraging external parties to develop services based on publicly available sources stimulates innovation . . . It is likely that these services are of higher quality and diversity" benefiting from expertise outside any single institution (Oomen & Baltussen, 2012, sect. 2). Fox et al. (2005) discuss the creation of tools to gather data from expert educators into "mini-collections" shared online.

The potential for the library to foster students as content creators is also significant. Buckland points out the benefits of student involvement in scholarly publishing, with opportunities to gain experience with intellectual property issues and the review process (2015, p. 193). "These opportunities for engagement with our community present libraries as a partner instead of simply a resource" (Buckland, 2015, p. 194). A report from the Digital Public Library of America

(DPLA) describes the growing trend to provide tools that empower educational users to create their own content using primary source materials available in the digital library (Abbott & Cohen, 2015, p. 15). This report also discusses the added benefits that come from seeing how users are re-purposing content, both in terms of student assessment by teachers and in terms of user assessment by digital librarians (p.,19). Indeed, this just released DPLA report about educational use of large digital collections confirms many of the recommendations already planned for this report.

For example, it confirms that faculty collaboration is also necessary for the development of the library as an educational resource. This digital library has a strong connection to education from multiple angles. Not only it is about the history of education, but it represents a consortium of educational institutions, and has identified both faculty and students as primary stakeholders. “Whereas teacher engagement positions teachers as users of resources, teacher involvement requires teachers to be co-creators through the process of contributing their lesson plans and activities, vetting resources contributed by other teachers, and providing feedback on the strategic direction of an education project.” (Abbott & Cohen, 2015, p. 13). Such interactivity is key to the recommendations proposed in this report.

Community Needs

Many cultural heritage digital library projects carefully consider the needs of faculty, students, and other researchers. For example, the main user groups considered by Europeana (a large scale digital portal for content throughout Europe) are general users, school students, academic users, expert researchers, and professional users (information professionals) (Purday, 2009, p. 924). Perhaps more significantly, however, several initiatives have looked at usability in terms of motivations for use, not user categorization. Europeana also identified four main user objectives:

- to be entertained
- to learn about a specific subject or person
- to find the location of cultural heritage content
- to be a part of a “community of interest” (Purday, 2009, p. 925).

Culture24 analyzed user interaction following a poll in which users identified their “entrance narrative” (their motivation for using the resource) as being to:

- “Plan a visit . . .
 - Find specific information for research or professional purposes
 - Find specific information for personal interest
 - Engage in casual browsing without looking for something specific
 - Make a transaction on the website” (Finnis, 2014, p. 14)
-

Considering the portal as a research tool, different kinds of research behaviors should be considered. For example, in some cases digital libraries and archival finding aids may make it possible for scholars to do research remotely, but more often they increase productivity for scholars when they do travel for research, allowing them to target their visits more strategically (Schonfeld & Rutner, 2012, p. 10; Brockman, Neumann, Palmer & Tidline, 2001, p. 28).

The Culture24 study finds that such motivations are more telling for usability than demographic groupings, as user behavior shifts as people have different motivations at different times, reinforcing the need for an outcomes based approach rather than a demographic based approach. Tsakonas & Papatheodorou (2009) see this issue in academic repositories where researchers may be both content creators and content consumers (p. 178); an entrance narrative could be more helpful in tracking their behavior than their demographic information. In fact, the MINES for Libraries survey works in a very similar way. It is a short (3-5 question) survey that is presented to users when they enter a particular electronic library resource (Association of Research Libraries, n.d.), and is therefore tied directly to usage, as opposed to an external survey that is more about the user (Franklin, Kyrrillidou & Plum, 2009, p. 29).

A large number of historians start their searches with Google, even if they eventually consult other library resources (Schonfeld & Rutner, 2012, p. 18). As a result, Owens (2012, para. 1) and Scheinfeldt (2013, para. 4) have argued that Search Engine Optimization (SEO) is therefore more valuable than portal creation: “the next time someone tells you that they want to make a “gateway” a “portal” or a “registry” of some set of historical materials you can probably stop reading. It already exists and it’s Google” (Owens, 2012, para. 1). However, educators have expressed excitement over the potential for increased productivity through a central search at one site like the DPLA (Abbott & Cohen, 2015, p. 22), as humanities scholars have faced challenges as they move between individual institutional libraries that have very different systems (Brockman et al., 2001, p. 29). Of course, case studies of use of web analytics, such as that by Prom (2011), consistently show the largest number of referrals coming from major search engines, with Google in the lead, so digital librarians are smart (like Prom) to address related issues, including SEO to increase discovery of relevant material, and interface changes to provide contextual information about the library for users who land directly on an item page from a Google search. Also, the DPLA report identified that educators and students determine the value of a primary source based on the title, description, and subject headings without necessarily considering other metadata elements, so it is crucial that those fields include some form of context for understanding the object. While teachers value more detailed metadata, they also find it important that an object’s description leave room for students to form their own questions and thoughts (Abbott & Cohen, 2015, p. 20).

Confirming the recommendations of a partner librarian for this project with an eye to undergraduate students in the library community (J. DiPasquale, personal communication, March 17, 2015), the DPLA report (Abbott & Cohen, 2015) expressed the importance of simplicity in the digital library interface, with a focus on visual elements over text, automatically

generated citations, and suggested links for further research (p. 21) along with faceted browsing and browse by topic features (p. 22). The report also discusses “primary source analysis tools” that are “topically agnostic” as highly valuable for classroom use. (p. 21).

To foster knowledge creation, however, the library needs to consider more advanced user needs. In 2000, Unsworth defined a set of what he called “scholarly primitives,” basic methods shared by humanities researchers which should be reflected in digital humanities tools, including Discovering, Annotating, Comparing, Referring, Sampling, Illustrating, and Representing. Many digital libraries provide basic services for discovery, but don’t offer much support for these other methods, though *College Women* aims to do so in future phases of development.

Historians have seen clear benefits in the productivity offered by full text searching in digital resources (Schonfeld & Rutner, 2012, p. 19; Brockman et al., 2001, p. 29). However, when full text is able to be annotated or downloaded for computational analysis, it goes beyond productivity to affect a change in the research process.

“Text markup allows texts to be treated as research tools in themselves. That is, digital texts lend themselves to much more than retrieval and reading; they can help scholars do other kinds of research work. The limited use that humanities scholars have made thus far of encoded texts is not due to an insularity in their point of view but to the unavailability of the needed texts and to unrealized possibilities of new opportunities for research offered through encoding” (Brockman et al., 2001, p. 29).

In order for scholars to apply computational analysis such as text mining to library content, it must be released to the public as machine readable open data (Burton & Jackson, 2015, p. 217). The Linked Open Data paradigm developed by Tim Berners-Lee in 2006 (as cited in Oomen & Baltussen, 2012, sect. 3.1) includes a 5 star rating system for open data:

1. open licensing
2. providing data in a machine readable structured format
3. providing it in a non-proprietary format
4. using open standards like RDF and SPARQL to identify content
5. linking data to other data to provide context

Open licensing of all content in the digital library will increase re-use by scholars (Abbott & Cohen, 2015, p. 13, 23; Oomen & Baltussen, 2012, sect. 3.2). Initiatives such as the DPLA, Harvard Library, US National Archives, British Library, Old Bailey, Europeana, Cooper Hewitt Museum, Walters Art Museum, and the Tate Collection have made their datasets publicly available either through bulk download (often in a CSV format) or through an API (application programming interface) (“Museum APIs,” n.d.).

Open licensing of images is also important for the primary users and goals of the portal. While much of the educational use of the portal would likely fall under Fair Use policies, other unanticipated uses may not. Some digital libraries see their high resolution images as a potential income stream, but Allen (2009) has shown that labor for staff to handle licensing requests often negates profits. Kelly (2013) also found that museums that shared images openly did so in relation to their mission, and that reuse also brought valuable publicity. In fact, dissemination and reuse of images in the portal can be assessed using Reverse Image Lookup technology, as shown by Kirton & Terras (2013). Their analysis of reuse of images from the National Gallery in London showed a wide range of usage, from educational use to personal websites to encyclopedias and book covers, to name only a few (their Figure 2). Considering this portal's goal to spread stories of women's history to a wider audience, such widespread reuse of images should be both sought and assessed.

Curated Content and Context

While an early usability study of the portal has already demonstrated user desire for curated content to provide context for other library content, other resources have also emphasized the importance of this role for digital libraries.

“ . . . educational use for digital cultural heritage content requires a tailored approach to content curation and outreach in order to be successful—an approach that gets education users to content as quickly as possible and gives them useful information about how that content fits into larger cultural and historical frameworks” (Abbott & Cohen, 2015, p. 3).

One of the main findings of the DPLA study quoted above was that large collections can be intimidating for educational users, and curated content can help both teachers and students to find their way into a digital library (Abbott & Cohen, 2015, p. 5-6). Brown, Gerrard, & Ward (2005), Fox, Manduca, & Iverson (2005), Brenner & Mihalega (2006) have also discussed the need for resources to guide users through digital libraries, exploring different models of layering educational materials on top of library content. All agree that search and browse features need to be optimized for these specific audiences (for example including faceted search), but that such features alone are not enough. Rather, Fox et al. (2005) explore different systems for managing annotated bibliographies (para. 18) and links (para. 11), to show relationships with external resources.

Image collections provide particular challenges for users to find relevant content, and robust metadata is key to finding images relevant to a user's teaching or research. Brenner & Mihalega (2006) explore the use of tools for metadata analysis to automatically group related images, from which a human can then develop a narrative guide. The DPLA report (Abbott & Cohen, 2015) also recommends developing primary source sets that quickly connect

educators with high quality content (p. 11), along with an overview for the exhibitions and other curated content to provide context about the content creators and their goals (p. 22). Where the focus has previously been on providing lesson plans for teachers, now the focus is shifting to providing curated content that students can interact with directly, with or without teacher guidance (or support materials for teachers in another place) (p. 19).

As for the subject of such groupings, The DPLA report also confirmed educators' interest in content that shares "underrepresented stories," fitting with this report's recommendation that the portal provide content targeting issues of diversity, a main institutional focus area (Abbott & Cohen, 2015, p. 22). Franklin, Kyrillidou & Plum claim that "the digital library based on usage data will live or die by its content" and that "The content of the digital library is more important than its interface" (2009, p. 35).

Marketing for Libraries

Kennedy provides a thorough list of marketing techniques in use at university, college, public, and medical libraries, grouping them by techniques that use human interaction, physical media, e-communications, or training sessions (2011). She finds that the most popular marketing techniques for libraries are group training for users, flyers/brochures, email to external users, and surveys. However, for digital resources like this digital library, social media tools may provide the most convenient way of connecting potential learners and researchers with the library and maintaining an ongoing interaction between librarians and library users.

The 2nd Let's Get Real report from Finnis (2014, p. 36) emphasizes the risks of thinking of social media as "free," when in fact it requires a major investment of staff time up front, and also more time and resources for measuring impact to evaluate return on investment. Giuliano & Appleford recommend that projects don't waste time with social media outlets that aren't active for the relevant community (2013). The Social Media Evaluation Framework provided in the report by Finnis provides a helpful structure for choosing an objective from the framework that corresponds to library strategy, selecting from the recommended metrics for that objective, and defining detailed settings and analysis frequency (Finnis, 2014, Figure 10). Blanchard also stresses the importance of aligning social media practice to articulated goals (2011, chap. 2); although his book is focused on business, it does include advice for non-profit organizations. Blanchard discusses Key Performance Indicators (KPIs) and points out that "what makes a particular metric a key performance indicator is both its relationship to the program's purpose and its value in evaluating the program's effectiveness" (p. 32).

Fagan (2014) explores the challenges of relating the consumer driven aspects of common KPIs and how to translate them for academic library evaluation. Giuliano & Appleford stress that posts should be about intellectual engagement (2013, min.24:30), and point out that short account names (no more than 10 characters) and hashtags (no more than 6 characters) can

leave community members more space to respond when a post length is limited in a format like Twitter (p. 6). Notably, Finnis reports that use of visual imagery in social media posts had a significant impact on popularity of posts (2014, p. 38), which may or may not relate to desired outcomes for a particular library.

Management of social media efforts can be complicated and time consuming, and Finnis (2014), Blanchard (2011), Ramsey & Vecchione (2014) and Giuliano & Appleford (2013) all recommend devising an editorial calendar to carefully schedule posts in advance. Some applications can also provide assistance with social media management, especially for measuring the success of social media objectives. Ramsey & Vecchione (2014, p. 77) suggest using tools like Klout, SumAll, or StatCounter to evaluate social media usage. HootSuite, TweetDeck and many other popular tools are in a helpful list of social media measurement tools provided by the Culture24 initiative (n.d.). According to Giuliano & Appleford, it can be helpful for individuals/institutions to re-post messages from a project to amplify their reach, but they remind us that it's important to try to have contributors maintain a consistent message as much as possible (2013).

Timing is everything. Pinkham, from the email marketing company Constant Contact, recommends the following frequency for social media posts (2014):

- Facebook - 3x per week (minimum) - 10x per week (maximum)
- Twitter - 5x per week and up
- LinkedIn - 2-5X per week
- Pinterest - 5-10X per day
- Google+ - 3-10X per week

Giuliano & Appleford (2013) suggest that projects should not post/re-post too often. They also suggest using countdowns in posts to build hype leading up to an event, and they stress the importance of timing, suggesting that deliverables should be produced, and messages posted around:

- conference deadlines
- conferences in session
- funding deadlines
- the start of the academic year
- after classes end/before grading (p.15 and min.53:15)

Scheinfeldt suggests that the recent emphasis funding agencies have put on sustainability plans would be better placed on marketing of projects: "The greatest guarantor of sustainability is use. When things are used they are sustained" (2014).

Porat (2013) discusses the important connection of marketing to assessment, describing the efforts of a marketing team to work with an assessment team to get a higher response rate for

several assessments. Indeed, as marketing can help with assessment, assessment can also help with marketing. An invitation to assess a new service, as in beta-testing, can bring in new users and get them excited about new services. “Dean Dad” also points out that one model for outcomes assessment is directed at using positive assessment results for marketing efforts, but that model can be opposed to another model of internal improvements sought over time (2010).

Assessment of Archives

To examine the impact of digitization as increasing access beyond the physical archive, baseline assessment of usage of the archive must be established. A special issue of *RBM: A Journal of Rare Books, Manuscripts, and Cultural Heritage* from Fall 2012 provides several articles offering different approaches to assessment in archives and special collections. Carter introduces approaches to collection assessment, process improvement, user needs assessment, classroom impact, and usability (2012). Conway & Proffitt provide a rubric for evaluating Documentation Interest and Documentation Quality (2012, p. 111). Chapman & Yakel define operational data as data “compiled passively as by-products of normal business functions” (2012, p. 130) and contrast it to surveys which are approached more actively and therefore may contain more subjective information. They also express the importance of archivists taking an active role in designing assessments that are directly related to their articulated outcomes rather than being driven by external decisions that may not understand archival practice. That is a perspective shared by Prom, who considers the special features of archives when developing a system for using web analytics to assess impact of a website for the University of Illinois Archives (2011). Bahde & Smedberg discuss assessment of instructional activities in archives and special collections and consider the use of questionnaires and surveys, Classroom Assessment Techniques (CATs), fixed choice tests, and assignments (2012). They also look at citation analysis, rubrics, and observational assessment for performance assessment.

One very helpful resource is ArchivalMetrics, a set of toolkits for developing assessments for different user groups and activities in archives and special collections. These include toolkits for Researchers, Student Researchers, Teaching Support, and Websites (2008). The toolkits include sample surveys along with other documents for tracking and analyzing results. More templates for assessment are also provided as a part of the UCLA Library Special Collections Digital Project Toolkit (2015).

Assessment of Digital Libraries

The very nature of digital libraries allows for very specific forms of automated data collection for assessment. However, while digital tools are crucial to the use of web analytics for libraries, Farney & McHale are quick to point out that “it is ultimately a human who decides which data are essential and how those data should be used” (2013). Indeed, a case study by Prom about the use of web analytics to improve usability of the University of Illinois Archives shows the complex factors that must be taken into consideration with regard to the specific local needs of a particular digital archive (2011). While Prom (2011) and Hess (2012) both provide useful case studies for considering local implementation of web analytics for digital libraries, Farney & McHale provide the most thorough introduction to all steps of the process in their book *Web Analytics Strategies for Information Professionals : A LITA Guide* (2013). A basic overview of such transaction log analysis is also included in “Evaluating Digital Libraries: A User Friendly Guide,” developed by Reeves, Apedoe, & Woo (2005) under the auspices of the National Science Digital Library.

“Measure what you value, don’t value what you measure” is a key phrase in the 2nd report from the Let’s Get Real series by Culture24, focused on digital engagement (Finnis, 2014, p. 5). Even more than its approach to web analytics, this report by Finnis may be most valuable in helping cultural heritage organizations shift to an outcomes based perspective of assessment. The DPLA report indicates that “Generally, there is a strong correlation between the level of use an education project sees online and the level of institutional resources it gets” (Abbott & Cohen, 2015, p. 9). However, tracking impact goes beyond simply tracking levels of use to look for specific benefits to users.

Consideration of audience segments using analytics tools can help greatly to understand user behavior when interacting with digital resources and can help librarians to implement improvements (p. 5). The first report in the Let’s Get Real series also has helpful guides, tools, and frameworks for working with web and social media analytic tools (Finnis, Chan & Clements, 2012). Finnis (2014, p. 24) and Prom (2011) both provide sample questions that could be explored using web analytics to better assess how digital library resources are reaching their desired outcomes. Annual reports of some different cultural heritage digital library initiatives (Hudson River Valley Heritage and Mountain West Digital Library) provide some benchmarks against which to compare usage statistics (SENYLRC, 2013; Hayen, 2014). However, their usage levels are so different that it is difficult to anticipate useful targets for assessment of a new digital library.

The segmentation described above takes a step toward Deep Log Analysis (DLA), which aims to go beyond simple usage tracking to analyze information seeking behavior of specific user groups (Nicholas, 2009). The data for this method is already automatically collected by most systems, but advanced tools and processes can look at that data in new ways. For example, the IP addresses already in logs can be associated with .edu or other domains reserved for

educational institutions, so that an educational use segment can be created and tracked. DLA micro-analysis even involves tracking the interaction of a single user (identified only by IP address) to follow their path through the site and use of search queries.

In addition to basic web analytics, there are several other methods that are useful for assessment of digital libraries. The guide by Reeves et al. distinguishes between evaluation and assessment, claiming that the former is focused on things (systems, products) while the latter is focused on people (behaviors, attitudes) (2005, p. 5-6). They emphasize that in most cases, multiple methods will need to be used together to answer questions about specific outcomes (p. 10). The guide then goes on to discuss methods appropriate for digital libraries: service evaluation, usability evaluation, information retrieval, bibliometrics, transaction log analysis, survey methods, interviews, focus groups, observations, and even experiments.

Reeves et al. refer to Jacob Nielsen's emphasis on usability evaluation because it relies on observation of what users really do as opposed to surveys in which their statements about what they do or will do in the future are not always accurate (p. 27). Jeng refers to Nielsen's 5 components of usability:

1. learnability
2. efficiency
3. memorability
4. error recovery
5. satisfaction

but also brings up the importance of usefulness as an additional component (2009, p. 64) and points out that different models prioritize different components (p. 66). Jeng also presents "the four principal components in a human-machine system: user, task, tool, environment" (2009, p. 66) with an emphasis on environment, especially when cultural difference can alter usability.

Reeves et al. also acknowledge the challenge of evaluating information retrieval, with regard to Arms' description of "interactive searching" as an iterative process in several steps rather than one single search (p. 39). The inclusion of information retrieval tasks in usability tests can help with this analysis, but this can also be examined using anonymous transaction log data. In the case study provided by Nicholas (2009) looking at Deep Log Analysis (DLA) of the British Library website, there were notable differences in use of the site's internal search engine and the external search engines that directed people to the site. For example, inclusion of the phrase "British Library" in an external search engine query indicates that content from the British Library is not properly optimized to rise to the top of search results otherwise.

For citation analysis, a form of the quantitative method bibliometrics, Reeves et al. point out the advantage that much of the data needed may already be automatically collected by a digital library, to be able to analyze both citations and co-citations (citations that are deemed to show a similarity between two items) (p. 42-3). Looking further into related methods, two

emerge that are promising for this portal: altmetrics and webometrics. Webometrics track the number of times a research product is mentioned online, and altmetrics take it a step further to examine all public mentions of research products on the web, with an emphasis on social media (Bornmann, 2014, p. 896). These methods seek evidence of impact both in a wider social research community and out into the general public. Altmetrics include “bookmarking, reference managers, recommendation services, comments on articles, microblogging, Wikipedia, and blogging” (Priem & Hemminger, 2010 quoted in Bornmann, 2014, p. 897).

The Balanced Value Impact Model (BVI Model, Tanner, 2012) acknowledges that “Academic research does change people’s lives” (p. 17) and defines impact as “the measurable outcomes arising from the existence of a digital resource that demonstrate a change in the life or life opportunities of the community for which the resource is intended” (p. 12).

The model itself has five stages:

- context
- analysis and design
- implementation
- outcomes and results
- review and response (p. 32)

and defines five value drivers for digital resources:

- utility
- existence / prestige
- education
- community
- inheritance / bequest (p. 29)

along with four perspectives:

- social and audience impact
- economic impact
- innovation impact
- internal process impact (p. 37)

This model helps cultural heritage organizations to define their objectives by examining different combinations of these perspectives and value drivers in the context of a specific ecosystem and the needs of specific stakeholders. Appendix D of this model also provides a guide to different methods for data collection that fit well with other aspects of the model (p. 86).

