



Oklahoma  
Department  
**Libraries**

**LSTA Five-Year Evaluation  
2003-2007**



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**Oklahoma Department of Libraries  
Library Services and Technology Act  
Five-Year Evaluation  
2003-2007**

Submitted March 31, 2007

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Oklahoma  
Department  
**Libraries**

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The Institute of Museum and Library Services requires states to evaluate their use of federal LSTA funds.





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**I. Introductory Statement and Summary of Impact  
of IMLS Funds**

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LSTA funds play an important role in Oklahoma and provide invaluable resources and assistance to public libraries, library customers, and communities. In today's technology driven world, computers and high speed internet access are necessary to provide electronic and digital resources. Customers must be computer literate to use these resources efficiently. Without LSTA funds, Oklahoma libraries would be unable to provide services imperative to their communities and customers in the twenty-first century.

It is vital for Oklahoma communities that libraries have the ability to access information quickly and effectively. Because of the changing nature of technology and the related needs of local library staff, the Oklahoma Department of Libraries (ODL) allocated a significant portion of LSTA funding to support staff salaries. ODL consultants assisted libraries to acquire high speed internet connections and provided training opportunities for library and literacy personnel.

ODL staff also provided statewide interlibrary loan and cataloging services, maintained statewide online catalog, provided assistance for digitization projects, and negotiated statewide databases such as EBSCO and SIRS showcased as "Digital Prairie."

Many of these resources would not be available to public, school, academic, and special libraries without LSTA funds. The databases, available free to citizens from their homes, allowed them to access up-to-date resources and information at their fingertips.

In an effort to promote technology use statewide, ODL personnel provided training on computer software, computer networking, and telecommunications issues. They also assisted libraries with the implementation and support of high speed internet connections. Librarians and literacy personnel were trained to use electronic resources.

The outcomes of two LSTA projects highlighted in this report, "In-Depth Evaluation: E-Rate/Salary Cost Benefit" and "Outcome Based Project: Computer Training Lab," are outstanding examples of successful allocation of LSTA resources for salaries and benefits to support consulting and training activities.

ODL staff within the Office of Library Development assisted public libraries to apply for E-Rate discounts, which provided financial resources necessary to acquire high speed internet access for online resources such as websites, catalogs and databases, not only for on-site usage, but also home or office. Many libraries offered Wi-Fi 24/7 access.

The “In-Depth Evaluation: E-Rate/Salary Cost Benefit” demonstrated tremendous return on investment of LSTA funds. LSTA salaries accounted for only 1.4% of actual E-Rate dollars received. *See charts page #161.*

The ODL computer training lab, supported and maintained by LSTA funds, is regarded as a dynamic learning experience. All types of personnel, from frontline librarians to directors of large library systems, have attended classes. The “Outcome Based Project: Computer Training Lab” section demonstrates that class attendees successfully used the instruction they received.

ODL has implemented outcome based evaluation for several LSTA funded projects. Data collection methods used by the ODL Computer Lab project has been identified as the model for outcome based retrieval. *See charts, pages 185-186 and data collection appendices.*

As a result of revenue shortages in Oklahoma, most projects funded through this five year LSTA cycle have been continuing projects. Loss of state funding required that some projects, such as OLTNcat, the statewide union catalog, be moved from partial state funding to total LSTA funding. In addition, more funds have been allocated to pay for benefits for state library personnel because of state-mandated salary increases.

LSTA funds reported in this evaluation represent expenditures October 1, 2002 through December 31, 2006.



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## II. Individual Goals/Projects

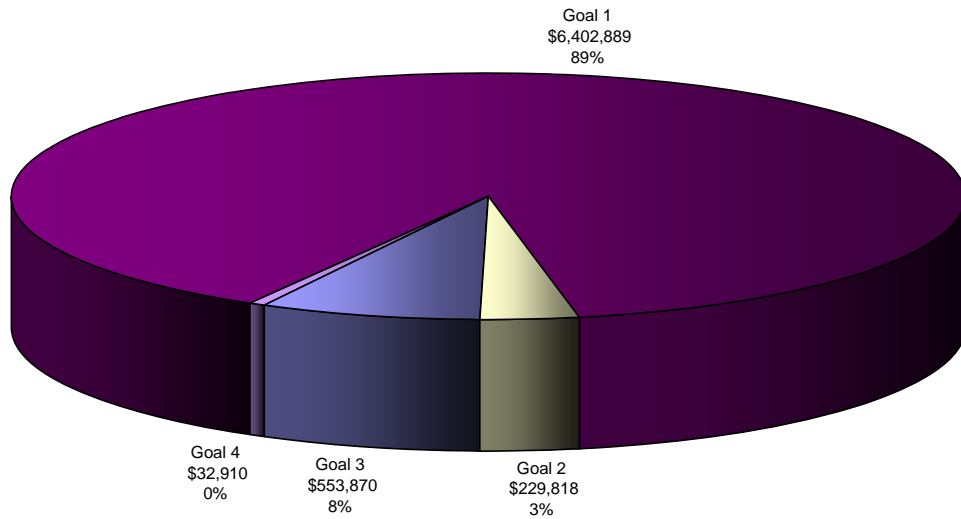
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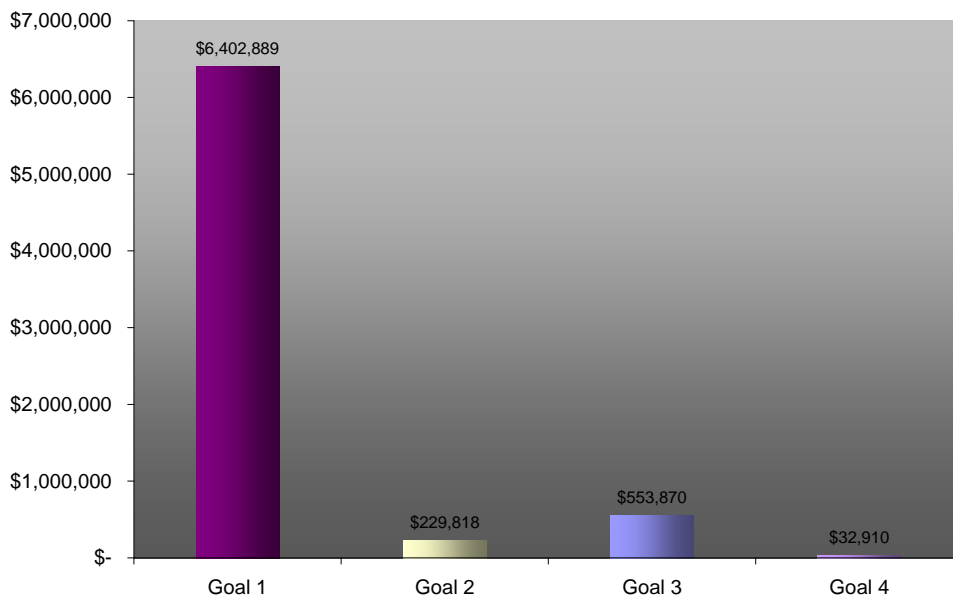
### Total Expenditures by Goal

**\$7,219,487**  
**2003 - Dec 2006**



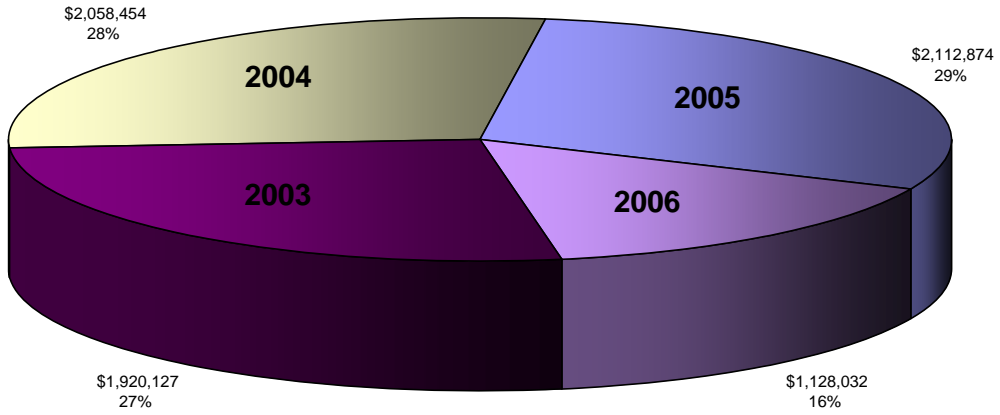
### Total Expenditures by Goal

**\$7,219,487**  
**2003 - Dec 2006**

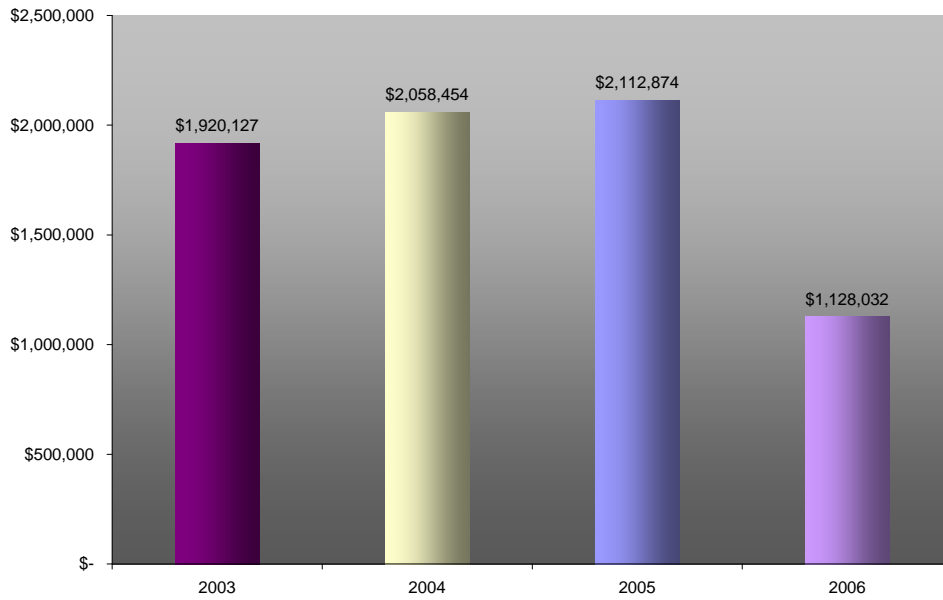




**Total Expenditures by Year**  
**\$7,219,487**  
**2003 - Dec 2006**



**Total Expenditures by Year**  
**\$7,219,487**  
**2003 - Dec 2006**



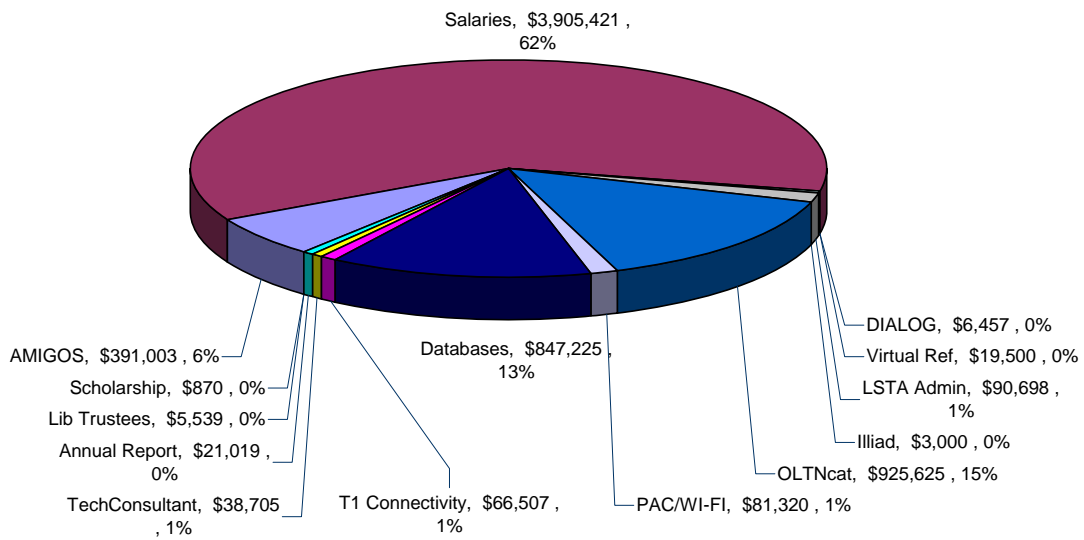


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**Goal 1: Oklahomans need convenient library resources that are available in their local communities through physical libraries and online virtual libraries.**

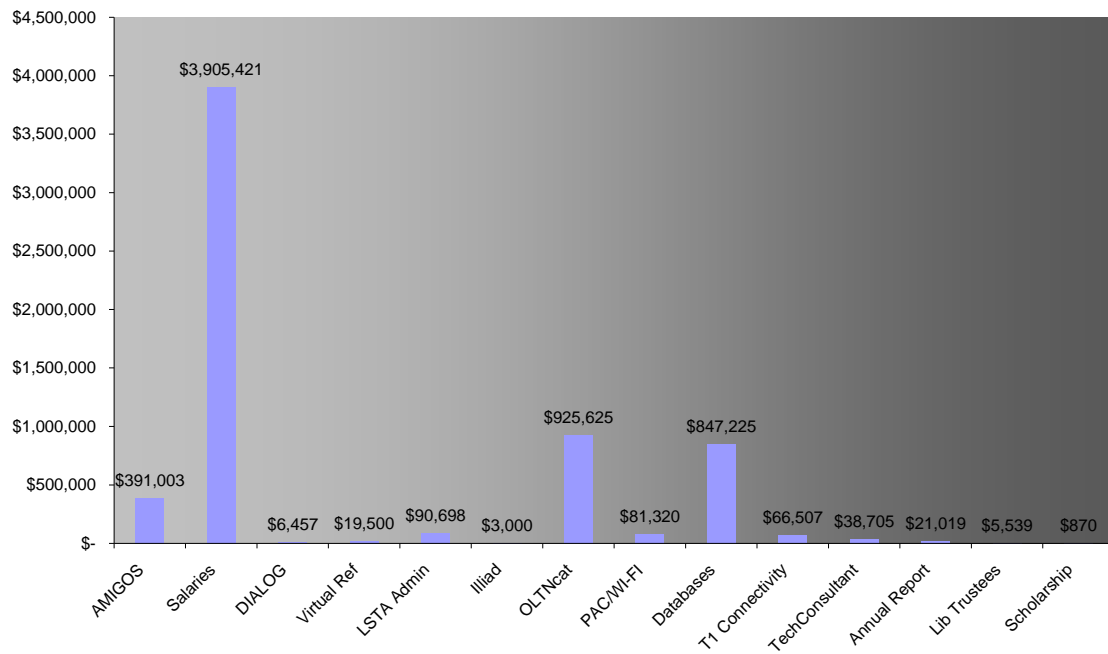
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**Goal One**  
**\$6,402,889**



# Goal One

## \$6,402,889



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**Goal 1, Objective # 1: Provide an equitable base of print and electronic library resources to all of Oklahoma through resource sharing and state wide licensing of electronic databases and through support of public library operations and development.**

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**Project Title:** AMIGOS/OCLC Services

**LSTA Purpose:** Library technology, connectivity, and services

State Goal: Oklahomans need convenient library resources that are available in their local communities through physical libraries and online virtual libraries.

State Objective: Provide an equitable base of print and electronic library resources to all of Oklahoma through resource sharing and state wide licensing of electronic databases and through support of public library operations and development.

**Project Purpose:** Provide out-of-state or in-state referral for interlibrary loans originating in Oklahoma libraries through the international OCLC system by membership in Amigos.

**Progress towards state goal and objective:**

- \_\_\_ Surpassed this goal
- \_\_\_ Met the goal
- Made progress towards this goal
- \_\_\_ Did not work towards this goal

**LSTA Funds Expended: \$391,003**

<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>
10-1-02 thru 9-30-04	10-1-03 thru 9-30-05	10-1-04 thru 9-30-06	10-1-05 thru 12-31-06
\$131,427	\$99,354	\$57,980	\$102,242

**Total Persons Served: 28,185**

<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>
10-1-02 thru 9-30-04	10-1-03 thru 9-30-05	10-1-04 thru 9-30-06	10-1-05 thru 12-31-06
9,395	9,395	9,395	

A long tradition of lending between member institutions belonging to Amigos Library Member Services has resulted in excellent fill rates, satisfied library patrons and quick turnaround time.

The Oklahoma Department of Libraries (ODL) is able to locate, acquire and borrow from the extensive resources identified by OCLC's more than 86 million bibliographic records utilizing their membership in Amigos. Each filled request represents information access that would not have been available otherwise. Through Interlibrary Loan resource sharing on OCLC, the smallest and largest libraries are able to equally meet the informational needs of their patrons.

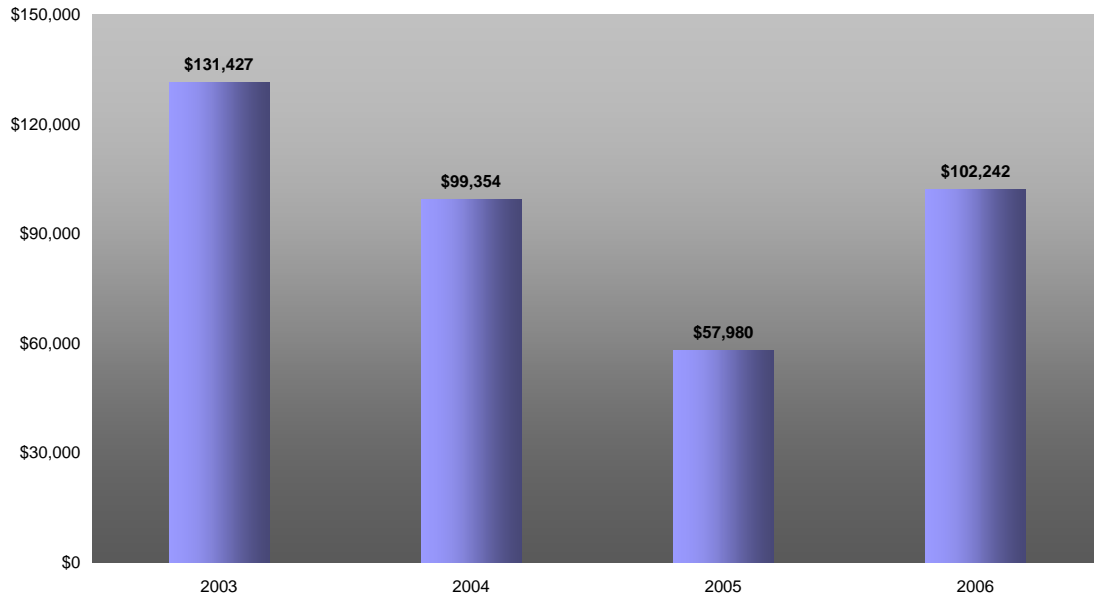
In addition to Interlibrary Loan, the Cataloging staff at the Oklahoma Department of Libraries depends on the cataloging resources of the OCLC bibliographic database to provide quality control for materials added to the statewide network. Materials not found in the statewide catalog, OLTNcat, are reported to ODL for inclusion. Original cataloging of Oklahoma materials are added to OCLC and to the statewide catalog.

The Oklahoma Department of Libraries distributed an online survey to Oklahoma librarians asking them to evaluate the LSTA projects, procedures, and personnel involved in administering the grants. When asked to rate their level of satisfaction with the Amigos interlibrary loan project, 94% of the respondents rated their satisfaction level as "satisfied" or "very satisfied." Following are some comments from the librarians:

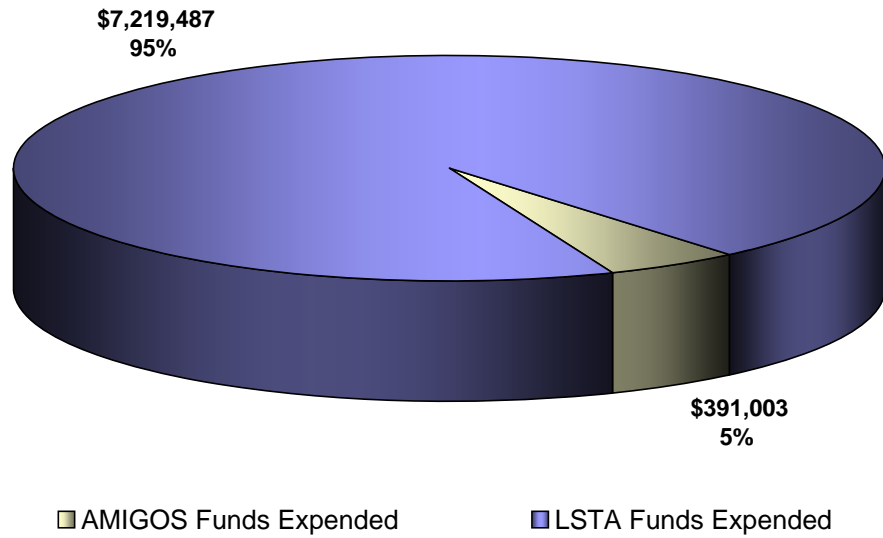
*"When I was in a small library I was not sure how it worked. It was very confusing for me since we did not have the funds to send out ILL packages or books. Now that I am in a bigger library and we are connected to an online PAC I understand the process and the importance of Interlibrary Loan."*

*“These programs and services are vital to our library operations. Our community would be at a disadvantage without the above listed services. We use the interlibrary loan program to provide materials that our customers request.”*  
*“They are great. We fill almost all the patrons’ requests.”*

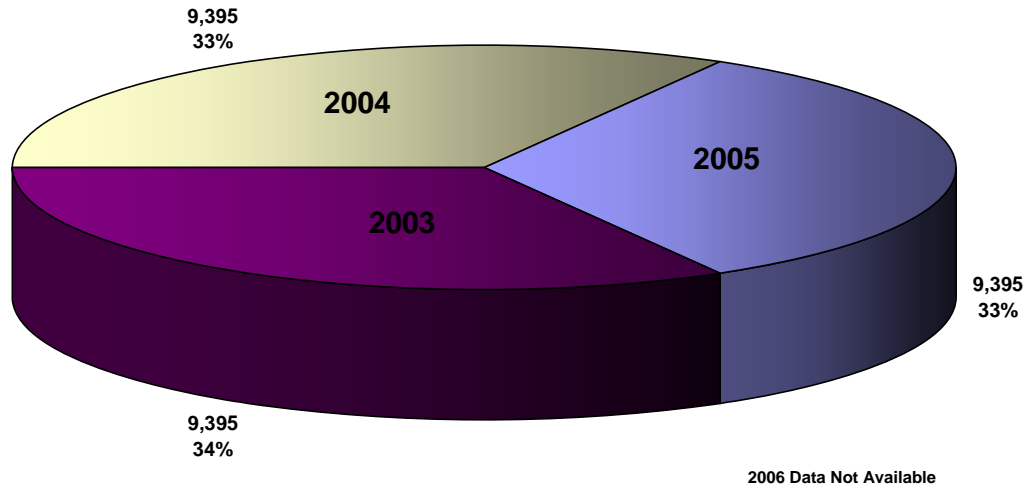
**AMIGOS Interlibrary Loan  
LSTA Funds Expended by Year  
2003-Dec 2006**



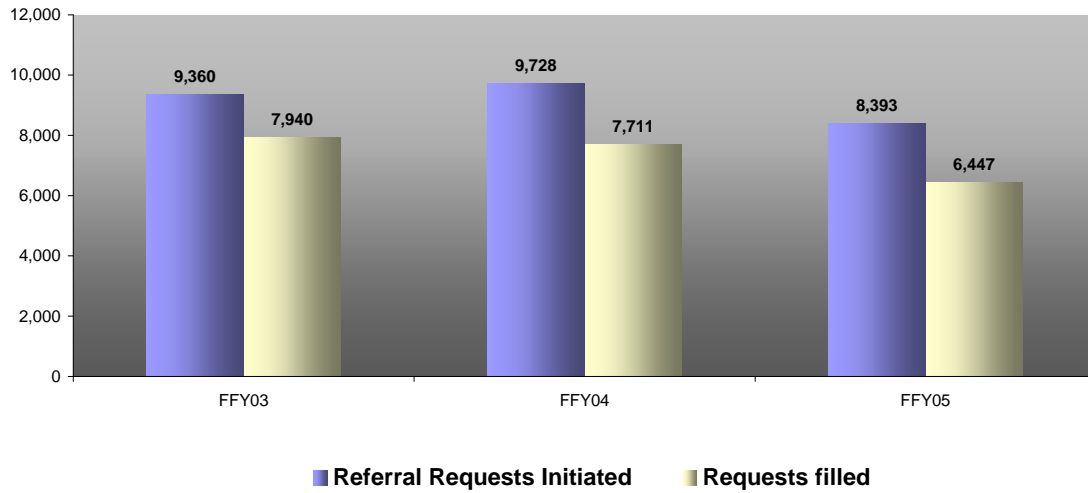
**AMIGOS Interlibrary Loan  
% of Total Expenditures  
2003 to Dec 2006**



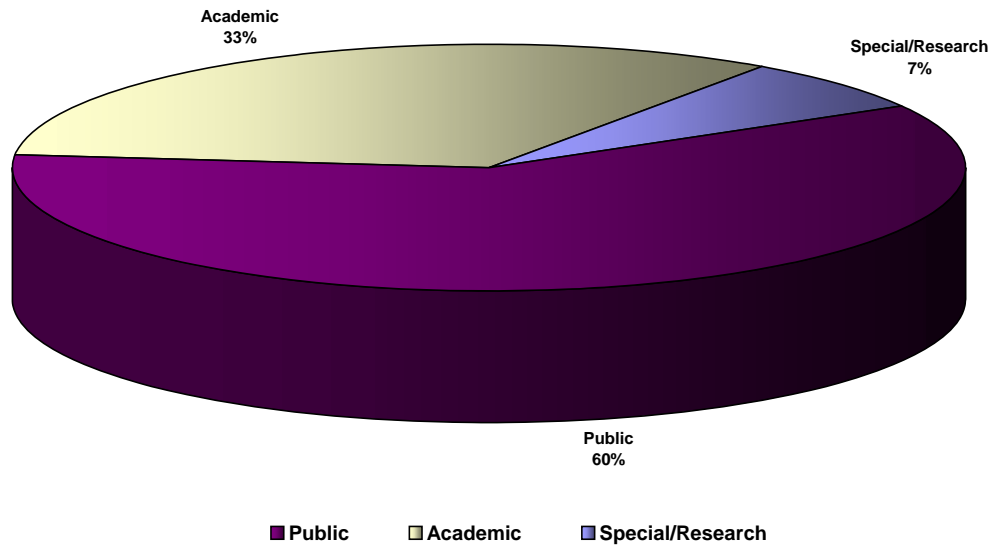
**AMIGOS Interlibrary Loan 2003-2005**  
**Number of Persons Served: 28,185**  
**Percent of Total**



**ODL Referral for Non-OCLC Libraries**



### ODL Lending to OCLC Libraries by Type





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**Project Title:** Consultative Services/Resource Sharing

**LSTA Purpose:** Services for lifelong learning

**State Goal:** Oklahomans need convenient library resources that are available in their local communities through physical libraries and online virtual libraries.

**State Objective:** Provide an equitable base of print and electronic library resources to all of Oklahoma through resource sharing and state wide licensing of electronic databases and through support of public library operations and development.

**Project Purpose:** To enable the Oklahoma Department of Libraries to provide a Library Development Division for the purpose of promoting equity of access for all Oklahomans; providing training and support for public library staff to raise the quality of library service; promote development of services to disadvantaged and at-risk Oklahomans including youth, persons challenged by illiteracy, the institutionalized, and Oklahomans whose first language is not English; and to foster advances in library technology supporting these service goals.

**Progress towards state goal and objective:**

- Surpassed this goal
- Met the goal
- Made progress towards this goal
- Did not work towards this goal

**LSTA Funds Expended: \$3,905,421**

<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>
10-1-02 thru 9-30-04	10-1-03 thru 9-30-05	10-1-04 thru 9-30-06	10-1-05 thru 12-31-06
\$1,025,200	\$796,508	\$1,172,561	\$911,152

**Total Persons Served: 1,080**

<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>
10-1-02 thru 9-30-04	10-1-03 thru 9-30-05	10-1-04 thru 9-30-06	10-1-05 thru 12-31-06
280	400	400	

Consultative Services include salaries for four (4) departments with the state library:

- Office of Library Development \$1,869,794
- OTIS (Interlibrary Loan) \$1,555,012
- Technical Services \$374,255
- USGI (United States Government Information) \$106,362

### **Office of Library Development**

Department provides services to public and institutional libraries. In-depth projects, E-Rate/Salary Cost Benefit, and the Oklahoma Department of Libraries Computer Lab, the outcome based project, are from the Office of Library Development (see pertinent sections). In addition, staff paid through LSTA funds has initiated special projects with outside funding sources, such as \$33,000 from the Bill and Melinda Gates Foundation for “Siga Adelante,” an outreach project to Spanish speaking patrons by six (6) public libraries working in partnership with community literacy groups. This 18 month pilot project could possibly be used as a model by the Foundation for a national project, and \$27,500 from the Bill and Melinda Gates Foundation for “Convincing Decision Makers of Our Value,” a statewide Advocacy training for library and literacy personnel. Staff include: four (4) regional public library consultants, youth services consultant, institutional/LSTA consultant responsible for statistical reporting at federal and state levels, and literacy coordinator. These positions support libraries in a broad sense including liaison with Oklahoma Library Association, State Department of Education, Public Library Director’s Council, and the State Regents for Higher Education. An increasing number of co-partnerships have been established such as the Oklahoma Library Technology Network Advisory Council, and particularly agencies involved in child development and reading promotion. Literacy partnerships include Oklahoma Literacy Coalition, Department of Human Services, Oklahoma Education Television Authority, and more than 60 locally based volunteer literacy councils.

Responses to the online survey regarding the Office of Library Development were as follows:

*“The ODL always keeps us informed of any grants that can help our libraries. They are excellent in helping us in all the ways they can.”*

*“The well being and improvement of public libraries in Oklahoma is a high priority for all of the staff at ODL. They make the grant application process painless and as efficient as possible. They are always helpful.”*

*“I find the ODL staff to be very prompt and efficient in answering questions and encouraging participation in the grant application process. They provide excellent service and assistance throughout the entire process.”*

*“We have come so far in such a short time, only by the Grace of God and the Oklahoma Department of Libraries.”*

## **Oklahoma Technology Information Systems**

The Oklahoma Department of Libraries Reference and Interlibrary Loan staff, including one (1) administrative librarian, four (4) reference librarians, an interlibrary loan office manager, a circulation manager, and two (2) clerks, answer reference queries, process interlibrary loan requests, refer requests for out of state or out of network availability, and select materials that will enhance local library collections. Through the OLTN statewide interlibrary loan network and catalog, partnering with Amigos/OCLC Library Services, the Oklahoma Department of Libraries is able to provide library materials and support to 244 participating interlibrary loan libraries and 573 libraries with holdings in the union catalog.

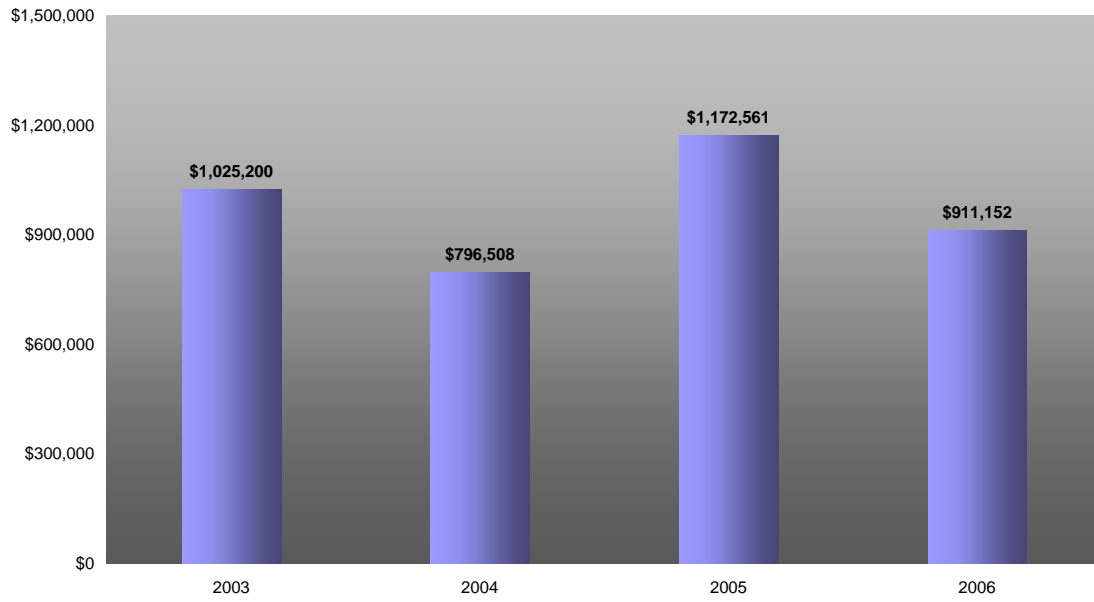
The Cataloging Department, including two (2) catalogers, and two (2) clerks, assists libraries with bibliographic quality issues, updates and deletes records in OLTN, and creates original cataloging records for materials not already in the database. The number of records added, updated, or deleted in OLTN by the cataloging staff were: FFY03, 2,151; FFY04, 2,554; and FFY05, 1,976.

Reference, Interlibrary Loan and Cataloging staff work together to acquire, identify, catalog, and make available resources for all citizens of Oklahoma through these Oklahoma Department of Libraries services.

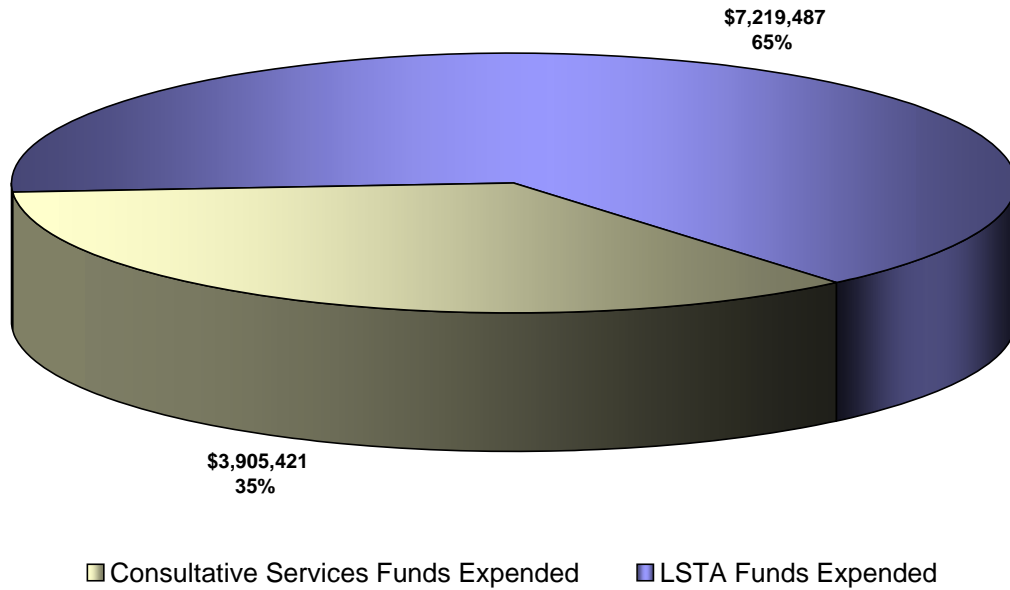
### **US Government Information Division**

The Oklahoma Department of Libraries has been a regional depository for federal government documents since 1893. The US Government Information Division provides reference/research, Interlibrary Loan, and training services to individuals and consulting services to selective depository libraries statewide. These depositories include four (4) public and sixteen academic libraries. Because of the transition to more electronic and digital government resources, outreach efforts have focused on regional training opportunities for the Oklahoma library community. During the last year, staff has conducted off-site training to help more than 400 Oklahomans find and use federal information online.

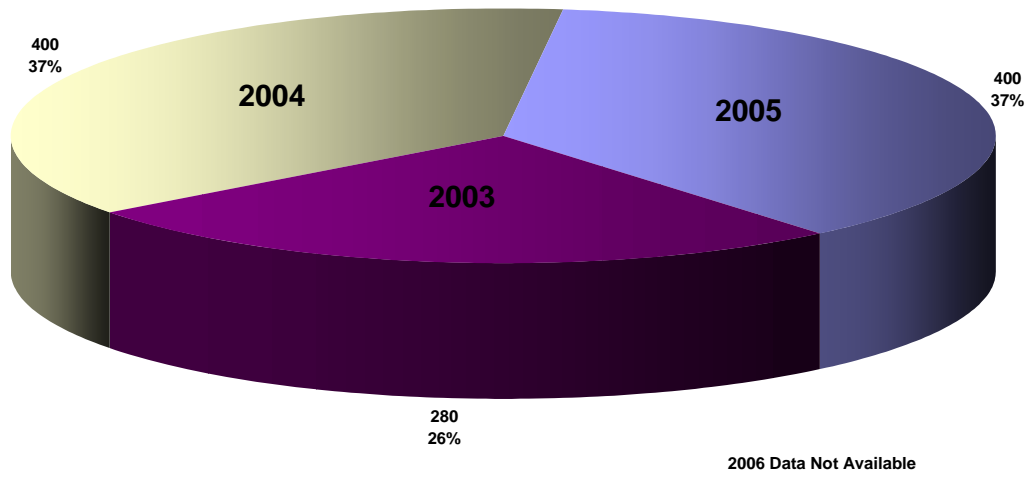
**Consultative Services/Resource Sharing  
LSTA Funds Expended by Year  
2003-Dec 2006**



**Consultative Services/Resource Sharing  
% of Total Expenditures  
2003-Dec 2006**



**Consultative Services/Resource Sharing 2003-2005**  
**Number of Persons Served: 1,080**  
**Percent of Total**



-----  
**Project Title:** DIALOG

**LSTA Purpose:** Library technology, connectivity, and services

**State Goal:** Oklahomans need convenient library resources that are available in their local communities through physical libraries and online virtual libraries.

**State Objective:** Provide an equitable base of print and electronic library resources to all of Oklahoma through resource sharing and state wide licensing of electronic databases and through support of public library operations and development.

**Project Purpose:** The databases of Dialog provided access to thousands of authoritative business, scientific, intellectual property, and technical publications. These online databases supplemented the statewide databases offered to citizens of Oklahoma. As part of the deep web, Dialog provided content accessibility much greater than traditional Web search engines could provide. The deep web is a vast repository of underlying content, such as documents in online databases that general purpose web crawlers can not reach. Dialog was essential for reference and interlibrary loan source verification and responding to reference requests.

**Progress towards state goal and objective:**

- \_\_\_ Surpassed this goal
- \_\_\_ Met the goal
- Made progress towards this goal
- \_\_\_ Did not work towards this goal

**LSTA Funds Expended: \$6,457**

<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>
10-1-02 thru 9-30-04	10-1-03 thru 9-30-05	10-1-04 thru 9-30-06	10-1-05 thru 12-31-06
\$2,251	\$750	\$3,000	\$456

**Total Persons Served: 499**

<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>
10-1-02 thru 9-30-04	10-1-03 thru 9-30-05	10-1-04 thru 9-30-06	10-1-05 thru 12-31-06
240	44	215	

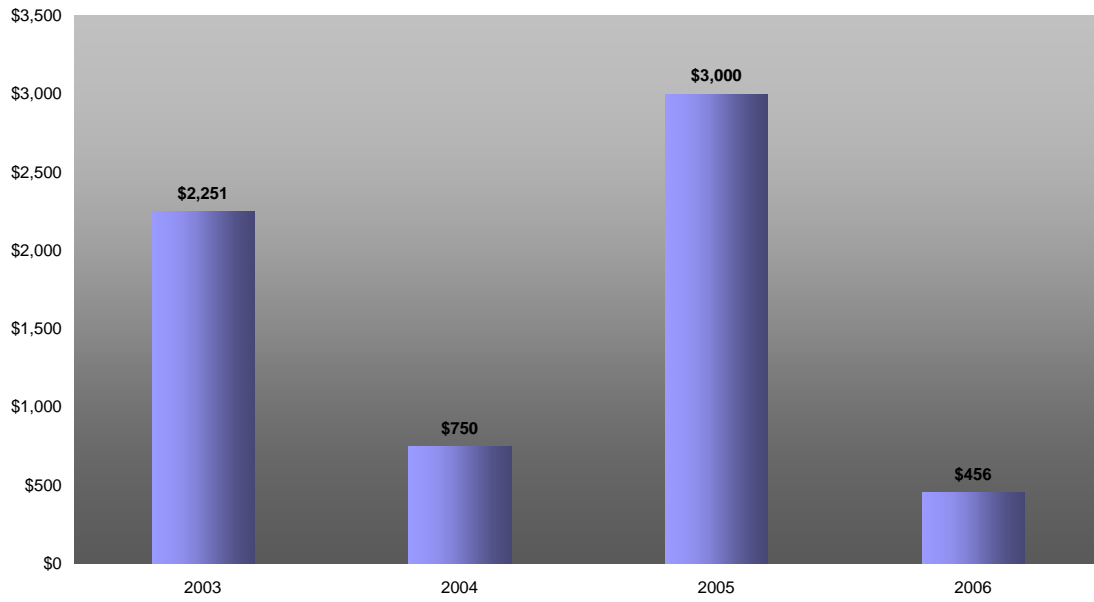
The 900+ bibliographic databases of Dialog provide access to thousands of authoritative business, scientific, intellectual property, and technical publications. These online databases supplement the statewide licensed databases and increase the resources offered to citizens of Oklahoma. They also supplement traditional print sources. Reference librarians search Dialog for journal citations and full text articles unavailable otherwise. It is also used for Interlibrary Loan source verification for incorrect or incomplete citations. As part of the deep web, Dialog provides content accessibility much greater than traditional web search engines can provide. Online bibliographies and/or full text articles are retrieved for researchers, students and library patrons.

Librarians can initiate subject requests through the statewide Interlibrary Loan network and receive information from these databases to supplement their patron's informational needs. Databases frequently queried are: Eric; Dissertation Abstracts; Library Literature; Agricola; Magazine Database; Georef; Computer Database; Geobase; Chemical Abstracts; Chronolog Newsletter; Scisearch; Medline; Marquis Whos Who; Biography Master; NE Journal Medicine; ABI/Inform; Historical Abstracts; PAIS Intl; Newspaper Abstracts; PROMT; Energy Sci & Tech; Business Arts; Bibliography History & Art; Art Lit Int'l; Art Abstracts; Wilson Humanities; Arts & Humanities; TV/Radio Transcripts; Psychoinfo; Criminal Justice; Health & Wellness; Ontap Psycinfo; Gale DB Pub/Brdcst; Periodical Abstracts Plus; Readers Guide; and Proquest Newsstand. These database names give an indication of the type and depth of resources our patrons are seeking. The number of databases searched was: FFY03, 120; FFY04, 157; and FFY05, 192.

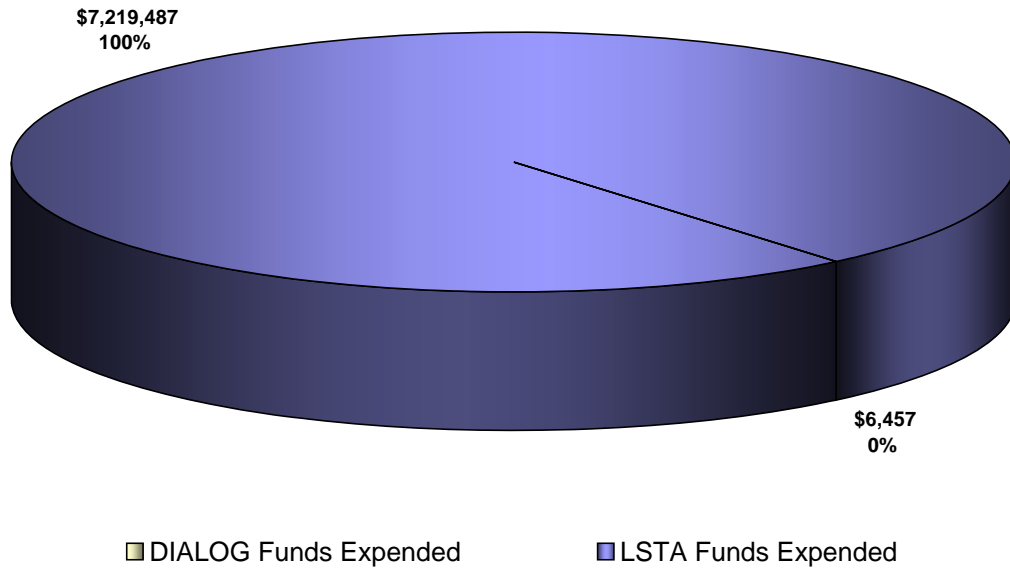
Many of the highly technical or research oriented journals in Dialog would be too expensive for local libraries to individually acquire, and are needed only by a select number of patrons. With the resources of Dialog accessible to the Oklahoma Department of Libraries, these patrons can conduct research without being limited to local library budget and materials. Interlibrary Loan benefits by improving the accuracy of citations submitted by patrons. This in turn improves turnaround time and identification of institutions where articles can be acquired. Dialog is a cost effective, reliable resource for improving Reference and Interlibrary Loan services statewide.



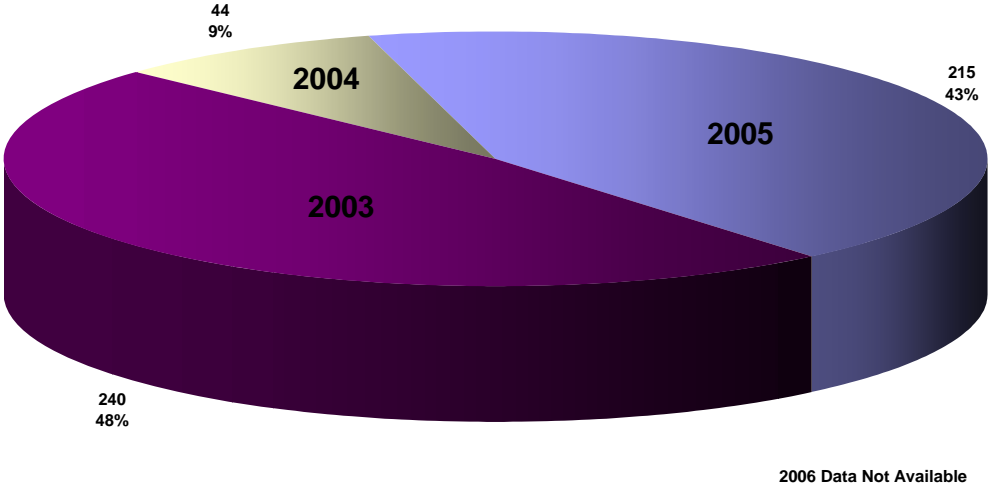
**DIALOG**  
**LSTA Funds Expended by Year**  
**2003-Dec 2006**



**DIALOG**  
**% of Total Expenditures**  
**2003-Dec 2006**



**DIALOG 2003-2005**  
**Number of Persons Served: 499**  
**Percent of Total**



-----  
**Project Title:** Digital Virtual Reference

**LSTA Purpose:** Services for Lifelong Learning

**State Goal:** Oklahomans need convenient library resources that are available in their local communities through physical libraries and online virtual libraries.

**State Objective:** Provide an equitable base of print and electronic library resources to all of Oklahoma through resource sharing and state wide licensing of electronic databases and through support of public library operations and development.

**Project Purpose:** Information needs of the citizens of Oklahoma currently are addressed during regular library hours. A 24/7 setting offers access and expertise beyond traditional hours open. Use of library online resources should increase and libraries will become more visible beyond the traditional hours.

**Progress towards state goal and objective:**

- \_\_\_ Surpassed this goal
- \_\_\_ Met the goal
- Made progress towards this goal
- \_\_\_ Did not work towards this goal

**LSTA Funds Expended: \$17,600**

<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>
10-1-02 thru 9-30-04	10-1-03 thru 9-30-05	10-1-04 thru 9-30-06	10-1-05 thru 12-31-06
\$17,600	\$	\$	\$

**Total Persons Served: 418**

<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>
10-1-02 thru 9-30-04	10-1-03 thru 9-30-05	10-1-04 thru 9-30-06	10-1-05 thru 12-31-06
418			

The purpose of the Virtual Reference project was to introduce a virtual reference service using email and live chat sessions to Oklahoma libraries and their patrons. Eleven Oklahoma libraries were selected to participate in this project. A link on each library's website would let

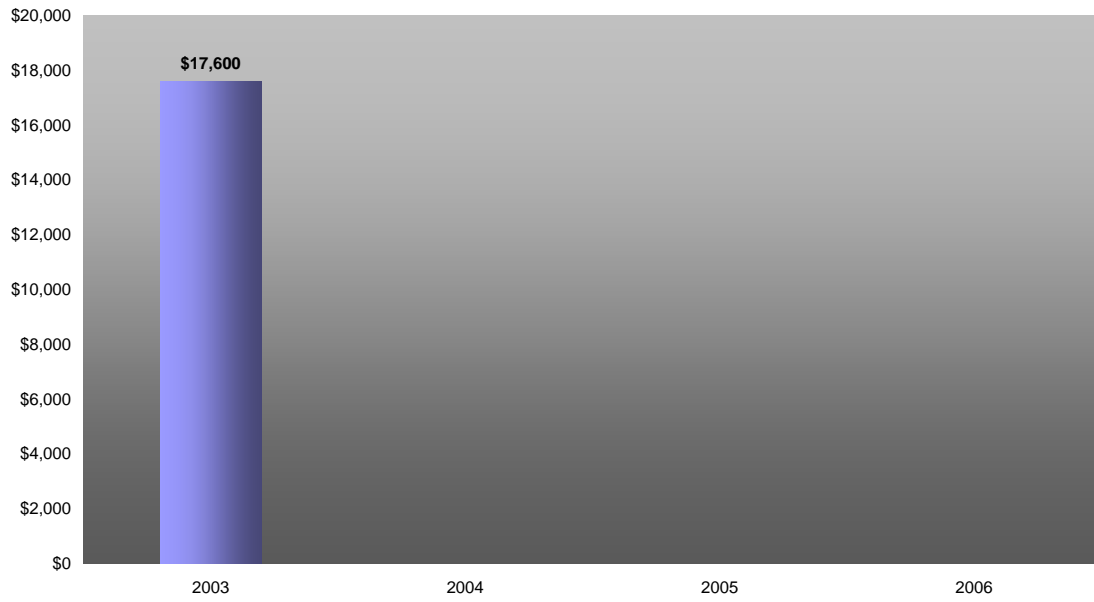
library patrons submit questions to the reference staff through either an email message or connect “live” during hours set by the library. The reference service used was QuestionPoint, a service developed by the Library of Congress and OCLC. A logo for Oklahoma’s “Ask a Librarian,” our name for the virtual reference service, was developed by the Oklahoma Department of Libraries Public Information Office. Each participant developed its own link to the service. Additionally some public libraries added the link to their web site even though they were not participating in the pilot project.

Observations from the first year included: one year was not enough time to fine tune scheduling, staffing issues; software setup and adjustments to local policies for the participants; publicity and marketing were left to each library with less than desirable results; and local users had problems finding the service or understanding how to use the service. However, libraries did find that once patrons used the virtual reference service, the response was positive.

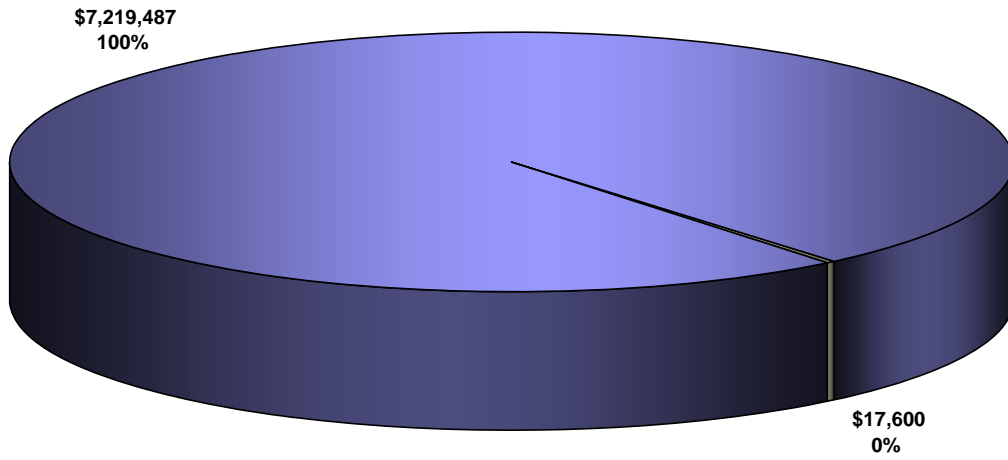
During the second year of the project only two libraries participated. Many decided to use their own in-house email system instead. To institute the “Chat” section of this program, a computer has to be monitored continually for the time the instant messenger is open. Libraries found instant messaging was difficult or scary to many patrons. The significant amount of staff time needed to keep chat open was another drawback to continued participation. Email queries worked much better for the majority of users.

By July of 2006, the Oklahoma Department of Libraries decided the rising cost of the QuestionPoint software was prohibitive and expenditure of staff time on live chat was too great. Most of our patrons and those of the Muskogee Public Library still using the service could easily be moved into an email virtual reference environment. Lessons learned from this project, which included patron expectations, staffing levels to maintain chat, and overall acceptance of email reference, were the impetus for the Oklahoma Department of Libraries to develop a successful locally run email “Ask a Librarian” reference service.

**Digital Virtual Reference  
LSTA Funds Expended by Year  
2003-Dec 2006**

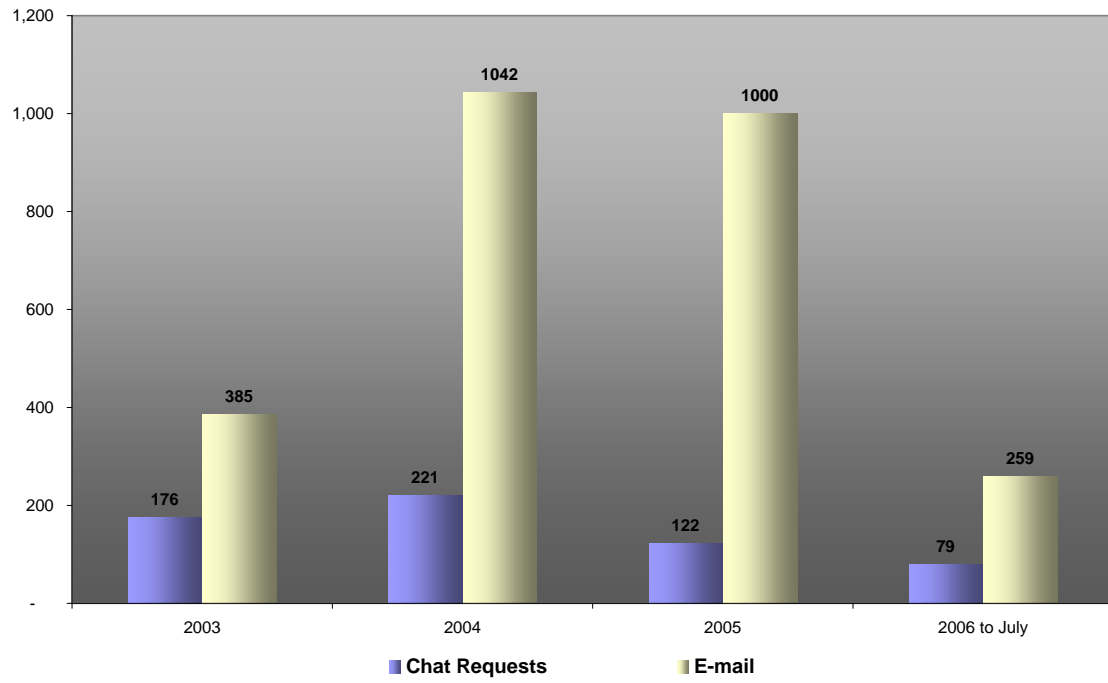


**Digital Virtual Reference  
% of Total Expenditures  
2003-Dec 2006**



Digital Virtual Reference Funds Expended
  LSTA Funds Expended

**Virtual Reference Questions  
Question Point "Ask A Librarian"**



-----  
**Project Title:** LSTA Administration

**LSTA Purpose:** Library technology, connectivity, and services

**State Goal:** Equitable library resources and services

**State Objective:** Provide an equitable base of print and electronic library resources to all of Oklahoma through resource sharing and state wide licensing of electronic databases and through support of public library operations and development.

**Project Purpose:** This project reports on the funding assigned to Administration of the LSTA State Grant for Oklahoma.

**Progress towards state goal and objective:**

- Surpassed this goal
- Met the goal
- Made progress towards this goal
- Did not work towards this goal

**LSTA Funds Expended: \$90,698**

<b>2003</b> 10-1-02 thru 9-30-04	<b>2004</b> 10-1-03 thru 9-30-05	<b>2005</b> 10-1-04 thru 9-30-06	<b>2006</b> 10-1-05 thru 12-31-06
\$26,390	\$25,196	\$39,112	\$

**Total Persons Served: 60**

<b>2003</b> 10-1-02 thru 9-30-04	<b>2004</b> 10-1-03 thru 9-30-05	<b>2005</b> 10-1-04 thru 9-30-06	<b>2006</b> 10-1-05 thru 12-31-06
25	18	17	

The LSTA Coordinator organized the implementation, administration and reporting of the LSTA funds received by the Oklahoma Department of Libraries (ODL). The Coordinator received the LSTA project proposals and implemented the annual program decisions of the Director as ratified by the ODL Board of Directors. Individualized project numbers and categories were established for each project according to the agency financial system. Project expenditures were itemized and information provided to the Office of Library Development

Administrator and project lead officers. The LSTA Coordinator assisted project leaders with sub-grants and monitored LSTA expenditures and financial reporting by sub-grantees. The LSTA Coordinator, with the assistance of the Office of Library Development Administrator, directed lead officers in the establishment of LSTA project outcomes and evaluation procedures. Outcome based evaluations were implemented in the Computer Training Lab, Certification for Public Librarians, Continuing Education for Public Librarians, and the Summer Reading Program projects. Lead officers, the fiscal office and the LSTA Coordinator facilitated closure of federal fiscal year financial funds. The LSTA Coordinator organized, edited and submitted the annual report which is required each December to the Institute of Museum and Library Services (IMLS).

The Office of Library Development Administrator and the LSTA Coordinator authored and administered a grant which leveraged \$70,000.00 LSTA funds targeted for the installation of T1 lines and wireless computer access within Oklahoma public libraries with \$140,000.00 from the Bill and Melinda Gates Foundation. Another Bill and Melinda Gates Foundation grant was secured by the Administrator and the Coordinator in which \$81,320.00 LSTA funds were leveraged with \$116,440.00 Foundation funds to replace outdated public access computers in the public libraries and install wireless computer access hotspots.

