



**GALE TRAINING EVALUATION, 2009-2010:  
FINAL REPORT (December 1, 2009 – June 15, 2010)**

June 8, 2010

**Lauren H. Mandel** <[lmandel@fsu.edu](mailto:lmandel@fsu.edu)>  
Research Coordinator, Information Institute

**Charles R. McClure, PhD** <[cmccclure@lis.fsu.edu](mailto:cmccclure@lis.fsu.edu)>  
Director, Information Institute and Francis Eppes Professor

**Karen C. Doster** <[kcd04d@fsu.edu](mailto:kcd04d@fsu.edu)>  
Research Associate, Information Institute

For

**Mark Flynn,**  
Director, Florida Electronic Library  
State Library & Archives of Florida

GALE TRAINING EVALUATION, 2009-2010: FINAL REPORT

Since 2002, the Information Use Management and Policy Institute (Information Institute) of Florida State University has engaged in multiple evaluations of the Florida Electronic Library (FEL).<sup>1</sup> During this time frame, the Information Institute has assisted in the clarification of the status and goals of the FEL,<sup>2</sup> developed criteria and measures to assess the FEL,<sup>3</sup> and developed evaluation plans and strategies for the FEL. In addition, the Information Institute has developed and conducted evaluations of the FEL website and of individual components of the FEL.

Prior evaluations of the FEL have included usability, functionality, and accessibility testing of various components of the FEL for the State Library and Archives of Florida (State Library).<sup>4</sup> In addition, the Information Institute has completed marketing studies<sup>5</sup> and developed an evaluation database of key statistical indicators to describe FEL activities.<sup>6</sup> As an ongoing evaluation effort, evaluation of the FEL builds upon initial evaluations of this product as reported in *Evaluation of Selected Components of the Florida Electronic Library* (2004) and *2005-2006 Florida Electronic Library Evaluation Activities: Usability, Functionality, and Accessibility* (2006).<sup>7</sup> More recently, the Information Institute completed a summary evaluation of selected aspects of the FEL for Library Services and Technology Act (LSTA) reporting,<sup>8</sup> an assessment of Ask-a-Librarian (AAL) chat reference questions,<sup>9</sup> an updated FEL five-year plan, an assessment of public library and school needs to better provide consumer health information via the FEL, a continuation of assessment of the AAL component of the FEL, and provision of support to the State Library regarding the maintenance, use, and analysis of FEL statistics.<sup>10 11 12</sup>

---

<sup>1</sup> For additional information about FEL see: <http://www.flelibrary.org/>

<sup>2</sup> Information Use Management and Policy Institute. (2003). *Review and Evaluation of Selected Florida State Library Projects*. Tallahassee, FL: Florida State University, Information Institute.

<sup>3</sup> Information Use Management and Policy Institute. (2003). *Measures and Statistics to Assess the Florida Electronic Library (FEL)*. Tallahassee, FL: Florida State University, Information Institute.

<sup>4</sup> Information Use Management and Policy Institute. (2003). *Florida Electronic Library: Pilot Project Functionality Assessment*. Tallahassee, FL: Florida State University, Information Institute; and *Functionality Assessment of the Ex Libris Application* (2004), in progress.

<sup>5</sup> Information Use Management and Policy Institute. (2005). *Marketing the Florida Electronic Library: A Survey of Selected Local Library Manager Views*. Tallahassee, FL: Florida State University, Information Institute (draft); & Information Use Management and Policy Institute. (2006). *2005-2006 Florida Electronic Library Evaluation Activities: Usability, Functionality, and Accessibility*. Tallahassee, FL: Florida State University, Information Institute.

<sup>6</sup> Information Use Management and Policy Institute. (2005). *Evaluation Activities for the Florida Electronic Library: Data Collection Strategies and Statistics - Interim Report*. Tallahassee, FL: Florida State University, Information Institute (draft).

<sup>7</sup> Information Use Management and Policy Institute. (2004). *Evaluation of Selected Components of the Florida Electronic Library*. Tallahassee, FL: Florida State University, Information Institute (draft); & Information Use Management and Policy Institute. (2006). *2005-2006 Florida Electronic Library Evaluation Activities: Usability, Functionality, and Accessibility*. Tallahassee, FL: Florida State University, Information Institute.

<sup>8</sup> Information Use Management and Policy Institute. (2007). *Florida Electronic Library Five-Year Evaluation 2003-2007*. Tallahassee, FL: Florida State University, Information Institute.

<sup>9</sup> Information Use Management and Policy Institute. (2007). *Who's Asking? Geography & Demographics of Florida's Ask A Librarian Service*. Tallahassee, FL: Florida State University, Information Institute.

<sup>10</sup> Information Use Management and Policy Institute. (2008). *2007—2008 Evaluation Activities for the Florida Electronic Library*. Tallahassee, FL: Florida State University, Information Institute.

This current project includes evaluation of Gale's marketing efforts, the usage of FEL-Gale resources, and the effect of training on library staff's ability to be self-sufficient users of FEL-Gale resources and to train others on the use of FEL products. These current assessments build on prior assessments of the FEL conducted by the Information Institute for the State Library.

As part of an ongoing assessment process, the Information Institute has engaged in a number of activities to accomplish specific tasks related to the goals described below as well as the larger goals of the FEL.<sup>13</sup> This final report details the project activities from December 1, 2009 – June 15, 2010 divided among the three tasks:

- Task 1: Measuring Usage of FEL-Gale Resources;
- Task 2: Assessing Effect of FEL-Gale Training Program on Usability; and
- Task 3: Identifying Awareness of FEL-Gale Resources.

The report provides an overview of findings from each task, summary findings for the project overall, and suggested future evaluation activities for the FEL.

### Project Goals

The goals of the Gale Training Evaluation effort are to assist the State Library in evaluating (1) the Gale training program's increase on FEL usage, (2) the extent to which library staff is able to be self-sufficient in using FEL-Gale resources and to train others using the Gale training program, and (3) the effect of the Gale marketing plan on FEL awareness. FEL goals described in the five year Strategic Directions and Goals include:

- To maintain its role as a primary source of content to meet the information, educational and cultural needs of the people of the state of Florida;
- To broaden the FEL's reach in the communities of the state of Florida by incorporating the tools and technologies of Web 2.0;
- To complement and further enhance the utility of content and services; and
- To ensure currency of the FEL.

The project cost was \$50,000 and was conducted by the Information Institute between December 1, 2009 and June 15, 2010 (7 months).

---

<sup>11</sup> Information Use Management and Policy Institute. (2008). *2007—2008 Evaluation Activities for the Florida Electronic Library: Ask A Librarian Service*. Tallahassee, FL: Florida State University, Information Institute.

<sup>12</sup> Information Use Management and Policy Institute. (2008). *2007—2008 Evaluation Activities for the Florida Electronic Library: Public Libraries and Consumer Health Information Resources and Services*. Tallahassee, FL: Florida State University, Information Institute.

<sup>13</sup> See <http://www.flelibrary.org/about/FEL-Stratetic-Goals2008-09.pdf>

## Background: Gale's Training and Marketing Efforts

During 2009-2011, Gale is developing a two-year training plan<sup>14</sup> comprised of onsite, online, and on-demand training. These classes will be scheduled for and promoted to library staff throughout Florida. Gale will schedule 10 online training sessions per month during the course of two years, 10 onsite training sessions per year, and a number of "on-demand" training or a minimum of 260 (plus on-demand) training sessions.

Gale will work with the State Library to transform how users perceive the FEL.<sup>15</sup> In part, Gale will devote 80 hours of consultative marketing support for proper implementation, design and effect of the many planned initiatives. Planned initiatives include production of press releases, dissemination of posters, bookmarks, and other print and digital marketing materials, and planning promotional events at library branches. Also, Gale will determine libraries that are underutilizing FEL resources and work with those institutions to take advantage of the tools available to them, launch a marketing campaign focused on the value FEL brings to Florida residents, and develop and distribute widgets to the websites of associations and businesses that will promote the utilization of FEL content to the community.

### Task 1: Measuring Usage of FEL-Gale Resources

The Information Institute undertook both pre- and post-marketing usage assessments of FEL-Gale resources. The purpose of this task is to determine the degree to which the Gale training program results in increased usage of FEL-Gale resources by Florida public libraries.

#### *Methodology*

To accomplish this task, the Institute (1) gained access to the Gale statistical portal, (2) participated in a webinar/teleconference to learn how best to use the portal, (3) reviewed the available reports in the portal, (4) downloaded benchmark data (November 2009) from the portal, (5) downloaded monthly usage data for December 2009 and January-May 2010 to compare to the benchmark to determine the degree to which usage has increased (or otherwise changed) during the period in which training and marketing occurs (November 2009 – October 2011).<sup>16</sup>

Downloaded benchmark and monthly usage data include the canned reports entitled: Usage Summary; Usage by Database; Session Time; Session Location, Date and Time; Journal Retrievals; and eBook Retrievals. See Figures 1-6 in Appendix A for example of the downloaded data from each report (Figures 4-6 show excerpted data from the first viewable page of multi-page reports).

---

<sup>14</sup> Johnson, C., & Barnes, J. (2009). *Driving usage: Training and marketing proposal for the Florida Electronic Library*. Farmington Hills, MI: Gale Cengage Learning.

<sup>15</sup> Ibid.

<sup>16</sup> Note that the Gale training and marketing efforts extend beyond the end date of this Information Institute evaluation. Additional evaluation will be necessary for the remainder of the Gale training and marketing efforts (i.e., through end of 2011)

### *Findings*

Findings are discussed below according to three categories: (1) summaries of total FEL usage, (2) total sessions in the Top 5 Databases, and (3) retrievals of eBooks. Findings are discussed in the context of using November 2009 data as the benchmark data against which the other months' (i.e., December 2009-May 2010) data are assessed.

#### Summaries of Total FEL Usage

The Usage Summary report includes several data points: total sessions, total connect time (in minutes), average connect time (in minutes), total fulltext, total retrievals, total searches, and total turnaways. This analysis focuses on only four of those datapoints, namely total sessions, total fulltext, total retrievals, and total searches. See Figure 7 for the change in usage from November 2009 (the benchmark month) to May 2010, according to these four data points. Overall, usage dropped from November 2009 to December 2009 and January 2010, then picked up in February, March and April 2010, only to drop off again in May 2010. Some of this may be attributed to the academic cycle in K-12 education, in which the curriculum is lightest in December, and picks up after the winter break into Black History month in February and FCAT preparation in March-April, then drops back down in May as students and teachers near the start of summer vacation in June.

More specifically, March 2010 saw the highest usage in the evaluation period, according to total sessions (524,385), total fulltext (322,454), and total retrievals (398,159) data points. These March usage datapoints represent 7%, 52%, and 45% increases from November 2009, respectively. The significantly larger jump in total fulltext and total retrievals may indicate that although the total sessions increases slightly (7%) from November 2009 to March 2010, more successful usage of the FEL increased, as represented by the significantly higher (both over 40%) fulltext and retrievals. Overall, total sessions averaged 447,835, which is 9% lower than the benchmark from November 2009 (489,745). In contrast, the average usages by total fulltext (239,090) and total retrievals (300,805) were higher than the November benchmarks by 13% and 10% respectively, further supporting the indication that successful uses of the FEL increased during this evaluation period.

Interestingly, usage data for total sessions do not mirror the trends in usage data for total fulltext and total retrievals. February 2010 saw the highest number of total searches (1,781,302), but the second highest number of total fulltext (305,025) and total retrievals (389,072). In March 2010, total searches dropped substantially from February (down to 1,217,742 or 32% decrease), but March 2010 had the highest numbers of total fulltext (322,454) and total retrievals (398,159). It is not possible to tell from these data *why* there is this variation in usage trends for total searches vs. total fulltext and total retrievals.

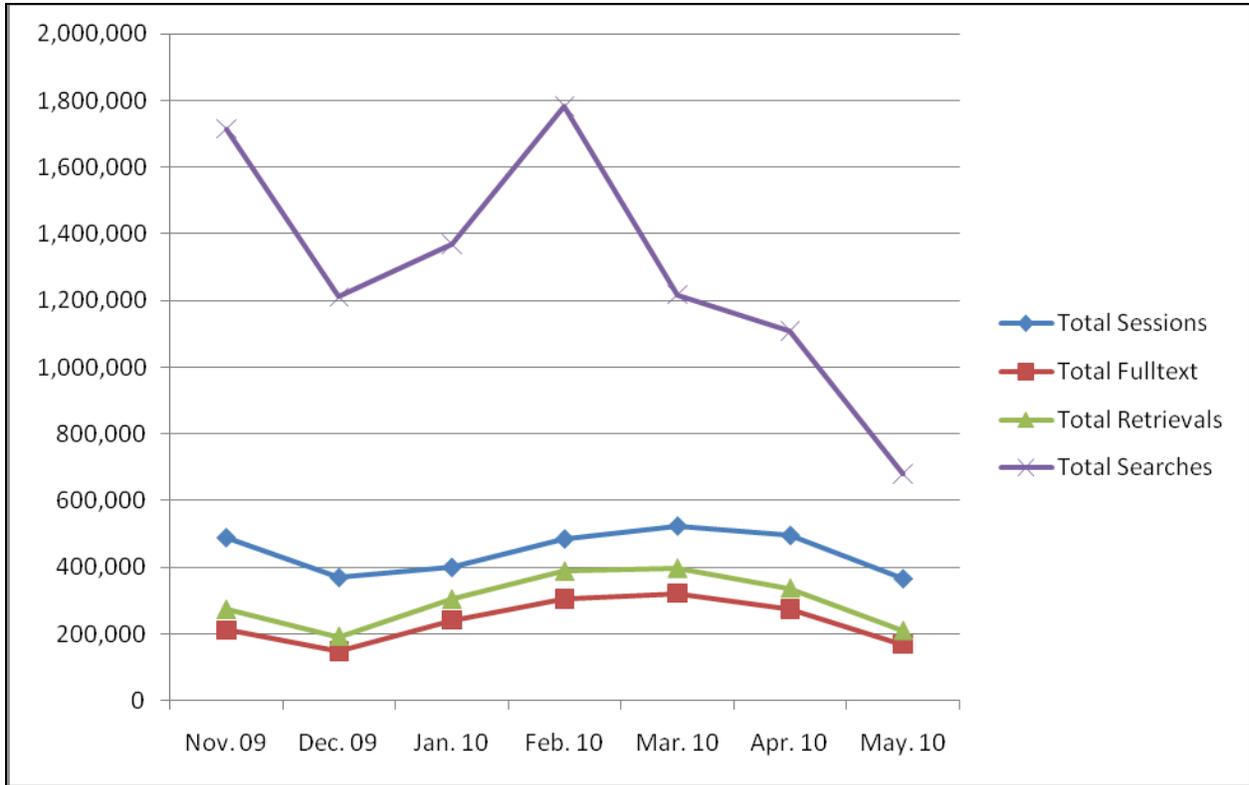


Figure 7. Summaries of total FEL usage from November 2009 – May 2010.

Total Sessions in the Top 5 Databases

The top 5 most heavily used databases in the FEL for November 2009 – May 2010 are Academic OneFile, Gale Virtual Reference Library, General OneFile, Popular Magazine, and Expanded Academic ASAP. Each of these databases experienced over 10,000 sessions in each of the seven months in the reporting period (except for December 2009 when Expanded Academic ASAP had only 9,138 total sessions). See Figure 8 for detail on the total sessions in each of these databases for each month from November 2009 – May 2010.

General OneFile is *the most heavily used* database in the FEL, experiencing an average of 17,868 total sessions monthly in the reporting period. Also, for each month in the reporting period, General OneFile had the highest number of total sessions of all databases in the FEL. The next two most heavily used databases are Gale Virtual Reference Library (averaging 14,322 sessions per month) and Academic OneFile (averaging 13,909 sessions per month), with Expanded Academic ASAP and Popular Magazine rounding out the Top 5 Databases with 12,928 and 12,182 sessions per month respectively.

Like the trends in total FEL usage, usage of these top 5 databases waned in December 2009 and increased from January to April 2010, again experiencing a decline in May 2010. Also mirroring the trend in overall FEL usage is that the average sessions in the top 5 databases (except Expanded Academic ASAP) are lower than the usage in the benchmark month (i.e.,

November 2009). Except for Expanded Academic ASAP, for which the average sessions are 6% higher than the total sessions in November 2009, the average sessions for the other four Top 5 Databases are lower than the total sessions in November 2009 by a range of 5-13% (5% lower for Gale Virtual Reference Library; 9% lower for Popular Magazine, 11% lower for General OneFile; and 13% lower for Academic OneFile).