For another model, Tsakonas & Papatheodorou share a graph (2009, Figure 9.1, page 176) that is based on seven levels of evaluation (previously defined by Saracevic) on a vertical axis:

- content
- processing
- engineering
- interface
- personal
- institutional
- social

and four important evaluation areas (previously defined by Bertot and McClure) on a horizontal axis:

- system design
- effectiveness (in-output)
- performance indicators
- service quality

As you can imagine, this model sees outcomes assessment as happening at the intersection of the more social end of the axis with the service quality end of the axis. Notably, this model unites the social and the technical, acknowledging that the social/service levels are built upon a foundation of content and the "invisible" functions and design that provide access to it.

Another interesting model for digital library evaluation is DigiQUAL®, an assessment of digital library service developed by the Association of Research libraries based on the LibQUAL+® protocol. While this protocol has not been adopted by ARL, it still provides a useful framework. This protocol identified 12 dimensions of digital library service quality, and acknowledges the importance of community:

1. accessibility
 2. navigability
 3. interoperability
 4. the digital library as a community for users
 5. the digital library as a community for developers
 6. the digital library as a community for reviewers
 7. collection building
 8. role of federations
 9. copyright
 10. resource use
 11. evaluating collections
 12. digital library sustainability (Kyrillidou, Cook & Lincoln, 2009, p. 191).
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Project Plan

Introduction

The recommendations of this report are focused on a vision of the library as an interactive center that enables a cycle of information consumption feeding into knowledge creation about women's history. While numerous recommendations are provided, along with the desired outcomes that they will lead to, this project plan will only address five recommendations that are most closely related to each other.

- collection development targeted to institutional focus areas and stakeholder needs
 - continuing digitization
- curated content in the form of exhibitions and essays
 - developed through faculty/student collaboration at participating institutions
- subject guides and related item links for interactivity with existing content
- a faculty forum to develop plans for research projects and course curricula
- increased visibility of archivists and librarians

Other recommendations that are provided build upon existing plans, many technical in nature, and provide only a few details that add to the plans that have already been made by library contributors. Most of the technical details of library development were determined to be outside of the scope of this project plan, especially because they are already being carefully considered by library contributors. In some specific cases they are still included here in order to describe them from an outcomes based approach and to provide ideas for marketing and assessment.

This digital library's mission is to help learners of all ages to better understand the continued impact of women's education through exposure to primary source materials representing the history of the country's educated women. Using the resources of this library, researchers will be able to include the stories of college-educated women in their research in a variety of fields, exploring women's perspectives that have previously been under-represented, ignored, or taken for granted regarding politics, the economy, sexuality, body image, race, class, religion, wars, public health, and many other subjects. As digitization continues, it will be important to target collection development around immediate researcher interests and issues that are current focus areas for the contributing institutions and the wider community of women's history, so that the content will be used right away.

The services that will be provided by this library will improve research productivity and provide opportunities for collaboration. This will create a positive impact on faculty and student

engagement and research output. By bringing the content of multiple archives together in one website, researchers will be able to immediately see connections between the archives that would previously have required a great deal of time and travel.

As the library increases collaboration with faculty partners, it will be able to foster increased research collaboration between students, faculty, archivists, and librarians, including projects designed for the classroom curriculum. Users will have the opportunity to become contributors to the portal, sharing their research output both directly, as interactive exhibitions, and indirectly, as citations and links. Librarians need to continue to actively collaborate with faculty to determine value that can be added to the existing digital collections in terms of content, metadata, and services. By adding a platform for sharing curated content from contributors, the library will grow into an interactive community rather than just a source for consumption of content. The shared expertise of community members is the most valuable part of this digital library.

In terms of consideration of impact, digital libraries have to pay attention to all the same issues that any other libraries do. Digital libraries can suffer from issues of invisible labor even more than brick and mortar libraries, so it is important to increase the visibility of archivists and digital librarians and demonstrate their impact.

Relationship to Library Strategic Planning

The recommendations provided here all relate to five main institutional focus areas:

- Faculty Research Productivity
- Student Experience / Engagement
- Institutional Diversity
- Sustainability
- Future of Women's Colleges / Liberal Arts Colleges

These were identified in mission statements and strategic plans for the seven participating institutions and their libraries, as discussed above. They were also identified from other less formal institutional communications, such as letters to the community from Vassar's college president (Hill, 2014) and informal conversations and meetings with librarians and archivists from several of the participating institutions.

User Needs Assessment

The main internal stakeholders that will be impacted by these recommendations are:

- digital librarians
- archivists
- consortial partners
- library administrators
- advisory board

The main external stakeholders that will be impacted by these recommendations are:

- college administrators
- funding agencies

The main user groups that will be impacted by these recommendations are:

- faculty
- students
- outside researchers
- alumnae and alumni

These recommendations are derived from both internal and external user need assessments. Feedback from contributors at Vassar College pointed to a desire for increased collaboration with faculty, and the need to provide support such as stipends, course releases, or student research assistants as an incentive for faculty participation (J. DiPasquale & L. Streett, personal communication, 2015). Their feedback also pointed to a need for interface design and information architecture to address the unique needs of undergraduate students, including visual styles that provide clarity for search results (such as faceting), careful choices of wording for categories and tags, and automatically generated citations.

The advisory board for the library is composed of accomplished scholars of women's history, so their feedback can be seen as representative of the researchers who will be end users of the portal. They expressed the initial need to be able to search across collections and compare search results from different institutions without costly visits to all the archives in person (as they all have done in the past).

An initial usability study of the prototype website identified additional user needs for better search functionality, including a more customized advanced search to guide new users of the site, and a more robust ability to search transcripts where available (J. DiPasquale, personal communication, 2015). Users in this initial test also overwhelmingly expressed a need for curated content, such as exhibitions and essays, to provide context for the individual materials shared in the portal.

Benefits of the HWE Portal include:

- the ability to see the wider context of the history of women's education, beyond any one institution's perspective
- increased discoverability of women's perspectives through their letters, diaries, scrapbooks, and photos
- the potential for data mining
- the ability to see connections across collections

Costs of the HWE Portal include:

- staff time for development, marketing, and assessment
- the cost of vendors for digitization
- the cost of vendors for web development and services, including hosting

Risks of the HWE Portal include:

- the possibility that the combined resource will draw attention away from individual digital library efforts instead of pointing to them
- the possibility that intellectual property of content in the library will be incorrectly identified or that content from the library will be improperly re-used, resulting in a copyright take-down notice or copyright infringement suit.

Through its direct impact on the productivity of scholars, the library has the potential for a strong indirect impact on public understanding of women's history, as such scholarship spreads. The library will also have a direct reach to a public audience through curated exhibitions and essays. All of these will expand both the presence of women's voices in a variety of publications, and the understanding of context for women's history.

While the demand for the content and services of this library has been identified among scholars studying women's history, it doesn't end there. Part of the appeal of this library is the potential to draw in new users who couldn't have imagined using it before it existed, increasing an interest in women's history among audiences that may not have been exposed to it before.

Taking Action

Recommendation Outcomes

See this as a color-coded table in [Appendix E](#).

- Mission
 - Learners of all ages will better understand the continued impact of women's education through exposure to primary source materials representing the history of the country's educated women.
 - Researchers will include the stories of college-educated women in their research in a variety of fields, exploring perspectives that have previously been under-represented, ignored, or taken for granted regarding (see original grant proposal)
 - Recommendations
 - Goal: Learners of all ages will be engaged with cohesive stories through online exhibitions and essays that help them to appreciate the history of women's education and the increases it has brought to institutional diversity
 - Recommendation: Target **collection development** to support the creation of curated content related to institutional focus areas such as institutional diversity and the future of women's colleges.
 - Outcome 1: Learners from a variety of demographics will visit this digital library to view online exhibitions and essays about institutional focus areas, will explore the site through a sustained visit, will return to it multiple times, and will recommend it to others.
 - Target Audience: Faculty, Student, and Independent Researchers, including Advisory Board, K-12 Students and Teachers, Alumnae/i, Community Members
 - Institutional Focus Areas: Institutional Diversity, Future of Women's Colleges
 - Goal: Researchers will have convenient and efficient access to primary source materials representing the history of higher education for women, expanding their productivity.
 - Recommendation: Improve quality and consistency of metadata for library content, along with use of faceted browsing to help researchers at all levels find appropriate resources
-

- Outcome 2: Researchers will be able to sort and filter search results more easily because of consistent subject headings and tags across content from all participating institutions
 - Target Audience: Faculty, Student, and Independent Researchers, including Advisory Board
 - Institutional Focus Areas: Faculty Research Productivity, Student Experience / Engagement
 - Recommendation: Create research/**subject guides and related item links** from metadata entries to point researchers outward toward existing published content (for example the Vassar Encyclopedia and timeline)
 - Outcome 3: Early-stage researchers will see how the content from this library can contribute to their research products; published researchers will appreciate having their work cited by this library and will want to support it and contribute to it
 - Target Audience: Faculty, Student, and Independent Researchers, including Advisory Board
 - Institutional Focus Areas: Faculty Research Productivity, Student Experience / Engagement
 - Recommendation: Increase the **visibility of the archivists** from each participating institution, highlighting their expertise and their availability to provide support for research projects
 - Outcome 4: Researchers will be aware of the knowledge that already exists among expert archivists, and will be able to easily reach them for a consultation
 - Assessment: Increase in number of research consultations
 - Target Audience: Faculty, Student, and Independent Researchers, including Advisory Board
 - Institutional Focus Areas: Faculty Research Productivity Student Experience / Engagement
 - Recommendation: Develop research tools such as saved collections, annotations, and citations for logged in users
 - Outcome 5: Researchers will increase their productivity with a more convenient workflow for management of their research data.
 - Target Audience: Faculty, Student, and Independent Researchers, including Advisory Board
 - Institutional Focus Areas: Faculty Research Productivity, Student Experience / Engagement
 - Recommendation: Develop automated citation services on the site and through machine readable applications like Zotero
-

- Outcome 6: Researchers will easily provide attribution for content from the library used in their research products
 - Assessment: citation analysis, count citations to library in public Zotero libraries
 - Target Audience: Faculty, Student, and Independent Researchers, including Advisory Board
 - Institutional Focus Areas: Faculty Research Productivity, Student Experience / Engagement
 - Recommendation: Provide data and metadata from all participating institutions as an easy to access data set that researchers can easily download for their own analysis
 - Outcome 7: Researchers will use computational tools such as data mining and topic modeling to analyze patterns in the content from letters and diaries, so that public audiences can more easily understand commonalities and trends among early college women
 - Target Audience: Faculty, Student, and Independent Researchers, including Advisory Board
 - Institutional Focus Areas: Faculty Research Productivity, Student Experience / Engagement
 - Goal: Students will work on projects that involve them in direct analysis of primary source materials about the history of higher education for women.
 - Recommendation: Provide a **faculty forum** for participants from different institutions and different disciplines to work together to develop plans for research projects and course curricula related to the history of women's education
 - Outcome 8: Students will take courses and work on research projects that examine the history of women's education through direct analysis of primary source material
 - Target Audience: Faculty
 - Institutional Focus Areas: Student Experience / Engagement
 - Recommendation: Provide a platform and an editorial policy for faculty and students to contribute curated content (such as **exhibitions and essays**) which use the content from the library
 - Outcome 9: Faculty and students will collaborate, learning from each other as they analyze content from the libraries collections and share their research with the library in the form of exhibitions and essays
 - Target Audience: Faculty, Student, and Independent Researchers, including Advisory Board
-

- Institutional Focus Areas: Faculty Research Productivity, Student Experience / Engagement
- Goal: Make the research process cost-effective so that researchers can pursue women's history although that subject is less likely than others to receive significant funding
 - Recommendation: Continuing digitization of archival materials at all participating institutions, getting closer to reaching a critical mass of digitized content.
 - Outcome 10: Researchers will have free access to a wide variety of content that previously would have required costly trips to multiple archives, and the quantity and quality of their research about the history of women's education will increase
 - Target Audience: Faculty, Student, and Independent Researchers, Consortial Partners, Library Administrators
 - Institutional Focus Areas: Sustainability

As this outline indicates, analysis of this digital library has led to many recommendations. However, some of these recommendations are already underway or have been carefully considered by contributors. Those are included here simply to describe them from an outcomes based approach and show how the greater goals of the library are being addressed. They are also included in order to discuss related marketing and assessment plans. However, the detailed project plan included here focuses only on the top five recommendations, which mainly suggest new approaches.

Budget

The first phase of library development has been supported by a Humanities Collections and Reference Resources Foundations grant from the Preservation and Access division of the National Endowment for the Humanities (NEH), running from June 2014 to May 2015. While other grants are sought to begin in 2016, the participating institutions must provide internal funding to maintain the library. Potential future funding for digitization may come from a Mellon Foundation sponsored Hidden Collections grant from the Council on Library and Information Resources (CLIR), from the NEH, or from private foundations. Funding for continued library development, including web development, may come from the NEH, IMLS, or private foundations. Some institutions provide stipends to support faculty/student research collaborations, especially over the summer, such as the Ford Scholars Program at Vassar. A potential source of funding to provide for a faculty forum would be the faculty workshops program sponsored by the Alliance to Advance Liberal Arts Colleges (AALAC). The budget for the first phase of the project, funded by the NEH and internally by the participating institutions, is provided below. The estimates for the 2nd and 3rd phases are based on the figures from the first, and on figures provided by the potential funders.

Phase 1 Budget - NEH Grant	Expense
HONORARIA FOR ADVISORY BOARD MEMBERS (6 AT \$500)	-\$3,000
WEB DEVELOPMENT (172 HOURS AT \$99/HOUR)	-\$17,000
TRAVEL EXPENSES FOR PARTICIPANTS AND ADVISORY BOARD MEMBERS	-\$18,000
VIRTUAL PRIVATE SERVER SPACE	-\$600
PRINTING OF BROCHURES AND POSTERS	-\$1,050
20% OF PROJECT DIRECTOR'S ANNUAL SALARY	-\$10,000
10% OF ASSISTANT DIRECTOR'S ANNUAL SALARY	-\$3,700
10% OF ANNUAL SALARY OF PARTICIPATING LIBRARIANS AND ARCHIVISTS	-\$42,000
BENEFITS FOR STAFF	-\$18,381
INDIRECT COSTS	-\$9,179
FUNDING FROM NEH	\$39,650
INTERNAL FUNDING FROM PARTICIPATING INSTITUTIONS	\$83,260

Phase 2 Budget - Interim Work	Expense
WEB DEVELOPMENT (35 HOURS AT \$99/HOUR)	-\$3,465
VIRTUAL PRIVATE SERVER SPACE	-\$600
20% OF PROJECT DIRECTOR'S ANNUAL SALARY	-\$10,000
10% OF ASSISTANT DIRECTOR'S ANNUAL SALARY	-\$3,700
10% OF ANNUAL SALARY OF PARTICIPATING LIBRARIANS AND ARCHIVISTS	-\$42,000
BENEFITS FOR STAFF	-\$18,381
INDIRECT COSTS	-\$9,179
INTERNAL FUNDING FROM PARTICIPATING INSTITUTIONS	\$87,325

Phase 3 Budget - 2nd Round of Grants	Expense
HONORARIA FOR ADVISORY BOARD MEMBERS (6 AT \$1000)	-\$6,000
WEB DEVELOPMENT (150 HOURS AT \$99/HOUR)	-\$14,850
VIRTUAL PRIVATE SERVER SPACE (3 YEARS)	-\$1,800
TRAVEL EXPENSES FOR PARTICIPANTS AND ADVISORY BOARD MEMBERS (3 MEETINGS, 16 AT \$600)	-\$28,800
POTENTIAL FUNDING FROM NEH	\$51,450
DIGITIZATION	-\$350,000
100% OF PROJECT MANAGER'S ANNUAL SALARY, 3 YEARS	-\$135,000
POTENTIAL FUNDING FROM CLIR	\$485,000
TRAVEL EXPENSES FOR FACULTY FORUM (6 AT \$1,200)	-\$7,200
CATERING EXPENSES FOR FACULTY FORUM	-\$2,700
STIPENDS FOR FACULTY FORUM (6 AT \$500)	-\$3,000
HOSTING EXPENSES FOR FACULTY FORUM	-\$600
POTENTIAL FUNDING FROM AALAC	\$13,500
STIPENDS FOR FACULTY FOR EXHIBITION DEVELOPMENT (6 AT \$1,000)	-\$6,000
STIPENDS FOR STUDENT ASSISTANTS FOR EXHIBITION DEVELOPMENT (6 AT \$3,200)	-\$19,200
STIPENDS FOR FACULTY FOR SUBJECT GUIDE DEVELOPMENT (6 AT \$1,000)	-\$6,000
STIPENDS FOR STUDENT ASSISTANTS FOR SUBJECT GUIDE DEVELOPMENT (6 AT \$3,200)	-\$19,200
INTERNAL FUNDING FROM FACULTY/STUDENT RESEARCH FUNDS	\$50,400
20% OF PROJECT DIRECTOR'S ANNUAL SALARY, 3 YEARS	-\$30,000
10% OF ASSISTANT DIRECTOR'S ANNUAL SALARY, 3 YEARS	-\$11,100
10% OF ANNUAL SALARY OF PARTICIPATING LIBRARIANS AND ARCHIVISTS	-\$126,000
BENEFITS FOR STAFF	-\$55,143
INDIRECT COSTS	-\$27,537
INTERNAL IN-KIND FUNDING FROM PARTICIPATING INSTITUTIONS	\$249,780

Responsible Parties

Identify staff responsible for recommendations, competencies required, time commitments, workflow plans, and deliverables.

Staff from the participating institutions:

- Aloisio, Paula, Metadata Specialist and Manuscript Cataloger, Schlesinger Library, Radcliffe Institute for Advanced Study, Harvard University.
- Callahan, Jane, Archivist, Wellesley College.
- DiPasquale, Joanna, Digital Projects Librarian, Vassar College.
- Graham, Ian, Director of Library Collections, Wellesley College.
- Lanzi, Elisa, Director of Digital Strategies and Services, Smith College Libraries.
- McGonagill, Evan, Research Assistant at The Albert M. Greenfield Digital Center for the History of Women's Education, Bryn Mawr College.
- Dean of the Library and Academic Information Services, Barnard College.
- O'Neill, Shannon, College Archivist and Associate Director of Research and Instruction Services, Barnard College.
- Schmidt, Ray, Manager of Cataloging & Metadata, Wellesley College.
- Streett, Laura, Archivist, Vassar College.
- Tenney, Martha Digital Archivist, Barnard College.
- Young, Nanci, College Archivist, Smith College.

These staff members will work on the library as 10% of their regular hours at their home institution. They will meet with other responsible parties at least quarterly, and at least once a year in person. They will maintain regular email, phone, and video chat correspondence to continue work in between regular meetings. They will divide into sub-groups as needed to focus on different library tasks. They each bring specialized knowledge representing archival management, metadata, information architecture, web development, the archival content relevant to this project, and the existing scholarship relevant to this project. Their deliverables will include both documents that guide the development and maintenance of the digital library, and the content that makes up the digital library.

Project Director at Bryn Mawr:

- Pumroy, Eric, Director of Library Collections and Seymour Adelman Head of Special Collections and current Interim Chief Information Officer, Bryn Mawr College.

He will work on the library as 20% of his regular hours at Bryn Mawr, working on the project as described above for the other staff, but also overseeing all communication and tasks for the library. He is knowledgeable about all aspects of this digital library, as described for the other staff above. His deliverables will include documents that guide the development and maintenance of the digital library, grant proposals, and final reports/white papers for funders.

Project Manager:

A project manager may be hired to work on the project for the 3rd phase. This person will work on the library full time, managing all tasks for the library and communicating with all participants. This person will need to have experience with all the aspects of the specialized knowledge described for other staff above, so that she or he can oversee all stages of the project and interact knowledgeably with all other staff. Her/his deliverables will include project planning documents such as task lists, calendars, and timelines, along with grant proposals and final reports/white papers for funders.

Advisory Board:

- Gruber Garvey, Ellen, Professor, English Department of New Jersey City University.
- Horowitz, Helen Lefkowitz, Sydenham Clark Parsons Professor, emerita, at Smith College.
- Kelley, Mary, Ruth Bordin Collegiate Professor of History, American Culture, and Women's Studies at the University of Michigan.
- Mandell, Laura, Director of the Initiative for Digital Humanities, Media, and Culture and Professor of English at Texas A&M University.
- Rowe, Katherine, Professor of English, Director of the Katharine Houghton Hepburn Center, and Director of Digital Research & Teaching at Bryn Mawr College.
- Tucker, Susan, Curator of Books and Records, oversees the Newcomb Archives and the Vorhoff Library at Tulane University.

The advisory board will share their extensive knowledge of women's history to guide development of this library. Their time commitment will include quarterly meetings (either in person or remote) with time to prepare for each meeting. Their deliverables will include structured feedback about the library at each phase of development and testimonials about the library to communicate its value.

Editorial Board:

The participants above will recruit an editorial board to provide peer review for the curated content created for the library. They will need to have knowledge or interest in the history of women's education and in digital libraries. Initially, they will need to commit to a few meetings online or in person to develop an editorial policy, with remote contact through email, etc. to finalize the policy. After that, their commitment will be for a few hours each month, to review content. They will provide formal editorial policies and periodic structured feedback as deliverables.

