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Developing a Web-Based Evaluation Tool for Purchasing Electronic Resources: A Librarian-Faculty-Student Partnership

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Introduction

"While the principles of collection development, which were developed in the world of print publications, do not change radically with new publishing technologies, methods of decision making and specific selection guidelines must be adjusted significantly to incorporate new publishing formats" (Demas, S. G.).[1]

The goals of acquiring and maintaining a good collection of resources that directly benefit teaching and research at a university are important ones. It is nearly impossible for most library budgets to acquire every available electronic research database and the task of deciding which of these resources to purchase has been mostly left to librarians. In order to have a tool that would aid librarians in determining which electronic resources to acquire, the University of Akron Libraries developed an "Electronic Resources Previews Project Page" and introduced it on the library's Web site in February 2005. The purpose of the Previews Project is to involve faculty, students, and librarians together in the evaluation and assessment of new electronic resources.

With the volume and variety of research information becoming available electronically, the librarians at the University of Akron needed a more efficient way of keeping track of what is available and what information these resources provide. Previously, vendors and publishers would contact any number of librarians and offer a temporary trial of their product; after that the subject librarians would notify other colleagues and various teaching faculty with the logon and trial information. These librarians and faculty were then asked to logon and *try out* the resource and report their opinion on its value. The subject librarians would then forward the information to the Head of Collection Management who would consider these resources for possible purchase depending on the opinions and available funds. This was typically done through a series of email messages and phone conversations, and there was no consistent procedure in place. Trials on a number of electronic resource databases have also been available through the statewide consortium, OhioLINK. A procedure was needed to have a consistent way of arranging for and handling trials of electronic resources, and more importantly, having all the information in one place where librarians, faculty and students could have easy access for previewing and evaluating. Use of the Previews Project page by the Head of Collection Management would ensure an organized and systematic file of previewed electronic resources.

With the creation and hiring of a new library position in 2004 (Electronic Resources Librarian), the Associate Dean of University Libraries envisioned the design and implementation of a Web-based tool for evaluating new electronic resources. After the initial plan was written the Associate Dean, the Head of Collection Management, and the Electronic Resources Librarian met to discuss and draw a workflow diagram for the creation, implementation and use of this new Web-based tool which became known as the "e-Resources Previews Project." The goals and outcomes of this project are as follows: 1) develop a new and easy Web-based evaluation instrument for faculty, librarians, and students to assess individual electronic resources; 2) assess the potential use of a new resource by faculty and students prior to committing financial resources; 3) gather documentation from faculty and students to use as support for any additional funding requests; 4) develop methods for active collaboration between librarians and teaching faculty for using the resources in promoting student success via classroom assignments; 5) use the information gathered from librarians, faculty, and students to help with purchasing decisions; and 6) acquire the best resources and promote their use on campus.

Literature Review

The University of Akron's Previews Project is unique in that it allows for evaluation and assessment of a product not only by librarians and faculty, but by students as well; it provides a means for the University Libraries to gather data for purchasing decisions and additional sources of funding; it facilitates preliminary training on a

product during its testing phase; and finally the Previews Project allows for the development of collaboration between librarians and teaching faculty by creating ways that the resource may be used for class assignments.

Hunter notes that in the past academic libraries have moved from collection development to collection management, and that the current trend is to combine collection management with access management and emphasize "providing the right electronic resources to the user at the right time."[2] Level and Myers explore how the traditional, print environment of collection development is changing, and their article provides the details of developing Web accessible collection development tools that have streamlined materials selection.[3] Davis' column focuses on the evaluation, selection, and acquisition of electronic resources as the topic was discussed at the 2000 Charleston Conference, with specific emphasis on the evaluation and assessment of electronic resources after their purchase.[4]

Much of the literature makes mention of the challenges that the collection of electronic resources presents to libraries. Indeed, the 2000 Digital Library Federation (DLF) survey, which is explored by Jewel, is oft cited in that it emphasizes that digital collection development is the single greatest challenge confronting academic and research libraries.[5] Furthermore, as Allison, McNeil, and Swanson note, collection of electronic resources is often done in the face of increasing costs of resources and decreasing library budgets.[6] These authors state that while libraries share the common goals of enhancing learning and ensuring access to high-quality and accurate information, that this goal has become difficult in the realm of electronic resources as libraries must now be able to determine the most cost-effective resources and ways to deliver information.