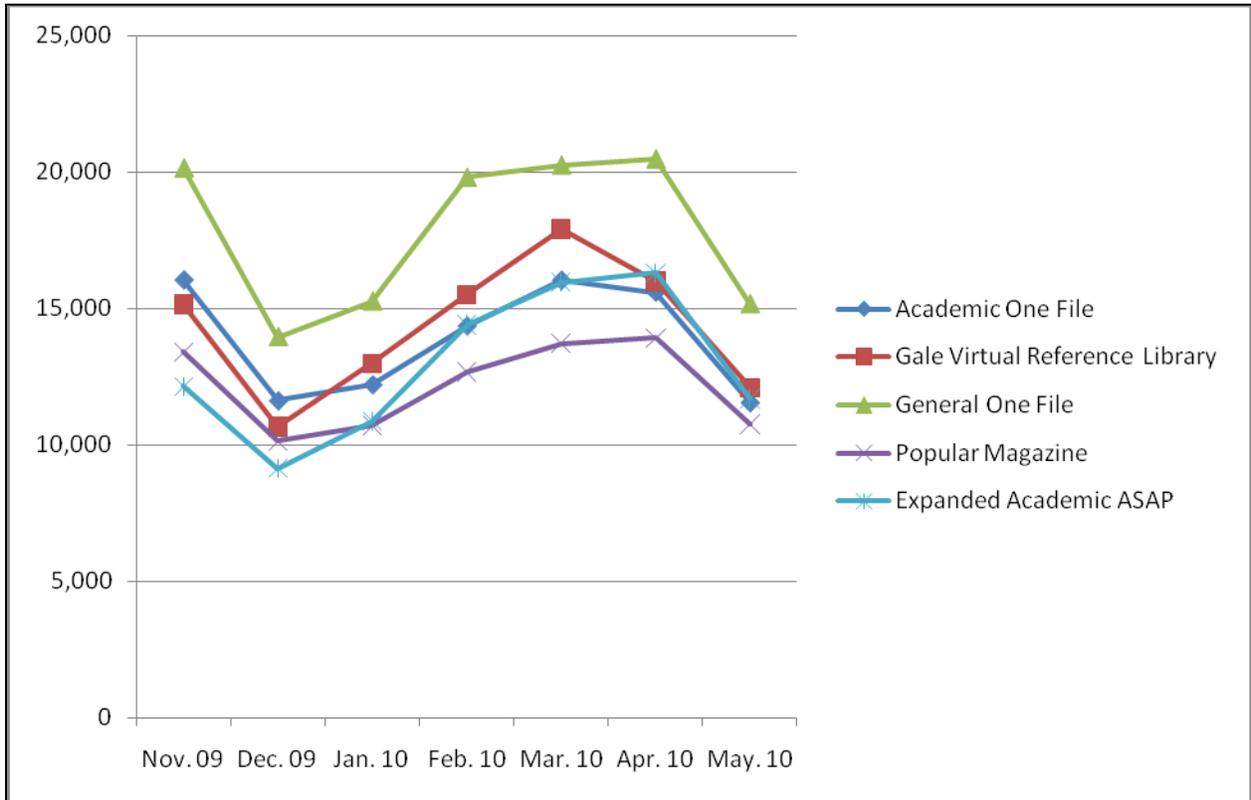


Figure 8. Total number of sessions in the top 5 databases from November 2009 – May 2010.

### Retrievals of eBooks

Overall, retrievals of eBooks mirror the trends in overall FEL usage and usage in the Top 5 Databases, from November 2009 – May 2010. Like the other data points discussed above, retrievals of eBooks dropped from November 2009 to December 2009, and picked up in January 2010 reaching a high in March 2010, and then declining to May 2010 (See Figure 9). On average, the FEL experienced 4,089 eBook retrievals for this reporting period, ranging from a December 2009 low of 1,776 retrievals to a March 2010 high of 6,835 retrievals.

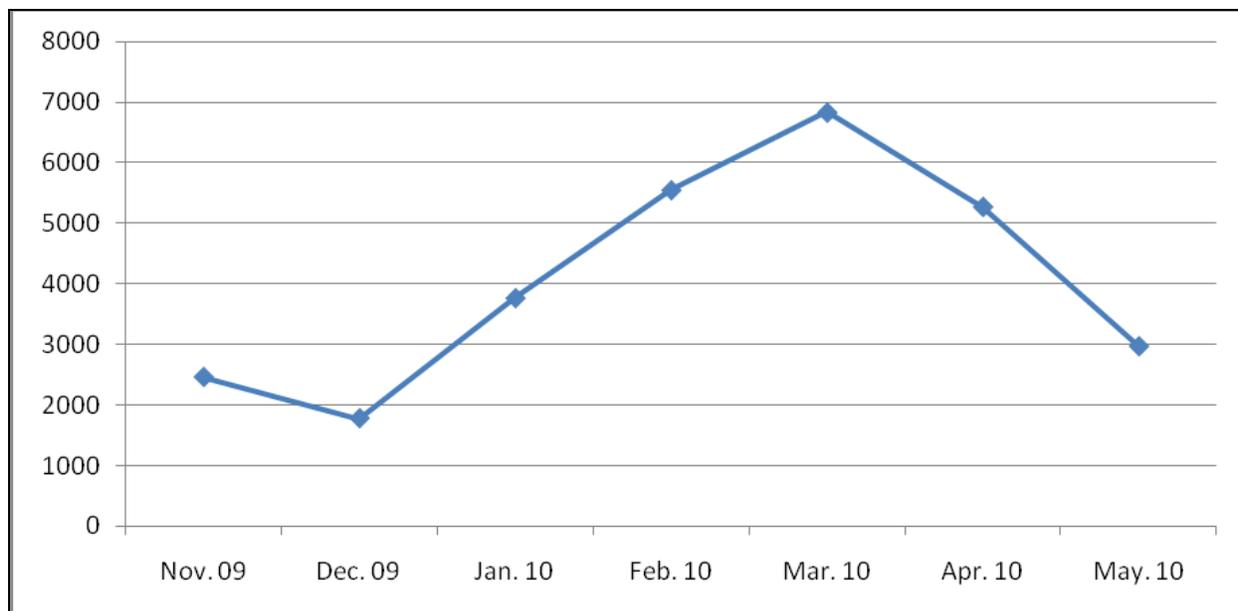


Figure 9. Total retrievals of eBooks from November 2009 – May 2010.

For purposes of determining the Top 5 eBooks retrieved during the reporting period, the Information Institute first reviewed the eBook Retrievals report looking for the Top 5 eBooks retrieved for each month. This resulted in a list of 10 eBooks, as follows:

- *Acronyms, Initialisms, and Abbreviations Dictionary*, 40th ed. (2008),
- *Acronyms, Initialisms, and Abbreviations Dictionary*, 41st ed. (2009),
- *The College Blue Book*, 36th ed. (2009),
- *Encyclopaedia Judaica*, 2nd ed. (2007),
- *Encyclopedia of African-American Culture and History*, 2nd ed. (2006),
- *Encyclopedia of Small Business*, 2nd ed. (2002),
- *Encyclopedia of Philosophy*, 2nd ed. (2006),
- *Gale Encyclopedia of Medicine*, 3rd ed. (2006),
- *St. James Encyclopedia of Popular Culture* (2000), and
- *Who's Who Among African Americans*, 23rd ed. (2009).

After compiling this list, the Information Institute then determined the Top 5 eBooks, based on the number of times they appeared on a monthly Top 5 list. This resulted in determination of the Top 5 eBooks for November 2009 – May 2010, in order of frequency of appearance on monthly Top 5 eBook lists:

1. *The College Blue Book*, 36th ed.: Appeared on six monthly Top 5 eBook lists (all but November 2009);
2. *St. James Encyclopedia of Popular Culture*: Appeared on six monthly Top 5 eBook lists (all but March 2010);

## Gale Training Evaluation 2009-2010: Final Report

3. *Acronyms, Initialisms, and Abbreviations Dictionary*, 40th ed.: Appeared on five monthly Top 5 eBook lists (all but November and December 2009);
4. *Acronyms, Initialisms, and Abbreviations Dictionary*, 41st ed.: Appeared on five monthly Top 5 eBook lists (all but November and December 2009); and
5. *Gale Encyclopedia of Medicine*, 3rd ed.: Appeared on four monthly Top 5 eBook lists (all but February, April, and May 2010).

For more information on the usage of these Top 5 eBooks for November 2009 – May 2010, see Figure 10.

Although *The College Blue Book*, 36th ed. ranks as the top eBook in terms of frequency of appearances on the monthly Top 5 eBook lists (appearing on 6 out of 7 monthly Top 5 eBook lists), the eBook with the highest number of total retrievals in this reporting period is *Acronyms, Initialisms, and Abbreviations Dictionary*, 41st ed. The acronyms dictionary had 5,489 retrievals from November 2009 – May 2010, with an average of 784 retrievals per month (also the highest number of average monthly retrievals among the Top 5 eBooks). In fact, for March 2010 which saw the highest number of total eBook retrievals (6,835), *Acronyms, Initialisms, and Abbreviations Dictionary*, 41st ed. accounted for 20% of the total monthly eBook retrievals (1,390). The information available in the usage reports cannot explain why this eBook is so popular; further research is needed to investigate whether this eBook is assigned reading in K-12 classes, highly recommended by Ask a Librarians, or popular for any other reason(s).

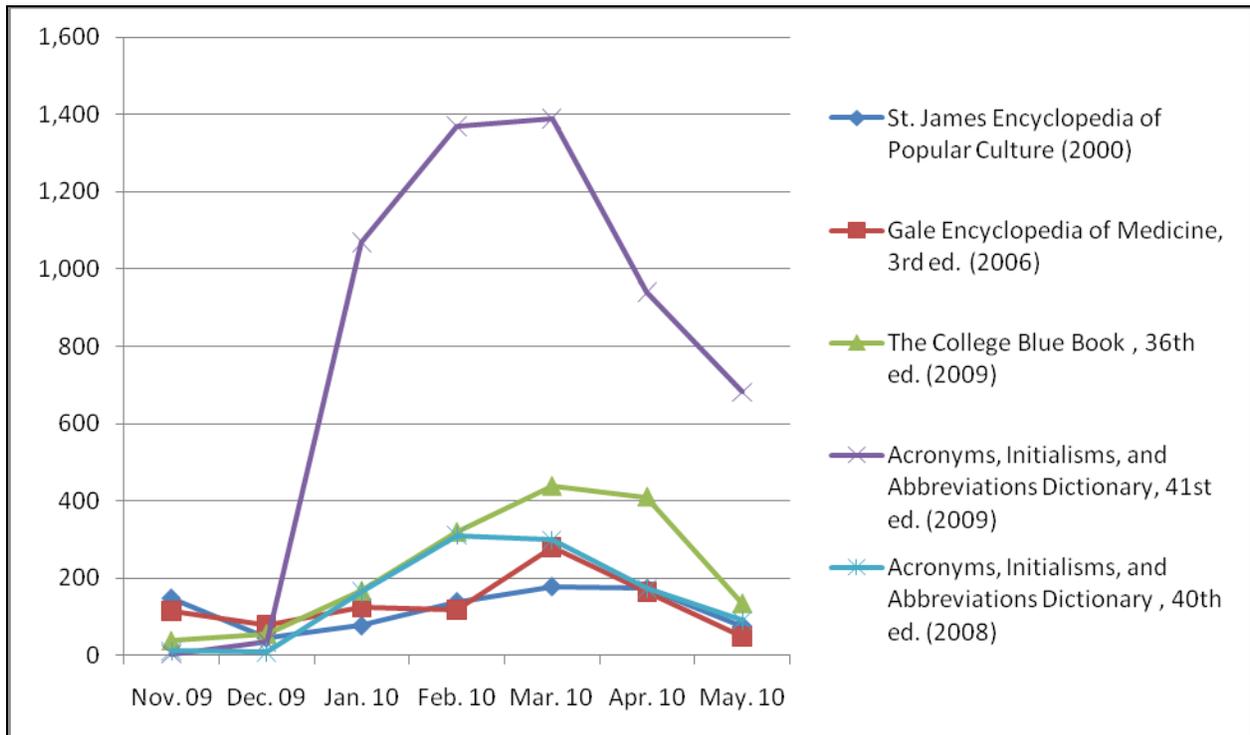


Figure 10. Total retrievals of each of the Top 5 eBooks from November 2009 – May 2010.

### Summary of Findings from Task 1

Overall, usage of the FEL and specific Gale databases increased from the benchmark month (November 2009) to March 2010, and then usage declined through April 2010 into May 2010. This trend holds true for overall usage (i.e., total FEL sessions, fulltext, and retrievals), usage of the Top 5 Databases, and retrievals of eBooks. Further analysis could include analysis of usage of specific databases and journals, connect time (total and average), turnaways, and usage by day of the week or time of day, and/or other analyses desired by the State Library.

### **Task 2: Assessing Effect of FEL-Gale Training Program on Usability**

The purpose of this task is to make post-training assessments of what Gale terms “usability,” that is the ability of library staff to “become self-sufficient when using the FEL products” and “to train others (staff and community), using the Gale training program.”<sup>17</sup> For this task, library staff self-sufficiency was measured by asking library staff who had taken Gale trainings about their ease in using the FEL post-training (See questions 5-7 in the interview script, available in Appendix B), and library staff ability to train other was measured by asking library staff about their post-training experiences assisting patrons in using the FEL (See questions 8-12 in the interview script, available in Appendix B). In addition, the Information Institute obtained from Gale (1) the list of tasks librarians should be able to perform after completing the trainings and (2) quiz results from the on demand web modules, and used this information to augment the interview responses regarding library staff self-sufficiency. See Table 1 in Appendix C for a list of the Gale trainings, including a schedule of when they are offered, and see Appendix D for the list of tasks librarians should be able to perform after completing the trainings.

#### *Methodology*

The first portion of this task was for the Information Institute to recruit library staff who had completed Gale trainings (face-to-face or via the on demand web modules) to respond to email questionnaires to assess the degree to which the Gale training program improved their abilities to use the FEL, both for themselves and to train others in using the FEL. Gale provided the Information Institute with lists of library staff members who had completed trainings (one list for January-February 2010 and another list for March-April 2010). To attain a population list for sampling purposes, Information Institute staff first compiled both lists into one, then deleted all duplicate names (of which there were many) and all State Library staff (because they are not generally public service librarians), to obtain a population of 179 unique library staff who had completed Gale trainings by the end of April 2010. For the interviews, the Information Institute selected a random sample of 77 from the population of training participants (43% of the population).

Information Institute staff then contacted these library staff members via email and asked them to participate in an online questionnaire by the end of May (See Appendix B for the interview script). All library staff members were sent emails of inquiry asking for their

---

<sup>17</sup> Bastion, J. F. (2009). *FEL Marketing and Training Recommendations Report and Work Plan*. Farmington Hills, MI: Gale Cengage Learning, p. 3.

participation, providing an explanation of the interview script, and explaining why they was being asked to participate. Library staff members also were informed that if they did not respond within a week, Information Institute staff would contact them to conduct the interview over the phone. The interview script and consent form (See Appendix E) were sent as attachments with the email. As instructed by the email, Information Institute staff contacted those library staff members who did not complete the interview script within the time allotted and conducted their interviews over the phone. This took between 5-10 minutes per interviewee. Overall, the Institute received responses from 31 library staff members, or 40% of the total sample of 77.

While conducting the interviews with library staff members who had completed Gale training, the Information Institute worked with Gale to obtain the results for quiz questions answered during the on demand web modules. In May 2010, the Information Institute was able to obtain the quiz results, along with a key to the questions matching each response. These data were analyzed for correct and incorrect responses, but because library staff may respond to quiz questions an unlimited number of times in the on demand web modules, Information Institute staff felt that additional analysis was required.

Therefore, a member of the Information Institute staff enrolled in and completed one on demand web module, timing her response to each quiz question. Including time to hear the question, the Information Institute staff member took an average of 5 seconds to respond to each quiz question. The Information Institute then determined that 5 seconds might be a very short time for the average on demand trainee and decided to use 10 seconds as the benchmark for answering a quiz question only *once*. Therefore, findings are discussed below under the assumption that trainees who answered a quiz question in 10 seconds or less only attempted the question once, and trainees who answered a quiz question in more than 10 seconds attempted the quiz question multiple times.

### *Findings*

Findings are discussed below, according to three categories: (1) post-training use of the FEL, (2) post-training library staff self-sufficiency in using the FEL, and (3) post-training library staff ability to train others in using the FEL. Findings are reported with regard *only* to actual responses to the interviews and do not count the seven non-responses, so although the sample included 77 public libraries, only 31 libraries count as responses, so all percentages are based on a total *n* of 31.

#### Post-Training Use of the FEL

To assess the library staff trainees' post-training use of the FEL, Information Institute staff first had to establish whether or not trainees had accessed the FEL since the training. According to the interviewees' responses, 90% (n=28) of the library staff reported to have accessed the FEL, and 10% (n=3) had not (See Figure 11). Those library staff members that responded that they had not accessed the FEL since the training were unable to answer any of the subsequent questions on the questionnaire so responses to the remaining questions are from the 28 library staff members who said they had accessed the FEL post-training.