Faculty and Student Content Creators:

Faculty and students will be recruited to develop exhibitions, essays, subject guides, and links to related items. They will likely work full time on a relatively short term project, perhaps for 8

weeks over the summer. They will need to have knowledge or interest in some aspect of the history of women's education, and archival research skills. Training will be provided for them to create content for the digital library. As deliverables, they will provide online exhibitions and essays, subject guides, and structured metadata links to related items.

Action Plan & Timeline

This timeline puts all tasks in chronological order, but groups them according to specific recommendations.

- April 2015 - May 2015 (or as soon as possible)
 - Collection Development
 - contributing partners brainstorm themes for exhibitions and essays related to focus areas at their institutions, such as
 - the transition to education for 1st generation college students
 - history of students of color
 - impact of liberal arts education on activism
 - stories of LGBTQ students
 - significance of women's athletics
 - support for study of science at women's colleges
 - college students' contributions to the local community
 - and many more
 - contributing partners evaluate content in their archives related to proposed themes and narrow down the list accordingly
 - contributing partners evaluate content in their archives that would support these themes but would require digital conversion to be included in the digital library
 - contributing partners reach out to additional scholars who might be interested in developing or contributing to an exhibition or essay on one of the proposed themes (or others they come up with)
 - Visibility of Archivists and Librarians
 - contributing partners will develop a template for the information they wish to include about themselves on a "Contributors" page on the website, including contact information, a brief bio, and a thumbnail photo
 - contributing partners will develop a template for the information they wish to include about each archive for an "Archives" page or group of pages on the website, including contact information, staff information, and a brief description
 - contributing partners will decide upon a title and a system for an "Ask Us" page for answering incoming reference questions from library users, perhaps having the project management team field questions to contributors from other institutions, or having a schedule where contributors take turns fielding reference questions
 - contributing partners will decide where the "Contributors," "Archives," and "Ask Us" pages should fit in the information architecture of the site
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- developers will create structure for the "Contributors," "Archives," and "Ask Us" pages
 - contributors will submit the requested information about themselves and their archives to the project manager
 - the project management team will develop the "Contributors" and "Archives" pages for the website/blog and make them public
 - contributors will follow a regular schedule to reply to reference questions from the site
 - contributors will track the reference questions asked and answered
 - contributing partners will develop a template / list of questions for a series of blog posts to introduce themselves, the work they do at their institution, and why they think the portal is important
 - contributing partners will develop an editorial calendar for each contributor to post their introduction to the blog
 - the project management team will monitor the blog, reminding contributors about the editorial calendar and helping to edit their entries
 - contributors will write blog posts following this template, and publish them following the editorial calendar
 - contributors will present about the library at a variety of formal and informal venues, including conferences, workshops, college events, reunions, and even by setting up a table in the college center
 - the project management team will promote work by different individual contributors using social media
 - Faculty Forum
 - contributing partners seek internal or external funding to provide stipends, travel costs, and hosting expenses for faculty to participate in a project development forum
 - contributing partners identify initial faculty to participate in this project development forum and solicit their involvement
 - Digitization
 - contributing partners seek internal or external funding to support costs of further digitization
 - June 2015 - July 2015
 - Subject Guides and Related Item Links
 - contributing partners brainstorm themes for subject guides related to focus areas at their institutions and to popular reference requests
 - contributing partners identify and contact additional scholars with expertise regarding the proposed subject guide themes
 - contributing partners seek internal or external funding to support costs of web development to include subject guides
-

- contributing partners seek internal or external funding to provide stipends for scholars to assist in developing subject guides
 - contributing partners seek internal or external funding to provide student research assistants to help with developing subject guides
 - Exhibitions and Essays
 - contributing partners reach out to potential peer reviewers and form an editorial board
 - contributing partners seek internal or external funding to provide stipends for scholars to develop exhibitions and essays
 - contributing partners seek internal or external funding to provide student research assistants to help with exhibition/essay development
 - August 2015 - April 2016
 - Collection Development
 - the project management team periodically analyzes search transaction logs to determine desired content from popular search terms
 - Visibility of Archivists and Librarians
 - the project management team will periodically assess views of contributor information and recommend improvements for continued development
 - Faculty Forum
 - the project management team puts out a call for participants for additional faculty to participate in this project development forum
 - the project management team will choose faculty to participate in this project development forum
 - the project management team will plan for an initial in-person meeting of this forum, arranging for workspace, technical needs, lodging, food, and travel
 - May 2016 - June 2016
 - Subject Guides and Related Item Links
 - developers create structure for subject guides in the information architecture of the portal
 - developers work on a mechanism for both internal and external users to contribute links to related items within metadata for individual library items
 - contributing partners define a formatted template for subject guides
 - Faculty Forum
 - forum participants will introduce themselves before the in-person meeting through a forum blog
 - the project management team will develop an agenda for the in-person meeting, with input from participants
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- forum participants will meet in person, drafting a list of desired learning outcomes for student research projects and coursework related to the history of women's education
 - forum participants will meet in person, drafting plans for research projects and course curricula related to the history of women's education
 - forum participants will meet in person, drafting rubrics for assessment of their students' research projects and coursework related to the history of women's education
 - forum participants will communicate remotely for 8 months, continuing to develop plans for research projects and course curricula related to the history of women's education
 - Exhibitions and Essays
 - contributing partners and editorial board create guidelines for online exhibitions and essays
 - developers create structure for exhibitions and essays in the information architecture of the portal
 - scholars, archivists, student research assistants, and digital librarians develop a data management plan at the beginning of their research project
 - Digitization
 - contributors continue digitization and metadata creation at each institution
 - July 2016 - August 2016
 - Subject Guides and Related Item Links
 - scholars, archivists, student research assistants, and digital librarians collaborate to develop subject guides
 - scholars, archivists, student research assistants, and digital librarians identify main sources of information related to items in the library, such as local wikis.
 - scholars, archivists, student research assistants, and digital librarians add links to related items in metadata for items in institutional digital libraries, by way of spreadsheets or other local cataloging tools
 - Exhibitions and Essays
 - scholars, archivists, student research assistants, and digital librarians collaborate to develop online exhibitions and essays
 - September 2016 - December 2016
 - Subject Guides and Related Item Links
 - subject guides undergo peer review
 - related item links are checked for quality control
 - subject guides implement improvements from peer review
 - related item links are improved after check for quality control
-

- subject guides are launched to the public
 - related item links are uploaded to share with the public as a part of the metadata record in institutional digital libraries
 - related item links are uploaded to share with the public as a part of the metadata record for portal items
 - the project management team will begin to periodically assess usage of subject guides and related item links and recommend improvements for continued development
 - Faculty Forum
 - forum participants will test the plans they have developed with their own students
 - forum participants will assess their students' work using the rubrics they developed as a group
 - developers will create structure to share the forum's work on the website
 - Exhibitions and Essays
 - online exhibitions and essays undergo peer review
 - online exhibitions and essays undergo beta testing
 - online exhibitions and essays implement improvements from peer review and beta testing
 - online exhibitions and essays are launched to the public
 - the project management team will begin to collect data to periodically assess the online exhibitions and essays, and their recommendations will be considered by the editorial board for the future editorial process
 - January 2017 - June 2017
 - Faculty Forum
 - forum participants will create documents to share the final formats of their plans for research projects and course curricula related to the history of women's education
 - the project management team will publish the final plans for research projects and course curricula on the website
 - the project management team will write a white paper to describe the work of the forum participants and the results of their work with students
 - forum participants will present about their projects at a variety of conferences
 - Ongoing
 - these projects will seek internal and external funding for additional cycles of development, assessment, and marketing, repeating the steps described above
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Pilot-Testing

Development of this library will unfold through a series of pilot tests. The first pilot has already been tested with a small group of local users, and will launch to the wider public in mid-May of 2015. As more funding is sought for subsequent phases of development, additional versions of the pilot will be created and tested at each phase. After several rounds of assessment (described below) have occurred and a series of improvements have been made to the prototype over the next three years, a more stable release of the digital library will eventually be finalized and launched to the public.

Scalability

This digital library will develop slowly over time. From the initial prototype just completed, more content and features will be added in phases, with user testing at each phase to insure that desired outcomes are properly supported. At each stage of rollout, it will be important to target specific audiences of a manageable size in order to provide outreach to support user engagement. As the content and features increase, rollout can expand to larger audiences, but will require even more staff time for outreach. If the library experiences high use, then more staff time will be required to interact with users, respond to problems, and monitor analytics. If the library experiences low use, then staff will need to put in an extra effort to analyze usage from the assessments in place for the library and determine what improvements are needed to increase usage.

SWOT

<p>Strengths (internal)</p> <ul style="list-style-type: none"> the staff from the participating institutions all have significant expertise both about the content of their archives and about the technical issues involved in digital libraries staff are passionate about this project all participating institutions have supported staff time to work on this project, and appear likely to continue to do so consortial collaboration means that for each institutional library's investment, they will benefit from the content and services of 6 (or more) other libraries, with collaboration meaning much greater productivity 	<p>Opportunities (external)</p> <ul style="list-style-type: none"> development of large scale regional digital libraries like the DPLA and Europeana has provided leadership on issues like metadata development, normalization, and enrichment, potentially saving time for this project recent trends toward large scale aggregation lead users to expect to be able to search across multiple collections
<p>Weaknesses (internal)</p> <ul style="list-style-type: none"> communication between 7 institutions (and more in the future) is challenging to maintain if Bryn Mawr cannot continue serving as a physical center for grant funding, there is no obvious other choice for an institutional home participating institutions are at different stages in development of digital library initiatives at their home institutions, meaning that content can be inconsistent technical issues can require so much attention that final outcomes are forgotten and functionality and outreach are not given proper attention 	<p>Threats (external)</p> <ul style="list-style-type: none"> financial shortfalls could impact on the participating institutional libraries, resulting in budget cuts that affect their ability to continue work on this digital library problems with usability could discourage users from returning to the site, meaning that they fall back on other sites that do not provide as much content and context about women's history funding for the library will require a mix of several different funding opportunities that will all depend on each other, and if any proposals do not succeed, that could restrict library development

Limitations

Assumptions:

- Archival content across the seven participating institutions includes items that will be interesting to compare and contrast
- Data mining of content from all seven institutions will result in interesting and unexpected subject analysis
- Categories and tags can be defined to help most users find content meaningful to their research
- Faculty and students want to use archival content in their research
- Searching and browsing in the digital portal will save time over an in-person visit to the archive(s)
- Costs will remain relatively the same as in the original budget for the NEH grant for phase 1 of the project

Limitations:

- Library development is very dependent on faculty involvement. If outreach to faculty is not carefully planned early on, growth and usage of the library will be very limited.
 - All staff members have other commitments at their academic institutions, and the timeline must work around their other deadlines.
 - Library development so far has been dependent on internal funding more than external grants, and if budget cuts occur in the partner libraries, then development of the digital portal will be limited
-

Marketing Plan

Introduction

The best publicity this digital library can ask for will be research products from scholars who use the portal for their work. Once people see how other scholars are using the portal for their work and how valuable it has been to them, they will be inspired to use it themselves. Furthermore, people will see that research products that are shared through the portal will reach a wide audience, and will be inspired to share their research through the portal as well. This cycle of marketing contributing to increased participation is precisely how the library can hope to grow, so it is extremely important to invest time in marketing activities to help reach a wider audience and to keep the attention of any existing audience.

Marketing up to the point that we have research products created using the portal will be more challenging, based on potential more than reality. The first aim of early marketing should be to get scholars who are already studying the history of women's education to actively use and contribute to the portal, especially members of the portal's advisory board. Essentially, what we need to market initially is the potential for valuable collaboration. This initial target group can set up a domino effect of impact for the portal, but without their usage and participation, it will be difficult to reach a wider audience.

There is cause for concern that people who visit too soon will be disappointed with the small amount of content and limited features of the initial prototype and won't come back later when it's developed further. Therefore, it's important to be very careful in developing promotional materials for this first phase that make it clear that it's a work in progress, and that get people excited to keep checking back as the progress continues, to share their feedback along the way, and even to share curated content to help it grow. Assessment of the early prototype through surveys and usability studies can actually also have a side effect of providing marketing opportunities for the portal, introducing new users to the portal and emphasizing the importance of their contributions.

Everyone involved in this project needs to be a part of the marketing plan, and needs to be consistent in sharing the same positioning statement and key messages with others. Across seven different institutions there's a great danger of our key messages being altered, so this will require attention. *College Women* will do well to follow the precedent already set by the active social media presence of the Greenfield Center for the History of Women's Education at Bryn Mawr, where project management for this digital portal is already based. It will be important for the other six contributing institutions to also play a part in the social media

strategy, and to be on the lookout for ways to tie content from the portal into current events on each campus - and beyond. Representatives of all seven institutions should work together to create an editorial calendar for marketing efforts, always keeping in mind the goal of demonstrating the relevance of the library and interacting directly with the library community. It's very important to consider the incentives for community members to respond and to identify open ended questions and other ways of encouraging responses, as recommended by Ramsey & Vecchione (2014, p. 73).

It will also be important to find the right balance between promotion before an event to increase participation and publicizing results after an event to demonstrate value. Without a proper investment of time for marketing, it can be hard not to just move right on to promoting the next thing, when you really also should be reflecting on what you just did and sharing with the community how well it went.

Considerations of competition for this digital library are interesting, as the library shares unique archival content. While the individual Seven Sisters institutions may sometimes compete with each other for institutional prestige, in this case they are working together to share content openly with each other and with the public. Rather, this library can be seen as competing with:

- resources for women's history that aren't oriented around higher education
- resources that are subscription based and not open accessible to the public
- resources about history that don't include women's voices

This last consideration should provide the greatest competitive motivation for the library: failure to reach target audiences isn't just a failure of this project, but a missed opportunity for women's voices from history to reach the wider audience they deserve.

Marketing SWOT

<p>Strengths (internal)</p> <ul style="list-style-type: none"> the shared material from the combined archives of all 7 sisters includes text and images that are compelling, relevant and fun for a variety of audiences the advisory board for the portal are a dream team of scholars of women's history, and are leaders in their fields who can help reach a wider audience 	<p>Opportunities (external)</p> <ul style="list-style-type: none"> researchers who will use the library initially are also prime targets to contribute curated content back to the library research products created using the library will be the best publicity we could ask for the 7 sisters come up regularly as a cultural reference in popular media education (especially in terms of barriers to it) is a hot topic right now educators need primary source material that is interesting and relevant to their students
<p>Weaknesses (internal)</p> <ul style="list-style-type: none"> lack of dedicated marketing staff / time our archivists and librarians may not have a great deal of experience with, or interest in, marketing techniques across 7 different institutions, our key messages could easily be altered to be inconsistent 	<p>Threats (external)</p> <ul style="list-style-type: none"> some may have a perception of the 7 sisters as representing only a history of elitist rich white women risk of posting one-way announcements on social media that don't illicit active responses from the community people who visit too soon may be disappointed with the small amount of content and limited features of the initial prototype and won't come back later when it's developed further

Marketing Outcomes

Goals:

- College Women will be well known as a resource for the study of the history of women in higher education
- Women's voices from history will reach the wider audience they deserve
- Researchers will build and share a new body of work around the content provided in the portal
- Stakeholders will provide continuing development and maintenance of the portal

Outcomes:

- Scholars will regularly recommend College Women to others (especially students) as a resource for learning about women's history, and as a source of content for their own research
- Content from the portal will be cited regularly in research products and in public forums
- Scholars will contribute new curated content back to the library
- Participating institutions will continue to provide internal support for development of the portal
- Funders will provide external support for large scale digitization, web development, and development of curated content for the portal

Target Audiences

The internal target audiences for marketing efforts are:

- Library administrators
- Consortial partners
- Advisory board members

The primary external target audiences for marketing efforts are:

- Faculty at contributing institutions
- Students at contributing institutions

The secondary external target audiences for marketing efforts are:

- Alumnae/alumni at contributing institutions
 - Community members at contributing institutions
 - Faculty outside of contributing institutions
 - Students outside of contributing institutions
-

Positioning Statement

College Women brings voices and images of early college women together with voices of current scholars of women's history. This digital portal aims to provide centralized access not only to primary source archival material, but also to interaction with a community of scholars including archivists, librarians, faculty, students, and other researchers. Online exhibitions and essays created by members of this community will provide context for library content, sharing knowledge about women's history with a wider audience. The features of the digital portal increase productivity for faculty and student research and for work of archive and digital library staff. This digital library deserves continuing support to bring more voices of women from history the attention they deserve.

Key Messages

General: College Women brings voices and images of early college women together with voices of current scholars of women's history

Faculty: College Women brings voices and images of early college women to you and your students, and we want to share your voices in response

Students: College Women brings you voices and images of early college women and provides you an opportunity to contribute your own research

Consortial Partners: Collaboration on College Women increases productivity for all involved and expands the reach of individual collections

Advisory Board: as a leader in your field, you can demonstrate to others how you find College Women to be valuable in your own research

Library Administrators: College Women increases productivity for faculty and student research and for work of archive and digital library staff

Message Delivery Strategies

The table below follows a helpful introduction to marketing techniques which provides an example of the different aspects of marketing a circus (from Lisa Wolfe, quoted in Fisher & Pride, 2006, p. 75). While the examples shown here for *College Women* may not be as entertaining as a circus, they highlight the differences between different kinds of marketing.

Marketing	Circus Example	Our Library
advertising	paint a sign saying 'Circus Coming to the Fairground Saturday'	announcements on listservs, posters, giveaway items, etc.
promotion	put the sign on the back of an elephant and walk it into town	contributors present at conferences, campus events
publicity	the elephant walks through the mayor's flower bed	content from the library shows up in unexpected places, as a response to current events
public relations	get the mayor to laugh about it	research products created using the library receive critical acclaim and researchers discuss publicly how valuable the library is to them

Tools

Social Media

Social media will be an important outlet for marketing the portal, but will require a significant investment of time. Portal staff will need to work together to choose which social media platforms are most effective for marketing the portal, how frequently to post, and what content to share. One social media manager from the project management team will oversee all marketing efforts for consistency. That manager will work with representatives from the seven institutions to establish an editorial calendar. This will be set by the marketing manager, but the marketing group will also be able to edit to suggest content for posts. This may take the form of a Google Docs spreadsheet which all contributors can view or edit (a sample is included as [Appendix F](#))

Blog posts may well be the most content-rich venue for marketing the portal. For the first two weeks after the launch of the portal prototype, the blog should have two posts per week, to garner more attention. For the next two weeks it can taper down to one post per week, and after that it can maintain a more realistic schedule of a new post every two weeks. Time must also be allotted for replying to comments on blog posts. These posts should include:

- discussions of the process of developing the portal
- introductions to each of the contributors (archivists and digital librarians, as described in the project plan above)
- introductions to each of the advisory board members, in which they address how their previous work would have been made easier if this library had existed when they were doing earlier research.

Twitter and Facebook will also be useful platforms to reach a wide audience. Representatives from each institution will suggest posts based on their institution's content, so that each institution gets equal coverage regardless of the social media manager's knowledge of each collection. Posts should also respond to current events on each campus, and in the wider community of women's history. While content will be posted by the social media manager, it should also be re-posted by contributors from their individual accounts, and accounts of their institutions, to help reach a wider audience. These platforms in particular will require time for replying and interacting with the community.

Posts to disciplinary / professional listservs will also be necessary to reach the academic audience we are targeting, but should be kept to a minimum to announce major phases in development or specific opportunities for collaboration or feedback.

Presentations

Contributors should take advantage of any opportunity to present about the portal or about research developed using the portal. This should include:

- formal presentations at conferences
- presentations at institutional events
 - brief presentations at related departmental faculty meetings
 - brief presentations at related administrator's meetings
 - brief presentations at library meetings
 - brief presentations at alumnae events, especially reunions
- informal table display and outreach at college center of each institution

The first official presentation about the project will be made at Women's History in the Digital World 2015. Elements of that presentation should be shared with representatives of all 7

institutions, to be re-purposed in their own presentations. The marketing budget allows for travel and labor for 2 conference presentations for each institution, for a total of 14 presentations over 3 years. It also covers 7 conference posters, 1 for each institution, which should be able to be re-used numerous times. It is assumed that representatives from each institution can create one presentation for their institution and then present it with slight modifications in several different venues. At least one presentation should be recorded as a screencast, video, or podcast to be shared on social media, and labor has been budgeted for that as well.

Publications

Contributors should also take advantage of any opportunity to publish about the portal or about research developed using the portal. This should include:

- publications about development of the portal
 - coverage in local news media, alumnae magazines, digital humanities forums, etc.
 - articles in professional journals
 - reviews in professional journals
- publications about research created using the portal
 - articles in professional journals
 - reviews in professional journals

To help seek news coverage, it will be important to work with each institution's office of communications to put out press releases about:

- awards of funding
- progress
- when new partners join
- publications/presentations
- release of products (suggestions from Giuliano & Appleford, 2013, p. 10)

According to Giuliano & Appleford (2013, p. 11), press releases for digital humanities projects should include:

- project title and abstract
 - message/update
 - information about funders
 - information about partners
 - website link
 - quote from a pertinent person
-

Direct Contact

For the rich collaboration with faculty that is sought for this project, it will be important for contributors from each institution to reach out directly to their faculty. This may start with an “elevator speech” at different campus events, or as a phone call or email to open the conversation. Contributors should plan to spend at least 2 hours a month reaching out to new faculty. As the portal becomes more established, this outreach should extend out to faculty at other institutions, and other researchers.