Now more than ever selecting and acquiring new resources involves a variety of library departments and personnel to coordinate the evaluation, selection, and procurement of resources. Morris and Larson observe that libraries are responding to customer preferences for electronic resources through the acquisition and management of these products.[7] Meanwhile, electronic resources have significantly different characteristics than print resources when it comes to technical services management, and her article provides the details of the evaluation and selection of electronic resources for collection development; as well as contract negotiation, ordering, cataloging, and access management of these materials. Loghry and Shannon discuss how a variety of library staff members may be involved in the selecting and processing of electronic resources, they note that "subject specialists, reference librarians, acquisitions and cataloging personnel, systems staff, and even library administration may have a role in selection, acquisition, license negotiation, technical setup, and other pre-implementation steps."[8] They specifically detail the workflow issues of managing electronic resources, and detail the confusion and problems that

are likely to ensue with having so many departments and personnel involved in the management of electronic products. They provide the details of a two-part electronic products work form developed at their library that is designed to streamline the workflow and organize the acquisition of electronic materials. Foudy and McManus provide the details of the utilization of a *decision grid* to evaluate their institutions subscriptions to electronic resources.[9]

White writes that "librarians in academic institutions strive to develop and maintain relationships with faculty and students in areas of their subject specialty."[10] He asserts that "librarians in academic settings rely on faculty input for building collections to meet current research needs, curricular content, and changing and emerging disciplines."[11] White states that the advent of electronic resources has changed the approaches to liaison activities and collection development. His article describes a strategic partnership that was formed between the library and faculty to analyze, evaluate, select, and collaboratively procure funding for electronic resources. In conclusion he notes that, as this process is designed to focus on acquiring electronic products that support research throughout the university, his library can use the information gathered by this partnership to "leverage support for desired products by demonstrating broad needs throughout the university."[12] And finally, Higa, Bunnett, Maina, et. al., discuss the challenge and the impact that the evolution from print to electronic resources has wrought at their library, and state that this transition has led to an exhausting reorganization of library staffing and services.[13]

Development of the Web-Based Page

The Previews Project Web page was originally conceived as part of a larger endeavor to build an in-house, home-grown electronic resource management system (ERMS) based on the recommendations issued by the Digital Library Federation in the summer of 2004.[14] To the best of the authors' awareness, few proprietary ERMS existed and those that did at that time had neither a method nor a process for collecting and collating evaluations of an electronic resource. And if they did have that functionality, it was not widely known. Considering the grand scope of building an ERMS from scratch, the University of Akron Libraries decided to purchase a proprietary ERMS to maintain its electronic resources and began to build the Previews Project page as a stand alone evaluative tool for acquiring electronic resources.

The first step in the process entailed determining how the University of Akron Libraries currently evaluated electronic resources. As mentioned earlier, the Head of Collection Management would field inquiries and requests from the subject librarians and faculty in the form of emails, phone calls, memos, etc. When the Electronic Resources Librarian investigated how other academic institutions evaluated resources, he found similar methods.

The former evaluation process usually did not include the classic evaluation measures of currency, accuracy, scope and usability; nor did the method inquire whether the resource met the specific research needs of faculty or the needs of students to complete classroom assignments. Therefore, the new tool needed to collect data from faculty and students that would directly address those needs. A workflow was developed that outlined the basic process of requesting a resource for trial, examining said resource, collecting data from the reviewers and collating the data into a unified report.
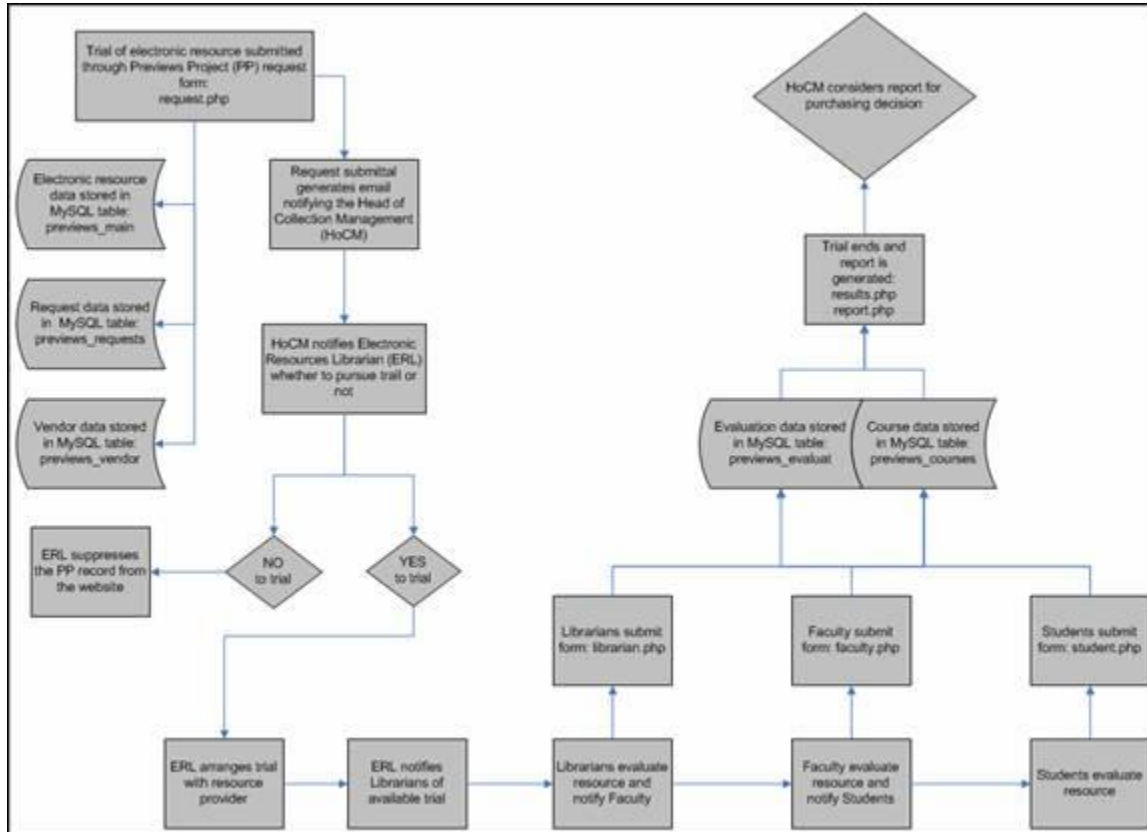
Previews Project Process Diagram