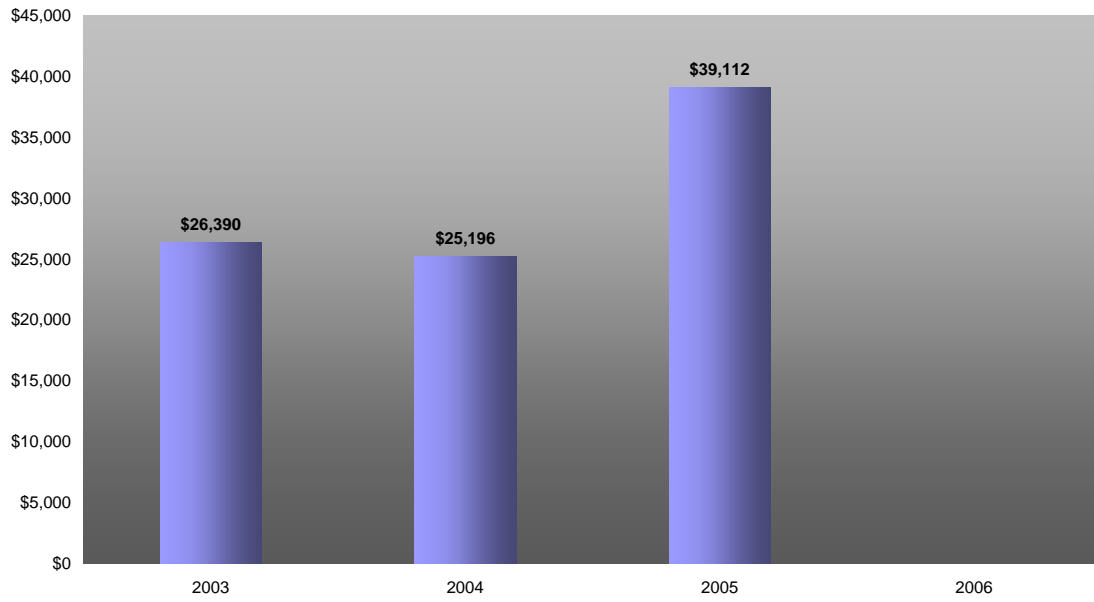
In federal fiscal years 2003, 2004, and 2005, the Coordinator attended training workshops presented by IMLS in Washington DC.

The funding reported for this project represents a percentage of the federal taxable earnings of the salary of the LSTA Coordinator.

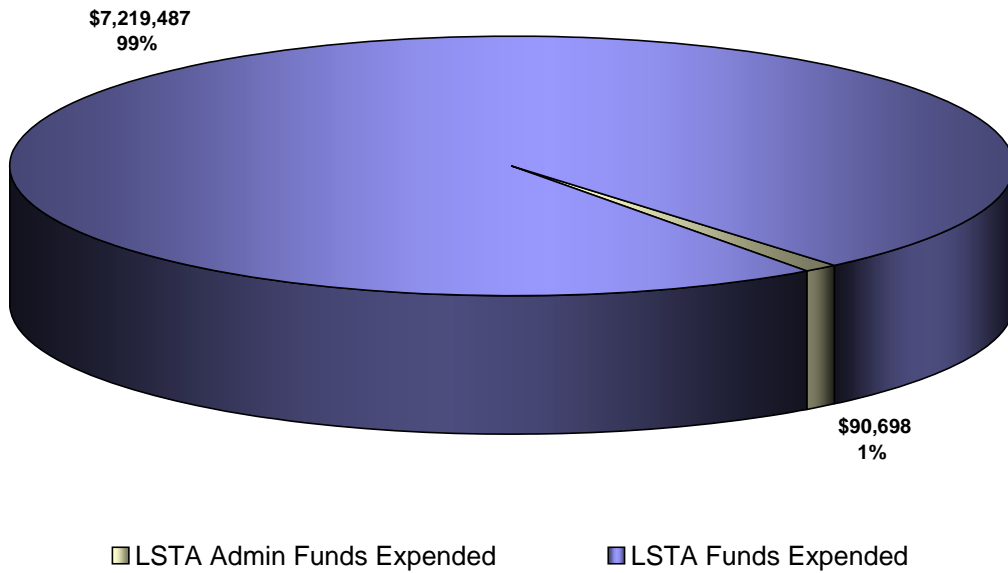
A respondent from the ODL online survey stated, *“I could not function without ODL help working with LSTA projects.”*



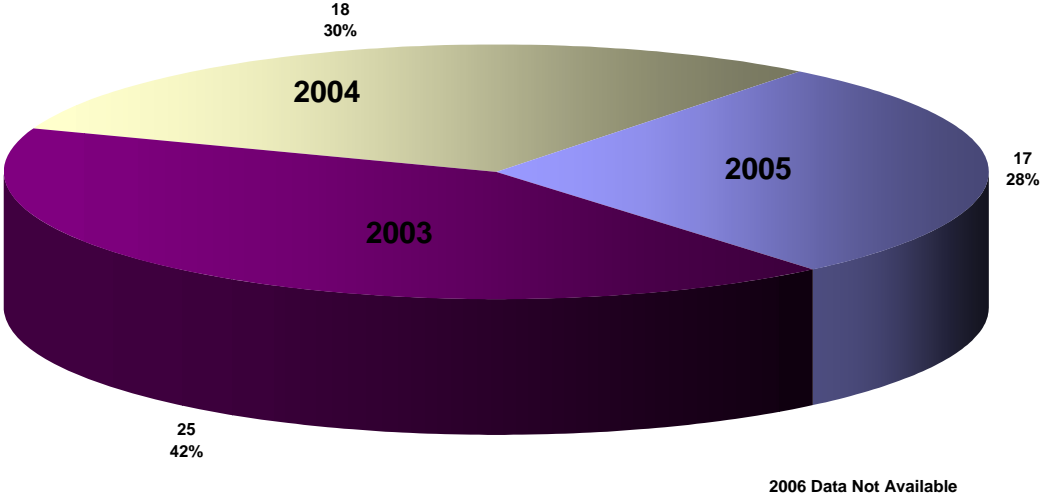
**LSTA Administration  
LSTA Funds Expended by Year  
2003-Dec 2006**



**LSTA Administration  
% of Total Expenditures  
2003-Dec 2006**



**LSTA Administration 2003-2005**  
**Number of Persons Served: 60**  
**Percent of Total**



-----  
**Project Title:** Illiad Interlibrary Loan Management Software

**LSTA Purpose:** Library Technology, Connectivity, and Services

**State Goal:** Oklahomans need convenient library resources that are available in their local communities through physical libraries and online virtual libraries.

**State Objective:** Provide an equitable base of print and electronic library resources to all of Oklahoma through resource sharing and state wide licensing of electronic databases and through support of public library operations and development.

**Project Purpose:** OCLC Illiad Resource Sharing Management software, automates routine interlibrary loan functions and reduces paperwork. This software manages the Oklahoma Department of Libraries requests that are received from librarians statewide in paper format.

**Progress towards state goal and objective:**

- Surpassed this goal
- Met the goal
- Made progress towards this goal
- Did not work towards this goal

**LSTA Funds Expended: \$3,000**

<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>
10-1-02 thru 9-30-04	10-1-03 thru 9-30-05	10-1-04 thru 9-30-06	10-1-05 thru 12-31-06
\$3,000	\$	\$	\$

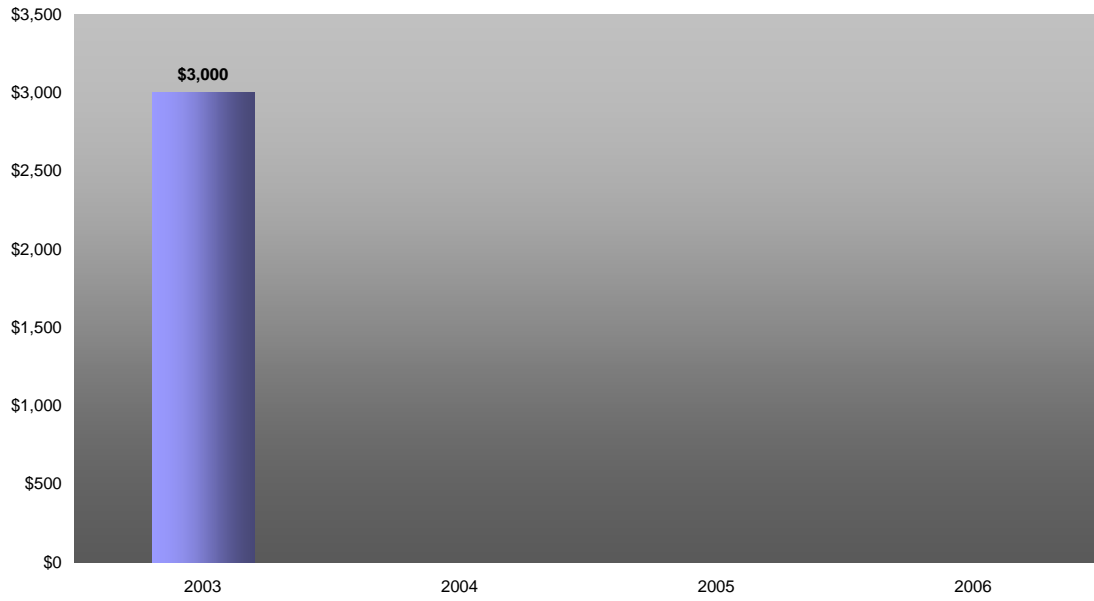
**Total Persons Served: 4,456**

<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>
10-1-02 thru 9-30-04	10-1-03 thru 9-30-05	10-1-04 thru 9-30-06	10-1-05 thru 12-31-06
4,456			

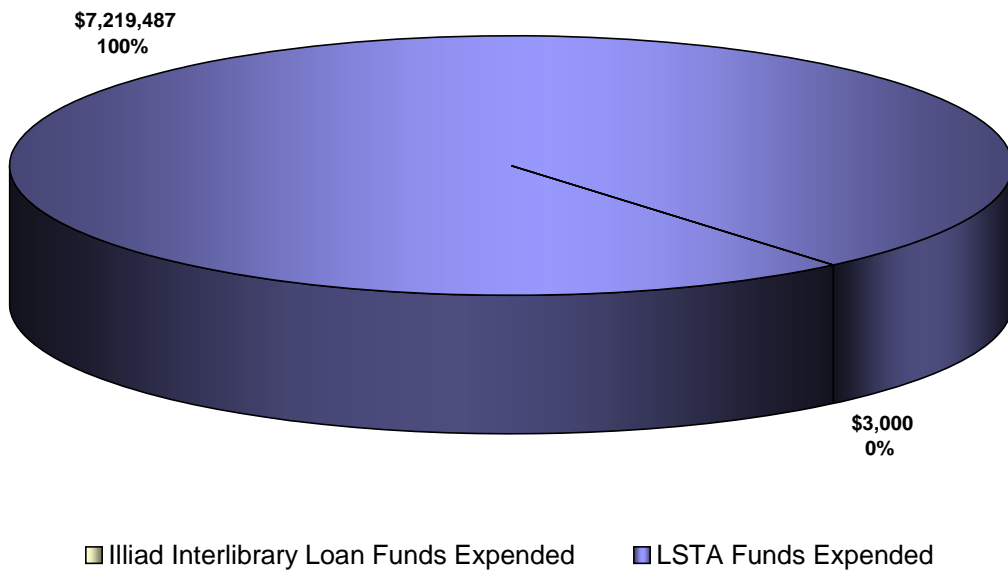
The Oklahoma Department of Libraries acts as the interlibrary loan referral agent for non-OCLC libraries whose requests are not filled instate by the state interlibrary loan network. These requests are

moved into the OCLC Interlibrary Loan system from the state interlibrary loan network. Mail requests from libraries that have no access to any computer technology, primarily correctional institutions, are moved into OCLC through the Illiad Resource Sharing Management software. For FFY03, 4,456 requests were added for these libraries. The referral process is handled through the Interlibrary Loan office of the Oklahoma Department of Libraries. This process includes establishing custom location strings based on the requirements of the individual libraries and geographic proximity of lenders. A request can go through a maximum of 15 locations, five potential lenders at a time. The status of the request is reported to the borrowing library through the statewide network or through the mail for libraries without computer access. For FFY03, 84.8%; FFY04, 79.3% and FFY05 76.8% of all requests referred by the Oklahoma Department of Libraries were filled. The Oklahoma Department of Libraries also fills requests from other Oklahoma OCLC libraries and out of state libraries through the OCLC Interlibrary Loan System.

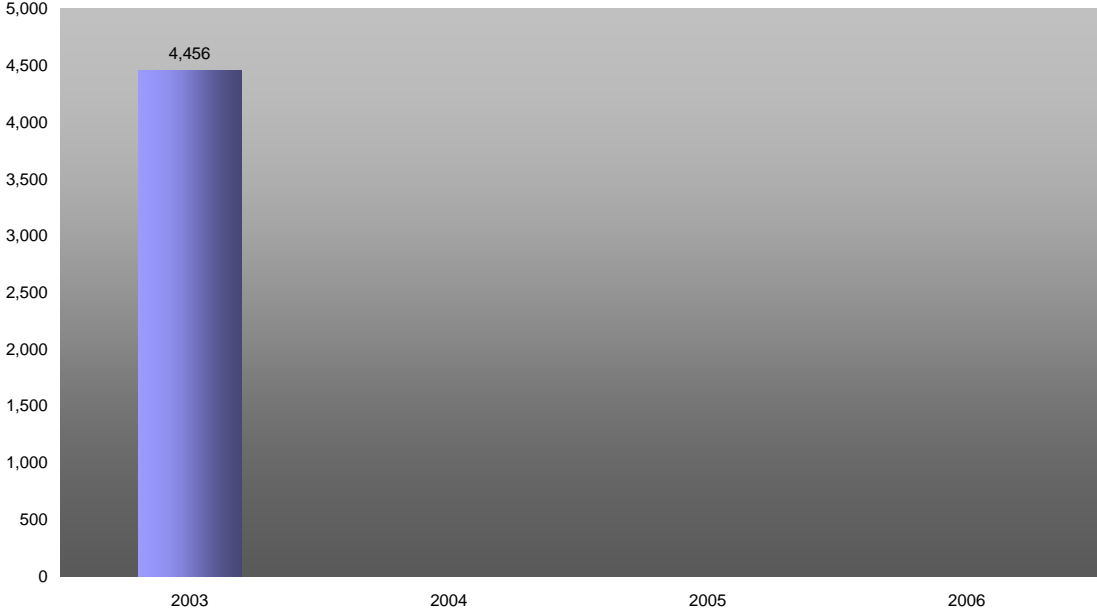
**Illiad Interlibrary Loan Management Software  
LSTA Funds Expended by Year  
2003-Dec 2006**



**Illiad Interlibrary Loan Management Software  
% of Total Expenditures  
2003-Dec 2006**



**Illiad Interlibrary Loan Management Software 2003-2006**  
**Number of Persons Served**



-----  
**Project Title:** OLTNcat and Interlibrary Loan/Oklahoma Catalog

**LSTA Purpose:** Library Technology, Connectivity, and Services

**State Goal:** Oklahomans need convenient library resources that are available in their local communities through physical libraries and online virtual libraries.

**State Objective:** Provide an equitable base of print and electronic library resources to all of Oklahoma through resource sharing and state wide licensing of electronic databases and through support of public library operations and development.

**Project Purpose:** The Oklahoma Department of Libraries acts as the coordinating agent for the statewide web-based catalog and interlibrary loan referral node for libraries that do not have worldwide access to resources outside the state of Oklahoma.

**Progress towards state goal and objective:**

- \_\_\_ Surpassed this goal
- \_\_\_ Met the goal
- Made progress towards this goal
- \_\_\_ Did not work towards this goal

**LSTA Funds Expended: \$925,625**

<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>
10-1-02 thru 9-30-04	10-1-03 thru 9-30-05	10-1-04 thru 9-30-06	10-1-05 thru 12-31-06
\$191,599	\$434,026	\$225,000	\$75,000

**Total Persons Served: 118,031**

<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>
10-1-02 thru 9-30-04	10-1-03 thru 9-30-05	10-1-04 thru 9-30-06	10-1-05 thru 12-31-06
58,729	58,729	573	

The Oklahoma Department of Libraries acts as the coordinating agent for the statewide web-based catalog, OLTNcat, and the statewide Interlibrary Loan network. The current vendor for this initiative is Auto-Graphics, Inc. In order to maximize the availability of library

resources to all Oklahomans, this project provides an online catalog of library resources with library locations attached to bibliographic records. Any citizen can go to his library or through a home computer to access the online catalog and determine location of materials. It also includes five virtual online catalogs, with interlibrary loan interoperability, for libraries' whose holdings are not in the union catalog. This project assures service availability to the smallest as well as the largest library. All types of libraries are included in the OLTNcat and the statewide Interlibrary Loan network, including public, academic, school, special, and institution libraries.

The cataloging capabilities of the OLTNcat allow all 573 participating libraries to download records into their local systems, providing them with bibliographic records meeting MARC standards. Additional cataloging assistance is provided at the state library level to provide cataloging for materials not included in the union catalog. There has been a marked increase in cataloging activity from FFY04 to FFY05, almost doubling in number. Searches against the database have likewise increased in number to an astonishing 559,000 hits.

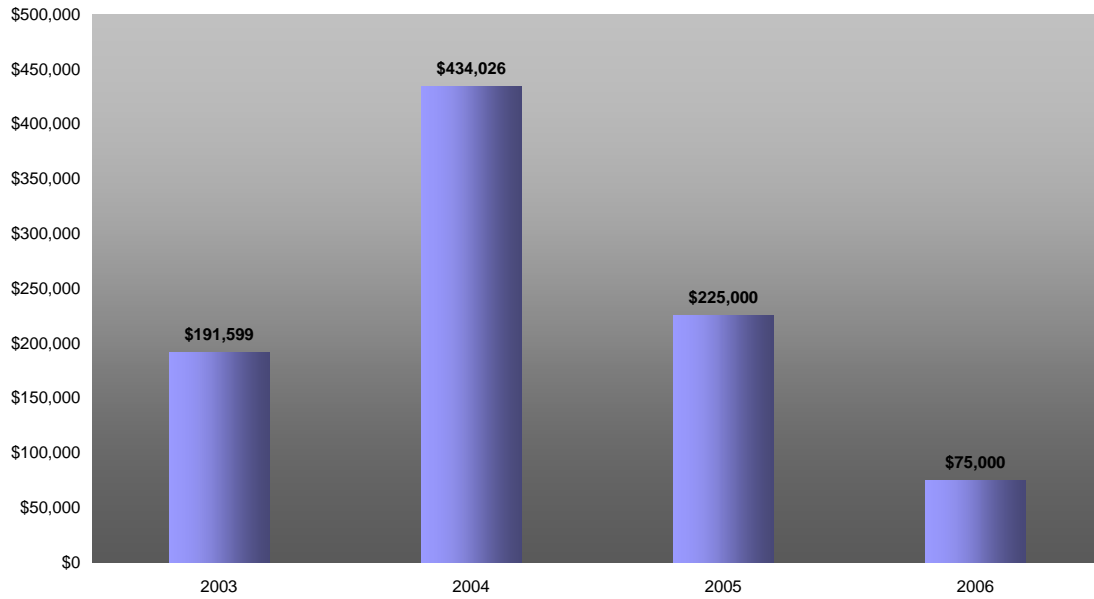
The Interlibrary Loan network consists of 244 participating libraries which include 136 Public, 50 School, 28 Academic, 20 Institution, and 10 Special libraries. Nevertheless, interlibrary loan activity has decreased. Factors which may have led to this situation are: online records with library locations give patrons additional places to obtain materials before initiating requests; more libraries are charging patrons the cost of postage and handling for interlibrary loan materials. A downturn to this trend is anticipated as budgets increase, training continues and additional incentives for net lenders are begun. In addition, the ODL collection serves as a back-up interlibrary loan resource and circulated 93,758 items from 2003 through December 31, 2006.

The OLTNcat has improved the quality of local library catalogs through bibliographic quality control. It has provided an additional source of library materials for library patrons through interlibrary loan. The OLTNcat and interlibrary loan have contributed to the autonomy of the local library by offering improved services and products to their local patrons. OLTNcat is a multi-library cooperative process of shared resources benefiting libraries and patrons alike.

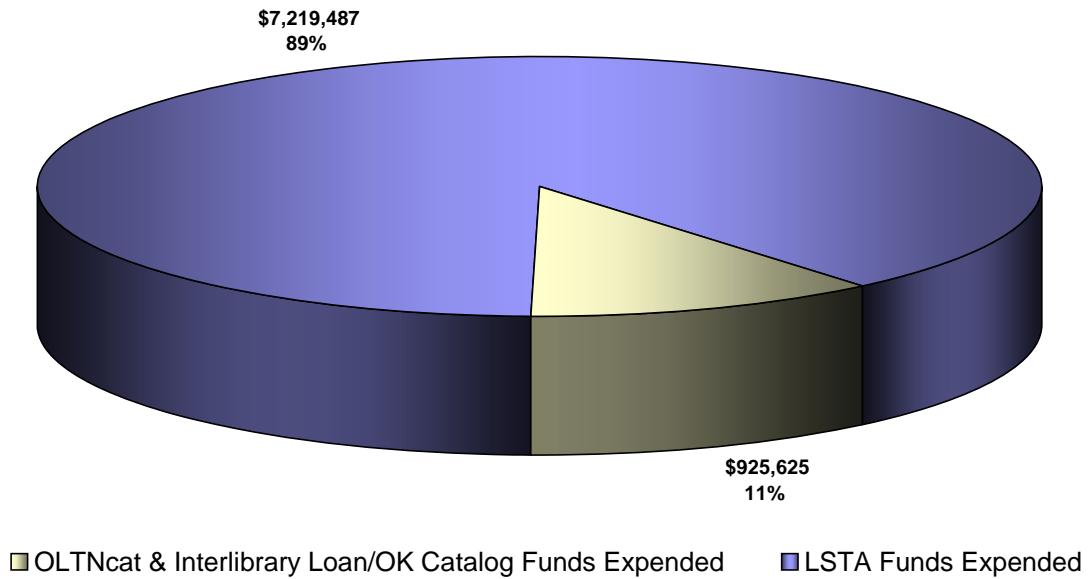


In the ODL online survey, 92% of the librarians who responded rated their level of satisfaction with the OLTNcat (Oklahoma Catalog) project as “satisfied” or “very satisfied.”

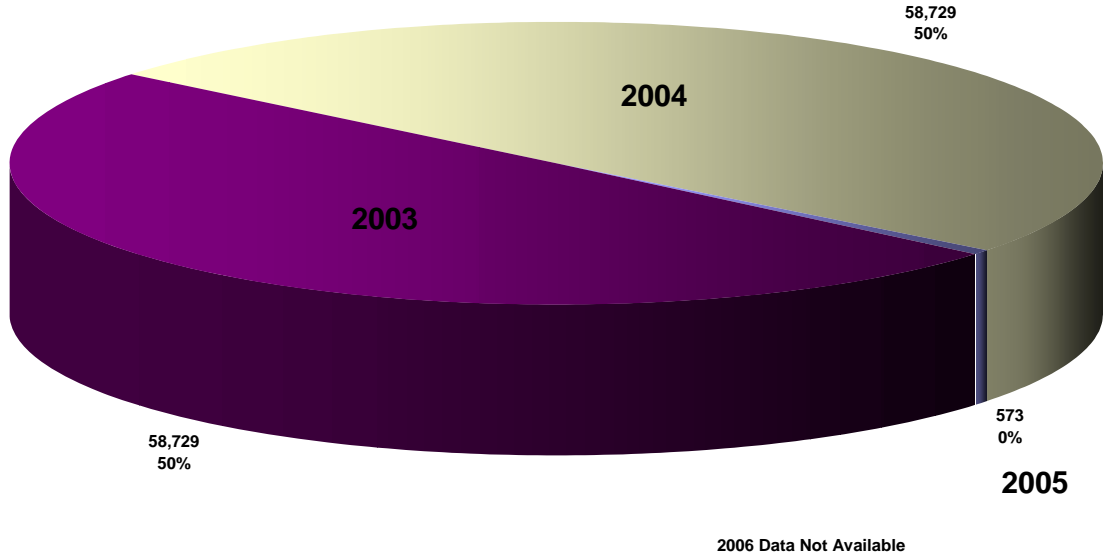
**OLTNcat & Interlibrary Loan/OK Catalog  
LSTA Funds Expended by Year  
2003-Dec 2006**



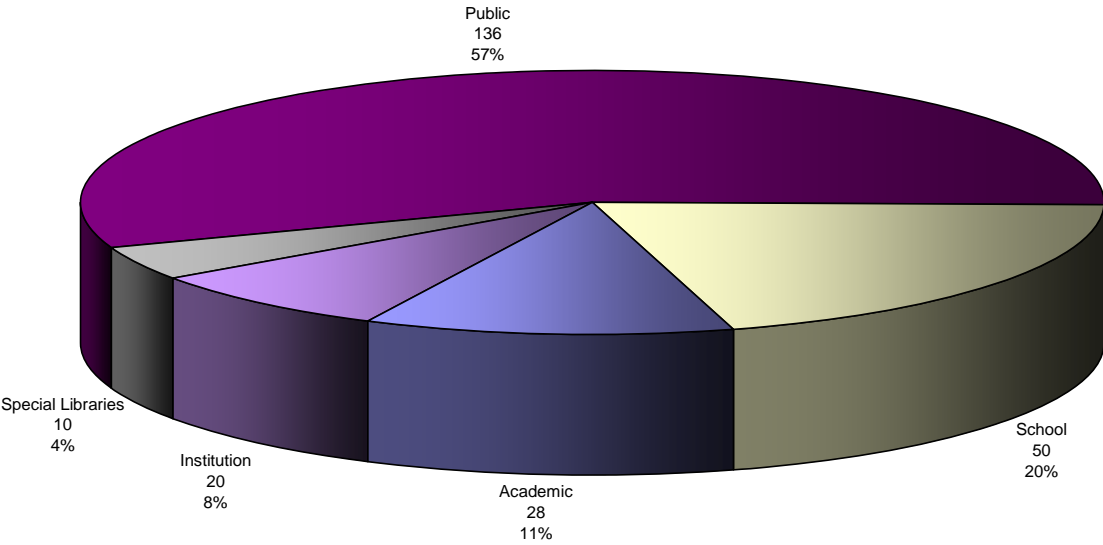
**OLTNcat & Interlibrary Loan/OK Catalog  
% of Total Expenditures  
2003-Dec 2006**



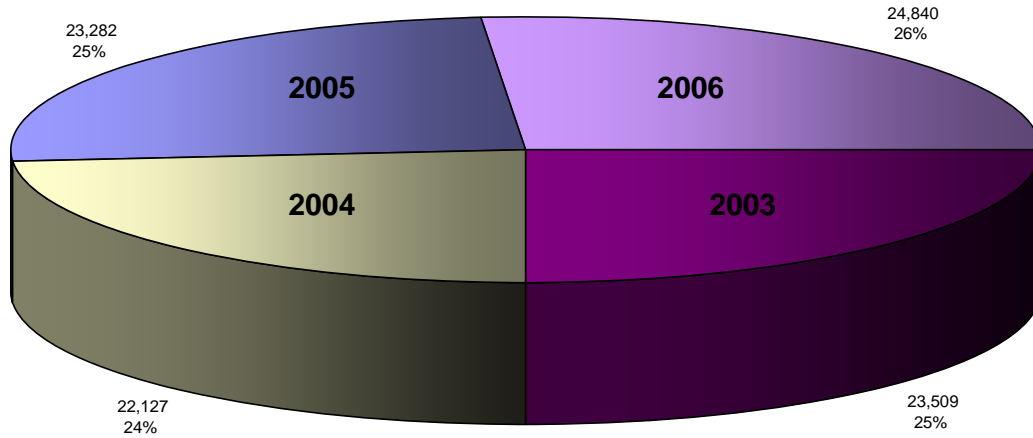
**OLTNcat & Interlibrary Loan/OK Catalog 2003-2006**  
**Number of Persons Served: 118,031**



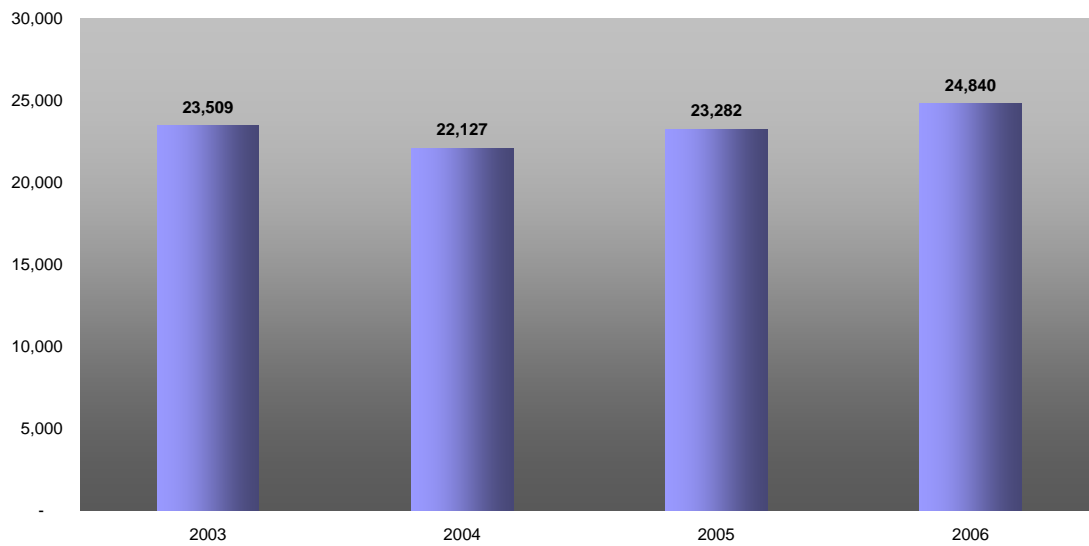
**OLTNcat & Interlibrary Loan/OK Catalog**  
**Breakdown of Participating Libraries by Type**  
**Total: 244 Libraries**



**ODL Circulations by Year**  
**% of Total 93,758**  
**2003 - Dec 2006**



**ODL Circulation by Year**  
**2003-Dec 2006**



-----  
**Project Title:** Public Access Computer/Wireless Internet

**LSTA Purpose:** Library technology, connectivity, and services

**State Goal:** Equitable library resources and services

**State Objective:** Provide an equitable base of print and electronic library resources to all of Oklahoma through resource sharing and state wide licensing of electronic databases and through support of public library operations and development

**Project Purpose:** The original purpose for the \$81,320 in LSTA funds was for Public Access Computer Hardware and Software Replacement. The \$81,320 was reallocated to a Library Wireless Internet Project.

**Progress towards state goal and objective:**

- Surpassed this goal
- Met the goal
- Made progress towards this goal
- Did not work towards this goal

**LSTA Funds Expended: \$81,320**

<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>
10-1-02 thru 9-30-04	10-1-03 thru 9-30-05	10-1-04 thru 9-30-06	10-1-05 thru 12-31-06
\$	\$	\$81,320	\$

**Cash Match:**

<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>
10-1-02 thru 9-30-04	10-1-03 thru 9-30-05	10-1-04 thru 9-30-06	10-1-05 thru 12-31-06
\$	\$	\$81,320	\$

**Total Persons Served: 49**

<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>
10-1-02 thru 9-30-04	10-1-03 thru 9-30-05	10-1-04 thru 9-30-06	10-1-05 thru 12-31-06
		49	

The Administrator and LSTA Coordinator authored a grant to the Bill and Melinda Gates Foundation for \$622,500 for Public Access

Computer Hardware and Software Replacement in Oklahoma public libraries. Therefore, the \$81,320 in LSTA funds were reallocated to a Library Wireless (Wi-Fi) Internet Project for the match with another Gates grant award of \$116,440.00 to implement Wi-Fi spots in public libraries. Libraries were able to provide 24/7 wireless internet service to customers not only inside the library building but also to those outside the library facility. Libraries that offer Wi-Fi Hot Spots in their community are an economic benefit to the entire community. Local citizens and travelers now have services that were previously available only in urban areas, thereby shrinking the digital divide seen between rural and metropolitan areas.

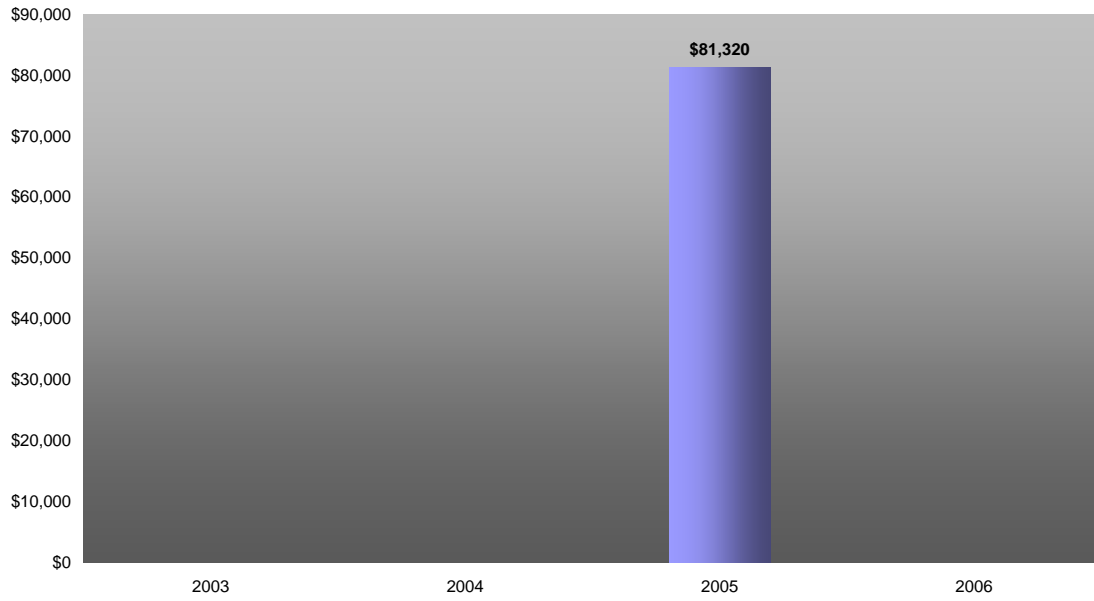
Administrator and LSTA Coordinator of Library Development at Oklahoma Department of Libraries (ODL) queried vendors and telecommunication companies regarding equipment; wiring; access points; broadband speeds, and etc. needed to successfully install and implement Wi-Fi. Forty-Nine (49) libraries and branches were funded for Wi-Fi. Libraries are presently implementing the project; therefore, no outcomes have been reported.

Due to the success of the Wi-Fi project many additional public libraries are interested in offering Wi-Fi in their communities. ODL has received twenty-one phone call inquiries from libraries asking if they are eligible for the next round of Wi-Fi applications.

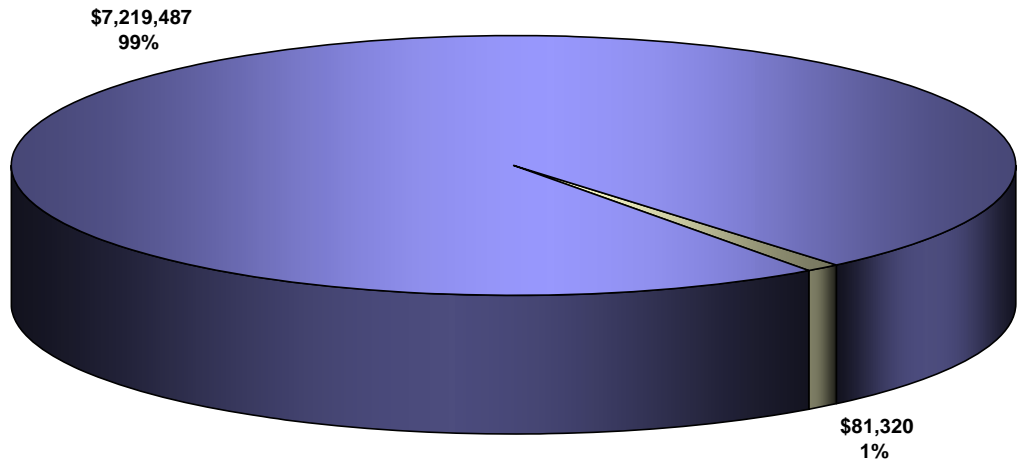
Anecdotal response received:

*“I would like to reiterate my thanks for the wireless grant we received recently. Not a day goes by that someone doesn’t approach the reference desk and ask for an internet cable – now we are able to tell them to ‘just turn it on.’ Of course, we still offer wired access, but more and more, people are taking advantage of the Wi-Fi service. We have had travelers staying at Lake Murray resort come in to town to use their laptops and catch up on their mail, pay bills, etc. Our access extends beyond the mortar into the parking lot, so oftentimes we have people parked in our lit parking lot, using their laptops after hours. We haven’t incorporated any new policy to accommodate our Wi-Fi – it is filtered the same as our hard wired terminals.”*

**Public Access Computer/Wireless Internet  
LSTA Funds Expended by Year  
2003-Dec 2006**

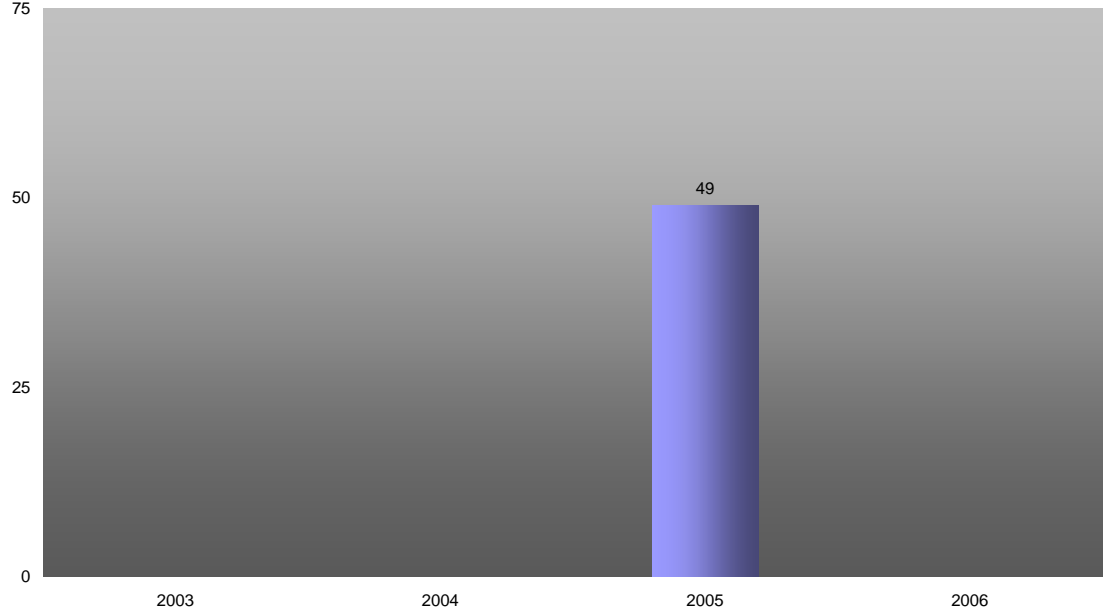


**Public Access Computer/Wireless Internet  
% of Total Expenditures  
2003-Dec 2006**



■ Public Access Computer/Wireless Internet Funds Expended    ■ LSTA Funds Expended

**Public Access Computer/Wireless Internet 2003-2006**  
**Number of Persons Served**





-----  
**Project Title:** Statewide Shared Databases

**LSTA Purpose:** Library technology, connectivity, and services

**State Goal:** Equitable library resources and services

**State Objective:** Provide an equitable base of print and electronic library resources to all of Oklahoma through resource sharing and state wide licensing of electronic databases and through support of public library operations and development.

**Project Purpose:** The Oklahoma Department of Libraries (ODL) offered online full-text information resources to government agencies and to all types of Oklahoma libraries and their patrons. ODL served as the coordinating agency for these resources. The resources were available to Oklahoma citizens via the internet. They could be accessed remotely from home and office as well.

**Progress towards state goal and objective:**

- Surpassed this goal
- Met the goal
- Made progress towards this goal
- Did not work towards this goal

**LSTA Funds Expended: \$847,225**

<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>
10-1-02 thru 9-30-04	10-1-03 thru 9-30-05	10-1-04 thru 9-30-06	10-1-05 thru 12-31-06
\$94,927	\$441,911	\$310,387	\$

**Cash Match:**

<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>
10-1-02 thru 9-30-04	10-1-03 thru 9-30-05	10-1-04 thru 9-30-06	10-1-05 thru 12-31-06
\$531,993	\$424,302	676,660	543,798

**Total Persons Served: 4,800,000**

<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>
10-1-02 thru 9-30-04	10-1-03 thru 9-30-05	10-1-04 thru 9-30-06	10-1-05 thru 12-31-06
400,000	400,000	4,000,000	

The Oklahoma Department of Libraries (ODL) serves as the coordinating agency for online information resources for all Oklahoma libraries and state government employees.

The ODL, on behalf of the Oklahoma Library Technology Network (OLTN), licenses information databases. This program is referred to as the Statewide Shared Databases. It offers access to full-text information databases to all library types regardless of their location, size, or economic status.

The equity of access to information provided through this project enriches all Oklahoma communities. Oklahoma citizens have free access to current, credible online resources because of this project.

There are 1,549 schools and libraries registered to use the program. This registration represents all 77 Oklahoma counties. The number of registrations range from two in a sparsely populated county in the southwest part of the state to 200+ in Oklahoma and Tulsa counties.

Registration to use the products continues to increase. In 2006, 100% of public libraries, 100% of academic libraries, 73% of special libraries and 64% of school libraries were registered.

Each registered participant provides access information to their patrons for home or office use. All public libraries in the state except two offer service to all citizens in the county in which they are located.

Purchasing statewide licenses for products/services results in a 94% cost savings to Oklahoma taxpayers compared to purchase by individual institutions. Many Oklahoma libraries are very small and do not have adequate funding to purchase online products.

The ODL sought input from participants via an online survey in 2006. A total of 331 libraries responded. The respondents by library type were as follows: 98 public; 196 schools; 36 academic and 1 special. 55.6% of the total respondents indicated that they could not afford to purchase any online products. An additional 30.3% indicated that they could afford to purchase only from one to three databases.

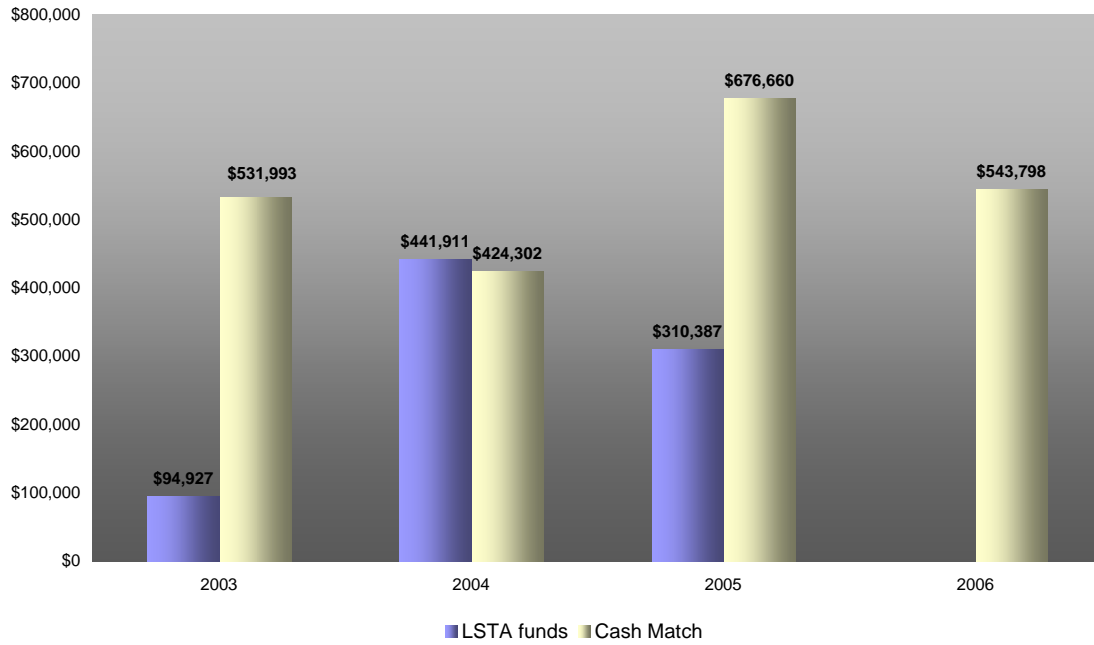
The number of searches in the Statewide Shared Database project increased from 2,700,000 in 2002 to 12,030,878 in 2006.

In the ODL online survey, 96% of respondents rated their level of satisfaction with the Shared Databases project as “satisfied” or “very satisfied.” This includes databases such as EBSCO, SIRS, WorldCat, and Books in Print. Following are some of the comments from librarians who completed the survey:

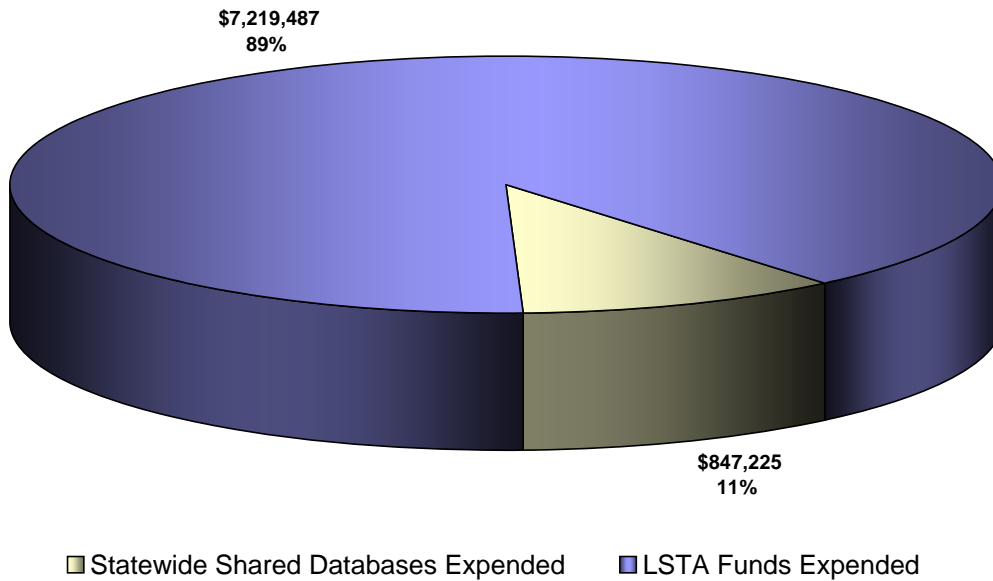
*“The online databases are priceless! We couldn’t afford them on our own, and they provide tremendous resources for both library staff and for our customers.”*

*“Without the grants, it would be VERY difficult to maintain and/or upgrade our technological offerings whether it is hardware, software, online databases, etc.”*

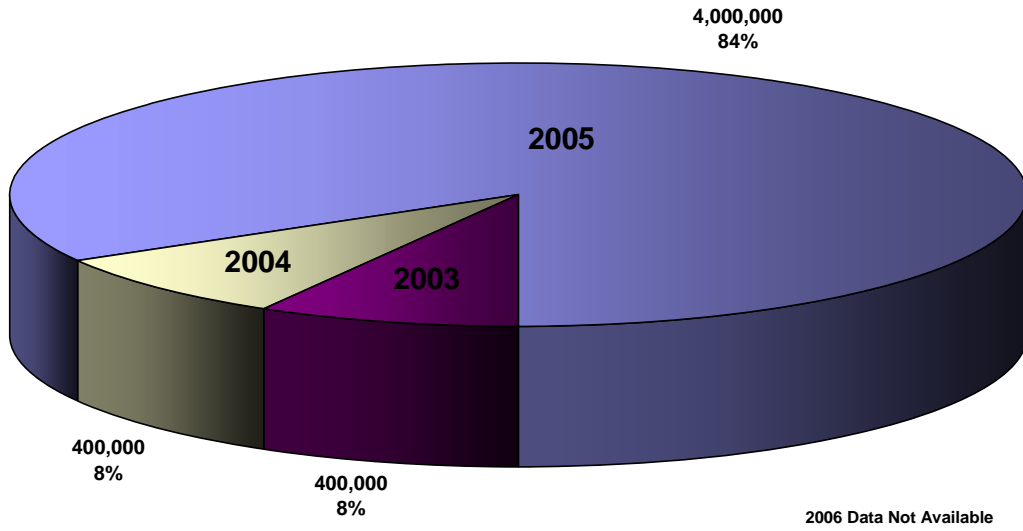
**Statewide Shared Databases  
Funds Expended by Year  
2003-Dec 2006**



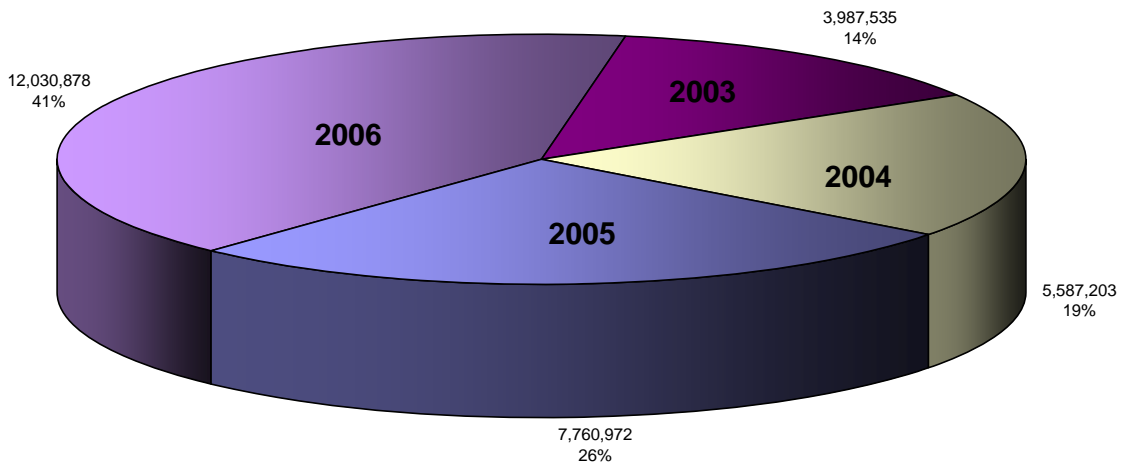
**Statewide Shared Databases  
% of Total Expenditures  
2003-Dec 2006**



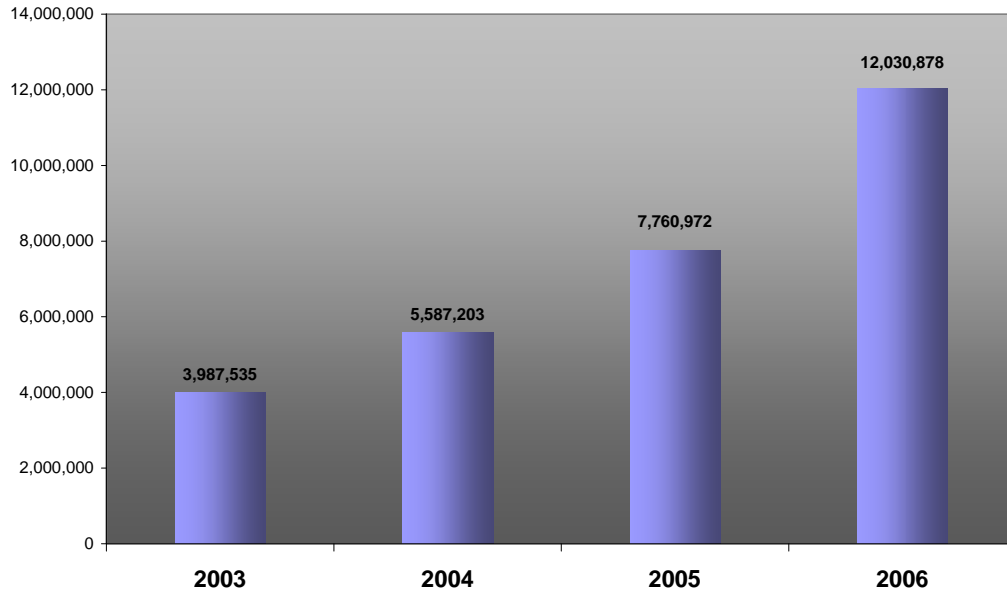
**Statewide Shared Databases 2003-Dec 2006**  
**Number of Persons Served: 4,800,000**  
**Percent of Total**



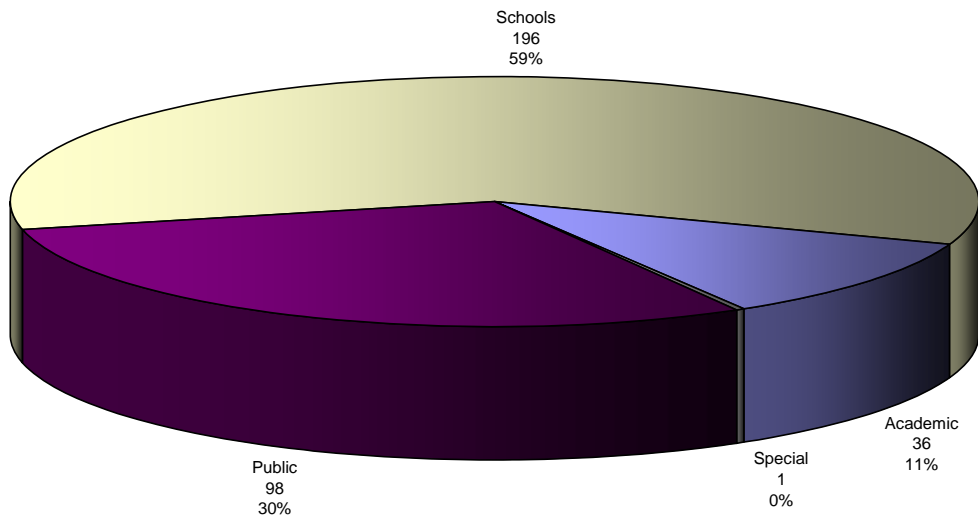
**Statewide Licensed Databases**  
**Number of Online Searches: 29,366,588**  
**2003 - Dec 2006**



**Statewide Licensed Databases**  
**Number of Online Searches: 29,366,588**  
**2003 - Dec 2006**



**Statewide Licensed Databases**  
**Respondents by Type to Online Survey: 331**  
**March 2007**



-----  
**Project Title:** T1 Connectivity

**LSTA Purpose:** Library technology, connectivity, and services

**State Goal:** Equitable library resources and services

**State Objective:** Provide an equitable base of print and electronic library resources to all of Oklahoma through resource sharing and state wide licensing of electronic databases and through support of public library operations and development.

**Project Purpose:** T-1 bandwidth upgrade will facilitate access to electronic information resources by allocating funds for the upgrade of electronic equipment for libraries or the provision of new equipment, including telecommunications and computing hardware.

**Progress towards state goal and objective:**

- Surpassed this goal
- Met the goal
- Made progress towards this goal
- Did not work towards this goal

**LSTA Funds Expended: \$66,507**

<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>
10-1-02 thru 9-30-04	10-1-03 thru 9-30-05	10-1-04 thru 9-30-06	10-1-05 thru 12-31-06
\$66,507	\$	\$	\$

**Total Persons Served: 194,821**

<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>
10-1-02 thru 9-30-04	10-1-03 thru 9-30-05	10-1-04 thru 9-30-06	10-1-05 thru 12-31-06
194,821			

The goal of the project was improved connections in public libraries providing services proven to be of economic value to the community. Installation of T-1 bandwidth and implementation of Wi-Fi Hotspots in public libraries has assisted libraries to be a focal point in their community, thereby providing the library with an important economic role in the community. Most public libraries in Oklahoma are funded

through sales tax revenue. It is important that city officials realize the importance of the library's internet access so that funding for new equipment and software will continue to be provided. These libraries are now able to offer 24/7 service so that even when the library is not open customers are able to access internet resources. This has proven to be a boost for cities as shown by the comments provided by libraries where sales people, businesses, and customers utilize the internet access after hours.

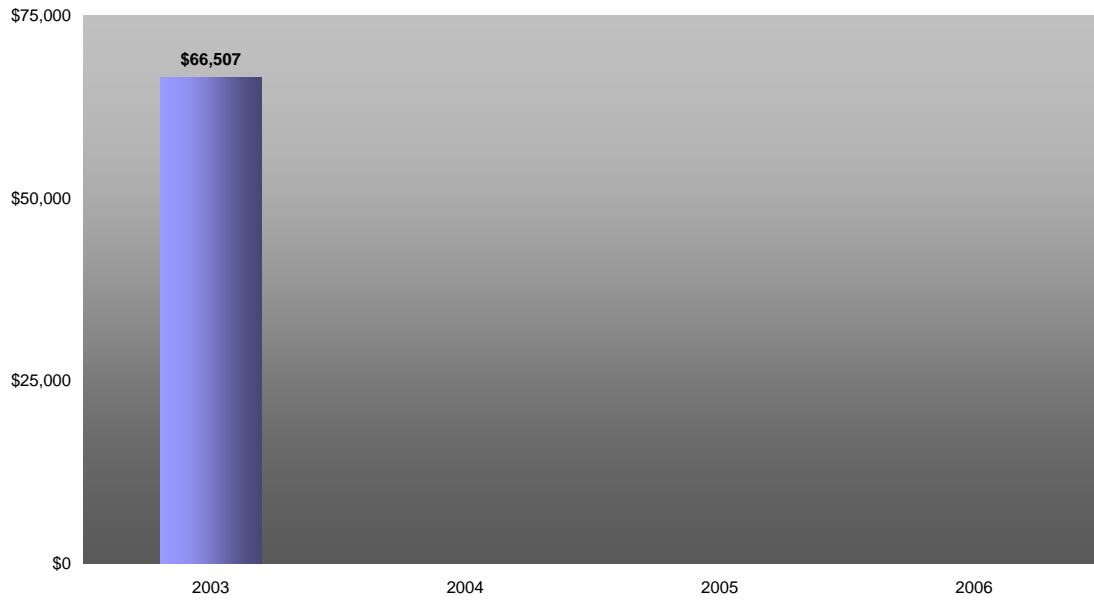
Thirty public libraries upgraded to a T-1 bandwidth and one (1) public library implemented Wi-Fi.

The grant provided the ability to leverage \$70,000 LSTA funds with a Bill and Melinda Gates Foundation grant for \$140,000, allowing twenty-five additional public libraries to upgrade to T-1 capacity and twenty-three public libraries to implement Wi-Fi, potentially reaching 194,821 people. With increased internet speed and implementation of Wi-Fi access, public libraries have been able to show city governments and governing library boards that their public libraries are an economic asset to the community.