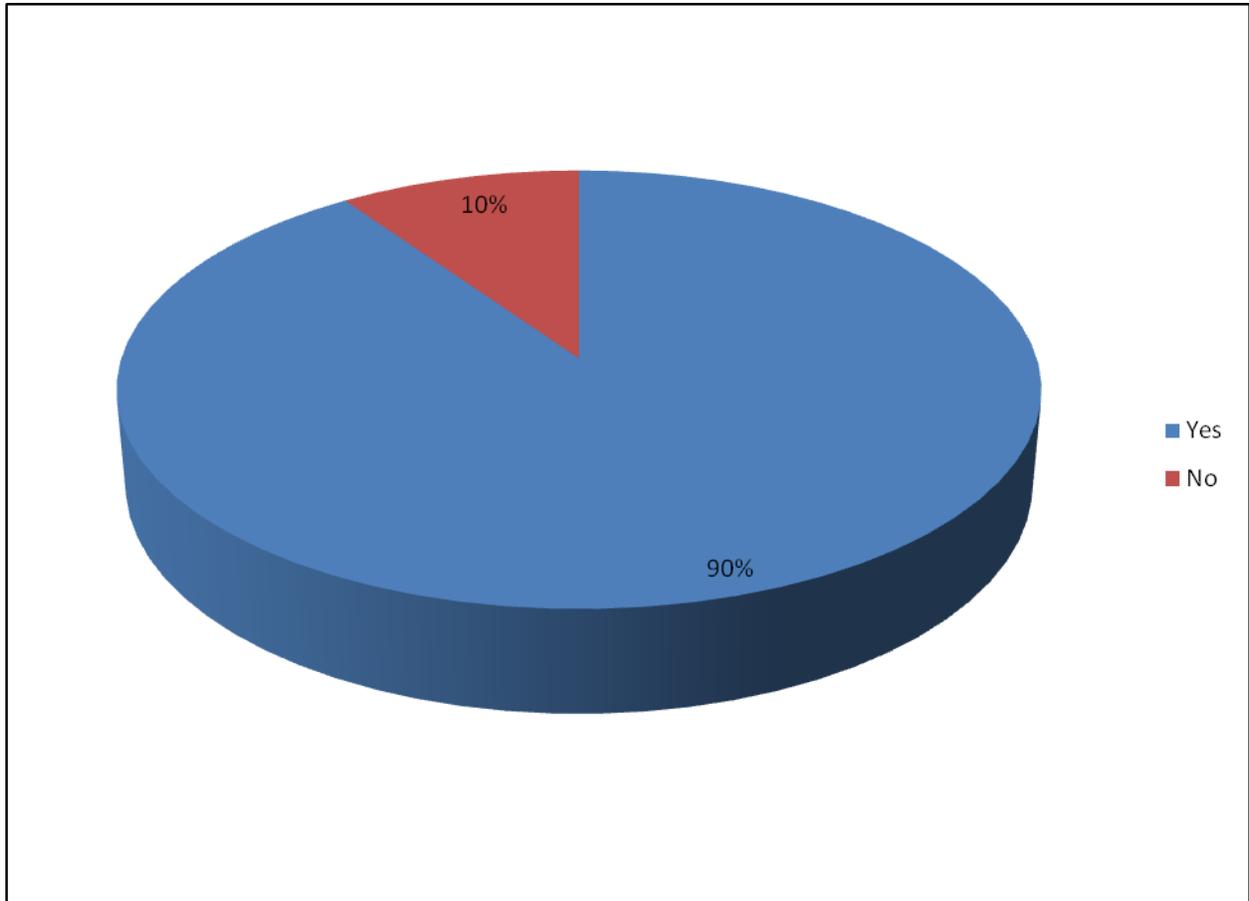


Figure 11. Percentages of interviewees that have and have not accessed the FEL post-training.

---

The librarians were then asked how often they accessed the FEL. The two most common answers reported by the library staff were rarely and monthly (both n=7) (See Figure 12). The second most frequent answer reported was weekly (n=6). Other answers included daily/everyday (n=3), yearly (n=3), often (n=1), and occasionally (n=1). Overall, these responses indicate that post-training, library staff members *are* accessing the FEL, but not necessarily very often.

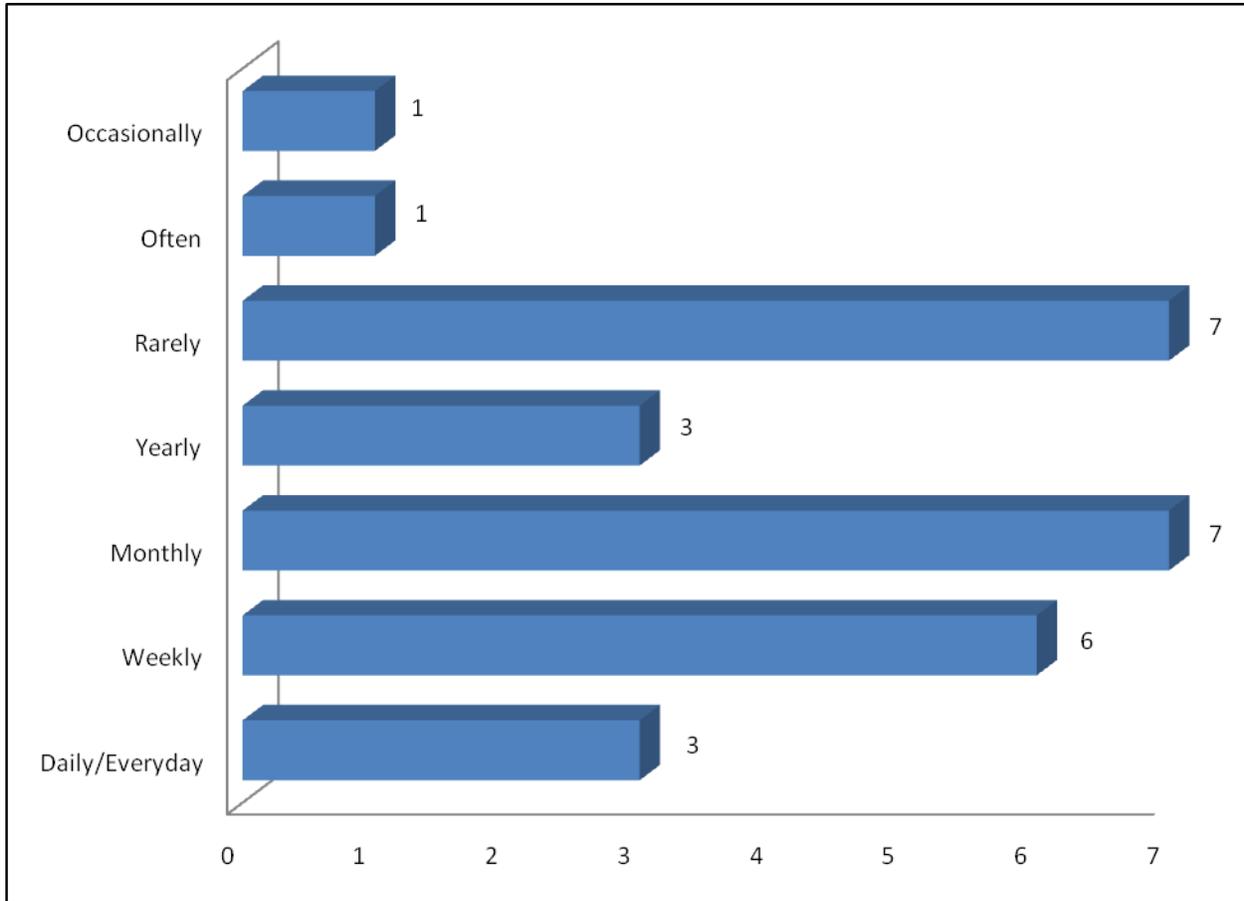


Figure 12. Frequency of interviewees' use of the FEL post-training.

To gain an understanding of *why* the librarians were accessing the FEL, they were asked to provide examples of what, specifically, they accessed in the FEL. Some of the librarians reported generic answers like databases (n=5), eBooks (n=1), periodicals, magazines, newspapers, or professional journals (n=7), or reference resources (n=4). Others gave more specific answers. See Figure 13 for both specific and non-specific examples of what library staff members reported using in the FEL post-training. Of the answers provided, 14 of the librarians reported the use of the following specific Gale resources:

- Academic ASAP,
- Academic OneFile,
- Biography Resource Center,
- Culinary Art Collection,
- Gale Encyclopedia of Cancer,
- General OneFile,
- Health & Wellness Resource Center,
- Home Improvement Collection,
- Homework Improvement Collection,

- Infobits,
- InfoTrac,
- LitFinder, and
- What do I read next?

When asked what type of information they were searching for (see question 4 in the interview script in Appendix B), library staff reported varying responses. Some gave detailed explanations such as looking for information on library advocacy or an article from *Housekeeping* magazine on Paula Deen. Others reported only on information they assisted patrons with finding.

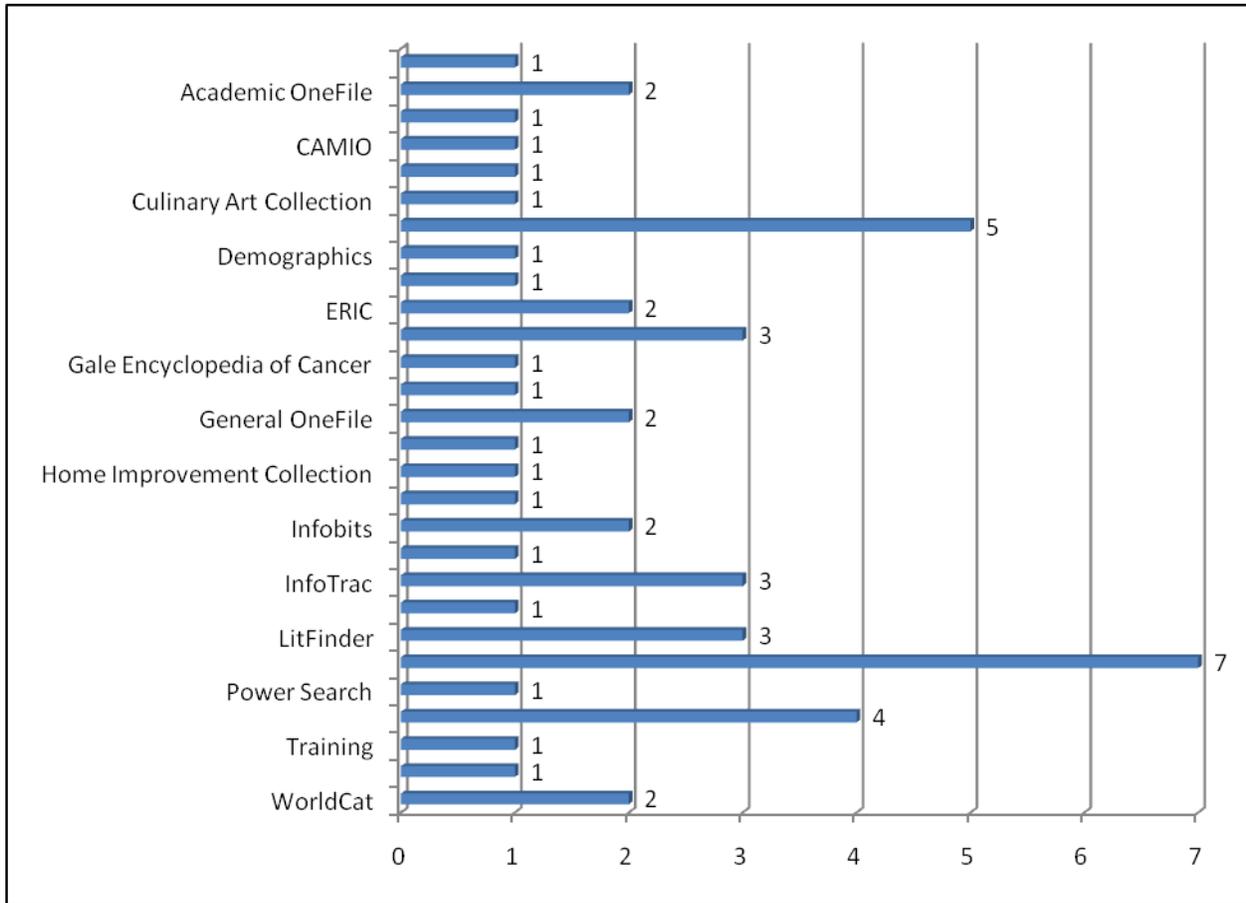


Figure 13. Complete list of items accessed from the FEL from library staff.

### Post-Training Library Staff Self-Sufficiency in Using the FEL

To gain an understanding of how self-sufficient the library staff members were at using the FEL post-training, Information Institute staff analyzed the responses to questions 5-7 in the interview script (See Appendix B), and augmented this with findings from the results of quizzes library staff took during on demand web modules. Each web module includes numerous quiz

questions, and it is not possible here to analyze responses on a question-by-question, or even module-by-module, basis. Rather, findings are reported overall.

As a result of becoming more familiar and self-sufficient with the FEL, it is assumed that library staff would be able to find information more easily. To evaluate this assumption, interviewees were asked if the information they sought during a particular time they accessed the FEL post-training was easily found. According to their responses 87% (n=27) of the librarians found the information easy to locate, and only 10% (n=3) found it difficult to locate (See Figure 14). Note that one librarian did not respond to this question.

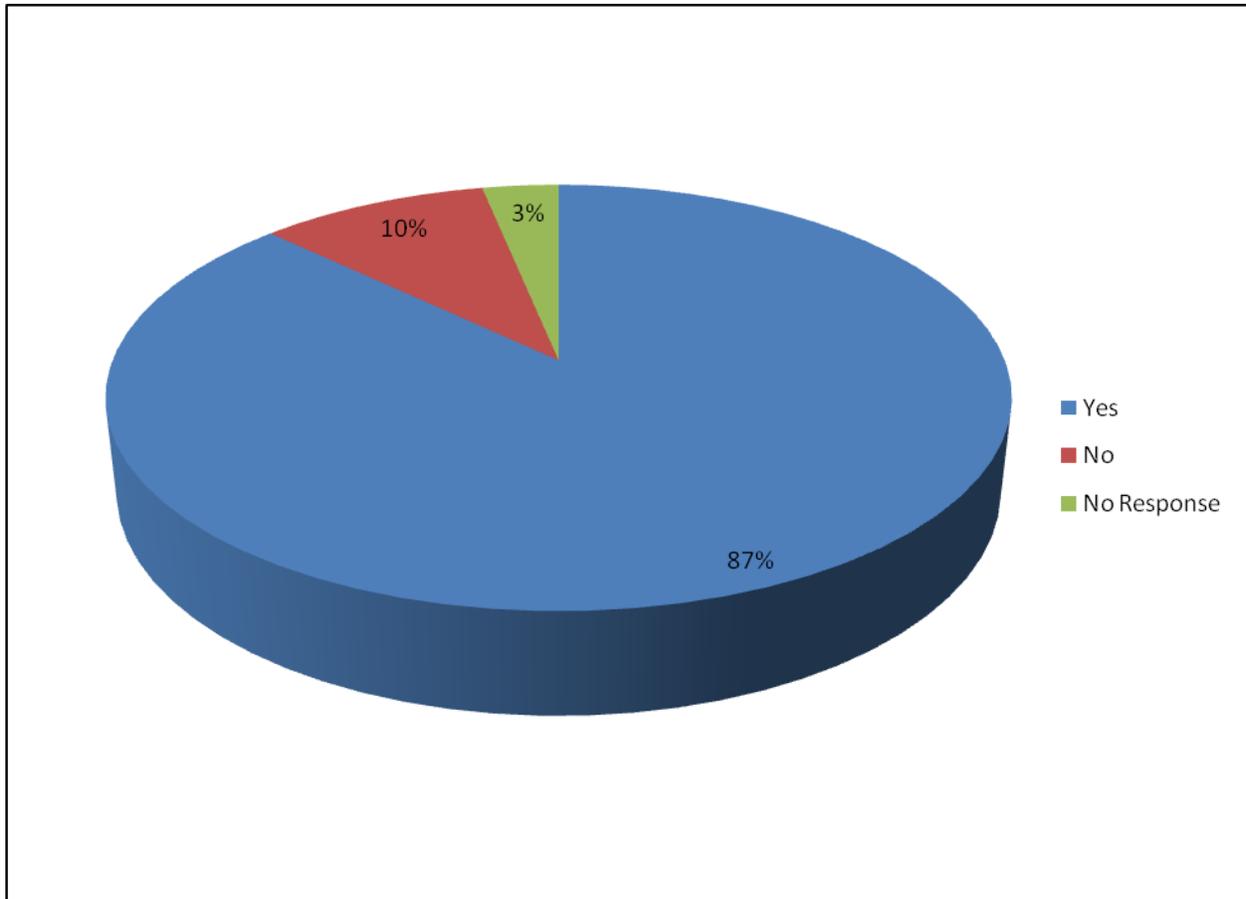


Figure 14. Library staff members' ease of finding information within the FEL post-training.

---

To gain an understanding of any difficulties a user may have when locating information from the FEL, interviewees were then prompted to provide an explanation of any problems they encountered while using the FEL. Interviewees reported that only six (26%) had any problems with the FEL, 17 (55%) claimed to have no problems, and eight (19%) gave no response (See Figure 15). Out of the six that reported to have a problem with the FEL, five explained their issues, as follows:

- One librarian reported feeling that the FEL lacked materials and needed clearer directions for young students on how to use the databases;
- Another interviewee reported that it was difficult to tell if an article was full-text or not;
- Others felt that the website's interface was difficult to use, making it difficult to locate quality information in a short amount of time; and
- One interviewee had difficulty creating relevant search terms.

The response regarding challenges in creating relevant search terms ties into interview question seven, where interviewees were asked if they had to try different search terms during their use of the FEL. From the responses given, an equal number (n=11) of library staff members needed to change their approach and try new search terms, and nine provided no response. Those who said they needed to change their search terms while using the FEL reported that the new search terms helped them find information that was more useful and helpful.