Giveaways

Also known as “swag,” conference giveaways can provide community members with a reminder to visit the portal. It is important for such items to show a recognizable and appropriate logo and a catchy title along with the most important part: the URL for the portal. For this portal’s target audience, traditional giveaway items such as bookmarks, stickers, postcards, pens, and pads are appropriate and relatively not too expensive. To promote the portal over the next three years, the budget includes a number of giveaway items, estimated at 20-50 of each giveaway item for each conference presentation, based on a rate of 10-25% of expected attendees (“Guide to Custom Tradeshow Giveaways,” 2013). This is likely generous for our audience and therefore should also provide for a stock kept on hand for less formal presentation opportunities.

Action Plan & Timeline

- May 2015
 - Social Media
 - contributors form social media team, create editorial calendar
 - contributors will use their own social media accounts to countdown to the launch
 - 1 week before launch, create social media accounts for College Women and start posting to countdown to launch
 - day of launch, posts on all platforms to share link
 - contributors re-post on their own individual accounts
 - institutions re-post on their accounts
 - 1st week, 2 blog posts
 - launch announcement
 - post about process of developing portal
 - 2nd week, 2 blog posts
 - slides or YouTube video of conference presentation (see below)
 - post introducing a contributor (as described in project plan)
 - Twitter / Facebook, 3-5 times per week
 - share links to blog posts
 - share links directly to content in portal
 - share links to related work by contributors
 - respond daily to others
 - Presentations
 - 3 weeks before launch, project management team will prepare a presentation for Women's History in the Digital World 2015
 - launch weekend, team will present
 - team will record this presentation as a screencast / video to share on YouTube
 - Publications
 - 3 weeks before launch, customize and submit press releases to communication office for each institution
 - Giveaways
 - 3 weeks before launch, order giveaway items for events throughout the year
 - bookmarks, postcards
 - hand out items at Women's History in the Digital World 2015
 - June - July 2015
 - Social Media
 - 2 weeks - 1 blog post per week
-

- then switch to 1 blog post every 2 weeks, for the duration
 - continue posts including introductions to contributors, as described in project plan
 - Twitter / Facebook, continuing 3-5 times per week plus replies, re-posts
 - Direct Contact
 - identify 3-5 faculty members at each institution to reach out to about collaboration
 - contact faculty by phone/email and set up meetings
 - meet with faculty to discuss potential collaboration
 - Presentations
 - brief presentations at reunions at each institution
 - brief presentations at administrative meetings
 - Publications
 - pursue additional coverage in local and institutional media
 - Giveaways
 - work with a graphic designer to create a logo
 - order more giveaway items as needed for different conferences and events
 - August 2015
 - Social Media
 - solicit feedback, participation in surveys / usability studies
 - continue editorial calendar
 - Direct Contact
 - call / email faculty to encourage use as their classes start up, discuss collaboration
 - Publications
 - publish white paper about the first phase of the project on blog
 - September 2015
 - Social Media
 - “back to school” links to relevant content
 - solicit contributions
 - maintain editorial calendar
 - Direct Contact
 - follow up with faculty to encourage use as their classes start up, discuss collaboration
 - Presentations
 - brief presentations at faculty meeting for related departments
 - pick an afternoon to set up a table in the college center at each institution to introduce the portal (choose from heavy traffic days and times)
 - Publications
-

- Ongoing
 - Social Media
 - time deliverables, posts around
 - conference deadlines
 - conferences in action
 - funding deadlines
 - start of academic year
 - after classes end/before grading
 - keep editorial calendar going so there are regular posts and accounts aren't seen to grow stale
 - countdown to events to build hype (6 wks, 30 days, 1 week, 1 day)
 - individuals/institutions retweet to amplify - but keep consistent message
 -
 - Direct Contact
 - continue to pursue collaboration with additional faculty members, a few at a time
 - pursue collaboration with faculty members outside of initial institutions
 - Presentations
 - present at conferences whenever possible, in a variety of fields
 - anticipating 2 formal conference presentations per institution over 3 years
 - continue less formal presentations on campus periodically at each institution
 - Publications
 - continue to pursue additional coverage in local and institutional media
 - when portal has more features and content in place, pursue reviews in professional journals
 - when research products have been created using the portal, pursue journal articles
 - pursue journal articles about the process of developing the portal
 - Giveaways
 - distribute / order more as needed
-

Budget

Marketing Budget - 3 years	quantity	institutions	Expense
LOGO DESIGN		1	-\$500
BOOKMARKS FROM NEXTDAYFLYERS.COM	1000 AT \$.05	1	-\$52
STICKERS FROM 4IMPRINT.COM	280 AT \$.90	1	-\$252
PENS FROM 4IMPRINT.COM	700 AT \$.23	1	-\$161
PADS FROM 4IMPRINT.COM	280 AT \$1.09	1	-\$305
POSTCARDS FROM 4IMPRINT.COM	700 AT \$.25	1	-\$175
PROMOTIONAL POSTERS (VASSAR RATE)	25 AT \$2.50	7	-\$438
CONFERENCE POSTERS (VASSAR RATE)	\$15	7	-\$105
LABOR FOR SOCIAL MEDIA - MEDIA MANAGER	4 HR/WK, 150 WEEKS AT \$30	1	-\$18,000
LABOR FOR SOCIAL MEDIA - EACH INSTITUTION	1 HR/WK, 150 WEEKS AT 7 \$30		-\$31,500
LABOR TO CREATE SCREENCAST ON YOUTUBE	35 HOURS AT \$30	1	-\$1,050
LABOR FOR PRESENTATIONS	40 HOURS AT \$30	7	-\$8,400
TRAVEL FOR CONFERENCE PRESENTATIONS	2 TRIPS AT \$1000	7	-\$14,000
LABOR FOR PHONE CALLS AND MEETINGS WITH FACULTY	2 HR/MO, 36 MO AT \$30	7	-\$15,120
LABOR FOR PUBLICITY THROUGH OFFICE OF COMMUNICATIONS	2 HR/MO, 36 MO AT \$30	7	-\$15,120
TOTAL - EXTERNAL COSTS			\$1,988
TOTAL - IN-KIND FUNDS			\$103,190

notes:

- in-kind costs are in italics, and include both labor and professional development support for conference travel
- the labor rate is estimated at \$30 per hour, rounded up from \$29.96 which is the median hourly wage of New York State librarians (Bureau of Labor Statistics, 2015)

Responsible Parties

One member of the project management team should oversee marketing efforts and maintain consistency across the efforts at all seven institutions. This person should plan to spend 3 hours a week working on social media, likely 1 hour 1 day a week plus 1/2 hour 4 days a week. This will include planning ahead on the editorial calendar with input from representatives of the 7 institutions. They will also need to keep current with events at all 7 institutions, and related to women's history in general, to help identify relevant content from or about the portal that should be posted. They will write and post for Twitter and Facebook. They will remind other authors about deadlines for the blog. This manager should also plan to spend an additional 1 hour a week preparing materials and having meetings with others who can help with marketing.

The teams from each of the seven participating institutions will need to identify one person to be responsible for marketing at their institution, though all seven will be able to follow approximately the same guidelines. Each representative should plan to spend 1 hour a week working on social media, including helping the social media manager to plan ahead on the editorial calendar. This person will need to facilitate re-posting of content about the portal on social media accounts at their institution. They will also need to keep current with events at their institution to help identify relevant content from or about the portal that should be posted. Each person should also plan to spend 2 hours a month preparing materials and having meetings with departments at their institution who can help with marketing, especially their office of communications. Each person should also plan to spend another 2 hours a month preparing materials and having meetings with faculty collaborators.

Contributors from the participating institutions will also create and deliver presentations about the portal, including formal conference presentations, brief presentations at administrative and faculty meetings, and informal settings such as setting up a table in the college center. They should plan to spend about 40 hours over the course of 3 years preparing 1 presentation and then repeating it several times to different audiences. At least one of these presentations should be re-purposed as a video or screencast to be shared on social media. 35 hours of work have been budgeted for preparing such a video.

The portal will need to hire a graphic designer as a consultant to create a logo for the project, including variations appropriate to be used on all promotional materials including social media accounts.

Mockups of Marketing Methods

Provide mockups of your marketing tools. These need not be finished products, but they should convey a basic representation of your marketing tools.

Sample Elements of a Press Release

- *College Women* Launches First Prototype of Digital Portal
- (specific message/update about the event at hand)
- (include website link)
- (include quote from one or more advisory board members about the value of the portal)
- *College Women: Documenting the History of Women in Higher Education* brings voices and images of early college women together with voices of current scholars of women's history. This digital portal aims to provide centralized access not only to primary source archival material, but also to interaction with a community of scholars including archivists, librarians, faculty, students, and other researchers. The features of the digital portal increase productivity for faculty and student research and for work of archive and digital library staff. Online exhibitions and essays created by members of this community will share knowledge about women's history with a wider audience, bringing more of the voices of women from history the attention they deserve.
- The first phase of development of the *College Women* digital portal has been supported by a Humanities Collections and Reference Resources Foundations grant from the Preservation and Access division of the National Endowment for the Humanities (NEH), running from June 2014 to May 2015.
- Initial contributors to the *College Women* digital portal are Barnard, Bryn Mawr, Mount Holyoke, the Radcliffe Institute, Smith, Wellesley, and Vassar.

Elevator Speech for Potential Faculty Collaborators

(to be repurposed in phone calls and emails):

I've been working on a great project and I think you could benefit from getting involved in it, too. It's called *College Women*, and it brings voices and images of early college women together with voices of current scholars of women's history, like you. It's a digital portal, and it aims to provide centralized access not only to primary source archival material, but also to interaction with a community of scholars including archivists, librarians, faculty, students, and other researchers. Over the last year a prototype has been developed using content from the archives of the Seven Sisters colleges, but we hope that it will grow to include content from other institutions as well. The features of the digital portal are designed to help with faculty and student research. We'd love to get you and your students involved in creating online exhibitions and essays to share your knowledge and to bring these voices of women from history the attention they deserve.

Information to Include on a Bookmark

- logo and/or one or more compelling images from portal (with permission)
- title and tagline
 - College Women: Documenting the History of Women in Higher Education
- URL of portal
- list of 7 sisters contributors
 - Barnard, Bryn Mawr, Mount Holyoke, the Radcliffe Institute, Smith, Wellesley, and Vassar
- NEH logo (to indicate funding)
- (blue/grey/black/white color scheme to match website)

Assessment Plan

Introduction

As this portal moves forward and seeks additional collaborators and funders, it will be crucial to provide evidence that it is reaching the goals that have been set for it. Some of the "promises" of this library are to increase access to collections, and to make cross-collection research possible in ways that were not before. To show that this is being achieved, it will be necessary to examine a "before and after" perspective, both quantitatively and qualitatively. There are many claims made (especially at Vassar) about the value of access to primary sources in the curriculum and in research, and it is important to help this digital library prove that point while expanding outreach.

Assessment will need to consider three tiers: the physical archives as the starting point, each institution's individual digital library program in the middle, and the digital portal that unites all seven current contributing institutions. It will be important also to consider Rubin's distinction between long term outcomes and interim outcomes (2006, p. 21). any development of the portal or usage of the portal is simply a means to the impact that women's voices from history can have on today's researchers. However, our interim focus on tool development is necessary to make that eventual greater impact possible. The metrics available at the simplest level, such as page visits, number of downloads, etc., are begging to be asked "so what?" and can benefit greatly from the addition of even the shortest survey to provide more insight about specific user behavior and motivation, to help us reach our larger goals.

While these plans may be considered to help with creating a "culture of assessment" they should really be considered from the perspective of a "culture of improvement." Assessment is not the goal in and of itself, but is the method by which we can more quickly identify the best ways of improving the aspects of the portal that will help it achieve its desired outcomes.

Recommendation Outcomes

- Goals
 - Goal 1: Learners of all ages will be engaged with cohesive stories through online exhibitions and essays that help them to appreciate the history of women's education and the increases it has brought to institutional diversity
 - Goal 2: Researchers will have convenient and efficient access to primary source materials representing the history of higher education for women, expanding their productivity.
 - Goal 3: Students will work on projects that involve them in direct analysis of primary source materials about the history of higher education for women.
 - Goal 4: Make the research process cost-effective so that researchers can pursue women's history although that subject is less likely than others to receive significant funding

 - Outcomes - these outcomes are numbered to represent their original order in the recommendation outcomes section of the project plan above; however, here they are listed in order of priority for assessment
 - Outcome 1: Learners from a variety of demographics will visit this digital library to view online exhibitions and essays about institutional focus areas, will explore the site through a sustained visit, will return to it multiple times, and will recommend it to others.
 - This is the broadest outcome to assess, and can be done using web analytics without requiring the time for direct interaction with users. It will be important to look for patterns of usage, or lack thereof, to direct planning of improvements to the portal
 - Outcome 9: Faculty and students will collaborate, learning from each other as they analyze content from the libraries collections and share their research with the library in the form of exhibitions and essays
 - As collaborative projects are completed, it will be important to measure their internal impact, as perceived by faculty and students, and their external impact, as received by the wider public
 - Outcome 8: Students will take courses and work on research projects that examine the history of women's education through direct analysis of primary source material
 - As this digital portal is affiliated with academic institutions, it will be important to show the portal's impact on student work
-

- Outcome 10: Researchers will have free access to a wide variety of content that previously would have required costly trips to multiple archives, and the quantity and quality of their research about the history of women's education will increase
 - The original grant proposal for this portal predicates improved access, as a result of aggregation, as an indicator of impact, and therefore must be measured
- Outcome 4: Researchers will be aware of the knowledge that already exists among expert archivists, and will be able to easily reach them for a consultation
 - There is great potential to increase the visibility of archivists and librarians and thereby increase their impact
- Outcome 3: Early-stage researchers will see how the content from this library can contribute to their research products; published researchers will appreciate having their work cited by this library and will want to support it and contribute to it
 - Tracking of referral links both in and out can show how the portal interacts with a wider community of research.
- Outcome 2: Researchers will be able to sort and filter search results more easily because of consistent subject headings and tags across content from all participating institutions
 - This has already been tested in early usability studies, and implementation of appropriate changes is in process. As development continues, this will need to be assessed regularly, with each new phase of development, so that improvements can continue.

The remaining outcomes are not as highly prioritized for assessment currently, and will not be discussed fully in this assessment section. However, indicators, targets, and data sources for measuring their impact are included in the Impact Rubric ([Appendix G](#)).

- Outcome 6: Researchers will easily provide attribution for content from the library used in their research products
 - This is a sub-feature of outcome 5, below. Examination of the impact of citation tools will set the stage for the examination of other researcher tools to be added in future phases of development
 - Outcome 5: Researchers will increase their productivity with a more convenient workflow for management of their research data.
 - This outcome will not be reached until additional tools are added in a later stage of development of the portal, but consideration of outcomes can help guide planning for these features.
 - Outcome 7: Researchers will use computational tools such as data mining and topic modeling to analyze patterns in the content from letters and diaries, so that
-

public audiences can more easily understand commonalities and trends among early college women

- This outcome will not be reached until support is added for work with open data sets, either through bulk download or an API. However, when such features are developed, it will be very important to track their usage and show not only the quantity of usage and citations but also the quality of such innovative research

Assessment Plan for Outcome 1

Outcome 1

Learners from a variety of demographics will visit this digital library to view online exhibitions and essays about institutional focus areas, will explore the site through a sustained visit, will return to it multiple times, and will recommend it to others.

Target Audience

Faculty, Student, and Independent Researchers, including Advisory Board

K-12 Students and Teachers

Alumnae/i, Community Members

Methods & Tools for Evidence Collection

A web analytics tool like Google Analytics can be used to determine number of site visits, page visits, unique visitors, length of visit, and other factors, as indicated in the Impact Rubric (**Appendix G**)

Such a tool can also be used to examine what other sites are referring visitors to the portal, and filter them to see referrals from social media or from educational sites (ending in a .edu or .k12.XX.us address, or using other indicators of educational affiliation).

Search queries can also be examined in such a tool, to determine focus areas of interest to our audience that could guide future collection development.

Recommendations for Pilot Assessment

A web analytics tool like Google Analytics will be configured to monitor the portal before the initial launch. The initial configuration of settings will serve as a pilot, based on the indicators in the Impact Rubric (**Appendix G**). Specific tools within the analytic application will be chosen and configured to track user behavior related to our specific articulated outcomes. This will be monitored closely around the launch of the portal, to make sure that the tools chosen are measuring data as expected; changes will be made as needed. The first full examination of articulated metrics will occur after the first quarter post-launch. The analytics report at that time will guide both changes in the analytics configuration and needed improvements in the functioning of the site as a whole.

The targets indicated here may need to be revised after initial usage of the portal is evaluated. Examination of other cultural heritage portal projects, mainly Hudson Valley River Heritage

(SENYLRC, 2013) and Mountain West Digital Library (Hayen, 2014), showed a wide variety of usage statistics, so the targets presented here were chosen to be on the low to middle end of the statistics consulted. Also, other portals consulted had a much larger amount of content, and targets were based on a ratio of usage to content, but this may prove to not be as directly proportional.

Also, a privacy policy will be drafted and shared with institutional leaders before being finalized and placed on the portal.

Alternative Methods & Tools

To take this process even further, a brief poll could be placed on the portal for users to respond to when they first enter the site, following the methodology of the Let's Get Real project (Finnis, 2014). This quick poll could be used to identify a user's entrance narrative: the motivation that brings them to the portal in the first place. This response can trigger event tracking in Google Analytics after which users can be segmented to more easily compare different behaviors. This can provide a form of deep log analysis (DLA), with more evidence of impact (related to stated motivation), without asking users register and login to the site, or asking them to participate in a longer survey. Of course, when more advanced features for the site are developed, a login will feel advantageous to users rather than intrusive, and then true DLA can be conducted (with user's permission through a privacy policy, and kept confidential).

Users of the portal can also be consulted directly through a longer survey, with questions regarding their level of usage of different elements of the portal and their satisfaction with it. However, considering the low return rate for most such surveys and the self-selected nature of respondents, it will be more accurate to anonymously measure all usage of the portal through automated tools.

Another alternative would be to perform a non-user survey to identify people who are not portal users and evaluate the factors that keep them away in order to try to institute improvements to draw them in.

Analysis of Evidence (Data Plan)

One member of the portal team should be chosen to analyze the evidence about the entire site. The team will need to decide if this person should also create reports customized for each participating institution, or if their representatives should access the data themselves.

Digital librarians examining these analytics will need to look carefully not only at the success of these metrics in comparison to the targets proposed here, but will also need to have their eyes open for patterns that indicate unexpected uses of the portal. In general they should look for indicators of usability problems, by taking note of the pages from which a visitor leaves the site and determining if their exit was due to completion or dissatisfaction. They also should look

generally for indicators of search engine optimization, responding to signs that referrals from major search engines are incomplete or problematic.

Quarterly reports will be created to share the data being measured by the analytics tools, and to compare data to defined targets and to past usage reports.

How Assessors Will Know the Outcome Has Been Met

The outcome will be considered to have been met when a majority of these targets are reached:

- site visits increase 10% or more each quarter
- 50% or more increase in number of page visits after each marketing event
- average visit duration is 5 minutes or more
- 75% or more of search queries return results
- 120 or more link referrals from major search engines per quarter
- 20% or more increase in site visits from locations other than the cities where the participating institutions are located
- 60 or more link referrals from social media per quarter
- 39 or more link referrals from educational site per quarter
- 40 or more link referrals to exhibitions and essays per quarter
- 40 or more image downloads per quarter

However, these targets may need to be revised after the pilot assessment.

Result Scenarios & Decision Making Indicators

- Result: Indicators for Outcome 1 meet beginning targets in Impact Rubric
 - Decision: Internally, look for both general patterns and page views for specific pages to determine factors in users leaving the site dissatisfied. Externally, increase marketing efforts. Triangulate analytics with a user survey to generate feedback to guide needed improvements. .
 - Result: Indicators for Outcome 1 meet developing targets in Impact Rubric
 - Decision: Internally, continue to look for both general patterns and page views for specific pages to determine factors in users leaving the site dissatisfied. Externally, improve marketing efforts to reach a wider audience and to get prior visitors to return. Triangulate analytics with other assessment methods used for other outcomes to determine needed improvements.
 - Result: Indicators for Outcome 1 meet exemplary targets in Impact Rubric
 - Decision: No action necessary: outcome has been met.
-

Recommendations for Reporting

Google Analytics and other similar tools offer easy features to automatically generate reports for a chosen time period and chosen features. Reports should be generated quarterly and shared with all consortial partners and advisory board members, along with a narrative describing how targets are being met and what improvements are being considered to help meet targets. If targets are not being met, participants should not fear sharing results, but rather should seek input from advisors to help with improvements. After a period where targets were not met, and participants creatively sought improvements, they should share their methods with stakeholders to show their success in the face of difficulty, so that their efforts can be appreciated by administrators and funders, and so that their lessons learned can benefit the wider digital library community.

Responsible Parties

One representative of all the participating institutions should be responsible for configuring analytics tools for the portal, tracking analytics, and generating reports to be shared with all participants. Additional representatives from each institution should participate in a periodic group discussion of proposed assessment methods, revisions of targets, and actions in response to results.