Open source tools were chosen to create the Previews Project page by incorporating MySQL as the backend database and PHP as the scripting language on a Linux machine running Apache Web Server (classic LAMP setup). A request form was designed to notify Collection Management and the Electronic Resource Librarian of the desire by an individual to preview a resource. The form asks for the requestor's contact information, and information on the resource such as scope, description, URL and vendor/publisher. This information is stored in the database to populate the access and evaluative portions of the Web site. The evaluation forms were written so that users would be able to examine the resource and to complete and address their specific category—librarian, faculty, or student. The evaluation form asks specific

questions to which they may respond to on a continuum ranging from strongly agree to strongly disagree. Upon submittal of the form, these responses are assigned a numeric value and stored in the database. The questions also allow for a free-text response from the reviewer:

- Is *The Resource* well organized and easy to navigate?
- Is *The Resource* current with up-to-date and accurate information?
- Is the subject scope and content of *The Resource* appropriate for my area of study?
- Will *The Resource* help complete assigned classroom and research projects?
- Would *The Resource* be a useful tool in the following course(s):
- If offered, would you attend The *Resource* training session?
- Overall, is *The Resource* a valuable tool and should be made available to the University of Akron.

When the trial period ends, the resource is no longer available for evaluation. The continuum and free-text data are designed to tabulate and display as a generated report available for viewing on the Web site. The numbers are averaged and the free-text responses are displayed by user groups. Anonymity is preserved as the individual's contact information is suppressed from any display.

Initially, the Previews Project page was hosted on the University of Akron Libraries' Intranet; however, students and faculty had a difficult time accessing the Web server. Due to this concern and a subsequent hard-drive crash on the Intranet, the Previews Project page was moved to a more accessible Web server running MS IIS server software. The new server provided the opportunity to upgrade the scripts for a new non-LAMP configuration of IIS 5.1, PHP 5.1.1 and MySQL 5.0.16. The Previews Project page is always being modified and updated with emphasis being placed on the user front-end. Much of the administrative tasks have yet to be developed and are currently maintained by accessing the database through phpMyAdmin, a GUI that allows direct manipulation of the database. At this time, an easy-to-use administrative back-end is in development.

Use of the Previews Project Page

Once the Previews Project page was posted on the library's Web site, flyers were created and distributed across campus. The page was also advertised in the university's e-newsletter which is distributed electronically campus wide. Additionally, subject librarians informed teaching faculty of the Web page and its intent.

As mentioned earlier, students, faculty, and librarians are able to request that an electronic resource be considered for preview by simply filling out a short form. Notices of new and current products are sent regularly to librarians from various publishers and vendors. At the University of Akron, trials of possible OhioLINK-acquired resources are also previewed here and the Head of Collection Management arranges for those databases to be added to the Previews Project page. The Head of Collection Management decides whether or not to proceed with any trial or preview. If so, the Head of Collection Management notifies the Electronic Resources Librarian who then contacts the publisher/vendor and arranges a trial. Occasionally, some publishers do not allow for a trial of their products, but this is a rarity. Once the trial information is available, the Electronic Resources Librarian posts the information on the Previews Project page and informs all librarians of its availability. The posting of the e-resource trial on the Previews Project page includes such information as the name and description of the resource, publisher, scope, research level, and occasionally cost. Subject librarians in turn inform their faculty and ideally, faculty alert their students. Most trials for research databases last for thirty days and are only accessible for the faculty, librarians, and students at the university.

The tabulated evaluation results for each trial are viewable to anyone who logs on and are available even after the trial period has ended. Every resource that has been reviewed is listed on the Previews Project page, and also states the status for each: r = requested, a= active, u= under consideration, a= accepted, R= rejected, ! = expires this week.

Decision Making

Having a preview arranged for and evaluated in one online location makes organizing and analyzing much easier for the decision makers and the input from faculty and students is invaluable. If a preview of a particular electronic resource has little response and poor evaluations from campus users, then the decision not to purchase is an easy one. Conversely, a resource that has a high number of reviewers and high scores, and positive comments, then that too will make for an easy purchasing decision. The cost and availability of funds are also a crucial factor, and is often the deciding factor. A high response from the campus community for a particular resource may also be used for securing additional funds.