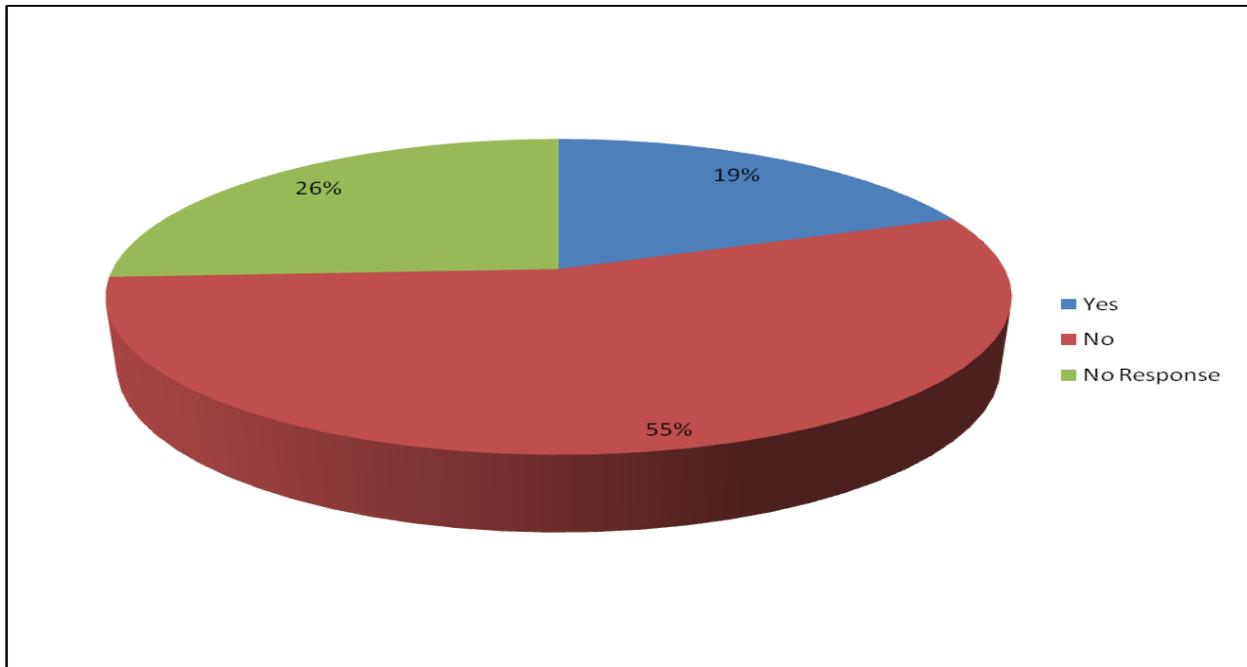


Figure 15. Percentages of library staff members who encountered problems with the FEL post-training.

---

In addition to analyzing the interview responses, Information Institute staff analyzed the responses to quizzes taken during the on demand web modules. Overall, the Information Institute was able to obtain the results of 826 quiz questions answered by library staff. Of these, 815 were answered correctly (99%) and 11 were answered incorrectly (1%) (See Figure 16). Given that 99% of on demand web module quiz questions were answered correctly and that library staff may attempt to answer each question an unlimited number of times, it is valuable to investigate further into the *time* it took for library staff to complete each question correctly.

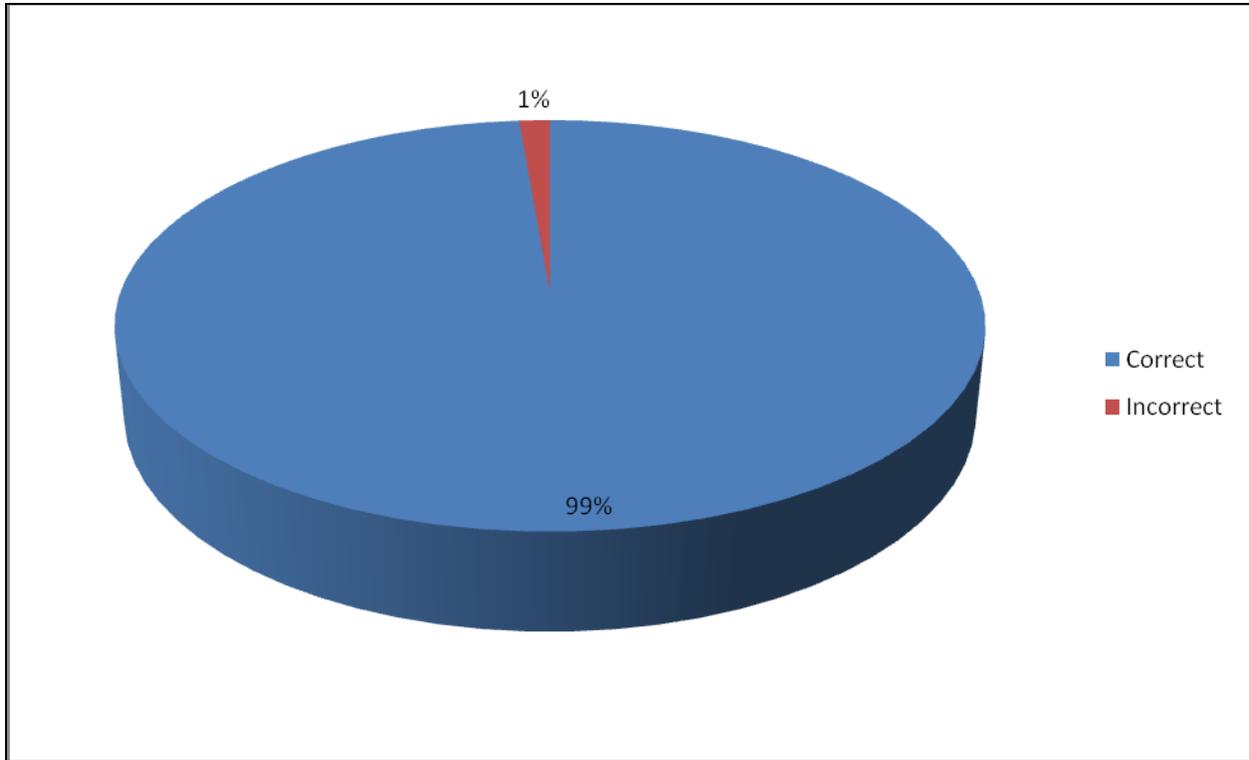


Figure 16. Percentages of correct and incorrect responses to quiz questions in the on demand web modules.

---

Based on the benchmark of 10 seconds for each quiz question (see Methodology above), quiz responses are discussed in the context of each 10 second interval beyond the first (i.e., 0-10 seconds). First, a little over half the questions were answered in 10 seconds or less (n=420, 51%; See Figure 17), suggesting that approximately half the quiz questions were attempted only once. The remaining 49% of questions were answered in 11-20 seconds (n=285, 35%), 21-30 seconds (n=64, 8%), 31-40 seconds (n=33, 4%), 41-50 seconds (n=10, 1%), 51-60 seconds (n=5, 1%), and 1 minute or longer (n=9, 1%). Within these ranges, the majority of questions were answered correctly, with the lowest percentage of correct responses in the 21-30 second range (94%, or 60 correct out of 64) (See Figure 18). Correct responses comprise 99-100% of all the other ranges. Overall, library staff members appear to be learning from the on demand modules, and gaining the ability to use the FEL self-sufficiently as a result of taking the on demand web modules.

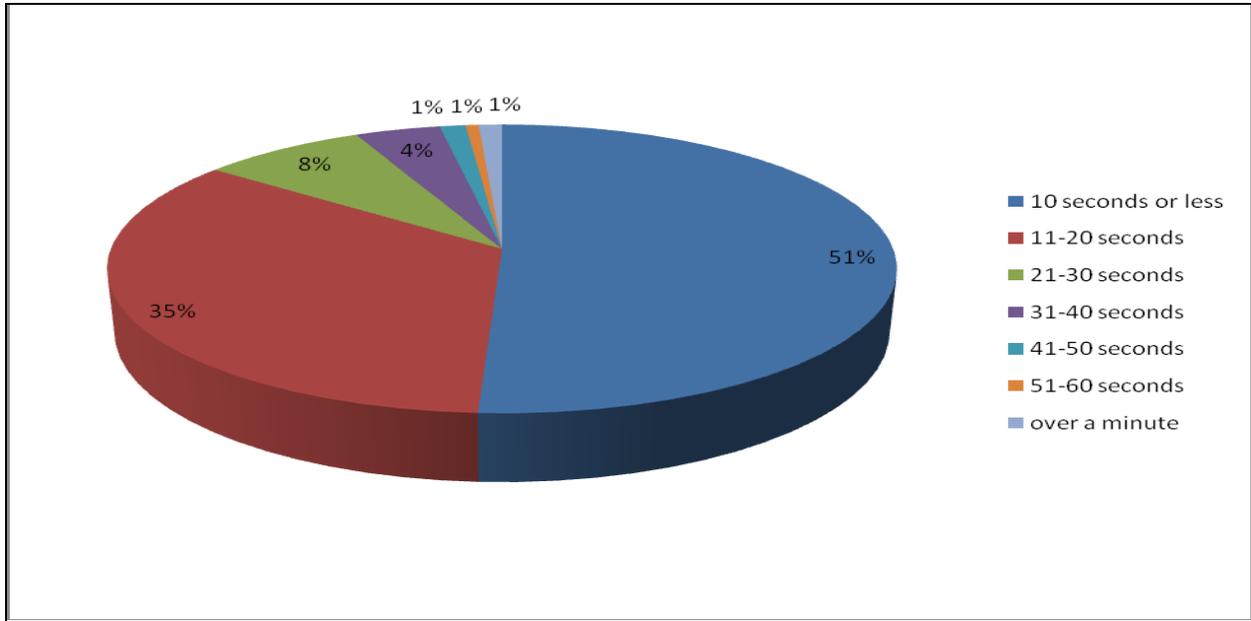


Figure 17. Percentages of quiz questions answered by range of time to answer each question in the on demand web modules.

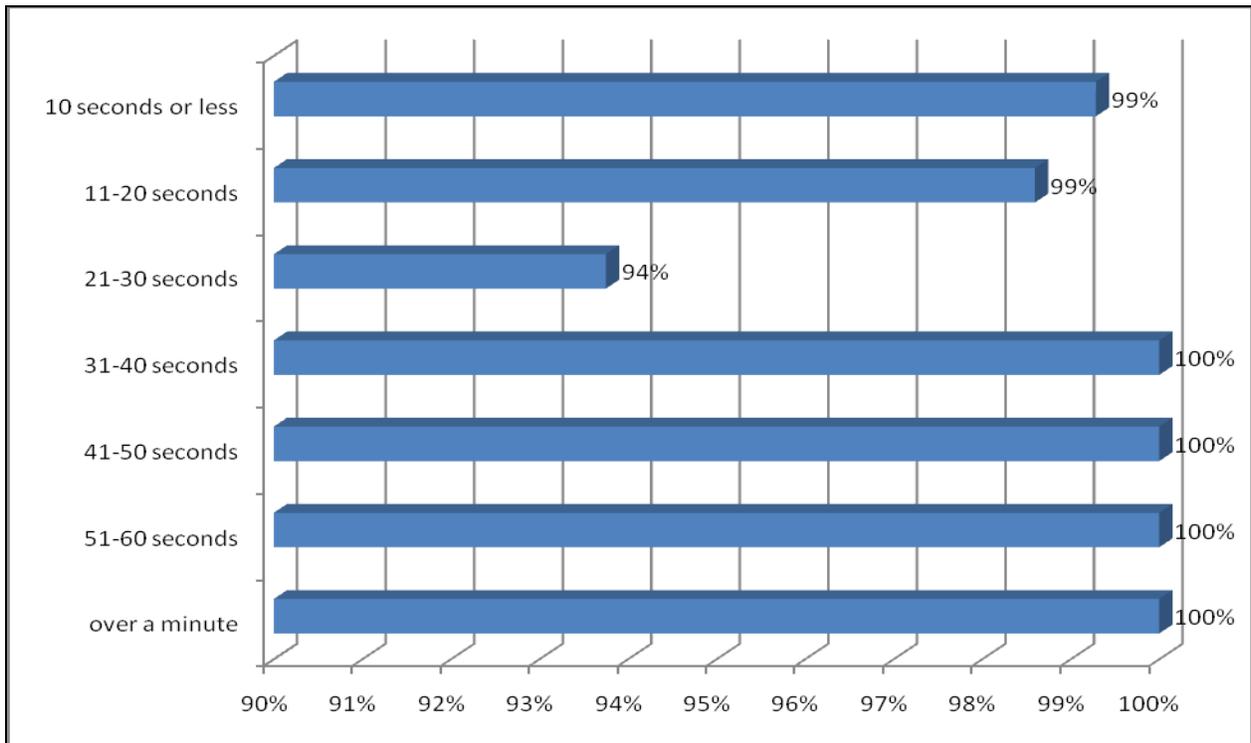


Figure 18. Percentages of correct responses to quiz questions in each range of time taken to respond in the on demand web modules.

Post-Training Library Staff Ability to Train Others in Using the FEL

In order to assess the degree to which the Gale trainings assisted library staff in becoming able to train others to use the FEL, the interview questions included four questions geared toward investigating trainees' experiences helping users with the FEL post-training (See questions 8-12 in the interview script in Appendix A). The first of these questions ascertained whether library staff members who had completed Gale trainings had assisted any users with the FEL post-training. Twenty interviewees had assisted users with the FEL post-training (65%), and 11 had not (35%) (See Figure 19).

This indicates that in general, nearly two-thirds of library staff members completing the Gale training are subsequently assisting users with the FEL. Further, 52% (n=16) of library staff members who completed Gale training went on to *train* users in how to utilize the FEL (See Figure 20). With regard to how often library staff members are training users in utilizing the FEL, responses ranged from daily (n=3) to rarely (n=4), with weekly (n=6), monthly (n=4), and sometimes (n= 3) falling in the middle (See Figure 21).

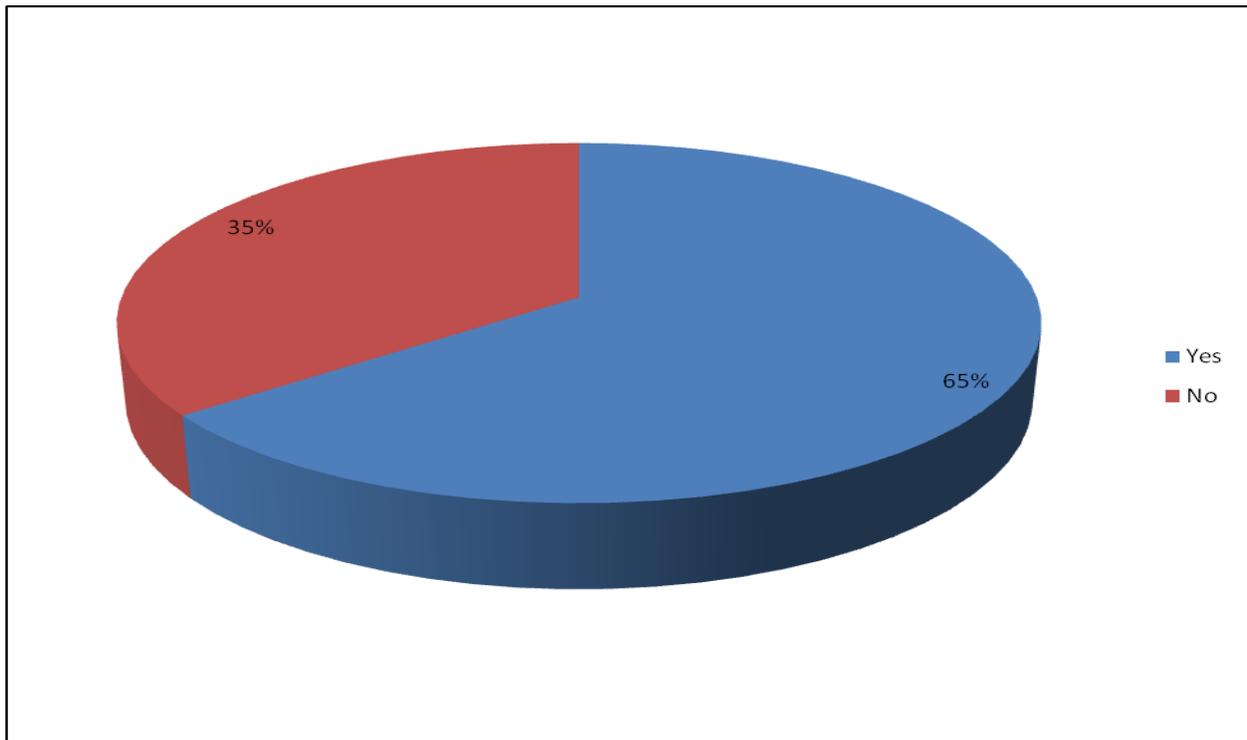


Figure 19. Percentage of interviewees who assisted users in accessing the FEL post-training.