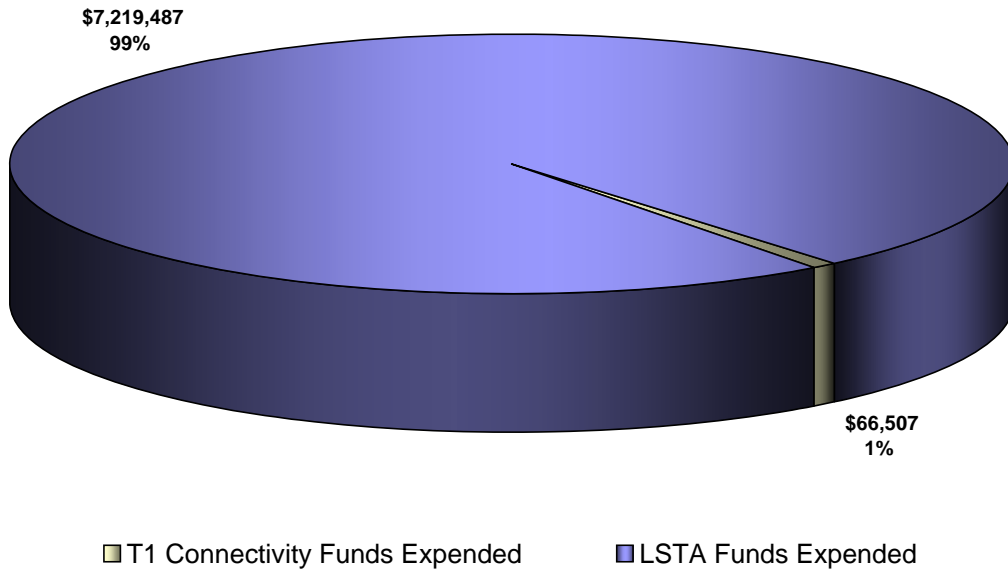
Until the T-1 was installed college students could not pull up video clips from professor's websites, patrons could not download large files, and one library had emergency training with their fire department and could not access needed files. T-1 access provides the speed for on-line catalogs and computer training labs. Following are quotes on the impact of Wi-Fi service: *"I would like to reiterate my thanks for the wireless grant we received recently. Not a day goes by that someone doesn't approach the Reference desk and ask for an internet cable – now we are able to tell them to 'just turn it on.' Of course, we still offer wired access, but more and more, people are taking advantage of the Wi-Fi service. We have had travelers staying at Lake Murray resort come in to town to use their laptops and catch up on their mail, pay bills, etc. Sales people traveling through Ardmore will stop and catch up their account paperwork here inside the library, too. More and more, students are enrolling in remote courses and will use the library to do homework and as a site to take proctored exams. Our access extends beyond the mortar into the parking lot, so oftentimes we have people parked in our lit parking lot, using their laptops after hours. Thanks again for the help in securing this commodity."*



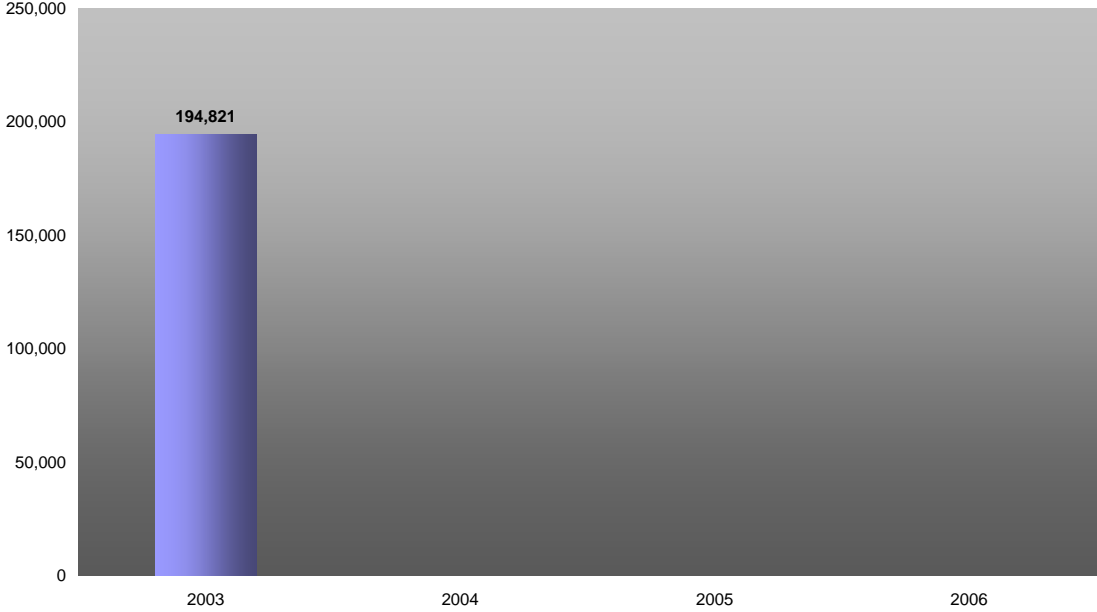
**T1 Connectivity  
LSTA Funds Expended by Year  
2003-Dec 2006**



**T1 Connectivity  
% of Total Expenditures  
2003-Dec 2006**



**T1 Connectivity 2003-2006**  
**Number of Persons Served**



-----  
**Project Title:** Technology Consultant

**LSTA Purpose:** Library technology, connectivity, and services

**State Goal:** Equitable library resources and services

**State Objective:** Provide an equitable base of print and electronic library resources to all of Oklahoma through resource sharing and state wide licensing of electronic databases and through support of public library operations and development.

**Project Purpose:** A Consultant to assist in the development of a strategic library technology plan on behalf of the Oklahoma Library Technology Network (OLTN). This Consultant will help identify goals for statewide technology implementation and resource-sharing for Oklahoma for the next three to five years; Recommend strategies and approaches for achieving the goals; identify the new technology components that could be deployed to further resource-sharing in Oklahoma.

**Progress towards state goal and objective:**

- ▬ Surpassed this goal
- Met the goal
- Made progress towards this goal
- Did not work towards this goal

**LSTA Funds Expended: \$38,705**

<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>
10-1-02 thru 9-30-04	10-1-03 thru 9-30-05	10-1-04 thru 9-30-06	10-1-05 thru 12-31-06
\$38,705	\$	\$	\$

**Total Persons Served: 1,500**

<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>
10-1-02 thru 9-30-04	10-1-03 thru 9-30-05	10-1-04 thru 9-30-06	10-1-05 thru 12-31-06
1,500			

RMG Consultants, Inc. won the award to assist with the development of a three to five year Oklahoma Library Technology Network (OLTN) Strategic Plan. They worked under the supervision of the Oklahoma Department of Libraries (ODL) Deputy Director, the ODL Director of Library Technology, and the (OLTN) Taskforce.

Professional librarians from the Oklahoma Department of Libraries, Metropolitan Library System, Oklahoma State University Library, Integris Health System, and the Oklahoma State Department of Education served on the taskforce.

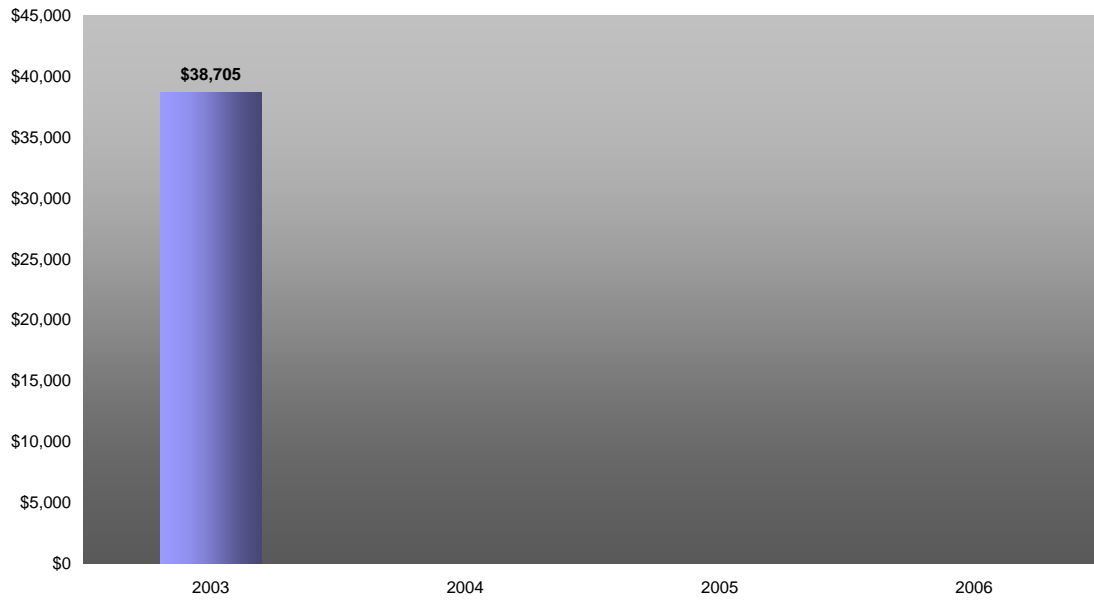
The taskforce sought input via online surveys. Focus groups also provided input.

The completed plan was presented to the ODL Director, OLTN steering Committee, and the OLTN Advisory Council in October 2003.

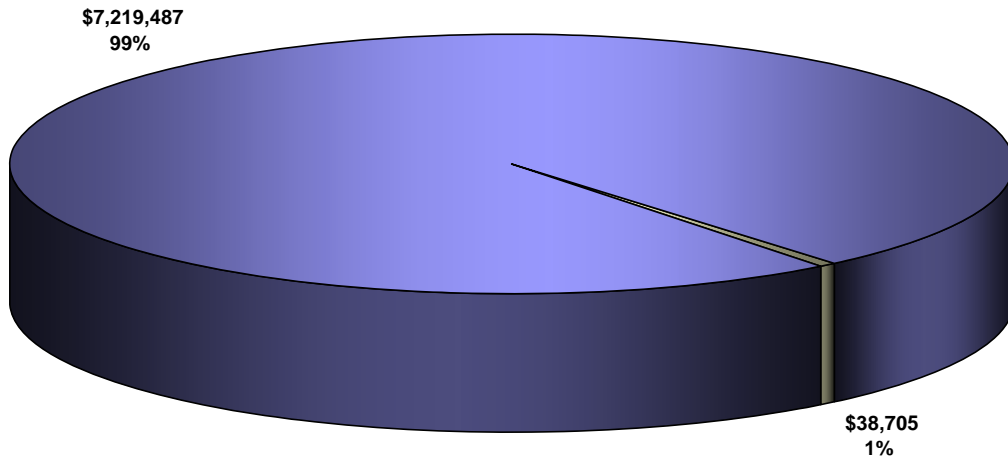
The plan identified goals for statewide technology implementation and resource-sharing for Oklahoma from 2003 – 2008, recommended strategies and approaches for achieving the goals, and identified new technology components that could be deployed to encourage resource sharing in Oklahoma.

The finished plan recognized the ODL for providing significant leadership and direction for a well-developed infrastructure for statewide cooperative projects. It identified Oklahoma as one of the leading states in providing significant services to all residents

**Technology Consultant  
LSTA Funds Expended by Year  
2003-Dec 2006**

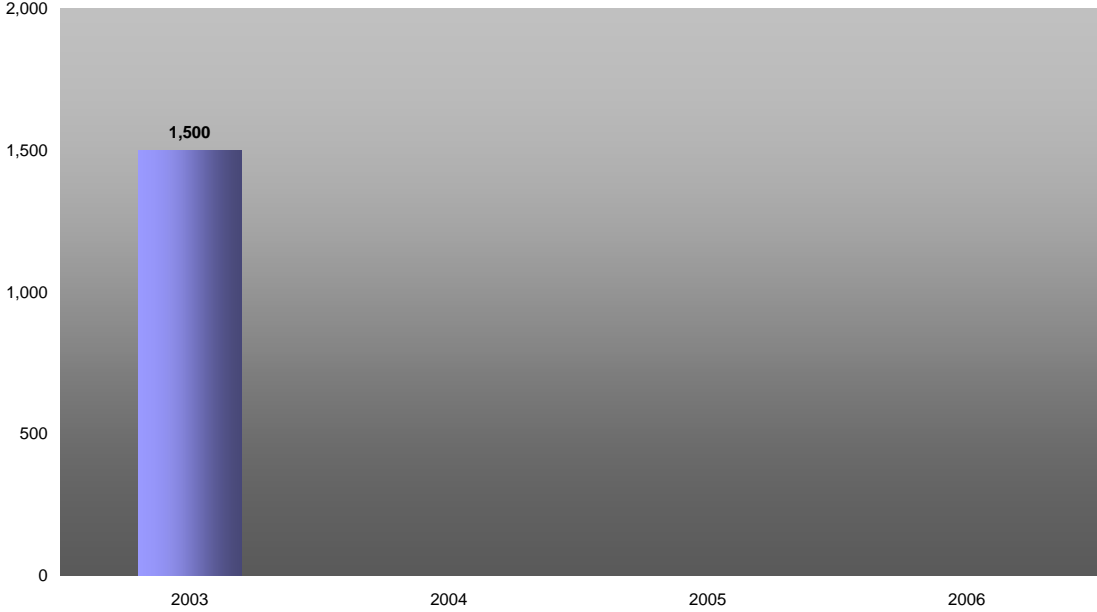


**Technology Consultant  
% of Total Expenditures  
2003-Dec 2006**



■ Technology Consultant Funds Expended    ■ LSTA Funds Expended

**Technology Consultant 2003-2006**  
**Number of Persons Served**



-----  
**Project Title:** Web Based Annual Report

**LSTA Purpose:** Library technology, connectivity, and services

**State Goal:** Equitable library resources and services

**State Objective:** Provide an equitable base of print and electronic library resources to all of Oklahoma through resource sharing and state wide licensing of electronic databases and through support of public library operations and development

**Project Purpose:** Provide statistics on public and institutional libraries in Oklahoma. Among the uses of the statistics are to establish eligibility for the state aid program of ODL; provide information to the federal FSCS reporting system. These statistics are a basic component of library planning for individual libraries and for the state as a whole.

**Progress towards state goal and objective:**

- Surpassed this goal
- Met the goal
- Made progress towards this goal
- Did not work towards this goal

**LSTA Funds Expended: \$21,019**

<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>
10-1-02 thru 9-30-04	10-1-03 thru 9-30-05	10-1-04 thru 9-30-06	10-1-05 thru 12-31-06
\$3,000	\$5,092	\$10,000	\$2,927

**Total Persons Served: 544**

<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>
10-1-02 thru 9-30-04	10-1-03 thru 9-30-05	10-1-04 thru 9-30-06	10-1-05 thru 12-31-06
125	207	212	

Objective of the Annual Report is to maintain and improve the online annual report for collection of public library data. Annual report data is used to determine state aid eligibility and for statewide planning, budgeting and grant writing. Data is also reported annually to the federal government for national public library comparison statistics.

Upgrades and additions to the report included PDF printing, carryover calculations - an essential field in determining state aid, countywide state aid eligibility questions and online help screens. One of the most timesaving upgrades was making administrative functions web-based which prevent overwriting of saved data.

Every year since 2004, 100% of the annual reports were submitted electronically. Eight systems, 98 branches, and 103 public libraries submitted reports.

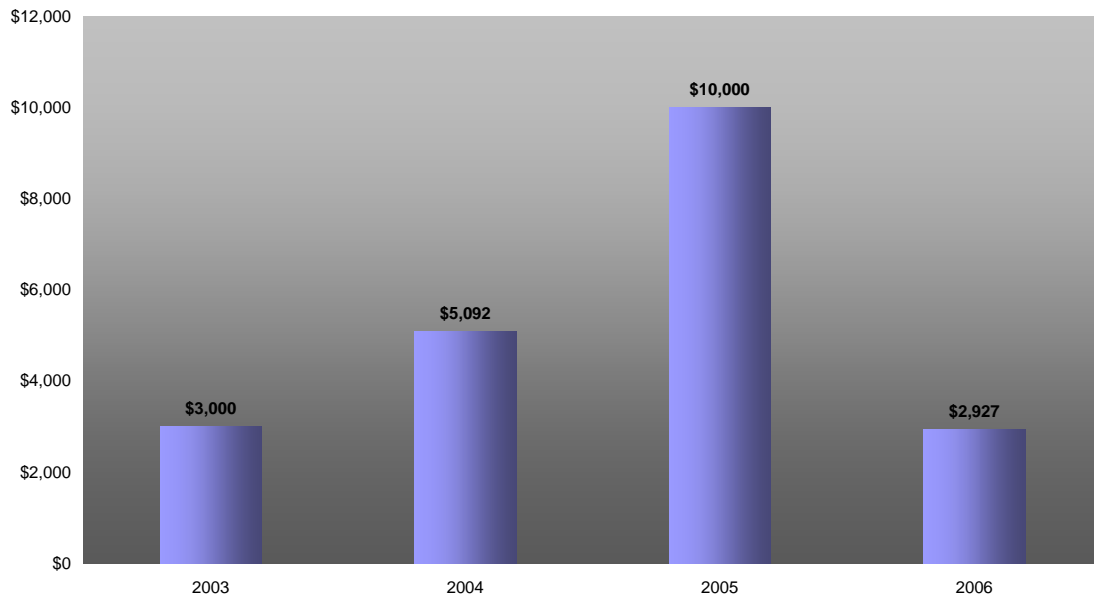
Every year, the federal statistics program has changed their data report fields; therefore our programmer has adjusted our data export fields accordingly. Variations in LSTA expenditures will occur based on the number of changes.

In 2006, a cost benefit analysis was done between the current DiscoverSoft product, LibPAS a new company developing this type of software, and Bibliostat the standard software used by 37 states. The setup cost for Bibliostat would be \$44,350 with an annual \$29,600 fee; LibPAS setup at \$1750 with annual \$11,000 fee; and DiscoverSoft at an annual \$6000. DiscoverSoft has all the same basic functionalities as Bibliostat at a much lower cost in addition to a fast local turn-around time.

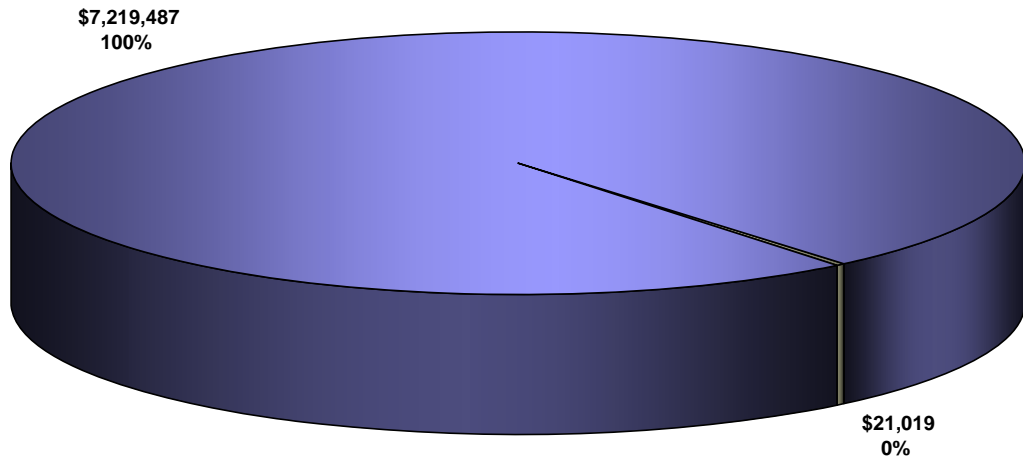
Electronic data submission allows the state to evaluate the data more effectively so state aid funds can be distributed, the federal data submitted, and the searchable web-based data posted quickly for accurate gathering of statistics for budget reports, librarian inquiries or legislative information requests.



**Web Based Annual Report  
LSTA Funds Expended by Year  
2003-Dec 2006**

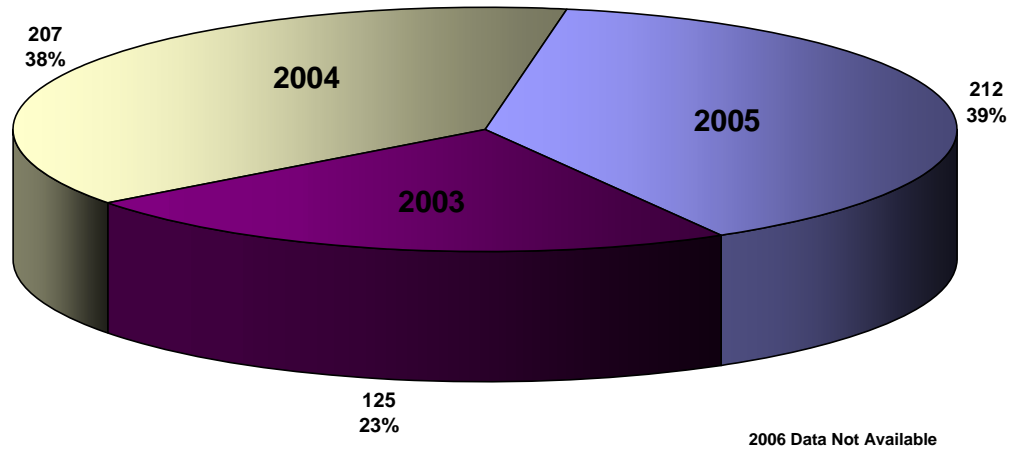


**Web Based Annual Report vs. LSTA  
% of Total Expenditures  
2003-Dec 2006**



■ Web Based Annual Report Funds Expended
 ■ LSTA Funds Expended

**Web Based Annual Report 2003-2005**  
**Number of Persons Served: 544**  
**Percent of Total**



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**Goal 1, Objective # 2: Strengthen public library leadership in Oklahoma through training in library management and advocacy skills. Train library managers, board members, funding decision makers, and friends in skills to address community library needs and communicate the role of libraries in an Internet information world.**

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**Project Title:** Continuing Education for Library Trustees

**LSTA Purpose:** Services for lifelong learning

**State Goal:** Oklahomans need convenient library resources that are available in their local communities through physical libraries and online virtual libraries.

**State Objective:** Strengthen public library leadership in Oklahoma through training in library management and advocacy skills. Train library managers, board members, funding decision makers, and friends in skills to address community library needs and communicate the role of libraries in an Internet information world.

**Project Purpose:** Goal 1, Objective 2 in ODL’s LSTA 5-Year Plan states that “board members . . . will have the skills to address community library needs.” The Plan also specifies that educational opportunities for library trustees will be offered annually.

**Progress towards state goal and objective:**

- \_\_\_ Surpassed this goal
- \_\_\_ Met the goal
- Made progress towards this goal
- \_\_\_ Did not work towards this goal

**LSTA Funds Expended: \$5,539**

<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>
10-1-02 thru 9-30-04	10-1-03 thru 9-30-05	10-1-04 thru 9-30-06	10-1-05 thru 12-31-06
\$4,110	\$1,429	\$	\$

**Total Persons Served: 2,105**

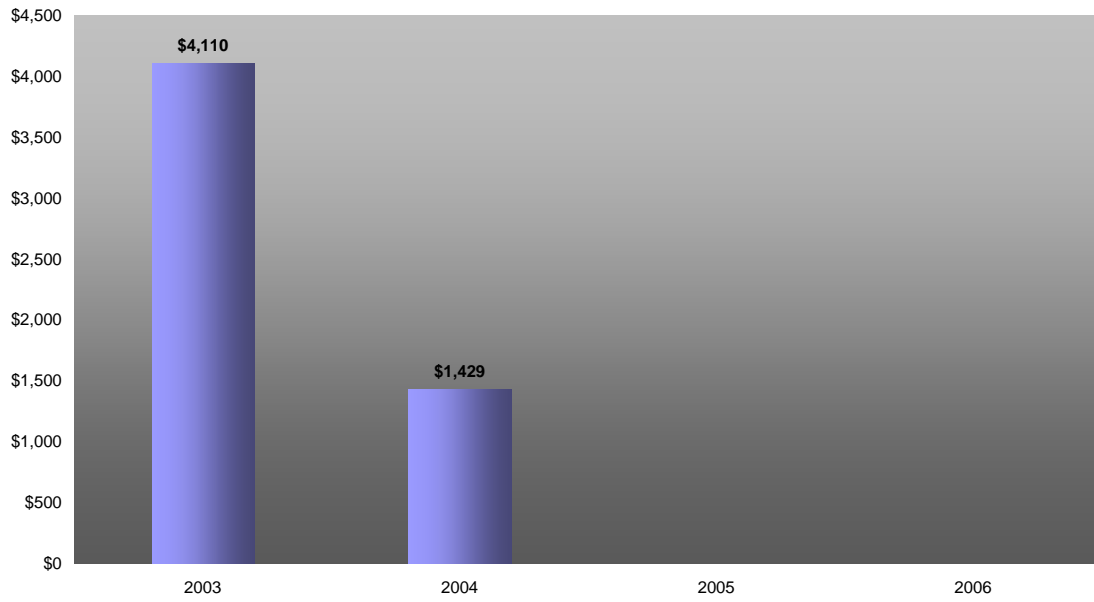
<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>
10-1-02 thru 9-30-04	10-1-03 thru 9-30-05	10-1-04 thru 9-30-06	10-1-05 thru 12-31-06
1,119	986		

A continuing effort by the Oklahoma Department of Libraries (ODL) is to enhance library board members' skills in addressing and understanding their community's library needs. This was attempted by two different programs—an annual trustee workshop and a trustee publication, Trustee Talk.

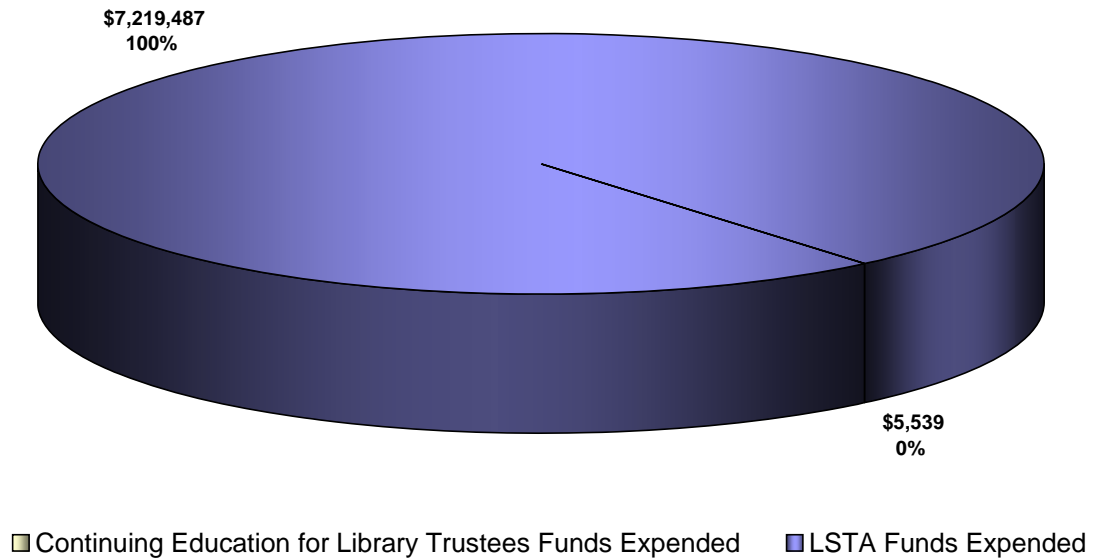
In fall 2003, seven trustee workshops were conducted by the Office of Library Development consultants. The goal of these workshops was to make the trustees more aware of the ODL and Public Library Directors Council documents, Models of Public Library Service for Oklahoma and Oklahoma Youth Services Guidelines. These two publications give guidelines that city officials, librarians and trustees can use to evaluate and improve their local libraries. To prepare for the trustee workshops, each library consultant at ODL created and prepared an assessment of their region's libraries current status in the Models. From evaluations after the workshops most attendees felt that the models would help them plan improvements, explain needs to city officials and explain the library's value and place in the community.

To further the education of library trustees, Trustee Talk was printed and distributed to all public and system library trustees. Four issues over this time span consisted of at least six articles per issue relating to libraries (state aid, legislation, salaries), board issues, ODL, budgets, etc. The purpose of this publication was to inform board members how to address community library needs and communicate the role of libraries to contributors, users and advocates. A staff vacancy resulted in suspension of Trustee Talk and programs for trustees.

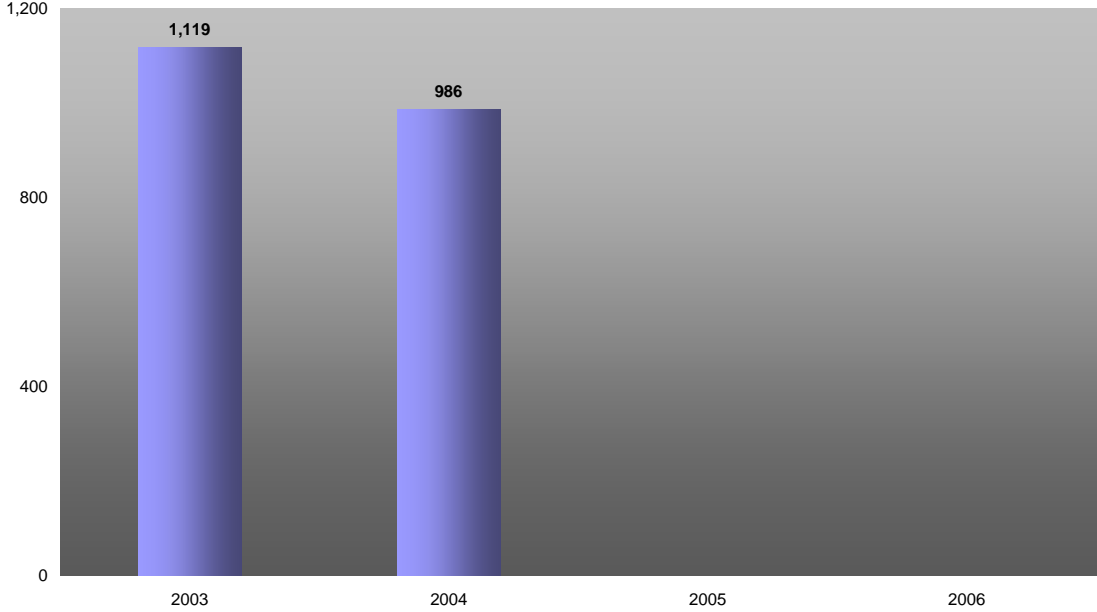
**Continuing Education for Library Trustees  
LSTA Funds Expended by Year  
2003-Dec 2006**



**Continuing Education for Library Trustees  
% of Total Expenditures  
2003-Dec 2006**



**Continuing Education for Library Trustees 2003-2006**  
**Number of Persons Served**



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**Project Title:** Continuing Education Scholarship for OLA Leadership Institute

**LSTA Purpose:** Services for lifelong learning

**State Goal:** Oklahomans need convenient library resources that are available in their local communities through physical libraries and online virtual libraries.

**State Objective:** Strengthen public library leadership in Oklahoma through training in library management and advocacy skills. Train library managers, board members, funding decision makers, and friends in skills to address community library needs and communicate the role of libraries in an Internet information world.

**Project Purpose:** The purpose of this project was to provide financial support to persons who would otherwise be unable to attend the OLA Gold Leadership Institute, November 3-6, 2004. The Institute was designed to develop and enhance leadership skills of Oklahoma librarians, support staff, Friends of the Library and trustees.

**Progress towards state goal and objective:**

- ▬ Surpassed this goal
- Met the goal
- Made progress towards this goal
- \_\_\_ Did not work towards this goal

**LSTA Funds Expended: \$870**

<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>
10-1-02 thru 9-30-04	10-1-03 thru 9-30-05	10-1-04 thru 9-30-06	10-1-05 thru 12-31-06
\$	\$870	\$	\$

**Total Persons Served: 3**

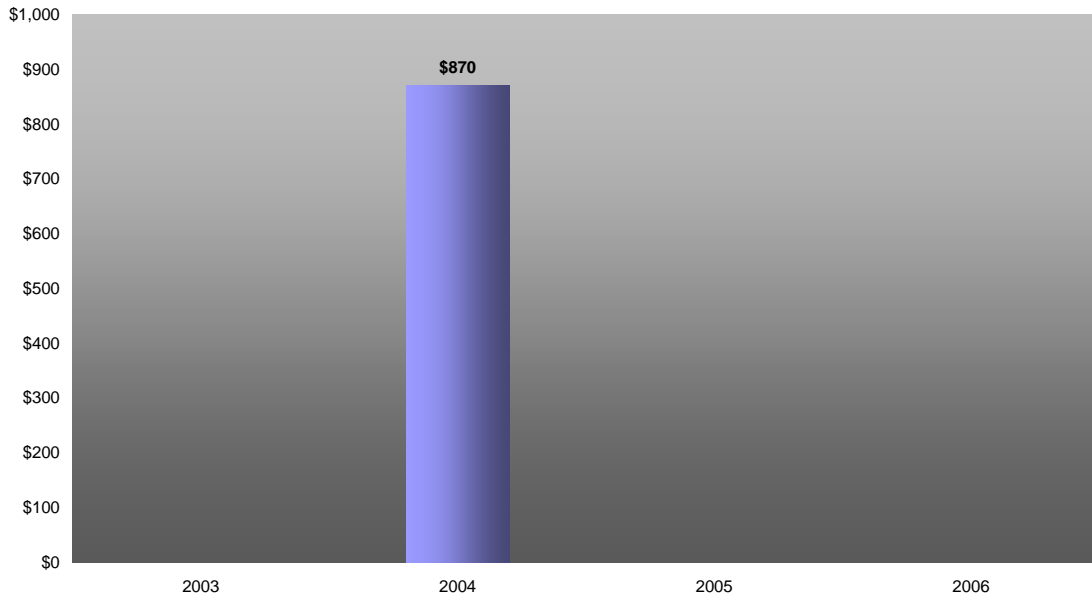
<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>
10-1-02 thru 9-30-04	10-1-03 thru 9-30-05	10-1-04 thru 9-30-06	10-1-05 thru 12-31-06
	3		

The Oklahoma Department of Libraries granted funds to the Oklahoma Library Association (OLA) to be used as scholarships for three applicants to attend the OLA Gold Leadership Institute held November 3-6, 2004 at the Noble Foundation Conference Center in Ardmore, Oklahoma. The Institute was designed to develop and enhance leadership skills of Oklahoma librarians, support staff, Friends, and trustees. Pat Wagner, a nationally known consultant and trainer, served as facilitator for this three-day seminar. Leadership models, organizational mapping, influence models, and strategic planning were among the topics discussed.

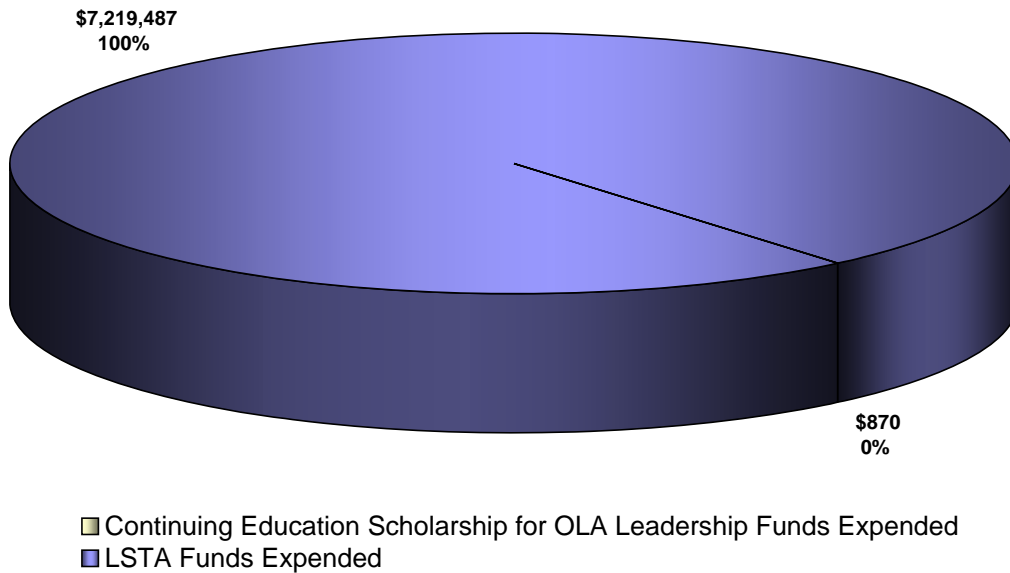
After completion of the Institute, scholarship recipients indicated they were confident they could pursue leadership roles within their organizations and the Oklahoma Library Association. All began sharing information on the OLA Gold listserv and attending the follow-up session at the OLA Annual Conference in March, 2005. Eventually, a scholarship recipient from Oklahoma State University volunteered to serve on an OLA Committee, a scholarship recipient from the Norman Public Schools ran for an office of an OLA Committee, and a scholarship recipient from the Buckley Public Library volunteered to be a workshop presenter for OLA. All indicated they were able to build or strengthen their networking contacts, which enhanced their leadership toolkit.



**Continuing Education Scholarship for OLA Leadership  
LSTA Funds Expended by Year  
2003-Dec 2006**



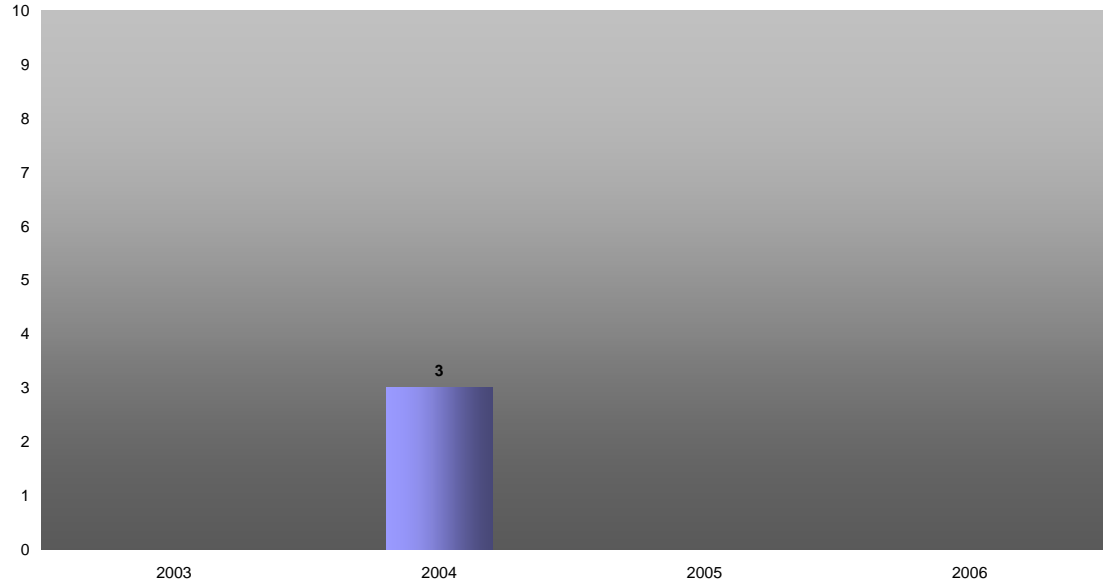
**Continuing Education Scholarship for OLA Leadership  
% of Total Expenditures  
2003-Dec 2006**



**Continuing Education Scholarship for OLA Leadership**

**2003-2006**

**Number of Persons Served**

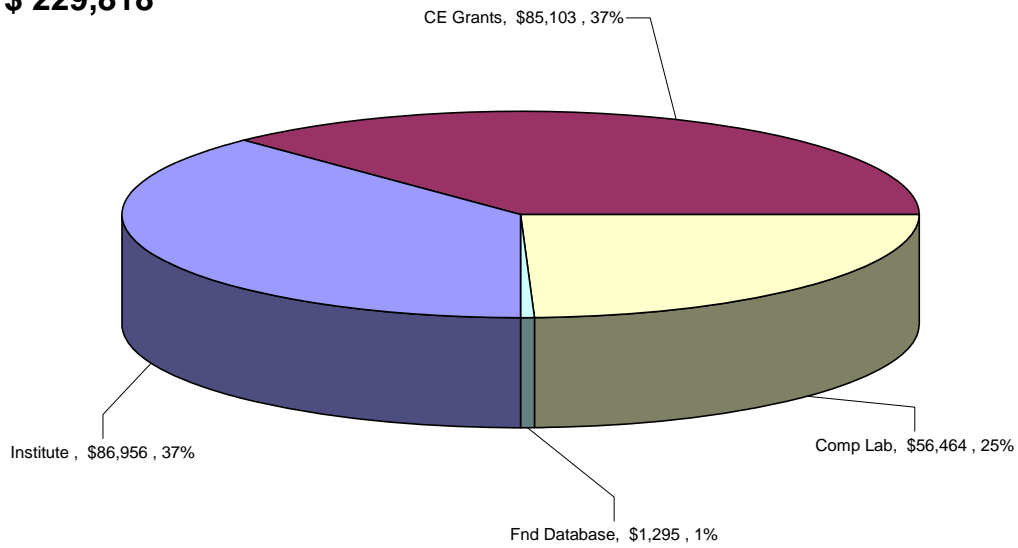


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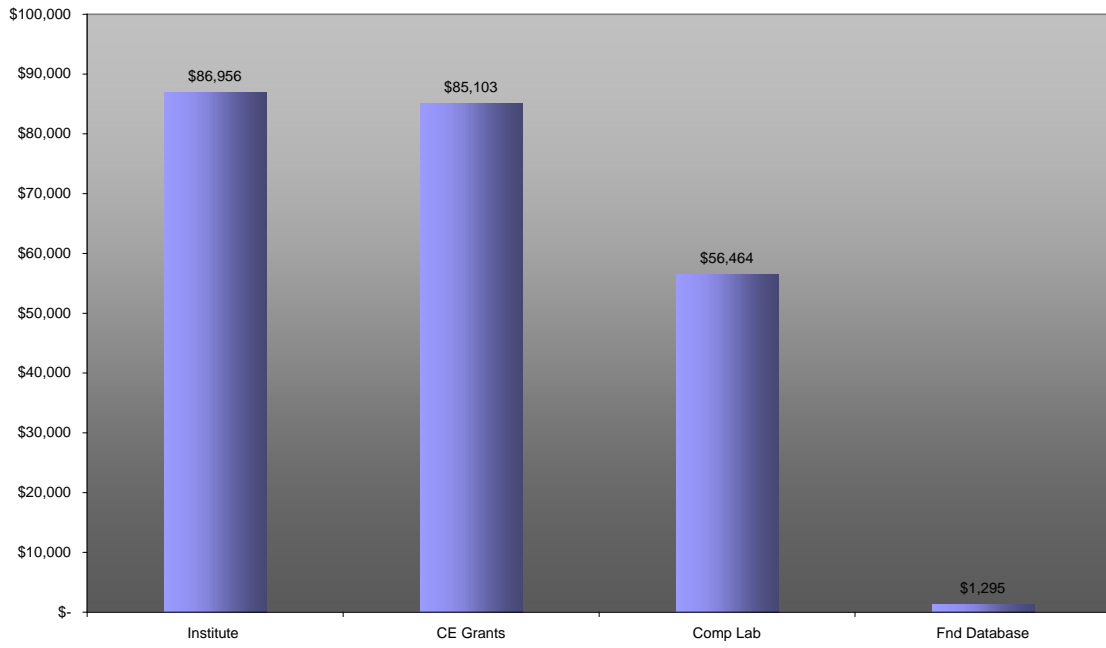
**Goal 2: Trained library staff members are essential for assisting Oklahomans in meeting information needs.**

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**Goal Two**  
**\$ 229,818**



**Goal Two**  
**\$ 229,818**



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**Goal 2, Objective # 1: Insure that all Oklahoma public library staff members have convenient, low-cost or free continuing education opportunities. Provide training to all Oklahoma library workers in use and promotion of statewide library resources.**

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**Project Title:** Certification for Public Librarians Program

**LSTA Purpose:** Services for lifelong learning

**State Goal:** Trained library staff members are essential for assisting Oklahomans in meeting information needs.

**State Objective:** Insure that all Oklahoma public library staff members have convenient, low-cost or free continuing education opportunities. Provide training to all Oklahoma library workers in use and promotion of statewide library resources.

**Project Purpose:** To develop skills and attitudes among public library staff members in the state of Oklahoma in order to promote library development and quality public library service in the state. Recognizing that most public library employees in Oklahoma, and especially directors of municipal libraries in small towns, do not have the traditional Master's level education in library and information science, the Certification program, undertaken with the active participation and support of the Oklahoma Library Association, offers a base level of library skills certification achieved through an Institute in Public Librarianship curriculum, an advanced level of certification based on further Institute curriculum, recognition of higher education based library education through certification, and promotion of continuing education through a renewal process for all those holding certification. An additional project goal was to encourage continuing education by public library staff members in Oklahoma.

**Progress towards state goal and objective:**

- Surpassed this goal
- Met the goal
- Made progress towards this goal
- Did not work towards this goal

**LSTA Funds Expended: \$86,956**

<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>
10-1-02 thru 9-30-04	10-1-03 thru 9-30-05	10-1-04 thru 9-30-06	10-1-05 thru 12-31-06
\$21,960	\$23,576	\$26,820	\$14,600

**Total Persons Served: 1,937**

<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>
10-1-02 thru 9-30-04	10-1-03 thru 9-30-05	10-1-04 thru 9-30-06	10-1-05 thru 12-31-06
581	678	678	

The objective of the Certification project is to develop skills and attitudes among public library staff to promote library development and the best possible public library service. Undertaken in partnership with the Oklahoma Library Association, certification offers a base level of library skills achieved through an Institute in Public Librarianship (IPL), an advanced level of certification, and promotion of continuing education through a renewal process.

There are seven basic classes offered on an annual basis covering the topics of collection development, technology, legislation, philosophy of service, interpersonal skills, administration, and public services.

There are eight advanced classes offered on a rotating 18-month schedule delving deeper into topics such as planning, collection analysis, building design, programming and technology.

- In 2003, 770 participants attended 50 classes
- In 2004, 678 participants attended 48 classes
- In 2005, 671 participants attended 51 classes

In 2003 and 2004 the following outputs were gathered. The number of staff who received certification was:

- In 2003, 352 staff
- In 2004, 408 staff

The number of certified librarians who earned four continuing education units in three years and renewed their certificates was:

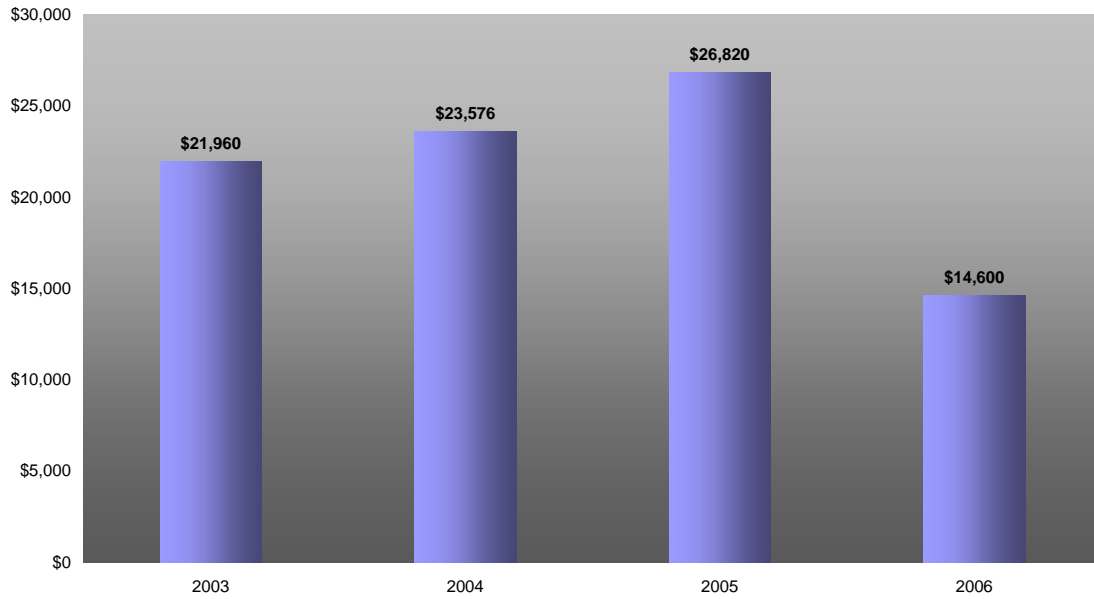
- In 2003, 217 staff
- In 2004, 244 staff

In 2005, direct evaluation of the participants and classes began. The onsite overall evaluation average where the class objectives were met and the instructor was deemed knowledgeable was 92.92%. Survey Monkey surveys collected to gather more information as to “what difference did (the class) make” had a 74% response rate with 69% responding they were more able to do their job.

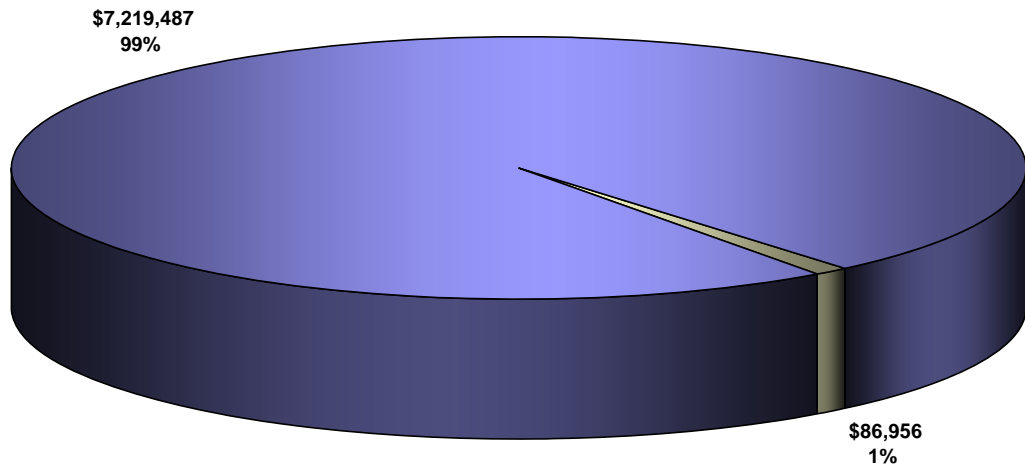
The online survey conducted by ODL in March, 2007 indicated that 91.5% of the 70 librarians responding to the survey were “satisfied” or “very satisfied” with the project. Following is a comment from a librarian participating in this project:

*“I strongly appreciate the Certification Institute as it allows training that my staff wouldn’t have in any other way. It is critical to small libraries who can’t afford to hire librarians with degrees. It offers a level of professionalism to all staff.”*

**Certification for Public Librarians Program  
LSTA Funds Expended by Year  
2003-Dec 2006**



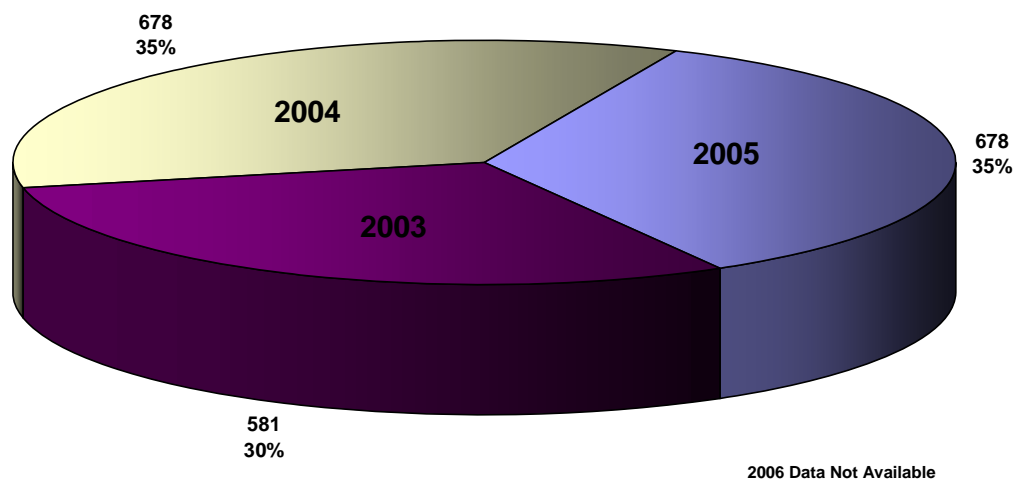
**Certification for Public Librarians Program  
% of Total Expenditures  
2003-Dec 2006**



Certification for Public Librarians Program Funds Expended
  LSTA Funds Expended



**Certification for Public Librarians Program 2003-2005**  
**Number of Persons Served: 1,937**  
**Percent of Total**





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**Project Title:** Continuing Education Conference Grants for Public Librarians

**LSTA Purpose:** Services for lifelong learning

**State Goal:** Trained library staff members are essential for assisting Oklahomans in meeting information needs.

**State Objective:** Insure that all Oklahoma public library staff members have convenient, low-cost or free continuing education opportunities. Provide training to all Oklahoma library workers in use and promotion of statewide library resources.

**Project Purpose:** The Oklahoma Certification Program for Public Librarians states that the purpose of the certification program is to ensure that “public libraries in this state be administered and staffed by trained personnel...library staff must increase their skills and knowledge through continuing education in order to keep abreast of developments in the information age” in order “to improve library service throughout the state.”

**Progress towards state goal and objective:**

- Surpassed this goal
- Met the goal
- Made progress towards this goal
- Did not work towards this goal

**LSTA Funds Expended: \$85,103**

<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>
10-1-02 thru 9-30-04	10-1-03 thru 9-30-05	10-1-04 thru 9-30-06	10-1-05 thru 12-31-06
\$31,500	\$	\$53,603	\$

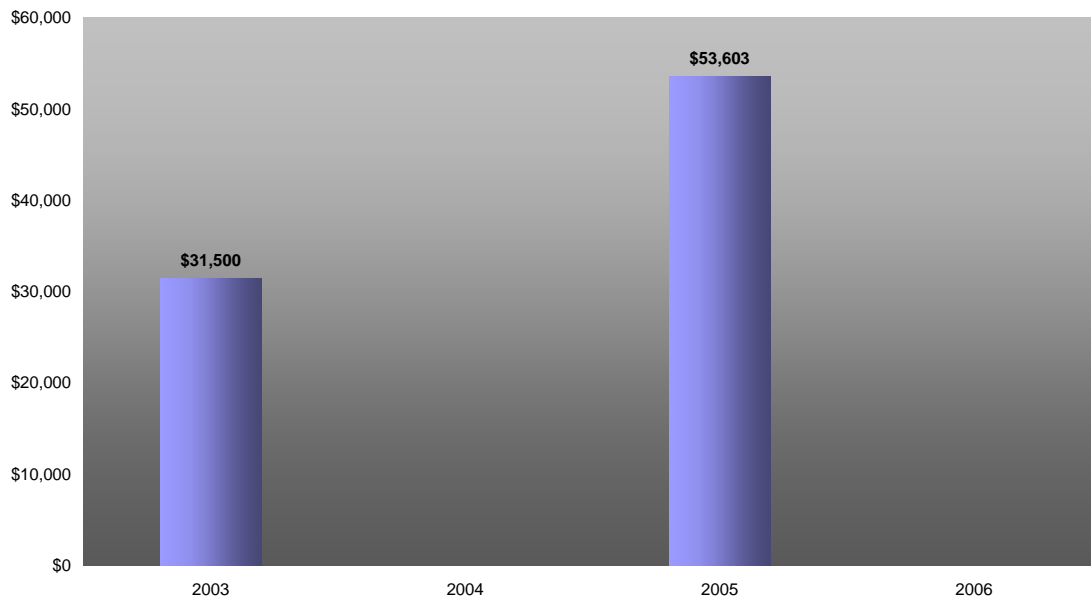
**Total Persons Served: 148**

<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>
10-1-02 thru 9-30-04	10-1-03 thru 9-30-05	10-1-04 thru 9-30-06	10-1-05 thru 12-31-06
58		90	

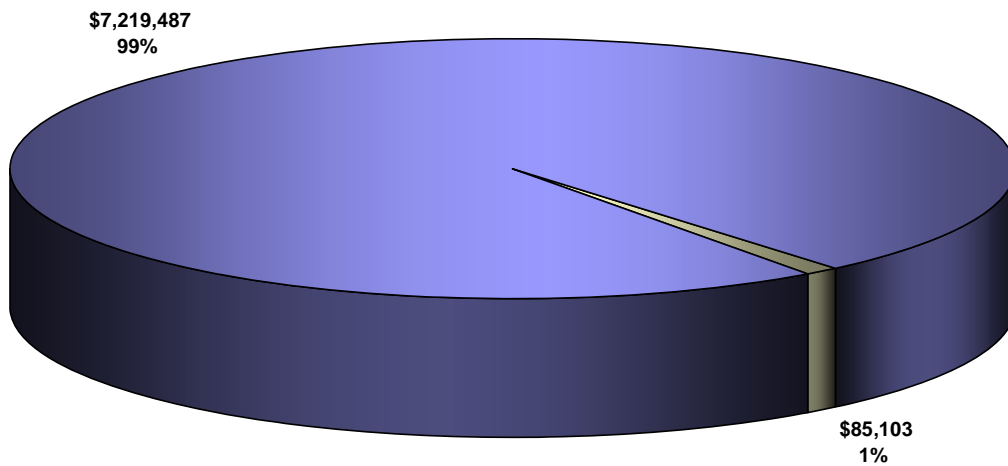
Librarians were given an opportunity to attend a library conference or continuing education event of their choice to encourage continued learning. Using LSTA funds, grants to the Oklahoma Library Association (OLA), Texas Library Association (TLA), and a national conference (ALA or Mountain Plains Library Association (MPLA) or Public Library Association in 2004) were given in increments of \$500, \$700 and \$1000. In 2004, applicants were allowed to attend any type of continuing education event they preferred; whether it was a conference or some other continuing education event. The grants were awarded only to those librarians that were certified through the Certification for Public Librarians Institute. For the years reported, a total of 148 grants were issued to eligible applicants (2003-58, 2004 & 2005-90).

Each recipient reported on conference sessions attended or class content. Attendees learned something they could use in their work to become more productive. Outcomes included increases in knowledge and the opportunity to network with others in similar situations. Attendees additionally took back to their libraries suggestions for changes, improvement or expansion of services, and increased confidence in themselves and their job.