Timeline

- by April 30, 2015
 - representatives of each institution meet to review proposed targets and configuration for analytics tool
 - one representative is chosen to set up and track analytics
 - May 1, 2015
 - setup analytics tool and configure to track desired targets
 - May 21, 2015
 - portal launch: track initial usage for the 1st week and share with participants and advisory board
 - by June 19, 2015
 - examine usage analytics and determine if any settings need to be re-configured
 - August 21, 2015
 - generate report from first quarter since launch
 - include comparison of results to targets in report
 - by September 1, 2015
 - representatives of each institution meet to review first quarter results and propose revision of targets and configuration for analytics tool as needed
 - configuration of analytics tool is changed as proposed
-

- depending on results, project and marketing plans are revised to institute improvements
- November 21, 2015; February 21, 2016; May 21, 2016 and quarterly thereafter
 - generate report for last quarter
 - include comparison of results to targets in report, and to previous periods
 - representatives of each institution meet to review quarterly results and propose revision of targets and configuration for analytics tool as needed
 - configuration of analytics tool is changed as proposed
 - depending on results, project and marketing plans are revised to institute improvements
 - repeated quarterly

Assessment Plan for Outcomes 8 and 9

Outcome 8

Students will take courses and work on research projects that examine the history of women's education through direct analysis of primary source material

Outcome 9

Faculty and students will collaborate, learning from each other as they analyze content from the libraries collections and share their research with the library in the form of exhibitions and essays

Target Audience

Faculty, Student, and Independent Researchers, including Advisory Board

Methods & Tools for Evidence Collection

As these outcomes are strongly connected, they can both be evaluated in the same assessment. The best way to gauge the number and growth of courses and research projects using content in the portal, along with the quality of collaboration around the portal, will be to conduct a survey of faculty and students. This could be conducted using a web-based tool like Google Forms, Qualtrics, or SurveyMonkey, depending on which tools are available to the contributors administering the survey, and their comfort level with different tools. This survey may be targeted only around this outcome, or may be included as questions in part of a larger survey. These outcomes can be assessed both by the students themselves and by faculty who answer questions about the work of their students, and about their own research. The survey should address both users and non-users related to this outcome, asking specific questions about why and how faculty and students are or are not using the portal for courses or research projects, to try to gain information that can help convert non-users to users and improve the experience for existing users.

Recommendations for Pilot Assessment

Either as a short survey or as part of a longer one, a draft of the survey instrument should be developed by a few contributors, and then opened to review by the larger group of contributors. Once the initial version of the instrument is finalized, it should be pilot tested on a small group of local users. These initial participants should fill out the survey in the company of a local contributor who can answer questions about the portal and about the instrument. The contributor administering the survey should carefully note all such questions and use them to

suggest ways of improving the survey and making it more clear. These suggestions should be reported to the wider group, with changes implemented as approved by the group.

[Alternative Methods & Tools](#)

There may be a potential to receive feedback from students as a part of the faculty evaluations that are mandated at the end of each term. Librarians at Vassar are beginning to explore the possibility of including evaluation of the library/librarians in this required faculty evaluation, in classes where library research was required (L. Streett, personal communication, March 6, 2015). This could also include the archives, institutional digital libraries, and the portal. Even if this practice is not instituted on a wider level, collaborating faculty may be convinced to ask their students to include free text feedback about use of the portal in their course evaluations.

The portal could create a mechanism, like a wiki or discussion forum, through which researchers could discuss and announce their research projects using content from the portal. Such a tool would allow users to report this data to the portal without requiring that we seek them out.

Of course, research products that are contributed directly to the portal, to be published as exhibitions and essays, will be able to be counted directly.

Also, citation analysis can be used to look for research products that demonstrate usage of the portal by citing content from it; it would be very interesting to see portal content in the midst of a web of related citations.

Later on, it may be interesting to take this study further and move from more quantitative to qualitative research to evaluate not only how many courses or projects are being developed, but also to evaluate the quality of such courses and projects by creating quality rubrics or comparing student grades. However, such studies would require careful planning to work within requirements about student privacy. It would be worth it, however, to be able to provide evidence in student learning outcomes of the value of the concept that students should “go to the sources,” a popular phrase at Vassar College, quoting 19th century history professor Lucy Maynard Salmon.

[Analysis of Evidence \(Data Plan\)](#)

Survey administrators will use the reporting features in the web-based tools used to administer the survey. Through such tools, they will be able to generate counts of faculty and students using the portal in courses or in research projects. Depending on the level of detail of questions included in the survey, they may also be able to perform additional analysis of the breadth of subjects or disciplines being addressed by courses and research projects related to the portal. They may also be able to analyze the user’s level of satisfaction with their collaborative research process using the portal.

How Assessors Will Know the Outcomes Have Been Met

Outcome 8 will be considered to have been met when 10 or more research projects per quarter and 10 or more courses per 6 months are developed using the portal.

Outcome 9 will be considered to have been met when 6 or more exhibitions / essays are added per year as a result of faculty/student collaboration.

Result Scenarios & Decision Making Indicators

- Result: 0-4 research projects per quarter and 0-4 courses per 6 months are developed using the portal; 1-2 exhibitions / essays added per year through faculty/student collaboration
 - Decision: Examine survey results to determine what factors are preventing faculty and students from using the portal in courses and research projects. Make improvements in response to those findings.
- Result: 5-9 research projects per quarter and 5-9 courses per 6 months are developed using the portal; 3-5 exhibitions / essays added per year through faculty/student collaboration
 - Decision: Continue to examine smaller nuances of details that are limiting faculty and student use of the portal and determine needed improvements
- Result: 10 or more research projects per quarter and 10 or more courses per 6 months are developed using the portal; 6 or more exhibitions / essays are added per year as a result of faculty/student collaboration
 - Decision: No action necessary: outcomes have been met.

Recommendations for Reporting

These are results that should be reported publicly even when they are only at emerging or developing levels. With the permission of the faculty and students involved, sharing the story of even just a single class or single research project may inspire new faculty and students to use or recommend the portal. Lessons learned from each course or project along the way can help to improve those that will follow. As the institutions affiliated with the portal are all academic libraries, it will be significant to demonstrate the portal's impact on student work, especially through direct collaboration with faculty members. .

Responsible Parties

Representatives from several different contributing institutions should work together to plan and administer this survey. However, the larger group of contributors should also review the survey plans and offer suggestions for improvement. Each representative working on this assessment will need to take on different roles for designing, revising, administering,

analyzing, and reporting about the survey. They will also need to share their findings with members of the marketing team.

Timeline

- October 2015
 - initial survey is developed by survey team and submitted to wider group for review
- December 2015
 - initial survey is conducted, targeting faculty and students at the 7 participating institutions
- January 2016
 - survey team reports to wider group on survey and suggests recommendations for improvements
 - wider group provides feedback on proposed improvements
 - proposed improvements are implemented
- March 2016
 - survey team revises survey for 2nd round
- May 2016
 - survey team conducts 2nd round of survey
- June 2016
 - survey team reports to wider group on 2nd round of survey and suggests recommendations for improvements
 - wider group provides feedback on proposed improvements
 - proposed improvements are implemented
- ongoing
 - either once a semester or once a year, this same cycle will be revisited: survey revision, survey administration, analysis, reporting, and improving services as a result
 - as the portal grows, this survey should be targeted to a wider geographic and demographic audience of faculty and students at other institutions

Assessment Plan for Outcome 10

Outcome 10

Researchers will have free access to a wide variety of content that previously would have required costly trips to multiple archives, and the quantity and quality of their research about the history of women's education will increase

Target Audience

Faculty, Student, and Independent Researchers

Consortial Partners

Library Administrators

Methods & Tools for Evidence Collection

This may be one of the more difficult assessments to conduct, but would show impact directly related to claims made in the initial grant proposal regarding the value of aggregated resources.

To evaluate this outcome it will be necessary to compare before and after usage data, including counts of visits to physical archives and materials consulted, compared to page visits and downloads of content on individual institutions' digital collection websites, compared to page visits and downloads of content through the digital portal. Local reference statistics should provide the needed information about in-person visits, and web analytic tools should be in place to evaluate usage of both the individual institutional digital libraries and the portal.

Furthermore, the cost factor will require an examination of the cost per item to add it to an individual institution's digital library and upload it to the portal versus the cost per item as a fraction of the cost of a physical visit, for researchers traveling to remote archives. Of course, every item is unique and has different variables in the cost of digitization, and every archival trip has variables in travel costs and time spent, but if some general averages can be deducted, then hopefully this outcome can be fully demonstrated. The greatest challenge will be to combine all of these factors into one report. Digitization costs should be on record for each individual institution, and a larger sample of data will be preferable to account for wide variations in costs for different types of materials. The cost of physical trips to the archive will need to be evaluated both from the researchers' perspective and from the archivists' perspective. A survey of researchers will need to be conducted to determine their average travel costs and time spent for visits. Archivists will need to consult their reference logs and determine their time spent in consultations with visiting researchers.

Recommendations for Pilot Assessment

A smaller sample set of data, perhaps from a single institution and representing only a short time period, should be collected and analyzed before undertaking the larger assessment. On the one hand, a larger data set will provide more realistic results with data that varies widely. However, it is possible that the data simply won't support this assessment, and it will be better to determine that with a small set before investing a great deal of time in an assessment that may be faulty.

Alternative Methods & Tools

While there aren't other data sources to explore this assessment, choices can be made with regard to the sample size. While a larger sample size representing many research visits to all 7 institutions would provide more realistic average results, a smaller sample, perhaps even just exploring a handful of representative cases, could help to tell the story of this assessment.

Analysis of Evidence (Data Plan)

Analysis will require complicated comparisons across several different kinds of data.

How Assessors Will Know the Outcome Has Been Met

The outcome will be considered to have been met when a majority of these targets are reached:

- ratio of 3 or more site visits per quarter for every item
- 100+ site visits per quarter to participating individual digital libraries are referred from portal
- 10+ unique visitors to portal per quarter for every unique visitor to the archives
- 10+ items viewed in portal per quarter for every item viewed in archives
- average cost per item digitized and added to portal is at least 51-100% less than average cost per item visited in the archive

However, these targets may need to be revised after the pilot assessment.

Result Scenarios & Decision Making Indicators

- Result: Indicators for Outcome 10 meet beginning targets in Impact Rubric
 - Decision: Consider factors of search engine optimization (SEO) related to discovery of the portal and the need for increased marketing to target audiences. If digitization costs are relatively high, look at factors affecting costs and consider ways of improving digitization productivity.
 - Result: Indicators for Outcome 10 meet developing targets in Impact Rubric
-

- Decision: SEO, marketing, and digitization are likely satisfactory, but should be examined further for smaller details that can be improved for better outcomes. Triangulate analytics with other assessment methods used for other outcomes to determine needed improvements.
- Result: Indicators for Outcome 10 meet exemplary targets in Impact Rubric
 - Decision: No action necessary: outcome has been met.

Recommendations for Reporting

Reporting of this data should initially be internal to the consortial partners, so that they can help to identify the validity of the findings. If the results are believed to be valid, then they should also be reported to library administrators, even if the outcome has not yet been fully met, to show that improvements are underway to come closer to achieving the desired outcome. Once the targets are met, they can be communicated widely through the channels available to the marketing team. The main audience of such marketing should be library and college administrators and outside funders, so that they can see the economic benefit of the portal and the value of the financial investment they have made in it.

Responsible Parties

Identify staff responsible for assessment planning, deployment, analysis, reporting, etc.

One representative, perhaps from the project management team, should oversee this assessment. However, it will require data collection from archivists and digital librarians from all 7 institutions. They should work as a group to refine the plans for this assessment, including the targets. The archivists should identify researchers to target for the survey about travel and time costs, and should help to administer the survey. The representative leading this assessment should do initial analysis of the data, but then the archivists and digital librarians should also provide their input.

Timeline

- by May 20, 2015
 - one representative is chosen to lead this assessment
 - that representative leads communication with all 7 archivists to refine plans for this assessment
 - each archivist collects baseline usage data at their archive, preceding the launch of the portal, for number of unique visitors and number of items consulted during the previous quarter
 - each digital librarian collects baseline usage data at their institution from which an average cost per item digitized can be determined, preceding the launch
-

- May 21, 2015
 - portal launch
 - June 2015
 - create first draft of survey to submit to researchers about travel costs
 - group provides input for improving survey
 - July 2015
 - survey administered to researchers
 - survey results are analyzed by main representative
 - larger group provides feedback on analysis
 - August 2015
 - each archivist collects usage data for the last quarter
 - each digital librarian collects digitization costs for the last quarter
 - August 21, 2015
 - generate report from first quarter since launch, combining web usage statistics, number of items in the collection, archive usage statistics, and digitization costs
 - include comparison of results to targets in report
 - by September 1, 2015
 - representatives of each institution communicate to review first quarter results and propose revision of targets as needed
 - depending on results, project and marketing plans are revised to institute improvements
 - November 21, 2015; February 21, 2016; May 21, 2016 and quarterly thereafter
 - generate report for last quarter
 - include comparison of results to targets in report, and to previous periods
 - representatives of each institution communicate to review quarterly results and propose revision of targets
 - depending on results, project and marketing plans are revised to institute improvements
 - repeated quarterly
-

Assessment Plan for Outcome 4

Outcome 4

Researchers will be aware of the knowledge that already exists among expert archivists, and will be able to easily reach them for a consultation

Target Audience

Faculty, Student, and Independent Researchers, including Advisory Board

Methods & Tools for Evidence Collection

Local reference statistics can be consulted to determine patterns in reference requests in relationship to portal usage. Archivists at each institution will need to make sure that their systems for tracking reference requests and research consultations are able to accommodate data to show the referral as being related to the portal. This referral may be identified as coming in an email directly from the portal system, coming from a user who self-identifies as having visited the portal, or coming from a user who identifies the portal as their referring source when asked.

Recommendations for Pilot Assessment

Archivists will test this referral tracking in their systems for the first month and determine if their local systems are sufficient for such tracking and if direct referrals from the portal are working well. The targets should also be re-evaluated after the initial period.

Alternative Methods & Tools

Another method would be to track the popularity of blog posts and other social media posts that introduce specific archivists and librarians and/or discuss their work. This could be done using web analytics and social media analytic tools.

Analysis of Evidence (Data Plan)

Describe who and how assessment data for this outcome will be analyzed.

Institutional Focus Areas: Faculty Research Productivity, Student Experience / Engagement

How Assessors Will Know the Outcome Has Been Met

The outcome will be considered to have been met when each participating archive has 5 or more research consultations requested related to portal visits, per 6 month period.

Result Scenarios & Decision Making Indicators

- Result: across all participating archives, 0-14 research consultations are requested after portal visits, per 6 month period
 - Decision: Examine whether functionality to connect interested users to local archives is working properly, and how hard it is for users to identify contact information for local archives or specific archivists. Examine whether publicity for individual archivists is sufficient. Also consider any factors that may bias users in favor of contacting any of the archives more often than the others. Make improvements in response to those findings.
- Result: in each participating archive, 2-4 research consultations are requested after portal visits, per 6 month period
 - Decision: Continue to examine smaller nuances of functionality and publicity for increasing visibility of archivists and determine needed improvements
- Result: each participating archive has 5 or more research consultations requested related to portal visits, per 6 month period
 - Decision: No action necessary: outcome has been met.

Recommendations for Reporting

These results do not need to be marketed to the public, but rather should only be shared internally. While targets are at the emerging and developing stages, reports should show clearly that improvements are being considered and implemented. Once targets reach the exemplary stage, reports can clearly show the portal's impact on connecting users to the expertise of archivists, hopefully making the case for increased support both for the portal and for the archivist's work in general.

Responsible Parties

Archivists at each institutions will need to adapt local systems for recording referral data from the portal. They will need to work together as a group to decide on protocols for referrals for the entire portal. They will also need to work together to recommend and implement improvements when targets are not being met. However, this data will mainly be recorded at the local level, and archivists will have the responsibility of reporting back to the larger portal group and to their own local administrators.

Timeline

Provide a timeline for assessment of this outcome, including provisions for repeating assessments over time.

- by May 7, 2015
 - archivists from each institution communicate to review proposed targets, plans for directing referrals from the portal to individual archives, and plans for tracking referrals locally
 - by May 14, 2015
 - set up systems for directing referrals from the portal to individual archives, and for tracking referrals locally
 - May 21, 2015
 - portal launch: track initial referrals for the 1st week and share with participants and advisory board
 - by June 19, 2015
 - examine referral tracking and determine if any systems need to be re-configured
 - August 21, 2015
 - generate report of referrals from first quarter since launch
 - include comparison of results to targets in report
 - by September 1, 2015
 - archivists from all institutions communicate to review first quarter results and propose revision of targets and improvements to systems as needed
 - systems are changed as proposed
 - November 21, 2015; February 21, 2016; May 21, 2016 and quarterly thereafter
 - generate report for last quarter
 - include comparison of results to targets in report, and to previous periods
 - archivists from all institutions communicate to review quarterly results and propose revision of targets and systems as needed
 - systems are changed as proposed
 - repeated quarterly
-

Assessment Plan for Outcome 3

Outcome 3

Early-stage researchers will see how the content from this library can contribute to their research products; published researchers will appreciate having their work cited by this library and will want to support it and contribute to it

Target Audience

Faculty, Student, and Independent Researchers, including Advisory Board

Methods & Tools for Evidence Collection

Web analytics tools like Google Analytics can be used to examine the number of subject guide pages visited and the length of time spent on page (indicating engagement). Such tools can also be used to indicate when users leave the portal to follow an outbound link we have provided to related content on another site, showing the portal's role in a wider community of research.

Recommendations for Pilot Assessment

Web analytic tools should be set up and configured as discussed for Outcome 1, but with additional configurations to track behavior specifically related to this outcome. After the initial setup, results should be monitored to determine if settings need to be reconfigured to track for the desired outcome. Targets may also need to be re-evaluated after the first quarterly report.

Alternative Methods & Tools

With even more effort, citation analysis can be used to examine both usage of our content and of the materials to which we have provided outbound links.

A direct survey of both early-stage and published researchers will help to further gauge if the portal is helping them to connect to helpful resources, both in terms of portal content and to related items provided in subject guides and links. In spite of the low response rate and self-selection of surveys, their responses can still help to flesh out the story of how researchers are interacting with the portal's different resources.

Analysis of Evidence (Data Plan)

This analysis should be conducted in the same way as discussed with regard to Outcome 1, carefully considering the web analytics for each indicator, re-configuring settings as needed, and sharing reports for consideration by the larger group.

How Assessors Will Know the Outcome Has Been Met

The outcome will be considered to have been met when a majority of these targets are reached:

- page views of subject guides increase 10% or more per quarter
- average time on page for subject guides is 4 or more minutes
- 40 or more links followed to other sites per quarter

Result Scenarios & Decision Making Indicators

- Result: Indicators for Outcome 3 meet beginning targets in Impact Rubric for page views, time on page, and outbound links
 - Decision: The portal team should consider whether the available subject guides and related item links are sufficient for user needs, perhaps by triangulating with another study, like a survey. They may consider re-evaluating the quality of the linked resources, adding more, or adding additional subjects that better serve user needs. The architecture for subject guides and links should also be re-evaluated to determine if there are problems with functionality rather than content.
- Result: Indicators for Outcome 3 meet developing targets in Impact Rubric for page views, time on page, and outbound links
 - Decision: General functionality and link content is sufficient, but smaller details should be examined for optimization.
- Result: Indicators for Outcome 3 meet exemplary targets in Impact Rubric for page views, time on page, and outbound links
 - Decision: No action necessary: outcome has been met.

Recommendations for Reporting

While at the emerging and developing stages for targets, reporting should be internal, so that contributors can make decisions about proposed improvements. However, marketing of the subject guides and links can still be conducted, to try to help increase usage. Once targets reach the exemplary range, results should be shared with a wider audience. The benefits of these outward links should be promoted both to researchers who can benefit from the wider context provided by such links and by the content creators whose content is achieving greater impact through our sharing. Marketing could include direct contact with the content creators for

the portal's top outbound links, to make clear how the portal is helping them reach a wider audience.

Responsible Parties

As discussed for outcome 1, one representative for the portal will perform all web analytics tracking and reporting, though representatives of all institutions will act upon the results.

Timeline

- 4 weeks before launch of subject guides and added related item links
 - representatives of each institution meet to review proposed targets and add additional configurations for analytics tool
 - configure tool to track desired targets
 - upon launch of subject guides and added related item links
 - track initial usage for the 1st week and share with participants and advisory board
 - after 1st month
 - examine usage analytics and determine if any settings need to be re-configured
 - after 1st quarter (aligned with quarterly schedule for other tracking)
 - generate report from first quarter since launch
 - include comparison of results to targets in report
 - representatives of each institution meet to review first quarter results and propose revision of targets and configuration for analytics tool as needed
 - configuration of analytics tool is changed as proposed
 - depending on results, project and marketing plans are revised to institute improvements
 - quarterly thereafter
 - generate report for last quarter
 - include comparison of results to targets in report, and to previous periods
 - representatives of each institution meet to review quarterly results and propose revision of targets and configuration for analytics tool as needed
 - configuration of analytics tool is changed as proposed
 - depending on results, project and marketing plans are revised to institute improvements
 - repeated quarterly
-

Assessment Plan for Outcome 2

Outcome 2

Researchers will be able to sort and filter search results more easily because of consistent subject headings and tags across content from all participating institutions

Target Audience

Faculty, Student, and Independent Researchers, including Advisory Board

Methods & Tools for Evidence Collection

The continuation of usability studies will help greatly to track the progress of portal features including search and to determine what improvements are still needed. An initial usability test was already conducted with 18 users at 4 of the 7 institutions, between February 16-20, 2015. This initial study yielded helpful results, and the same methods can be followed, with some changes, for future testing.