---

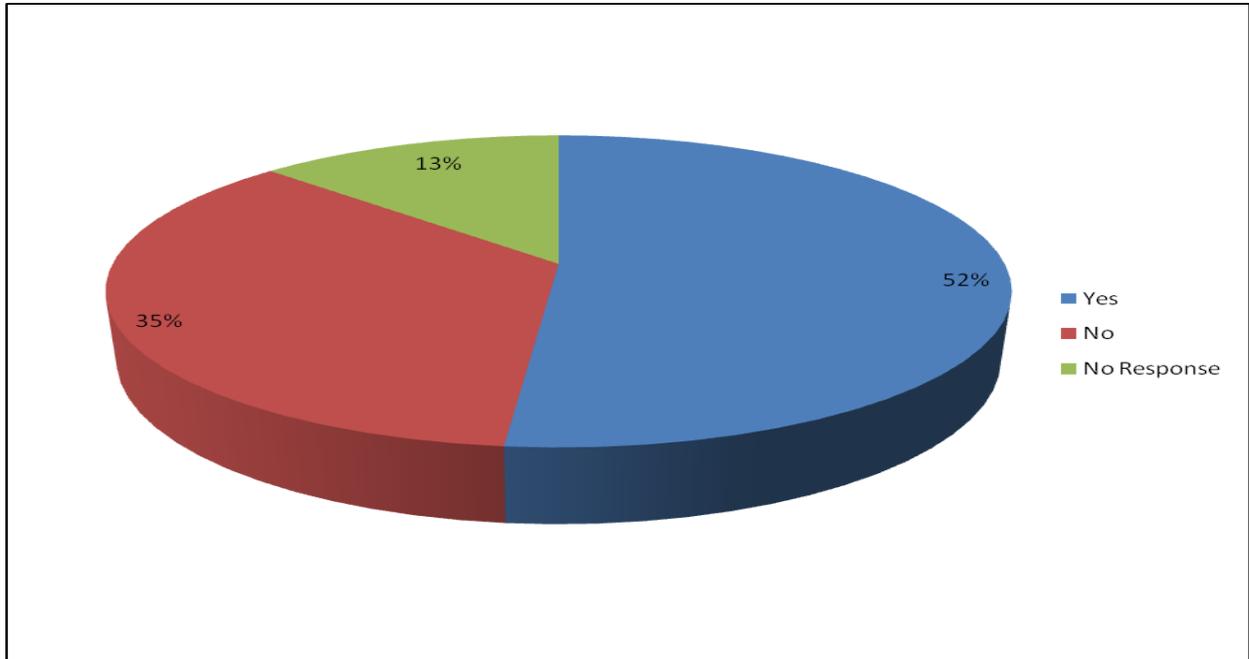


Figure 20. Percentage of library staff members who trained patrons to use the FEL post-training.

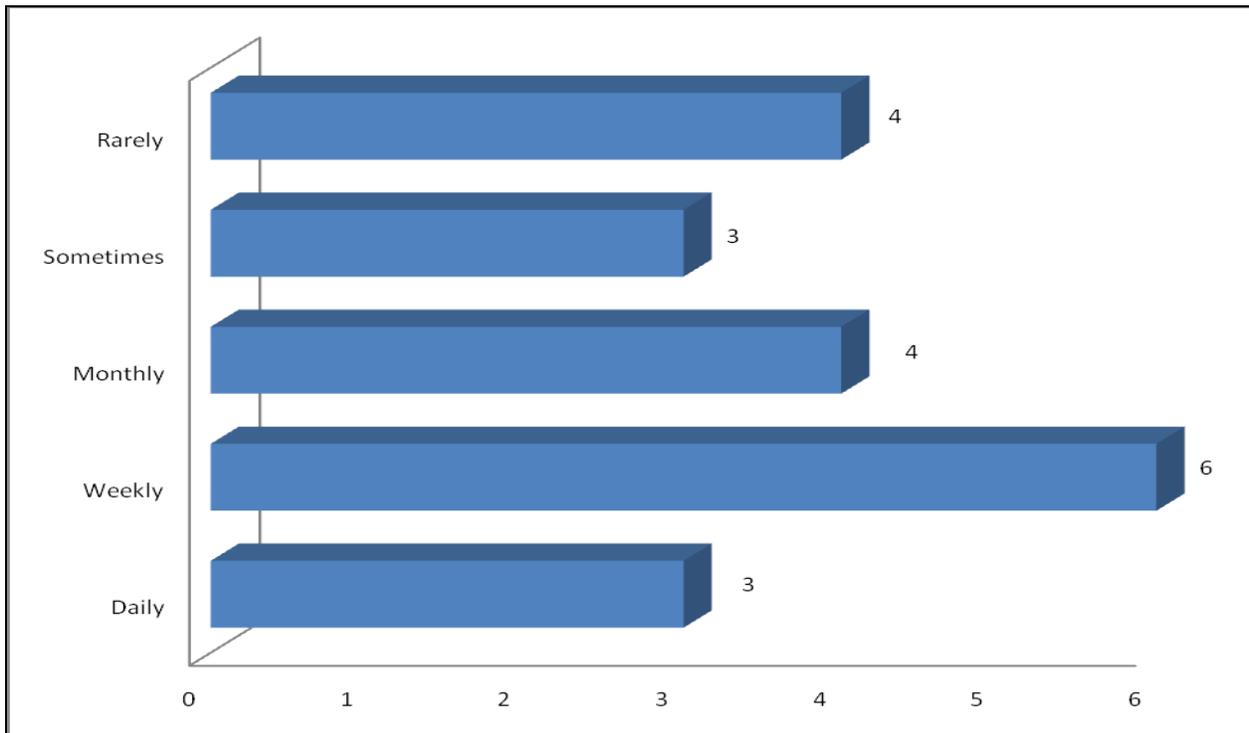


Figure 21. Frequency of library staff members' assistance to users in accessing the FEL post-training.

Summary of Findings from Task 2

Overall, the interviews and quiz results indicate that library staff members are learning from the Gale trainings, and they are applying what they learn in use of the FEL, both for themselves and in training others to use the FEL. One librarian even noted that the “library should use it [the FEL] more often,” and another said that the FEL is an “excellent resource for people living in rural areas.” In fact, another interviewee said that “Besides the staff, it [the FEL] is the most valuable tool in our library.” Although a few interviewees indicated not using the FEL because, as one said, “it is not helpful,” overall the interviewees indicated a preference for the FEL, but might prefer additional or more advanced training options.

**Task 3: Identifying Awareness of FEL-Gale Resources**

The purpose of this task is to determine the degree to which the Gale marketing plan affects awareness of FEL-Gale resources (See Appendix F for a copy of Gale’s marketing plan).

*Methodology*

The first portion of this task is to conduct targeted interviews with public librarians for a pre-marketing program score of awareness. To meet this goal the study team conducted interviews with Florida public librarians to determine the extent of their awareness of the Gale materials available through the Florida Electronic Library (FEL). The study sample was comprised of a random sample of 54 libraries (10%) that were pulled from the population of 547 Florida public libraries.

Unlike the first round of awareness interviews, for the second round, the study team conducted no preliminary phone calls due to time restrictions. After selecting a new random sample, the study team found that three of the 54 sample libraries were invalid because one was a learning center and one was a non-service outlet (i.e., a processing center), and these were removed from the sample. The final sample totaled 49 public libraries: seven main libraries, 33 branch libraries, two academic-affiliated libraries, and seven non-responses (i.e., librarians who did answer phone calls or declined to participate in the interviews). The interviews were conducted using a predetermined list of questions (See Appendix G), and only after library staff signed informed consent forms (See Appendix E). Each interview lasted between 10-15 minutes, with responses manually recorded for subsequent analysis.

*Findings*

Findings are discussed below, according to three categories: (1) awareness, (2) recommendations, and (3) patron recommendation and personal use. Findings are reported with regard *only* to actual responses to the interviews and do not count the seven non-responses, so although the sample included 49 public libraries, only 42 libraries count as responses, so all percentages are based on a total *n* of 42.

Awareness

The first question asked whether librarians are aware of the FEL; 90% (n=38) of sampled librarians were aware of the FEL and 10% (n=4) were not (See Post-Marketing Awareness in Figure 22). These percentages are similar to the responses from the first round of pre-marketing awareness interviews in which 91% of respondents indicated they were aware of the FEL and 9% indicated they were not (See Pre-Marketing Awareness data in Figure 22).

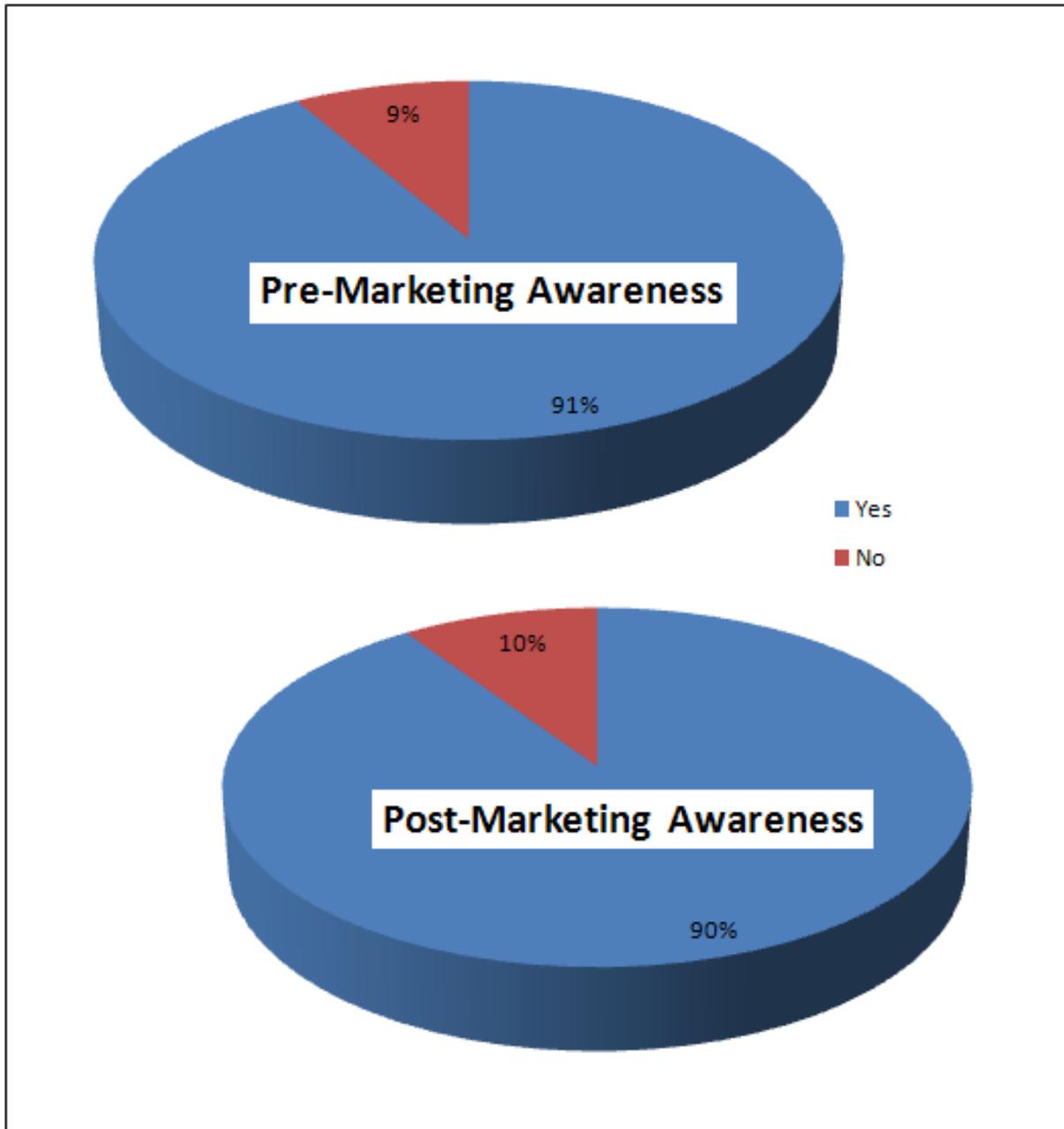


Figure 22. Librarian' awareness of the FEL in pre- and post-marketing awareness interviews.

---

From the 38 librarians that they said they were aware of the FEL, 17 mentioned Gale specifically (40% of the total sample). Of those 17, 10 (24%) were able to provide the name of specific databases. Librarians indicated that they aware of the following Gale databases (See Figure 23 for a breakdown of the frequency with which librarians mentioned these databases in both the first and second rounds of pre- and post-marketing awareness interviews):

- Gale Encyclopedia (Medicine, Alternative Medicine, Cancer, & Genetic Disorder),
- General OneFile,
- General Reference Center Gold,
- Health Reference Center Academic,
- Health & Wellness Resource Center,
- InfoTrac (General, Junior, & K-12),
- Junior Reference Center, and
- Kid InfoBits.

These eight databases comprise only 9% of the entire Gale collection in the FEL, and five of them also were mentioned specifically in the first round of awareness interviews: General OneFile, Health Reference Center Academic, Health and Wellness Resource Center, InfoTrac, and Junior Reference Collection. Given that these five databases were mentioned by name in both pre- and post-marketing set of interviews, future research might investigate *why* librarians are more aware of these databases than any others. In addition to these databases several librarians also mention non-Gale databases. The two mentioned were OCLC's Medline and Article First.

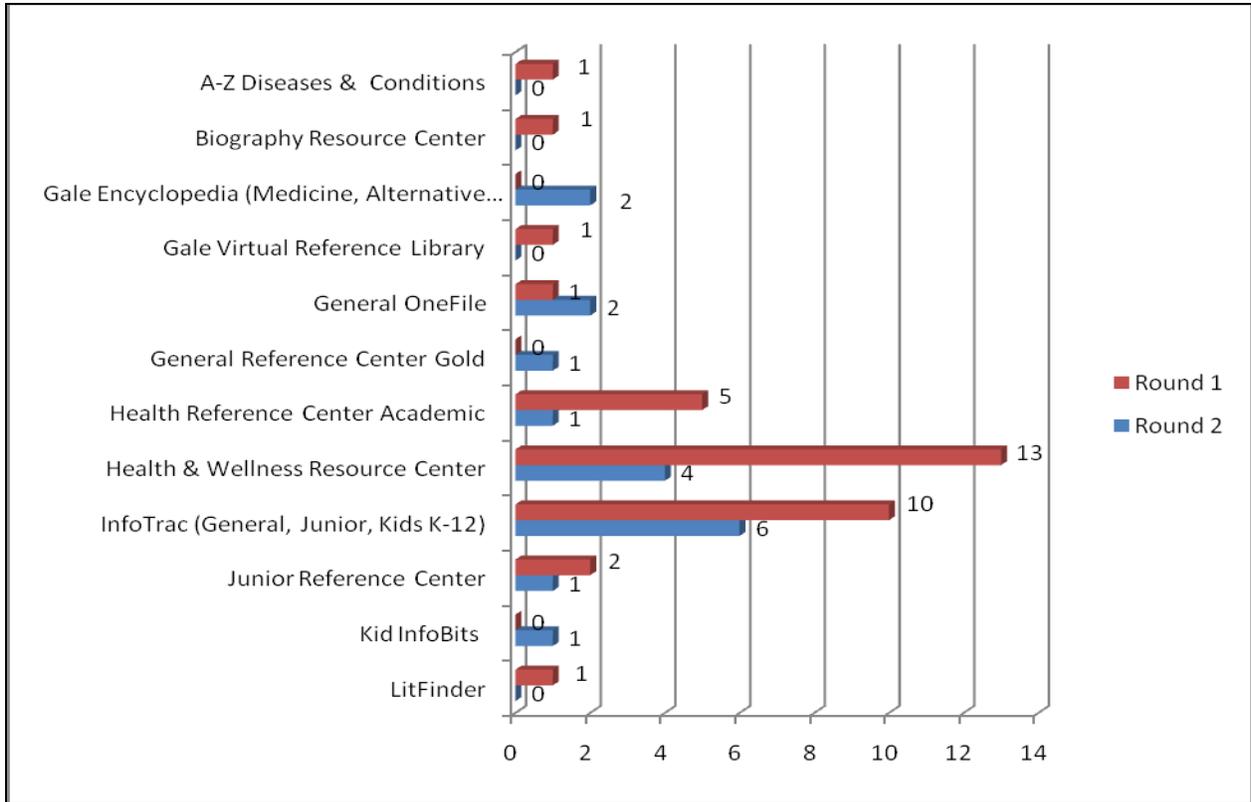


Figure 23. Frequency of mentions of the only databases librarian interviewees identified by name in pre- and post-marketing awareness interviews.

### Recommendations

A section of the interview asked the librarians if they had any recommendations on how the FEL might be improved. According to the responses from the second round of post-marketing interviews, 17% (n=7) encourage better marketing and promotion within the library (Figure 24). Other recommendations include training for librarians on what resources are available and how to use them (5%; n=2), providing additional resources (29%; n=12), and easier more user-friendly website interface (14%; n=6). Providing additional resources and a more user-friendly website interface were also frequently recommended (each was recommended by 8% of respondents) in the first round of pre-marketing awareness interviews (See Figure 25). A majority of the librarians interviewed (36%; n=15) gave no recommendations, which indicates that they might be content with the already existing product. The remaining 10% (n=4) are librarians who provided “other” recommendations, which include outreach, an accurate search tool, better accessibility, and clearer database descriptions.

Although many of the librarians’ answers could be capped into a set of answers for statistical purposes, some answers require further explanation. Recommendations for an easier interface were often followed by an explanation for their displeasure with the website. One librarian answered that the website was too cluttered and difficult to navigate and recommended

separating the services to different pages. Another recommendation was to create a link for specific adult resources. Other librarians recommended providing more explanation on the homepage as what is the purpose of the FEL. In terms of outreach and promotion one librarian recommended that the FEL send emails to libraries providing updates on FEL products and services, including changes made to databases. Although there were no mentions of specific databases the librarians wished would be added to available resources, many voiced a concern for more full-text options. Some also mentioned a need for more career building tools, such as resumes builders and job searches. The most unique recommendation was for the creation of a smart phone (e.g. iPhone) application for the FEL.