**Continuing Education Conference Grants for Public Librarians  
LSTA Funds Expended by Year  
2003-Dec 2006**



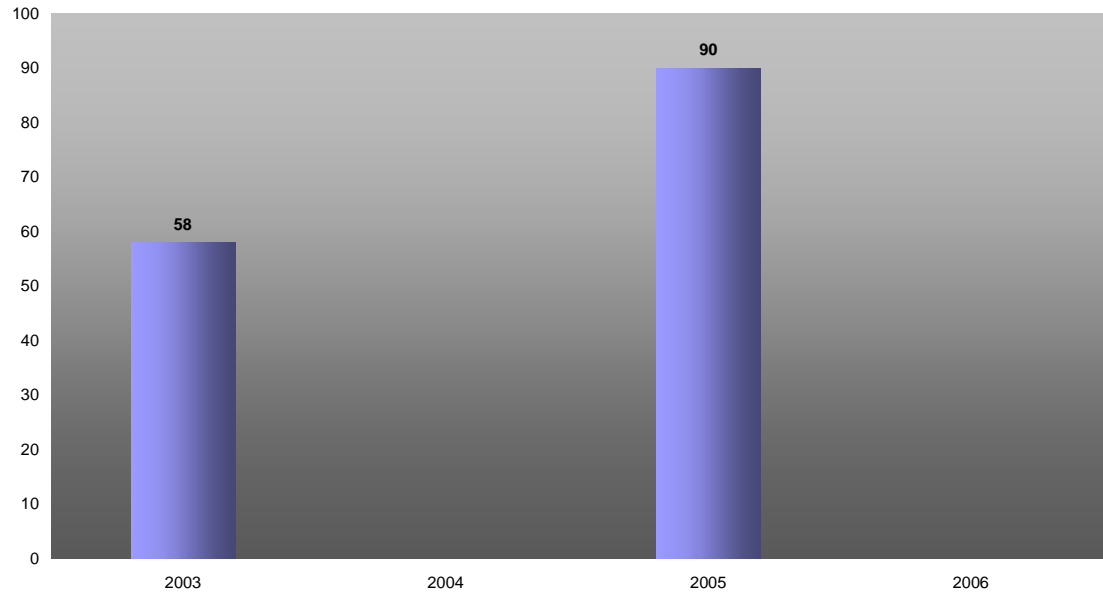
**Continuing Education Conference Grants for Public Librarians  
% of Total Expenditures  
2003-Dec 2006**



- Continuing Education Conference Grants for Public Librarians Funds Expended
- LSTA Funds Expended

**Continuing Education Conference Grants for Public Librarians  
2003-2006**

**Number of Persons Served**



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**Project Title:** Equipment & Training for ODL Computer Lab

**LSTA Purpose:** Services for lifelong learning

**State Goal:** Trained library staff members are essential for assisting Oklahomans in meeting information needs.

**State Objective:** Insure that all Oklahoma public library staff members have convenient, low-cost or free continuing education opportunities. Provide training to all Oklahoma library workers in use and promotion of statewide library resources.

**Project Purpose:** This project provides a computer training lab at the Oklahoma Department of Libraries to meet the frequent need for training on software, online information, and hardware.

**Progress towards state goal and objective:**

- Surpassed this goal
- Met the goal
- Made progress towards this goal
- Did not work towards this goal

**LSTA Funds Expended: \$56,464**

<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>
10-1-02 thru 9-30-04	10-1-03 thru 9-30-05	10-1-04 thru 9-30-06	10-1-05 thru 12-31-06
\$17,950	\$17,647	\$19,223	1,645

**Total Persons Served: 1,747**

<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>
10-1-02 thru 9-30-04	10-1-03 thru 9-30-05	10-1-04 thru 9-30-06	10-1-05 thru 12-31-06
359	258	510	620

The Oklahoma Department of Libraries (ODL) has offered free computer training classes to librarians since 1998. This exemplary project is evaluated in detail in Section IV. 90% of those responding to ODL's March, 2007 survey were "satisfied" or "very satisfied" with this program.





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**Project Title:** Foundation Grants Database

**LSTA Purpose:** Library technology, connectivity, and services

**State Goal:** Trained library staff members are essential for assisting Oklahomans in meeting information needs.

**State Objective:** Insure that all Oklahoma public library staff members have convenient, low-cost or free continuing education opportunities. Provide training to all Oklahoma library workers in use and promotion of statewide library resources

**Project Purpose:** Many public library directors and trustees are seeking alternative sources of funds for special projects, such as building, remodeling, computer hardware replacement, collection development, programming and other library services. The subscriptions to “The Foundation Directory Online Platinum” will assist libraries in attaining needed additional funding for their libraries.

**Progress towards state goal and objective:**

- Surpassed this goal
- Met the goal
- Made progress towards this goal
- Did not work towards this goal

**LSTA Funds Expended: \$1,295**

<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>
10-1-02 thru 9-30-04	10-1-03 thru 9-30-05	10-1-04 thru 9-30-06	10-1-05 thru 12-31-06
\$1,295	\$	\$	\$

**Total Persons Served: 100**

<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>
10-1-02 thru 9-30-04	10-1-03 thru 9-30-05	10-1-04 thru 9-30-06	10-1-05 thru 12-31-06
100			

The Office of Library Development purchased one (1) annual subscription allowing for three (3) simultaneous users to search the “Foundation Directory Online” database, a top-tier grant seeking research tool including the latest information on grant makers and their grants; containing 250,000+ searchable 990’s, and an entire database of 80,000 grant makers and half a million grants, and exclusive funder portfolios featuring news, requests for proposals, key staff affiliations, printable color charts illustrating grant distribution, and more.

ODL staff will utilize the database to provide not only group training for public and institution librarians but also one to one training. The database will be available for librarians to use in the ODL Computer Training Lab.

The Foundation Directory Online subscription was purchased leveraging LSTA funds with funds from OETA (Oklahoma Educational Television Authority). OETA paid for half of the cost of the subscription.

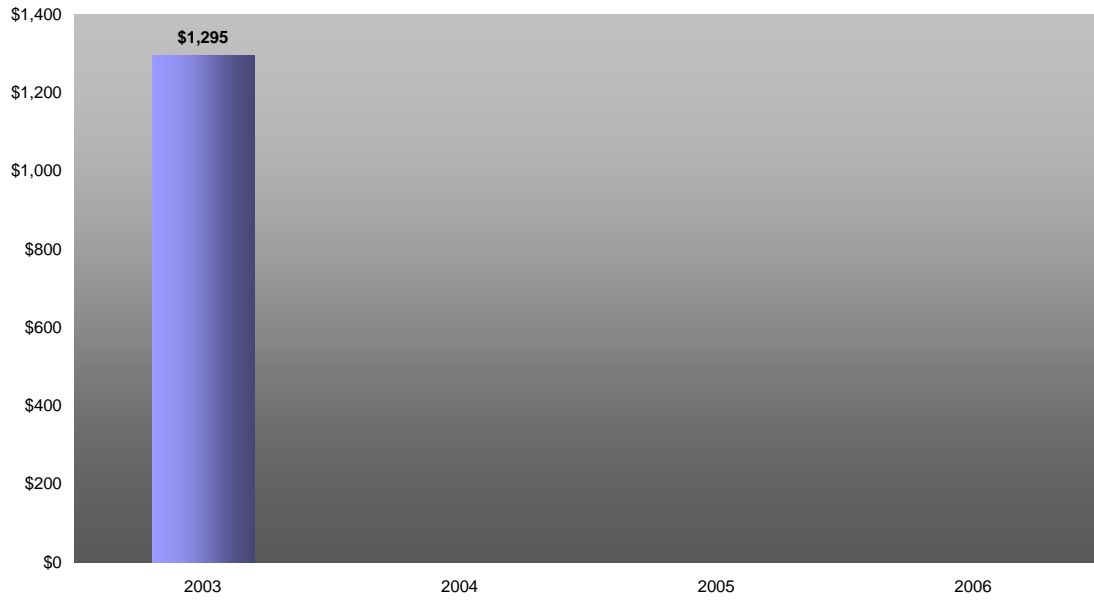
Two (2) ODL staff members presented “Show Me the Money!” at the ProLiteracy Worldwide Annual Conference. As one of the handouts grant leads were pulled from the Foundation Directory Online and given to the 35+ participants.

ODL staff trained three (3) representatives, two (2) public librarians and one (1) business representative in the ODL computer lab to successfully search the Foundation Directory Online. One was a representative from The Lawton Public Library and was so excited about the product that she requested two (2) ODL staff come to the library to give a presentation of the database to community leaders and librarians in the area. A workshop was presented at the Lawton Public Library to forty-five (45) participants on The Foundation Directory Online. Participants included educators, civic groups, non-profit organizations, churches, and community partnerships in addition to librarians. One (1) consultant followed up with a grant writing workshop.

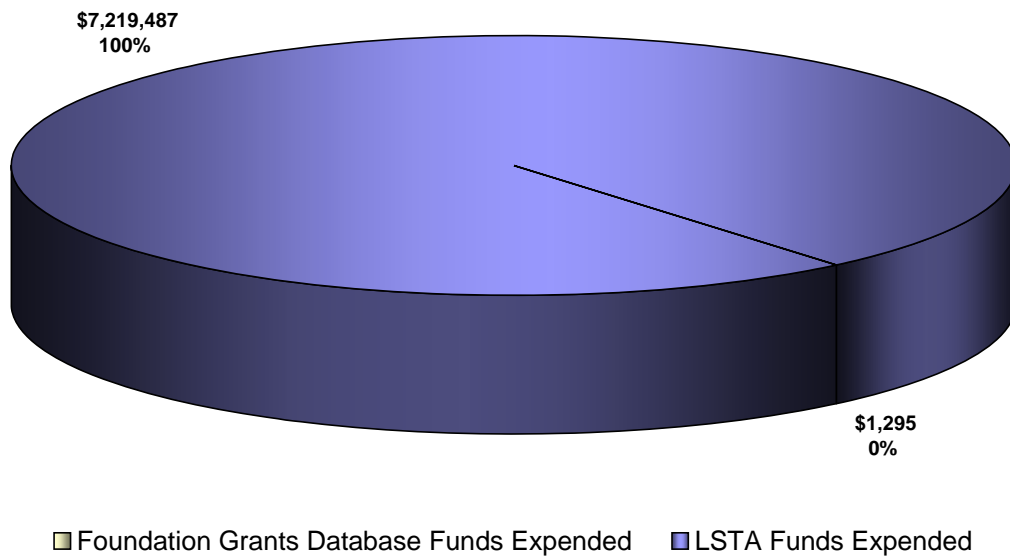
Three (3) people trained in the ODL Computer Lab on using the Foundation Directory Online determined it was so useful that:

- Representative from OETA (Oklahoma Educational Television Authority) requested funding to partner with ODL on purchase price for yearly subscription – leverage of LSTA money with business partner.
- Lawton Public Librarian purchased ten (10) licenses to use for training on the Foundation Directory Online Database held in the library.
- The Director of the Mustang Public Library searched the Foundation Directory Online in the ODL computer training lab and felt it was so helpful that her library purchased its own subscription.

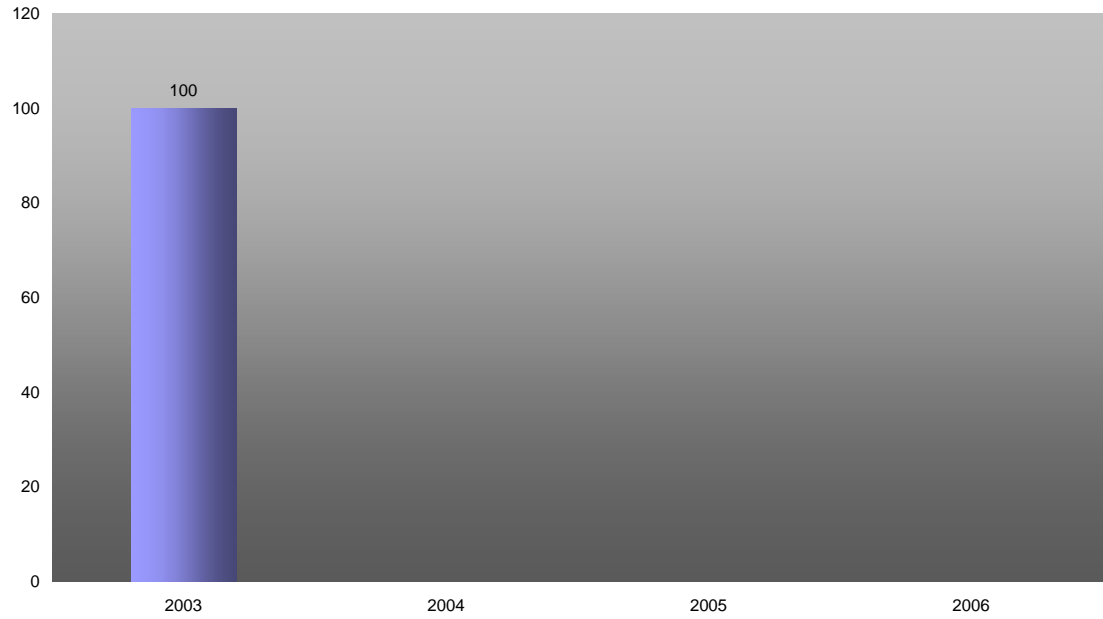
**Foundation Grants Database  
LSTA Funds Expended by Year  
2003-Dec 2006**



**Foundation Grants Database  
% of Total Expenditures  
2003-Dec 2006**



**Foundation Grants Database 2003-2006**  
**Number of Persons Served**



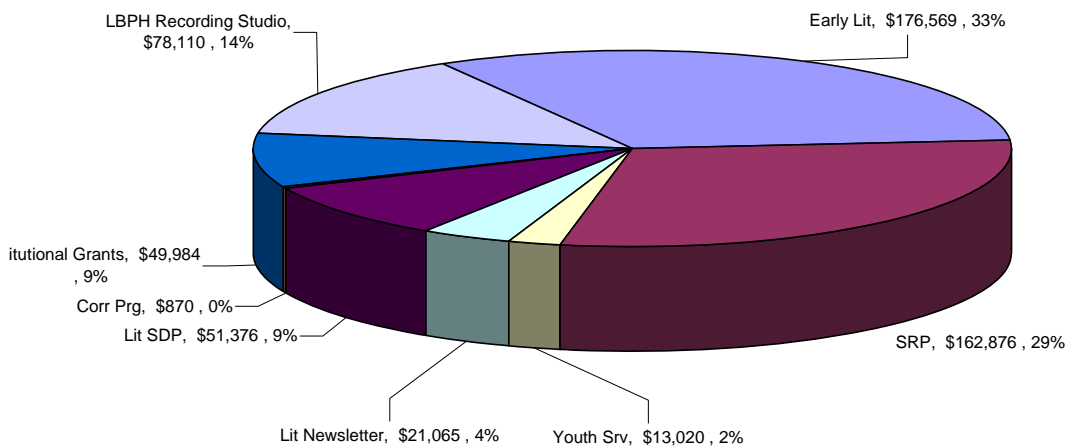


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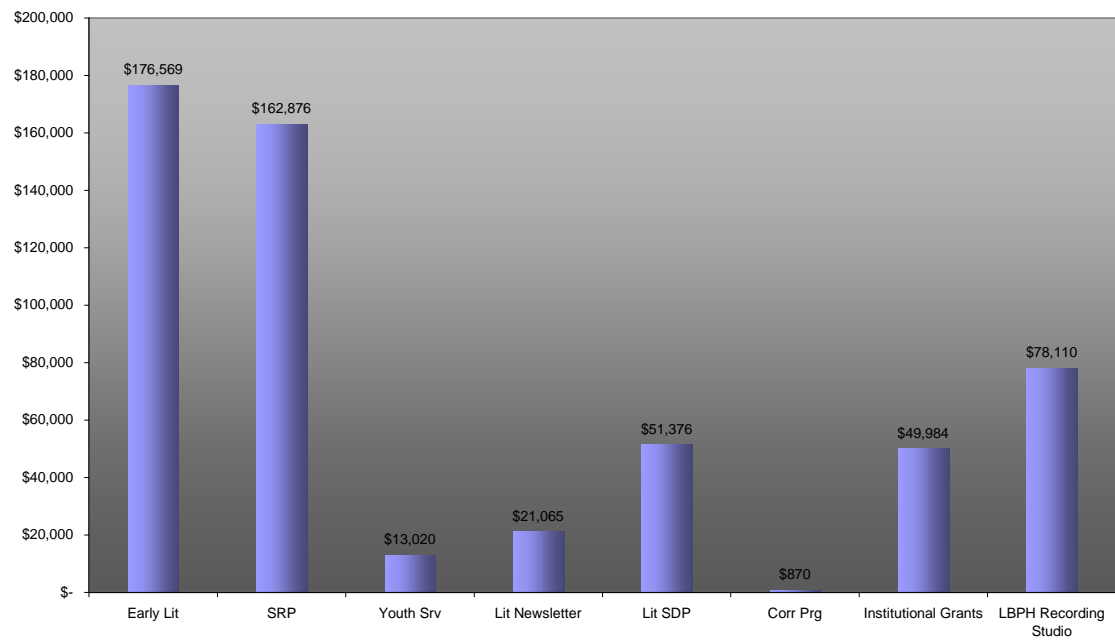
**Goal 3: Oklahomans who are at risk due to economic, social, and physical conditions have less opportunity if they lack basic information skills and resources.**

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**Goal Three**  
**\$ 553,870**



**Goal Three**  
**\$ 553,870**





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**Goal 3, Objective # 1: Support high-quality reading programs for children and youth in public libraries, especially at risk children, to promote healthy development and readiness for school**

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**Project Title:** Early Literacy Grant

**LSTA Purpose:** Library and information services to persons having difficulty using a library and to underserved urban and rural communities, including children (from birth through age 17) from families with incomes below the poverty line.

**State Goal:** Oklahomans who are at risk due to economic, social, and physical conditions have less opportunity if they lack basic information skills and resources.

**State Objective:** Support high-quality reading programs for children and youth in public libraries, especially at risk children, to promote healthy development and readiness for school.

**Project Purpose:** To draw the attention of Oklahoma public library directors and youth services staff members to the area of service to children up to age 3. To provide training and information to them about the importance of serving this age group and the means of doing so. To provide a small grant to allow them to use their training in a project to begin or enhance this service. To encourage awareness of national, statewide, and local community partnerships emphasizing early literacy as a key factor in school readiness, especially the Oklahoma Partnership for School Readiness. To provide a means for the Oklahoma Department of Libraries to demonstrate its commitment to that Partnership.

**Progress towards state goal and objective:**

- Surpassed this goal
- Met the goal
- Made progress towards this goal
- Did not work towards this goal

**LSTA Funds Expended: \$176,569**

<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>
10-1-02 thru 9-30-04	10-1-03 thru 9-30-05	10-1-04 thru 9-30-06	10-1-05 thru 12-31-06
\$121,862	\$54,707	\$	\$

**Total Persons Served: 165,803**

<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>
10-1-02 thru 9-30-04	10-1-03 thru 9-30-05	10-1-04 thru 9-30-06	10-1-05 thru 12-31-06
98,511	67,292		

The Early Literacy Grant provided emergent literacy education for librarians and resources for parents and caregivers of children ages 0-2. Eight emergent literacy workshops, attended by 105 librarians, were held throughout Oklahoma. Workshops included information on brain development, the importance of family reading, and how librarians should select appropriate early literacy materials. Pre-tests revealed that 87% of attendees were not able to correctly answer 7 or more of the 10 pre-test questions, and 12% of attendees were unable to answer any pre-test question correctly. Presenters reviewed all topic areas during the workshop to ensure proficiency of attendees. Libraries were invited to apply for grants to enhance resources for the target audience. Grant awards were calculated using percentage of children under the age of 5 in the service area (US Census data). Funds were awarded to 113 libraries and 7 systems. Grants provided resources for young children and their caregivers by enhancing existing or establishing new library collections. Final project reports indicated that more than 21,570 board books, learning games, and related resources were purchased. Libraries also used the Early Literacy Grant as an opportunity for community outreach. One system used funds to provide books to young children at the local Hispanic Festival, Black American Celebration, and Family Literacy Day project. Some libraries hosted family reading seminars, while others invited local daycare facilities to bring children to the library.

The successful Early Literacy Grant helped libraries focus on the unique needs of their youngest patrons by providing education for librarians and by enhancing outdated and worn collections. Librarians were encouraged to make the new collections appealing to toddlers by putting them in wagons, tubs, or other “fun” displays. Articles and

photographs featuring the early literacy initiative appeared in newspapers throughout the state, and the project was included in the statewide literacy newsletter. Many Oklahoma libraries reported that they would not have had the knowledge or the means to focus on an early literacy collection without the availability of this grant.

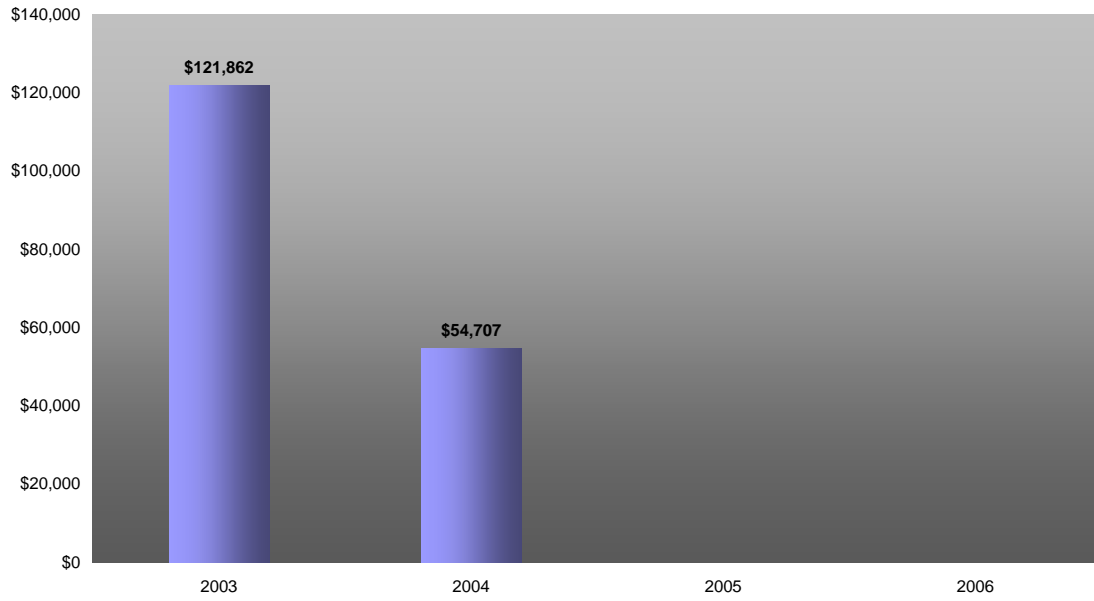
In the ODL online survey about the use of federal funds, 78% of the respondents indicated they are “satisfied” or “very satisfied” with the project. 20% of the 69 responding librarians indicated that they are not involved in the literacy project.

The following comments are taken from this evaluation survey:

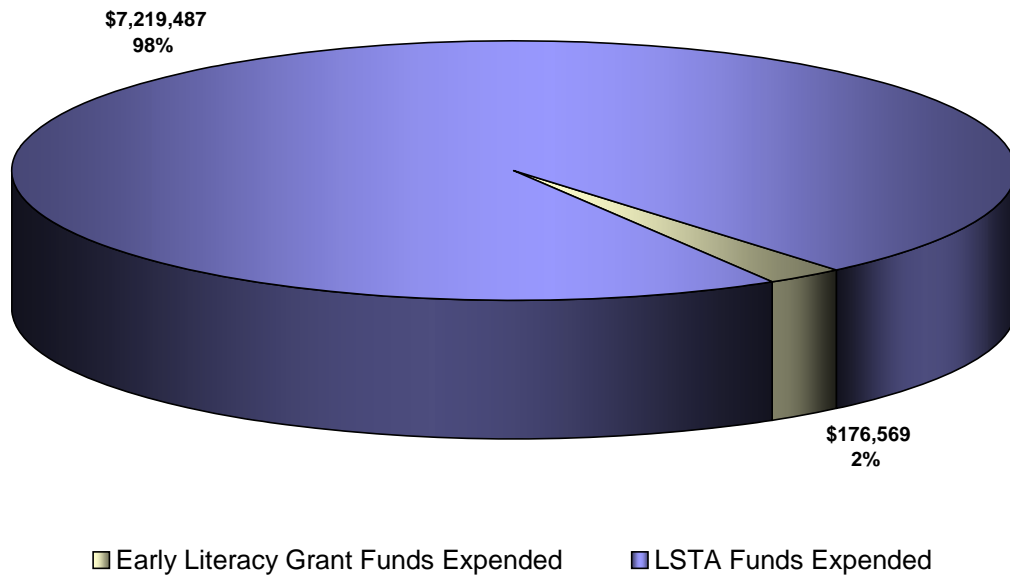
*“LSTA grants have helped us for years but the one specific grant is the Early Literacy Grant. I learned so much from the workshop and this library has greatly benefited with the materials we were able to purchase.”*

*“The early literacy grant was the most useful of all the grants for my community. Before the training and grants provided through ODL, people here had no idea of the resources available to them, nor did they understand.”*

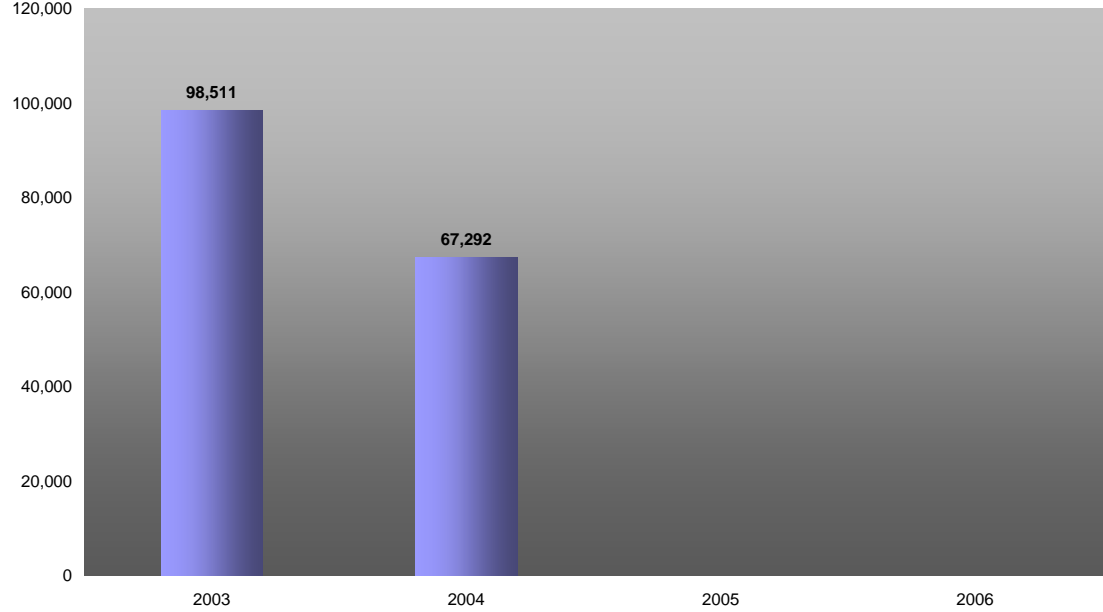
**Early Literacy Grant  
LSTA Funds Expended by Year  
2003-Dec 2006**



**Early Literacy Grant  
% of Total Expenditures  
2003-Dec 2006**



**Early Literacy Grant 2003-2006**  
**Number of Persons Served**





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**Project Title:** Summer Reading Program

**LSTA Purpose:** Targeting library and information services to persons having difficulty using a library and to underserved urban and rural communities, including children (from birth through age 17) from families with incomes below the poverty line.

**State Goal:** Oklahomans who are at risk due to economic, social, and physical conditions have less opportunity if they lack basic information skills and resources.

**State Objective:** Support high-quality reading programs for children and youth in public libraries, especially at risk children, to promote healthy development and readiness for school.

**Project Purpose:** To provide a reading promotion during the summer primarily aimed at 5-11 years throughout the state of Oklahoma by developing a theme, graphic and print materials, a resource manual, training for public library workers, and publicity.

**Progress towards state goal and objective:**

- Surpassed this goal
- Met the goal
- Made progress towards this goal
- Did not work towards this goal

**LSTA Funds Expended: \$162,876**

<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>
10-1-02 thru 9-30-04	10-1-03 thru 9-30-05	10-1-04 thru 9-30-06	10-1-05 thru 12-31-06
\$48,884	\$58,625	\$55,197	\$170

**Total Persons Served: 283,387**

<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>
10-1-02 thru 9-30-04	10-1-03 thru 9-30-05	10-1-04 thru 9-30-06	10-1-05 thru 12-31-06
86,868	96,275	100,244	

The Oklahoma Department of Libraries (ODL) produces a state-wide summer reading program to be used by public libraries. ODL conducts workshops in the spring of each year to train librarians. ODL partners with Sonic who provides book bags and coupons, and the Daily Oklahoman who features the program in a weekly article and hosts a contest for children on their website. ODL hosts a Share Fair in the fall of each year to review the program and prepare for the following year.

Past ODL Youth Services Consultant's developed a manual along with a planning committee comprised of children's librarians around the state. For the 2005 and 2006 summer reading programs, ODL joined the Collaborative Summer Library Program (CSLP). The CSLP is a consortium of state library agencies which brings summer reading programs to libraries at a low-cost, but with high quality. ODL supplied library materials through CSLP's partnership with Upstart at no cost to the libraries. Library materials were sent to over 200 public and school libraries. ODL held a minimum of 8 training workshops each year, attended by over 300 system, public, and school librarians.

In 2003, the summer reading program (SRP) enrolled 86,868 children ages 5 -11. The 2005 program had 86,464 enrolled and 2006 had 97,723. Libraries held over 10,000 programs with an attendance of more than half-a-million children over the three years.

The 2005 and 2006 summer reading programs included a program for young adults. The 2005 program had 9,811 young adults ages 12 – 17 enrolled. This number increased in 2006 to 10,391. Libraries held over 1,000 programs over the two years for young adults.

ODL hosts a Share Fair in the fall of each year to review with librarians the summer reading program. Attending librarians report on programs conducted by giving advice, strategy and tips for future programs. Oklahoma librarians had a positive response in joining the CSLP. Libraries offering a teen program are quoted as being very pleased with the number of teen participants and want to continue offering the program. Some libraries saw a doubling of children's enrollment and participation from 2005 to 2006 and want to continue expanding services throughout the year.

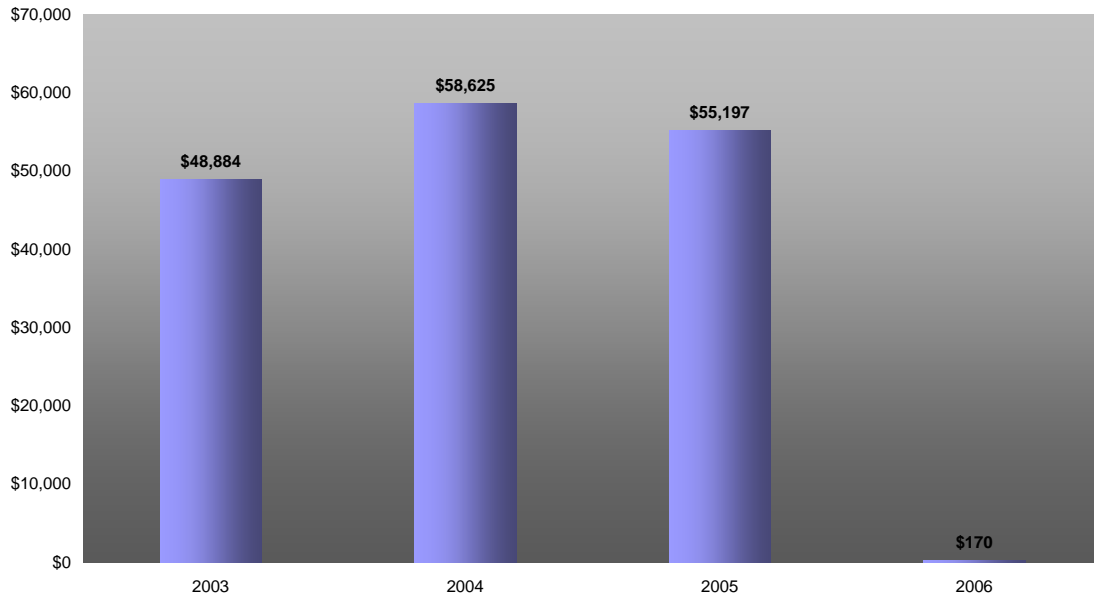


In the ODL online survey, 94% of the respondents indicated they were “satisfied” or “very satisfied” with this project. Following are some of the comments from the librarians:

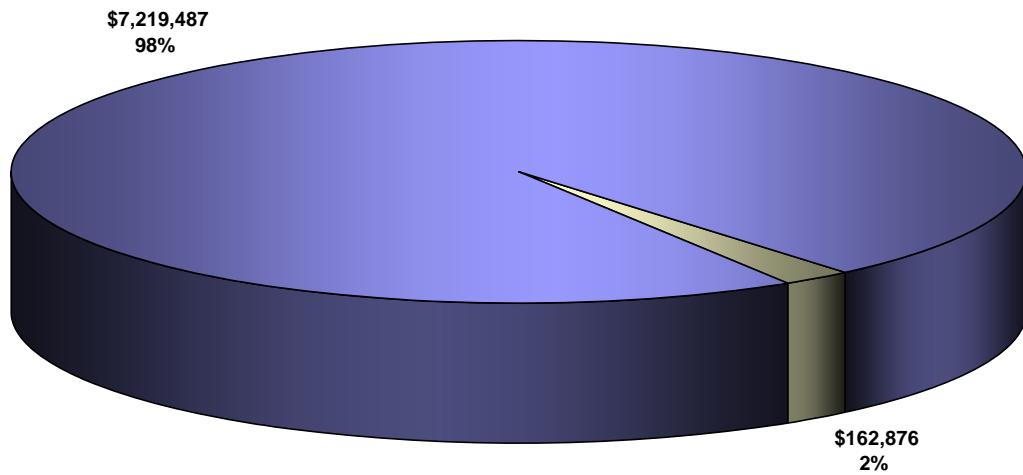
*“The Summer Reading Program is one of the most-used resources of our library in the summer. We would have trouble maintaining such a wonderful program without the help we receive by both the workshops and manuals provided.”*

*“The Summer Reading Program is a big event at our library. We keep children and teens reading through the summer months to help them keep up their reading skills.”*

**Summer Reading Program  
LSTA Funds Expended by Year  
2003-Dec 2006**

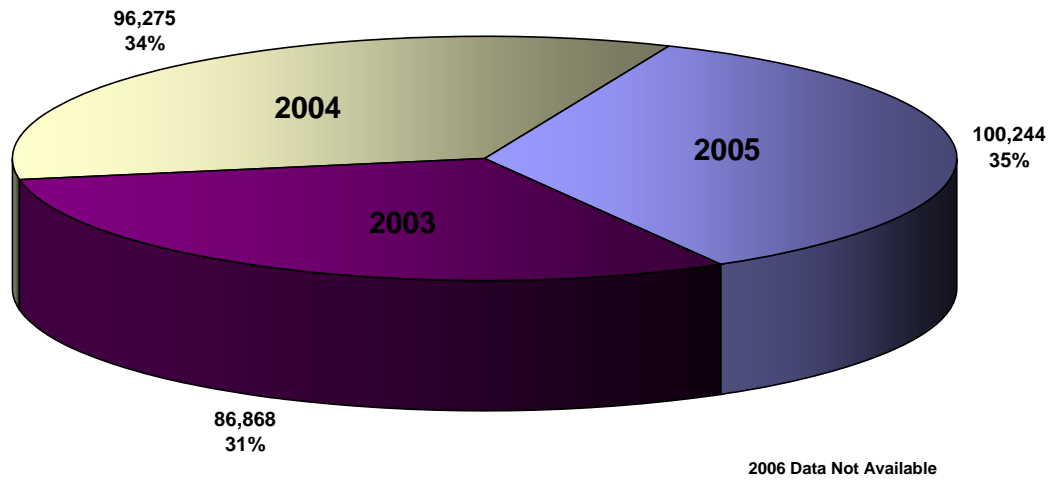


**Summer Reading Program  
% of Total Expenditures  
2003-Dec 2006**



■ Summer Reading Program Funds Expended ■ LSTA Funds Expended

**Summer Reading Program 2003-2005**  
**Number of Persons Served: 283,387**  
**Percent of Total**





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**Project Title:** Youth Services Workshop

**LSTA Purpose:** Targeting library and information services to persons having difficulty using a library and to underserved urban and rural communities, including children (from birth through age 17) from families with incomes below the poverty line.

**State Goal:** Oklahomans who are at risk due to economic, social, and physical conditions have less opportunity if they lack basic information skills and resources.

**State Objective:** Support high-quality reading programs for children and youth in public libraries, especially at risk children, to promote healthy development and readiness for school.

**Project Purpose:** The annual Youth Services Workshop provides training to public library staff in current methods to better serve Oklahoma’s children and youth.

**Progress towards state goal and objective:**

- \_\_\_ Surpassed this goal
- \_\_\_ Met the goal
- Made progress towards this goal
- \_\_\_ Did not work towards this goal

**LSTA Funds Expended: \$13,020**

<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>
10-1-02 thru 9-30-04	10-1-03 thru 9-30-05	10-1-04 thru 9-30-06	10-1-05 thru 12-31-06
\$2,882	\$10,138	\$	\$

**Total Persons Served: 136**

<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>
10-1-02 thru 9-30-04	10-1-03 thru 9-30-05	10-1-04 thru 9-30-06	10-1-05 thru 12-31-06
59	77		

The Oklahoma Department of Libraries (ODL) invites speakers who specialize in youth development. The objective is to educate and train librarians to implement or increase existing programs and services targeted towards the youth of Oklahoma. In 2003, Patrick Jones presented on young adult services. Dr. Ellen Goldsmith presented on family reading programs in 2004.

Patrick Jones is a nationally-recognized expert on services to teens. His topic was “Connecting with Young Adults: Best Practices for Serving Young Adults.” The objectives of the workshop were the discussion of the values of services to young adults, the improvement of customer services to young adults, promotion of print to young adults and the creation of young adult spaces in the library.

The workshop was attended by 45 librarians representing 4 library systems, 12 public libraries, one institutional library and one federal library.

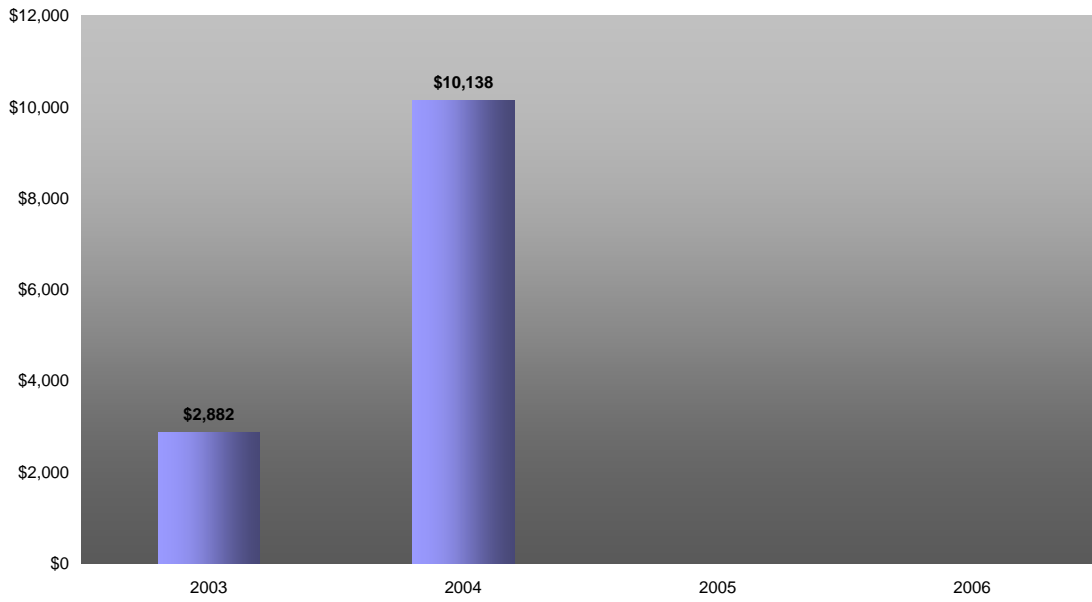
Librarians left the workshop more confident in their ability to serve young adults. They were motivated to input ideas suggested by Jones in their libraries. Librarians became more comfortable speaking to their co-workers and staff about their service to young adults.

Dr. Ellen Goldsmith, director of the Center for Intergenerational Readiness at New York City College of Technology, presented 2 “Making Family Connections” workshops.

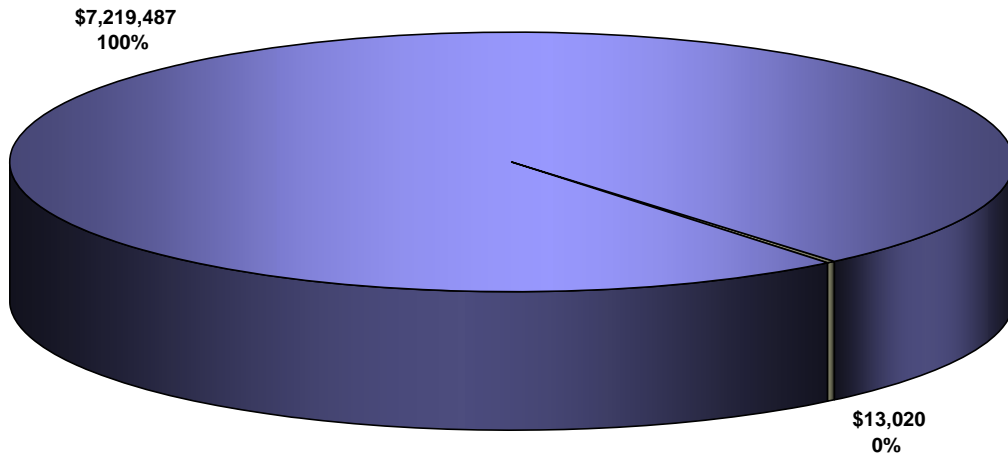
The purpose of the workshops was to inform librarians to begin programs that centered on family reading. Librarians were trained on using different genres of children’s books, the benefits of language and learning for children. Librarians learned how the program could be implemented in any library.

The workshops were attended by 77 library and literacy staff. 91% responded they believed the workshops gave useful information about family reading. Post tests revealed 94% of the attendees would implement information they received from the workshops.

**Youth Services Workshop  
LSTA Funds Expended by Year  
2003-Dec 2006**

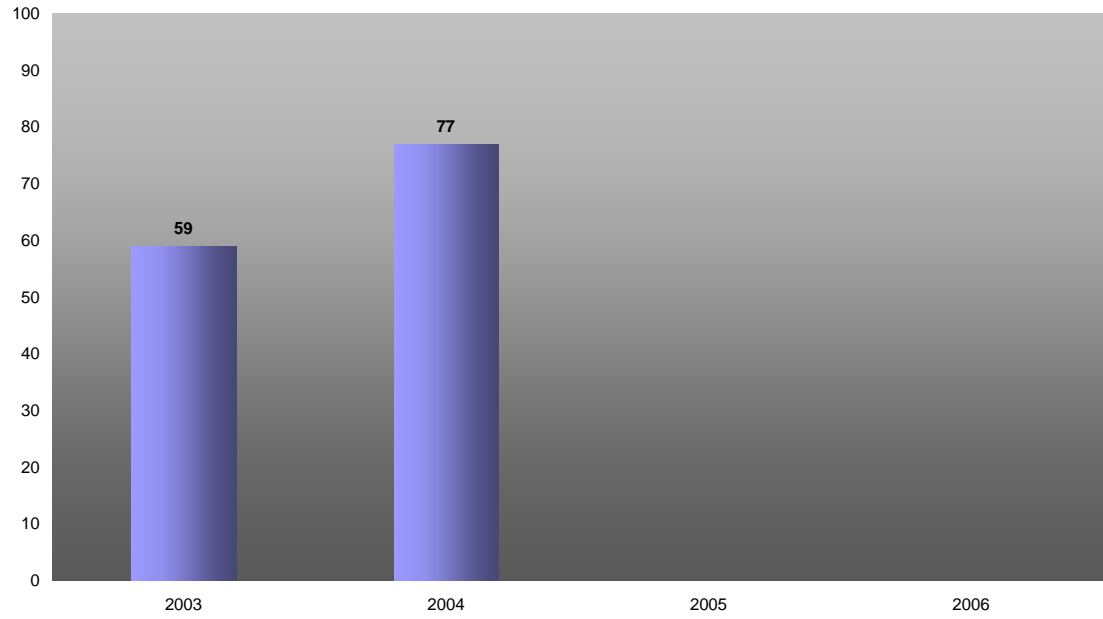


**Youth Services Workshop  
% of Total Expenditures  
2003-Dec 2006**



■ Youth Services Workshop Funds Expended ■ LSTA Funds Expended

**Youth Services Workshop 2003-2006**  
**Number of Persons Served**





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**Goal 3, Objective # 2: Support quality library and community-based literacy councils providing basic literacy education to adult Oklahomans and their families.**

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**Project Title:** Literacy Newsletter

**LSTA Purpose:** Services for lifelong learning

**State Goal:** Oklahomans who are at risk due to economic, social, and physical conditions have less opportunity if they lack basic information skills and resources.

**State Objective:** Support quality library and community-based literacy councils providing basic literacy education to adult Oklahomans and their families.

**Project Purpose:** To offer up-to-date information to Oklahoma’s adult literacy community, including training opportunities, recognition of volunteers, funding leads, teaching strategies, program highlights, and calendar of events/training opportunities.

**Progress towards state goal and objective:**

- Surpassed this goal
- Met the goal
- Made progress towards this goal
- Did not work towards this goal

**LSTA Funds Expended: \$21,065**

<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>
10-1-02 thru 9-30-04	10-1-03 thru 9-30-05	10-1-04 thru 9-30-06	10-1-05 thru 12-31-06
\$8,088	\$5,641	\$6,347	\$989

**Total Persons Served: 11,936**

<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>
10-1-02 thru 9-30-04	10-1-03 thru 9-30-05	10-1-04 thru 9-30-06	10-1-05 thru 12-31-06
4,436	4,000	3,500	

The purpose of the literacy newsletter was to provide up-to-date information, recognition, teaching strategies, and continuing education schedules to Oklahoma's library and community-based literacy volunteers. While a small percentage of local literacy programs had literacy publications, this was the only statewide communication tool available to Oklahoma's literacy volunteers. Sources of information for the publication originated from local newspapers, local program directors, site visits, national publications, and the internet. Department of Libraries (ODL) literacy staff wrote and edited the publication and submitted text to the Public Information Office for layout. The newsletter was printed at ODL and was outsourced for folding and tabbing. Address labels were affixed by clerical staff, and the publication was mailed to literacy volunteers, librarians, legislators, and others interested in Oklahoma's literacy efforts. The newsletter was distributed five times each year and was posted on the ODL website. A member of the literacy office maintained the data base on an on-going basis. The number of copies printed fluctuated between 3,500 and 4,500, depending on the number of active tutors.

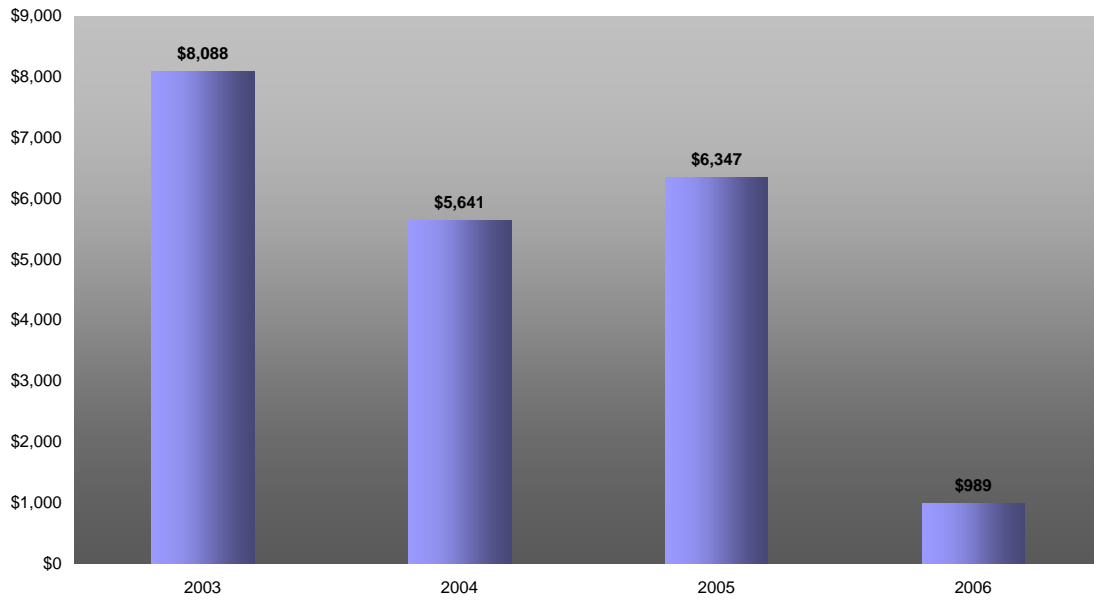
A random sample evaluation was conducted each year to monitor quality and effectiveness of the publication. Results indicated that more than 70% of the sample audience had implemented new teaching strategies included in the publication. More than 85% were made aware of new tutoring materials, and 97% considered themselves more informed of the overall literacy effort in Oklahoma as a result of the publication. Literacy workshops, seminars, and the state literacy conference were promoted in the publication. These continuing education opportunities all met their registration projections.

While libraries and literacy offices had access to the internet, many individual tutors did not have access. The 2005 publication evaluation indicated that 51% those polled preferred the hard copy format of the publication. Because volunteer tutors were often retired individuals with fixed incomes, and because of the ever changing nature of the volunteers, this publication was an important and on-going tool (and sometimes the only tool) for maintaining communication and providing information.

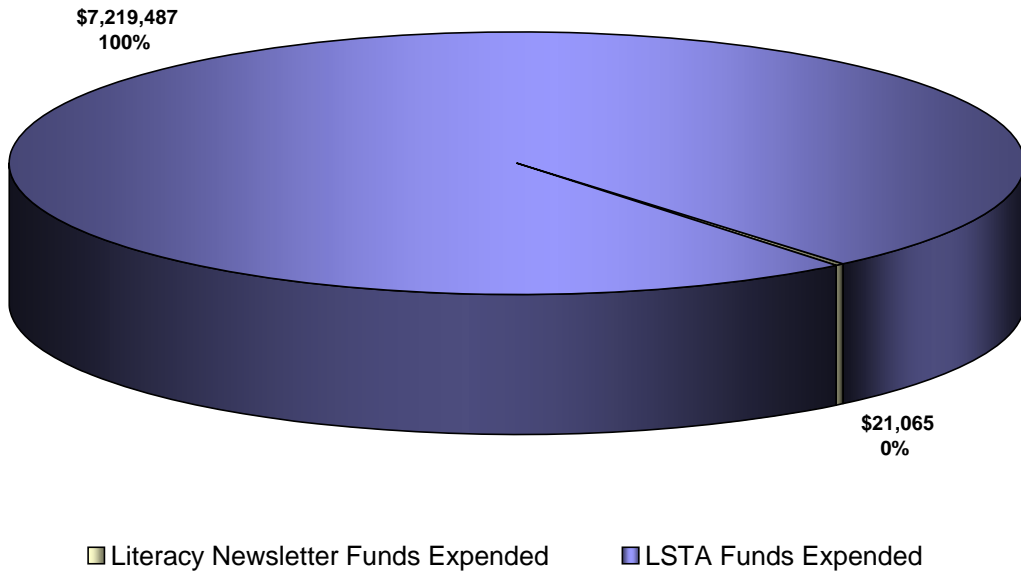
78% of those responding to the ODL survey on the use of federal funds were "satisfied" or "very satisfied" with this program. 20% responding indicated they do not use this program. One of the participants stated:

*“I would like to add that the literacy department folks are dedicated to making a difference in Oklahoma and do an excellent job working with libraries and literacy coalitions. The monies used for literacy do make a big difference.”*

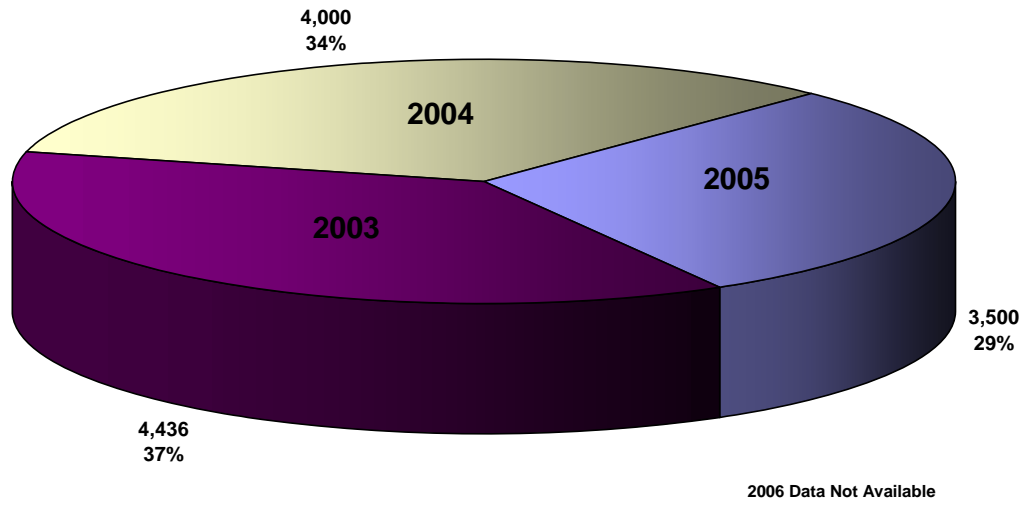
**Literacy Newsletter  
LSTA Funds Expended by Year  
2003-Dec 2006**



**Literacy Newsletter  
% of Total Expenditures  
2003-Dec 2006**



**Literacy Newsletter 2003-2005**  
**Number of Persons Served: 11,936**  
**Percent of Total**





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**Project Title:** Literacy – Student Development Project

**LSTA Purpose:** Services for lifelong learning

**State Goal:** Oklahomans who are at risk due to economic, social, and physical conditions have less opportunity if they lack basic information skills and resources.

**State Objective:** Support quality library and community-based literacy councils providing basic literacy education to adult Oklahomans and their families.

**Project Purpose:** The primary purpose of this project is to encourage and assist adult literacy students to become active learners; to become powerful advocates for literacy; motivate other students; recruit students, tutors, and funders; and promote local and state literacy initiatives.

**Progress towards state goal and objective:**

- \_\_\_ Surpassed this goal
- \_\_\_ Met the goal
- Made progress towards this goal
- \_\_\_ Did not work towards this goal

**LSTA Funds Expended: \$51,376**

<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>
10-1-02 thru 9-30-04	10-1-03 thru 9-30-05	10-1-04 thru 9-30-06	10-1-05 thru 12-31-06
\$23,388	\$	\$13,988	\$14,000

**Total Persons Served: 11,500**

<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>
10-1-02 thru 9-30-04	10-1-03 thru 9-30-05	10-1-04 thru 9-30-06	10-1-05 thru 12-31-06
8,000		3,500	

The purpose of the Student Development Project was to encourage adult literacy learners to become active advocates, recruiters, and participants in state and local literacy initiatives. To work towards this goal, the Department of Libraries contracted with a student liaison to carry out project activities and promote learner successes. The liaison had extensive experience and expertise in working with adult learners, and was familiar with state, regional, and national literacy efforts. The liaison maintained regular contact with 85 local literacy programs and conducted workshops and activities that addressed the special needs of adult learners. Funds allowed learners to be represented at regional and national literacy events as well as provided scholarships for 50 individuals to attend the state literacy conference annually. Those attending these events were encouraged to share information with their local program and assist with the planning and presentation of state literacy events. Additionally, annual leadership meetings were planned by learners and attended by 50 literacy students from across the state. Learner success stories appeared in local, state, and national publications and were featured on the Voices of Adult Literacy United in Education (VALUE) website.

The impact of this project has been impressive. Learners were elected and actively participated on the state literacy coalition board of directors where the liaison served as their mentor. They helped local programs and the state coalition with fundraising and public speaking. Learners presented sessions at state and regional literacy conferences where they also served as workshop moderators. An Oklahoma learner was asked to serve on the national Student Advisory Committee of ProLiteracy America, and another was elected to the VALUE board. In 2006, Oklahoma received a national literacy award from ProLiteracy America for its efforts in promoting adult learner leadership. The individual who accepted the award on behalf of all programs was an adult learner who directly benefited from this project.

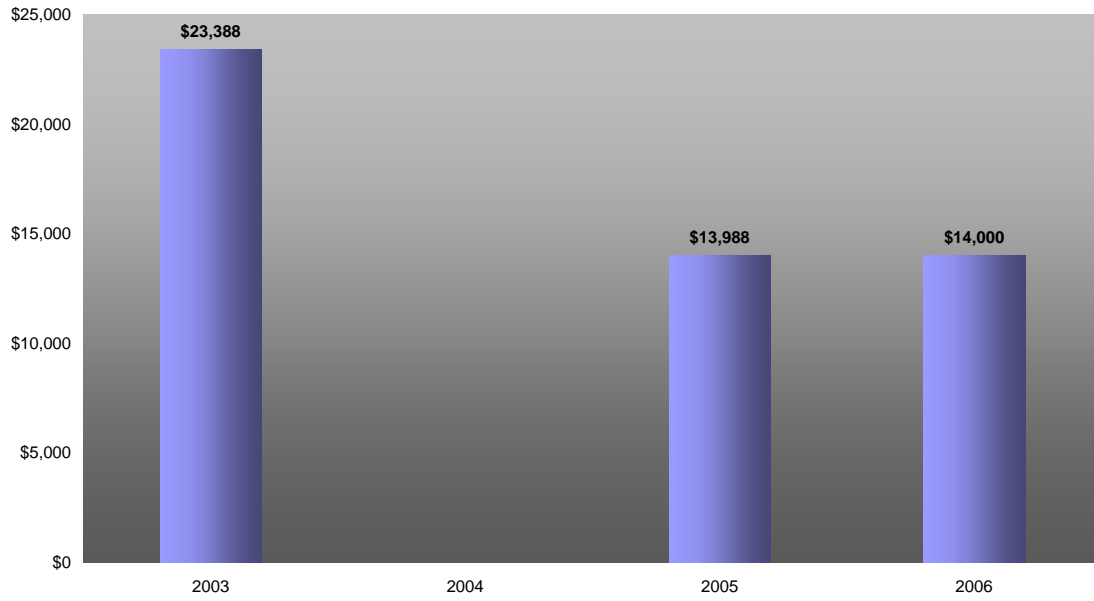
While local literacy programs continued to provide reading instruction, this project allowed the Department of Libraries to focus specifically on learner leadership development. These new literacy leaders continue to enhance Oklahoma's library and community-based literacy effort.