During the study, the test administrator explained the process to each participant, introduced them generally to the portal, and then asked them to perform a series of predefined tasks to navigate around the site, using think-aloud methods to describe their process. An observer took notes on each session to record responses. At the end, the administrator also asked the participant some open-ended follow-up questions to get more feedback.

A revised version of the same test should be conducted with each major phase of development of the portal. Depending on the features that have been developed in each phase, the test should be revised to include different tasks for the user. The usability team could pursue testing with a wider audience by conducting the test remotely using videoconferencing tools that include screen-sharing and recording, so that the test administrator could lead the user through the test in real time, but their responses could be recorded in a video for later observation.

Institutional Review Board (IRB) approval was required at each of the initial testing sites for testing on human subjects, and the test protocols were designed accordingly, including properly preparing and debriefing participants. Future testing will need to pursue further IRB approval, especially if any different institutions wish to pursue it.

[Recommendations for Pilot Assessment](#)

The initial usability test has already been piloted at Barnard, Bryn Mawr, Mount Holyoke, and Radcliffe. Members of the usability team should meet to discuss any improvements to the testing procedure that they have considered in response to the pilot test.

[Alternative Methods & Tools](#)

Search functionality could also be examined anonymously by consulting search queries using web analytics tools, looking both at lists of search terms and phrases, and at sample users paths through the site when conducting a search. However, when using anonymous data in that way, it will be necessary to make assumptions about a user's behavior that may not be correct. However, this could reveal larger patterns of use, or usability problems, than a small usability test.

Somewhere in between these two methods, a survey could be conducted to reach a larger number of users but make more specific connections to their behavior and their satisfaction with search and browse functionality on the site.

[Analysis of Evidence \(Data Plan\)](#)

Observations of each test session will be recorded in a spreadsheet for easy comparison of different test sessions. Responses will be analyzed quantitatively, to determine percentage rates of success at different tasks included in the test. Responses will also be analyzed qualitatively, to determine specific variables that affected each user's experience.

[How Assessors Will Know the Outcome Has Been Met](#)

The outcome will be considered to have been met when 80% or more of users easily use both browsing tools and search filters and follow through to find a relevant item.

[Result Scenarios & Decision Making Indicators](#)

- Result: 0-19% of users easily use search filters and browsing tools and follow through to find a relevant item
 - Decision: Examine the variables from the test to determine which specific features are causing usability problems, and work with the web development team to resolve these problems in the next phase of development. Consider if issues are resulting from inconsistent or insufficient metadata rather than other functionality. If so, work with content providers to improve metadata quality. With these low success rates, major changes may be needed.
 - Result: 20-79% of users easily use search filters and browsing tools and follow through to find a relevant item
-

- Decision: Continue to examine smaller nuances of functionality and metadata quality to determine needed improvements
- Result: 80% or more of users easily use search filters and browsing tools and follow through to find a relevant item
 - Decision: No action necessary: outcome has been met.

Recommendations for Reporting

When the usability test results are meeting emerging and developing targets, test results should be reported internally to portal contributors, advisory board members, and institutional library administrators. These reports should show clearly that improvements are being suggested and implemented in response to the results. Once the desired outcome has been met, contributors who are working on marketing can include this in their marketing communication. For example, they might create a screencast leading viewers through a sample browse and search activity to demonstrate how easy it is to perform such tasks.

Responsible Parties

Representatives from several different contributing institutions are a part of the usability team, and meet periodically (and communicate remotely) to plan usability assessment. They have each taken on different roles for designing, revising, administering, analyzing, and reporting about the usability tests. When outcomes have been met, they will need to share their findings with members of the marketing team.

Timeline

- January 2015
 - initial usability test plan was developed by usability team and submitted to wider group for review
 - February 16-20, 2015
 - initial usability testing conducted at Barnard, Bryn Mawr, Mount Holyoke, and Radcliffe
 - March 12, 2015
 - report of findings was released internally to consortial partners
 - Summer 2015
 - usability team revises test plan for 2nd round of testing
 - usability team recruits participants for 2nd round of testing
 - usability team conducts 2nd round of testing
 - usability team reports to wider group on 2nd round of testing and suggest recommendations for improvements
 - wider group provides feedback on proposed improvements
 - web developers and metadata creators implement proposed improvements
-

- ongoing
 - after each major phase of new development of the site, this same cycle will be revisited: test revision, recruitment, testing, analysis, reporting, and improving

Impact Rubric

A rubric is included as [Appendix G](#), with criteria, performance levels, and data sources to evaluate the impact of the recommendations presented in this report. In some cases it includes greater detail than is indicated above. Indicators are grouped by the type of data source, and are color coded for ease of comparison.

Appendices

Appendix A: Mission Statements

Vassar

Vassar College

Mission Statement

The mission of Vassar College is to make accessible "the means of a thorough, well-proportioned and liberal education"* that inspires each individual to lead a purposeful life. The College makes possible an education that promotes analytical, informed, and independent thinking and sound judgment; encourages articulate expression; and nurtures intellectual curiosity, creativity, respectful debate and engaged citizenship. Founded in 1861 to provide women an education equal to that once available only to men, the college is now open to all. Vassar supports a high standard of engagement in teaching and learning, scholarship and artistic endeavor; a broad and deep curriculum; a community diverse in background and experience; and a residential campus that fosters a learning community.

* From the College's First Annual Catalogue

Approved by the Board of Trustees, May 2012

from <http://collegerelations.vassar.edu/missionstatement/>

Vassar College Libraries

Mission Statement

The Vassar College Libraries participate in the educational mission of the College by providing a basis for open inquiry and research in the arts and sciences as well as by providing an informational framework for the instructional activities of the teaching faculty.

The mission of the College as it was stated in the First Annual Catalogue is: "to furnish the means of a thorough, well-proportioned and liberal education." This mission is expressed today in the Vassar College Mission Statement, which defines qualities of inquiry, knowledge, imagination, and social and historical consciousness that Vassar seeks to develop in its students, and places a premium on "the immediate experience of creative ideas, works of art, and scientific discoveries" in this endeavor.

Values

These qualities reflect the wider collective enterprise of advancing and disseminating knowledge in which the College participates. The values integral to this endeavor define the role of the libraries within the educational mission of the College, indicate its responsibility to this wider community, and are inherent in the act of reading itself. They include:

- curiosity
- freedom of expression
- equality of access
- the willingness to consider new ideas and ways of understanding
- esteem for original thought and creativity
- respect for diverse points of view
- the desire to test and evaluate information
- the importance of memory
- the need to communicate.

History and Mandate

The fundamental importance of the library to the educational mission of the College was recognized by the original Trustees of the College in the first Report of the Library Committee on February 25, 1861 where they specified that the new library should be developed with "as much completeness and perfection as possible" by creating collections of the best works obtainable in the arts and sciences.

Vassar College has fulfilled the aspirations of its founders by developing and supporting an exceptional system of libraries with deep and expansive collections, extraordinary physical facilities, and a staff of professionals and para-professionals committed to strengthening these collections and providing services that promote their most effective use.

Today, changing technologies that affect the way information is produced, stored, and disseminated furnish new opportunities for providing students and faculty with the most complete and perfect access possible to the rapidly-expanding universe of learning. To secure this access, librarians are developing new methodologies for assessing, maintaining, mapping and delivering information as the instruments of intellectual transmission evolve.

Goals and Objectives

- To deploy new and traditional intellectual technologies to identify, evaluate, select, organize, create, preserve, and make readily available collections of primary and secondary resources;
 - To provide common environments, physical and virtual, where readers, authors, information, and technologies of transmission are brought together in relationships that could not take place otherwise;
 - To actively collaborate with faculty to provide research and instruction services, both group and individual, to ensure that students acquire the research competencies, evaluative skills, attitudes, and knowledge base necessary to function effectively in an increasingly complex information environment;
 - To collaborate with other producers, publishers, and users of information in order to explore and develop new mechanisms for the creation, preservation, and communication of knowledge;
 - To serve as a repository for the College Archives, and to participate locally, nationally, and globally with other cultural and professional organizations and institutions in efforts to preserve, augment, and disseminate our collective documentary heritage;
-

- To publicize the Libraries' collections and services through publications, lecture series, exhibitions, and other programs;
- To support legislation and other efforts that seek to secure and defend the rights that are critical to the free flow of information;
- To promote staff excellence through formal and informal opportunities to improve and develop skills including support for participation in professional and para-professional organizations and societies;
- To cooperate closely in the performance of these activities with other participants and stakeholders in the educational enterprises of the College.

Guiding Principles

The Library management group has developed a set of guiding principles that, in addition to our mission statement, will provide a framework for our planning and decision-making in the next five years.

- We will provide a high level of service that is consonant with the prevailing needs of the community.
- We will develop the collection to reflect the pedagogical needs of the faculty and students.
- We will facilitate access to and delivery of resources/information that are essential for student and faculty research.
- We will consider current pedagogical needs in the selection of materials to be housed on campus.
- We will organize the physical campus collection to enhance browsability.
- We will provide an appropriate environment for users and materials.
- We will preserve our resources for current and future users.
- We will employ data in our decision-making processes.
- We will leverage technology to assist in achieving all of the above.

from <http://library.vassar.edu/about/missionstatement.html>

[Vassar College Statement of and Commitment to Diversity](#)

The primary mission of Vassar College, to furnish “the means of a thorough, well-proportioned and liberal education,” was articulated in The First Annual Catalogue and has remained constant throughout its history. Founded in 1861 to provide women an education equal to that once available only to young men, the college has since 1969 opened its doors to both women and men on terms of equality. Encouragement of excellence and respect for diversity are hallmarks of Vassar’s character as an institution. The independence of mind and the diverse intellectual interests of students are fostered by providing them a range of ways to meet our curricular expectations. The structure of the residential experience, in which students in all four classes live on campus, obliges students to master the art of living cooperatively in a diverse community. Diversity of perspective is honored as well in the college’s system of shared governance among all the constituencies of the institution....

‘In the largest sense, Vassar seeks to educate the individual imagination to see into the lives of others. As such, its academic mission cannot be separated from its definition as a residential community composed of diverse interests and perspectives. The differences among us are real and challenging. Contemporary life requires more than ever the skills and wisdom that liberal education has always promoted: the exercise of informed opinion and sound critical judgment; a willingness to engage in ethical debate in a spirit of reasonable compromise; the achievement of balance between emotional engagement and intellectual detachment; the actions of personal integrity and respect for others; independent thought and an attendant resistance to irresponsible authority. It is our mission to meet the challenges of a complex world responsibly, actively, and imaginatively.

The goals of the college are:

To develop a well-qualified, diverse student body which, in the aggregate, reflects cultural pluralism, and to foster in those students a respect for difference and a commitment to common purposes.

To educate our students, both broadly and deeply, in the liberal disciplines; to stimulate integrative thinking both within and across the disciplines; to strengthen and refine the powers of reason, imagination and expression; through curricular offerings to promote gender and racial equality and a global perspective; and to nurture not only pleasure in learning but also an informed and active concern for the well-being of society.

To extend these curricular values into the life of a residential community in which students may develop their skills by means of organized and informal activities, athletics, student

government, contact with the surrounding community, and engagement with a concerned faculty.

To maintain and support a distinguished and diverse faculty in the commitment of teaching, to scholarship and artistic endeavor, and to other forms of professional development.

To renew, improve, and adapt the college's educational programs and technologies in ways that are commensurate with the most provident use of its resources.

To continue to be a significant source of national and international leadership, producing graduates who will be distinguished both in their professional careers and in service to their communities and the world.

To inform, involve, and engage the alumnae/i of the college in order to promote lifelong learning and to enlist their energies in continuing development of the college.

-from the 1998 mission statement

Vassar College is committed to working toward a more just, diverse, egalitarian, and inclusive college community where all members feel valued and are fully empowered to claim a place in—and responsibility for—our shared working, living, and learning. The College affirms the inherent value of a diverse campus and curriculum reflective of our lives as members of multiple local and global communities.

-from the 2003 report to the president from the committee on diversity and difference, affirmed by the president and the senior officers, 2004

<https://www.vassar.edu/diversity/statement.html>

Barnard

Barnard College

Mission Statement

Barnard College aims to provide the highest quality liberal arts education to promising and high-achieving young women, offering the unparalleled advantages of an outstanding residential college in partnership with a major research university. With a dedicated faculty of scholars distinguished in their respective fields, Barnard is a community of accessible teachers and engaged students who participate together in intellectual risk-taking and discovery. Barnard students develop the intellectual resources to take advantage of opportunities as new fields, new ideas, and new technologies emerge. They graduate prepared to lead lives that are professionally satisfying and successful, personally fulfilling, and enriched by love of learning.

As a college for women, Barnard embraces its responsibility to address issues of gender in all of their complexity and urgency, and to help students achieve the personal strength that will enable them to meet the challenges they will encounter throughout their lives. Located in the cosmopolitan urban environment of New York City, and committed to diversity in its student body, faculty and staff, Barnard prepares its graduates to flourish in different cultural surroundings in an increasingly inter-connected world.

The Barnard community thrives on high expectations. By setting rigorous academic standards and giving students the support they need to meet those standards, Barnard enables them to discover their own capabilities. Living and learning in this unique environment, Barnard students become agile, resilient, responsible, and creative, prepared to lead and serve their society.

<http://barnard.edu/about/vision-values>

Barnard College Library

Vision

Barnard Library and Academic Information Services is a partner in the College's mission to provide the highest quality liberal arts education to young women. We envision our space as a catalyst for knowledge creation and investigation - a vibrant social and intellectual center that brings scholars and disciplines together. Our unique collections not only stimulate the intellectual curiosity of our community, but elevate Barnard's reputation as a distinguished center for research. We build on traditional foundations of research and inquiry while providing opportunities for engaging new forms of digital inquiry and developing new media skills.

Mission

We advance the mission of the College by collaborating in teaching and learning. We develop and curate unique collections and information resources that establish a foundation for intellectual inquiry, ethical scholarship, and lifelong learning among women, particularly in the areas of women's studies, gender studies, sexuality studies and dance.

Values

Our approach reflects our values:

Women's liberal arts education. We foster the students' exploration of the world through the lenses of multiple disciplines and from a variety of different perspectives.

Diversity. We nurture, celebrate, and prioritize diversity within our community.

Engagement. We amplify our effectiveness through partnerships, collaborations, and shared expertise.

Openness. We advocate for the wide dissemination of ideas, knowledge, and information to benefit the College and the global community.

Privacy. We respect and safeguard the privacy of our users in their quest for information.

Learning. We foster the open exchange of ideas and knowledge production in an atmosphere of reflection and innovation.

Critical thinking. We value the appropriate framing of research questions, accessing and evaluating sources, understanding the economic, legal, political, and social issues surrounding information, and the ethical use of information.

<https://library.barnard.edu/about-the-library/mission>

Bryn Mawr

Bryn Mawr College

Mission

Approved by the Board of Trustees December 1998

The mission of Bryn Mawr College is to provide a rigorous education and to encourage the pursuit of knowledge as preparation for life and work. Bryn Mawr teaches and values critical, creative and independent habits of thought and expression in an undergraduate liberal arts curriculum for women and in coeducational graduate programs in arts and sciences and social work and social research. Bryn Mawr seeks to sustain a community diverse in nature and democratic in practice, for we believe that only through considering many perspectives do we gain a deeper understanding of each other and the world.

Since its founding in 1885, the College has maintained its character as a small residential community which fosters close working relationships between faculty and students. The faculty of teacher/scholars emphasizes learning through conversation and collaboration, primary reading, original research and experimentation. Our cooperative relationship with Haverford College enlarges the academic opportunities for students and their social community. Our active ties to Swarthmore College and the University of Pennsylvania, and the proximity of the city of Philadelphia further extend the opportunities available at Bryn Mawr.

Living and working together in a community based on mutual respect, personal integrity and the standards of a social and academic Honor Code, each generation of students experiments with creating and sustaining a self-governing society within the College. The academic and co-curricular experiences fostered by Bryn Mawr, both on campus and in the College's wider setting, encourage students to be responsible citizens who provide service to and leadership for an increasingly interdependent world.

from <https://www.brynmawr.edu/about/mission>

Bryn Mawr College Libraries

Collection Development

Mission

The Library principally acquires materials that relate to the current College curriculum. The trend of general acquisitions today reflects the College's core identity as a highly rigorous and diverse undergraduate institution for women. Bryn Mawr has offered a graduate education since its founding in 1885, and takes seriously its historic research library status. Areas in which graduate programs are presently offered are collected deeply and broadly, as curriculum needs dictate and budgetary resources permit. The research interests of faculty are supported and encouraged, but that support is provided in a measure consistent with the curriculum. Collections in fields no longer taught will continue to be developed when they boast strong inter-disciplinary characteristics.

from <http://www.brynmawr.edu/library/coldev.html>

Bryn Mawr College Diversity Council

Diversity Leadership Group

To provide strategic advice to the President on how to encourage a supportive climate for diversity on campus, and to monitor the effectiveness of the College's diversity initiatives in four areas: recruitment and retention of faculty, staff, and students from underrepresented groups; attention to diversity in the curriculum; campus climate; and College programs that foster and sustain diversity.

Diversity Council

The Council supports the mission of the Diversity Leadership Group and that of the College as both a 'think tank' and as 'outreach facilitators' who attend to the curriculum; campus climate; and College programs that foster inclusiveness and diversity. Learn more about the Diversity Council's current efforts.

Bryn Mawr College

The mission of Bryn Mawr College is to provide a rigorous education and to encourage the pursuit of knowledge as preparation for life and work. Bryn Mawr teaches and values critical, creative and independent habits of thought and expression in an undergraduate liberal arts curriculum for women and in coeducational graduate programs in arts and sciences and social work and social research. Bryn Mawr seeks to sustain a community diverse in nature and democratic in practice, for we believe that only through considering many perspectives do we gain a deeper understanding of each other and the world... full text

[The Albert M. Greenfield Digital Center for the History of Women's Education](#)

OUR MISSION

The Albert M. Greenfield Digital Center for the History of Women's Education is an online locus of scholarship on the history of women's higher education. The Center aims to foster inquiry and dialogue on how the history of women's education has informed contemporary life and how it will shape the global future. Through its blog, exhibits, instructional lesson plans, and digital collections the Center provides informative materials and a digital space for teaching and learning on these topics.

The Greenfield Digital Center serves both a local community and the work of remote researchers. Drawing on the abundant archival material held at Bryn Mawr College, the online portal provides free access to a digital repository of primary sources and a collection of instructional activities and thoughtfully curated resources for teaching faculty at colleges and high schools. The Center also hosts regular local programming at Bryn Mawr College and the surrounding area to highlight historical and contemporary issues in women's education. As part of a commitment to enrich both local and dispersed dialogues, the Center practices and supports the use of new technologies in scholarship that incorporate fresh methods and perspectives into historical study. By promoting reflection on the history of women's access to and experiences of intellectual communities, the Center aims to drive conversations that will actively shape the future of women's higher education.

Mt. Holyoke

Mt. Holyoke College

Mount Holyoke's Mission

Mount Holyoke's mission is to provide an intellectually adventurous education in the liberal arts and sciences through academic programs recognized internationally for their excellence and range; to draw students from all backgrounds into an exceptionally diverse and inclusive learning community with a highly accomplished, committed, and responsive faculty and staff; to continue building on the College's historic legacy of leadership in the education of women; and to prepare students, through a liberal education integrating curriculum and careers, for lives of thoughtful, effective, and purposeful engagement in the world.

<https://www.mtholyoke.edu/about/mission>

Radcliffe

Radcliffe Institute for Advanced Study at Harvard University

WELCOME FROM DEAN COHEN

Dear Friends,

Welcome to the Radcliffe Institute, Harvard's institute for advanced study. Our mission is to support creative work in all disciplines—humanities, sciences, social sciences, and the arts—and to share that work not only with academics but also with the broader public.

We realize this mission through three arms of the Institute: a Fellowship Program that brings 50 fellows each year to the Institute to pursue research, writing, and artistic work; the Schlesinger Library on the History of Women in America, the world's premier collection of materials documenting the lives of women; and an ambitious Academic Ventures program that sponsors faculty-led research projects, seminars and workshops, and extensive public programming including lectures and conferences. In all of this activity, we honor the legacy of our predecessor, Radcliffe College, by our continuing commitment to the study of women, gender, and society. The Radcliffe Institute welcomes original thinkers and creative artists from across Harvard University and around the world to develop and share bold new ideas—as Radcliffe fellows, as researchers at the Schlesinger Library, and as program participants and audience members.

I invite you to learn more about the people and programs of the Institute by visiting us in Radcliffe Yard for one of our many public events, by conducting research at the Schlesinger Library, and by exploring our website, which features videos of much of our programming. While you are here, I encourage you to subscribe to our news updates, so we can keep you informed about all the events and news of the Radcliffe Institute.

With best regards,

Lizabeth Cohen

Dean, Radcliffe Institute for Advanced Study

<https://www.radcliffe.harvard.edu/about-us/welcome-dean-cohen>

Smith

Smith College

Mission

Smith College educates women of promise for lives of distinction. A college of and for the world, Smith links the power of the liberal arts to excellence in research and scholarship, developing leaders for society's challenges.

Values

Smith is a community dedicated to learning, teaching, scholarship, discovery, creativity and critical thought.