At the University of Akron Libraries, we have had several databases that have been previewed twice and then purchased. A request to preview a resource a second time was made because enhancements or changes had been made to the product since the last time it was previewed, or there was interest in a particular electronic resource from a new faculty member or librarian. These products include *ArtStor*, *Biography*

Resource Center, *Factiva*, *Global Financial Database*, *19th Century U.S. Newspapers*, and *Sabin Americana Digital Archive*.

Since February 2005, the Previews Project page has managed the preview and evaluation of fifty-nine electronic resources. Of those fifty-nine products, the library has purchased twenty-two. Some of the purchases, such as the *Early English Books Online* database, had an overwhelmingly positive response from faculty and students.

Other benefits of the Previews Project page include the ability to compare similar resources and products from different publishers. An example of this is the evaluation of *The U.S. Congressional Serial Set* which is available from two different vendors. The Previews Project page user comments and reviews helped us in determining which vendor to choose. Another example is the *Mental Measurements Yearbook*, which is also available from two different vendors, and again the composite evaluations were essential in determining which version to purchase. In addition to this, input from the Previews Project page has been beneficial when deciding whether to retain various print reference sources.

Conclusion

Regardless of the published format of research information, librarians still need to apply the same criteria for evaluation and selection. However, technological advances make the task more challenging because of the vast amount of online information. This challenge has been confronted by the librarians at the University of Akron by creating an online management tool for previewing and critiquing electronic resources, the e-Resources Previews Project Page. This Web page has been available to the campus community since February 2005 and enables librarians, faculty, and students to request a trial of a particular research database and *test drive* the product in order to determine its usefulness. To date, this collaboration among librarians, faculty, and students has resulted in the preview and evaluation of fifty-nine electronic resources, and this input from the campus community has been valuable for librarians in making the best possible purchasing decisions.

Additionally, the Previews Project has streamlined the process of selecting, evaluating, acquiring, and implementing electronic resources at the University of Akron. Library departments now have an efficient and manageable workflow for the procurement of e-resources. Duplication of work between subject librarians and those facilitating purchasing decisions has been minimized. Furthermore, this easily accessible online tool has taken the place of other communiqués such as brochures, flyers, emails, phone messages, and the like. And in times of financial constraint, presenting the data gathered from the Previews Project to the administration may become necessary in order to procure additional funding.

Appendix A.

Previews Project 0.1.3 (alpha)
University Libraries @ The University of Akron

UL HOME | LIBRARY CATALOG | OHIOLINK | UNIV. OF AKRON

Navigation

- ABOUT PREVIEWS PROJECT
- PREVIEWS PROJECT HOME
- EVALUATE A PREVIEW
- VIEW EVALUATION RESULTS
- REQUEST A PREVIEW
- ADMIN

Icon Key

- [r] - requested
- [a] - active
- c - under consideration
- [A] - accepted
- [R] - rejected
- ? - unknown
- [!] - expires this week
- [!] - expires today

Welcome to the Previews Project

The Previews Project is University Libraries' new method to request, preview, evaluate and obtain electronic resources. One way to justify the acquisition of new resources is to involve faculty and students in selecting and evaluating those resources. By creating a web-based evaluation and assessment tool to be used by librarians, faculty and students, we can gather information on potential use, accomplish preliminary training in the database, and therefore accumulate enough information to justify requests for additional funding.

Overall, University Libraries hope:

1. to create an effective tool for obtaining new electronic resources in economically difficult times through librarian-faculty-student collaboration;
2. to develop a new and easy to use evaluation instrument for librarians, faculty and students to assess individual electronic resources;
3. to assess the potential use by faculty and students prior to committing financial resources;
4. to gather documentation from librarians, faculty and students to use as support for additional funding requests;
5. to encourage the development of methods for the active collaboration between librarians and teaching faculty for using the resources in promoting student success via classroom assignments as part of information literacy efforts.

Previews Project Links

- **History and Future Enhancements**
- **Documents, Reports and Miscellaneous Files**
- **FAQs**

Appendix B.

Previews Project 0.1.3 (alpha)
University Libraries @ The University of Akron

| UL HOME | LIBRARY CATALOG | OHIOLINK | UNIV. OF AKRON |

Navigation

- ABOUT PREVIEWS PROJECT
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Icon Key

- **r** - requested
- **a** - active
- **c** - under consideration
- **A** - accepted
- **R** - rejected
- **?** - unknown
- **!** - expires this week
- **!** - expires today

Eighteenth Century Collections Online - Preview No. 48

e-Resource: Eighteenth Century Collections Online

Description: Eighteenth Century Collections Online is a comprehensive digital edition of The Eighteenth Century, the world's largest library of the printed book on microfilm, available through its imprint Primary Source Microfilm™. In the most ambitious single digitization project ever undertaken, nearly 150,000 English-language titles and editions published between 1701 and 1800 will be made available online over the course of the next two years. When complete, the product will allow full-text searching of more than 33 million pages of material, in essence, every significant English-language and foreign-language title printed in the United Kingdom, along with thousands of important works from the Americas.