In FY2003, LSTA funds were allocated to the Student Development Project over a two year period (2003 and 2004) for a total of \$23,388. In 2003, \$13,800 was budgeted and in 2004, \$9,588 was budgeted. The

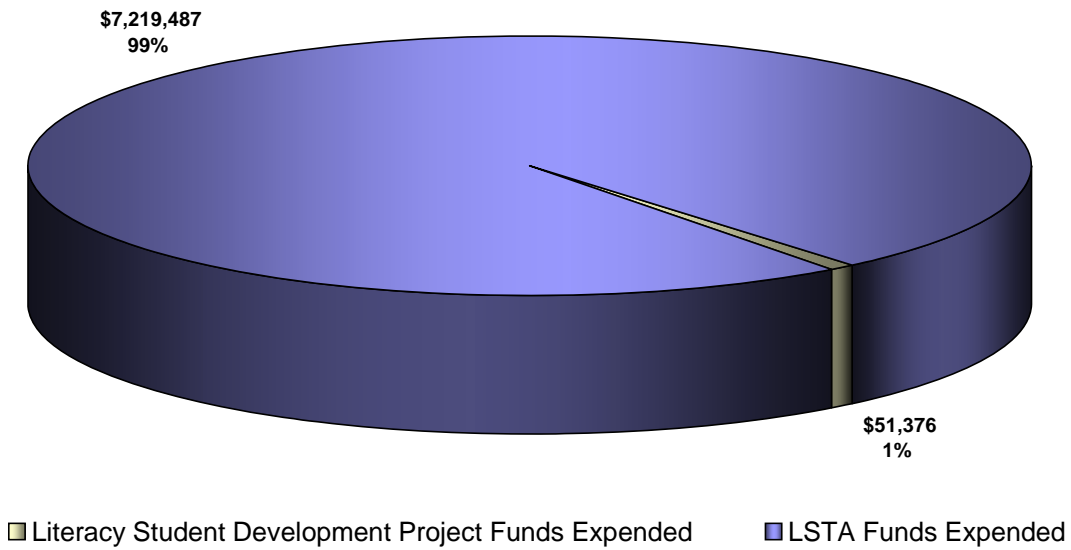


number reached as a result of the project was 4,000 each of the years. This includes all Oklahoma students reported as served by ODL programs during those years, as each student was served directly and indirectly through this LSTA project.

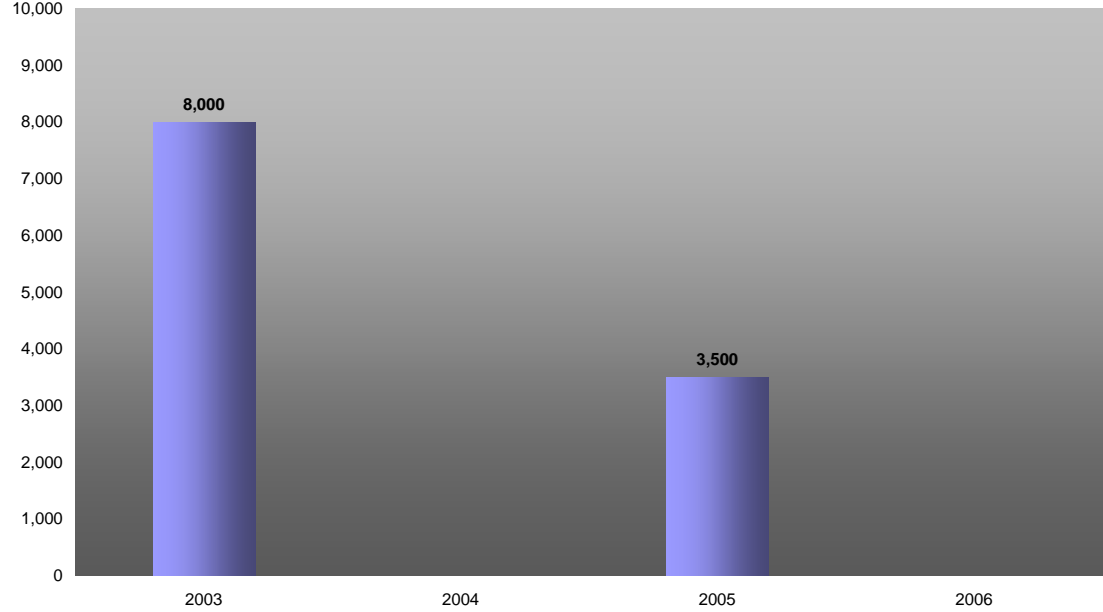
**Literacy Student Development Project  
LSTA Funds Expended by Year  
2003-Dec 2006**



**Literacy Student Development Project  
% of Total Expenditures  
2003-Dec 2006**



**Literacy Student Development Project 2003-2006**  
**Number of Persons Served**





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**Goal 3, Objective # 3: Increase use of library services to Oklahomans whose language is not English by training public library staff, supporting increased resources, and encouraging cooperation with community groups and agencies.**

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No projects were funded that met this objective during the time frame of this report.



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**Goal 3, Objective # 4: Maintain libraries in state institutions by consultation and grant eligibility standards.**

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**Project Title:** Institution Grants

**LSTA Purpose:** Services for lifelong learning

**State Goal:** Oklahomans who are at risk due to economic, social, and physical conditions have less opportunity if they lack basic information skills and resources.

**State Objective:** Maintain libraries in state institutions by consultation and grant eligibility standards.

**Project Purpose:** Goal 3, Objective 4 in ODL’s LSTA 5-Year Plan states that the Oklahoma Department of Libraries will “maintain libraries in state institutions by consultation and grant eligibility standards.”

**Progress towards state goal and objective:**

- ▬ Surpassed this goal
- Met the goal
- Made progress towards this goal
- Did not work towards this goal

**LSTA Funds Expended: \$49,984**

<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>
10-1-02 thru 9-30-04	10-1-03 thru 9-30-05	10-1-04 thru 9-30-06	10-1-05 thru 12-31-06
\$	\$49,984	\$	\$

**Total Persons Served: 12,329**

<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>
10-1-02 thru 9-30-04	10-1-03 thru 9-30-05	10-1-04 thru 9-30-06	10-1-05 thru 12-31-06
20	12,309		

The LSTA grants available to the Oklahoma Department of Corrections recreational libraries were offered with certain requirements and incentives. If the Institution library was supervised by a paid full time employee with training in library and information science, the library was eligible for 50% matching funds to a maximum of \$5,500. Those libraries without trained personnel were eligible for 50% matching funds to a maximum of \$500. All money was used to purchase library materials or technical upgrades for computers in the institutional libraries. These requirements were instituted to encourage the Institutions to budget some of their own funds to improve their libraries and to reward those who valued their library enough to hire trained librarians.

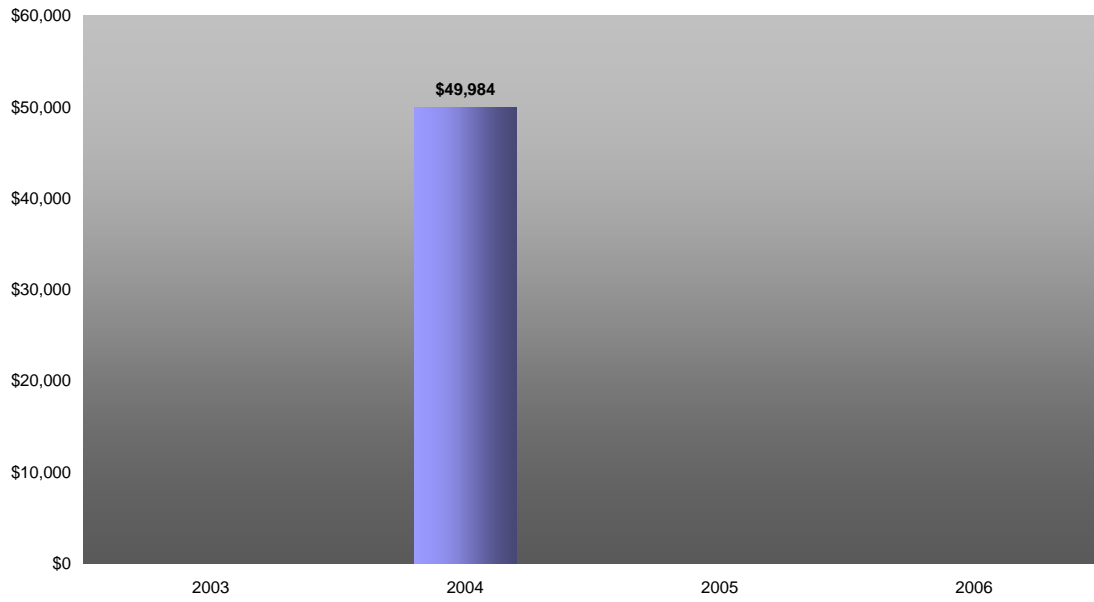
The majority of the money was spent on the purchase of badly needed books, magazines, and newspapers. Best sellers, westerns, magazines reflecting various interests and hometown newspapers were the most requested by the inmates. Funds were also used to purchase computers, circulation systems software updates, book shelves, and library supplies for the institutional libraries.

A one-day workshop for library personnel was presented at the Oklahoma Department of Libraries (ODL) by the Institution Consultant. Participants were encouraged to attend continuing education Certification classes, received updated information on interlibrary loan, and received an introduction on the databases available through ODL's website. Sessions on library advocacy, material selection and how to give a book talk were included. Several notes and phone calls were received expressing appreciation. One librarian sent a note saying:

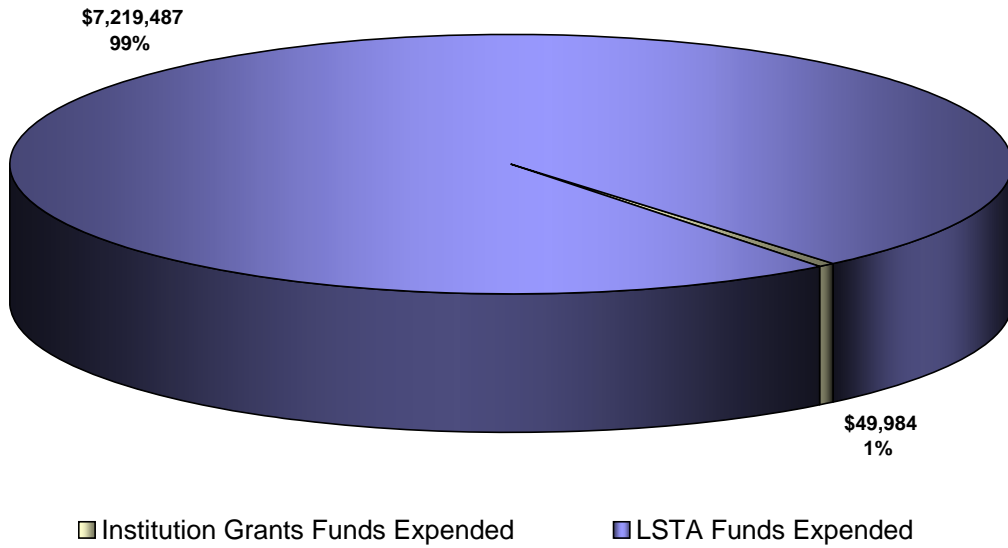
*“The day was packed full of worthwhile, practical topics and their application. I am already benefiting from the computer session by using the ODL website...”*



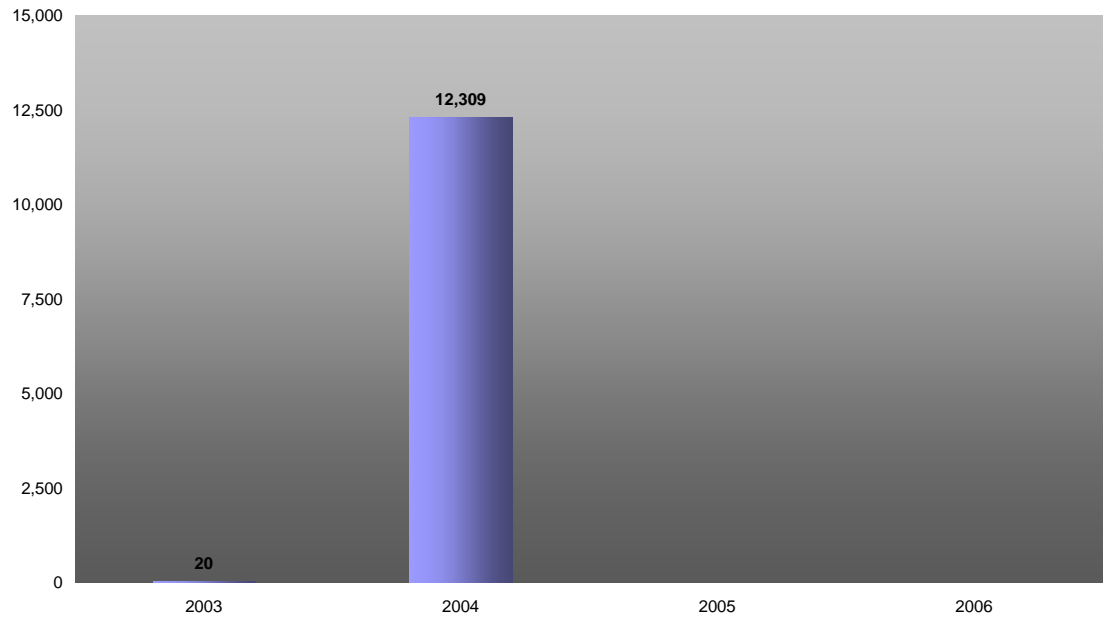
**Institution Grants  
LSTA Funds Expended by Year  
2003-Dec 2006**



**Institution Grants  
% of Total Expenditures  
2003-Dec 2006**



**Institution Grants 2003-2006**  
**Number of Persons Served**



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**Project Title:** Recording Studio for Library of the Blind and Physically Handicapped

**LSTA Purpose:** Services to persons having difficulty using libraries

**State Goal:** Oklahomans who are at risk due to economic, social, and physical conditions have less opportunity if they lack basic information skills and resources.

**State Objective:** Maintain libraries in state institutions by consultation and grant eligibility standards.

**Project Purpose:** To expand and enhance digital recording studio for production of high quality audio books and magazines for blind and physically handicapped persons.

**Progress towards state goal and objective:**

- \_\_\_ Surpassed this goal
- \_\_\_ Met the goal
- Made progress towards this goal
- \_\_\_ Did not work towards this goal

**LSTA Funds Expended: \$78,110**

<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>
10-1-02 thru 9-30-04	10-1-03 thru 9-30-05	10-1-04 thru 9-30-06	10-1-05 thru 12-31-06
\$24,610	\$25,000	\$28,500	\$

**Total Persons Served: 300**

<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>
10-1-02 thru 9-30-04	10-1-03 thru 9-30-05	10-1-04 thru 9-30-06	10-1-05 thru 12-31-06
100	100	100	

In 2003, the Oklahoma Library for the Blind and Physically Handicapped (OLBPH) received LSTA funds to install a new, state of the art audio book recording studio. Resources for blind and physically handicapped patrons available through the National Library Service for the Blind and Physically Handicapped focus primarily on recordings of national interest. The new Oklahoma lab provided high quality,

digital recordings by Oklahoma authors, about Oklahoma, and of state and local interests. Without the availability of the new recording studio, Oklahoma themed and authored resources in accessible formats were virtually unavailable to patrons who were unable to access printed materials. This initiative was particularly timely as Oklahoma's Centennial celebrations kicked off in November, 2006.

The OLBPH used LSTA funds to purchase and install sound proof recording booth, computer hardware, software, and various pieces of equipment such as microphones, soundboards, and headphones.

In 2004, the OLBPH partnered with the University of Oklahoma and the University of Central Oklahoma to develop studio processes and procedures. College students worked in teams to familiarize themselves with equipment and tested various recording techniques. The partnership resulted in more efficient training of library staff and volunteers. As a result, 25 new titles were recorded versus only three titles recorded in the preceding year. During the reporting period, 53 books have been digitally recorded with 30 additional titles in various stages of completion. Aside from books, the studio also recorded two popular magazines as well as brochures describing services of the Oklahoma Department of Rehabilitative Services and other state agencies.

As a result of the new resources, the number of individuals who checked out locally produced materials increased by 455%, from 130 patrons in 2003 to 721 patrons in 2005.

In 2005, the OLBPH tied the new studio editing workstations to a server/data storage unit which allowed for the transfer of large audio files from one station to another. This process has saved both time and money and has still not realized its full potential.

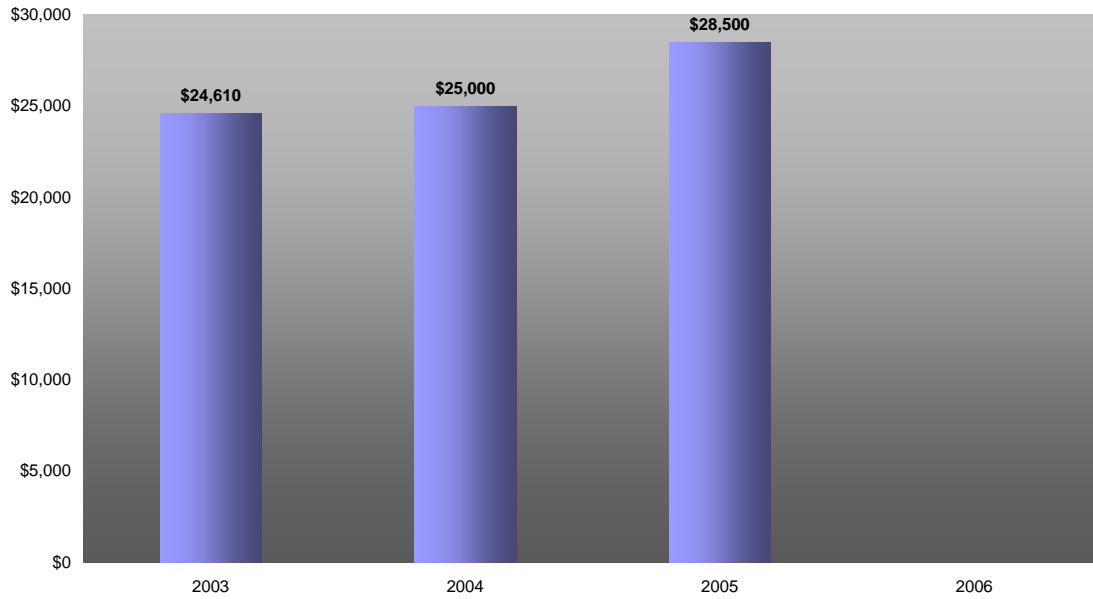
The new recording capabilities and advanced techniques of the OLBPH have been recognized by the Library of Congress and have been featured in several publications over the past three years. Because of the success of the project, the OLBPH studio director has served on several committees to develop standards for digitally recorded magazines and books at the local level in libraries of the blind throughout the nation. The studio director also presented a session on digital recording, editing, and post-production techniques at the 2006

National Library for the Blind and Physically Handicapped conference in Portland, Maine. Oklahoma's recording facility has proven to be a model for similar libraries throughout the nation.

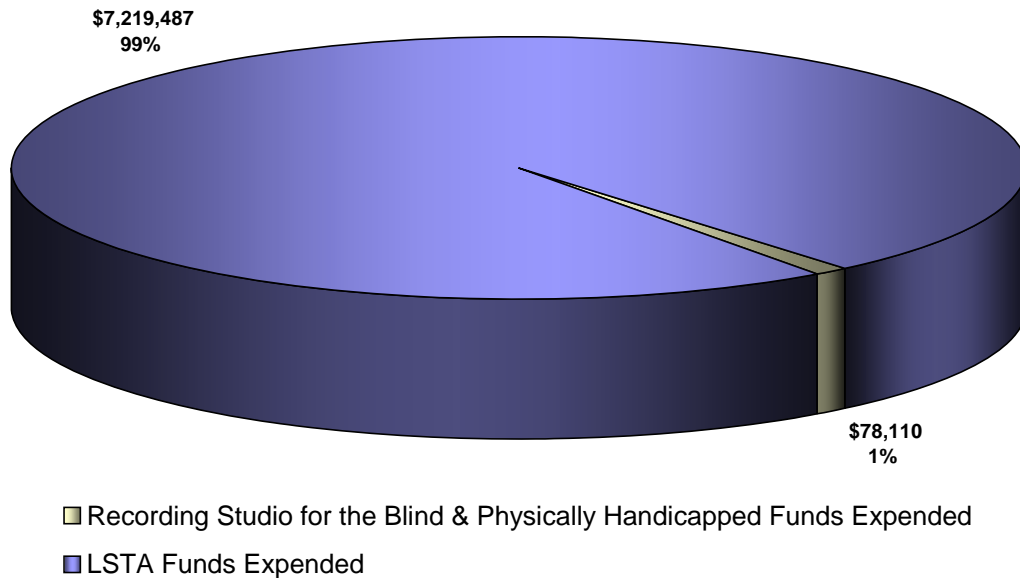
While sighted Oklahomans are able to access materials in bookstores and libraries, LSTA funds enabled the OLBPH to offer high quality resources to site impaired and disabled Oklahomans throughout the state. The OLBPH anticipates that the benefits of the recording lab will continue to expand, both in resources and users for years to come.

The Library for the Blind and Physically Handicapped is part of the Oklahoma Department of Rehabilitative Services, not the Oklahoma Department of Libraries.

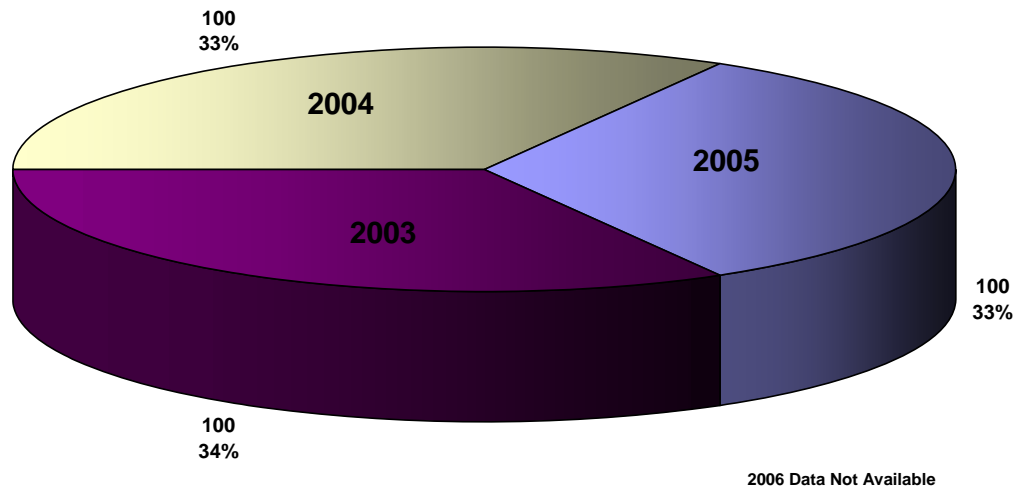
**Recording Studio for Library of the Blind and Physically Handicapped  
LSTA Funds Expended by Year  
2003-Dec 2006**



**Recording Studio for Library of the Blind and Physically Handicapped  
% of Total Expenditures  
2003-Dec 2006**



**Recording Studio for the Library of the Blind and Physically Handicapped 2003-2005**  
**Number of Persons Served: 300**  
**Percent of Total**





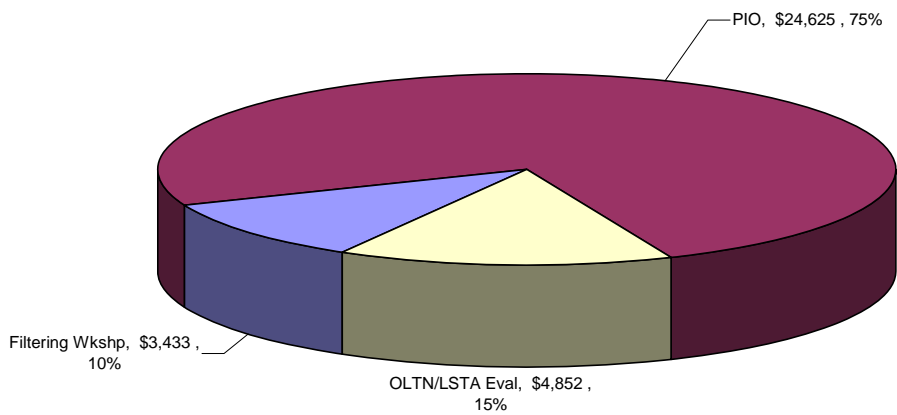


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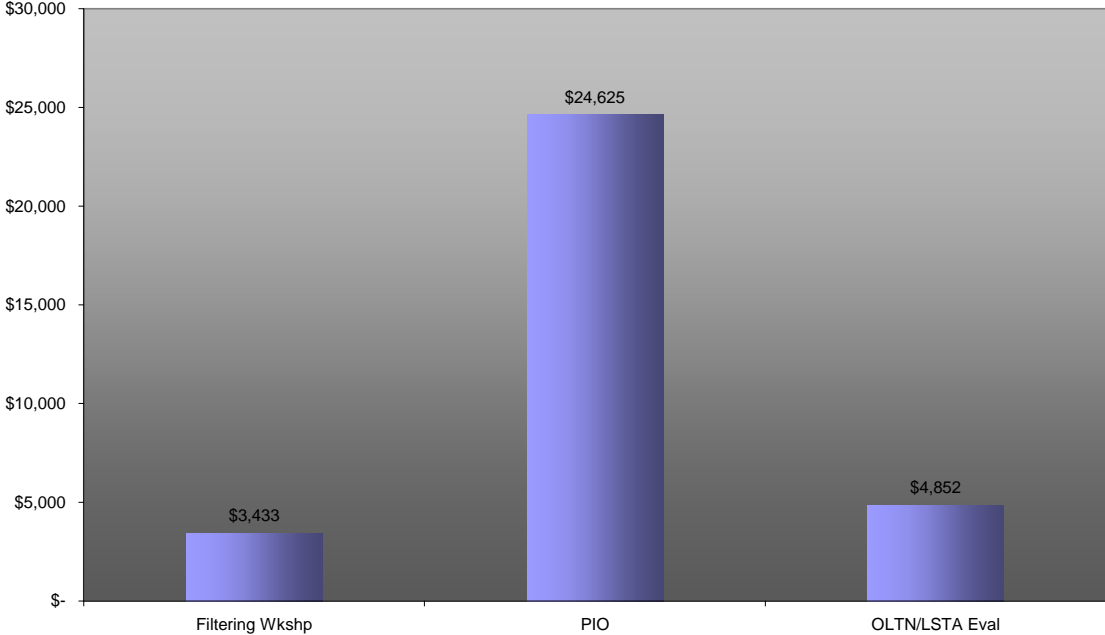
**Goal 4: Developing technology presents opportunities and challenges for libraries as institutions to assess their basic business service model, adopt technology, and innovate service.**

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**Goal Four  
\$ 32,910**



**Goal Four**  
**\$ 32,910**



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**Goal 4, Objective # 1: Lead statewide library technology planning. Assist libraries in creatively adapting to societal changes through innovation and technology adoption.**

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**Project Title:** Filtering Workshop

**LSTA Purpose:** Library technology, connectivity, and services

**State Goal:** Developing technology presents opportunities and challenges for libraries as institutions to assess their basic business service model, adopt technology, and innovate service.

**State Objective:** Lead statewide library technology planning. Assist libraries in creatively adapting to societal changes through innovation and technology adoption.

**Project Purpose:** Goal 4, Objective 1 in ODL's LSTA 5-Year Plan states that ODL will "assist libraries in creatively adapting to societal changes through innovation and technology adoption." Over 90% of Oklahoma's public libraries and library systems rely on e-rate funding to pay a substantial portion of their telecommunication costs, and would not be able to offer internet access through a dedicated connection without the e-rate. Therefore, when the Supreme Court upheld the Children's Internet Protection Act, Oklahoma's public libraries had to install filtering software. The ODL offered a series of regional workshops to help these libraries select the appropriate software and facilitate its installation and use.

**Progress towards state goal and objective:**

- ▬ Surpassed this goal
- Met the goal
- ▬ Made progress towards this goal
- ▬ Did not work towards this goal

**LSTA Funds Expended: \$3,433**

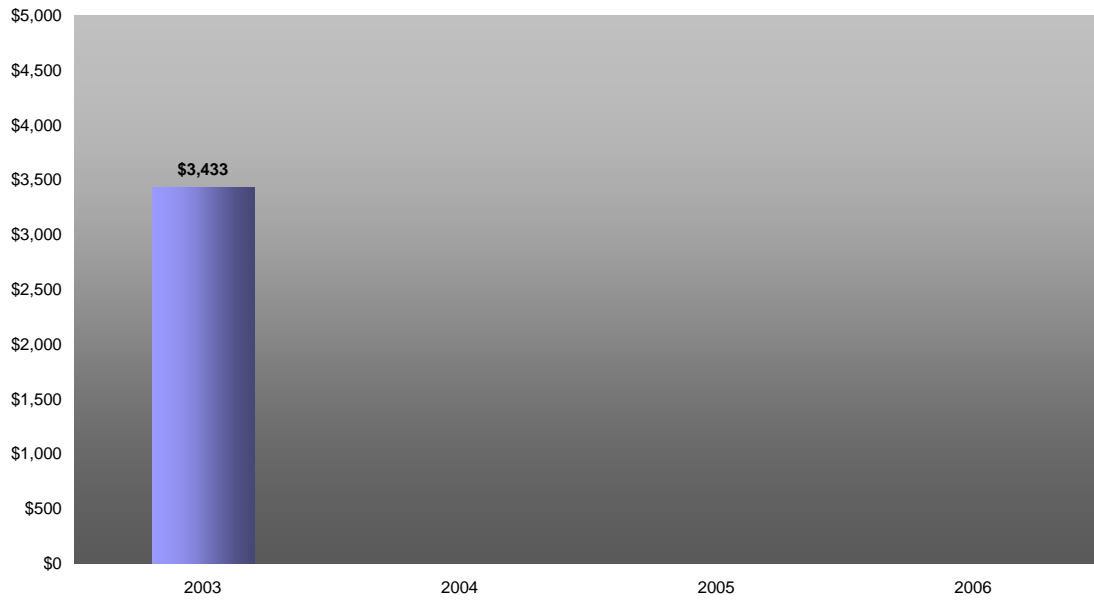
<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>
10-1-02 thru 9-30-04	10-1-03 thru 9-30-05	10-1-04 thru 9-30-06	10-1-05 thru 12-31-06
\$3,433	\$	\$	\$

**Total Persons Served: 74**

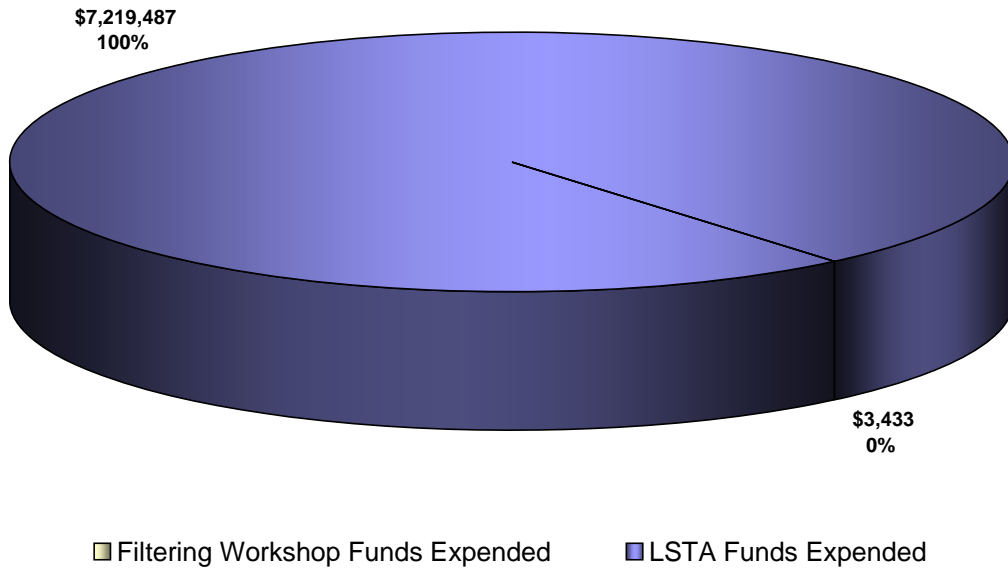
<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>
10-1-02 thru 9-30-04	10-1-03 thru 9-30-05	10-1-04 thru 9-30-06	10-1-05 thru 12-31-06
74			

With over 90% of Oklahoma’s public libraries relying on E-rate funding, and the Supreme Court upholding the Children’s Internet Protection Act (CIPA), Oklahoma’s libraries needed to install filtering software on their Internet accessible computers. To prepare the libraries for federal CIPA and E-rate requirements, the Office of Library Development (OLD) staff researched all types of filtering software currently in use in Oklahoma and on the market. Pricing, installation ease, maintenance, options and quality were the criteria. The OLD then offered a series of three regional workshops in December 2003, focusing on options for filtering software, installation and use. The workshops were aimed at library directors and technology staff. Participants’ at all three workshops totaled 74. The workshops included standard features on filtering software, compliance to CIPA, installation, compatibility and standard maintenance issues. From evaluations taken at the workshops, participants felt they better understood CIPA, were more aware of filtering options available, and were more confident to purchase the software best suited to their library. By July 1, 2004, all public libraries and library systems intending to apply for E-rate funds had installed filtering software. No public library or library system was denied funding because of lack of filtering software.

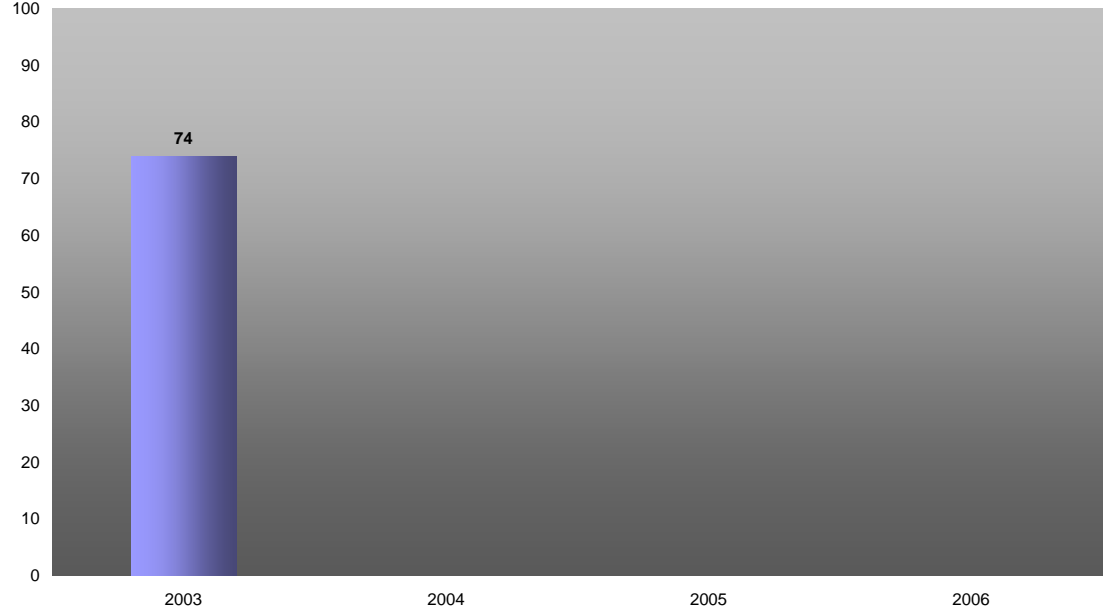
**Filtering Workshop  
LSTA Funds Expended by Year  
2003-Dec 2006**



**Filtering Workshop  
% of Total Expenditures  
2003-Dec 2006**



**Filtering Workshop 2003-2006**  
**Number of Persons Served**



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**Project Title:** OLTN/LSTA Evaluation

**LSTA Purpose:** Project Evaluation

**State Goal:** Developing technology presents opportunities and challenges for libraries as institutions to assess their basic business service model, adopt technology, and innovate service.

**State Objective:** Establishing or enhancing electronic linkages among or between libraries

**Project Purpose:** To evaluate OLTN and the 5 year LSTA 2003-2007 Plan.

**Progress towards state goal and objective:**

- \_\_\_ Surpassed this goal
- \_\_\_ Met the goal
- Made progress towards this goal
- \_\_\_ Did not work towards this goal

**LSTA Funds Expended:**

<b>2003</b> 10-1-02 thru 9-30-04	<b>2004</b> 10-1-03 thru 9-30-05	<b>2005</b> 10-1-04 thru 9-30-06	<b>2006</b> 10-1-05 thru 12-31-06
\$	\$	\$	\$4,852

**Total Persons Served: 38**

<b>2003</b> 10-1-02 thru 9-30-04	<b>2004</b> 10-1-03 thru 9-30-05	<b>2005</b> 10-1-04 thru 9-30-06	<b>2006</b> 10-1-05 thru 12-31-06
			38

The Oklahoma Library Technology Network (OLTN) Strategic Plan evaluation process began in 2006. The Oklahoma Department of Libraries (ODL) Director, the Director of Library Technology, and the OLTN Advisory Council Chair, organized professional librarians to serve on an Advisory Council from the fall of 2006 until the spring of 2008.

The leaders mentioned in the above paragraph solicited input from the State Department of Education Library Media Division and the

Oklahoma Council of Academic Library Directors to assemble the OLTN Advisory Council. The Council consists of six public, six K-12, six academic, three special, and three ex officio representatives. The charge of this group is to oversee the evaluation of the OLTN Strategic Plan.

The first meeting was for organizational purposes. The second meeting was a two day retreat. One purpose of the retreat was for the Council to develop an understanding of the current structure of OLTN, current projects' status, and the environment within which each library operates. The group also was charged to develop an approach for the current OLTN Strategic Plan evaluation and to determine the best method for exploring the future of OLTN.

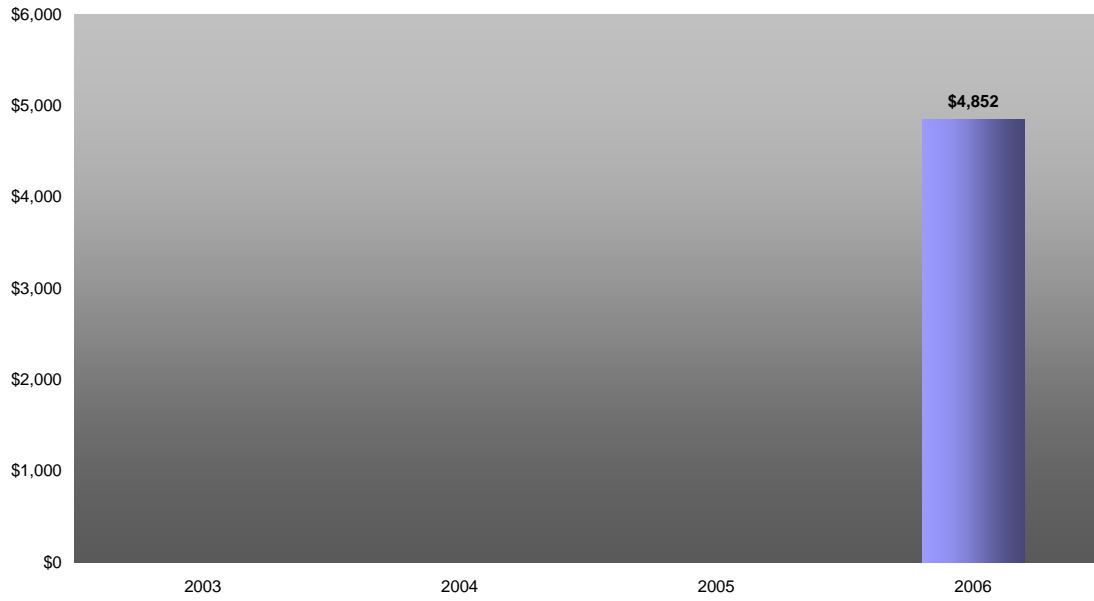
Each participant that attended the retreat responded positively to the retreat evaluation. All indicated that the goals were exceeded.

A futurist professional speaker was obtained to speak to the group in March 2007. Patrons' perception of libraries is the topic.

The process developed by this group will require several months to completion.



**OLTN/LSTA Evaluation  
LSTA Funds Expended by Year  
2003-Dec 2006**





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**Project Title:** Public Information Services for Public Libraries

**LSTA Purpose:** Library technology, connectivity, and services

**State Goal:** Developing technology presents opportunities and challenges for libraries as institutions to assess their basic business service model, adopt technology, and innovate service.

**State Objective:** Lead statewide library technology planning. Assist libraries in creatively adapting to societal changes through innovation and technology adoption.

**Project Purpose:** Supports dissemination of information throughout the state concerning library activities and LSTA projects. Supports individual workshops and initiatives of the state's library community through the provision of promotional materials. Supports ODL's website, which serves as a gateway to unique information resources for the state's libraries and their patrons. During the agency's strategic planning in 1996, libraries identified "improving access to State Government information" as a priority for the Department. The search engine was initiated in 1997, and it remains the only service that indexes and searches all Oklahoma state government websites.

**Progress towards state goal and objective:**

- Surpassed this goal
- Met the goal
- Made progress towards this goal
- Did not work towards this goal

**LSTA Funds Expended: \$24,625**

<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>
10-1-02 thru 9-30-04	10-1-03 thru 9-30-05	10-1-04 thru 9-30-06	10-1-05 thru 12-31-06
\$8,689	\$8,000	\$7,936	\$

**Total Persons Served: 1,065,757**

<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>
10-1-02 thru 9-30-04	10-1-03 thru 9-30-05	10-1-04 thru 9-30-06	10-1-05 thru 12-31-06
326,027	348,865	390,865	

Federal funds have assisted the Oklahoma Department of Libraries with statewide library public relations activities since 1976, when the agency began issuing a monthly newsletter of information for librarians, legislators, and citizens. Time and technology have led to revisions in how we accomplish objectives.

Objectives and outputs during this last five-year period have been:

- Supports dissemination of information throughout the state concerning library activities and LSTA projects; supports individual workshops and initiatives of the state's library community through provision of publicity, promotional materials and outreach. Number of press releases, press clippings and attendance at conferences where ODL exhibits are outputs.
- Supports ODL's website, which is a gateway to unique information resources for the state's library community, including statewide databases, and the only search engine dedicated to state government information. Page views, returning visitors, and state government information searches are outputs.

## **Publicity and Outreach**

The agency averaged 16 press releases per year during the report period, with an average of 764 library press clippings per year related to ODL releases (a third of all library-related press clippings collected by the agency). The agency exhibited at an average of four library/literacy/literary conferences each year, with averaged combined attendance of more than 3,000 annually.

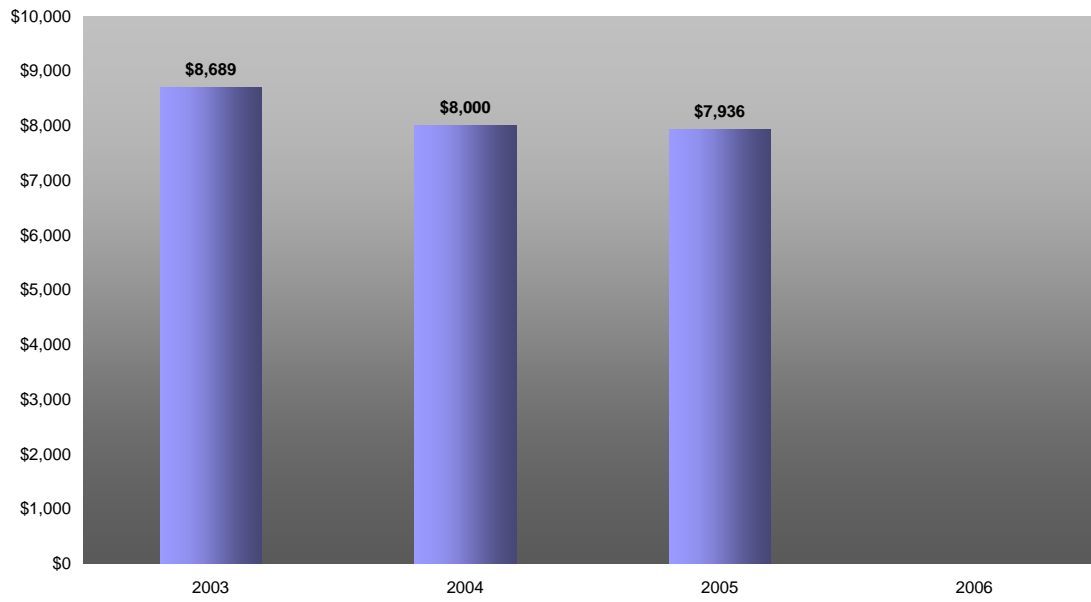
## **Website Services**

Access to individual documents (page views) on the ODL website ranged from 2.3 to 2.8 million during the reporting period, with current number averaging 2.4 million. In 2003, returning visitors made up 42% of website users, while the current number averages 20%. Tech experts tell us this is because more library and general public customers are adopting high speed access which generates dynamic IP addresses,

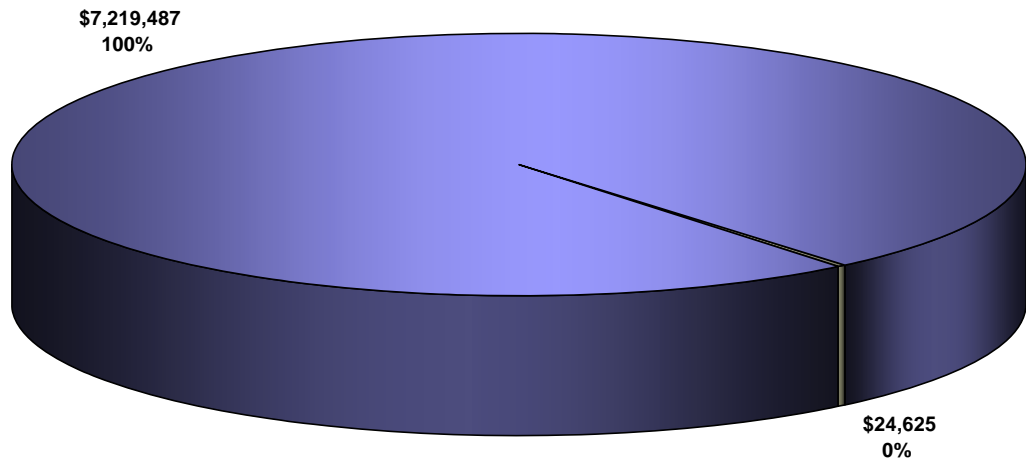
making it difficult to track returning users. One result that has definitely surpassed our expectations has been the use of SoonerSearch, our search service for state government information. During the reporting period it has increased from 382,000 searches annually to more than 1.2 million searches. This is expected to increase even more since Oklahoma's official state government webpage, [www.ok.gov](http://www.ok.gov), now uses ODL's SoonerSearch as its search tool.

The increasing use of electronic methods of communicating with the state's library community (and the success of these methods), and the need to better tie publicity efforts to particular LSTA projects, has led the agency to decide not to continue to use federal funds under this project title. Instead, individual LSTA projects will incorporate specific publicity activities, and state dollars will take over many of the activities, such as the website support and outreach activities.

**Public Information Services for Public Libraries  
LSTA Funds Expended by Year  
2003-Dec 2006**

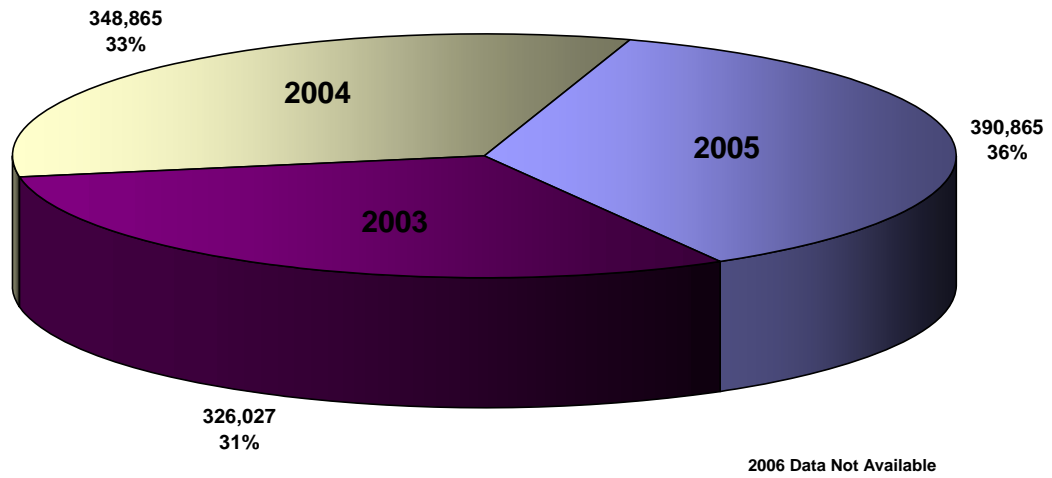


**Public Information Services for Public Libraries  
% of Total Expenditures  
2003-Dec 2006**



■ Public Information Services for Public Libraries Funds Expended ■ LSTA Funds Expended

**Public Information Services for Public Libraries 2003-2005**  
**Number of Persons Served: 1,065,757**  
**Percent of Total**







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### **III. In-Depth Evaluation E-Rate/Salary Cost Benefit**

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The E-Rate /Salary Cost Benefit evaluation of LSTA funds will decisively illustrate a significant return on usage of federal tax dollars. Over 90% of Oklahoma libraries offer broadband connectivity which would not be fiscally possible without E-Rate funding, which is received by public libraries with the assistance of LSTA funded staff from the Oklahoma Department of Libraries (ODL).

The ODL public library consultants in the Office of Library Development have worked with public libraries to support local efforts to apply for and receive funding through the Universal Service E-Rate program. This consulting has enabled better access to electronic information and communication for the citizens of Oklahoma by assuring funding for internet access with adequate bandwidth.

This ODL initiative aids progress in meeting Goal 1 in the Oklahoma long-range LSTA plan.

Oklahomans need convenient library resources that are available in their local communities through physical libraries and virtual libraries.

Specifically, the E-rate consulting assistance evaluated in this report relates to years 2003 to 2006 under Objective 1, Goal 1.

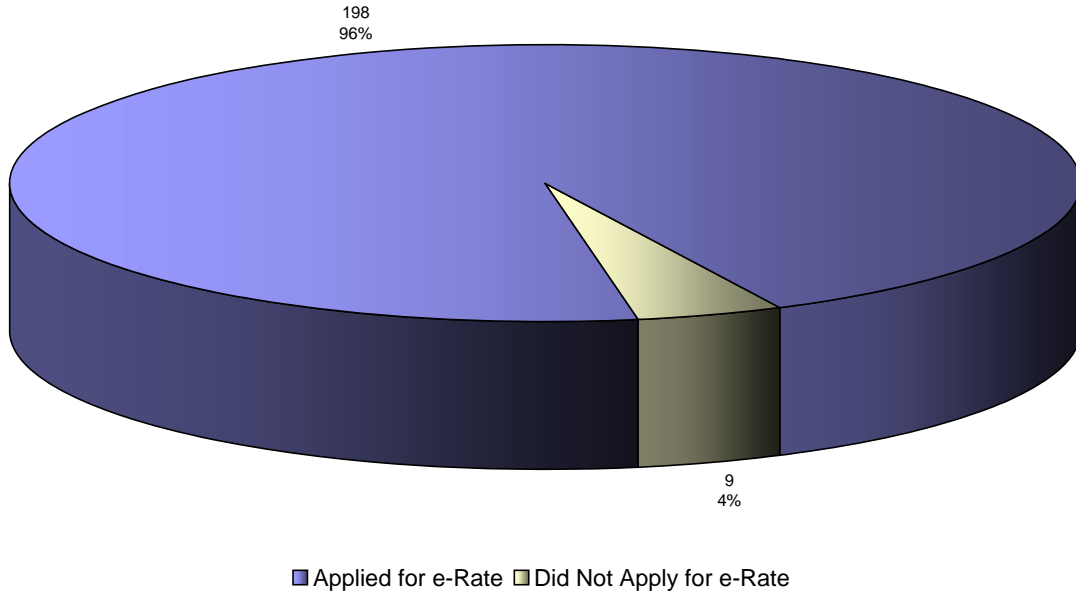
Provide an equitable base of print and electronic library resources to all of Oklahoma through resource sharing and statewide licensing of electronic databases and through support of public library operations and development.

The consulting services also can be linked to Goal 4, Objective 1. This objective refers to statewide technology planning and assisting “libraries in creatively adapting to societal changes through innovation and technology adoption.” Without adequate bandwidth connections, libraries would be limited in their abilities to respond to changing information technology needs of their customers.

The 207 public libraries (municipal, system, and branches) in Oklahoma provide internet access. The service population for these libraries ranges from 371 in Kaw City to 672,487 in Oklahoma County.

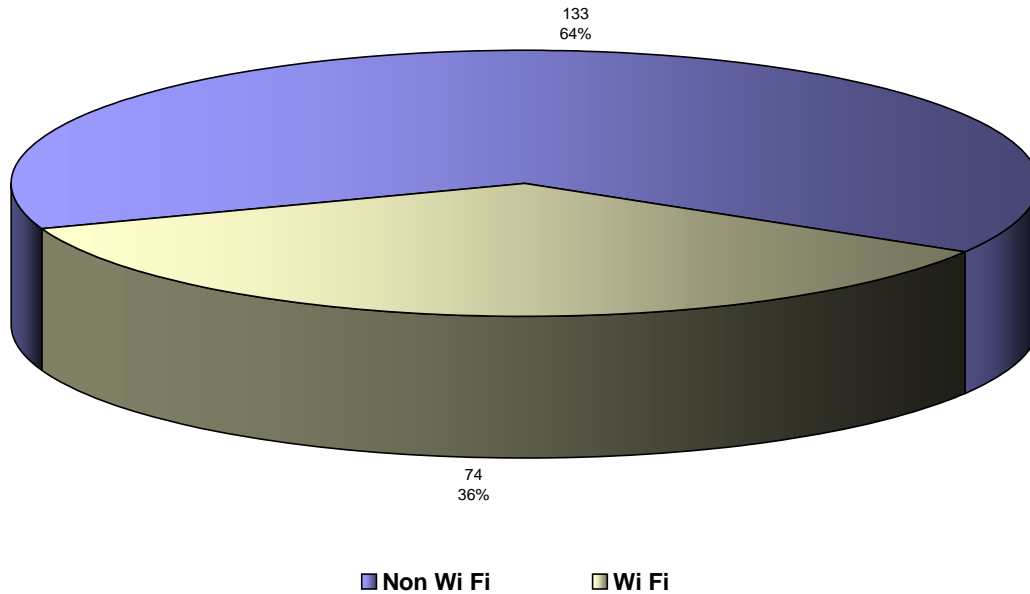
Of these libraries, one hundred and ninety-eight apply for E-Rate funds.

**Percentage of Public Libraries Applying for e-Rate**



Seventy-four (74) public libraries provide service beyond their walls by making information available electronically 24/7 with internet Wi-Fi access.

**Percentage of Public Libraries with Wi Fi**



Since 1997, Oklahoma has had a state universal service fund that provides a 56K bandwidth for libraries. As public libraries in the state added computers to their internet connections, provided online catalogs to customers, and developed and maintained web sites, it became evident that a 56K bandwidth was not going to be sufficient to provide effective services to customers and businesses in their communities.

Changing this situation has been challenging due to lack of funding to cover higher cost for increased bandwidth and lack of expertise at the local library level to implement or sustain higher broadband connectivity. Especially in rural libraries, access to technological expertise can be limited, and small staff size limits time available to plan for and develop technology and to seek funding for that technology.

The average cost of a 56K line in Oklahoma is \$254.00. The monthly charge for a T-1 line can range from \$514.00 - \$2,300.00. The majority of public libraries in Oklahoma cannot afford to pay this fee out of their library operating budgets. Library budgets are primarily supported by city governments and their sales tax collections. Consequently, the libraries need an alternative source of funding to support improved bandwidth to a T-1 capacity. The Federal Universal Service E-Rate program has become the primary source of funding for T-1 lines for public libraries in Oklahoma.

### **E-Rate Consulting**

Four (4) public library consultants, at ODL have worked closely with public librarians as they apply for and receive funds from the E-Rate program at both the federal and state levels. In addition, one (1) administrative librarian, one (1) LSTA coordinator, and one (1) administrative assistant have contributed time and assistance. This assistance has allowed public libraries to provide internet connectivity necessary to provide resources in an electronic and digital format to citizens of Oklahoma in the 21<sup>st</sup> century.

LSTA funds have supported a small portion of aforementioned salaries to provide this assistance for Oklahoma public libraries. Instead of attempting to create T-1 and E-rate experts at each of the 207 public libraries, the public library consultants and additional staff in the Office of Library Development provide the expertise to support local efforts. The efficacy of this is even more apparent when the turnover among rural library directors is taken into consideration. The Office of Library Development works closely with the public libraries to:

- provide information on the benefits of upgrading to T-1
- assure the librarians that they have the knowledge and ability to manage a higher bandwidth
- assist libraries to garner bids and contracts
- assist libraries to apply to the Universal Service E-Rate program for installation charges, line charges, and monthly internet charges for a T-1 line.

This process includes regular contact with the libraries regarding deadlines and required paperwork for E-Rate, answering questions

about the process and the technology, related training, and consulting with key stakeholders in a community as T-1 lines are installed and maintained.

Due to the time and effort spent on obtaining successful E-Rate discounts for public libraries and systems in Oklahoma, the Office of Library Development authored a grant proposal to the Bill and Melinda Gates Foundation leveraging LSTA funds to expand the number of libraries offering T-1 broadband statewide and establishing wireless access in public libraries in Oklahoma. The Foundation funded needed equipment for upgrades to T-1 circuits, installation charges, and pilot sites for implementation of wireless internet (Wi-Fi) access.

### **Improved Connectivity**

The clear benefit of this LSTA-funded initiative is improved connectivity and access to electronic information and communication for the citizens of Oklahoma. Without facilitating the E-Rate funding process, the majority of the state would not have the much needed connectivity and access to information essential to all Oklahoma communities. Broadband connectivity (T-1 line or higher) is required to provide necessary services to library customers.

In 2003, only 54.3 % reported having a T-1 line or greater, yet by the end of 2006, 83.2 % of public libraries had installed T-1 lines or greater. The majority of the remaining libraries have upgraded the 56K connection to DSL. No public libraries in Oklahoma still access the internet using dial-up.

### **Return on Investment**

The essential question for this evaluation is: Is there an adequate return on the funds invested in ODL E-Rate consulting? The answer to this is an unqualified yes.

Even before considering benefits derived from improved connectivity, the amount of money brought to public libraries from the E-Rate program from 2003 to 2006 is 70 times the amount spent by ODL to help libraries seek this funding. Expressed as a ratio, the cost of the consulting represents only 1.4 % of the total E-Rate dollars received.

The opportunity to clearly illustrate return on investment of LSTA funds is a rare one, but the dollar figures truly tell the story of the success of this ODL initiative. Not only did the effort bring in E-Rate dollars, it resulted in additional funds from a Gates grant and invigorated local support for phone service and technology in Oklahoma libraries.