Smith is committed to access and diversity, recruiting and supporting talented, ambitious women of all backgrounds.

Smith educates women to understand the complexity of human history and the variety of the world's cultures through engagement with social, political, aesthetic and scientific issues.

Smith prepares women to fulfill their responsibilities to the local, national and global communities in which they live and to steward the resources that sustain them.

<http://www.smith.edu/mission>

Smith College Library

Mission Statement

The Smith College Libraries advance teaching, learning, research, and discovery for Smith students, faculty, and staff by offering collections in multiple formats, providing access to information worldwide, and establishing services and learning environments responsive to users' needs. The Libraries further support women's education through an internationally recognized repository of archives and manuscripts documenting the history of women.

Vision Statement

The Smith College Libraries are the intellectual crossroads for the Smith College community. We promote research and discourse by leading the campus in acquiring, organizing and making scholarly resources accessible. We create inspiring spaces for study, collaboration, and discovery. We engage the communities we serve through our diverse collections, services, and staff.

Fundamental Commitments

As partners in the education of women for the 21st century, we actively collaborate in teaching and learning across campus.

As service providers, we offer innovative and responsive services - directly and behind-the-scenes - to facilitate research, inquiry, and exploration.

As collectors, we anticipate evolving curricular and research needs and cultivate the broad liberal arts tradition by ensuring access to rich and diverse resources.

As curators of outstanding archives and manuscript collections on women's experience, we enrich the Smith curriculum, promote broad access to the international scholarly community and preserve these unique records for future generations.

As a locus for intellectual reflection, exploration and engagement, the Libraries provide comfortable and inviting facilities for individuals and groups.

As a virtual space, the Libraries marshal current and emerging technologies to provide state-of-the-art resources and services.

As an organization, the Libraries develop and deploy staff to embrace the best of tradition and change.

<http://www.smith.edu/libraries/info/about/vision>

Wellesley

Wellesley College

Wellesley's Mission:

"To provide an excellent liberal arts education for women who will make a difference in the world."

Non Ministrari sed Ministrare. "Not to be ministered unto but to minister," proclaims Wellesley's motto, capturing in four Latin words the College's mission: To provide an excellent liberal arts education for women who will make a difference in the world.

Smart, serious women choose Wellesley because it offers one of the best liberal arts educations—and total learning environments—available anywhere. But they graduate with more than a highly regarded degree and four memorable years. They leave as "Wellesley women," uniquely prepared to make meaningful personal and professional contributions to the "real world"—and to be major influences in it.

The world's preeminent college for women, Wellesley is known for intellectual rigor, its belief in the enduring importance of service (and putting that belief into practice), and its cultivation in students of an inclusive, pragmatic approach to leadership.

Wellesley Believes In...

Making a Difference

Every woman can—and should—make a meaningful contribution to her world. There is a growing recognition that women's empowerment and leadership are crucial to their own advancement, and to worldwide societal change. Wellesley and its alumnae have supported and championed women's intellectual and social development and autonomy for over 100 years.

Disciplined Thinking

Inquiry and intellectual exchange lead to disciplined thinking. Wellesley challenges students to explore widely, interrogate closely, and make the creative leaps—synthesizing disparate ideas, perspectives, and experiences—that lead to new levels of understanding. A culture of collaboration (with our world-class faculty as well as with her peers) refines a student's

intellectual habits, hones her judgment, and increases her sense of mastery, while teaching her to take a considered position and defend it with conviction.

Valuing Diversity

There is no greater benefit to one's intellectual and social development—and to the vitality of an academic community—than the forthright engagement with and exploration of unfamiliar viewpoints and experiences. Wellesley encourages students to try on new ideas, try out new courses of action, and interact authentically with others whose beliefs or choices challenge their own.

Pragmatic Leadership

A contemporary liberal arts education must enhance real-world leadership skills. The rigor of a Wellesley education is part of what makes our graduates so effective “out in the world.” But Wellesley women are also taught to be strategic thinkers who can “read” environments, navigate their challenges, and bring people together to achieve a goal.

Service

Knowing how to serve is a key element of effective leadership. True leaders inspire rather than control, and they dedicate their intellect and energy to the hard work of creating a sense of commitment, responsibility, and common purpose in the pursuit of a vision. Wellesley has long dedicated itself to the ideal that former Wellesley President Diana Chapman Walsh described as “trustworthy leadership,” and subscribing to this ideal is integral to the Wellesley experience.

<http://www.wellesley.edu/about/missionandvalues>

Activity #26: Library Impact Map

Library Services, Expertise, & Resources

Institutional Focus Area

	Reference, Physical	Reference, Digital	Reference, Subject Guides	Reference, Rowing	Reference, Embedded	Reference, Consultations	Outreach	Liaison Services	Embedded/Mobile Services	Instruction, One-Shot <i>Online Exhibitions</i>	Instruction, Course-Integrated	Instruction, Curriculum-Integrated <i>Faculty/Student/Alumni</i>	Instruction, Credit Course <i>Contributions</i>	Instruction, Embedded	Instruction, Deep-Inf <i>online lesson modules</i>	Collection Development	Collections, General	Collections, Special Topics	Collections, Reference	Collections, Popular	Collections, Government Documents	Collections, Data/Statistics
Student Recruitment, Enrollment		Z	Z				Z		Z	Z	Z	Z			Z	Z		Z	Z	Z		
Student Retention, Completion, Graduation		Z	Z				Z		Z	Z	Y	Y			Z	Z		Z	Z	Z		
Student Career Success		Z	Z				Z		Z	Z	Y	Y			Z	Z		Z	Z	Z		
Student GPA, Test Achievement		Z	Z				Z		Z	Z	Y	Y			Y	Z		Z	Z	Z		
Student Learning Outcomes		Y	Y				CB		Z	Y	Y	Y			Y	CB		Y	Y	CB		
Student Experience, Engagement ★		Y	Y				CB		CB	Y	Y	Y			Y	CB		Y	Y	Y		
Student-Faculty Academic Rapport		Y	Y				N		Z	Y	Y	Y			Y	CB		Y	Y	Y		
Alumni Lifelong Learning		Y	Y				Y		CB	Y	Z	Y			Y	CB		Y	Y	Y		
Faculty Recruitment, Tenure, Promotion		N	N				N		Z	Z	Y	Y			N	N		Z	N	Z		
Faculty Teaching		CB	Y				N		CB	Y	Y	Y			Y	Y		Y	Y	Y		
Faculty Service		CB	CB				CB		N	N	N	Z			Z	Y		Y	Y	Z		
Faculty Research Productivity ★		Y	Y				N		CB	N	N	Z			Z	Y		Y	Y	Y		
Faculty Grant Seeking		Z	Z				CB		N	Y	CB	Y			N	Y		Y	Y	Y		
Faculty Patents, Technology Transfer																						
Faculty Innovation, Entrepreneurship																						
Institutional Prestige		CB	CB				CB		CB	Y	N	Y			Y	Y		Y	Y	Y		
Institutional Affordability		N	N				N		N	N	N	N			N	N		N	N	N		
Institutional Efficiencies <i>SUSTAINABILITY</i> ★		Y	Y				N		N	Y	N	N			Y	Y		N	N	N		
Institutional Accreditation, Program Review		Y	Y				CB		N	Y	Y	Y			Y	CB		Y	Y	CB		
Institutional Brand		CB	CB				CB		CB	Y	N	Y			CB	Y		Y	Y	Y		
Institutional Athletics		CB	CB				CB		CB	CB	N	CB			CB	Y		Y	Y	Y		
Institutional Development, Funding, Endowments		N	N				CB		N	N	N	CB			CB	N		N	N	N		
Local, Global Workforce Development																						
Local, Global Economic Growth																						
Local, Global Engagement, Community-Building, Social Inclusion ★		CB	CB				Y		CB	CB	N	CB			CB	CB		Y	Y	Y		
Other: <i>INSTITUTIONAL DIVERSITY</i> ★		Y	CB				CB		N	CB	CB	CB			CB	CB		Y	Y	CB		
Other: <i>PROFESSIONAL (LIBRARY)</i>		N	N				N		N	N	N	N			N	N		N	N	N		
Other: <i>COMMUNITY ENGAGEMENT</i>																						
Other:																						
Other:																						

Y = Yes, we believe there is an impact relationship between this institutional focus area and this library service, expertise, or resource. Y+ = Yes, there is an impact, and we have evidence/

CB = There "could be" an impact if we did something better or differently. N = No, there is no impact.

a of the impact. **Y++** = Yes, there is impact, we have evidence/data, and we've communicated the impact to stakeholders.

Appendix C

	this table is based on Activity #27 in Academic Library Value: The Impact Starter Kit by Dr. Megan Oakleaf	
Institutional Focus	What contributions does the library make? (Currently, as individual archives and digital libraries)	What contributions could the library make? (As a collaborative inter-institutional digital portal)
Student Recruitment, Enrollment	We enable prospective students to view digital collections with content about the history of each college, which may inspire them to apply.	If we share more content through this central digital portal, and promote it via social media, we can reach more prospective students and inspire them to apply. We can facilitate their exploration of colleges by adding links to admissions pages in the About page for each institution.
Student Retention, Completion, Graduation	We enable students to interact with primary source material from past students, which may inspire them in their own studies, as may their research collaboration with faculty.	If we share a wider range of content through this central digital portal and create specific opportunities for students to use this content in their classes or in research collaboration with faculty, their increased engagement with these materials can positively influence their completion and graduation rates. Increased accessibility features for students with differing abilities will also help with this.
Student Career Success	We enable students to learn research and publishing skills while using or contributing to our digital collections, and they can use these skills in their future careers.	If we build specialized research tools for interacting with digital content, we will position students to work nimbly with similar tools in their future careers, and such tools can also lead them to a higher level of thinking in their work, which will also serve them well in the future.
Student GPA, Test Achievement	We enable students to achieve higher grades by providing access to primary source materials that require students to think more analytically and reach a higher level of work.	If we target content to specific classes and subjects, we can enable students to think more critically and be more engaged in specific classes, promoting higher achievement.
Student Learning Outcomes	We enable students to access a variety of primary sources so that they can form their own interpretations, with outcomes of expanded research skills and critical thinking to form and support an argument.	If we share more content through this digital portal, students will have access to a wider range of primary source materials that give them opportunities to form deeper and more nuanced arguments in their critical work.
Student Experience, Engagement	We enable students to access a variety of primary sources so that they can find content for their research that is personally engaging and relates directly to their own research interests.	If we share more content through this digital portal, students will be able to access an even wider variety of primary sources so that they can find more content for their research that is personally engaging and relates directly to their own research interests.
Student-Faculty Academic Rapport	We enable students and faculty to work on collaborative research projects using our archival materials, improving their relationships for a higher level of work.	If we provide a platform for online exhibitions created by collaborative teams of faculty and students, we can enable such teams to learn even more from each other, sharing both research and digital publishing skills.
Alumni Lifelong Learning	We enable alumni access to archival content that allows them both to revisit their own past and to learn more about other past experiences at their alma mater.	If we provide centralized access to content from multiple institutions through this digital portal, we can enable alumni to explore a wider range of experiences in the history of womens education, expanding the depth of their learning through multiple perspectives.
Faculty Recruitment, Tenure, Promotion	We enable prospective faculty to view digital collections with content about the history of each college, which may inspire them to apply.	If we share more content through this central digital portal, and promote it via social media, we can reach more prospective faculty and inspire them to apply. We can facilitate their exploration of colleges by adding direct links to the websites for each institution.
Faculty Teaching	We enable faculty to incorporate primary source archival materials into their courses to provide more compelling lesson plans.	If we work directly with faculty, we can target content to add to this central digital portal to specifically serve classroom needs. We can also provide specialized tools for students to interact with content more efficiently and explore more nuanced arguments.

Appendix C

	this table is based on Activity #27 in Academic Library Value: The Impact Starter Kit by Dr. Megan Oakleaf	
Institutional Focus	What contributions does the library make? (Currently, as individual archives and digital libraries)	What contributions could the library make? (As a collaborative inter-institutional digital portal)
Faculty Service	We enable faculty to access content about the history about their institutions, to help in their decision making on campus committees.	If we share more content from multiple institutions through this central digital portal, we can enable faculty to access content not only about the history of their own institutions, but also about their peer institutions, to help in their decision making on campus committees.
Faculty Research Productivity	We enable faculty who are researching the history of women's education to access content relevant to their projects.	If we provide centralized access to content from multiple institutions through this digital portal, with a cataloging and classification scheme that helps researchers more quickly find relevant content, we can enable faculty to explore a wider range of experiences in the history of womens education, expanding the depth of their research. We can also provide specialized tools for faculty to interact with content more efficiently and explore more nuanced arguments.
Faculty Grant Seeking	We enable faculty to have access to a platform for digital publishing of their research with our collections, through individual college's thematic digital libraries and institutional repositories, providing dissemination of grant funded research.	If we provide centralized access to content from multiple institutions through this digital portal, we can provide faculty with a platform for digital publishing of their research with our collections, providing dissemination of their grant funded research to a wider audience.
Faculty Patents; Technology Transfer		
Faculty Innovation; Entrepreneurship		
Institutional Prestige	We enable college administrators to promote each college through access to the stories of each college's history.	If we provide centralized access to content from multiple institutions through this digital portal, we can enable college administrators to promote each college from the About page of each contributing institution, reaching a wider audience.
Institutional Affordability	We enable access to collections so that students and faculty don't have to incur travel costs to access materials elsewhere.	If we provide centralized access to content from multiple institutions through this digital portal, faculty and students can conduct their research from their own campuses without having to incur travel costs to access materials at each individual institution. Also, if we make media from this centralized digital portal available under open Creative Commons licenses, our faculty and students can re-use the content in their own published research without incurring costs for licensing fees.
Institutional Efficiencies (Sustainability)	We enable archivists to share historic content digitally so that multiple researchers in distributed locations can find and use the content without having to make a physical visit to the archive, which would add further demands upon the time of archival staff.	If multiple institutions collaborate to participate in this centralized digital portal, they can consolidate resources for technology and split the required labor between all collaborators, allowing contributors to work more efficiently, save costs for their own institutions, and make the portal sustainable.
Institutional Accreditation, Program Review	We enable faculty and students to have direct access to primary sources for classroom and research use, supporting the learning outcomes assessed by accreditors and program reviewers.	If we provide centralized access to content from multiple institutions through this digital portal, faculty and students' direct access to primary sources will be expanded for classroom and research use, increasing support for the learning outcomes assessed by accreditors and program reviewers.
Institutional Brand	We provide access to multimedia resources that present the history of each institution, showing aspects of the institutional brand that have remained constant and strong throughout its history.	If we provide centralized access to content from multiple institutions through this digital portal, the distinct character of each institution's brand can be contrasted with that of other contributors.

Appendix C

	this table is based on Activity #27 in Academic Library Value: The Impact Starter Kit by Dr. Megan Oakleaf	
Institutional Focus	What contributions does the library make? (Currently, as individual archives and digital libraries)	What contributions could the library make? (As a collaborative inter-institutional digital portal)
Institutional Athletics	We provide access to multimedia resources that present the history of athletics at each institution, helping coaches, athletes, and administrators to understand the important role of athletics in the history (and future) of women's education in general.	Archival materials at each contributing institution tell one part of the story of how important athletics have been in the history of women's education. If we provide centralized access to content from multiple institutions through this digital portal, faculty, students, and other researchers will be able to have a more complete view of the big picture of athletics as a part of the history (and future) of women's education.
Institutional Development, Funding, Endowments	The historic perspective represented in our archival materials shows a long term trajectory of institutional initiatives, encouraging potential funders, especially alumnae, to see the value of their investment in the institution.	If we provide centralized access to content from multiple institutions through this digital portal, potential funders will be able to see the improved sustainability through collaboration, increasing their comfort with investment in our initiatives.
Local, Global Workforce Development		
Local, Global Economic Growth		
Local, Global Engagement, Community-Building, Social Inclusion	We enable local community members to have direct access to primary source materials that tell the stories both of the history of women's education and of the local community in which each college is based.	If we develop lesson plans for K-12 and community college classrooms in our areas, we can help local educators to integrate materials about the history of women's education into their curriculum, thereby helping local students to have a better appreciation of different periods in history by comparing the changes affecting students like themselves over time.
Institutional Diversity	We enable faculty, students, administrators, alumni, and other community members to view multimedia resources that represent the diversity, or lack thereof, at each institution over time, contributing to research and to campus discussions about issues of diversity.	If we provide centralized access to content from multiple institutions through this digital portal, we can provide a wider view of the expanding diversity of all our institutions over time. If we develop exhibits and class modules that specifically address issues of historical diversity, or lack thereof, we can contribute to the important discussions of diversity happening at all of our campuses. If we provide transcription and specialized cataloging of historic materials, and we design our website interface to consider accessibility, we can enable users with different abilities to interact with our content even if they are limited from interacting with the original physical materials.
Professional (Library) Community Engagement	We enable librarians at other institutions to learn from our process, by discussing our process in professional literature and at conferences.	By developing the infrastructure for this central digital portal, we enable other institutions to contribute so that material on this theme can be reached efficiently in one location. If we share our metadata schema and controlled vocabularies openly with the digital library community, other digital libraries can learn even more from our process. If we contribute openly to the development of open source software to build the customized tools we need for this portal, other libraries will be able to build on the tools that we have provided.

Activity #12: Library Data Audit

Al Kibler

Data Elements

(currently collected or may be collected in the future)

Activity #12: Library Data Audit		Type										Access										Releva									
Data Elements (currently collected or may be collected in the future)		Input	Output	Outcome	Librarian time/effort	Use	Satisfaction	Service quality	Group-level	Individual-level	Other: context	Other:	Other:	Available/not yet available	In library information systems	In vendor information systems	In student information systems	In institutional information systems	In state/national information systems	Other: Project Management Info	Other: Citation Analysis Tools	Other:	Meaningful to stakeholders	Formatted according to stakeholder preferences	Useful to library management of services, expertise, & resources	Answers open questions	Enables decision making	Enables resource allocations	Enables actions	Worth sharing	
Input	Time/Cost per item	✓			✓									?						✓			✓		✓		✓		✓		✓
	Time/Cost per image	✓			✓									?						✓			✓		✓		✓		✓		✓
	Time/Cost for metadata	✓			✓									?						✓			✓		✓		✓		✓		✓
	Time/Cost per transcription	✓			✓									?						✓			✓		✓		✓		✓		✓
	Time/Cost per TEI markup	✓			✓									?						✓			✓		✓		✓		✓		✓
Output	Number of items in the library		✓		✓									✓	✓					✓			✓		✓		✓		✓		✓
	Number of subject guides		✓		✓									?	?					?			✓		✓		✓		✓		✓
	Number of exhibitions, etc.		✓		✓									?	?					?			✓		✓		✓		✓		✓
	number of reference questions asked, per institution		✓			✓								✓	?								✓		✓		✓		✓		✓
	number of reference questions asked, per portal		✓			✓									?								✓		✓		✓		✓		✓
	Number of reference questions answered, per institution		✓		✓			✓						✓	?								✓		✓		✓		✓		✓
	Number of reference questions answered, per portal		✓		✓			✓							?								✓		✓		✓		✓		✓
	Number of physical views of items (in archive)				✓	✓			✓	✓				✓	?								✓		✓		✓		✓		✓
Compare	Cost for physical library visit				✓	✓				✓				?									✓		✓		✓		✓		✓
	Cost per use, by scholar				✓	✓				✓				?									✓		✓		✓		✓		✓
	Cost per use, by institution				✓	✓			✓					?									✓		✓		✓		✓		✓
	Average cost to license content for publication if not available for free								✓		✓			?									✓		✓		✓		✓		✓
Citations	Citations of library content, open web		✓			✓	✓		✓	✓										✓			✓		✓		✓		✓		✓
	Citations of library content, academic, online		✓			✓	✓		✓	✓										✓			✓		✓		✓		✓		✓
	Citations of library content, academic, print		✓			✓	✓		✓	✓										✓			✓		✓		✓		✓		✓

What data do we need, but do not have?

Alert! So far we only have minimal usability test results. After a larger launch, analysis of transaction logs can tell us a lot. By combining that with user profile information, things begin to

Dissemination				Other Considerations								
Related to educational/professional standards	Related to Value of Academic Libraries research age	Other:	Other:	Other:	IRB required	Method/tool used to collect	Costs	Required by library professional association	Other:	Other:	Other:	Ultimately, is this a data element that represents the library as we would like to be represented? As we would like to be judged?
						Proj. mgmt. benchmarking						yes
						↓						↓
						system count						yes
						↓						↓
						local log						↓
						↓						↓
						local log						yes
						↓						↓
						comparative research						↓
						citizen analysis tools	✓					yes
						↓	✓					↓
						↓	✓					↓

through surveys, we can get into Deep Log Analysis (DLA) and look for ways to improve the library based on specific user behaviors and motivations.