Website [URI]: http://infotrac.galegroup.com/itweb/uakron_main?db=ECCO

Subject Scope: Cultural Anthropology; English; History; Law; Philosophy; Political Science; Sociology; Women's Studies

Research Level: all

Preview Start Date: 2006-01-20

Preview End Date: 2006-03-13

Preview Status: Accepted

Preview License Required? No

Subscription Required? Yes

Subscription/Purchase Costs: $▮▮▮▮▮▮

Publisher: Thomson Gale

Last Updated: 2006-01-20

Appendix C.

Eighteenth Century Collections Online
Faculty/Staff Preview Evaluation Form

Eighteenth Century Collections Online - [**Connect**] [**Details**]

1. Name: [   ]   Dept: [   ]   E-mail: [   ]

2. *Eighteenth Century Collections Online* is well organized and easy to navigate.
   ○ Strongly agree ○ Agree ○ Neither agree nor disagree ○ Disagree ○ Strongly disagree
   Please explain:
   [   ]

3. *Eighteenth Century Collections Online* is current with up-to-date and accurate information.
   ○ Strongly agree ○ Agree ○ Neither agree nor disagree ○ Disagree ○ Strongly disagree
   Please explain:
   [   ]

4. The subject scope and content of *Eighteenth Century Collections Online* is appropriate for my area of study.
   ○ Strongly agree ○ Agree ○ Neither agree nor disagree ○ Disagree ○ Strongly disagree
   Please explain:
   [   ]

5. *Eighteenth Century Collections Online* will help my students complete assigned classroom and research projects.
   ○ Strongly agree ○ Agree ○ Neither agree nor disagree ○ Disagree ○ Strongly disagree
   Please explain: (why? or why not? or possible assignment examples)
   [   ]

6. During the academic year, I normally teach the following course(s) in which *Eighteenth Century Collections Online* would be a useful tool:
   Subject No: [   ]   Course No: [   ]   Title: [   ]   Head count? [   ]
   Subject No: [   ]   Course No: [   ]   Title: [   ]   Head count? [   ]
   Subject No: [   ]   Course No: [   ]   Title: [   ]   Head count? [   ]
   Subject No: [   ]   Course No: [   ]   Title: [   ]   Head count? [   ]
   Subject No: [   ]   Course No: [   ]   Title: [   ]   Head count? [   ]
   Subject No: [   ]   Course No: [   ]   Title: [   ]   Head count? [   ]

7. As a faculty member, *Eighteenth Century Collections Online* is beneficial to my own research.
   ○ Strongly agree ○ Agree ○ Neither agree nor disagree ○ Disagree ○ Strongly disagree
   Please explain:
   [   ]

8. Library material funds allocated for my department are available to help purchase *Eighteenth Century Collections Online*.
   ○ Strongly agree ○ Agree ○ Neither agree nor disagree ○ Disagree ○ Strongly disagree
   Please explain:
   [   ]

9. If offered, I would attend a *Eighteenth Century Collections Online* training session.
   ○ Strongly agree ○ Agree ○ Neither agree nor disagree ○ Disagree ○ Strongly disagree
   Please explain:
   [   ]

10. Overall, *Eighteenth Century Collections Online* is a valuable tool and should be made available to The University of Akron through University Libraries' e-Resources Collection.
    ○ Strongly agree ○ Agree ○ Neither agree nor disagree ○ Disagree ○ Strongly disagree
    Please explain:
    [   ]

[submit] [clear]

Appendix D.

Eighteenth Century Collections Online
Preview Evaluation Results

A

TOTAL RESULTS
36 response(s) submitted with a Raw Score of 4.04

Index	Survey Statements	Score (1-5)
FQ2-SQ2-LQ2	*Eighteenth Century Collections Online* is well organized and easy to navigate.	4.56
FQ3-SQ3-LQ3	*Eighteenth Century Collections Online* is up to date with current information.	4.11
FQ4-SQ4-LQ4	*Eighteenth Century Collections Online* scope and content is appropriate.	4.37
FQ5-SQ5-LQ5	*Eighteenth Century Collections Online* will assist Student classroom and research projects.	4.21
FQ6-SQ6-LQ6	*Eighteenth Century Collections Online* would be useful in the following course:	see below
FQ7-LQ7	*Eighteenth Century Collections Online* will assist Faculty research projects.	4.15
FQ8-LQ8	Departmental funds are available for *Eighteenth Century Collections Online* subscription.	2.58
FQ9-SQ7-LQ9	I would attend a *Eighteenth Century Collections Online* specific training session.	3.64
FQ10-SQ8-LQ10	*Eighteenth Century Collections Online* should be added to UL e-Resources collection.	4.70

Annual cost per user

Source	Potential Users	Annual Cost per User
Preview Evaluation	1012	$167.98
FTE (November 2004)	17467	$9.73

Groups participating in evaluation

Group	Participants
faculty	9 -- (25%)
student	22 -- (61.11%)
librarian	5 -- (13.89%)