The time spent on consulting is based on logs maintained by the ODL consultants for telephone, email, and on-site E-Rate consulting, including assistance with filing the three required E-rate forms. The total time also reflects E-Rate training, coordination, preparation of the Gates grant, and administration and monitoring of the wireless grant program.

Federal Universal Service E-Rate funds are issued not only for Telecommunication and internet costs but also for internal connections. Internal connections can represent equipment such as routers which a public library would be required to seldom replace. Some libraries have been able to use routers for as long as ten (10) years. This is reflected in the diminishing E-Rate funding from 2003 - 2006.

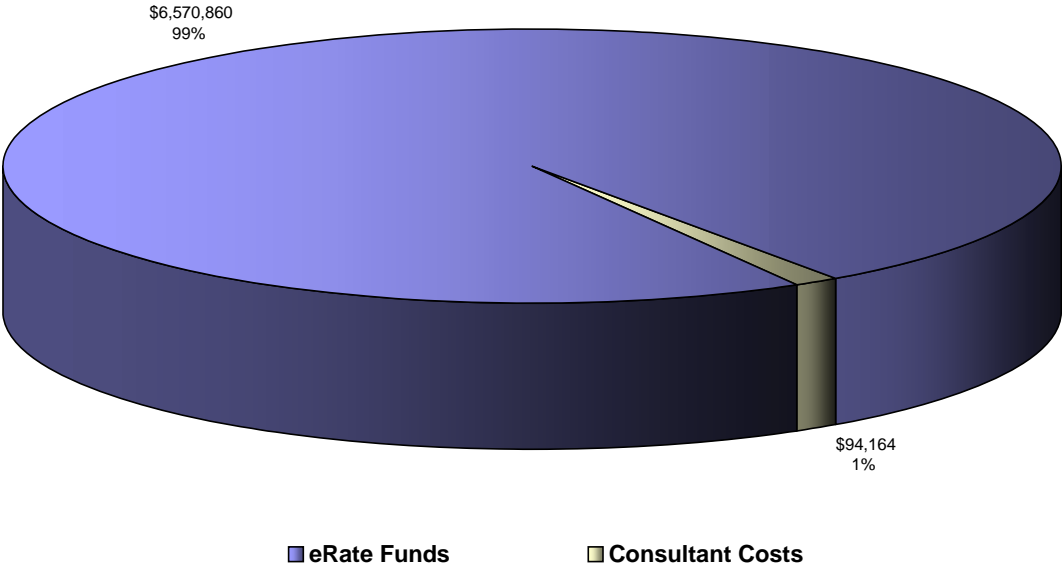
Even with reduced E-Rate funding, the return on investment is still significant at 52 times the cost of consulting in 2006 and only a ratio of 1.9 % of dollars brought in with E-Rate.

86% of the librarians responding to the ODL online survey about the use of federal funds in libraries stated they are “satisfied” or “very satisfied” with the E-Rate consulting services. The following comments are taken from the ODL survey:

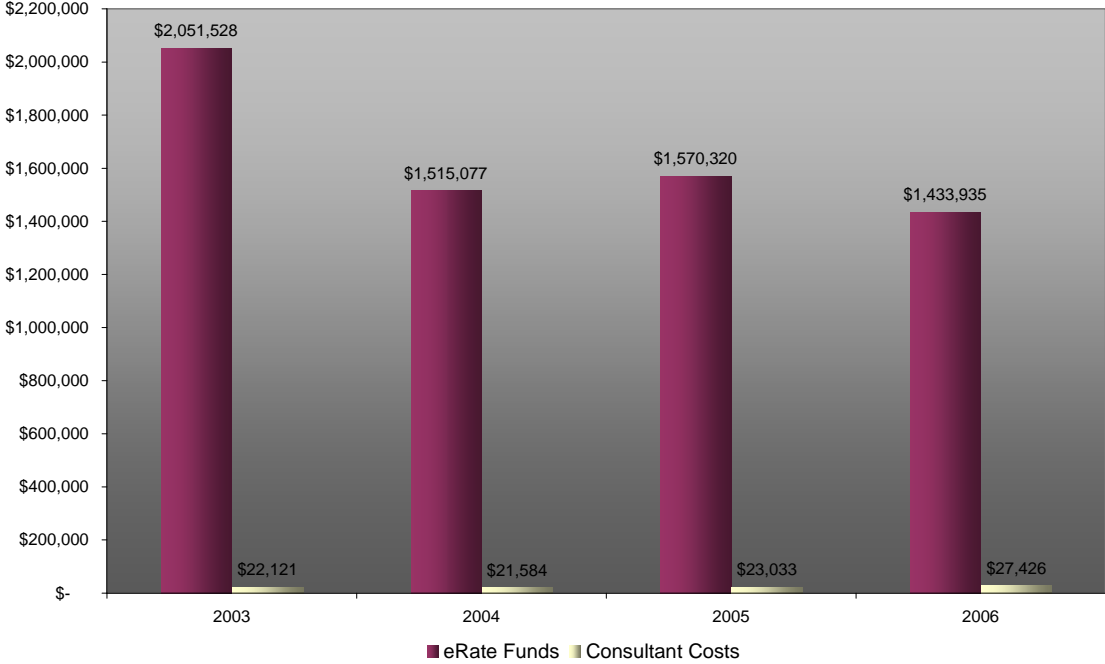
*“Without the E-Rate consultation service, our library would have been unable to resolve 2 unfunded years [which were under review]. The services provided were an invaluable resource.”*



**E-Rate Funding vs. Consultant Salary Costs Comparison**



**E-Rate Funding vs. Consultant Salary Costs Comparison**



## **Other Outcomes**

The E-rate funding, LSTA dollars, and the funds from the Gates grant also helped support the development of wireless internet access in Oklahoma. This synergistic approach to fund this important development illustrates how one outcome, improved connectivity, helps local libraries and the state provide appropriate and up-to-date technology and services.

Once the E-rate funding leads to improved connectivity, multiple benefits result for public libraries and Oklahoma citizens. This connectivity provides the basis for an array of library technology and resources. The successful effort to garner E-Rate funding directly results in significant advances in library service in the state. Using LSTA funding for consulting services, the Office of Library Development has helped public libraries to continuously improve and expand services. Among the accomplishments that have been reported by libraries are the following:

- Ongoing funding for internet services at the library
- Local budgets for connectivity and phone service
- Usage of the Oklahoma Universal Service funding, available only if libraries apply for federal E-rate funds
- Automated catalogs in all municipal libraries
- Creation of library web sites
- Public Library On-Line Catalogs accessed through library web sites
- Up-to-date catalog records in the statewide catalog
- Improved interlibrary loan
- Increased use of state-funded databases
- Improved online searching speed
- Access to email for staff and customers
- Additional technology for staff and community use
- Wireless capability added for over half the libraries
- Increased technology skills and knowledge for library staff
- Access to online learning opportunities.

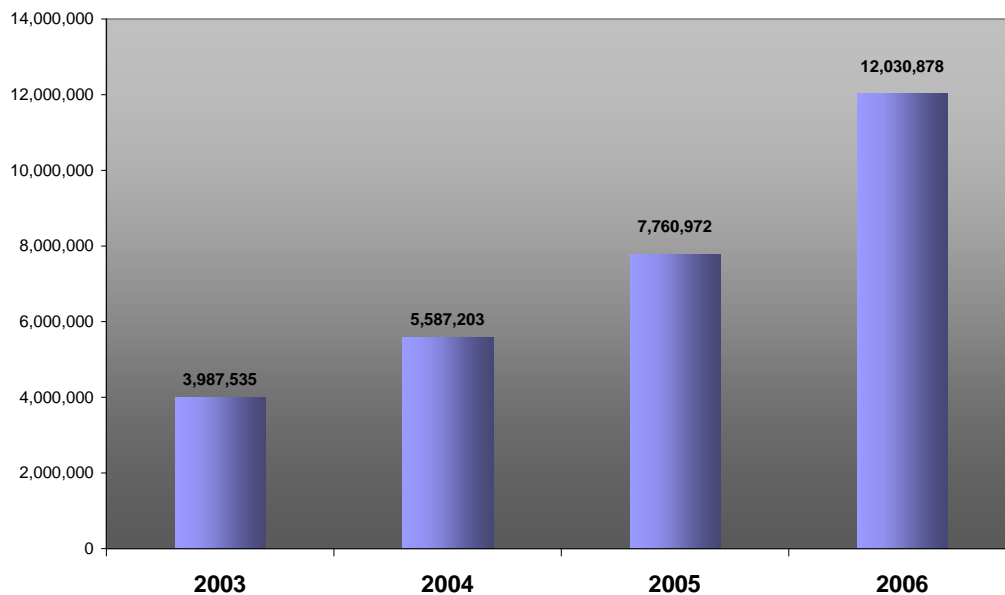
In 2005, 154 public libraries offered a web-based online library catalog. A total of 164 public libraries had their own websites. There is

dramatic growth in availability of wireless internet access. During 2005, only 27 libraries offered this option. In 2006, 74 libraries had wireless internet access. The use of funds from LSTA, E-Rate, and the Gates grant supported this growth.

State-wide usage of “Digital Prairie,” Oklahoma’s online database of periodicals and newspapers, has had a substantial increase. Statistics show that more customers are availing themselves of this digital information.

Although there is no concrete validated data to support that the substantial increase in statistics for the use of “Digital Prairie” is tied to the increase in broadband, it is well known that data retrieved from a broadband connection is much quicker to download and upload. Customers using internet connections at their libraries would have better access information provided through “Digital Prairie.”

**Statewide Licensed Databases  
Number of Online Searches: 29,366,588  
2003 - Dec 2006**



In a 2006 American Library Association survey, the Oklahoma Department of Libraries was asked to describe “unexpectedly successfully networked public libraries.” These were defined as public libraries “with a limited local economic or population base.” The four

examples listed below show how with support from the state library agency and local commitment, public libraries can provide effective, technology-based library services. All four (4) of these libraries offer T-1 access to their customers and two (2) are offering Wi-Fi access. Both of the other libraries are in the process of implementing Wi-Fi.

*“The director of the Hennessey Public Library embraces new technology and is very successful in convincing her local government to support her. The library offers a library web site with easily updated content, including an online catalog. This library was one of the first in the state to offer WiFi internet access.”*

*“Garland Smith Public Library in Marlow has a T-1 connection.”*

*“The director at the Vinita Public Library is very enthusiastic about new technology and continually searches for ways to sustain the technology in her library. The library offers a library web site with content easily updated and controlled by the library; there is an online catalog. Vinita is located in the northeast corner of the state and its economic climate would not suggest this library would be successfully networked.”*

*“Pushmataha County, and especially Antlers, the county seat, is a struggling area. Sixty-seven percent of students qualify for federal free or reduced lunches. Many residents are without jobs. Antlers unemployment rate is considerably higher than the national rate (8.4 percent vs. 5.8 percent). Their five public access computers are all networked, with a T-1 connection. The library was one of the first in the state to have Wi-Fi internet access.”*

## **E-Rate Assistance**

ODL asked a sample of public libraries to describe outcomes that have occurred from E-rate funding and the resulting library improvements. Several explained the value of the E-rate consulting and the importance of the E-rate funding.

*“The role that ODL consultants play in providing librarians with information is very important. I do not have time to wade through all the alerts that come to me from the Universal Service information system and, sometimes, in the mass of verbiage that is totally irrelevant to our situation, there is a tiny critical kernel that impacts everything we do. Our consultant is the watchdog that protects us and keeps us posted and on alert. Who do I call when I need to know? My consultant!”*

*“Our library serves the city of Marlow, population 4,592, and the northern part of Stephens County. Our service area includes three school systems. This library is the only place offering free internet service. Without E-rate our library would not have the funds to offer what has become a necessity for many of our patrons. Computers and the internet play an integral part of the services the library provides for this rural community.”*

*“Having the cost of our phone bill and internet access discounted through E-rate funding is very important to our library and to our city. That is why we try to keep in mind necessary E-rate deadlines and try to complete necessary forms correctly. Sometimes we call for help from the Oklahoma Department of Libraries. Money that would have to be spent for the complete cost of these items can be used for other necessary expenses. Without this assistance our budget would be much tighter.”*

*“I have been doing E-rate applications since the beginning. Would I have tried it without help from ODL? Probably. Would I have succeeded? ??? I am sure I would have spent a lot of time with SLD correcting mistakes. It certainly would not have been easy. Nothing about E-rate is. I rely on my consultant to keep me advised of dates, changes in forms and information needed, and help in filling out forms. I usually only ask for phone and internet. This year I had an additional request and could have not done that without help from my consultant.”*

*“Without the E-rate funds I doubt we could afford the cost of even a dial-up connection some years due to low city revenues. We have received grants from other sources for computers, and I could always try to get grants for our internet connection, but having the E-rate as a designated source of funding is very valuable.”*

*“Without E-rate we would not have the internet. Wewoka is a poor town. We think the consultants are #1. They help us with grants, reviews, advice. They help us keep up with all the forms: the 470 and 471, etc. Especially directors without a formal library education depend on the consultants and don’t know what we would do without ya’ll. We appreciate your time.”*

*“If it was up to me I would just throw the E-rate stuff in the trash. It is so much trouble, though I know the city wouldn’t let me because we need the funding. It’s worse than tax forms – the instructions give too much information and are too vague. If you hadn’t helped me with my last 471 I’m not sure I would have gotten it (online attachments) because I was applying for a new service (higher bandwidth DSL). The new RAL (Receipt Acknowledgement Letter) really threw me; I had no idea what it was.”*

*“Without the State Library’s help with the E-rate deadlines I would never be able to keep track of them all. I really believe the E-rate process needs to be redesigned. It would save everybody time and money. The process shouldn’t be so onerous. It could be simplified and be a cost savings to everyone including the government.”*

*“Our library has qualified for a substantial amount of discounted E-rate services since 2003. This amount saved by our library comes to over \$1,800 a year. With the help and guidance of our ODL consultant, we have been approved for funding each year.”*

*“As a small, rural library, without funding through E-rate, we would not be able to afford internet connection or telephone services, which amount to over \$90 a month. We*

*could not keep up with the paperwork demands required, nor would we have known about the availability of this service without ODL's help. We would have great difficulty in filling out forms at the required time frame, and the consultant helps us understand what is required in filling out E-rate paperwork."*

*"If we did not have E-rate, we would not be able to have internet service for the patrons in Greer County, Oklahoma. The city of Mangum does not have the funds for the amount of cost it takes to have internet service for the library in their budget."*

*"Having E-rate is critical to our being able to offer internet services to the public. It helps on our overall telecommunications expense, but the primary benefit is making it possible to connect to high-speed internet. Without the E-rate, we would have to dial up service on the staff computer and have to return to the days of one person looking for information for one person at a time on one computer. E-rate is critical not only to the library, but to the community that depends on the library's connection."*

*"I would not be able to do E-rate on my own. I need my consultant from ODL for assistance. How does one find the correct company to assist one in their E-rate? Who can you trust? Who does one trust when someone says that their company can help you with your E-rate for a fee? Over \$500.00 or more would have to be added into the city funds for the library budget without E-rate."*

*"Without the financial benefits that we receive from E-rate, our library would be hard pressed just to keep the doors open. We receive a 70% discount on long distance and internet service."*

*"I depend on my Oklahoma Department of Libraries consultant to help me with E-Rate filing. I have to have ODL help in everything. I could not keep up with the language of form/letters/ correspondence. The contract for E-Rate is in a language for lawyers that I cannot*

*understand. The consultant keeps me informed about timelines and what is required by SLD.”*

*“I rely heavily on my consultant for information when I have questions about my interpretation of requirements. Also, the requirements and methodologies change from time to time, and our consultants receive the training necessary to interpret the changes for us. Without that assistance, even after years of filing forms, I would make many errors and risk losing this vital resource.”*

*“E-rate is the difference between having high-speed internet available to all Logan County residents and travelers – and MANY people visit Guthrie year round. Since the consultants work with so many libraries and have each other for questions if needed, they become “experts” and can walk us through the process in the fraction of the time it would take each of us on our own. The consultants add efficiency, productivity, and stress relief to a cumbersome process.”*

## **Library Operations and Services**

Improvement in library operations is a very useful outcome. Increased efficiency and the ability to develop library web sites were mentioned by several of the libraries as outcomes.

*“It has made my job much easier. I can get instant information from ODL’s web site and other sites to use in applying for grants, making presentations, budget preparation, etc. Before we automated, our card catalog was a wreck and pretty much useless. Now our card catalog features MARC records which we downloaded. When patrons ask for ILL books we can tell them in a few minutes if the book is available and order it then – vastly more efficient than the old system of mailing out requests.”*

*“We have achieved many of our technology plan goals due to our high speed connection (T-1). We have a web catalog, interactive website, and WiFi. People are able to go to our*



*web site and remotely access the statewide catalog and do a preliminary search for interlibrary loan. Those who have the savvy to do it themselves love it. Also they will soon be able to reserve books through our web catalog and not drive 20 miles into town and find out the book has been checked out. This web catalog would never have been possible without the T-1. Plus all of our (software) updates are through downloads – no one sends us a disk anymore. Our remote tech support with Dell allows them to see and fix what the problem is online and prevent expensive drives into Tulsa and long downtimes without a computer.”*

*“Because E-rate allowed for connectivity, “It has made a difference for me having the automation; I can download MARC. It does make a difference in the time one spends on cataloging books. The library created a web site in 2005, and uses a variety of sources to fund its technology. The city is now providing funding for maintenance and replacement of computers.”*

## **Increased Use**

Increased use is clearly another outcome of the improved connectivity. Libraries shared statistics about use. One library saw an increase in use of nearly 25% in one year. Another reported that “our customers love our high-speed internet. Our computers are busy all the time and if I had any more electrical outlets I’d add more computers.”

One library started off with a 56K speed of connection and upgraded to a T-1 line in December 2004. Annual use continues to grow as a result, with the current fiscal year use estimated to be nearly 3,700. In the previous two fiscal years, the use averaged about 3,000. This level of use is a dramatic increase from 2003 – 2004 when the total use was under 2,000 sessions.

*“Before we had high-speed internet, the computers were busy. Now there is often a waiting line, and over 1,200 sessions are logged throughout a typical month.”*

*“Having DSL services for our computers enables us to satisfy patron’s needs for on-line services which increases patronage, and we are able to keep our internet interlibrary loan requests up-to-date and keep up with the increasing demands for high technology in today’s library requirements.”*

*“In the future, we will continue to publicize availability of internet services for our patrons, as well as upgrade as necessary. Since we have added an additional computer and printer to keep up with increasing demand, patron usage of computers has doubled.”*

## **Wireless Access**

As libraries upgrade to T-1 lines, this opens the door for wireless internet access. This is described as a popular user service.

*“A young man from Wewoka passed away. An attorney from Tulsa came down to give the eulogy. He had the eulogy on his laptop and needed to print it out. Without the WiFi access we provide, he could not have gotten onto the internet, downloaded, and printed what he needed. He could not just bring his laptop to the funeral. This was late in the afternoon and during a horrible ice storm. The Wewoka library is the only WiFi network in a large area. They are very proud to offer this to everyone.”*

*“I am absolutely thrilled with our new WiFi. It has made a big splash. Now that we have WiFi, there are more and more people using our internet. City workers - maintenance men, police, city hall – figured out they can sit in the parking lot and use our internet.”*

## **Examples of Use**

Libraries shared stories of how customers make use of online information sources and email. These examples show use by a diverse set of customers with multiple needs.

*“Students from grade school through graduate school use them for research, preparing papers, creating PowerPoint presentations and other related academic endeavors. Several patrons use the computers to keep in touch with medical specialists, order from on-line pharmacies, and research the latest information on health concerns. The first quarter of the year computers stay busy with those filing taxes on-line followed by students filing college applications and FAFSA forms. College students who commute keep in touch with their professors and classmates through e-mail and check grades.”*

*“We’re right off the major turnpike and have travelers coming through all the time. Some of our local folks have used our computers for years and some will come in for six months or a year and when they have learned enough to feel comfortable and have saved enough money, buy their own home computer.”*

*“A lot of people do their taxes on line, search for recipes, information on diseases such as prostate cancer, bipolar disease, and some look for job opportunities or do their resumes on the computer.”*

*“We have patrons taking university classes over the internet at the library, businesses referencing data from state agencies, low-income patrons accessing medical information, students doing homework, unemployed job seekers filing resumes and locating jobs, out-of-state visitors coming to Hennessey looking for homes because of our web site, storm chasers gaining vital information from our Wi-Fi connection.”*

*“Our computers are in use all the time with waiting lists. Many people are doing resumes and job hunting. We’re off the highway (Route 66) and visitors come in all the time to check their email. There is one trucker from Wyoming who comes in every few months to deliver to the Port of Catoosa and is so thankful he can get a visitor’s pass and check his email. He always makes it a point to come find me and say “Remember me? Here I am again.”*

*“We taught one of our patrons how to send/receive email for the first time so she can communicate with her son who is serving in Iraq. She comes in nearly every week now. One of our local ministers used the library’s internet service for church business because she can’t afford internet service at home.”*

*“During income tax time, several patrons do their income tax online. Several patrons have found a job in other states. After getting the job, they went into the real estate agency site to surf for a home near their working area.”*

*“Patrons come to use the internet service to plan their vacation, to buy their air plane ticket or make a hotel reservation. It does make a person’s life easier. Many use a map site to get directions from their home to their location. Patrons have used the internet service to renew their license. College students come to use the internet service to take classes and take tests. Many students have found information on subjects for class projects.”*

*“One patron works at his home in a rural setting and stated that he is able to accomplish in ten minutes at the library what it takes him 30 minutes to do at home due to the internet connection speed.”*

*“Even more life changing is the availability of college coursework and state-mandated workshops through high-speed internet access. We have many college students who use the library computers for online college courses and, recently, have had our local daycare provider using the computers for required training for her staff. We are the only source for high-speed access in the ... area.”*

*“Many of our customers simply cannot afford a computer and the cost of internet access. Still they have the need to communicate with family and friends via email, to create resumes, to complete online job applications, to complete school assignments, and many other things. There are too many stories to tell here. Let me just add that we provide a*

*service here to a diverse public that is not provided elsewhere. Our customers do not need to be limited by their financial situations. They can have access to the limitless world of possibilities, the internet.”*

## **Impact Stories**

The impact of having reliable and fast access is clearly illustrated by powerful stories from the public libraries in Oklahoma. The overwhelming sound investment in E-Rate consulting is less than \$100,000. The result for users is a significant value.

*“One sixteen year old found his father through the internet. He was able to make contact and meet someone he had never known.”*

*“Residents, who work for private contractors in Iraq, Afghanistan, etc., use the internet to keep in contact while they are home on leave and often download plane tickets. Just this week we used the internet to help a young man get his military orders for deployment to Okinawa. Another soldier just back from Afghanistan used the internet to complete paperwork for the military and confirm when he was to report for his new job.”*

*“As I was reading the e-mail requesting this information a young man came in to use the internet. He had used it earlier to find a job in Arizona and now needed to find housing there. A businessman from Brazil visiting family here had a business emergency and worked it out using the library’s computers. I cannot tell you how many people use the internet to keep in touch with their loved ones in the military. While researching reports is neat and certainly worthwhile, I think the most rewarding part of the internet is the effect it has on people and making their lives a little easier. Many of our patrons comment how appreciative they are to have such a wonderful service and it is free.”*

*“One thing I had never considered until recently is the economic impact the internet can make on a community.*

*One traveling businessman I know was working on a 35 million dollar deal. To use his laptop he had to go to the public library. In the end the deal became 70 million. It brought jobs and revenue to that city it otherwise would not have. Without access to his computer the deal would have been delayed or possibly not have been completed at all. He commented he often needs to use the internet at libraries when he travels for business.”*

*“A young woman, who hasn’t seen her mother in over 20 years, began talking to her mother online. Then she got a laptop so she could use our wireless service outside the library in the evenings.”*

*“We have had many customers seek our help. One man came in pretty close to closing to complete a job application online for a job promotion. Two of us assisted him when problems arose and stayed after closing while he completed his application. He dropped by a couple weeks later to thank me and let me know that he had gotten the job.”*

*“A daycare worker came into the library and needed to take a certification test on the computer/Online. She spent three days on it. Without the access we provide she could not have accomplished this. She had to have certification.”*

*“Several patrons have found lost relatives using many sites to locate someone. I had a young man in his thirties who is adopted trying to locate his biological mother. It took him several months to locate his mother but he did it by finding an aunt first. The aunt then located her sister and told her that her son was looking for her. A reunion was made with the aunt and his biological mother.”*

*“I had someone from Germany who was looking for his father in our area who died. His father was in the military and he did not marry his mother. He saw our web site and contacted the library. I was able to give him his father and grandparents’ obituaries by email. He was able to have some connection with his father’s side of the family.”*

*“A mother had kept in touch with her son serving in Iraq and had correspondence with him weekly. She was not familiar with computers, so the librarian was able to help her with this. The young soldier was killed in action, and she now has the opportunity to visit the online site where a memorial is kept for him. She is a frequent visitor to the library.”*

*“The internet has been a valuable resource to everyone from seniors to three year olds. During the last ice storm, where many people who live out by the lake were without power for weeks, were practically in tears when they got to use our computers to communicate with loved ones and contact their insurance companies and banks. I was just thankful that we had power so we could help them.”*

*“Probably the most dramatic change that the internet connection has brought about for our library is that we have now become the only Wi-Fi connection for storm chasers in north central Oklahoma. We are in the heart of storm country, and our drive-in/drive-out access is utilized by Oklahoma City television station weather watchers and other professional storm chasers from all over the country and around the world. This little library gets to play a big part in the protection of Oklahoma lives, a role that would not be possible without the internet and E-Rate.”*

86% of the librarians responding to ODL’s online survey indicated they are “satisfied” or “very satisfied” with the E-Rate consulting services. Following are comments from the librarians:

*“Without the E-Rate consultation service, our library would have been unable to resolve 2 unfunded years (which were under review). The services provided were an invaluable resource.”*

*“All the projects have been very helpful especially e-rate ....”*

*“LSTA grants have supplemented our meager budget. Without the support and kind contribution to our small*

*community, we could not afford the services we now offer to our customers.”*





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## **IV. Outcome Based Project Computer Training Lab**

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The Oklahoma Department of Libraries (ODL) has offered free computer training classes to librarians since 1998. This report covers years six through nine of this on-going project, January 2003 – December 2006.

The computer training classes help ODL meet Goal 2 in the Oklahoma long-range plan.

Trained library staff members are essential for assisting Oklahomans in meeting information needs.

It specifically is linked to Objective 1, Goal 2.

Insure that all Oklahoma public library staff members have convenient, low-cost or free continuing education opportunities. Provide training to all Oklahoma library workers in use and promotion of statewide library resources.

The majority of the classes (89%) were held at the ODL computer lab in Oklahoma City. Twenty classes were held in various library and technical center sites throughout the state. At this point, funding does not allow for hiring of a traveling trainer to teach extensively at other locations other than ODL.

LSTA monies covered the instructor's salaries, software/hardware for the lab, printing of lab brochures, and books for the participants. In September 2004, a part-time instructor was hired to teach classes, manage the lab, answer technical support questions to librarians all over the state, as well as gather and analyze data associated with the lab. The addition of this staff person allowed for improved data gathering and evaluation activities, as well as an increase in the volume of classes offered. This report concentrates on the impact of the training for the years 2004 to 2006, since limited data is available prior to those years.

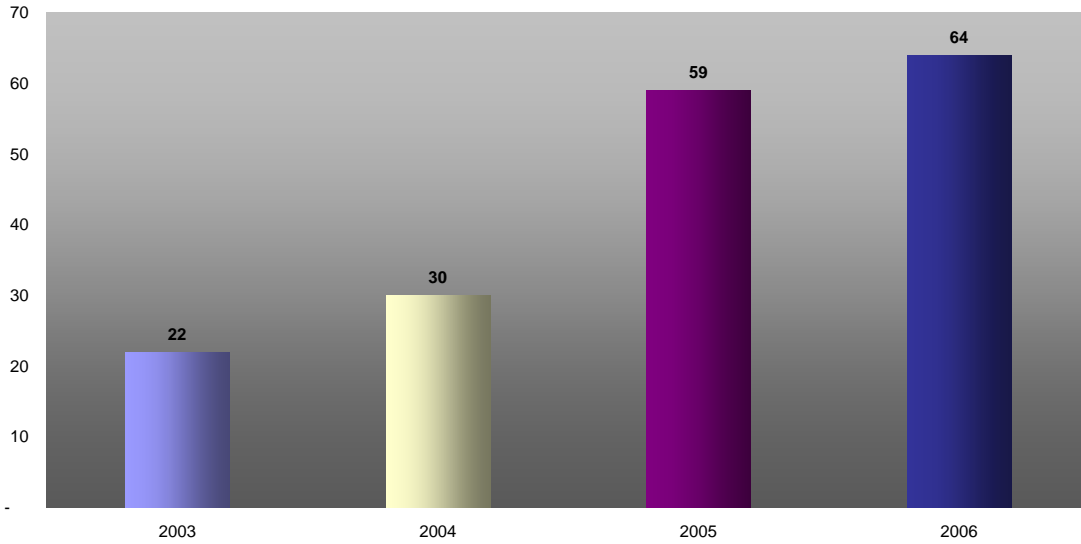
The topics were chosen in response to the needs of the Oklahoma library community. Over the four-year period, the following classes were offered:

- Advanced Internet Search Strategies
- Automated Book Selection
- Automation Training
- Blogging
- Consumer Health on the Web
- Corporate Prospect Research
- Grant Writing
- Excel Financial Formulas
- Excel Database Features
- Excel Charts
- File Management
- Free Magazines, Encyclopedia, and Reference Resources
- Front Page
- Grant Writing
- Marketing
- Mastering Web Search Engines
- Movie Maker
- Networking (Advanced)
- Photoshop Elements (Beginning & Intermediate)
- PowerPoint
- Publisher
- Reference Sources
- WebJunction
- Website Usability
- Word (Beginning & Intermediate)

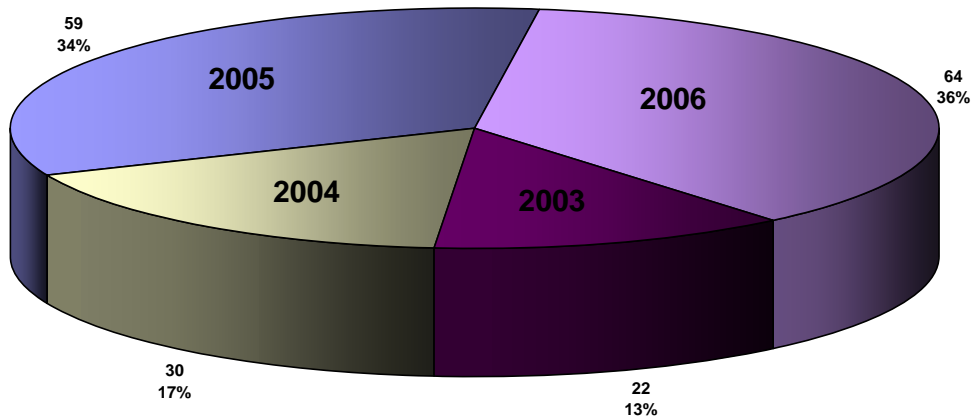
The growth in participation in the classes indicates that the course topics are relevant to the Oklahoma library community. The exit evaluation forms ask for suggestions for additional courses. This information helps to assure that the course offerings meet the needs of the learners.

There has been significant growth in this program. In 2003, there were twenty-two classes with 223 students. In 2006, there were sixty-four classes with 621 students attending. The number of classes offered increased 191% from 2003 to 2006. A total of 175 classes were offered during this four-year period.

**ODL Computer Lab  
Number of Classes Per Year  
2003 - 2006**



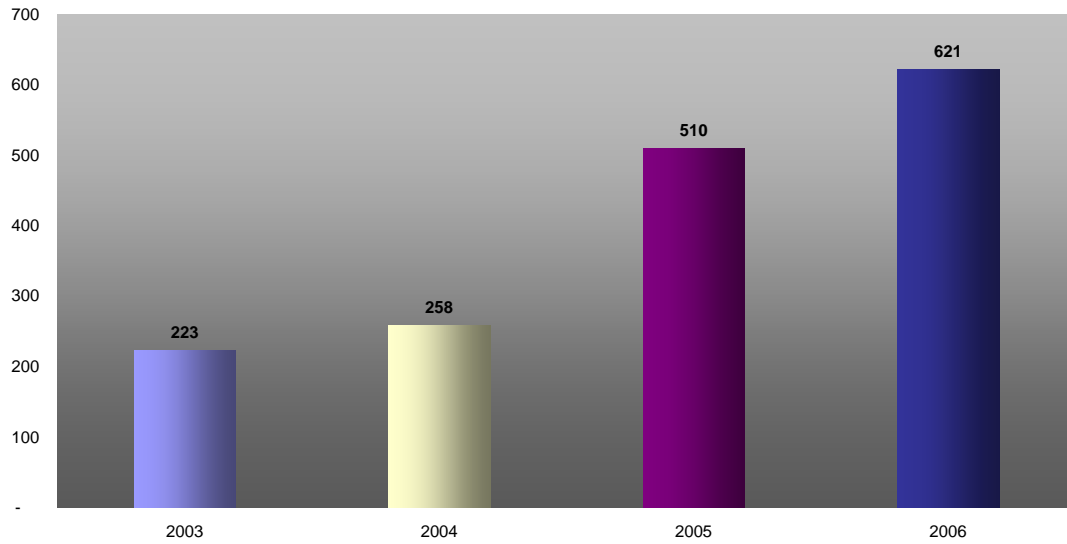
**ODL Computer Lab  
Number of Computer Classes Per Year  
2003 - 2006**



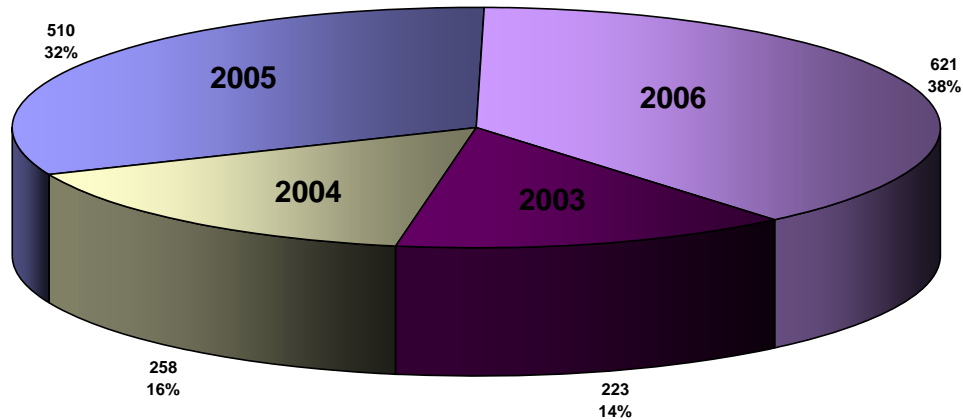
The number of students attending classes increased 178% over the same time period. A total of 1,748 attendees were served from 2003 to

2006. This number includes significant repeat attendance, with people taking more than one type of class.

**ODL Computer Lab  
Number of Students Per Year  
2003 - 2006**



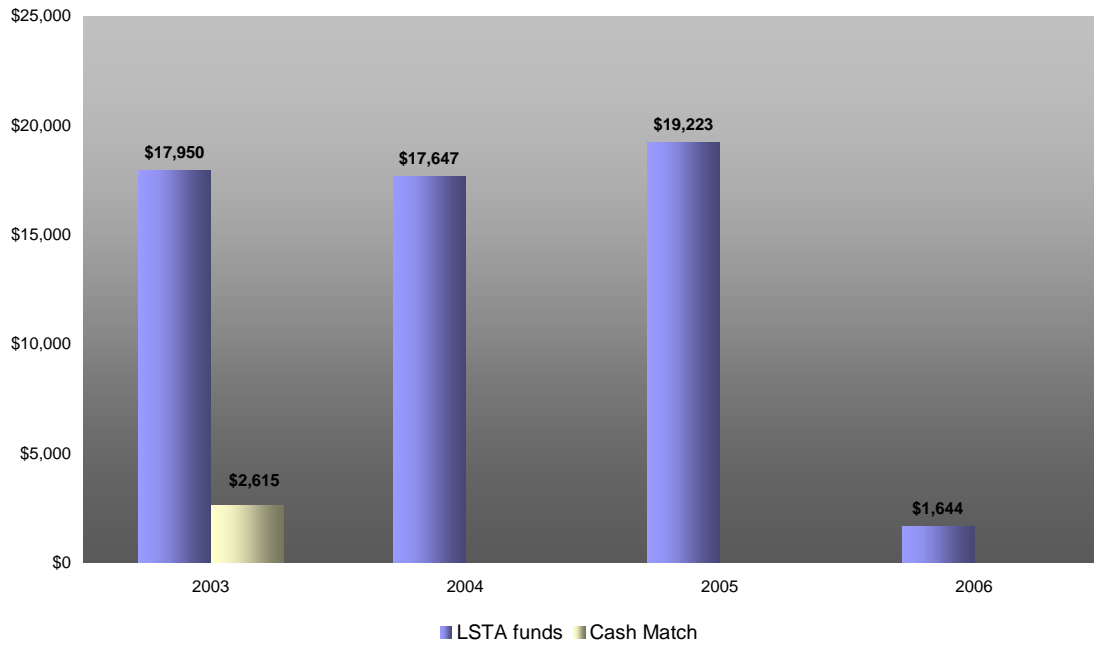
**ODL Computer Lab  
Number of Students Per Year  
2003 - 2006**



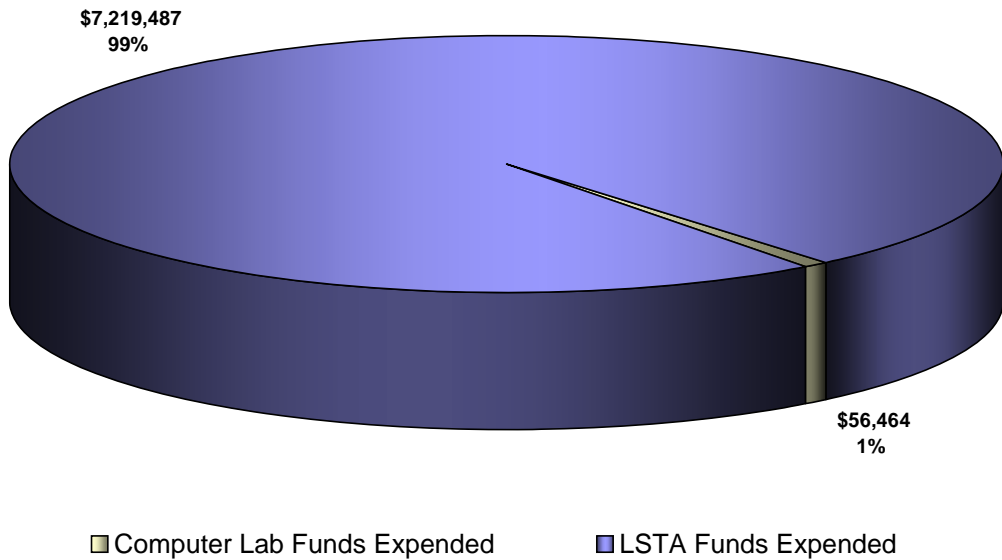
Attendees typically include librarians, library directors and staff, system directors and staff, as well as literacy staff and volunteers. If space permits, other non-library/literacy people are allowed to attend, though they are not notified until the day before class. On occasion, the Web Manager's group, hosted by the Oklahoma Library Development department, has been invited to attend, particularly if the topic is something relevant to them, such as Website Usability.

The efficiency of the training program is evident. While both the number of classes and attendance grew nearly 200% over the four-year period, the actual amount of LSTA funds for the same time period increased only 17%. The Computer Lab expenditures account for 1% of the total LSTA monies received for the time period covered in this report.

**ODL Computer Lab  
Funds Expended by Year  
2003-Dec 2006**



**ODL Computer Lab  
% of Total Expenditures  
2003-Dec 2006**

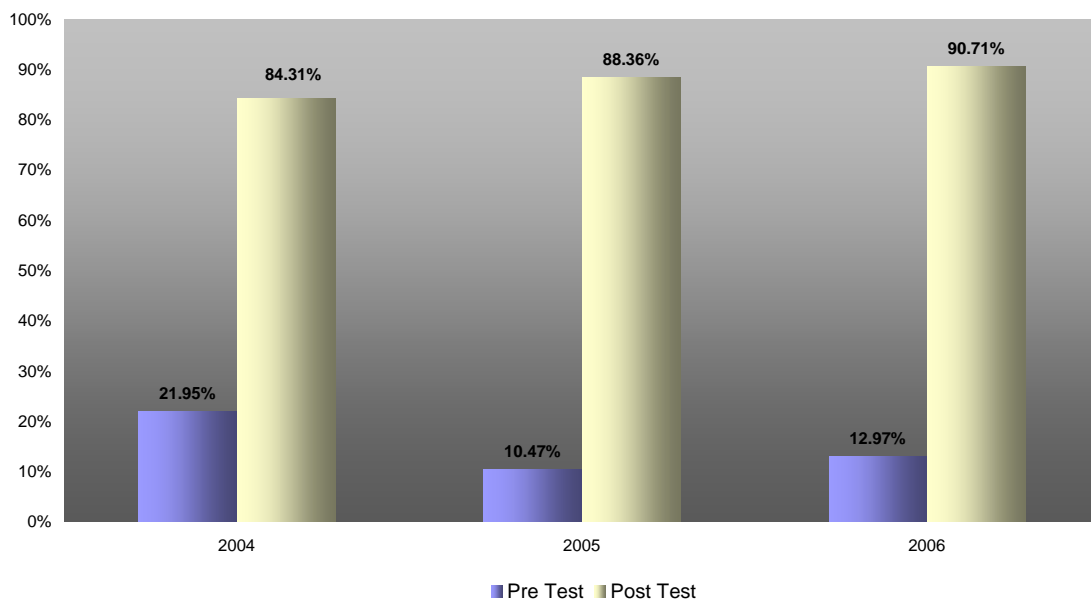




## Learning Gains

A clear outcome of the ODL computer lab training program is the amount of learning that occurred. Significant learning gains were documented with a pretest/post-test assessment in all the classes. These were gathered consistently on classes taught from late 2004 through 2006. The following chart documents the averages of all test scores for these years.

**Pre and Post Test Scores  
ODL Computer Lab  
2004 - 2006**

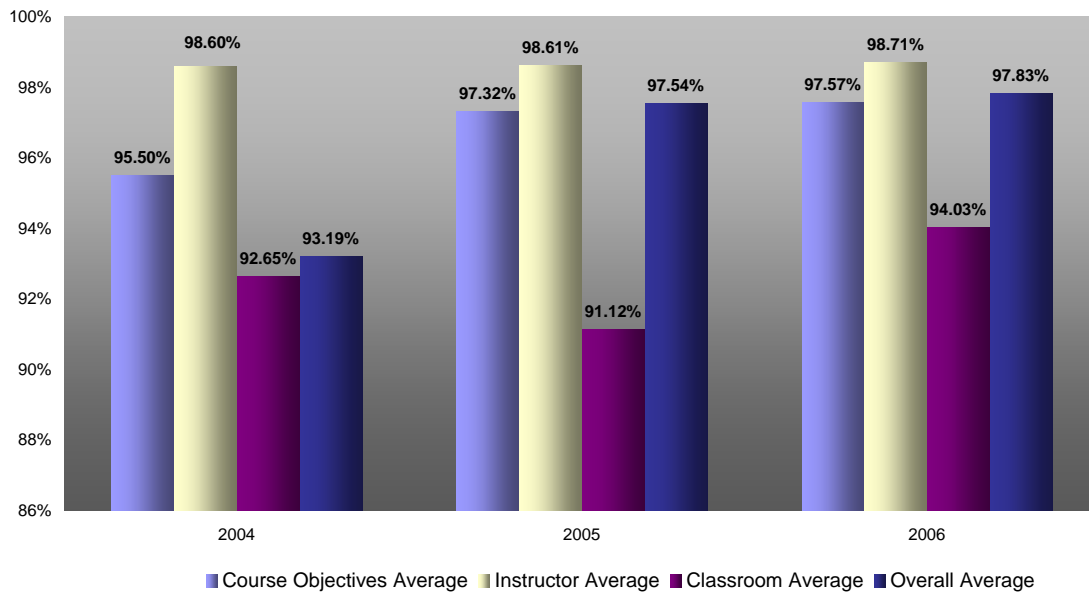


The course evaluations asked precise questions on each content area covered in the training. This precision in the feedback allowed the course instructors to determine what topics in the course met the learner's needs. This sophisticated approach also allowed for analysis of areas where students perceived more limited learning. An example of this type of evaluation follows this technique. The evaluation of the Photoshop Elements course asked if the course gave the learner information needed to:

- Navigate between the different panels
- Open or close a palette
- Crop photos
- Straighten photos
- Rotate photos

- Use the quick fix portal
- Use the spot healing Brush
- Print contact sheets
- Print picture packages

**ODL Computer Lab  
Various Statistical Averages  
2004 - 2006**



The usefulness of the course is further documented by comments on the exit evaluations for the courses. Most of the comments on usefulness talked about the general benefit of the learning for the individual and library. A sample of comments illustrate the expectation that new skills and knowledge will be applied in the workplace:

*“I learned a lot that will be beneficial to me, my job, and my library.”*

*“I wish I had known a lot of this earlier – can’t wait to use it at work.”*

*“The more I learn, the more I realize how much I didn’t know.”*

*“Extremely helpful class with practical applications.”*

*“This was a very informative class. It will be very helpful to utilize at my library.”*

*“These computer classes are SO important to those of us that do not do well ‘playing’ until we figure out a program. Please keep it up!”*

Others noted specific areas of learning. One person in the Movie Maker class joked, *“I’m headed for Hollywood.”* The comments listed below are representative of the type of things learned from the classes.

*“I was already using Excel, but by mid-morning I was already glad I came.”*

*“I learned a lot on templates [Word]. I will be able to apply this at work.”*

*“This class ... taught many ways to save time on creating spreadsheets.”*

*“I will be able to make more professional appearing publications and will be able to give more help to our library patrons.”*

*“I can converse with the service repair man about a network problem and check out simple problems.”*

*“This class helped me to unlearn some of the hard ways of operating in Excel.”*

Perhaps the most telling comments about the usefulness of the training is the repeated mention of being excited about attending another course and making suggestions for future classes. Some also noted that they would like to retake the course later for reinforcement of their new skills and knowledge.

When reviewing the written comments on the exit evaluation form, two areas for further development emerged, although the suggestions were not expressed by the majority of participants. First, some people desired a more careful screening of basic computer skills before people took certain classes. Sometimes the lack of necessary background skills

slowed the class down. The second area to examine is how much content can be covered in the timeframe of the class. As classes are repeated, refinements to the amount of information to be covered can be made. Related to this was a desire to practice skills throughout the training session.

## Quality of Instruction

As indicated by the documented learning gains, the ODL computer training program offers quality instruction. Participants are asked to “grade” the instructor of each class based on a set of seven dimensions. These include:

- Knowledge of the subject
- Clarity of explanation
- Holding interest in learning the subject
- Student participation
- Treating students professionally
- Methods to help students retain learning
- Punctuality on start and end times for class

Based on the average percentages, instructors received a grade of “A” every year. In 2004, the average score was 98.60%. In 2005, the average score for instructors was similar at 98.71%. In 2006, the high quality was maintained, with an average score of 98.61%.

When examining the individual courses, it is not uncommon to see an “A+” for the instructor, with the average rating being 100%. Across the three years when this statistic was collected, only two classes had a score below 90 % (88.49% and 89.90%). Amazingly, all the rest of the scores above 93% (the traditional range for a grade of “A”). Nearly all instructors received an “A” for their work (98.85%, n=175). ODL clearly has sought out and used the highest quality trainers for this LSTA-funded program.

Comments from course evaluations confirm the very positive ratings for the course instructors. It was common for participants to write glowing remarks about the instructors. The instructors were complimented on “*making sure everyone understood the material*” and “*excellent ... for all levels of experience.*” One instructor was described “*as the best thing*

*since sliced bread – excellent and knowledgeable.”* Another noted how the instructor *“patiently demonstrated how to correct our mistakes.”* Perhaps the strongest endorsement was *“I wish I could take her home with me.”*

The words used to describe the instructors read like a dream list of instructor characteristics: *professional, great, excellent, terrific, personable, entertaining, helpful, enthusiastic, pleasant, fun, knowledgeable, encouraging, patient, interesting.* These descriptors appear across the evaluations collected during the last four years.

The instructors are able to make the sessions both *“informative and fun.”* *“She makes dry material fun and interesting.”* *“The instructor had great humor and praise”* and *“broke the ice with her sparkling, happy laughter.”*

A small sample of comments reflects how much people appreciated the excellent instruction.

*“She was very knowledgeable and informative, as well as flexible and covered a vast amount of material in a short amount of time.”*

*“She demonstrates and then lets us practice.”*

*“No question is stupid. I didn’t feel embarrassed when I didn’t catch something right on to something. She took the time to further explain, and I appreciated that.”*

*“She explained things on a ‘human’ basis – easy to understand.”*

*“I was surprised at how much individual attention I was able to get, which I needed. The instructor was attentive to the various learning modes and preference of people in the class.”*

## **Outcomes from Participation in ODL Computer Training**

A critical question is “What outcomes resulted from participation in computer training classes?” ODL evaluated the outcomes at two points in time: at the end of the class and a year later.

Comments from participants on the exit evaluation form overwhelmingly illustrated that they would be using the information in their own libraries.

To help document specific outcomes from the computer training classes, online questionnaires were emailed to class recipients a year or more after taking a class. This approach was used to allow time for the attendees to practice and then apply their new skills. Data from questionnaires returned in 2005 and 2006 are available for this evaluation. This represents feedback on training conducted in 2004 and 2005. A total of 308 people responded to the follow-up questionnaires. Seventeen of the topics were covered in this evaluation (multiple sessions per topic).

## **New and Improved Products and Services**

The most basic outcome from computer training is use of the computer software and tools to create products and enhance services. As a result of taking classes, many participants reported using their new skills to accomplish specific tasks. A few examples include: create databases, track expenditures, make flyers, and produce movies. Respondents to the email questionnaire were explicit about how they made use of the computer applications.

Four out of five respondents indicated that they had used the specific application or source (82.14%). This result confirms the relevance of the training for Oklahoma library staff. Not only is the instruction excellent, but learners are able to make use of the new knowledge and skills in their libraries.

Participants in Word classes regularly use it for multiple purposes. Among the uses were writing grants; creating tables to help with the summer reading program; making flyers, tickets, and name tags; and

writing letters. Use of the tab function, clip art, and decorative borders were specific applications described by participants.

Learners used Publisher for a variety of publishing projects. Respondents to the follow-up questionnaire gave numerous examples of use of Publisher to create a diverse range of publications. Flyers have been produced to promote a myriad of services and events. Examples of these include tracking legislation, online legal and legislative resources, summer reading activities, OLA programs, and Friends events. Newsletters are being produced and posters and calendars created. Not only do the learners make use of Publisher, they use it repeatedly. Students in the class enthusiastically describe active use of this software.

*“I create a monthly newsletter for the ... library. Also I do signage, instructions, messages – anything I can. It is fun.”*

*“I use Publisher for my monthly employee schedules and any flyers that are posted in the library. I like using the clip art. Also, I made all our flyers and calendars for the summer reading program this year.”*

*“We put out a newsletter every week, and the class helped me to add different graphics. I also use it for summer reading program.”*

*“The library brochure, a library program poster, a Friends of the Library book sale flyer, teen program poster, support SHS Cheer postcard, Wi-Fi Internet poster, library newsletter, Friends chocolate fantasy flyer, two Oklahoma Humanities Council program posters – these are just a few of the projects I have developed. I have benefited from the class.”*

*“I did not use Publisher much before class, because I thought it was more difficult. The class was a great help. I have used it to create programs for ‘Let’s Talk About It’ and other library events, bookmarks, and posters.”*

*“I use Publisher for everything! Publisher is so great for creating posters to announce workshops. I also used it to*

*create posters about upcoming events with the teens that I work with at the library.”*

Improved library websites are a direct result of participation in the Front Page training. One library reported a “*completely redesigned website from a structural standpoint.*” “*Our library ... developed a beautiful library website that mirrored the image of the community.*” Library websites also were improved as a result of the Web site usability classes.

*“I look at websites differently now. It makes me more aware of possible problems.”*

*“While actively involved in website development, I was better able to make better judgments based on the proper way to display content.”*

Photoshop Elements students reported a diverse set of uses. Examples include modifying jpgs, enhancing digital photos, restoring old photographs, editing pictures for a newsletter and brochures, adding pictures to the library’s website, and printing pictures.

*“I do a yearbook for our library. This has helped edit photos in so many ways.”*

*“Now I know how to use my camera and make better use of pictures. I would never have been able to do what I can now if I had not taken the class.”*

Some students linked what was learned in this workshop to learning from the Movie Maker workshop. One person is “*creating and modifying jpgs for use in Movie Maker,*” while another “*changed and added frames to pictures for using in Movie Maker.*”

Movie Maker students were the most likely to report using what they learned personally (e.g., for filming their children or converting home movies to DVD). Participants reported creating slideshows for libraries, a movie for the summer reading program, and promotional videos. The outcome for one library is impressive.



*“One project I did was with the teens at the library. They had read a book about the Civil War for a book club and as our final project we made a movie. The teens selected the Civil War photos and audio recordings from the Library of Congress for their movie. We posted the completed project on the teen website of our library. They were very proud of this movie, and I was very proud of how well they did. We used Movie Maker ... I felt confident in teaching the teens how to use this wonderful program.”*

PowerPoint is being used to support training and conference presentations. A new training module for Oklahoma’s new tutor training workshop was developed after a PowerPoint class.

*“The attending literacy trainers all wanted a copy of the presentation to modify and use locally.”*

*“I have created several presentations for library programs and for OLA workshops/conferences.”*

*“I created two presentations for the literacy council – one on stress management and one on senior health.”*

Others also reported using PowerPoint to prepare presentations for workshops. People reported creating *“more efficient and appropriate PowerPoint presentations.”*

PowerPoint also is helping libraries with promotion.

*“I create PowerPoint shows to advertise what is happening at the ... library; these are viewed on the local cable access channel.”*

*“I have created several PowerPoint ‘commercials’ informing the public about town and library events. These presentations have been shown on our local cable access channel, and they have been used here at the library during open houses and other public events.”*

*“I am working now on a volunteer recruitment presentation for the literacy council.”*

The Super Searchers class improved reference service in libraries.

*“I have used three search engines that I didn’t know about before to search federal government information in a search guide that we make available to all the libraries in our state.”*

*“I search the Internet regularly, often using more than one search engine. I am now more aware that search engines search the Internet in different ways. I have more places to look, and this increases my success rate.”*

*“I’ve done research on various subjects, and it is very helpful to use different search engines to find the information that I needed.”*

*“I am using more sites than I did before the class and have gone into some blogs. I would not have done that before.”*

### **Users Have an Enhanced Library Experience**

The training also had significant impact on services for library users. The training participants reported increased ability to help their library patrons asking for technical assistance with the software on library computers. Examples include:

*“I used information from a class to configure the laptops patrons bring in for the wireless access.”*

*“I took the class so that I could fill in when needed with the tech work. It has helped to know what could go wrong.”*

*“Troubleshooting internet connections had improved.”*

The classes related to online information sources and searching the Internet allowed library staff to better help users locate information.

*“This has enhanced my service to patrons tremendously.”*

*“I found this very helpful because I get a lot of reference questions as well a lot of ‘where can I find that online’ questions.”*

Increased knowledge of databases improves access to information for patrons.

*“When a library patron needs information on a certain topic, I try to help them by getting into the database on the public computers.”*

*“I was looking for articles and books for a student to help with a report she had to do. I also used databases to find information for a gentleman on auto repair.”*

*“I use [databases] as a reference resource to give patrons up-to-date information.”*

The class on search engines had a direct effect on information services.

*“Since taking this class, I have had patrons ask me to help them find information on the Internet. I have used several different search engines to help them.”*

*“My first choice of a search engine had always been Google. Since the class, I have been able to find information on other engines that I could not find on Google. The class has really helped me serve my patrons better.”*

*“This class enabled me to find better, more up-to-date information. I was better able to service patrons.” Some use their improved knowledge to teach users.*

*“I was able to show some of the teens from our library different search engines to use to find answers for class work.”*

The Prescription for Success class identified authoritative sources for medical information. Participants linked participation in this class to better information for users.

*“I used it in the library to help patrons find answers to their health-based questions.”*

*“I’ve used it in finding more information regarding diagnosis, prescriptions, side effects of treatment, and in finding doctor information.”*

*“I have used the information learned in this training session repeatedly to find authoritative and accurate health information on the Web.”*

*“We ... were comfortable going back to our libraries and passing on the websites and information to the public.”*

*“I serve a population with many retired folks who are taking several medications. They like to know more about their medicines, and I get them started finding the information for themselves.”*

## **Improved Library Operations**

As described above, a number of products were developed using specific computer applications. Using Excel to better manage information, PowerPoint to promote the library, and Word to create library documents and marketing materials are just three examples of the positive effect of computer training on library operations.

Data gathered showed that the classes have enabled the participants to use computers more effectively, saving time and money.

*“I work with Word every day for my job, so this workshop has made my job a little easier.”*

*“The majority of my Publisher use had been on our library newsletter. The class made it possible to be a lot more creative in a lot less time.”*

*“This [Publisher] makes for a lot less stress due to the fact that newsletters are always on a deadline!”*

Use of FrontPage has saved time for library staff.

*“I am in the process of redesigning the ... library’s website. Information presented in the workshop has allowed me to make the changes more quickly.”*

*“As I have learned more about FrontPage, it has become easier and faster to update web pages for the library.”*

*“I do hundreds of community pages ... and have always used HTML. What a relief and a joy to finally have that job be an easy one!”*

File management techniques allowed staff to better manage computer files. *“I have a backlog of saved files going through two upgrades of computers. I have learned through this class about making file folders and renaming files.”* One person *“copies and renames files regularly for payroll reports and store data in folders on a backup server. Spreadsheets and workbooks have to be updated and maintained for distribution to others in the department.”* Several people reported increased efficiency as a result of this training.