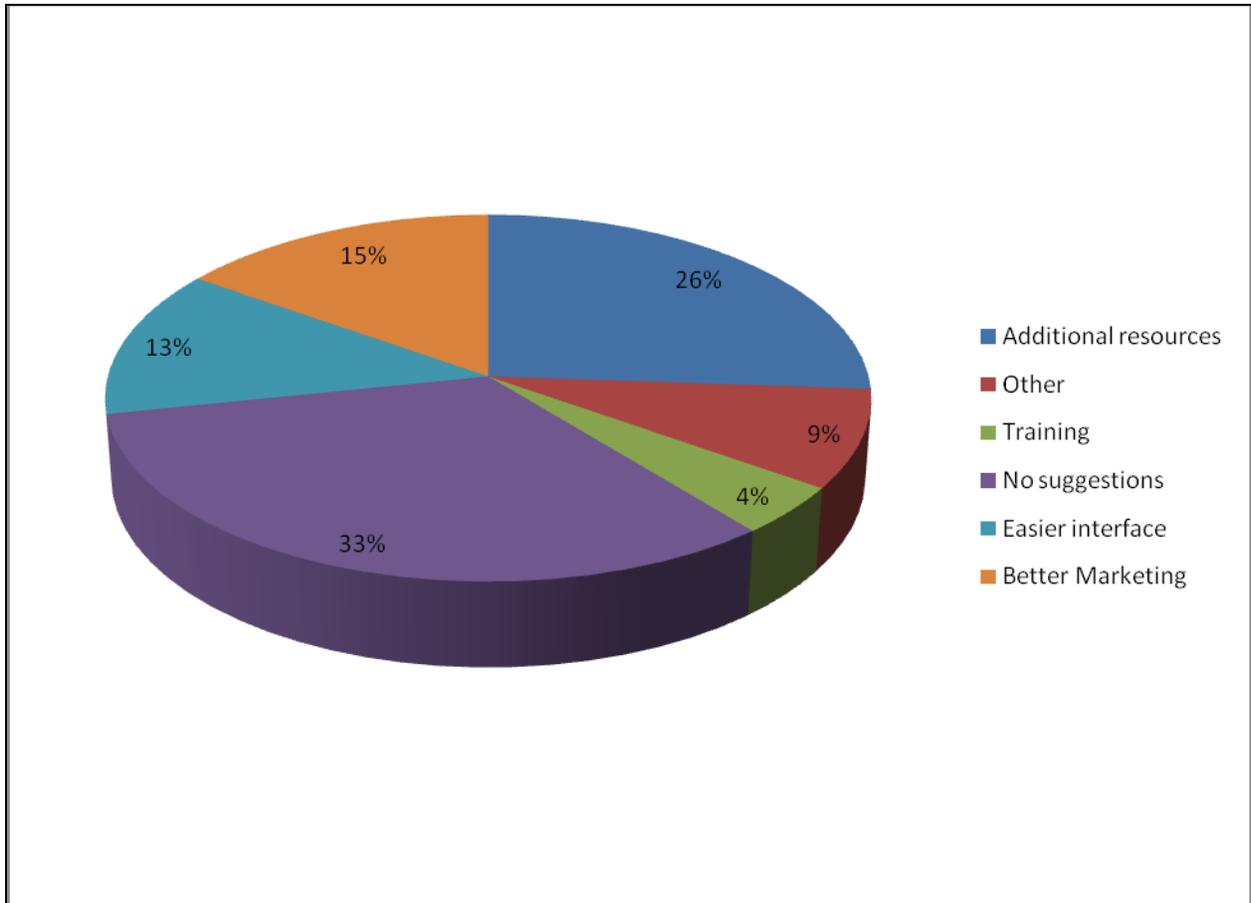


Figure 24. Recommendations provided by librarians in post-marketing awareness interviews.

---

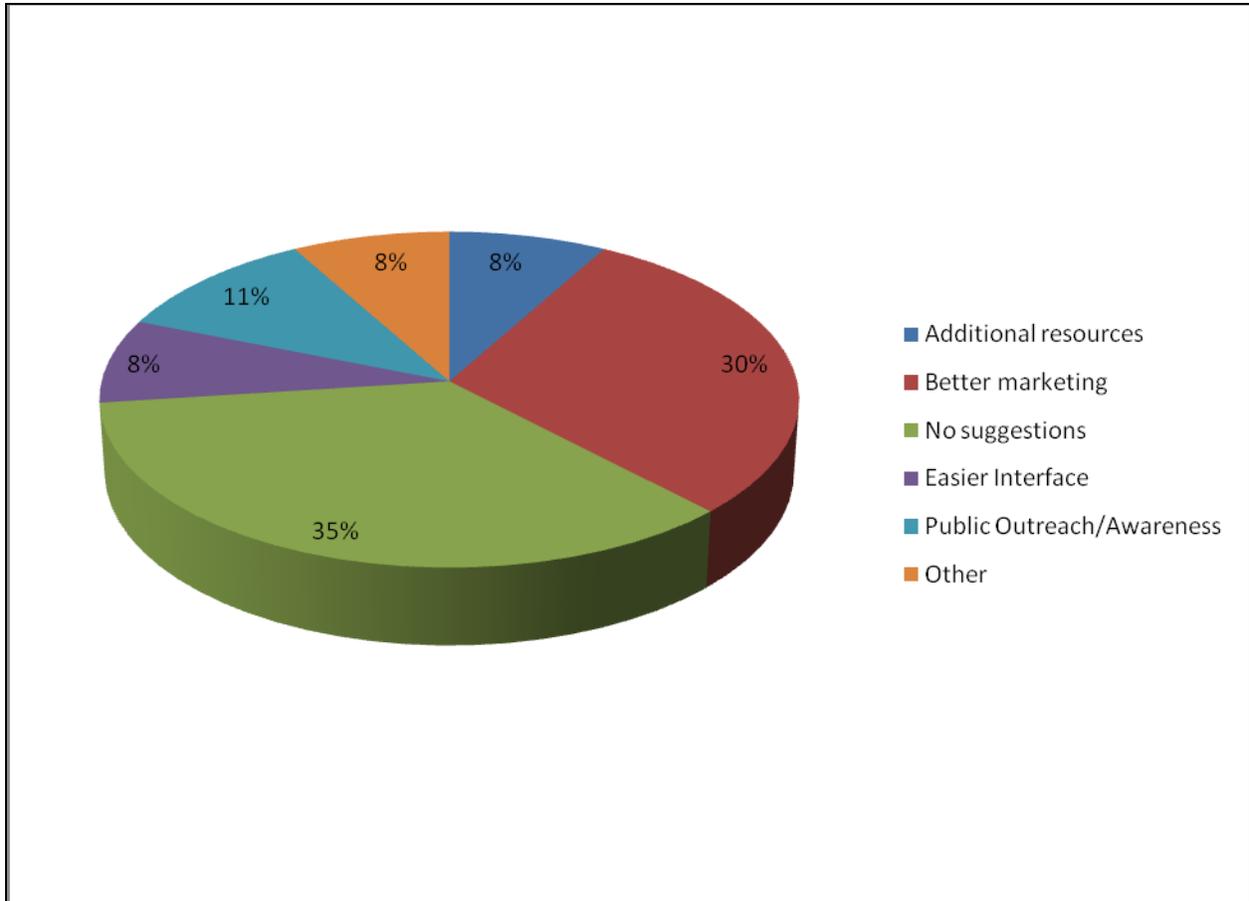


Figure 25. Recommendations provided by librarians in pre-marketing awareness interviews.

### Patron Recommendation and Personal Use

According to the responses given in the second round of post-marketing awareness interviews, the majority of librarians report using the FEL a weekly for personal use (n=9; 21%), which is equal to the respondents who reported this frequency in the first round of pre-marketing awareness interviews. A significant number of librarians (n=5; 12%) also answered that they never use the FEL, the same number of librarians that reported never using the FEL in the first round of pre-marketing awareness interviews. Some of the reasons they gave for this lack of use was that they have resources available to them through the county they work for that they perceive to be of equivalent or better value than the FEL. Other reasons respondents gave for never using the FEL included a lack of exposure to the FEL (n=3), or no use in their daily routine (n=2). The same amount of respondents as never use the FEL, answered that they use the FEL once to twice a month. Additional answers can be seen in the figure below (See Figure 26).

Responses to how often the librarians recommended the FEL to patrons varied from daily to never (See Figure 27). Within this wide range, the most frequently reported answers were weekly and never (both n=7; 17%). More librarians in this round of awareness interviews

answered never than the five who reported never recommending the FEL to patrons in the first round of pre-marketing awareness interviews. Many of the librarians cited lack of familiarity as the reason for not recommending the FEL to patrons, referring either to a librarian's or a patron's lack of familiarity with the FEL. Instead, librarians reported to recommend their library's electronic resources and databases to their patrons (n=7; 17%). The librarians also mentioned Google as the tool most often used for research due to its familiarity to the patrons and staff (n=4; 10%). Some respondents mentioned that they only recommend the FEL to other librarians or when helping a patron on Ask a Librarian due to its open accessibility to all Florida residents.

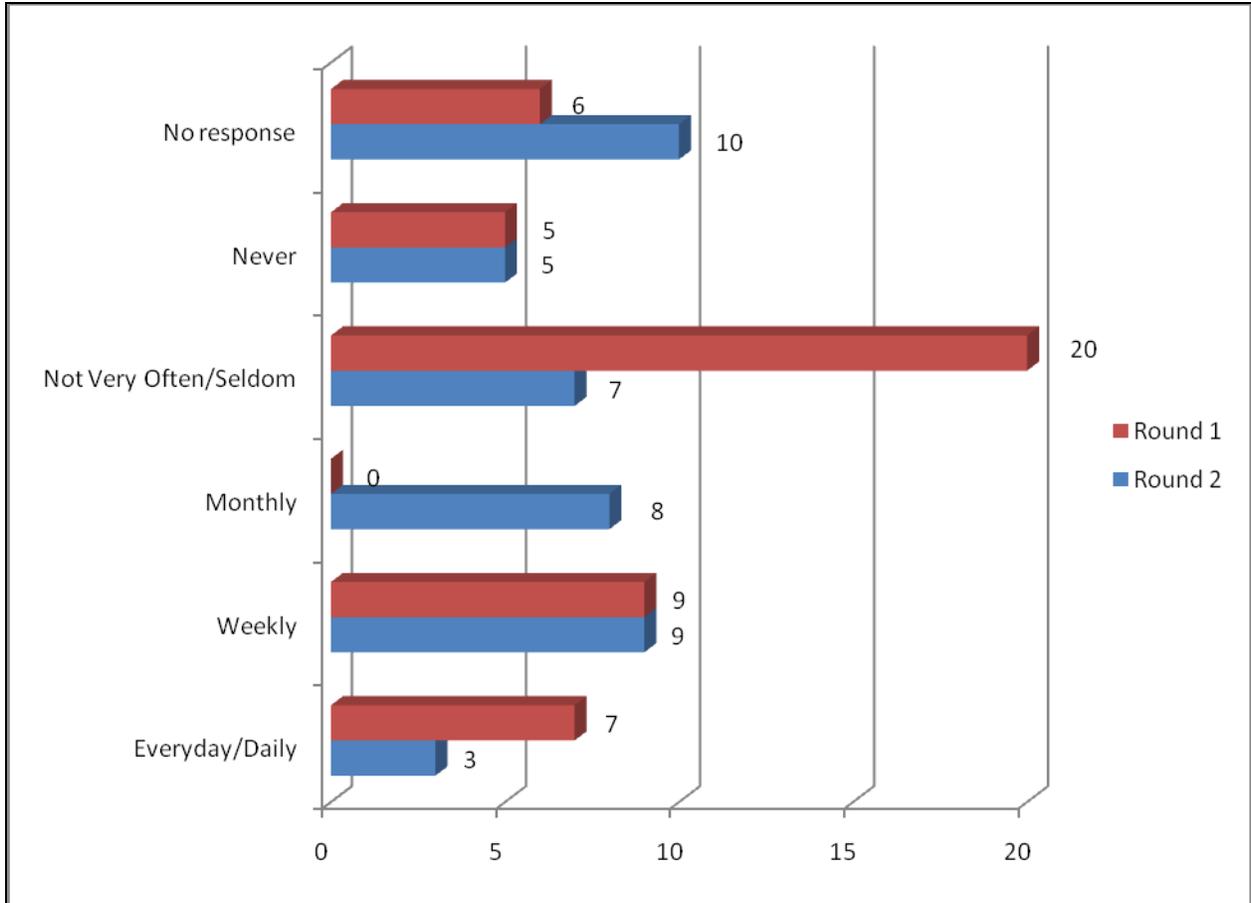


Figure 26. Frequency of librarian use of the FEL for personal use in pre- and post-marketing awareness interviews.

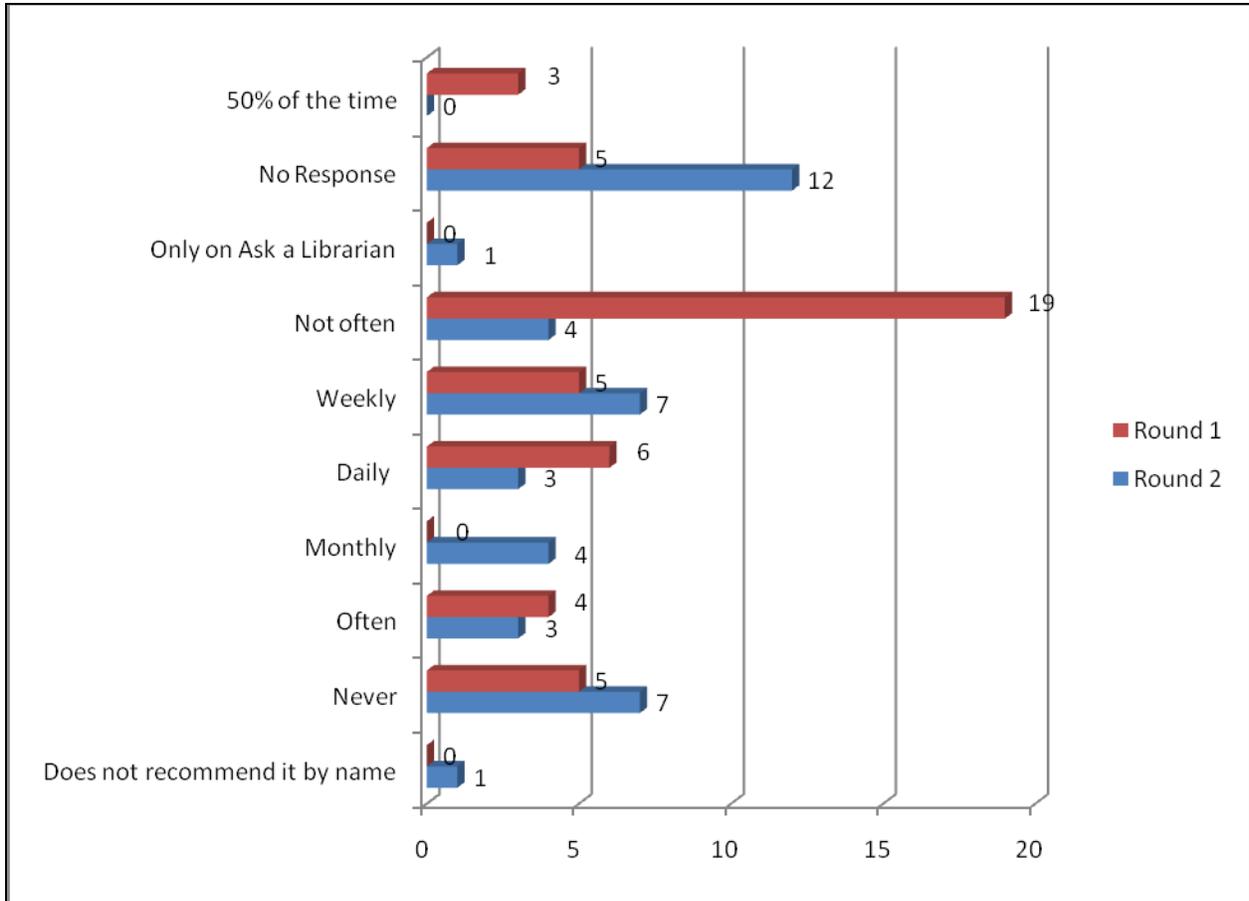


Figure 27. Frequency of recommendations of the FEL to library patrons in pre- and post-marketing awareness interviews.

### Summary of Findings from Task 3

Overall, levels of pre- and post-marketing awareness are not vastly different (91% and 90% of respondents reported awareness of the FEL in the pre- and post-marketing awareness interviews, respectively). This suggests there is need to additional marketing to increase overall awareness of the FEL. Also, only five databases were mentioned by name in both rounds of interviews (i.e., General OneFile, Health Reference Center Academic, Health and Wellness Resource Center, InfoTrac, and Junior Reference Collection), but this research cannot explain why these five are the most frequently identified, or why other databases are not identified more frequently. Additional research would be required to address these and other questions.

### Overall Project Findings

The goals of the Information Institute’s Gale Training Evaluation effort are to assist the State Library in evaluating (1) the Gale training program’s increase on FEL usage, (2) the extent to which library staff is able to be self-sufficient in using FEL-Gale resources and to train others

using the Gale training program, and (3) the effect of the Gale marketing plan on FEL awareness. From the data reported here, some overall findings can be discussed in the context of each of these three evaluation goals.

First, with regard to the effect of the Gale training program on rates of FEL usage – overall, usage of the FEL appears to increase from November 2009 (the benchmark month) to March 2010, and then decline through April and May 2010. This research is limited in that specific links cannot be verified between the Gale training and marketing efforts and usage data from the FEL. So, although there are some trends in usage across varying data points, such as total FEL sessions, fulltext, and retrievals, additional research is required to further investigate what links, if any, there are between the Gale training and marketing efforts and FEL usage. For example, a longitudinal study that evaluates usage of the FEL over a year, two years, or longer could provide long range data with which to analyze any changes in the usage of the FEL over the course of the entire Gale training and marketing effort, and beyond.