Departments participating in evaluation

Department/Major	Participants
anonymous	6 -- (16.67%)
Bierce reference	1 -- (2.78%)
Collection Management	1 -- (2.78%)
Communications	2 -- (5.56%)
Education	1 -- (2.78%)
English	14 -- (38.89%)
English Education	1 -- (2.78%)
English, History	1 -- (2.78%)
English/Education	1 -- (2.78%)
History	4 -- (11.11%)
Ref	1 -- (2.78%)
School of Law	1 -- (2.78%)
Shakespsear Mature Plays	1 -- (2.78%)
UL-Deans	1 -- (2.78%)

Courses where e-Resource may be useful

Subject No.	Class No.	Title
3300		American Lit I
3300		Early English Writers
3300		English Lit I
3300	111	English Composition
3300	112	English Composition
3300	245	Early English Ficition
3300	252	Shakespeare and His World
3300	301	English Literature I
3300	315	Shakespeare: Early Plays
3300	316	Shakespeare: The Mature Plays
3300	389	Women Writers
3300	424	Early English Fiction
3300	425	Early English Fiction
3300	464	Subversive Women
3300	469	Eros & Love in Early Western Fiction
3300	489	English Romantic Fiction
3300	524	Early English Fiction
3300	554	Early English Literature
3300	570	History of English Language
3300	615	Shakespearean Drama
3300	670	Modern Linguistics
3300	689	Austen & Burney
3300	689	Contextual Linguistics
3300	689	Early American Literature
3300	689	Renaissance Poetry and Prose
3400	210	Humanities in the Western Tradition
3400	250	U.S. History to 1877
3400	310	Historical Methods
3400	322	Europe: Absol/Revol 1610-1789
3400	339	England Since 1688
3400	351	Global History
3400	385	World Civilizations: China
3400	388	World Civ.: India
3400	416	Modern India
3400	440	Tudor & Stuart Brit, 1485-1714
3400	470	Ohio History
3400	471	American Environmental History
3400	516	Modern India
3400	570	Ohio History
3400	571	American Environmental History
7100		Art History

Appendix E.

Faculty Survey Statements	Score (1-5)

2. *Eighteenth Century Collections Online* is well organized and easy to navigate. 4.89

- It is very clear.
- Fast and easy to use search function
- I had no troble finding a wok on Timur in the very first set of search terms I entered.
- It provides a number of ways for the researcher to access material, including author, title and subject searches. It also allows you to browse. The links within works to chapters makes further navigation easy.
- I very much like the page number/image number system, taking the EEBO guesswork out.

3. *Eighteenth Century Collections Online* is up-to-date with current information. 4.56

- some attribution information is outdated, but I don't see that as a big problem.
- The collection is vast adn theitesm I looked up seemedvery well documented
- I'm not an expert in this century but I found everything I wanted.
- Since the material is 200-300 years old it is by definition as up to date as it can be.
- it does everything a collection of its type should do as far as access. And they're adding more texts ...

4. *Eighteenth Century Collections Online* scope and content is appropriate. 4.44

- I have used it frequently in other libraries before this preview and think it extremely useful for most things I do.
- For the study of the literary and theatrical history of Shakespeare this is an outstanding resource
- Any historical search of linguistic usage makes these texts valuable. It would still take a lot of tedious legwork to find particular linguistic citations since the copies are not digital, but it would be more than amazing if it were any other way.
- I teach both in English and History. I found wonderful resources for my History students (I send them frequently to look at primary texts and this collection is priceless for that. And I found interesting useful pieces for my own research into early American and English literature for English courses.
- Most of my research and teaching covers the 19th and 20th centuries, but 18th century material forms part of my next book project and I would like to use this database in some of the courses I teach.
- I just found out information about the reception of a Renaissance play as performed in the 18th century that I never would have gotten otherwise.

5. *Eighteenth Century Collections Online* will assist Student classroom and research projects. 4.00

- It gives them direct access to original texts and is a vital resource.
- ECCO will provide my students with the opportunity to use items which they would normally never have access to
- Especially useful for my History students who should be learning what the primary texts look like. In my compositions classes we discuss how writing has changed over time and many of these images will be useful for shoing students the evolution of writing in America.
- I teach both Ohio History and Environmental History. There are a number of sources in here that I would assign students to review or to use in research papers. A tremendously valuable set of documents.
- Yes. I would encourage my students to use it in courses that cover the period.
- I frequently give class assignments requiring students to use primary sources or materials from this period of time.
- I can envision asking students to trace the printing history of Renaissance texts, which I teach, into later centuries. They will find this database a great addition.

7. *Eighteenth Century Collections Online* will assist faculty research projects. 4.56

- Access to numerous early texts I need in my research, and search capabilities for identifying texts and usages.
- During just the preview period I have been able to make some interesting discoveries about the transmission of Shakespeare's text which I doubt I would have found in any other way.
- I am currently taking literature courses for an MFA degree and will use some of this material over the next 2-3 years.
- I do research in environmental history and I am about to undertake a project on land use and conceptions of nature in Ohio since the 1700s, and there are a number of primary sources available in this database that would be essential.
- The focus of my research over the next several years covers a period that begins with the accession of George III to the British throne (1760), so I will make considerable use of this material.
- I often look at editions of Renaissance works as published in other centuries. In addition, reviews of Shakespeare revivals are very important to what I do, and how I teach.