*“I no longer have to wait for a staff person to create a file folder, move a file, rename a file. My other skills include using task panes; selecting, deleting, printing email files; using the recycling bin, searching for files, and using a flash drive. I can do all of [this] without any assistance thanks to ... wonderful instruction.”*

*“Efficacy of information location is much easier. I learned how to make new files with categorized classification. I used to scroll forever to find necessary material.”*

*“I have been able to de-fragment. That helped with access to information speed.”*

*“After taking the class, I looked at my files and began cleaning up files, making new folders, deleting stuff no longer applicable, renaming files to make more sense, and generally putting order to the online applications as one would do in a manual environment.”*

The various Excel workshops clearly had the biggest impact on library operations. Over 130 examples of use of Excel were provided by 54 respondents in the follow-up questionnaires. A myriad of library statistics, lists, inventories, financial information, and staff records are being managed with Excel spreadsheets. Reports and lists are produced on a wide range of topics and mailing labels are created. Based on the participant reports, it seems like every conceivable set of library data has found its way into Excel. Financial management, personnel, collection development, program planning, scheduling, event planning, patron registration, payroll, fundraising, attendance, and acquisitions have benefited from what participants learned at the Excel classes. Grant management has improved as has organization of annual report data. Participants reported using Excel daily, and the consistent theme is how integral Excel is to library operations.

Better communication was a result of the training, especially related to networking. *“It helps me communicate with public librarians who may ask me a question.”* One librarian was better *“able to discuss and understand terminology with technical support personnel,”* and another reported being *“better able to work with computer technician.”* *“[I] learned computer communication skills and was able to understand different aspects of the computer and talk to the technical staff.”*

### **More Confident Staff**

Learners were asked about their confidence level with the software or tool. This question asked, for example, about how confident they felt about troubleshooting network connectivity, with the software, or with certain websites. A significant number of respondents indicated that they felt more confident as a result of training (86.27%, n=284). This finding suggests that the training provided an adequate amount of information for the participants to begin using the product or resource upon return to the library. One librarian summarized the impact:

*“As a result of these classes, I feel more confident in my abilities and believe I am a better employee. It is rewarding to have the skill to accomplish a task and even offer assistance to others in my office. In short, I feel better equipped to accomplish my assignments.”*

## Staff Engage In Continuous Learning

The experiences of students in the ODL computer training classes were positive and informative. The quality and usefulness of the training is confirmed by the number of participants who were likely to take another computer class from ODL. Nine out of ten learners said they were “very likely” to take another class (93.71%, n=302) when asked on the Survey Monkey surveys. The rest of the respondents indicated they were somewhat likely to attend another training event. No one chose “not likely.” Repeat attendance is a key indicator of the effectiveness of training.

90% of the 71 librarians which responded to the ODL online survey about the use of federal funds in libraries reported being “satisfied” or “very satisfied” with this LSTA project. Following are some of the comments from the librarians:

*“The training has improved staff’s understanding and use of various computer programs and has better enabled them to help our customers, both on a one-on-one basis, as well as in preparing and giving computer classes to the citizens we serve.”*

*“ODL computer lab training classes are wonderful. Staff members that have gone to these classes always return with a good understanding of the classes and are ready to share with co-workers. Then we are able to help our customers with their needs. These are very valuable to our library and helps us to do our jobs better and we hope the classes never go away.”*

*“ODL has done a great job of determining what topics are of interest to most libraries and then providing that type of training in a convenient format and friendly environment. Of course the fact that the training is FREE is wonderful!”*

*“The ODL computer lab classes have been a great way to keep our staff up-to-date on software programs. We also have used the classes to train new staff to run programs that they did not know and to apply that knowledge to projects at the library as well as help customers to use the programs. There is no way*

*that we could afford this level of training without the ODL classes.”*

*“Due to the ODL computer lab training classes, we have been able to conduct a beginning word program for our customers. Our computer usage has doubled, and we have become better acquainted with the PowerPoint program, able to complete more grant applications, and be of more help to our community.”*

*“With the exception of the staff who shelve books, all of our personnel participate in the ODL computer training lab. It keeps us current with technology and gives us tools to better perform our job. Technology is a key component of library services today. We are in the process of purchasing a new automation system because our current system is not robust enough to handle the services demanded by our customers who want access to information 24 hours a day/ 7 days a week. The computer training lab is a vital asset.”*

*“...a big plus is that whatever training I had signed up for, I was able to mix with other librarians and see there were other libraries that were struggling like I was and it helped me to realize that even though the small town that I am from cannot fund the things for the library to my approval, that I could network with other libraries and see what was working for them and that I was not completely alone like I had sometimes felt, but that I was connected to an organization that knew about libraries and knew my needs as a library.”*





## V. Lessons Learned





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Two (2) topics will be incorporated in this portion of the report. These observations and lessons learned of what worked, what didn't work and what we anticipate changing will be discussed in two (2) sections.

**Section I** - will highlight lessons learned from implementation of outcome based evaluation at the Oklahoma Department of Libraries (ODL) with LSTA funded projects. Four (4) projects will be included: ODL computer training lab; Certification for Public Librarians Institute; Continuing Education Conference Grants; and Summer Reading Program.

**Section II** - will highlight lessons learned regarding LSTA grants, past and present LSTA reporting, and current projects. This data was collected from internal review and from an online survey to one hundred and seven (107) libraries, representing both small and large libraries across Oklahoma. Seventy-five libraries (70% return) responded to the survey.

### **Section I. Outcome Based Evaluation**

The Oklahoma Department of Libraries (ODL) recognized and acknowledged the need to formulate major changes for gathering more meaningful statistics and evaluations as well as devising a method to concretely evaluate the data utilizing statistical analysis.

Several LSTA funded projects within the Office of Library Development were targeted for outcomes based evaluation. The ODL computer training lab was the first to be fully implemented, with follow-up evaluations for certification for public librarians institute and continuing education conference grants. The summer reading program is subsequently being implemented.

Outcomes based evaluation can be collected, analyzed, and reported effectively. Pre and post tests are very effective means to measure knowledge learned, attitude changed, and skills learned.

Follow up online questionnaires using Survey Monkey within a year of training, continuing education conferences attended, and participation

in the institute for public librarianship provides accurate statistical data.

The four (4) projects collecting outcome based data are reported in this section: computer training lab; certification for public librarians institute; continuing education conference grants; and summer reading program.

### **Computer Training Lab Exemplary Project in LSTA Five Year Evaluation**

#### **What worked:**

Computer lab success gathering outcomes based data provided model for outcome evaluation for additional LSTA projects.

- Schedule and Location (at state library)
- Pre/Post test – collected beginning 2003
- Pre/Post test – statistical evaluation beginning 2004
- Topics
- Software
- Survey Monkey for follow up outcomes of usage
- Evaluations – collected since 1997
- Instructor
- Class content
- Class environment
- Knowledge need for curriculum for following years

#### **What should be changed:**

- Data collected must be evaluated, statistically
- Data collected may show changes in knowledge, procedures at participant level

#### **Assessments comparing level of investment of time, money, and other resources to the value of the result achieved (see chart page #):**

Established in 1998, the computer lab has flourished as an effective, vital, and active learning experience provided through the Office of Library Development. Its success was previously and is currently

measured by the level of participation and testimonials from users, as well as newer evaluative techniques implemented in this reporting time-frame.

In 2004, a professional trainer was hired as lab coordinator. Her expertise could be used to expand the classes and the subject matter of the classes. Previously a general consultant from the Office of Library Development was responsible not only for the computer lab but also 36 public libraries.

Classes are concentrated and users are able to learn and implement new skills that lead to improved services, programs, and administrative duties. They gain confidence in themselves and in their ability to pass along what they have learned to library users and staff members.

The coordinator has offered more classes, customized curriculum, and expanded class offerings to include both in-house staff and librarians across the state. A designated lab coordinator has been very effective.

Lessons learned from hiring a full-time lab coordinator:

- More classes offered
- Pre-post test implemented and evaluated
- Online questionnaires using Survey Monkey sent to each participant
- Custom curriculum could be designed for classes
- Training could be expanded to not only include participants outside of the agency but allow for in-house training
- Microsoft software training could be tailored to library needs, such as Excel for budgeting purposes; PowerPoint for literacy staff

There have been major changes in statistics gathering during this four year period (2003-2006) for the Oklahoma Department of Libraries Computer Lab project. The most significant changes occurred between 2003 and 2004 and were continued in 2005 and 2006.

First, the evaluation questions answered by students at the end of classes have moved from answers of “Yes,” “No,” “Maybe,” to questions that elicited answers that could better be statistically analyzed. Students are now given a scale (“5” being the best, “1” being the worst)

to provide input for each question. Questions are divided into topics relating to course objectives, instructor skills, and the classroom environment. A grade from 0 to 100 is computed for each question to provide detailed analysis.

This framework allows for an average grade for course objectives, for the instructor, and for the classroom environment, as well as an overall average grade per class. Standard deviations are also computed for each question, which provides information as to the spread or variability of how the class rated each question. As long as the class holds to a general consensus, no matter what the rating, the standard deviations will be low or even zero.

The second major change has been to implement pre and post tests for the courses. Pre and post tests can be used as a tool to show if a student is gaining knowledge and skills during the course. Students are given the test answers to take home with them after turning in their post tests. This became common practice, as the students initially did not want to give up their post tests.

Lastly, an online survey created with Survey Monkey is emailed to all the participants of a class. This is done a year or more after a class is taken. The survey asks specific questions about how the material presented in the class has been used in that participant's job. For example, if a student took a Publisher class, they would be questioned about how many times they have used Publisher since the initial class, and what specific things they have accomplished with the software.

Multiple changes have been made in the ODL computer lab project, striving to provide IMLS with outcomes for each class, and not just outputs.

The results documented by these new evaluations have shown concretely how valuable this service is to our public librarians and literacy personnel. Return for value is high for LSTA funds dedicated to staff and resources for the computer lab.

## **Certification for Public Librarians Institute**

### **What worked:**

- Participation between Oklahoma Library Association and ODL
- Offering classes in every quadrant of state
- Hosting classes at public library sites
- Curriculum prepared and given to instructors
- Assigning two consultants duties for Certification for Public Librarians Institute (each spends 5-10% of time on their assigned responsibilities)
- Elimination of staff attendance at all workshops

### **What should be changed:**

- Formal evaluations need to be collected
- Written evaluations should have been taken from inception of Certification
- Pre/post tests need to be implemented

### **Assessments comparing level of investment of time, money, and other resources to the value of the result achieved:**

- Staff time and resources saved by elimination of ODL attendance at all class offerings

For the ten (10) years that ODL has offered classes through the Certification for Public Librarians, there have been curriculum updates, instructor additions, and reevaluations of the project. One of the major reevaluations was the decision in 2005 to discontinue having an ODL staff member travel across the state to attend and observe each class because it was determined that this was too costly in staff time and resources. ODL used the same instructors and librarians were familiar with their presentations.

Previously no formal evaluations were collected on class content, instructor performance, or effectiveness of facility; instead the institute was subjectively evaluated by the ODL staff member that attended all classes. Consequently there was no validated outcome data.

Since evaluations in the past were not outcome based, a change was implemented during this reporting period to give more specific data as to the effectiveness of the Certification for Public Librarians program.

Due to the success of outcome based data collection received through the ODL computer training lab, it was decided to use the equivalent format for data collection in the institute classes.

Instructors of the class are now required to disseminate written evaluations for class curriculum, instructor performance, and facility effectiveness and return data collected to ODL. In 2005, a formal four (4) point scale of evaluation was implemented

In 2006 pre and post tests were initiated, as was a follow-up online questionnaire using Survey Monkey. This much more formalized process of evaluation for the certification classes has begun to provide outcome based data which will not only be used to evaluate the classes, but also to evaluate class outlines and handouts.

Many certification class participants were familiar with pre/ post tests from attendance at the computer lab and felt very comfortable with the procedure. They realized data collection is important to evaluate ODL's use of LSTA funds for the program and also useful for their own personal benefit.

An online Survey Monkey questionnaire was used to determine what difference certification classes made in their individual library, with their customers, or with the participants themselves. They were asked what they learned from the class, as well as what changes in procedures, services, and programs they made as a result of the class. Some comments were: "*I make more of an effort to listen actively*" and "*I incorporated a blog into current publicity efforts.*"

Though tabulating written evaluations, pre and post tests, and online Survey Monkey results is time-consuming, the data is invaluable. It has shown that certification classes are useful, important and LSTA funds and resources allocated to this project are well spent.



## **Continuing Education for Public Librarians**

### **What worked:**

- Recipients gained knowledge and confidence
- Recipients networked with peers
- Recipients became involved in state and national professional organizations

### **What should be changed:**

- Recipients should be able to show that their institution was willing to pay for their attendance to professional association conferences
- Recipients should provide greater information regarding information gained

### **Assessments comparing level of investment of time, money, and other resources to the value of the result achieved:**

In conjunction with the Certification for Public Librarians Institute, continuing education grants have been awarded to librarians who become certified. This is an eagerly awaited grant that certified librarians look forward to each year. These grants are awarded to recipients to attend: Oklahoma Library Association conferences; American Library Association conferences; Texas Library Association conferences; and Mountain Plains Library Association, and the Public Library Association conferences.

These grants allow certified librarians an opportunity to network with other librarians and to learn more about their field.

The Office of Library Development has in the past required participants to report what programs they attended and provide proof of their expenditures, however participants were never required to report what they learned by attending a conference.

In 2006, the procedure of acquiring outcomes data from participants was implemented. Currently recipients are required to include in their report: "Taking what you learned at the conference, tell what you plan to implement or have implemented in your library." Feedback received

from participants proved this to be an effective method for receiving outcome based statistics.

Since the recipients knew beforehand that they would be asked to supply information on “lessons learned” from their conference attendance, they were more formal in validating what they heard and how they would then apply it to their own situation.

These grant awards allow librarians from all sizes of libraries, the smallest rural library to the largest metropolitan library, to attend conferences they would normally have been unable to attend due to lack of funding.

Many of the librarians that receive these grants continue to attend an annual conference. Some have felt so comfortable with the experience that they have later applied to attend national or regional conferences. This gives them a chance to experience not only what we do here in Oklahoma but also nationally and regionally. This has enhanced services and allowed librarians to be more confident in themselves and their libraries. It’s opened a larger world to them.

LSTA resources, both staff time and funds distributed to participants attending the continuing education conferences, are well spent.

## **Summer Reading Program**

### **What worked:**

- One (1) designated staff
- Coordination of statewide program by Oklahoma Department of Libraries
- Electronic resources

### **What should be changed:**

- Shift from in-house to collaborative summer reading library program
- Manual online
- Direct shipping to libraries
- More use of electronic resources

**Assessments comparing level of investment of time, money, and other resources to the value of the result achieved:**

- In-house preparation of materials extremely costly
- Utilize collaborative summer reading library program
- Utilize technology resources such as blogs, wikis, and online materials
- Change has been difficult for some librarians – move to more electronic resources; expansion of responsibilities for children’s consultant position leaving less time for displays and crafts

The statewide summer reading program has been an continuing LSTA project for the Oklahoma Department of Libraries for decades. It has been an extremely popular program with children, as well as librarians, parents, educators, and politicians.

Every public library (and some schools) offers programs to celebrate the “theme” chosen for the summer reading programs. Usually these programs occur during the summer months when school is out but many libraries continue the theme into the school year.

Themes for the summer reading program vary every year and in the past have been exclusively developed in-house at ODL by a staff member in the Office of Library Development. To develop this statewide program the staff member selects an artist, and a theme. They work closely with the artist and the Public Information Office at ODL to produce materials for the project.

This extremely time consuming process left very little time for the children’s consultant to assist public libraries across the state on children’s services. This precipitated the move from in-house development to the use of the collaborative program. The responsibilities of the children’s consultant were expanded to assist with collection development, year round programming, and expansion of young adult services in public libraries across the state.

The huge success of this statewide LSTA funded program has been demonstrated by the thousands of children who participate in the summer reading program each year. However, we have been unable to determine the impact this program has on reading skills of children

who participate in the summer activities offered at the library. This remains a primary goal of this project.

To gather outcomes data, ODL intends to implement a change in evaluative methods for the summer reading program. ODL will initiate this with libraries in smaller communities where librarians are often personal friends with the children and parents who avail themselves of the summer reading activities at the local library.

The children's consultant at ODL will request from targeted librarians that they keep statistics on participation enrollment; attendance; and offer a parental and child joint survey. This will survey quality of programs; quality of performer; reactions to program (whether program subject materials were checked out from the library); and reaction of child to specific programs and materials received through the summer reading program.

The children's consultant anticipates working with targeted librarians to develop an interview which will be used to conduct in-depth interviews with parents and children about the summer reading programs' strengths and weaknesses. Each library will be encouraged to enlarge their children's programs to become a year-long program.

Targeted librarians will be asked to work closely with their local educational facility to determine if reading scores can be evaluated on the children who attended the summer reading programs.

It is anticipated that in some libraries a pre/post questionnaire will be given to children before and after a program to indicate what they have learned. It will be targeted at what skill or new knowledge has been gained. Again this could only be implemented in locations where attendance is manageable.

Using these evaluations and outcomes, the children's consultant will be better able to assist librarians with programming, collection development and advocacy presentations that promote the summer reading programs substantial benefits to the community.

In 2006, the children's consultant implemented an online blog, forum, and a website designed specifically for the summer reading program. While using these tools, librarians will become more comfortable with

these electronic forms of communication. Therefore, they will be more knowledgeable when working with young users who are already familiar and comfortable with the technology.

Librarians must continue to move forward, update their skills, and learn the new technology so that young people will continue to use resources at the library.

The children's consultant is expanding the existing program to include services, materials, and programs for young adults, not only for a young adult summer reading program, but also for year round young adult activities.

The continued growth of this program every year is a clear indication that commitment of LSTA funds for the salary for a children's consultant and for the provision of LSTA funds for the program itself is a true value of federal tax dollars.

## **Section II. LSTA Funding and Projects**

In the years covered by this report, October 1, 2002 – December 31, 2006, the state of Oklahoma had severe revenue shortages. This loss of state dollars met that increased federal dollars were required to fund staff salaries for mandated salary and benefit increases.

One impact of the revenue shortfalls was a decline in new projects; consequently most projects reported in this five year evaluation are continuing projects.

ODL'S previous Five-Year LSTA evaluation was conducted by outside consultants and though many ODL staff spent considerable time assisting with data collection there was really no internal evaluation of the LSTA reporting process.

This current evaluation cycle has been conducted primarily by in-house ODL staff. During this process it has become abundantly clear there are real issues that need to be addressed in the coming years. Many of these can be tied to staff turnover and staff retirements. There has been a huge loss in institutional memory.

Many of the staff reporting on LSTA projects are unaware of the previous statistical gathering method. For example, a prior staff member may have reported statistics on area served and the current staff member reports on customers served. This is evidenced in the discrepancies found in some of the data provided in the reports included in this evaluation.

Also, different projects are often given the same or similar titles, making it difficult to determine statistics to accurately attribute to individual projects.

An online survey consisting of twenty-nine (29) questions was devised to determine how public libraries and library systems in Oklahoma evaluated LSTA grant procedures, LSTA funded staff; LSTA grant opportunities; and LSTA funded programs. Eight (8) specific LSTA programs were queried: Oklahoma Catalog; Interlibrary Loan; Online Databases; Certification Institute in Public Librarianship; ODL Computer Lab Training Classes; Summer Reading Program; Literacy Resources and E-Rate Consulting Services. See survey appendices.

This survey was disseminated electronically through Survey Monkey to one hundred and seven (107) libraries. Seventy-five (75) respondents answered the survey of twenty-nine (29) questions.

Data received from respondents of an online survey indicate that recipients of LSTA funds from ODL found the grant process easy to understand and the ODL staff very helpful. See survey appendices.

95% of the survey respondents believe that LSTA grant projects have helped their library and 96% of the respondents believe that LSTA grant projects have helped their library customers. See survey appendices.

**What worked:**

- Written evaluations
- Pre/post test (computer lab)
- Survey Monkey
- Statistical gathering and tabulation
- LSTA grant announcements and procedures

- LSTA funded projects such as computer lab; literacy; databases; certification institute in public librarianship; ILL

**What should be changed:**

- Outcome data process too new to determine necessary changes
- Outcome data evaluation still in initial phases

**Assessments comparing level of investment of time, money, and other resources to the value of the result achieved:**

Using data collected from the projects currently evaluated for outcomes (ODL computer lab; Certification for Public Librarians Institute; Continuing Education Conference Grants; and implementation of evaluation of the Summer Reading Program), ODL staff has learned that outcomes can be collected and statistics can be evaluated.

Outcome evaluation methods shown to be successful can be modeled for implementation with additional LSTA funded projects. Current LSTA outcome based evaluation projects specifically target librarians and literacy personnel. ODL realizes it will be more challenging to obtain outcomes for projects where the end users are customers, such as with the summer reading program.

To effectively gauge efficacy and the cost/benefit of LSTA funded initiatives, ODL acknowledges the need for all LSTA funded projects to provide measurable outcomes. Data provided will be used to substantiate restructuring of fund allocation and future project determination.

During this evaluation period, ODL has offered varied grant opportunities ranging from early childhood projects, such as the early literacy grant, to technology enhanced access, such as Wi-Fi 24/7. Many of these grants were non-competitive. ODL offers grants based on knowledge of the library field, technological advances, and national initiatives.

The online survey results from seventy-five (75) librarians validated what the Oklahoma Department of Libraries itself felt, that LSTA funds are being utilized by the state library in accordance with the

needs, expectations, and benefit of the library community and its customers in Oklahoma. See survey appendices.



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## VI. Evaluation Process

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## **Who was Involved?**

To assure quality programming and project review evaluation, the Oklahoma Department of Libraries (ODL) committed key staff members, as well as an outside consultant for LSTA evaluation. The primary responsibility for the LSTA Five-Year Evaluation was given to three staff members at the Oklahoma Department of Libraries: Vicki Mohr, Judy Tirey, and Kathy Blick O'Donnell, with contributions from other staff as represented below. Recipients of LSTA projects were queried and an outside consultant, Debra Johnson of Johnson and Johnson Consulting, was hired for a portion of the evaluation.

## **How was the Evaluation Conducted?**

Oklahoma Department of Libraries (ODL) staff conducted the bulk of the evaluation. Vicki Mohr, administrator of the Office of Library Development, Judy Tirey, LSTA coordinator and Kathy Blick O'Donnell, computer lab coordinator, compiled data, wrote verbiage, edited text, created charts, and prepared the LSTA Five-Year Evaluation. Staff at ODL supplied data for individual project reports, provided fiscal data, and created an online survey. From 2003-2006 outcomes have been collected from the computer lab and E-Rate salary data has been collected from the E-Rate application process. This data was utilized for section III (in-depth evaluation) and section IV (outcomes based evaluation) of this report.

An outside consultant, Dr. Debra Johnson of Johnson and Johnson Consulting, evaluated extensive statistical data collected by the computer lab coordinator for the period of 2003–2006. She submitted a draft report using this data for the “Outcome Based Project: Computer Training Lab” section. ODL staff reviewed and edited her report, developed charts, and completed this section. Dr. Johnson also submitted a draft report for “In-Depth Evaluation: E-Rate/Salary Cost Benefit.” Again, ODL staff reviewed, edited, developed charts, and refined the section. See data collection appendices.

The director and web manager of ODL designed an online questionnaire with twenty-nine (29) questions utilizing Survey Monkey. This survey was distributed via email to one hundred and

seven (107) public libraries. Seventy five (75) libraries responded, representing a 70% return rate. When surveys were completed, the web manager compiled data and inserted graphs for each section. Following is a sampling of information retrieved:

- 96% satisfaction rating for “Digital Prairie” (Statewide Shared Databases)
- 94% satisfaction rating for Interlibrary Loan
- 91% satisfaction rating for OLTNcat
- 91% satisfaction rating for Computer Training Lab
- 86% satisfaction rating for E-Rate

See survey appendices for complete results.

### What was the Cost of the Evaluation?

The cost of evaluation was determined by number of hours of ODL staff times hourly pay rate (supplied by business office of ODL) and consultation fee paid to Johnson and Johnson. Hourly pay rates ranged from \$17.04–\$37.41.

• Johnson & Johnson Consulting	\$ 2,485.00
• Administrator, Office of Lib. Development (320 hrs)	\$ 8,432.00
• LSTA Coordinator (320 hrs)	\$ 6,696.32
• ODL Computer Lab Coordinator (200 hrs)	\$ 4,412.00
• ODL Library Consultant staff (45 hrs)	\$ 994.50
• ODL Business Manager (20 hrs)	\$ 367.20
• ODL Accountant(20 hrs)	\$ 342.20
• ODL Web Manager (20 hrs)	\$ 399.40
• ODL Director (30 hrs)	\$ 1,122.30
• ODL Administrative Assistant (24 hrs)	\$ 408.96
• ODL Business Manager (20 hrs)	\$ 367.20
• ODL Deputy Director (20 hrs)	\$ 667.00
• ODL IS Services Coordinator (6 hrs)	\$ 116.40
• ODL Public Information Officers	\$ 34.30
• Printing	<u>\$ 2,327.81</u>
<b>TOTAL</b>	<b>\$29,172.59</b>





**VII. Appendices**





## ODL 2006 Computer Lab Course Evaluation Summary

Name of Course	Class Date	# Students	Instructor Name(s)	Course Objectives Average	Course Objectives StDev	Instructor Average	Instructor StDev	Classroom Average	Classroom StDev	Overall Average	Overall StDev	Pre Test Scores	Post Test Scores
Advanced Internet Search Strategies	08/09/06	10	Linda Gens	90.00%	0.61	93.21%	0.54	90.63%	0.81	91.56%	0.23	27.5%	77.8%
Advanced Internet Search Strategies	08/17/06	9	Linda Gens	93.89%	0.43	96.03%	0.37	91.67%	0.68	94.27%	0.18	35.1%	81.0%
<b>Advanced Internet Search Strategies Averages</b>	<b>2 classes</b>	<b>19</b>	<b>Linda Gens</b>	<b>91.95%</b>	<b>0.52</b>	<b>94.62%</b>	<b>0.46</b>	<b>91.15%</b>	<b>0.75</b>	<b>92.92%</b>	<b>0.21</b>	<b>31.3%</b>	<b>79.40%</b>
Excel Charts	06/06/06	8	Kathy Blick	98.60%	0.23	99.60%	0.13	96.40%	0.38	98.93%	0.17	8.3%	97.8%
Excel Charts	07/15/05	8	Kathy Blick	100.00%	0.00	100.00%	0.00	100.00%	0.00	100.00%	0.00	1.7%	93.8%
Excel Charts	07/22/06	5	Kathy Blick	99.30%	0.17	100.00%	0.00	85.00%	0.55	98.67%	0.18	9.4%	98.8%
<b>Excel Charts Averages</b>	<b>3 classes</b>	<b>21</b>	<b>Kathy Blick</b>	<b>99.30%</b>	<b>0.13</b>	<b>99.87%</b>	<b>0.04</b>	<b>93.80%</b>	<b>0.31</b>	<b>99.20%</b>	<b>0.12</b>	<b>6.47%</b>	<b>96.80%</b>
Bloggng for Librarians	10/11/06	10	Linda Gens	87.78%	0.79	88.49%	0.76	93.06%	0.57	89.41%	0.25	23.8%	76.5%
Bloggng for Librarians	10/16/06	11	Linda Gens	93.18%	0.59	98.02%	0.27	93.75%	0.50	95.44%	0.24	16.9%	85.2%
<b>Bloggng for Librarians Averages</b>	<b>2 classes</b>	<b>21</b>	<b>Linda Gens</b>	<b>90.48%</b>	<b>0.69</b>	<b>93.26%</b>	<b>0.52</b>	<b>93.41%</b>	<b>0.54</b>	<b>92.43%</b>	<b>0.25</b>	<b>20.35%</b>	<b>80.85%</b>
Photoshop Elements Beginning, Part 1	02/08/06	10	Kathy Blick	99.07%	0.19	100.00%	0.00	90.00%	0.70	98.83%	0.21	5.9%	92.7%
Photoshop Elements Beginning, Part 1	02/09/06	10	Kathy Blick	95.76%	0.46	100.00%	0.00	95.00%	0.42	97.84%	0.25	4.5%	89.1%
Photoshop Elements Beginning, Part 1	02/16/06	10	Kathy Blick	97.18%	0.32	98.02%	0.27	94.44%	0.44	97.38%	0.17	0.0%	93.2%
Photoshop Elements Beginning, Part 1	04/04/06	9	Kathy Blick	99.21%	0.18	100.00%	0.00	86.11%	0.88	98.70%	0.25	3.8%	98.1%
Photoshop Elements Beginning, Part 2	02/21/06	10	Kathy Blick	98.83%	0.20	100.00%	0.00	70.00%	1.03	97.50%	0.28	4.4%	92.6%
Photoshop Elements Beginning, Part 2	02/23/06	10	Kathy Blick	95.41%	0.39	96.88%	0.33	96.88%	0.35	96.18%	0.05	2.2%	91.1%
Photoshop Elements Beginning, Part 2	02/28/06	9	Kathy Blick	98.77%	0.22	100.00%	0.00	94.44%	0.44	99.07%	0.17	4.6%	91.1%
Photoshop Elements Beginning, Part 2	04/24/06	10	Kathy Blick	97.14%	0.32	100.00%	0.00	90.00%	0.70	98.00%	0.23	4.6%	91.1%
<b>Photoshop Elements Beginning Averages</b>	<b>8 classes</b>	<b>78</b>	<b>Kathy Blick</b>	<b>97.67%</b>	<b>0.29</b>	<b>99.36%</b>	<b>0.08</b>	<b>89.61%</b>	<b>0.62</b>	<b>97.94%</b>	<b>0.20</b>	<b>3.75%</b>	<b>92.38%</b>
Photoshop Elements Intermediate, Part 1	04/11/06	7	Kathy Blick	99.49%	0.14	100.00%	0.00	100.00%	0.00	99.76%	0.10	4.5%	100.0%
Photoshop Elements Intermediate, Part 1	04/13/06	9	Kathy Blick	98.64%	0.43	100.00%	0.00	81.25%	0.71	98.13%	0.26	0.0%	98.9%
Photoshop Elements Intermediate, Part 1	05/23/06	7	Kathy Blick	99.49%	0.14	100.00%	0.00	96.43%	0.38	99.52%	0.13	0.0%	96.2%
Photoshop Elements Intermediate, Part 1	12/18/06	2	Kathy Blick	100.00%	0.00	100.00%	0.00	87.50%	0.71	99.17%	0.18	0.0%	100.0%
Photoshop Elements Intermediate, Part 2	04/18/06	9	Kathy Blick	100.00%	0.00	100.00%	0.00	94.44%	0.67	99.63%	0.17	3.5%	96.5%
Photoshop Elements Intermediate, Part 2	04/20/06	8	Kathy Blick	99.04%	0.19	100.00%	0.00	87.50%	0.53	98.75%	0.18	0.0%	99.6%
Photoshop Elements Intermediate, Part 2	05/30/02	8	Kathy Blick	100.00%	0.00	100.00%	0.00	96.43%	0.38	99.76%	0.10	90.0%	100.0%
Photoshop Elements Intermediate, Part 2	12/19/06	4	Kathy Blick	100.00%	0.00	100.00%	0.00	93.75%	0.50	99.58%	0.13	0.0%	100.0%
<b>Photoshop Elements Intermediate Averages</b>	<b>8 classes</b>	<b>54</b>	<b>Kathy Blick</b>	<b>99.58%</b>	<b>0.11</b>	<b>100.00%</b>	<b>0.00</b>	<b>92.16%</b>	<b>0.49</b>	<b>99.29%</b>	<b>0.16</b>	<b>12.25%</b>	<b>98.90%</b>
Excel Financial, pt 1	07/06/06	10	Kathy Blick	100.00%	0.00	100.00%	0.00	96.90%	0.35	99.80%	0.09	21.4%	92.7%
Excel Financial, pt 1	09/20/06	10	Kathy Blick	96.40%	0.35	100.00%	0.00	97.50%	0.32	98.20%	0.19	15.5%	93.6%
Excel Financial, pt 2	07/12/06	10	Kathy Blick	100.00%	0.00	100.00%	0.00	96.88%	0.35	99.78%	0.09	6.1%	99.3%
Excel Financial, pt 2	09/27/06	9	Kathy Blick	99.07%	0.19	100.00%	0.00	97.22%	0.33	99.40%	0.14	11.7%	93.8%
<b>Excel Financial Averages</b>	<b>4 classes</b>	<b>39</b>	<b>Kathy Blick</b>	<b>98.87%</b>	<b>0.14</b>	<b>100.00%</b>	<b>0.00</b>	<b>97.13%</b>	<b>0.34</b>	<b>99.30%</b>	<b>0.13</b>	<b>13.7%</b>	<b>94.9%</b>
Publisher for Literacy, pt 1	08/29/06	10	Kathy Blick									0.0%	
Publisher for Literacy, pt 2	08/30/06	10	Kathy Blick	98.93%	0.20	100.00%	0.00	97.50%	0.32	99.33%	0.15		94.3%
<b>Publisher Averages</b>	<b>2 classes</b>	<b>20</b>	<b>Kathy Blick</b>	<b>98.93%</b>	<b>0.20</b>	<b>100.00%</b>	<b>0.00</b>	<b>97.50%</b>	<b>0.32</b>	<b>99.33%</b>	<b>0.15</b>	<b>0.0%</b>	<b>94.3%</b>
Movie Maker for Literacy, Part 1	02/02/06	8	Kathy Blick									11.2%	
Movie Maker for Literacy, Part 2	02/03/06	8	Kathy Blick	100.00%	0.00	100.00%	0.00	91.70%	0.52	99.54%	0.12		89.7%
Movie Maker, pt 1	10/04/06	9	Kathy Blick	97.20%	0.32	100.00%	0.00	88.90%	0.73	97.96%	0.22	1.2%	99.1%
Movie Maker, pt 2	10/27/06	9	Kathy Blick	95.60%	0.38	100.00%	0.00	93.80%	0.36	97.55%	0.21	4.0%	79.8%
<b>Movie Maker Averages</b>	<b>4 classes</b>	<b>34</b>	<b>Kathy Blick</b>	<b>97.60%</b>	<b>0.23</b>	<b>100.00%</b>	<b>0.00</b>	<b>91.47%</b>	<b>0.54</b>	<b>98.35%</b>	<b>0.18</b>	<b>5.5%</b>	<b>89.5%</b>
Intermediate Word, Part 1	12/06/06	8	Kathy Blick	100.00%	0.00	100.00%	0.00	96.90%	0.35	99.78%	0.09	20.6%	92.4%
Intermediate Word, Part 1	12/07/06	8	Kathy Blick	100.00%	0.00	100.00%	0.00	96.40%	0.38	99.74%	0.10	5.9%	95.1%
Intermediate Word, Part 2	12/13/06	5	Kathy Blick	100.00%	0.00	100.00%	0.00	100.00%	0.00	100.00%	0.00	14.0%	94.0%
Intermediate Word, Part 2	12/14/06	10	Kathy Blick	100.00%	0.00	100.00%	0.00	97.50%	0.32	99.82%	0.08	12.2%	88.9%
<b>Intermediate Word Averages</b>	<b>4 classes</b>	<b>31</b>	<b>Kathy Blick</b>	<b>100.00%</b>	<b>0.00</b>	<b>100.00%</b>	<b>0.00</b>	<b>97.70%</b>	<b>0.26</b>	<b>99.84%</b>	<b>0.07</b>	<b>13.2%</b>	<b>92.6%</b>
Snake Oil to Penicillin: Eval Consumer Health on Web	10/31/06	10	Karen Vargas	99.54%	0.13	96.30%	0.32	100.00%	0.00	98.46%	0.17	na	na
Snake Oil to Penicillin: Eval Consumer Health on Web	11/01/06	10	Karen Vargas	96.43%	0.31	97.92%	0.25	87.50%	0.74	96.18%	0.25	na	na
Snake Oil to Penicillin: Eval Consumer Health on Web	11/02/06	9	Karen Vargas	97.70%	0.25	100.00%	0.00	96.30%	0.33	98.50%	0.17	na	na
<b>Snake Oil to Penicillin Averages</b>	<b>3 classes</b>	<b>29</b>	<b>Karen Vargas</b>	<b>97.89%</b>	<b>0.23</b>	<b>98.07%</b>	<b>0.19</b>	<b>94.60%</b>	<b>0.36</b>	<b>97.71%</b>	<b>0.20</b>		

## ODL 2006 Computer Lab Course Evaluation Summary

Name of Course	Class Date	# Students	Instructor Name(s)	Course Objectives Average	Course Objectives StDev	Instructor Average	Instructor StDev	Classroom Average	Classroom StDev	Overall Average	Overall StDev	Pre Test Scores	Post Test Scores
Grant Writing	09/11/06	8	Michelle Malizia	96.97%	0.29	100.00%	0.00	95.83%	0.35	<b>97.92%</b>	0.20	na	na
Grant Writing	09/12/06	24	Michelle Malizia	98.13%	0.23	97.44%	0.27	97.10%	0.29	<b>97.80%</b>	0.11	na	na
Grant Writing	09/13/06	17	Michelle Malizia	98.71%	0.19	95.00%	0.36	97.79%	0.26	<b>97.41%</b>	0.17	na	na
Grant Writing	09/14/06	36	Michelle Malizia	95.71%	0.40	95.31%	0.41	88.17%	0.41	<b>94.88%</b>	0.20	na	na
Grant Writing	09/15/06	13	Michelle Malizia	98.90%	0.18	100%	0.00	94.87%	0.38	<b>98.93%</b>	0.17	na	na
<b>Grant Writing Averages</b>	<b>5 classes</b>	<b>98</b>	<b>Michelle Malizia</b>	<b>97.68%</b>	<b>0.26</b>	<b>97.55%</b>	<b>0.21</b>	<b>94.75%</b>	<b>0.34</b>	<b>97.39%</b>	<b>0.17</b>		
Excel Database Features, pt 1	07/18/06	9	Kathy Blick	99.60%	0.13	99.60%	0.13	94.40%	0.67	<b>99.26%</b>	0.20	3.8%	95.6%
Excel Database Features, pt 1	08/23/06	9	Kathy Blick	100.00%	0.00	100.00%	0.00	91.70%	0.71	<b>99.44%</b>	0.18	17.8%	97.8%
Excel Database Features, pt 2	07/26/06	7	Kathy Blick	100.00%	0.00	100.00%	0.00	95.80%	0.41	<b>99.70%</b>	0.11	0.0%	90.9%
Excel Database Features, pt 2	09/06/06	8	Kathy Blick	97.20%	0.32	100.00%	0.00	92.90%	0.76	<b>98.31%</b>	0.25	0.0%	92.0%
<b>Excel Database Averages</b>	<b>4 classes</b>	<b>33</b>	<b>Kathy Blick</b>	<b>99.20%</b>	<b>0.11</b>	<b>99.90%</b>	<b>0.03</b>	<b>93.70%</b>	<b>0.64</b>	<b>99.18%</b>	<b>0.19</b>	<b>5.4%</b>	<b>94.1%</b>
PowerPoint/Publisher for Presenting Your Library, Pt 1	05/09/06	12	Kathy Blick	99.03%	0.19	99.68%	0.11	93.18%	0.47	<b>98.94%</b>	0.17	10.7%	86.0%
PowerPoint/Publisher for Presenting Your Library, Pt 1	05/11/06	9	Kathy Blick	94.44%	0.42	98.81%	0.21	97.22%	0.33	<b>96.83%</b>	0.19	1.0%	97.0%
PowerPoint/Publisher for Presenting Your Library, Pt 2	05/17/06	9	Kathy Blick	99.60%	0.13	99.21%	0.18	91.67%	0.50	<b>98.81%</b>	0.18	20.0%	96.7%
PowerPoint/Publisher for Presenting Your Library, Pt 2	05/18/06	7	Kathy Blick	100.00%	0.00	100.00%	0.00	100.00%	0.00	<b>100.00%</b>	0.00	2.9%	100.0%
PowerPoint for Presenting Your Library, Pt 1	07/05/06	8	Kathy Blick	100.00%	0.00	100.00%	0.00	96.43%	0.38	<b>99.74%</b>	0.10	22.7%	95.5%
PowerPoint for Presenting Your Library, Pt 2	07/19/06	8	Kathy Blick	100.00%	0.00	100.00%	0.00	90.00%	0.89	<b>99.33%</b>	0.23	13.8%	98.3%
<b>PowerPoint for Presenting Your Library Averages</b>	<b>6 classes</b>	<b>53</b>	<b>Kathy Blick</b>	<b>98.85%</b>	<b>0.12</b>	<b>99.62%</b>	<b>0.08</b>	<b>94.75%</b>	<b>0.43</b>	<b>98.94%</b>	<b>0.15</b>	<b>11.9%</b>	<b>95.6%</b>
Using Webjunction	01/11/06	14	Linda Gens	97.86%	0.28	99.49%	0.14	94.20%	0.63	<b>97.66%</b>	0.25	35.6%	75.6%
<b>Using Webjunction Averages</b>	<b>1 class</b>	<b>14</b>	<b>Linda Gens</b>	<b>97.86%</b>	<b>0.28</b>	<b>99.49%</b>	<b>0.14</b>	<b>94.20%</b>	<b>0.63</b>	<b>97.66%</b>	<b>0.25</b>	<b>35.6%</b>	<b>75.6%</b>
File Management for Dummies	01/12/06	9	Kathy Blick	99.60%	0.13	97.95%	0.33	88.89%	0.53	<b>98.13%</b>	0.23	9.7%	86.2%
File Management for Dummies	01/19/06	10	Kathy Blick	99.64%	0.12	99.29%	0.17	100.00%	0.00	<b>99.50%</b>	0.13	12.4%	92.1%
File Management for Dummies	01/24/06	10	Kathy Blick	99.62%	0.12	100.00%	0.00	100.00%	0.00	<b>99.81%</b>	0.09	14.5%	95.0%
File Management for Dummies	01/25/06	10	Kathy Blick	97.50%	0.30	100.00%	0.00	97.50%	0.32	<b>98.67%</b>	0.16	8.8%	92.3%
File Management for Dummies	03/01/06	10	Kathy Blick	95.49%	0.39	99.58%	0.13	100.00%	0.00	<b>97.71%</b>	0.21	6.9%	95.5%
File Management for Dummies	03/15/06	10	Kathy Blick	100.00%	0.00	100.00%	0.00	95.00%	0.42	<b>99.67%</b>	0.11	6.8%	98.7%
File Management for Dummies	03/21/06	8	Kathy Blick	93.30%	0.45	96.88%	0.38	84.38%	0.74	<b>94.38%</b>	0.21	7.5%	96.2%
File Management for Dummies	03/22/06	10	Kathy Blick	96.01%	0.44	98.21%	0.26	90.00%	0.70	<b>96.63%</b>	0.20	7.7%	99.2%
<b>File Management for Dummies Averages</b>	<b>8 classes</b>	<b>77</b>	<b>Kathy Blick</b>	<b>97.65%</b>	<b>0.24</b>	<b>98.99%</b>	<b>0.16</b>	<b>94.47%</b>	<b>0.34</b>	<b>98.06%</b>	<b>0.17</b>	<b>9.3%</b>	<b>94.4%</b>
<b>OVERALL AVERAGES AND STATS</b>	<b>64</b>	<b>621</b>		<b>97.57%</b>	<b>0.24</b>	<b>98.71%</b>	<b>0.13</b>	<b>94.03%</b>	<b>0.46</b>	<b>97.83%</b>	<b>0.17</b>	<b>12.97%</b>	<b>90.71%</b>



## ODL 2005 Computer Lab Course Evaluation Summary

Name of Course	Class Date	# Students	Instructor Name(s)	Course Objectives Average	Course Objectives StDev	Instructor Average	Instructor StDev	Classroom Average	Classroom StDev	Overall Average	Overall StDev	Pre Test Scores	Post Test Scores
Excel Financial, pt 1	02/15/05	10	Kathy Blick	98.50%	0.29	100.00%	0.00	95.00%	0.42	99.00%	0.20	23.20%	87.90%
Excel Financial, pt 1	02/17/05	10	Kathy Blick	93.87%	0.52	99.29%	0.17	88.89%	0.73	96.04%	0.28	10.20%	92.90%
Excel Financial, pt 2	02/23/05	10	Kathy Blick	99.64%	0.12	100.00%	0.00	100.00%	0.00	99.83%	0.08	6.20%	91.40%
Excel Financial, pt 2	02/24/05	7	Kathy Blick	96.20%	0.36	99.49%	0.14	75.00%	1.00	96.31%	0.28	3.20%	92.90%
Excel Financial, pt 1	10/18/05	10	Kathy Blick	99.60%	0.12	100.00%	0.00	85.00%	0.84	98.83%	0.23	19.20%	91.90%
Excel Financial, pt 1	10/19/05	9	Kathy Blick	99.60%	0.13	100.00%	0.00	100.00%	0.00	99.80%	0.09	22.70%	86.40%
Excel Financial, pt 2	10/26/05	10	Kathy Blick	97.55%	0.36	100.00%	0.00	86.11%	0.88	98.02%	0.29	7.40%	88.90%
Excel Financial, pt 2	10/27/05	7	Kathy Blick	99.40%	0.15	100.00%	0.00	100.00%	0.00	99.74%	0.10	7.90%	93.70%
Excel Financial, pt 1	11/29/05	9	Kathy Blick	99.60%	0.13	100.00%	0.00	83.30%	0.87	98.70%	0.23	21.60%	97.70%
Excel Financial, pt 1	11/30/05	8	Kathy Blick	99.20%	0.25	100.00%	0.00	97.20%	0.33	99.40%	0.19	18.20%	90.90%
Excel Financial, pt 2	12/06/05	7	Kathy Blick	100.00%	0.00	100.00%	0.00	75.00%	1.26	98.21%	0.34	7.90%	85.70%
Excel Financial, pt 2	12/12/05	7	Kathy Blick	100.00%	0.00	100.00%	0.00	95.00%	0.45	99.64%	0.12	3.20%	89.80%
<b>Excel Financial Averages</b>	<b>12 classes</b>	<b>104</b>	<b>Kathy Blick</b>	<b>98.60%</b>	<b>0.20</b>	<b>99.90%</b>	<b>0.03</b>	<b>90.04%</b>	<b>0.57</b>	<b>98.63%</b>	<b>0.20</b>	<b>12.58%</b>	<b>90.84%</b>
Publisher 2003, pt 1	03/02/05	9	Kathy Blick	93.25%	0.63	100.00%	0.00	77.78%	0.78	95.37%	0.36	3.10%	98.60%
Publisher 2003, pt 1	03/16/05	11	Kathy Blick	98.70%	0.22	96.10%	0.40	90.90%	0.67	96.97%	0.23	6.80%	97.30%
Publisher 2003, pt 2	03/23/05	9	Kathy Blick	95.97%	0.37	97.22%	0.32	96.88%	0.35	96.60%	0.05	3.00%	94.80%
Publisher 2003, pt 2	03/24/05	9	Kathy Blick	99.21%	0.18	100.00%	0.00	87.50%	0.76	98.80%	0.22	10.40%	95.50%
<b>Publisher Averages</b>	<b>4 classes</b>	<b>38</b>	<b>Kathy Blick</b>	<b>96.78%</b>	<b>0.35</b>	<b>98.33%</b>	<b>0.18</b>	<b>0.8827</b>	<b>0.64</b>	<b>96.94%</b>	<b>0.22</b>	<b>5.83%</b>	<b>96.55%</b>
Movie Maker, pt 1	04/19/05	9	Kathy Blick	97.60%	0.35	96.90%	0.38	75.00%	1.20	95.58%	0.34	16.30%	97.60%
Movie Maker, pt 1	04/21/05	10	Kathy Blick	100.00%	0.00	100.00%	0.00	97.00%	0.33	99.81%	0.09	0.00%	90.60%
Movie Maker, pt 2	04/27/05	9	Kathy Blick	90.20%	0.62	99.10%	0.19	78.10%	1.13	93.54%	0.37	8.80%	96.40%
Movie Maker, pt 2	04/28/05	9	Kathy Blick	98.80%	0.22	100.00%	0.00	93.80%	0.46	99.03%	0.17	9.90%	92.20%
Movie Maker, pt 1	05/17/05	8	Kathy Blick	100.00%	0.00	100.00%	0.00	97.00%	0.35	99.79%	0.09	9.40%	100.00%
Movie Maker, pt 2	05/24/05	7	Kathy Blick	100.00%	0.00	100.00%	0.00	100.00%	0.00	100.00%	0.00	8.30%	98.60%
Movie Maker, pt 1	06/02/05	9	Kathy Blick	94.80%	0.54	94.40%	0.52	91.70%	0.71	94.44%	0.31	2.80%	91.30%
Movie Maker, pt 2	06/14/05	8	Kathy Blick	95.40%	0.49	99.00%	0.20	96.00%	0.38	97.14%	0.26	0.00%	97.00%
Movie Maker, pt 1	08/08/05	8	Kathy Blick	99.00%	0.20	99.00%	20.00	82.10%	0.76	97.86%	0.24	21.90%	89.30%
Movie Maker, pt 2	08/15/05	6	Kathy Blick	96.40%	0.45	99.10%	0.19	87.50%	0.58	97.08%	0.32	5.60%	72.20%
<b>Movie Maker Averages</b>	<b>10 classes</b>	<b>83</b>	<b>Kathy Blick</b>	<b>97.22%</b>	<b>0.29</b>	<b>98.75%</b>	<b>2.15</b>	<b>89.82%</b>	<b>0.59</b>	<b>97.43%</b>	<b>0.22</b>	<b>8.30%</b>	<b>92.52%</b>
Free Magazine, Encylopedia & Ref Resources	05/10/05	4	Linda Gens	100.00%	0.00	99.10%	0.19	87.50%	0.27	96.69%	0.23	18.20%	86.40%
Free Magazine, Encylopedia & Ref Resources	05/11/05	5	Linda Gens	100.00%	0.00	98.50%	0.24	97.50%	0.45	98.82%	0.25	14.50%	76.40%
Free Magazine, Encylopedia & Ref Resources	05/25/05	10	Linda Gens	98.30%	0.25	98.60%	0.23	93.75%	0.25	97.35%	0.23	28.30%	78.80%
Free Magazine, Encylopedia & Ref Resources	05/26/05	7	Linda Gens	92.40%	0.75	89.90%	0.63	91.67%	0.31	91.19%	0.30	20.80%	69.50%
<b>Free Magazine (etc) Averages</b>	<b>4 classes</b>	<b>26</b>	<b>Linda Gens</b>	<b>97.68%</b>	<b>0.25</b>	<b>96.53%</b>	<b>0.32</b>	<b>92.61%</b>	<b>0.32</b>	<b>96.01%</b>	<b>0.25</b>	<b>20.45%</b>	<b>77.78%</b>
Website Usability: Making Content Easy to Find	06/06/05	10	Michelle Malizia	99.10%	0.13	99.00%	0.18	na	na	99.04%	0.15	na	na
Website Usability: Making Content Easy to Find	06/07/05	9	Michelle Malizia	93.20%	0.51	96.90%	0.30	na	na	94.40%	0.37	na	na
Website Usability: Making Content Easy to Find	06/08/05	7	Michelle Malizia	99.00%	0.13	99.00%	0.18	na	na	99.00%	0.16	na	na
Website Usability: Making Content Easy to Find	06/09/05	8	Michelle Malizia	97.60%	0.28	95.80%	0.34	na	na	97.00%	0.24	na	na
<b>Website Usability Averages</b>	<b>4 classes</b>	<b>34</b>	<b>Michelle Malizia</b>	<b>97.23%</b>	<b>0.26</b>	<b>97.68%</b>	<b>0.25</b>	<b>na</b>	<b>na</b>	<b>97.36%</b>	<b>0.23</b>	<b>na</b>	<b>na</b>
Super Searcher: Mastering Web Search Engines	07/11/05	6	Greg Bodin	100.00%	0.00	100.00%	0.00	na	na	100.00%	0.00	na	na
Super Searcher: Mastering Web Search Engines	07/12/05	9	Greg Bodin	97.40%	0.40	98.80%	0.19	na	na	97.90%	0.33	na	na
Super Searcher: Mastering Web Search Engines	07/13/05	10	Greg Bodin	99.20%	0.16	100.00%	0.00	na	na	99.40%	0.12	na	na
Super Searcher: Mastering Web Search Engines	07/14/05	10	Greg Bodin	98.10%	0.29	100%	0.00	na	na	98.80%	0.22	na	na
<b>Super Searcher Averages</b>	<b>4 classes</b>	<b>35</b>	<b>Greg Bodin</b>	<b>98.68%</b>	<b>0.21</b>	<b>99.70%</b>	<b>0.05</b>	<b>na</b>	<b>na</b>	<b>99.03%</b>	<b>0.17</b>	<b>na</b>	<b>na</b>
Excel Database Features, pt 1	07/28/05	10	Kathy Blick	97.10%	0.44	99.30%	0.17	95.00%	0.42	97.98%	0.27	9.00%	96.50%
Excel Database Features, pt 1	08/04/05	10	Kathy Blick	95.40%	0.43	100.00%	0.00	91.70%	0.50	97.44%	0.24	4.00%	95.00%
Excel Database Features, pt 1	08/09/05	10	Kathy Blick	100.00%	0.00	99.60%	0.12	75.00%	0.71	98.04%	0.20	8.00%	100.00%
Excel Database Features, pt 1	08/17/05	11	Kathy Blick	94.30%	0.55	99.40%	0.16	88.60%	0.52	96.43%	0.28	7.70%	95.50%
Excel Database Features, pt 2	08/23/05	9	Kathy Blick	99.50%	0.14	99.60%	0.13	90.60%	0.52	98.88%	0.18	0.00%	98.90%
Excel Database Features, pt 1	08/25/05	10	Kathy Blick	99.60%	0.13	100.00%	0.00	97.50%	0.32	99.64%	0.11	4.40%	92.20%

## ODL 2005 Computer Lab Course Evaluation Summary

Name of Course	Class Date	# Students	Instructor Name(s)	Course Objectives Average	Course Objectives StDev	Instructor Average	Instructor StDev	Classroom Average	Classroom StDev	Overall Average	Overall StDev	Pre Test Scores	Post Test Scores
Excel Database Features, pt 2	08/30/05	10	Kathy Blick	97.80%	0.34	100.00%	0.00	90.00%	0.70	<b>98.39%</b>	0.25	7.10%	93.90%
Excel Database Features, pt 2	08/31/05	9	Kathy Blick	100.00%	0.00	100.00%	0.00	86.10%	0.73	<b>99.01%</b>	0.19	1.00%	96.00%
Excel Database Features, pt 2	09/07/05	10	Kathy Blick	92.50%	0.56	98.90%	0.20	95.00%	0.42	<b>95.89%</b>	0.26	90.00%	87.90%
Excel Database Features, pt 1	09/08/05	6	Kathy Blick	93.80%	0.77	100.00%	0.00	100.00%	0.00	<b>97.32%</b>	0.47	10.00%	96.70%
Excel Database Features, pt 2	09/13/05	9	Kathy Blick	96.30%	0.36	97.60%	0.35	93.80%	0.46	<b>96.78%</b>	0.20	0.00%	89.40%
Excel Database Features, pt 2	09/22/05	7	Kathy Blick	97.20%	0.32	100.00%	0.00	100.00%	0.00	<b>98.81%</b>	0.19	1.50%	97.00%
<b>Excel Database Averages</b>	<b>12 classes</b>	<b>111</b>	<b>Kathy Blick</b>	<b>96.96%</b>	<b>0.34</b>	<b>99.53%</b>	<b>0.09</b>	<b>91.94%</b>	<b>0.44</b>	<b>97.88%</b>	<b>0.24</b>	<b>11.89%</b>	<b>94.92%</b>
Front Page Intermediate, pt 1	09/06/05	10	Kathy Robertson	91.70%	0.69	97.60%	0.37	87.50%	0.84	<b>94.01%</b>	0.38	5.30%	62.40%
Front Page Intermediate, pt 1	09/15/05	10	Kathy Robertson	91.30%	0.60	96.80%	0.38	97.50%	0.32	<b>94.06%</b>	0.25	18.70%	78.40%
Front Page Intermediate, pt 2	09/28/05	9	Kathy Robertson	99.30%	0.17	96.80%	0.34	97.20%	0.33	<b>98.29%</b>	0.18	12.50%	91.70%
Front Page Intermediate, pt 2	09/29/05	10	Kathy Robertson	94.40%	0.57	97.50%	0.30	90.00%	0.70	<b>95.25%</b>	0.29	14.80%	97.50%
<b>Front Page Intermediate Averages</b>	<b>4 classes</b>	<b>39</b>	<b>Kathy Robertson</b>	<b>94.18%</b>	<b>0.51</b>	<b>97.18%</b>	<b>0.35</b>	<b>93.05%</b>	<b>0.55</b>	<b>95.40%</b>	<b>0.28</b>	<b>12.83%</b>	<b>82.50%</b>
Prescription for Success: Consumer Health on the Web	11/15/05	10	Karen Vargas	97.90%	0.27	100.00%	0.00	na	na	<b>98.60%</b>	0.20	na	na
Prescription for Success: Consumer Health on the Web	11/16/05	4	Karen Vargas	99.00%	0.00	100.00%	0.00	na	na	<b>99.30%</b>	0.14	na	na
Prescription for Success: Consumer Health on the Web	11/17/05	7	Karen Vargas	100.00%	0.00	98.80%	0.19	na	na	<b>99.60%</b>	0.11	na	na
<b>Rx for Success: Consumer Health Averages</b>	<b>3 classes</b>	<b>21</b>	<b>Karen Vargas</b>	<b>98.97%</b>	<b>0.09</b>	<b>99.60%</b>	<b>0.06</b>	<b>na</b>	<b>na</b>	<b>99.17%</b>	<b>0.15</b>	<b>na</b>	<b>na</b>
File Management for Dummies	12/14/05	9	Kathy Blick	96.00%	0.45	99.20%	0.18	91.70%	0.50	<b>97.22%</b>	0.25	1.30%	90.20%
File Management for Dummies	12/15/05	10	Kathy Blick	97.90%	0.28	98.60%	0.23	92.50%	0.67	<b>97.83%</b>	0.21	1.50%	76.60%
<b>File Management for Dummies Averages</b>	<b>2 classes</b>	<b>19</b>	<b>Kathy Blick</b>	<b>96.95%</b>	<b>0.37</b>	<b>98.90%</b>	<b>0.21</b>	<b>92.10%</b>	<b>0.59</b>	<b>97.53%</b>	<b>0.23</b>	<b>1.40%</b>	<b>83.40%</b>
<b>OVERALL AVERAGES AND STATS</b>		<b>59</b>		<b>97.32%</b>	<b>0.29</b>	<b>98.61%</b>	<b>0.37</b>	<b>91.12%</b>	<b>0.53</b>	<b>97.54%</b>	<b>0.22</b>	<b>10.47%</b>	<b>88.36%</b>