Second, with regard to the effect of the Gale training program on library staff self-sufficiency and ability to train others in using the FEL – findings indicate that the Gale trainings are effective in training library staff members to be self-sufficient users of the FEL, as well as training them to have the ability to train others in using the FEL. Nearly 100% of quiz questions from the on demand web modules are answered correctly, and regardless of the amount of time it takes a trainee to answer the question correctly, the bottom line is that they have learned enough to answer the question correctly. Also, library staff trainees seem satisfied with the quality of the trainings, and if anything, they would like additional and more advanced trainings to be offered, suggesting they value the FEL enough to desire additional training in its use.

Third, with regard to the effect of the Gale marketing plan on FEL awareness – like the usage data, awareness data cannot show any direct cause between the Gale marketing plan and FEL awareness levels. However, the pre- and post-marketing awareness levels are relatively stable (91% and 90%, respectively), indicating there is need for additional marketing efforts. Also, the inability of library staff to identify more than a handful of specific Gale databases suggests a need for more specialized marketing that targets certain databases or groups of databases that can meet certain needs, for example health-related databases or job-related databases. Also, as with the usage data, there is room for additional research on FEL awareness levels to track them over a longer time period – this is particularly valuable in measuring awareness levels because the marketing efforts have been underway less than a year, and additional marketing may result in increased awareness levels.

### **Summary and Implications**

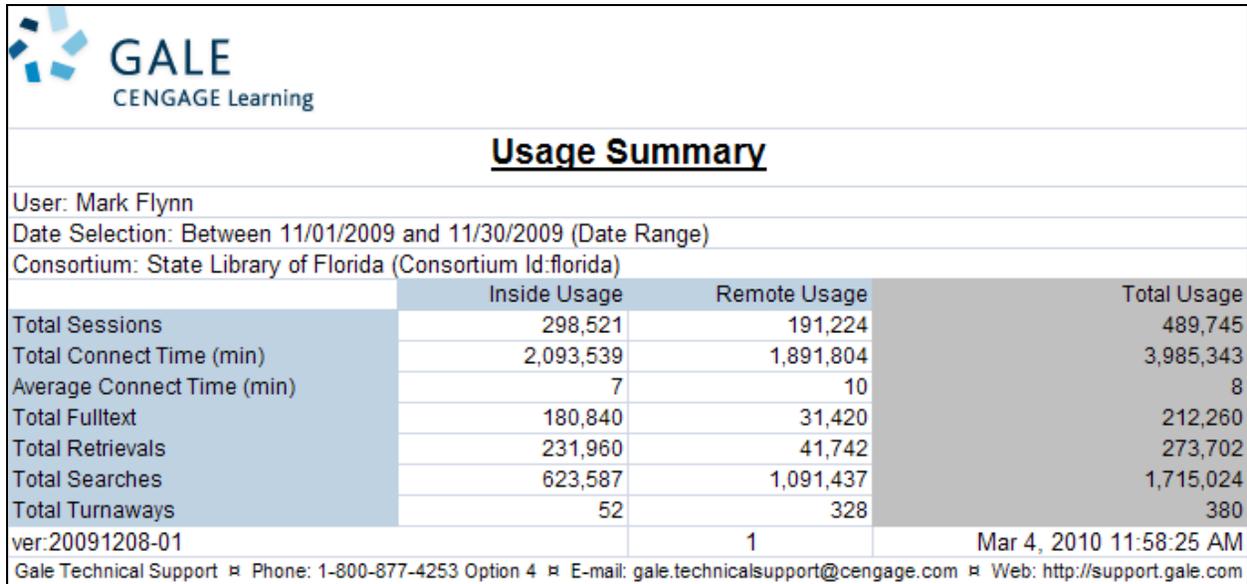
In conclusion, the Information Institute, working closely with the State Library and Gale, has successfully conducted a three-prong evaluation of the Gale training and marketing efforts to date. Information Institute staff evaluated the changes in usage of the FEL, ability of library staff members who completed Gale trainings to apply what they learned, and the changes in levels of awareness of the FEL as a whole.

It must be noted, however, that this study suffers from two major limitations – first, direct links or causes between Gale training and marketing efforts and changes in FEL usage or awareness levels may be present but can not be verified, and second, that it is limited to a short time frame (November 2009 – May 2010). Additional research could provide valuable insights into the possible causes of changes in usage and awareness levels, as well as allowing longitudinal analysis of the training and marketing efforts over a longer time period.

Since the Gale training and marketing efforts will continue through October 2011, future evaluations should be conducted that measure usage of FEL resources through the end of 2011, assess the effectiveness of trainings offered in the second half of 2010 and through October 2011, and measure any changes in awareness of FEL resources that occur as the result of marketing efforts through the end of 2011. In addition, findings from the current evaluation of Gale training and marketing efforts through summer 2010 are likely to inform future evaluation and other activities that the Information Institute would conduct on the FEL and Gale training/marketing efforts in the 2010-2011 cycle.

Appendix A

EXAMPLE DOWNLOADED DATA



			
<b><u>Usage Summary</u></b>			
User: Mark Flynn			
Date Selection: Between 11/01/2009 and 11/30/2009 (Date Range)			
Consortium: State Library of Florida (Consortium Id:florida)			
	Inside Usage	Remote Usage	Total Usage
Total Sessions	298,521	191,224	489,745
Total Connect Time (min)	2,093,539	1,891,804	3,985,343
Average Connect Time (min)	7	10	8
Total Fulltext	180,840	31,420	212,260
Total Retrievals	231,960	41,742	273,702
Total Searches	623,587	1,091,437	1,715,024
Total Turnaways	52	328	380
ver:20091208-01		1	Mar 4, 2010 11:58:25 AM
Gale Technical Support ☒ Phone: 1-800-877-4253 Option 4 ☒ E-mail: <a href="mailto:gale.technicalsupport@cengage.com">gale.technicalsupport@cengage.com</a> ☒ Web: <a href="http://support.gale.com">http://support.gale.com</a>			

Figure 1. Download of November 2009 Usage Summary Report.

# Gale Training Evaluation 2009-2010: Final Report

					
Usage by Database					
User: Mark Flynn					
Date Selection: Between 11/01/2009 and 11/30/2009 (Date Range)					
Consortium: State Library of Florida (Consortium Id Florida)					
Product Description	Sessions	Full Text Retrievals	Retrievals	Searches	Turn-Aways
Academic OneFile	16,024	5,897	9,648	51,896	0
Agriculture Collection	9,211	60	103	41,975	0
BCRC Gale Business Resources	1,118	0	3,283	1,118	0
Biography Resource Center (Z39)	1,123	692	696	1,123	0
Biography Resource Center - Periodicals	1,125	11,852	11,854	1,125	0
Biography and Genealogy Master Index	791	0	104	837	0
Business Economics and Theory	9,251	47	102	42,113	0
Business Index ASAP and Backfile	2,621	20,992	22,967	2,798	0
Business and Company Resource Center	1,790	473	1,535	4,731	0
CHI War, The	78	416	420	492	0
Communications and Mass Media Collection	9,207	16	42	42,052	0
Company Information Database	1,121	0	2,407	1,121	0
Computer Database	9,605	5,596	7,977	29,341	0
Criminal Justice Collection	9,302	197	334	42,685	0
Culinary Arts Collection	9,252	131	211	42,175	0
DLB Complete Online	823	234	325	3,903	0
Educator's Reference Complete	9,340	283	442	42,721	0
Environmental Studies and Policy	9,191	7	17	41,979	0
Expanded Academic ASAP	12,142	11,429	17,689	37,519	0
Fine Arts and Music Collection	9,322	123	241	42,638	0
Florida Database	10,837	49	56	35,357	0
Fodors Travel Guides	696	21	22	3,539	0
GREENR (Global Ref on the Environment)	82	46	75	484	0
Gale Associations Unlimited	1,084	0	2,742	1,096	0
Gale Biography Resource Center	4,051	7,070	9,082	12,713	7
Gale Directory Library	359	58	67	304	0
Gale History Resource Center	2,976	2,315	2,325	5,822	0
Gale Library Databases	19	0	0	24	0
Gale PowerReference Brief	26	0	0	28	0
Gale Virtual Reference Library	15,140	2,450	2,607	86,683	0
Gardening, Landscape and Horticulture	9,182	20	53	41,914	0
General Business File ASAP	6,887	434	482	27,102	0
General OneFile	20,151	28,826	38,403	66,857	0
General Reference Center Gold	12,835	13,248	17,777	36,199	0
Global Issue in Context	26	41	43	86	0
Gravestones Animal Life	57	76	60	17	0
Health Reference Center Academic	10,252	7,822	10,648	32,177	0
Health and Wellness Resource Center	3,965	6,079	10,441	19,951	0
History Resource Center: World	1,764	1,131	1,152	3,956	0
Home Improvement Collection	9,177	43	70	41,855	0
Hospitality, Tourism and Leisure	9,371	85	133	41,937	0
InfoTrac Communication & Mass Media eCollection	4,508	4	7	6,421	0
InfoTrac Criminal Justice eCollection	4,521	70	81	6,408	0
InfoTrac Diversity Studies eCollection	9,747	178	216	33,330	0
InfoTrac Environmental Issues and Policy eCollection	4,532	134	248	6,375	0
InfoTrac Garden, Landscape & Horticulture eCollection	4,488	4	6	6,279	0
InfoTrac Gender Studies eCollection	9,721	14	14	33,306	0
InfoTrac General Science eCollection	9,711	9	16	33,265	0
InfoTrac Information Science & Library Issues eCollection	9,769	150	333	33,208	0
InfoTrac Insurance and Liability Collection eCollection	258	0	0	1,122	0
InfoTrac Pop Culture eCollection	9,723	209	281	33,220	0
InfoTrac Psychology eCollection	4,601	146	238	6,676	0
InfoTrac Religion and Philosophy eCollection	9,802	526	931	33,221	0
InfoTrac Small Business eCollection	9,763	300	346	33,281	0
InfoTrac Tourism, Hospitality, and Leisure eCollection	4,476	6	7	6,226	0
InfoTrac US History eCollection	9,746	52	80	33,283	0
InfoTrac Vocation, Careers & Technical Education eCollection	9,732	236	328	33,147	0
InfoTrac War and Terrorism eCollection	9,701	136	161	33,133	0
InfoTrac World History eCollection	9,726	57	71	33,187	0
Informa	7,450	3,233	3,512	27,133	0
Junior Edition	6,037	7,112	8,405	24,423	0
Junior Edition - K12	1,216	412	418	2,448	0
Junior Reference Collection	10,935	483	471	40,833	0
Kid's Edition	1,249	4,904	4,980	1,277	0
Kid's Edition - K12	1,038	216	228	2,531	0
Kids InfoBets	1,890	5,041	5,353	3,275	0
LegalTrac	418	1	2	2,128	0
LEFinder	3,319	2,540	2,561	4,315	0
LEFinder for Schools	0	0	0	0	0
Literature Criticism Online	1,293	2,846	4,567	5,272	0
Literature Resource Center	2,972	5,088	5,116	6,535	0
Literature Resource Center (Z39)	1,130	2,863	2,863	1,130	0
Literature Resource Center - Periodicals	1,088	8,203	8,203	1,088	0
Military and Intelligence Database	9,737	411	518	33,212	0
National Newspaper Index	1	0	0	0	0
Nursing and Allied Health Collection	9,253	77	104	42,243	0
Opposing Viewpoints Resource Center	7,991	14,122	14,315	30,670	373
Popular Magazines	13,396	596	873	44,732	0
Professional Collection	8,516	875	1,197	20,813	0
Psychology Collection	9,425	162	284	42,992	0
Science Resource Center	1,636	7,391	9,416	4,378	0
Scholars	367	10	12	980	0
Small Business Resource Center	924	168	26	4,985	0
Something About the Author Online	674	55	86	3,903	0
Student Edition	7,688	12,410	15,109	28,974	0
Student Edition - K12	376	457	469	872	0
Student Resource Center Gold	1	0	0	3	0
Student Resource Center Junior	433	251	251	2,382	0
The New York Times	676	5	5	3,445	0
Twynne	572	20	20	1,147	0
What Do I Read Next?	2,745	18	4,140	3,464	0
Summary	489,745	212,260	273,702	1,715,024	380
ver:20091208-01		1		Mar 4, 2010 11:36:17 AM	
Gale Technical Support ☎ Phone: 1-800-877-4253 Option 4 ☎ E-mail: gale.technicalsupport@cengage.com ☎ Web: http://support.gale.com					

Figure 2. Download of November 2009 Usage by Database Report.

Gale Training Evaluation 2009-2010: Final Report



**Usage by Session Time**

User: Mark Flynn  
 Date Selection: Between 11/01/2009 and 11/30/2009 (Date Range)  
 Consortium: State Library of Florida (Consortium Id:florida)

Session Time	Sun	Mon	Tue	Wed	Thu	Fri	Sat
12-1AM	1,358	1,714	988	1,649	1,065	1,665	955
1-2AM	1,259	1,112	867	1,194	1,160	800	767
2-3AM	1,147	1,220	751	759	874	733	566
3-4AM	813	869	436	575	566	583	612
4-5AM	560	738	862	828	852	652	517
5-6AM	966	876	996	740	489	481	580
6-7AM	1,484	1,122	1,018	832	976	624	940
7-8AM	1,278	2,049	1,567	2,157	1,337	1,606	1,746
8-9AM	2,311	2,869	2,307	2,188	1,528	1,961	1,501
9-10AM	1,841	4,367	3,921	3,062	1,788	2,767	1,822
10-11AM	2,985	5,938	4,575	4,954	3,660	2,831	3,187
11AM-12PM	4,333	6,293	4,313	4,016	2,814	3,900	5,154
12-1 PM	4,413	6,225	4,229	2,509	3,095	4,133	4,117
1-2PM	5,555	6,694	4,781	3,459	5,072	5,321	4,764
2-3PM	5,555	6,189	5,491	4,265	5,360	4,511	4,393
3-4PM	6,833	6,083	5,416	5,548	3,947	5,736	6,403
4-5PM	6,287	7,207	5,192	5,071	4,373	3,454	4,769
5-6PM	5,109	6,823	4,980	4,832	2,804	2,419	3,915
6-7PM	5,258	5,170	4,531	3,627	2,880	2,669	2,563
7-8PM	5,192	4,786	4,271	3,810	3,694	1,707	2,315
8-9PM	5,149	5,080	3,218	3,653	2,051	1,928	2,071
9-10PM	4,695	4,312	2,885	3,886	2,641	2,265	1,907
10-11PM	3,470	3,691	2,840	3,158	4,321	1,874	2,128
11PM-12AM	2,683	3,175	2,182	1,512	1,612	1,080	1,425

ver:20091208-01 1 Mar 4, 2010 11:44:46 AM  
 Gale Technical Support ☎ Phone: 1-800-877-4253 Option 4 ☎ E-mail: gale.technicalsupport@cengage.com ☎ Web: http://support.gale.com

Figure 3. Download of November 2009 Session Time Report.

## Gale Training Evaluation 2009-2010: Final Report

					
<b>Usage by Location, Date, and Time</b>					
User: Mark Flynn					
Date Selection: Between 11/01/2009 and 11/30/2009 (Date Range)					
Session Time:					
Day of Week:					
Consortium: State Library of Florida (Consortium Id:florida)					
<b>State Library of Florida</b>					
<b>Alachua County Library District</b>					
Location Name	Calendar Date Desc	Session Hour	Session Time (5-min)	Sessions Started	Sessions Ended
Alachua County Library District	Sunday, November 01, 2009	6-7AM	6:10 AM	1	0
			6:20 AM	0	1
		11AM-12PM	11:05 AM	82	0
			11:10 AM	0	41
			11:15 AM	82	41
			11:20 AM	41	82
			11:30 AM	28	41
			11:35 AM	41	1
			11:40 AM	0	68
			11:55 AM	28	0
			12:00 PM	0	28
			12-1 PM	12:20 PM	41
		12:25 PM		41	0
		12:30 PM		0	82
		12:40 PM		123	0
		12:50 PM		0	123
		2-3PM	2:15 PM	1	0
			2:20 PM	0	1
			2:55 PM	3	0
			3:00 PM	0	2
		3-4PM	3:10 PM	1	1
			3:20 PM	0	1
			3:30 PM	27	0
			3:35 PM	4	4
			3:40 PM	0	27
			3:50 PM	28	0
		4-5PM	4:05 PM	0	27
			4:10 PM	124	0
			4:15 PM	1	0
			4:20 PM	1	126
			4:30 PM	0	1
		7-8PM	7:20 PM	1	0
			7:30 PM	1	1
			7:35 PM	1	0
			7:40 PM	0	2
			8:00 PM	2	0
		8-9PM	8:05 PM	1	2
			8:10 PM	0	1
			9:00 PM	5	4
		9-10PM	9:05 PM	0	1
			9:25 PM	164	0
			9:30 PM	1	82
			9:35 PM	0	83
		10-11PM	10:10 PM	1	0
			10:20 PM	82	1
			10:25 PM	1	41
			10:30 PM	82	42
			10:35 PM	0	82
10:40 PM	1		0		
10:55 PM	0		1		
11PM-12AM	11:05 PM	1	0		
	11:15 PM	0	1		
	12:00 AM	7	0		

Figure 4. Download of November 2009 Session Location, Date and Time Report (Excerpt of First Viewable Page).