8. Departmental funds are available for *Eighteenth Century Collections Online* subscription. 2.50

- I have no idea
- Don't know
- I have no idea. I am only part-time and do not have say in those decisions.
- We have no funds for this.
- I have no idea.
- I wish.

9. I would attend a *Eighteenth Century Collections Online* specific training session. 3.78

- I've already used it in other libraries and it seems perfectly clear to me already
- I would, though it is so easy to use I don't really see the need.
- Depending on time and place--you can always learn from a training session no matter how familiar with the material you are.
- The collection yields wonderful results intuitively; I could be persuaded to attend a training session, perhaps, but I do not feel that I would need one.

10. *Eighteenth Century Collections Online* should be added to UL e-Resources collection. 4.89

- I could not agree more. It is extremely important to me both for my research and teaching. I have been using it for both during the previews period.
- ECCO is certainly a very strong complement to the existing databases we have (e.g., ESTC and EEBO)
- I know I will be grateful to be able to use it in the future.
- Since we don't have much of this material in hard copy, accessing on line would vastly increase the historical and literary resources available to our students and faculty. I can think of several ways I will use this resource in my classes and in my research. Acquiring it will help to compensate for our library's relative lack of lesser known eighteenth century writings.
- I hope we can find money for this resource -- it will be valuable to students as well as in my own research. I can think of few sources more important for studying the history of print.
- While I can not speak to the cost, not understanding the scale against which we might measure it, this does strike me as a tremendously useful and user-friendly database. I especially like the Reading view, which simplifies the screen and shows that some care has gone into the design of the interface. And my favorite feature, easily, is the ability to download PDFs files (which print beautifully) for those of us who prefer to read (and annotate) paper copies.

Appendix F.

22 response(s) submitted with a Raw Score of 4.31

Student Survey Statements	Score (1-5)

2. *Eighteenth Century Collections Online* is well organized and easy to navigate.   4.50

- Beautiful digital images of original texts, basic and advanced searches, easy to navigate and orderly.
- You're able to search by keyword, and the results come up, and you can choose to go directly to the texts.
- Everthing was self- explaintory. It was easy to use, and clear understanding.
- very easy to navigate and user friendly
- It is organized alphabetically, by period, etc.
- Confusing that the same thing comes up a few times when you enter in a subject... just should have the latest edition.
- It is well organized
- Confusing that the same thing comes up a few times when you enter in a subject... just should have the latest edition.
- The system seems very user-friendly, with browse as well as search options, and the search options include author, title, and subject.
- The system was very user-friendly. I appreciated the fact that it had a browse option as well as the typical search option, and that the search options included author, title, and subject.
- Easy to use.
- Easy intructions, fast processing.
- I didn't find any problems navigating through the ECCO
- I like the fact that it has both "Browse" and "Search" options, and that the Search offers "author, title, or subject" options.
- Yes,I found that all of the authors or titles I typed in pulled up a vast amount of material on the subject making it an easy way to find sources.

3. *Eighteenth Century Collections Online* is up-to-date with current information.   3.95

- I saw no mistakes in the organization of the information.
- It appeared to be updated, and accurate.
- I have not spent enough time surfing the collection to be able to give another answer
- as far as I know
- A lot of the resources in first edition format are just becoming available to digitally capture. It seems like the collection is adding things as quickly as they are legally made available.
- Many different versions.
- I like the easy access to all sorts of valuable materials
- Many different versions.
- Since I am not well-versed in this field, I cannot comment one way or another.
- I am not qualified to determine this.
- Yes, most of the sources were current.

4. *Eighteenth Century Collections Online* scope and content is appropriate.   4.48

- It provides valuable resources that I could use in teaching high school English. It will also allow me to learn more about the centuries of literature I am learning about this semester.
- The content would help me in my English courses. As the Eighteenth century is one my areas of interest, this service would be extremely helpful.
- In searching, I found it difficult to find information on defoe and women.
- I love American Literature which really gets good in the Eighteenth century. Not that it wasn't good before, but it just is a period I feel I can work with a bit more when I teach.
- Only in the context of Early English Fiction... It isn't my Major, nor my Minor, but good enough for the class.
- It works great for my early english fiction classes
- Only in the context of Early English Fiction... It isn't my Major, nor my Minor, but good enough for the class.
- As of this semester it is specifically useful for my Early English Fiction class. Being an English major, it would have been useful for all of my English literature classes.
- A great deal of info. on the site pertains to my major, as well as personal interest.
- The "Literature and Language" subject area is directly applicable to my Early English Fiction class this semester, and this would have been a useful tool throughout the past three years of English literature courses.
- Yes, I take Early English Fiction and Shakespeare.