## ODL 2004 Computer Lab Course Evaluation Summary

Name of Course	Class Date	# Students	Instructor Name(s)	Course Objectives Average	Course Objectives StDev	Instructor Average	Instructor StDev	Classroom Average	Classroom StDev	Overall Average	Overall StDev	Pre Test Scores	Post Test Scores
PowerPoint 2003 Basic	04/06/04	7	Kathy Blick	93.45%	0.54	95.24%	0.51	87.50%	0.84	93.89%	0.28		
PowerPoint 2003 Basic	04/07/04	6	Kathy Blick	89.88%	0.77	99.40%	0.15	91.67%	0.52	94.44%	0.40		
PowerPoint 2003 Intermediate	04/27/04	6	Kathy Blick	91.07%	0.66	98.21%	0.26	72.50%	0.74	93.17%	0.36		
PowerPoint 2003 Intermediate	04/28/04	9	Kathy Blick	95.63%	0.42	98.02%	0.33	94.44%	0.67	96.67%	0.25		
<b>PowerPoint Averages</b>	<b>4 classes</b>	<b>28</b>		<b>92.51%</b>	<b>0.60</b>	<b>0.98</b>	<b>0.31</b>	<b>0.87</b>	<b>0.69</b>	<b>94.54%</b>	<b>0.32</b>		
Publisher 2003 Basic	05/04/04	10	Kathy Blick	92.06%	0.61	95.87%	0.41	95.56%	0.44	94.07%	0.15		
Publisher 2003 Basic	05/05/04	10	Kathy Blick	94.81%	0.47	97.73%	0.29	93.18%	0.47	96.06%	0.21		
Publisher 2003 Basic	05/06/04	10	Kathy Blick	99.29%	0.17	100.00%	0.00	91.67%	0.50	99.11%	0.16		
Publisher 2003 Intermediate	05/25/04	9	Kathy Blick	99.55%	0.13	99.55%	0.13	93.75%	0.46	99.17%	0.16		
Publisher 2003 Intermediate	05/26/04	9	Kathy Blick	95.00%	0.49	96.43%	0.35	93.75%	0.46	95.60%	0.12		
Publisher 2003 Intermediate	05/27/04	8	Kathy Blick	96.88%	0.38	99.55%	0.13	100.00%	0.00	98.33%	0.23		
<b>Publisher Averages</b>	<b>6 classes</b>	<b>56</b>		<b>96.27%</b>	<b>0.38</b>	<b>98.19%</b>	<b>0.22</b>	<b>0.9465</b>	<b>0.39</b>	<b>97.06%</b>	<b>0.17</b>		
Excel 2003 Basic	07/07/04	10	Kathy Blick	97.14%	0.32	100.00%	0.00	97.50%	0.32	98.50%	0.17		
Excel 2003 Basic	07/13/04	10	Kathy Blick	98.93%	0.27	98.93%	0.20	92.50%	0.67	98.50%	0.24		
Excel 2003 Intermediate	07/20/04	9	Kathy Blick	95.24%	0.53	98.41%	0.25	80.56%	0.83	95.74%	0.31		
Excel 2003 Intermediate	07/27/04	9	Kathy Blick	96.67%	0.39	98.81%	0.21	97.22%	0.33	97.64%	0.26		
<b>Excel Averages</b>	<b>4 classes</b>	<b>38</b>		<b>97.00%</b>	<b>0.38</b>	<b>99.04%</b>	<b>0.17</b>	<b>91.95%</b>	<b>0.54</b>	<b>97.60%</b>	<b>0.25</b>		
Advanced Networking	09/08/04	6	Anna Turner	na	na	na	na	na	na	82.50%	0.67		
Advanced Networking	09/09/04	5	Anna Turner	na	na	na	na	na	na	71.88%	0.81		
Advanced Networking	09/22/04	11	Anna Turner	na	na	na	na	na	na	70.83%	0.77		
Advanced Networking	09/23/04	6	Anna Turner	na	na	na	na	na	na	62.50%	0.68		
<b>Advanced Networking Averages</b>	<b>4 classes</b>	<b>28</b>		<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>71.93%</b>	<b>0.73</b>		
Automated Book Selection	10/13/04	9	Desiree Webber Cheryl Duke	100.00%	0.00	100.00%	0.00	90.63%	0.74	99.33%	0.20	35.35%	93.75%
Automated Book Selection	10/14/04	9	Desiree Webber Cheryl Duke	91.67%	0.63	96.43%	0.48	90.63%	0.74	93.67%	0.28	40.26%	82.95%
Automated Book Selection	10/27/04	7	Desiree Webber Cheryl Duke	97.92%	0.28	98.81%	0.22	95.83%	0.41	98.21%	0.21	53.90%	95.45%
Automated Book Selection	10/28/04	5	Desiree Webber Cheryl Duke	98.96%	0.2	100.00%	0.00	93.75%	0.5	99.11%	0.18	32.73%	97.73%
<b>Automated Book Selection Averages</b>	<b>4 classes</b>	<b>30</b>		<b>97.14%</b>	<b>0.28</b>	<b>98.81%</b>	<b>0.18</b>	<b>92.71%</b>	<b>0.60</b>	<b>97.58%</b>	<b>0.22</b>	<b>40.56%</b>	<b>92.47%</b>
Photoshop Elements Basic	11/03/04	10	William Struby	88.10%	0.67	96.83%	0.38	91.67%	0.5	92.41%	0.29	29.01%	78.33%
Photoshop Elements Basic	11/04/04	10	William Struby	89.23%	0.71	97.14%	0.32	86.11%	0.73	92.76%	0.21	20.37%	78.33%
Photoshop Elements Intermediate	11/17/04	10	William Struby	95.91%	0.37	98.21%	0.26	93.75%	0.46	96.79%	0.24	13.33%	66.30%
Photoshop Elements Intermediate	11/18/04	7	William Struby	92.26%	0.56	100%	0.00	95.83%	0.41	96.11%	0.31	13.49%	41.67%
<b>Photoshop Elements Averages</b>	<b>4 classes</b>	<b>37</b>		<b>91.38%</b>	<b>0.58</b>	<b>98.05%</b>	<b>0.24</b>	<b>91.84%</b>	<b>0.53</b>	<b>94.52%</b>	<b>0.26</b>	<b>19.05%</b>	<b>66.16%</b>
Word 2003 Basic	12/1/2004	10	Kathy Blick	100.00%	0.00	100.00%	0.00	95.50%	0.67	99.50%	0.17	2.22%	90%
Word 2003 Basic	12/2/2004	10	Kathy Blick	96.83%	0.34	99.46%	0.13	97.50%	0.32	98.10%	0.20	0.28%	95.83%
Word 2003 Intermediate	12/8/2004	11	Kathy Blick	98.05%	0.27	100.00%	0.00	100.00%	0.00	99.15%	0.16	15.91%	99.09%
Word 2003 Intermediate	12/9/2004	10	Kathy Blick	100.00%	0.00	99.64%	0.12	100.00%	0.00	99.82%	0.08	6.50%	92.25%
<b>Word Averages</b>	<b>4 classes</b>	<b>41</b>		<b>98.72%</b>	<b>0.15</b>	<b>99.78%</b>	<b>0.06</b>	<b>98.25%</b>	<b>0.25</b>	<b>99.14%</b>	<b>0.15</b>	<b>6.23%</b>	<b>94.29%</b>
<b>TOTALS</b>	<b>30</b>	<b>258</b>		<b>95.50%</b>	<b>0.39</b>	<b>98.60%</b>	<b>0.20</b>	<b>92.65%</b>	<b>0.50</b>	<b>93.19%</b>	<b>0.30</b>	<b>21.95%</b>	<b>84.31%</b>

## ODL 2003 Computer Lab Course Evaluation Summary

Name of Course	Class Date	Start Date	End Date	# Students	Instructor Name(s)	Class Location
Grant Writing Basics & Federal Grant Resources	03/12/03			10		ODL
Grant Writing Basics & Federal Grant Resources	03/13/03			10		ODL
Grant Writing Basics & Federal Grant Resources	03/19/03			10		ODL
Grant Writing Basics & Federal Grant Resources	03/20/03			10		ODL
<b>Grant Writing Averages</b>	<b>4 classes</b>			<b>40</b>		<b>ODL</b>
Reference Sources Available at ODL	04/09/03			16		ODL
<b>Reference Sources Available at ODL Average</b>	<b>1 class</b>			<b>16</b>		<b>ODL</b>
Web-Site Design with Front Page		05/05/03	05/09/03	20	Anna Moore	Norman (OU/DHS Training Center)
<b>Web-Site Design with Front Page Averages</b>	<b>1 class</b>	<b>5 days of training</b>		<b>20</b>	<b>Anna Moore</b>	<b>Norman (OU/DHS Training Center)</b>
PowerPoint Training	07/08/03			11	Kathy Blick	ODL
PowerPoint Training	07/09/03			10	Kathy Blick	ODL
PowerPoint Training	07/15/03			10	Kathy Blick	ODL
PowerPoint Training	07/16/03			10	Kathy Blick	ODL
PowerPoint Training	07/28/03			11	Kathy Blick	ODL
<b>PowerPoint Averages</b>	<b>6 classes</b>			<b>52</b>	<b>Kathy Blick</b>	<b>ODL</b>
Advanced Athena Automation Training	09/09/03			6		Hennessey Public Library
Advanced Athena Automation Training	09/16/03			9		Drumright Public Library
<b>Advanced Athena Automation Averages</b>	<b>2 classes</b>			<b>15</b>		<b>various off-site libraries</b>
Advanced Winnebago Automation Training	09/22/03			5		Anadarko Public Library
Advanced Winnebago Automation Training	10/24/03			12		Perry Carnegie Library
<b>Advanced Winnebago Automation Averages</b>	<b>2 classes</b>			<b>17</b>		<b>various off-site libraries</b>
Advanced Follet Automation Training	09/17/03			9		Wagoner Public Library
Advanced Follet Automation Training	09/23/03			5		Mustang Public Library
<b>Advanced Follet Automation Averages</b>	<b>2 classes</b>			<b>14</b>		<b>various off-site libraries</b>
Corporate Grant Funds	10/21/03			3		ODL
Corporate Grant Funds	10/28/03			9		ODL
Corporate Grant Funds	10/29/03			10		ODL
<b>Corporate Grant Funds Averages</b>	<b>4 classes</b>			<b>22</b>		<b>ODL</b>
Marketing Workshops	10/20/03			13		ODL
Marketing Workshops	10/27/03			14		ODL
<b>Marketing Workshops Averages</b>	<b>2 classes</b>			<b>27</b>		<b>ODL</b>
<b>TOTALS</b>	<b>22</b>	<b>26 training days</b>		<b>223</b>		<b>8 locations</b>

# Agenda for File Management for Dummies

## March 2006

**Sign In and Pre-Test** **9:30 – 9:40**

**File Management Basics** **9:40 – 3:50**

- My Computer Intro
- My Computer Views
- Using Task Panes
- Selecting Files
- Copying Files
- Moving Files
- Rename Files
- Creating Folders
- Printing Files
- Delete Files
- Emailing Files
- Using the Recycle Bin
- Searching for Files
- Using a Jump Drive
- Burning Files to a CD

**Post Test and Class Evaluations** **3:50 – 4:00**

☞ There will be a morning and afternoon break of 10 minutes each. ☞

Lunch is from 11:15 – 12:45.



# File Management Pre-Test

1. What is the procedure used in Windows XP to determine the amount of RAM in your computer system? \_\_\_\_\_  
\_\_\_\_\_
2. How do you select contiguous files? \_\_\_\_\_  
\_\_\_\_\_
3. How do you select non-contiguous files? \_\_\_\_\_  
\_\_\_\_\_
4. What is the keyboard shortcut used to select all files? \_\_\_\_\_
5. There are 9 illegal characters that cannot be used in a filename. What are 3 of them? \_\_\_\_\_
6. What is a really fast way to copy files to your USB flash drive?  
\_\_\_\_\_  
\_\_\_\_\_
7. Why do some deleted files go to the Recycle Bin while others are deleted permanently? \_\_\_\_\_  
\_\_\_\_\_
8. What is the procedure used to locate misplaced files on your computer? \_\_\_\_\_  
\_\_\_\_\_
9. How do you burn files to a CD using Windows XP? \_\_\_\_\_  
\_\_\_\_\_
10. How do you show or hide file extensions? \_\_\_\_\_  
\_\_\_\_\_
11. How do you determine the amount of hard disk space on your computer? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_





# File Management Post-Test

1. What is the procedure used in Windows XP to determine the amount of RAM in your computer system? \_\_\_\_\_  
\_\_\_\_\_
2. How do you select contiguous files? \_\_\_\_\_  
\_\_\_\_\_
3. How do you select non-contiguous files? \_\_\_\_\_  
\_\_\_\_\_
4. What is the keyboard shortcut used to select all files? \_\_\_\_\_
5. There are 9 illegal characters that cannot be used in a filename. What are 3 of them? \_\_\_\_\_
6. What is a really fast way to copy files to your USB flash drive?  
\_\_\_\_\_  
\_\_\_\_\_
7. Why do some deleted files go to the Recycle Bin while others are deleted permanently? \_\_\_\_\_  
\_\_\_\_\_
8. What is the procedure used to locate misplaced files on your computer? \_\_\_\_\_  
\_\_\_\_\_
9. How do you burn files to a CD using Windows XP? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
10. How do you show or hide file extensions? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
11. How do you determine the amount of hard disk space on your computer? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



## File Management Test Answers

1. What is the procedure used in Windows XP to determine the amount of RAM in your computer system? Go to My Computer, click on View System Information in the task pane.
2. How do you select contiguous files? Click on the first file, hold down SHIFT while clicking on the last file in the range.
3. How do you select non-contiguous files? Click on one file, then hold down CTRL while clicking on the additional files
4. What is the keyboard shortcut used to select all files? CTRL A
5. There are 9 illegal characters that cannot be used in a filename. What are 3 of them? / \ : \* ? " < > |
6. What is a really fast way to copy files to your USB flash drive? Select the files, right mouse click, choose *Send To*, and then choose the removable USB drive.
7. Why do some deleted files go to the Recycle Bin while others are deleted permanently? Files deleted from drive C: go to the Recycle bin.
8. What is the procedure used to locate misplaced files on your computer? Choose *Start, Search* and fill out the dialog box as needed
9. How do you burn files to a CD using Windows XP? Select the files, right mouse click, choose *Send To*, and then choose the CD burner drive. Click on the balloon in the notification area and follow the CD wizard writing steps to complete the burn.
10. How do you show or hide file extensions? Get into My Computer, choose *Tools, Folder Options*, and click the *View* tab. Check or uncheck the *Hide extensions for known file types* box.
11. How do you determine the amount of hard disk space on your computer? Go to My Computer. Float mouse over Local Disk C: and read tooltip or right mouse click and choose *Properties*.



# Oklahoma Department of Libraries File Management for Dummies Course Evaluation

Course Date: \_\_\_\_\_

Please *circle* the number that most closely fits your opinion.

**Course Objectives:**

The course gave me the information I need to:

	Agree			Disagree	
Navigate in My Computer	5	4	3	2	1
Copy Files	5	4	3	2	1
Move Files	5	4	3	2	1
Delete Files	5	4	3	2	1
Use a USB Jump Drive	5	4	3	2	1
Use the Recycle Bin	5	4	3	2	1
Burn files to a CD	5	4	3	2	1

**Instructor:**

The instructor of this course:

	Agree			Disagree	
Demonstrated knowledge of the subject	5	4	3	2	1
Presented and explained material clearly	5	4	3	2	1
Held my interest in learning the subject	5	4	3	2	1
Encouraged student participation	5	4	3	2	1
Treated students professionally	5	4	3	2	1
Used methods to help me retain knowledge and skills	5	4	3	2	1
Started and ended class on time	5	4	3	2	1

**Classroom:**

	Agree			Disagree	
Classroom environment (layout, cleanliness)	5	4	3	2	1

Please enter any additional comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

I wish that this class had covered: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

I would like to see the ODL computer training lab offer the following courses:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Please enter any additional comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Thank you!

## ODL File Management for Dummies Eval Statistics

1/19/2006

Kathy Blick, Instructor

<b>Course Objectives</b>	Student	Student	Student	Student	Student	Student	Student	Student	Student	Student	Average	Average	Standard Deviation	Course Objectives Average	Course Objectives StDev						
<b>The course gave me the information I need to:</b>	1	2	3	4	5	6	7	8	9	10											
Navigate in My Computer	4	4	4	4	4	4	4	4	4	4	4.00	100.00%	0.00	99.64%	0.12						
Copy Files	4	4	4	4	4	4	4	4	4	4	4.00	100.00%	0.00								
Move Files	4	4	4	4	4	4	4	4	4	4	4.00	100.00%	0.00								
Delete Files	4	4	4	4	4	4	4	4	4	4	4.00	100.00%	0.00								
Use a USB Jump Drive	4	4	4	4	4	4	4	4	4	4	4.00	100.00%	0.00								
Use the Recycle Bin	4	4	4	4	4	4	4	4	4	4	4.00	100.00%	0.00								
Burn files to a CD	4	3	4	4	4	4	4	4	4	4	3.90	97.50%	0.32								
<b>Instructor</b>											<b>Average</b>	<b>Average</b>	<b>Standard Deviation</b>	<b>Instructor Average</b>	<b>Instructor StDev</b>						
<b>The instructor of this course:</b>																					
Demonstrated knowledge of the subject	4	4	4	4	4	4	4	4	4	4	4.00	100.00%	0.00	99.29%	0.17						
Presented and explained material clearly	4	4	4	4	4	4	4	4	4	4	4.00	100.00%	0.00								
Held my interest in learning the subject	4	3	4	4	4	4	4	4	4	4	3.90	97.50%	0.32								
Encouraged student participation	4	3	4	4	4	4	4	4	4	4	3.90	97.50%	0.32								
Treated students professionally	4	4	4	4	4	4	4	4	4	4	4.00	100.00%	0.00								
Used methods to help me retain knowledge and skills	4	4	4	4	4	4	4	4	4	4	4.00	100.00%	0.00								
Started and ended class on time	4	4	4	4	4	4	4	4	4	4	4.00	100.00%	0.00								
<b>Classroom</b>											<b>Average</b>	<b>Average</b>	<b>Standard Deviation</b>	<b>Classroom Average</b>	<b>Classroom StDev</b>						
Classroom environment (layout, cleanliness)											4	4	4	4	4	4	4.00	100.00%	0.00	100.00%	0.00
													<b>Overall Average</b>	<b>Overall StDev</b>							
<b>10 attended</b>													99.50%	0.13							

# Pre/Post Test Grades

File Management Class

1/19/2006

	Pre Test	Post Test
Student 1	0.0%	100.0%
Student 2	0.0%	96.9%
Student 3	7.7%	96.2%
Student 4	23.1%	100.0%
Student 5	6.4%	46.2%
Student 6	15.4%	100.0%
Student 7	15.4%	100.0%
Student 8	30.8%	98.1%
Student 9	25.6%	89.2%
Student 10	0.0%	94.6%
average	12.4%	92.1%
letter grade	F	A
minimum	0.00%	46.15%
maximum	30.77%	100.00%



stdev

0.111

0.175

# File Management Class Evaluation Comments

1-19-06

- Very useful information. Instructor easy to follow. THANKS!!
- Excellent class. Kathy's classes are always fun and beneficial. Everything she teaches is relevant. Class was great. Other staff need this class. Otherwise, the schedule looks great!
- Good class. Teacher worked with class. Very good. Nice to be in sessions where learning is hands-on.
- Too bad it couldn't have been a 2 days course so more time could be spent on the material. Still a great course! Kathy is an excellent teacher!
- Great review and tons of new information. I'll be able to use new knowledge on a daily basis.  
Thanks!
- Excellent presentation.

## Additional courses:

- ODL's hands-on classes are very beneficial. Library staff need to be away from the library, free from distractions to learn new skills. The computer training lab classes provide invaluable service to OK librarians. Thanks.
- More on Excel management and functions.
- Website for Newbies.
- The Website for Newbies class that was cancelled in 2005. We're having to do a website @work and it is like the blind leading the blind.



## 2005 File Management Classes

### Have you used any of the file management techniques taught in the Dec 2005 class?

	Response	Total	
Yes	9	100.00%	
No	0	0.00%	
Total Respondents	9		
(skipped this question)	0		

### If you answered 'yes' to Question 1 approximately how many times have you used it?

	Response	Total	
1-5 times	3	33.33%	
6-10 times	0	0.00%	
more than 10 times	6	66.67%	
Total Respondents	9		
(skipped this question)	0		

### What is your confidence level with file management since taking the class?

	Response	Total	
More confident	8	88.89%	
About the same	1	11.11%	
Less confident	0	0.00%	
Total Respondents	9		
(skipped this question)	0		

### OPTIONAL: Based on your experience with this class how likely are you to take another class from ODL?

	Response	Total	
Very likely	9	100.00%	
Somewhat likely	0	0.00%	
Not likely	0	0.00%	
Total Respondents	9		
(skipped this question)	0		

**Please give a brief description of what you have done using file management techniques since this class:**

I regularly use the flash drive to move work from one computer to another. I also have copied folders, made file folders and have renamed files. I have not checked my RAM or the amount of hard disk space, but I know how!

Copying, checking the amount of RAM, hard disk space.

I have a backlog of saved files going through two upgrades of computers. I have learned through this class about making file folders and renaming files. It has helped alot to have taking this class.

I no longer have to wait for a staff person to create a file folder, move a file, rename a file. My other skills include: using task panes, selecting, deleting, printing and e-mailing files. Additional skills include: using the recycle bin, searching for files and using a flash drive. I can do all of the above without any assistance thanks to Kathy and her wonderful instructions.

To stimulate my skills.

Copy and rename files regularly for payroll reports and store data in folders on backup server. Spreadsheets and workbooks have to be updated and maintained for distribution to others in department.

Efficacy of information location is much easier I learned how to make new files with categorized classification. I used to scroll forever to find necessary material. I have been able to defragment. That helped with access to information speed too.

After taking the class, I looked at my files and began cleaning up the files, making new folders, deleting stuff no longer applicable, renaming files that make more sense, and generally putting order to the online applications as one would do in a manual environment. When there appears to be a slow down I will check hard disk space and RAM, etc. This class was an important review for a self taught person.

**Name and Institution**

Marilyn Miller	OK Dept. Of Libraries
Elie, Evens	OKLA DEPT OF LIBRARIES
Emelia Turner	Kingfisher Memorial Library
Patricia Kelly	O.I.C
Marlene Harris	Western Okla. Learning Center Department of Libraries
Gwen Tiller	Oklahoma Department of Libraries
Louisa Bilyeu	Caddo County Literacy Council
mary hardin	ok dept of libraries

**Oklahoma Libraries and Library Systems Evaluate  
Oklahoma's LSTA Grants and Programs**

**March 18, 2007**

# Oklahoma Department of Libraries: LSTA Review Evaluation

## Section 1: Introduction

The Oklahoma Department of Libraries (ODL) receives federal funds through the Institute of Museum and Library Services (IMLS) to implement the Library Services and Technology Act. Each state library develops a five year plan on how to spend the federal funds received during that period. Each state agency is also required to evaluate the use of the federal funds against the five year plan. We would appreciate your taking a brief survey to give us information on your impressions of the use of federal funds in Oklahoma.



The Survey Closes at 9:00 p.m. on March 18, 2007  
Questions? E-Mail Susan McVey



## Section 2. Questions for Libraries/Systems Who Applied for LSTA Grants



Examples of LSTA grants offered during this time include digital virtual reference (i.e. QuestionPoint "Ask a Librarian"), wireless access, computer hardware and software upgrades, T-1 connectivity upgrades, continuing education conference grants, early literacy grant, etc.



If you have applied for a LSTA grant in the last five years, please give us feedback on the application process for LSTA grants. If you did not apply for a grant, skip to Section 3.

Indicate your level of agreement with the following statements.

1. I understood the application form.			
		Response Percent	Response Total
Strongly Disagree		0%	0
Disagree		1.6%	1
Agree		56.5%	35
Strongly Agree		41.9%	26
<b>Total Respondents</b>			<b>62</b>
(skipped this question)			13

2. I knew whom to contact for questions about the application process.			
		Response Percent	Response Total
Strongly Disagree		0%	0
Disagree		0%	0
Agree		45.9%	28
<b>Strongly Agree</b>		<b>54.1%</b>	<b>33</b>
<b>Total Respondents</b>			<b>61</b>
(skipped this question)			14

3. If I asked for assistance, the ODL staff was helpful.			
		Response Percent	Response Total
Strongly Disagree		0%	0
Disagree		0%	0
Agree		28.6%	18
<b>Strongly Agree</b>		<b>68.3%</b>	<b>43</b>
Not Applicable		3.2%	2
<b>Total Respondents</b>			<b>63</b>
(skipped this question)			12

4. I found out in a timely way if my grant request was funded.			
		Response Percent	Response Total
Strongly Disagree		0%	0
Disagree		0%	0
<b>Agree</b>		<b>52.5%</b>	<b>32</b>
Strongly Agree		47.5%	29
<b>Total Respondents</b>			<b>61</b>
(skipped this question)			14



5. I knew when and where to file my reports.			
		Response Percent	Response Total
Strongly Disagree		0%	0
Disagree		1.6%	1
<b>Agree</b>		<b>54.8%</b>	<b>34</b>
Strongly Agree		43.5%	27
<b>Total Respondents</b>			<b>62</b>
(skipped this question)			13

6. Payment of grant funds was prompt and accurate.			
		Response Percent	Response Total
Strongly Disagree		0%	0
Disagree		0%	0
<b>Agree</b>		<b>55.6%</b>	<b>35</b>
Strongly Agree		44.4%	28
<b>Total Respondents</b>			<b>63</b>
(skipped this question)			12

7. I would apply for an LSTA grant again.			
		Response Percent	Response Total
Strongly Disagree		0%	0
Disagree		0%	0
Agree		40.3%	25
<b>Strongly Agree</b>		<b>59.7%</b>	<b>37</b>
<b>Total Respondents</b>			<b>62</b>
(skipped this question)			13

**8. Share any additional comments you would like about the grant application process:**

*"These grants are extremely beneficial to our libraries! Please continue."*

*"The well being and improvement of public libraries in Oklahoma is a high priority for all of the staff at ODL. They make the grant application process painless and as efficient as possible. They are always helpful."*

*"Thank you for providing the libraries with LSTA grants. We appreciate what you are trying to do for us."*

*"Anything that I don't understand my ODL consultant will help me help me with."*

*"Without the help in funding we could not afford the services that we now provide."*

*"Working with ODL made the process a lot easier. Without them we couldn't have done it."*

*"For our library, these funds have been an absolute success. If not for these grants, our rural library would not be one of the best in our area. Our computer usage has doubled, and we have the finest equipment in town. Thank you."*

*"I find the ODL staff to be very prompt and efficient in answering questions and encouraging participation in the grant application process. They provide excellent service and assistance throughout the entire process."*

*"The LSTA grant have been very easy to fill out and not a lot of lengthy information to fill in. I always appreciate that they have been very short and easy."*

*"The Oklahoma Department of Libraries makes the grant application process as painless as I have ever experienced. Each step is clearly explained, forms are logical and concise, and each grant applicant is kept advised on deadlines each step in the process. ODL does not assume anything about the applicant and that ensures we applicants do not operate in the dark or leave anything out. Grant summary report writing is also made as neat and clean as possible."*

*"I have found that the grant process has always been very simple and easy to follow. In addition if there are questions that arise there is always someone at ODL with answers in a timely manner. Thank You!!"*

*"The grants have helped in areas where we might not have been able to acquire much needed equipment or be able to do any number of workshops. It has been appreciated."*

*"We greatly appreciate the LSTA funds that we have received. The funds have paid for preschool-age materials, Spanish-language materials, computers and other technology for the library. The ODL consultants and the training they provide are very important to the service we pass along to our library customers and the communities we serve."*

*“LSTA grants have helped us for years but the one specific grant is the Early Literacy Grant. I learned so much from the workshop and this library has greatly benefited with the materials we were able to purchase.”*

*“The applications area always clear and easy to understand. They make them as simple as possible to get the information they need.”*

*“I believe that the Duncan library received an LSTA grant in the past 5 years, but I did not work here, so I really cannot answer the survey.”*

*“LSTA grants have been very beneficial for our library. The application process was not complicated and the ODL staff was always helpful.”*

*“Without the grants, it would be VERY difficult to maintain and/or upgrade our technological offerings whether it be hardware, software, online databases, etc. The continuing education is not as important to my facility as I have those self-motivated enough to enroll in the MLIS program but I feel the certification program offered by our Dept. of Libraries is extremely important to libraries in general. If we allow those "untrained" to work in our facilities, then everyone will assume anyone can do it. We all know that just isn't so!”*



*“Without funding from every source that we have utilized throughout the years, we could not have afforded the public the library services that we do now. We are fortunate to have a wonderful staff at ODL and Legislative help to keep us abreast with all the new and informative sources we need to operate. We have come so far in such a short time, only by the Grace of God and Oklahoma Dept. of Libraries.”*



### Section 3. Questions for Libraries/Systems Who Did -Not- Apply for LSTA Grants



If you answered the questions in Section 2, then skip this page and move on to Section 4.

Since you did not apply for an LSTA grant in the last five years, please let us know why by indicating your agreement or disagreement with each of the following statements:

9. None were offered that were of value to my community.			
		Response Percent	Response Total
Agree		38.9%	7
Disagree		61.1%	11
<b>Total Respondents</b>			<b>18</b>
(skipped this question)			57

10. Didn't have the staff time to initially write a grant application.			
		Response Percent	Response Total
Agree		52.9%	9
Disagree		47.1%	8
<b>Total Respondents</b>			<b>17</b>
(skipped this question)			58

11. Didn't have the staff time to manage a grant program even if we had received a grant.			
		Response Percent	Response Total
Agree		56.2%	9
Disagree		43.8%	7
<b>Total Respondents</b>			<b>16</b>
(skipped this question)			59

12. Hadn't worked here long enough to assess the library's need for grants.			
		Response Percent	Response Total
Agree		31.2%	5
Disagree		68.8%	11
<b>Total Respondents</b>			<b>16</b>
(skipped this question)			59

**13. Please add any additional comment you want that explains why you did not apply for an LSTA grant:**

*“Our library certainly benefit from grants. The time to apply for grant's we can manage. It is having enough staff to free up someone to manage a grant program if it is very detailed.”*



*“We moved to a new building and short on staff.”*



*“We moved to a new building and didn't have time and or staff.”*

*“Frequently the grants offered didn't seem to meet our needs or the library didn't qualify to some of the criteria.”*




## Section 4. Questions for Everyone to Answer

Some of the federal LSTA funds are used for projects that do not require an individual application but are available to all libraries. Please rate your level of satisfaction with these LSTA projects below:






14. Oklahoma Catalog			
		Response Percent	Response Total
Very Dissatisfied		0%	0
Dissatisfied		2.8%	2
Satisfied		31%	22
<b>Very Satisfied</b>		<b>60.6%</b>	<b>43</b>
Don't Use		5.6%	4
<b>Total Respondents</b>			<b>71</b>
(skipped this question)			4

15. Interlibrary Loan			
		Response Percent	Response Total
Very Dissatisfied		1.4%	1
Dissatisfied		1.4%	1
Satisfied		34.8%	24
<b>Very Satisfied</b>		<b>59.4%</b>	<b>41</b>
Don't Use		2.9%	2
<b>Total Respondents</b>			<b>69</b>
(skipped this question)			6

16. Online database license for EBSCO, SIRS, WorldCat and Books in Print

		Response Percent	Response Total
Very Dissatisfied		0%	0
Dissatisfied		0%	0
Satisfied		43.7%	31
<b>Very Satisfied</b>		<b>52.1%</b>	<b>37</b>
Don't Use		4.2%	3
<b>Total Respondents</b>			<b>71</b>
(skipped this question)			4

17. Certification Institute in Public Librarianship

		Response Percent	Response Total
Very Dissatisfied		0%	0
Dissatisfied		2.9%	2
Satisfied		38.6%	27
<b>Very Satisfied</b>		<b>52.9%</b>	<b>37</b>
Don't Use		5.7%	4
<b>Total Respondents</b>			<b>70</b>
(skipped this question)			5

18. ODL Computer Lab Training Classes

		Response Percent	Response Total
Very Dissatisfied		0%	0
Dissatisfied		1.4%	1
Satisfied	█	29.6%	21
<b>Very Satisfied</b>	█	<b>60.6%</b>	<b>43</b>
Don't Use	█	8.5%	6
<b>Total Respondents</b>			<b>71</b>
(skipped this question)			4

19. Summer Reading Program

		Response Percent	Response Total
Very Dissatisfied		2.9%	2
Dissatisfied		2.9%	2
Satisfied	█	40%	28
<b>Very Satisfied</b>	█	<b>54.3%</b>	<b>38</b>
Don't Use		0%	0
<b>Total Respondents</b>			<b>70</b>
(skipped this question)			5

20. Literacy Resources

		Response Percent	Response Total
Very Dissatisfied		0%	0
Dissatisfied		1.4%	1
<b>Satisfied</b>	█	<b>50.7%</b>	<b>35</b>
Very Satisfied	█	27.5%	19
Don't Use	█	20.3%	14
<b>Total Respondents</b>			<b>69</b>
(skipped this question)			6

21. E-Rate Consulting Services			
		Response Percent	Response Total
Very Dissatisfied		0%	0
Dissatisfied		1.4%	1
Satisfied		40%	28
Very Satisfied		45.7%	32
Don't Use		12.9%	9
<b>Total Respondents</b>			<b>70</b>
(skipped this question)			5

**22. Please add any additional comment you have in regards to continuing the above-mentioned LSTA projects:**

*“It would be good if ODL had the time and money to provide online resources for e-rate similar to the PA site.”*

*“Oklahoma libraries are fortunate to have all of these resources.”*

*“These grants are so very helpful in a small library. They are very much appreciated.”*

*“In reference to #15 - When I was in a small library I was not sure how it worked. It was very confusing for me since we did not have the funds to send out ILL packages or books. Now that I am in a bigger library and we are connected online PAC I understand the process and the importance of InterLibrary Loan. In reference to #19 - I was very disapiointed because we didn't do any crafts, all we did basically, was discuss stuff and it ends with we are here to help you. I didn't even know the resource manual was online. I tried the address they gave me and I found the blog and info groups but still found no online manual. Since I am very visual I still feel I have nothing for the Oklahoma Kids Theme except there will be collection cards. I am thinking about just blending the current theme "Get a clue at your library" and do detective work about the Oklahoma heros. I have a new children's librarian and she has no idea of what to expect or anything. I'm sorry, I guess I came with her expecting to do some hands on with a manual in my hands. We have always had a manual given to us.....”*

*“Our library would not be able to offer the quality of service without these grants.”*

*“Without the E-Rate consultation service, our library would have been unable to resolve 2 unfunded years (which were under review). The services provided were an invaluable resource.”*



*"Being that we are short on staff. It makes it hard to attend classes that far away. Some classes it takes two to three hours to get there."*

*"They are Great. We fill almost all the patrons' requests."*

*"Made too hard to get. Those who will put them to work sometimes don't get them."*

*"We attend ODL workshops at every opportunity and they have been very helpful."*

*"It is more cost effective for my staff to take online courses from Rose State than to pay for travel costs to the Certification Institute workshops. The staff takes computer short courses from OPSU instead of the workshops offered by the ODL Computer Lab because of travel costs."*

*"The Summer Reading Program is one of the most used resources of our library in the summer. We would have trouble maintaining such a wonderful program without the help we receive by both the workshops and manuals provided."*

*"I strongly appreciate the Certification Institute as it allows training that my staff wouldn't have in any other way. It is critical to small libraries who can't afford to higher librarians with degrees. It offers a level of professionalism to all staff."*

*"We participate in all of the above-mentioned LSTA projects and very much appreciate the services offered in these areas."*

*"All the above project have been very helpful especially e-rate, & summer reading."*

*"The computer lab training classes are quite a drive for me to attend (200 miles round trip), and unless I have patrons who need my help with the applications, I don't always use some applications myself, so it isn't long before I begin to forget. I also don't have as many people use the databases as I could hope for."*

*"I would like to add that the literacy department folks are dedicated to making a difference in Oklahoma and do an excellent job working with libraries and literacy coalitions. The monies used for literacy do make a big difference."*

*"In my opinion ODL is a leader for the libraries in Okla. as well as wonderful support. For smaller libraries the training alone is unmatched and appreciated."*

*"I could not function without ODL help working with LSTA projects."*

*"Out of the eight services listed, our library uses six of the service. These programs and services are vital to our library operations. Our community would be at a disadvantage without the above listed services. We use the interlibrary loan program to provide materials that our customers request. The Summer Reading Program is a big event at our library. We keep*

*children and teens reading through the summer months to help them keep up their reading skills.”*

*“The Children's Library Consultant has advised me that the SRP manual did not provide enough lesson plans. It is vital that these plans be received early so that libraries can prepare their SRPs. It is inefficient for each library to begin at square one and create an entire program from scratch. The Spring Workshop lacked leadership. The consultants did not offer suggestions for programs, lesson plans, sources of materials.”*

*“The only problem the staff has with the training and lab classes is the distance we must travel.”*

*“We have had wonderful support from all our consultants and we could have not gone from point A to B without their continued guidance.”*

*“The catalog interface is not user-friendly and the database needs to be cleaned up. The summer reading program and the online databases are a huge help. It would take ten or twenty times the money for literacy before it could begin to really address the problem.”*

**23. If you or your staff has participated in the ODL computer lab training classes, please tell us what effect this participation has had on you, your library, and your customers. We are interested in the outcomes or stories about the impact of this training.**

*“Our staff always comes back very excited about trying new programs or improving old ones. These classes are excellent for our staff--not too difficult and free! Keep up the good work.”*

*“They are invaluable and we are so fortunate to have them available.”*

*“The training has improved staff's understanding and use of various computer programs and has better enabled them to help our customers, both on a one-on-one basis, as well as in preparing and giving computer classes to the citizens we serve. Several people who have taken computer classes from our staff have commented that they learned a lot more in these classes than in those that they paid for at other institutions. Sometimes they even call our staff from home when they experience problems on their home computers.”*

*“Our staff has benefited very much in the lab training classes.”*

*“They have kept us abreast of the current trends in technology so we are effective in providing the quality service to the public.”*

*“Because of the "presenting your libraries" training I was able to learning how to use the projector, laptop, and PowerPoint for my presentation and sell the library to other groups in the community. Because of Photoshop Elements we will be able to teach a basic computer class with it to the community. I was able to help with a webpage for the library and literacy site. Plus a big plus is that whatever the training I had signed up for, I was able to mix with other*

*librarians and see there were other libraries that were struggling like I was and it helped me to realize that even though the small town that I am from cannot fund the things for the library to my approval, that I could network with other libraries and see what was working for them and that I was not completely alone like I had sometimes felt, but that I was connected to an organization that knew about libraries and knew my needs as a library."*

*"The classes force one to make time to learn a new skill or improve on others, by providing a time and place away from regular workplace."*

*"The ODL computer training lab classes have helped my staff feel more comfortable with computers, have a better working knowledge of computers, and now the staff is better able to impart what they have learned to our patrons."*

*"Even though our patrons don't use all that is available on the computers, it helps us to answer questions or help them to the best of our ability."*

*"We have gained knowledge and are able to help the patrons. An example would be USB Flash Drive."*

*"ODL computer lab training classes are wonderful. Staff members that have gone to these classes always return with a good understanding of the classes and are ready to share with co-workers. Then we are able to help our customers with their needs. These are very valuable to our library and helps us to do our jobs better and we hope the classes never go away."*

*"These classes help us to be able to use and explain the different programs and such to our users."*

*"The Computer lab Classes always give me something new I can use to better our library, I am very grateful for these classes. Thank You."*

*"The labs classes always provide information I can use to better our library, Thank You."*

*"We learned to form our initial Web Page and have since learned on our own to expand."*

*"When we attended the online ordering of books workshop, we learned how to utilize the internet to make ordering easier. Now we order all our books on line."*

*"Due to the ODL computer lab training classes, we have been able to conduct a beginning word program for our customers. Our computer usage has doubled, and we have become better acquainted with the Power Point program, able to complete more grant applications, and be of more help to our community."*

*"The classes have been very beneficial to our library because our staff is more up to date on computer lingo and web based items such as blogs, podcasting, RSS feeds etc. We are better able to assist our patrons."*

*"These classes have helped us maintain a website for our library, as well as using Excel, PowerPoint, and Photoshop for purposes too numerous to mention. They've also helped us better locate resources for our patrons in regards to genealogy, education assistance, and much much more."*

*"It has increased our service to customers and also to help with in-house jobs."*

*"I would love to attend and have my staff attend these classes. At this point we've not been able to work this in due to the distance from our library to ODL. We plan to do so in the future. It is very important that this continue to be offered as it is such a critical part of our work."*

*"The computer lab classes have made technology and application training affordable for all libraries. Previously, we were faced with attending very expensive and comprehensive training sessions offered by vendors or educational institutions. Funds and time were not often available for this type of training. ODL has done a great job of determining what topics are of interest to most libraries and then providing that type of training in a convenient format and friendly environment. Of course the fact that the training is FREE is wonderful!"*

*"The training we received on Excel has helped us understand the easier way to set up charts etc. & helped with record keeping. We are working on the Photoshop Elements now. I think that is going to be a program many of our patrons will be interested in. All of the classes we have taken in the computer lab have been an asset to our library staff and patrons also."*

*"Not only do we receive excellent instruction, even though some may be novices, but we have the added benefit of being able to network with other librarians. Often we maintain contact with the teacher when additional information may be needed. These classes are excellent! When we know more we are better able to help our customers who need help now."*

*"The networking class was very helpful in establishing new connections in our network system."*

*"Where to start? When one goes to a training session, the she teaches the rest of us. Since we know about some technologies, we're ready to embrace their use in the library, i.e. flash drives, etc."*

*"We had a staff member attend the managing files and folders class. The training has made her much more confident when assisting patrons with technical questions and has helped her manage her own computer documents, which is time-saving. She also shared the information with other staff members."*

*"If we did not have computer lab training we could not help our patron like we should. It teaches us how to use the program further."*

*"With the exception of the staff who shelve books, all of our personnel participate in the ODL computer training lab. It keeps us current with technology and gives us the tools to better perform our job. Technology is a key component of library services today. We are in the*

*process of purchasing a new automation system because our current system is not robust enough to handle the services demanded by our customers who want access to information 24 hours a day/ 7 days a week. The computer training lab is a vital asset."*

*"All the ODL computer labs have been beneficial to the librarians and therefore to the library."*

*"Staff and I have taken the Publisher classes and found them most helpful. Our flyers and brochures (both the Library's and the Friends') are twice as good and take only half the time to prepare. Kathy Blick O'Donnell is an excellent teacher. One staff member is currently enrolled in Photoshop so that we can use the READ software which we purchased from ALA to prepare our own READ posters using local celebrities."*

*"Always good classes - only bad thing is a day away from the library - plus travel to OKC makes it an even longer day."*

*"I took several classes at the ODL computer labs, and were able to use what I had learned to better my use of the spreadsheets and other items that I needed."*

*"I participated in the Microsoft Publisher training class and have used it repeatedly for making flyers for programs, notices to be posted in the library, etc. It has made the materials we use for publicity much more professional looking and eye catching."*

*"The ODL computer lab classes have a great way to keep our staff up-to-date on software programs. We also have used the classes to train new staff to run programs that they did not know and to apply that knowledge to projects at the library as well as help customers to use the programs. There is no way that we could afford this level of training without the ODL classes."*

*"Took a class from Kathy Blick very informative."*

*"The lab has helped my staff to learn new software. We can not always get the training we need from our Information Technology staff at the City, so it is nice to have training through ODL."*


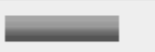

*"The ODL computer lab has been beneficial to the staff and the library. If not for these classes we would have not had any training on the subjects covered."*

*"My staff has participated in ODL computer lab training classes and it has proven beneficial to our facility. The classes keeps us abreast of what is new and how to use that software to maximum capacity. It's also helpful when we have patrons who are unfamiliar with the software and must have a item produced from a program we offer. We feel Kathy Blick who does much of the training for the Okla. Dept. of Libraries is excellent."*




*"We as the staff are more familiar with our tools and can accommodate our customers more thoroughly."*




“Little participation because of the distance. This training needs to be taken on the road so it is close for library staff who live 3 or 4 hours or more from Oklahoma City.”

24. Overall, I believe Oklahoma Department of Libraries LSTA grant projects in the last five years have helped *my library*.

		Response Percent	Response Total
Strongly Disagree		0%	0
Disagree		0%	0
Agree		19.4%	14
<b>Strongly Agree</b>		<b>76.4%</b>	<b>55</b>
Don't Know		4.2%	3
<b>Total Respondents</b>			<b>72</b>
(skipped this question)			3

25. Overall, I believe the Oklahoma Department of Libraries LSTA grant projects in the last five years have helped *my library's customers*.

		Response Percent	Response Total
Strongly Disagree		0%	0
Disagree		0%	0
Agree		22.5%	16
<b>Strongly Agree</b>		<b>73.2%</b>	<b>52</b>
Don't Know		4.2%	3
<b>Total Respondents</b>			<b>71</b>
(skipped this question)			4

26. Overall, I believe the Oklahoma Department of Libraries LSTA grant projects in the last five years have helped me.			
		Response Percent	Response Total
Strongly Disagree		0%	0
Disagree		0%	0
Agree		31.9%	23
<b>Strongly Agree</b>		<b>62.5%</b>	<b>45</b>
Don't Know		5.6%	4
<b>Total Respondents</b>			<b>72</b>
(skipped this question)			3

**27. If you have any comments you would like to share about the use of federal funds by the Oklahoma Department of Libraries that have not been covered by earlier questions, please tell us here:**

*“We need to do more locally to pass along the info to our customers. We have some plans underway for library computer classes. However, anytime the staff is more confident in working with computers it helps the customers.”*

*“LSTA funds are extremely important to the public libraries in Oklahoma. They help provide resources that would otherwise not be available to libraries in a rural state.”*

*“I am at a middle sized library now, so my comments here will be in regard to the small library that I was a director for almost five years. It helped to increase the quality of our collection. It helped to draw the members of the community to the library. We were able to have opportunities to say what we needed at our library when a lot of the times with a smaller library we sometimes feel we are just expected to open up to the public whether our needs are being met or not or even heard by anyone. It is like connecting the dots. It connects us as librarians in Oklahoma. (Again my reference marks are in regard to when I worked at a smaller library in a community of 1350). The library I work at now has good support of the city. I hope to make it a city/county library type system some day with the other five libraries in our county so we can greater meet the needs of the county and so the smaller libraries do not have to suffer as much.”*

*“These grants enable our library to improve and add to services offered to library patrons and communities.”*

*“Providing more advanced educational funding for travel and participation.”*

*“Due to smaller city budgets, this Library would have to do without the things that the LSTA grant affords us.”*

*“The early literacy grant was the most useful of all the grants for my community. We split the money between English and Spanish materials for preschoolers. We have received grants from Wal-Mart which we used to supplement the funds.”*

*“Rural Libraries face a particularly hard time in funding. Without these funds, we would be left behind in a computerized world.”*

*“Our library is an independent municipal library in a small, rural, low income community. Before the training and grants provided through ODL, people here had no idea of the resources available to them, nor did they understand the technological advances that were taking the world by storm. Now our patrons and most of our community are confident in their computer skills, visiting the library in droves, and making good use of the resources we can provide to them. Without these funds from ODL, we would not have been able to provide such service to our patrons. They would have been left behind in the Internet Revolution. So, thank you for all the support and help!”*

*“The online databases are priceless! We couldn't afford them on our own, and they provide tremendous resources for both library staff and for our customers.”*

*“We are desperately searching for sources of funding to provide on-going staffing and maintenance of our successful projects that were initially funded by LSTA grants. We greatly appreciate all efforts to provided continued funding.”*

*“The materials we have gotten with summer reading is always great and we appreciate them very much for a small library. Kids always love the themes e-rate is great for our internet. We would not be able to afford out T-1 line and have all the computers without the funds. Thanks for all you do at ODL.”*

*“The Oklahoma Department of Libraries always keep us informed of any grants that can help our libraries. They are excellent in helping us in all the ways they can.”*



*“Thank you very much for the federal funds. It helps the growth for our library.”*

*“LSTA funds have helped our community with the information services and products that they need in their daily lives. We help people with all ages with the LSTA funds that we have received directly or through ODL services and programs. LSTA funds have assisted preschoolers through senior adults.”*






*“LSTA Grants have supplemented our meager budget. Without the support and kind contribution to our small community, we could not afford the services we now offer to our customers.”*



28. Are you responding to this survey on behalf of a library system, or independent municipal library not affiliated with a system?

		Response Percent	Response Total
System		17.1%	12
<b>Independent</b>		<b>82.9%</b>	<b>58</b>
<b>Total Respondents</b>			<b>70</b>
(skipped this question)			5

29. Answer this question only if you work in a library that is not part of a library system. The population of the town my library serves is:

		Response Percent	Response Total
<b>Under 2,000</b>		32.3%	21
2,000 to 4,999		29.2%	19
5,000 to 9,999		13.8%	9
10,000 to 24,999		18.5%	12
25,000 or More		6.2%	4
<b>Total Respondents</b>			<b>65</b>
(skipped this question)			10

**DEBRA WILCOX JOHNSON**  
1015 Holiday Drive  
Wauunakee, Wisconsin 53597  
608-849-7286

## **Specialties**

Management and personnel  
Planning and evaluation  
Community analysis/environmental scanning  
Data gathering techniques, including questionnaires and focus  
groups  
Public services  
Staff development and continuing education  
Adult and family literacy  
Customer service

## **Education**

Luther College	B.A.	1975	History
Case Western Reserve University	M.S.L.S.	1977	
University of Wisconsin	Ph.D.	1988	Library & Information Studies

## **Experience**

Consultant, JOHNSON & JOHNSON CONSULTING. January 1994 – present.

Adjunct Professor, UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN, Graduate School of Library and Information Science, in management, personnel, and evaluation. June 1997 - present.

Associate Researcher, UNIVERSITY OF WISCONSIN - MADISON, School of Library and Information Studies. August 1994 - September 1996 .

Assistant Professor, UNIVERSITY OF WISCONSIN - MADISON, School of Library and Information Studies. August 1989 - June 1994.

Associate Director, Library Research Center, and Assistant Professor. UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN, Graduate

School of Library and Information Science. August 1987 - August 1989.

Project Coordinator, Libraries and Literacy Education Project.  
UNIVERSITY OF WISCONSIN-MADISON, School of Library and Information Studies. January 1986 - August 1987.

Library Consultant. ARROWHEAD LIBRARY SYSTEM, Janesville, Wisconsin. September 1978 - December 1985.

Library Assistant in reference. BELOIT PUBLIC LIBRARY, Beloit, Wisconsin. October 1977 - September 1978.

Librarian in reference and environmental resources. CLEVELAND PUBLIC LIBRARY, Cleveland, Ohio. July 1976 - June 1977.

### **Selected Publications**

(a) **Books:**

**Let Data Be Your Guide: A Planning Handbook for and by Library Adult Literacy Programs.** Champaign, IL: Illinois Literacy Resource Development Center, 2000.

**Cultural Programs for Adults in Public Libraries: A Survey Report.** Chicago, IL: American Library Association, 1996.

**TELL IT! Manual: The Complete Program for Evaluating Library Performance.** Chicago, IL: American Library Association, 1996 (with Zweizig and Robbins).

**Libraries: Partners in Adult Literacy.** Norwood, NJ: Ablex, 1991 (with Robbins and Zweizig).

**Evaluation of Adult Library Literacy Programs: A Structured Approach.** Chicago, IL: American Library Association, 1990 (with Zweizig and Robbins).

**Libraries and Literacy: A Planning Manual.** Chicago, IL: American Library Association, 1987 (with Soule).

(b) **Chapters in books/proceedings:**

"Roles in the Research Process." In **Applying Research to Practice: How to Use Data Collection and Research to Improve Library Management Decision-Making**. Urbana-Champaign: University of Illinois, Graduate School of Library and Information Science, 1992.

"Keeping Things in Focus." In **Keeping the Books: Public Library Financial Practices**. Fort Atkinson, WI: Highsmith Press, 1992.

"Motivating Libraries to be Involved in Literacy." In **Strengthening the Literacy Network: Proceedings of a National Forum for State Libraries**. Boston, MA: Massachusetts Board of Library Commissioners, 1991.

"Family Literacy: What Was, What Is, and What Could Be." In **Strengthening the Literacy Network: Proceedings of a National Forum for State Libraries**. Boston, MA: Massachusetts Board of Library Commissioners, 1991.

(c) **Journal articles:**

"Evaluation of Illinois LSTA Fiscal Years 1998 - 2002." **Illinois Libraries** 48, no. 1: 8-22, Winter 2002.

"The Library as Place: Cultural Programming for Adults." **American Libraries** 30, no. 6: 92, June/July 1999.

"Online Catalogs from the Users' Perspective: The Use of Focus Group Interviews (with Connaway and Searing). **College and Research Libraries** 58, no. 5: 403-420, September 1997.

"Libraries and Literacy: A Tradition Greets a New Century." **American Libraries** 28, no. 5: 49-51, May 1997.

"Technology in Public Libraries" (with Fidler). **Public Libraries**. 33, no. 6: 319-321, November/December 1994.

"Reflecting on PLDS: Public Libraries over Five Years." **Public Libraries**. 32, no. 5: 259-261, September/October 1993.

"Breaking the Cycle: The Role of Libraries in Family Literacy." **RQ**. 32, no. 3: 318-321, Spring 1993.

"Measuring Interlibrary Loan on a Statewide Basis: A Testing of Data Collection Approaches." **RQ** (with Dalrymple, Cole, and Allen). 30, no. 4: 534-547, Summer 1991.

"Measuring Up: Evaluation of Library Literacy Programs." **Wilson Library Bulletin**. 65: 35-39, November 1990.

"Family Literacy and Libraries." **ALKI: The Washington Library Association Journal** 6, no. 1: 7-8, March 1990.

"Public Library Circulation Holds Steady in 1988." **American Libraries** 20, no.7: 705, July-August 1989.

"Libraries and Adult Literacy." In **The ALA Yearbook of Library and Information Services '88**. Chicago, IL: American Library Association, 1988, pp. 1-7.

"Library Literacy Planning Guide." **Illinois Libraries** 69, no. 6 (June 1987): 409-429 (with Soule).

"Libraries and Adult Literacy Education." **RQ** 26, no. 1: 5-7, Fall 1986.

"Evaluation of Library Literacy Projects." **Library Trends** 35, no. 2: 311-326, Fall 1986.

"Planning Library Services for Special Needs Populations." **Public Libraries** 25, no. 3: 94-99, Fall 1986 (with Rossiter).

### **Selected consulting projects**

Interim Director. Monona Public Library, Monona, Wisconsin. July 2006 – present.

Planning facilitator. Antigo Public Library, Antigo, Wisconsin. June 2006 – present.

Planning facilitator. Mount Horeb Public Library, Mount Horeb, Wisconsin. March 2006 – July 2006.

Consultant, Planning. Ela Area Public Library District, Lake Zurich, Illinois.  
December 2005 – May 2006.

Consultant, Planning. Fayetteville Public Library, Fayetteville, Arkansas.  
October 2005 – March 2006.

Consultant, Research. Mid-State Technical College, Wisconsin Rapids,  
Wisconsin. September – December 2005.

Consultant, Facilitation. Interlibrary Loan Work Group. Wisconsin Division for  
Libraries, Technology, and Community Learning, Madison, Wisconsin. May  
2005 – February 2006.

Consultant, Research. Illinois Community College Board GED Pretest  
Project. Illinois Literacy Development Center, Champaign, Illinois.  
December 2004 – July 2005.

Evaluator. Thinking Outside the Borders. Illinois State Library, Springfield,  
Illinois. October 2004 – present.

Consultant, Planning. Racine Public Library, Racine, Wisconsin. January –  
August 2004.

Consultant, Indiana and Armstrong Alliance for Libraries. Indiana University,  
Indiana, Pennsylvania. November 2003 – May 2004.

Consultant, Nextbook Project. North Suburban Library System, Wheeling,  
Illinois. January – April 2003.

Evaluator, Talking Book and Braille Service. Illinois State Library, Springfield,  
Illinois. May 2002 – April 2003.

Evaluator, Literacy Grant Program. Illinois State Library, Springfield, Illinois.  
May 2002 - January 2003.

Evaluator, Library Services and Technology Act. Illinois State Library,  
Springfield, Illinois. August 2001 - April 2002.

Consultant, Evaluation. Stoughton Public Library, Stoughton, Wisconsin.  
May - October 2001.

Evaluator, Lighting the Fire Initiative. Illinois State Library, Springfield, Illinois. January 2001 - April 2002.

Consultant, Human Genome Project. North Suburban Library System, Wheeling, Illinois. October 2000 - August 2001.

Consultant, Planning. Findlay - Hancock County Public Library, Findlay, Ohio. October 2000 - April 2001.

Consultant, Planning. Nicolet Federated Library System, Green Bay, Wisconsin. September 2000 - August 2001.

Evaluator, Fast Forward. National Video Resources, New York City, New York. January 2000 - May 2002.

Evaluator, NorthStarNet Support Services. North Suburban Library System, Wheeling, Illinois. September 1999 - February 2000.

Consultant, Focus Groups for Planning. T.B. Scott Library, Merrill, Wisconsin. July 1999 - October 1999.

Evaluator, Public Librarian Certification and Basic Skills. Nebraska Library Commission, Lincoln, Nebraska. September 1998 - December 1999.

Consultant, Planning for Library and Literacy Initiative II. Illinois Literacy Resource Development Center, Champaign, Illinois. September 1998 - March 2003.

Consultant, Information Needs in Agriculture. US Department of Agriculture, Washington, D.C. May - September 1998.

Consultant, Wisconsin Library Technology Plan. Division for Libraries and Community Learning, Madison, Wisconsin. November 1997 - April 1998.

Consultant, Continuing Education Needs. North Suburban Library System, Wheeling, Illinois. January - April 1998.

Evaluator, NC Foreign Language Center, State Library of North Carolina, Raleigh, North Carolina. April - October 1997.

Consultant, Libraries and Literacy Initiative. American Library Association, Chicago, Illinois. July 1996 - December 1999.

Consultant, Public Programs. American Library Association, Chicago, Illinois. May 1993 - May 2000.

Consultant, Long-range Planning Process. Allegheny County Library Association, Pittsburgh, Pennsylvania. September 1995 - May 1996 and June 2000 - February 2001.

Evaluator, Adult Literacy Institute. New York Public Library, New York, New York. February - October 1995.

Consultant, Planning Process. Wauwatosa Public Library, Wauwatosa, Wisconsin. September 1994 - January 1994.

Evaluator, Youth Services in Florida. State Library of Florida, May - December 1994.

Consultant, Developing Guidelines for Youth Services in Wisconsin, Wisconsin Library Association, Youth Services Section, Madison, Wisconsin. October 1993 - October 1994.

Consultant, Long Range Planning. North Suburban Library System, Wheeling, Illinois, May - December, 1993.

Evaluator, On-Site Training for Rural Librarians. Lincoln Trail Libraries System, Champaign, Illinois, June - July, 1993.

## **WORKSHOPS**

Dr. Johnson does extensive training, regularly conducting workshops in all her consulting areas. She actively trains in planning and evaluation of services and outcomes, customer service (internal and external), marketing, coping in the electronic environment, managing change, and personnel. She regularly speaks and conducts workshops in adult and family literacy. Training is offered for all staff levels and a diversity of organizations. Workshops have been offered throughout the United States.

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