Activity #12: Library Data Audit

Data Elements

(currently collected or may be collected in the future)

Transaction Log Analysis	Number of page visits				✓			✓	✓					✓	✓							✓
	Length of visit (session length)				✓			✓	✓					✓	✓							
	Journey through the site				✓			✓	✓					✓	✓						✓	✓
	search logs				✓			✓	✓					✓	✓					✓	✓	✓
	Search Hit rates				✓	✓		✓	✓					✓	✓						✓	
	Unsuccessful searches				✓	✓		✓	✓					✓	✓					✓	✓	✓
	Other Error rates				✓	✓		✓	✓					✓	✓						✓	
	Number of downloads				✓	✓		✓	✓					✓	✓						✓	✓
	number of return visitors, on campus				✓	✓		✓	✓					✓	✓						✓	✓
	Number of return visitors, off-campus				✓	✓		✓	✓					✓	✓						✓	✓
	Frequency of feature use				✓	✓		✓	✓						✓	✓					✓	✓
	Sequence of feature use				✓			✓	✓					✓	✓						✓	✓
	System response time				✓		✓	✓	✓					✓	✓						✓	✓
	user actions to recover from errors				✓	✓		✓	✓					✓	✓						✓	✓
	Number of simultaneous users				✓	✓		✓	✓					✓	✓						✓	✓
	User session lengths				✓			✓	✓					✓	✓						✓	✓
	Number of transactions per session				✓	✓		✓	✓					✓	✓						✓	✓
	Location of users, on campus				✓			✓	✓	✓				✓	✓						✓	✓
	Location of users, off-campus				✓			✓	✓	✓				✓	✓						✓	✓
	Date/time of use				✓			✓	✓	✓				✓	✓						✓	✓
	Referrals to our site, Google				✓			✓	✓	✓				✓	✓						✓	✓
	Referrals to our site, portal				✓			✓	✓	✓				✓	✓						✓	✓
	Referrals to our site, our institution				✓			✓	✓	✓				✓	✓						✓	✓
	Referrals to our site, other				✓			✓	✓	✓				✓	✓						✓	✓
	Browser used							✓	✓	✓					✓						✓	✓
	Operating system used							✓	✓	✓				✓	✓						✓	✓

What data do we need, but do not have?

[illegible]

Activity #12: Library Data Audit

Data Elements

(currently collected or may be collected in the future)

User Information

Usability

Courses

	Type												Access												Relevance											
	Input	Output	Outcome	Librarian time/effort	Use	Satisfaction	Service quality	Group-level	Individual-level	Other:	Other:	Other:	Available/not yet available	In library information systems	In vendor information systems	In student information systems	In institutional information systems	In state/national information systems	Other: usability testing DB	Other: survey DB	Other:	Meaningful to stakeholders	Formatted according to stakeholder preferences	Useful to library management of services, expertise, & resources	Answers open questions	Enables decision making	Enables resource allocations	Enables actions	Worth sharing							
					✓	✓		✓	✓					✓								✓	✓	✓	✓	✓	✓	✓	✓							
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What data do we need, but do not have?

[illegible]

Appendix E – Recommendation Outcomes

Related Institutional Focus Areas	Goal		Recommendation	Outcome	Possible assessment	Target Audience
Institutional Diversity Future of Women's Colleges Future of Liberal Arts Education	Learners of all ages will be engaged with cohesive stories through online exhibitions and essays that help them to appreciate the history of women's education and the increases it has brought to institutional diversity	1	Target collection development to support the creation of curated content related to institutional focus areas such as institutional diversity, the future of women's colleges, and the future of liberal arts education.	Learners from a variety of demographics will visit this digital library to view online exhibitions and essays about institutional focus areas, will explore the site through a sustained visit, will return to it multiple times, and will recommend it to others.	Transaction log analysis to determine number of pages visits, bounce rate, length of visit, etc., examination of social media links recommending library content and linking others to it, examination of referring links coming from college or K-12 curriculum	Faculty, Student, and Independent Researchers, including Advisory Board, K-12 students and teachers, alumnae/i
Faculty Research Productivity Student Experience / Engagement	Researchers will have convenient and efficient access to primary source materials representing the history of higher education for women, expanding their productivity.	2	Improve quality and consistency of metadata for library content, along with use of faceted browsing to help researchers at all levels find appropriate resources	Researchers will be able to sort and filter search results more easily because of consistent subject headings and tags across content from all participating institutions	Usability study with observation of think aloud exercise (in person or via screen sharing), survey of researchers	Faculty, Student, and Independent Researchers, including Advisory Board
		3	Create research/subject guides and related item metadata entries to point researchers outward toward existing published content (for example the Vassar Encyclopedia and timeline)	Early-stage researchers will see how the content from this library can contribute to their research products; published researchers will appreciate having their work cited by this library and will want to support it and contribute to it	Transaction log analysis to examine guide pages visited and length of time on page, along with clicks out to other resources from our library; citation analysis to examine both usage of our content and of the materials we have linked to	Faculty, Student, and Independent Researchers, including Advisory Board
		4	Increase the visibility of the archivists from each participating institution, highlighting their expertise and their availability to provide support for research projects	Researchers will be aware of the knowledge that already exists among expert archivists, and will be able to easily reach them for a consultation	Increase in number of research consultations	Faculty, Student, and Independent Researchers, including Advisory Board
		5	Develop research tools such as saved collections, annotations, and citations for logged in users	Researchers will increase their productivity with a more convenient workflow for management of their research data.	Increase in number of registered users, increase in usage of specific tools, increase in research products created by registered users	Faculty, Student, and Independent Researchers, including Advisory Board
		6	Develop automated citation services on the site and through machine readable applications like Zotero	Researchers will easily provide attribution for content from the library used in their research products	citation analysis count citations to library in public Zotero libraries	Faculty, Student, and Independent Researchers, including Advisory Board
		7	Provide data and metadata from all participating institutions as an easy to access data set that researchers can easily download for their own analysis	Researchers will use computational tools such as data mining and topic modeling to analyze patterns in the content from letters and diaries, so that public audiences can more easily understand commonalities and trends among early college women	Number of downloads of the data sets, citation analysis of published research that has used the data sets	Faculty, Student, and Independent Researchers, including Advisory Board

Appendix E – Recommendation Outcomes

Related Institutional Focus Areas	Goal		Recommendation	Outcome	Possible assessment	Target Audience
Student Experience / Engagement	Students will work on projects that involve them in direct analysis of primary source materials about the history of higher education for women.	8	Provide a forum for faculty from different institutions and different disciplines to work together to develop plans for research projects and course curricula related to the history of women's education	Students will take courses and work on research projects that examine the history of women's education through direct analysis of primary source material	Increase in number of courses and research projects	Faculty
Faculty Research Productivity Student Experience / Engagement		9	Provide a platform and an editorial policy for faculty and students to contribute curated content (such as exhibitions and essays) which use the content from the library	Faculty and students will collaborate, learning from each other as they analyze content from the libraries collections and share their research with the library in the form of exhibitions and essays	Track the growth of research projects using library contents, both from direct interaction with researchers, and from citation analysis of research products that use our content	Faculty, Student, and Independent Researchers, including Advisory Board
Sustainability	Make the research process cost-effective so that researchers can pursue women's history although that subject is less likely than others to receive significant funding	10	Continuing digital conversion of archival materials at all participating institutions, getting closer to reaching a critical mass of digitized content.	Researchers will have free access to a wide variety of content that previously would have required costly trips to multiple archives, and the quantity and quality of their research about the history of women's education will increase	Compare before and after usage data, including counts of visits to physical archives and materials consulted, compared to page visits and downloads of content on individual institutions' digital collection websites, compared to usage data about the digital portal; also examine cost per item to add to digital collection vs. cost per visit for researchers traveling to remote archives	Faculty, Student, and Independent Researchers, Consortial Partners, Library Administrators

Appendix F – HWE Editorial Calendar

DATE	BLOG	AUTHOR	TWITTER	FACEBOOK
5/1/2015			contributors use individual accounts to count down to launch	contributors use individual accounts to count down to launch
5/2/2015				
5/3/2015				
5/4/2015				
5/5/2015				
5/6/2015				
5/7/2015	draft due for 5/21			
5/8/2015				
5/9/2015	draft due for 5/23			
5/10/2015				
5/11/2015	draft due for 5/25			
5/12/2015				
5/13/2015				
5/14/2015	draft due for 5/28		open account, 1st tweet, countdown 1 week to launch	open account, 1st post, countdown 1 week to launch
5/15/2015				
5/16/2015				
5/17/2015				
5/18/2015				
5/19/2015				
5/20/2015	draft due for 6/3			
5/21/2015	announce launch, link to site		announce launch, link to site	announce launch, link to site
5/22/2015				
5/23/2015	post about process		link to blog post	link to blog post
5/24/2015				
5/25/2015	post intro to contributor		link to blog post	link to blog post
5/26/2015	draft due for 6/10			
5/27/2015				
5/28/2015	post YouTube presentation from #WHDigWrld15		link to blog post	link to blog post
5/29/2015				
5/30/2015				
5/31/2015				
6/1/2015			link to content	link to content
6/2/2015	draft due for 6/17			
6/3/2015	post about process		link to blog post	link to blog post
6/4/2015				
6/5/2015			link to related info	link to related info

Appendix F – HWE Editorial Calendar

DATE	BLOG	AUTHOR	TWITTER	FACEBOOK
6/6/2015				
6/7/2015				
6/8/2015				
6/9/2015	draft due for 6/24			
6/10/2015	post intro to contributor			
6/11/2015				
6/12/2015				
6/13/2015				
6/14/2015				
6/15/2015			link to content	link to content
6/16/2015	draft due for 7/1			
6/17/2015	post about process		link to blog post	link to blog post
6/18/2015				
6/19/2015			link to related info	link to related info
6/20/2015				
6/21/2015				
6/22/2015				
6/23/2015	draft due for 7/8			
6/24/2015	post intro to contributor			
6/25/2015				
6/26/2015				
6/27/2015				
6/28/2015				
6/29/2015			link to content	link to content
6/30/2015	draft due for 7/15			
7/1/2015	post about process		link to blog post	link to blog post
7/2/2015				
7/3/2015			link to related info	link to related info
7/4/2015				
7/5/2015				
7/6/2015				
7/7/2015	draft due for 7/22			
7/8/2015	post intro to contributor			
7/9/2015				
7/10/2015				
7/11/2015				
7/12/2015				
7/13/2015			link to content	link to content
7/14/2015	draft due for 7/29			

Appendix F – HWE Editorial Calendar

DATE	BLOG	AUTHOR	TWITTER	FACEBOOK
7/15/2015	post about process		link to blog post	link to blog post
7/16/2015				
7/17/2015			link to related info	link to related info
7/18/2015				
7/19/2015				
7/20/2015				
7/21/2015	draft due for 8/5			
7/22/2015	post intro to contributor			
7/23/2015				
7/24/2015				
7/25/2015				
7/26/2015				
7/27/2015			link to content	link to content
7/28/2015	draft due for 6/19			
7/29/2015	post about process		link to blog post	link to blog post
7/30/2015				
7/31/2015			link to related info	link to related info
8/1/2015				
8/2/2015				
8/3/2015				
8/4/2015	draft due for 6/26			
8/5/2015	post intro to contributor			
8/6/2015				
8/7/2015				
8/8/2015				
8/9/2015				
8/10/2015			link to content	link to content
8/11/2015	draft due for 7/3			
8/12/2015	post about process		link to blog post	link to blog post
8/13/2015				
8/14/2015			link to related info	link to related info
8/15/2015				
8/16/2015				
8/17/2015				
8/18/2015	draft due for 7/10			
8/19/2015	post intro to contributor			
8/20/2015				
8/21/2015				
8/22/2015				

Appendix F – HWE Editorial Calendar

DATE	BLOG	AUTHOR	TWITTER	FACEBOOK
8/23/2015				
8/24/2015			link to content	link to content
8/25/2015	draft due for 6/20			
8/26/2015	post about process		link to blog post	link to blog post
8/27/2015				
8/28/2015			link to related info	link to related info
8/29/2015				
8/30/2015				
8/31/2015				
9/1/2015	draft due for 6/27			
9/2/2015	post intro to contributor			
9/3/2015				
9/4/2015				
9/5/2015				
9/6/2015				
9/7/2015			link to content	link to content
9/8/2015	draft due for 7/4			
9/9/2015	post about process		link to blog post	link to blog post
9/10/2015				
9/11/2015			link to related info	link to related info
9/12/2015				
9/13/2015				
9/14/2015				
9/15/2015	draft due for 7/11			
9/16/2015	post intro to contributor			
9/17/2015				
9/18/2015				
9/19/2015				
9/20/2015				
9/21/2015			link to content	link to content
9/22/2015	draft due for 6/21			
9/23/2015	post about process		link to blog post	link to blog post
9/24/2015				
9/25/2015			link to related info	link to related info
9/26/2015				

Appendix G

related outcome	Indicators	Beginning	Developing	Exemplary	Data Source
1	increase in number of site visits	0-200 site visits per quarter	site visits increase 1-9% each quarter	site visits increase 10% or more each quarter	web analytics tools / transaction logs
1	increase in number of page visits - event related	0-9% increase in number of page visits after each marketing event	10-49% increase in number of page visits after each marketing event	50% or more increase in number of page visits after each marketing event	web analytics tools
1	increase in length of site visit	average visit duration is 0-2 minutes	average visit duration is 3-4 minutes	average visit duration is 5 minutes or more	web analytics tools
1	increase in success rate of search queries	0-29% of search queries return results	30-69% of search queries return results	75% or more of search queries return results	web analytics tools
1	increase in number of link referrals from major search engines	0-79 link referrals from major search engines per quarter	80-119 link referrals from major search engines per quarter	120 or more link referrals from major search engines per quarter	web analytics tools
1	increase in breadth of user population	0-9% increase in site visits from locations other than the cities where the participating institutions are located	10-19% increase in site visits from locations other than the cities where the participating institutions are located	20% or more increase in site visits from locations other than the cities where the participating institutions are located	web analytics tools
1	increase in number of link referrals from social media	0-39 link referrals from social media per quarter	40-59 link referrals from social media per quarter	60 or more link referrals from social media per quarter	web analytics tools
1	increase in number of links from educational sites, including syllabi and LibGuides	0-19 link referrals from educational site per quarter	20-39 link referrals from educational site per quarter	40 or more link referrals from educational site per quarter	web analytics tools
1,9	increase in number of links to exhibitions and essays	0-19 link referrals to exhibitions and essays per quarter	20-39 link referrals to exhibitions and essays per quarter	40 or more link referrals to exhibitions and essays per quarter	web analytics tools
1	increase in downloads of images	0-19 image downloads per quarter	20-39 image downloads per quarter	40 or more image downloads per quarter	web analytics tools
3	increase in number of page visits - subject guides	0-200 page views of subject guides per quarter	page views of subject guides increase 1-9% per quarter	page views of subject guides increase 10% or more per quarter	web analytics tools
3	length of time on page - subject guides	average time on page for subject guides is 0-1 minutes	average time on page for subject guides is 2-3 minutes	average time on page for subject guides is 4 or more minutes	web analytics tools
3	increase in number of links followed out to other resources from our library	0-19 links followed to other sites per quarter	20-39 links followed to other sites per quarter	40 or more links followed to other sites per quarter	web analytics tools
7	increase in number of downloads of the data sets	0-4 dataset downloads per quarter	5-9 dataset downloads per quarter	10 or more dataset downloads per quarter	web analytics tools

Appendix G

related outcome	Indicators	Beginning	Developing	Exemplary	Data Source
10	increase in ratio of site visits to number of items	ratio of 0-1 site visits per quarter for every 7 items	ratio of 0-2 site visits per quarter for every item	ratio of 3 or more site visits per quarter for every item	web analytics tools
10	increase in number of site visits to participating individual digital libraries, referred from portal	1-49 site visits per quarter to participating individual digital libraries are referred from portal	50-99 site visits per quarter to participating individual digital libraries are referred from portal	100+ site visits per quarter to participating individual digital libraries are referred from portal	web analytics tools
1	increase in mentions/links in social media	0-19 mentions/links in social media per quarter	20-39 mentions/links in social media per quarter	40 or more mentions/links in social media per quarter	social media analytics tools / altmetrics
1	increase in re-use of images online	0-19 images re-used online per quarter	20-39 images re-used online per quarter	40 or more images re-used online per quarter	image search analytic tools (reverse image search)
4	increase in number of research consultations	in each participating archive, 0-9 research consultations requested after portal visits, per quarter	in each participating archive, 10-29 research consultations requested after portal visits, per quarter	in each participating archive, 30 or more research consultations requested after portal visits, per quarter	local reference statistics
10	increase in ratio of unique visitors to portal to unique visitors to archives	0-1 unique visitors to portal per quarter for every unique visitor to the archives	2-9 unique visitors to portal per quarter for every unique visitor to the archives	10+ unique visitors to portal per quarter for every unique visitor to the archives	web analytics tools, local reference statistics
10	increase in ratio of items viewed in portal to items viewed in archives	0-1 items viewed in portal per quarter for every item viewed in archives	2-9 items viewed in portal per quarter for every item viewed in archives	10+ items viewed in portal per quarter for every item viewed in archives	web analytics tools, local reference statistics
2	increase in user comfort with browsing tools	0-19% of users easily navigate to browsing tools and follow through to find a relevant item	20-79% of users easily navigate to browsing tools and follow through to find a relevant item	80% or more of users easily navigate to browsing tools and follow through to find a relevant item	Usability study with observation of think aloud exercise (in person or via screen sharing)
2	increase in user comfort with search filters	0-19% of users easily use search filters and follow through to find a relevant item	20-79% of users easily use search filters and follow through to find a relevant item	80% or more of users easily use search filters and follow through to find a relevant item	Usability study with observation of think aloud exercise (in person or via screen sharing)
2	increase in researcher satisfaction with usability, navigation, search	0-19% of researchers surveyed say they are "satisfied" or "very satisfied" with usability, navigation, and search	20-79% of researchers surveyed say they are "satisfied" or "very satisfied" with usability, navigation, and search	80% or more of researchers surveyed say they are "satisfied" or "very satisfied" with usability, navigation, and search	survey of researchers - usability, navigation, search
3	increase in researcher satisfaction with subject guides	0-19% of researchers surveyed say they are "satisfied" or "very satisfied" with subject guides and related item links provided by the portal	20-79% of researchers surveyed say they are "satisfied" or "very satisfied" with subject guides and related item links provided by the portal	80% or more of researchers surveyed say they are "satisfied" or "very satisfied" with subject guides and related item links provided by the portal	survey of researchers - subject guides
8,9	Increase in number of research projects using portal	0-4 research projects using portal per quarter	5-9 research projects using portal per quarter	10 or more research projects using portal per quarter	survey of researchers - research products

Appendix G

related outcome	Indicators	Beginning	Developing	Exemplary	Data Source
8	Increase in number of courses using portal	0-4 courses using portal per 6 months	5-9 courses using portal per 6 months	10 or more courses using portal per 6 months	survey of faculty - courses
5	increase in research products created by registered users	0-2 research projects created by registered users per quarter	3-4 research projects created by registered users per quarter	5 or more research projects created by registered users per quarter	survey of registered users - research products
10	decrease in ratio of cost per item to add to digital collection vs. cost per visit for researchers traveling to remote archives	average cost per item digitized and added to portal is equal to or greater than average cost per item visited in the archive	average cost per item digitized and added to portal is 1-50% less than average cost per item visited in the archive	average cost per item digitized and added to portal is at least 51-100% less than average cost per item visited in the archive	survey of researchers - travel costs, local digitization statistics
5	Increase in number of registered users	0-49 new users will register with the site per quarter	50-99 new users will register with the site per quarter	100 or more new users will register with the site per quarter	registered user database
5	increase in usage of specific tools	0-19 users will use researcher tools per quarter	20-49 users will use researcher tools per quarter	50 or more users will use researcher tools per quarter	server transaction logs
8,9	Increase in number of research projects contributed to portal through faculty/student collaboration	1-2 exhibitions / essays added per year through faculty/student collaboration	3-5 exhibitions / essays added per year through faculty/student collaboration	6 or more exhibitions / essays added per year through faculty/student collaboration	count of contributed exhibitions and essays
3,6,9	increase in citations from published research that has used the portal	0-10 publications cite content from the portal	publications citing content from the portal increase 1-9% each quarter	publications citing content from the portal increase 10% or more each quarter	citation analysis / webometrics / altmetrics
3	increase in citations of the materials we have linked to	0-10 publications linked from the portal are cited in other sources	publications citing other publications linked from the portal increase 1-9% each quarter	publications citing other publications linked from the portal increase 10% or more each quarter	citation analysis / webometrics / altmetrics
6	increase in citations to portal in public Zotero libraries	0-10 citations to portal in public Zotero libraries	1-9% increase per quarter in citations to portal in public Zotero libraries	10% or more increase per quarter in citations to portal in public Zotero libraries	citation analysis / webometrics / altmetrics
7	increase in citations of published research that has used the data sets	0-10 publications using datasets from the portal are cited in other sources	citations to publications using datasets from the portal increase 1-9% each quarter	citations to publications using datasets from the portal increase 10% or more each quarter	citation analysis / webometrics / altmetrics

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Librarian Evaluation Form

IST 613

Final Report & Presentation

Student Name: Arden Kirkland

Librarian Name: Joanna DiPasquale

Library Name: College Women: The History of Women's Education Digital Portal

Total hours spent with student:

Your impressions of ***interactions*** with the student throughout the semester:

Your impressions of the student's ***report***:

Your impressions of the student's ***presentation***:

Overall impression of the ***quality and usefulness*** of the student's work:

Do you ***plan to use*** portions of the student's work? Which parts?

What did you ***like best*** about working with the student?

Is there anything you would ***change***?

Would you be willing to work with students in ***future semesters***?

Thank you for your efforts on behalf of our students!

Please return this form electronically to moakleaf@syr.edu or via postal mail to the following address:

Dr. Megan Oakleaf
326 Hinds Hall
Syracuse University
Syracuse, NY 13244