5. *Eighteenth Century Collections Online* will assist Student classroom and research projects.   4.50

- I always like to see first printings and such. It makes the issues dicussed in texts come alive because one visually connects with the material on a better level. To see how works were originally laid out on the page allows us to make certain arguments about the author's or publisher's intent. It is an invaluable resource center.
- The content would help me in my English courses. As the Eighteenth century is one my areas of interest, this service would be extremely helpful.
- Information is limited and unreliable online.
- While I was able to find Defoe, I did not have any hits that included my subcategory.
- It will be interesting to look at how the texts looked when they first came out and to contrast it with other material from the age.
- In the context of if I needed more information on the history behind some of the stories.
- Many research projects that we wright have to do with early fiction
- In the context of if I needed more information on the history behind some of the stories.
- The program would be faster and more effective than physically searching for resources in a library.
- Our class this semester is covering Swift, Behn, Defoe, and Cleland, among others, all of whom I was able to find a great number of texts available in this database.
- I can pull up many of the readings for this semester and in both of the classes I have a research paper.

7. I would attend a *Eighteenth Century Collections Online* specific training session.   3.65

- Is it really needed? The site is already easy to navigate.
- Depending on time and place, I might attend.
- I am interested in learning about new areas.
- Sure, why not. It would only make it easier for me to use the cite
- I don't have the time, but will go if I must.
- It would be helpful to learn the best navigation techniques.
- I don't have the time, but will go if I must.
- I don't think it needs any explanation
- To further my use of Eighteenth Century Collections Online I would go to a training session.
- Since the database seems quite user-friendly, I am not sure it would be necessary, but if I had the time, I would probably attend.
- Yes, if it could provide me with a knowledge of the site that I may not be familiar with yet.

8. *Eighteenth Century Collections Online* should be added to UL e-Resources collection.   4.75

- The more resources at our disposal, the better. It is what is called in the teaching profession as building in opportunities for success.
- This tool would make my studies so much more accessible. I'd be able to do research without having to resort to Ohiolink or ILL.
- B/c new resrouces help students with research and allow new doors to open for new learning.
- It is so important when studing older texts to see how the material actually looked on the page. Plus access to hard to get materials is invaluable
- Interesting read on the searches that I put in, although don't have time at this point to fully read them.
- Eighteenth Century Collections Online is an incredibly valuable collection and would be nice to have at my disposal.
- Interesting read on the searches that I put in, although don't have time at this point to fully read them.
- Any tool that can be made available to a university should be available.
- My use of it was quite rewarding, mostly positive. I did wonder why there were occassionally more than one link presented for the identical edition (or at least what appeared to be identical). One other observation: I believe there is a tremendous aesthetic value to being able to "handle" the actual manuscripts in this database while doing research.
- I feel that this resource is invaluable to the English Department and provides students with a good place to find material for research papers.

Appendix G.

LIBRARIAN RESULTS

5 response(s) submitted with a Raw Score of 3.58

Librarian Survey Statements	Score (1-5)
2. *Eighteenth Century Collections Online* is well organized and easy to navigate.	4.20

- Can get to any page in the full text easily in order to see the context of your hit. Also links you to the pages of your hits.
- Fairly easy to access, search & navigate.

3. *Eighteenth Century Collections Online* is up-to-date with current information.	4.00

- Sounds like they will continue to add to it.
- Has most of the editions for the entries I searched.
- I found it contains a wealth of information on women in the 18th century Europe(education, status of women in society, etc.) as well as good history at the time.

4. *Eighteenth Century Collections Online* scope and content is appropriate.	3.80

- Although the subject coverage is broad, will only be utilized for historical research. In other words, it covers social science, religion, politics, etc. during that specific time period, which is very useful to a small number of researchers.
- Has wide range of coverage for my areas of interest.
- It contains good general history and women's history at that time. However, I found the copying poor. In many cases text of pages are cut off on the sides.

5. *Eighteenth Century Collections Online* will assist Student classroom and research projects.	3.40

- Probably only useful to graduate students and faculty.
- Primary documents and cross discipline topics, plus the scope of historical materials, should have something for everyone.
- Not much research is done in 18th century English law materials.
- Useful esprecially for upper class level assignments and definitely for research.
- I agree it will help students complete their assignments when copying is readable and complete.

7. *Eighteenth Century Collections Online* will assist librarian research projects.	3.25

- The database would be of great help for my research.

8. Departmental funds are available for *Eighteenth Century Collections Online* subscription.	2.75

- Not sure.
- Funds from subject areas are NOT available to help purchase this resource.

9. I would attend a *Eighteenth Century Collections Online* specific training session.	3.25

- It's too easy.
- Training would be helpful.

10. *Eighteenth Century Collections Online* should be added to UL e-Resources collection.	4.00

- Depends upon the cost in relation to our budget. I don't think it will be used by a large number of people, so only add if relatively cheap. . .
- Across campus, the 18th century is important, especially for political science, urban studies, history, anthropology, sociology, theater and dance, etc. I think it would become one of the most highly used resources. Honors students especially might welcome this resource.
- I am wishfully thinking since I cannot see a way to justify it for the School of Law curriculum.
- Definitley a valuable database. But the cost for it is daunting!!!

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Back to Contents

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