## Gale Training Evaluation 2009-2010: Final Report

			
<b>Journal Retrievals</b>			
Sorted by Retrievals			
User: Mark Flynn			
Date Selection: Between 11/01/2009 and 11/30/2009 (Date Range)			
Consortium: State Library of Florida (Consortium Id:florida)			
Source	ISSN	Full Text Retrievals	Retrievals
InfoTrac Online Collection		21,282	21,282
The New York Times	0362-4331	7,021	8,810
Biography Resource Center		3,692	5,704
Associations Unlimited		0	4,532
What Do I Read Next? Online	0-7876-3392-5	48	4,170
USA Today	0734-7456	3,402	4,120
Macworld	0741-8647	222	4,043
PR Newswire		3,759	3,829
Library Journal		3,350	3,790
Ward's Company Profiles		0	3,250
UPI NewsTrack	0895-1381	2,867	2,869
US Newswire		2,502	2,538
Opposing Viewpoints Resource Center		2,455	2,467
Science Letter	1538-9111	2,446	2,446
Gale Literature Research Center		2,378	2,379
Contemporary Literary Criticism Select		1,559	2,302
Publishers Weekly	0000-0019	2,131	2,252
The America's Intelligence Wire	1381-2890	2,238	2,241
LitFinder Contemporary Collection		2,149	2,149
Booklist	0006-7385	2,009	2,097
Time	0040-781X	1,592	1,977
Wireless News		1,902	1,912
History Resource Center		1,826	1,826
Europe Intelligence Wire		1,807	1,809
Africa News Service		1,652	1,656
The St. Petersburg Times (St. Petersburg, FL)		1,615	1,639
Consumer Reports	0010-7174	903	1,600
All Things Considered		1,588	1,589
Human Gene Therapy	1043-0342	1	1,532
School Library Journal	0362-8930	1,310	1,505
Biotech Week	1045-1404	1,388	1,396
Xinhua News Agency		1,384	1,386
Los Angeles Times	0458-3035	0	1,317
Newsweek	0028-9604	1,177	1,314
Science and Children	0036-8148	45	1,285
Internet Wire		1,269	1,270

Figure 5. Download of November 2009 Journal Retrievals Report (Excerpt of First Viewable Page).

## Gale Training Evaluation 2009-2010: Final Report

			
<b>EBook Retrievals</b>			
Ranked by Retrievals			
User: Mark Flynn			
Date Selection: Between 11/01/2009 and 11/30/2010 (Date Range) <i>(No data available after 03/01/2010)</i>			
Consortium: State Library of Florida (Consortium Id:florida)			
EBook Title	eISBN	Full Text Retrievals	Retrievals
Acronyms, Initialisms, &#x0026; Abbreviations Dictionary , 41st ed., 4v, 2009	9781414453309	2,569	2,574
The College Blue Book , 36th ed., 6v, 2009	9780028661421	600	600
Acronyms, Initialisms, and Abbreviations Dictionary , 40th ed., 4v, 2008	9781414437477	504	513
Gale Encyclopedia of Medicine, 3rd ed. , 3rd ed., 5v, 2006	1414404859	332	442
St. James Encyclopedia of Popular Culture , 5v, 2000	9781558625297	292	314
Who&#x0027;s Who Among African Americans , 23rd ed., 2009	9781414453453	308	311
Encyclopaedia Judaica , 2nd ed., 22v, 2007	9780028660974	303	306
Encyclopedia of African-American Culture and History , 2nd ed., 6v, 2006	9780028660714	250	259
Encyclopedia of Philosophy , 2nd ed., 10v, 2006	0028660722	224	228
Gale Encyclopedia of Alternative Medicine , 2nd ed., 4v, 2005	9780787693967	133	205
St. James Encyclopedia of Popular Culture , 5v, 2000	1558625291	146	148
Encyclopedia of Religion , 2nd ed., 15v, 2005	002865997X	133	144
Dictionary of American History , 3rd ed., 10v, 2003	9780684314150	129	131
World of Earth Science , 2v, 2003	9780787693329	116	124
Encyclopedia of Latin American History and Culture , 2nd ed., 6v, 2008	9780684315904	119	119
Biology , 4v, 2002	9780028658869	98	110
Gale Encyclopedia of Genetic Disorders , 2nd ed., 2v, 2005	1414404735	70	103
Grzimek's Animal Life Encyclopedia , 2nd ed., 17v, 2004	0787677507	92	102
West's Encyclopedia of American Law , 2nd ed., 13v, 2005	9780787693732	87	95
Encyclopedia of Small Business , 2nd ed., 2v, 2002	0787677256	82	94
Gale Encyclopedia of Multicultural America , 2nd ed., 3v, 2000	9780787677279	66	75
World of Earth Science, vol. 1	9780787693329	74	75
Gale Encyclopedia of Children's Health: Infancy through Adolescence , 4v, 2006	0787694258	66	68
Gale Encyclopedia of Cancer , 2nd ed., 2v, 2006	9781414404844	32	62
St. James Encyclopedia of Popular Culture, vol. 1	9781558625297	61	62
International Directory of Company Histories , Vol. 96, 2009	9781414429809	59	59
Contemporary Authors, New Revision Series , Vol. 179, 2009	9781414456607	58	58
Scholarships, Fellowships and Loans , 21st ed., 2005	0787693979	58	58
McGraw-Hill Encyclopedia of Science and Technology , 10th ed., 20v, 2007	0071594043	54	55
Encyclopedia of the American Constitution , 2nd ed., 6v, 2000	9780028659862	53	53
American Decades Primary Sources, vol. 3: 1920-1929	9781414411170	40	52
St. James Encyclopedia of Popular Culture, vol. 2	9781558625297	50	50
Encyclopedia of African-American Culture and History, 2nd ed., vol. 5	9780028660714	48	48
Biology, vol. 1	9780028658869	44	47
The Gale Encyclopedia of Science , 4th ed., 6v, 2008	9781414428840	46	46
Encyclopedia of Occultism and Parapsychology , 5th ed., 2v, 2001	0787677787	45	45

Figure 6. Download of November 2009 eBook Retrievals Report (Excerpt of First Viewable Page).

## Appendix B

### TASK 2 INTERVIEW SCRIPT

Name:  
Job Title:  
Time:  
Date:

Good (morning/afternoon/evening), I am [name] from the Information Institute at Florida State University. We are conducting an assessment of Gale training materials and programs for the Florida Electronic Library (FEL). About two week ago we contacted you through e-mail soliciting your participation in our questionnaire. Because we have not heard from you we are conducting a follow-up request to conduct the interview/questionnaire over the phone. If you would rather fill out the questionnaire on your own, please let me know.

\*\*If willing to conduct the interview over the phone, remind that we still need a signed copy of the consent form. Offer to email it to them again if need be.

Your participation is completely voluntary, and any data collected from this study will be reported in aggregate form. Only research personnel involved in this project will have access to the data and encoded data will be kept on secure servers until after the project ends.

### QUESTIONS

1. Have you accessed the FEL?
2. If so, how often?
3. Can you provide some examples of what, specifically you accessed?
4. Please think about a particular time when you used the FEL to search for information. Describe what type of information you were searching for?
5. Did you easily find the information you were searching for?
6. If your experience using the FEL was not easy, what kinds of problems did you encounter?
7. Did you need to change search terms and try the search again? If so, what kind of changes did you make? Did the new search terms help you find the information you were looking for?
8. Have you assisted patrons with accessing and navigating FEL?
9. If so, how often?

10. Can you provide some examples of instances in assisting patrons to access and navigate the FEL?
11. Please think about a particular time when you assisted a patron with using FEL. Can you describe the steps that you went through in helping the patron?
12. Did you train the patron to use FEL on his/her own? Can you explain the steps you went through in training the patron?
13. Do you have any other comments you would like to share about your access to and use of the FEL?

Appendix C

TOPICS, VENUES, AND SCHEDULE OF GALE TRAINING COURSES

Table 1. Topics of Gale Training Courses, with Venues and Schedule<sup>18</sup>

COURSE	VENUE(S)	SCHEDULE
<i>A Healthy Perspective: Health Research Using FEL Resources</i> (105)	Instructor-led online Self-paced module	3/11/10 (3pm – 4pm) Available at all times
CFLC – Gale Training Workshops (201)	Face-to-face	
<i>A World of FEL/Gale Resources: A General Product Overview</i>	Volusia County Library Support Center CFLC headquarters	1/25/10 (9am – 12pm) 4/13/10 (9am – 12pm)
<i>Homework Help Using FEL Resources</i>	Volusia County Library Support Center Leesburg Public Library CFLC headquarters	1/25/10 (1pm – 4pm) 1/27/10 (9am – 12pm) 4/13/10 (1pm – 4pm)
<i>FEL Quick Start – General and Academic OneFile Searches</i>	CFLC headquarters Leesburg Public Library Volusia County Library Support Center	1/26/10 (9am – 12pm) 1/27/10 (1pm – 4pm) 4/15/10 (9am – 12pm)
<i>Getting Down to Business: Effective Use of FEL Business Resources</i>	CFLC headquarters	1/26/10 (1pm – 4pm)
<i>A Healthy Perspective: Health Research Using FEL Resources</i>	Leesburg Public Library Volusia County Library Support Center	4/14/10 (1pm – 4pm) 4/15/10 (1pm – 4pm)
<i>Patron Outreach – Creating Easy Access and Increasing Usage of FEL Resources</i>	Leesburg Public Library	4/14/10 (9am – 12pm)
<i>FEL Quick Start – General and Academic OneFile Searches</i> (102)	Instructor-led online Self-paced module	3/15/10 (11am – 11am) Available at all times

<sup>18</sup> For more information on the individual trainings, see <http://www.flelibrary.org/training>. The site does not include individual URLs for each training topic; rather all topics are available at this same URL.

## Gale Training Evaluation 2009-2010: Final Report

Table 1. Topics of Gale Training Courses, with Venues and Schedule (Continued)

COURSE	VENUE(S)	SCHEDULE
<i>Following the Trends: Understanding FEL Reports and Analysis Data</i> (109)	Instructor-led online Self-paced module	3/30/10 (7:30am – 8:30am) Available at all times
<i>Getting Down to Business: Effective Use of FEL Business Resources</i> (107)	Instructor-led online Self-paced module	3/12/10 (10:30am – 11:30am) Available at all times
<i>Homework Help Using FEL Resources</i> (104)	Instructor-led online Self-paced module	3/15/10 (4pm – 5pm) Available at all times
<i>Making It Personal: Customizing Your FEL Products</i> (108)	Instructor-led online Self-paced module	3/30/10 (11am – 12pm) Available at all times
NEFLIN – Gale Training Workshops (201) <i>FEL Quick Start – General and Academic OneFile Searches</i> <i>Getting Down to Business: Effective Use of FEL Business Resources</i> <i>A Healthy Perspective: Health Research Using FEL Resources</i>	Face-to-face (ALL at NEFLIN headquarters)	1/28/10 (no time listed) 1/28/10 (no time listed) 1/28/10 (no time listed)
<i>Patron Outreach – Creating Easy Access and Increasing Usage of FEL Resources</i> (103)	Instructor-led online Self-paced module	3/11/10 (9am – 10am) Available at all times
PLAN – Gale Training Workshops (201) <i>Making It Personal: Customizing Your FEL Products</i>  <i>Following the Trends: Understanding FEL Reports and Analysis Data</i> <i>The Power of Web 2.0: Best Practices Using FEL Resources</i> <i>Patron Outreach – Creating Easy Access and Increasing Usage of FEL Resources</i>	Face-to-face (ALL at PLAN Offices)	All times in CST 2/2/10 (9am – 12pm) 2/2/10 (1pm – 4pm) 2/3/10 (9am – 12pm) 2/3/10 (1pm – 4pm)
<i>Power of Web 2.0: Best Practices Using FEL Resources, The</i> (106)	Self-paced module	Available at all times

**Gale Training Evaluation 2009-2010: Final Report**

Table 1. Topics of Gale Training Courses, with Venues and Schedule (Continued)

COURSE	VENUE(S)	SCHEDULE
SEFLIN – Gale Training Workshops (201)	Face-to-face (ALL)	
<i>A World Full of FEL/Gale Resources: A General Product Overview</i>	Palm Beach County Library	1/13/10 (9:30am – 12pm)
	Broward – North Regional	2/9/10 (10:30am – 1pm)
	Palm Beach County Library	2/10/10 (9:30am – 12pm)
<i>Homework Help Using FEL Resources</i>	Palm Beach County Library	1/13/10 (1pm – 4pm)
	Broward – North Regional	2/9/10 (1:30pm – 4pm)
	Palm Beach County Library	2/10/10 (1pm – 4pm)
SWFLN – Gale Training Workshops (201)	Face-to-face (ALL)	
<i>The Power of Web 2.0: Best Practices Using FEL Resources</i>		1/14/10 (9am – 12pm)
<i>A Healthy Perspective: Health Research Using FEL Resources</i>		1/14/10 (2pm – 5pm)
<i>Patron Outreach – Creating Easy Access and Increasing Usage of FEL Resources</i>		2/11/10 (9am – 12pm)
<i>Homework Help Using FEL Resources</i>		2/11/10 (2pm – 5pm)
<i>The World of FEL/Gale Resources: A General Product Overview (101)</i>	Self-paced module	Available at all times

**Appendix D**

**LIST OF TASKS LIBRARIANS SHOULD BE ABLE TO PERFORM AFTER  
COMPLETING THE GALE TRAININGS**

The following tasks were provided by Gale-Cengage learning as the post-training assessment for librarians completing the Gale trainings –

1. Demonstrate the ability to conduct the most efficient search in the designated database
2. Demonstrate the ability to search using a variety of limiters
3. Demonstrate the ability to use the tools resident in the designated database
  - a. Create Search Alerts
  - b. Use bookmarking feature
  - c. Use the share feature
  - d. Create mark list
  - e. Use of Gale created Web 2.0 tools
4. Demonstrate the ability to manage results using both outlines and map views, filter, export and share results
5. Demonstrate the ability to assist patrons in using the FEL Gale resources
6. Demonstrate the ability to articulate a general overview of the content resident in the designated

These tasks were provided by Sharon Norris.

## Appendix E

### CONSENT FORM

I am Dr. Charles McClure of the Information Institute of the College of Communication & Information at Florida State University.

Your participation in this study indicates your consent, given voluntarily and without element of force or coercion in the research project entitled “Gale Training Evaluation 2009-2010”. Only persons 18 or older may participate in this study. Your participation in this study indicates that you are 18 years of age or older.

The Information Use Management and Policy Institute of the College of Communication & Information at Florida State University is conducting an assessment of Gale training and marketing materials and programs for the Florida Electronic Library (FEL). Your contribution will help improve Florida residents’ use of FEL resources, assist public libraries to better support these activities, and assist us to improve and fine tune the training.

If you choose to participate, you will be asked questions related to Gale marketing and training materials. This interview will take approximately 15-30 minutes. Please contribute as many comments as possible. Your feedback is very valuable to this effort.

Your contribution will involve participation in this study and your participation in this study is voluntary. If you choose not to participate there will be no penalty. You may withdraw from the study at any time. Your answers to the interview questions will remain confidential to the full extent allowed by law. The results of this research study will be published, but your name and/or contact information will not be used in any form.

The interview will be tape recorded. The purpose of recording is to aid researchers in gathering data from the sessions. The audio recording of the interview will be listened to only by investigators for analysis. The audio recording will be stored in a locked file cabinet at the Information Institute, Room 010 of the Louis Shores Building at Florida State University and will remain confidential to the full extent allowed by law. The recordings will be held in this secure location until July 31, 2013 and will be destroyed by July 31, 2013.

There are no foreseeable risks or discomforts if you agree to participate in this study. Although there may be no direct benefit to you, the possible benefit of your participation is an improvement in public libraries’ ability to provide information and resources to patrons.

If you have any questions concerning this research study after the session has concluded, please contact Lauren H. Mandel by email at [lmandel@fsu.edu](mailto:lmandel@fsu.edu). You may also contact the Information Institute Director, Dr. Charles R. McClure, Francis Eppes Professor by email at [cmclure@lis.fsu.edu](mailto:cmclure@lis.fsu.edu).

If you have questions about your rights as a subject/participant in this research, or if you feel you have been placed at risk, you can contact the Chair of the Human Subjects Committee,

**Gale Training Evaluation 2009-2010: Final Report**

---

Institutional Review Board, through the Office of the Vice President for Research at (850) 644-9644 or e-mail the Human Subjects Committee at [humansubjects@mag.fsu.edu](mailto:humansubjects@mag.fsu.edu). Additional information on human subjects can be found at the Office of Research Human Subjects Committee home page located at <http://www.research.fsu.edu/humansubjects/index.html>.

If you choose not to participate, you may do so at this time or at any time during the session. If you have any questions during this session, please ask them at any time.

Thank you

I, \_\_\_\_\_,  
(Print name here)

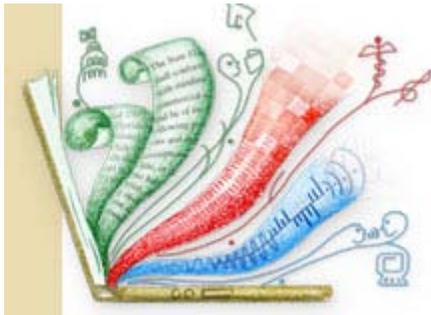
Formally acknowledge that I am informed of all benefits and risks associated with participating in this research, and that I give my informed consent to participate in this research.

SIGNED \_\_\_\_\_ DATE \_\_\_\_\_  
(Signature here)

Appendix F

GALE MARKETING PLAN

**FEL Marketing and Training Recommendations Report and Work Plan**



**Submitted by: Gale Cengage**

Date: 6/4/2009

## Table of Contents

Executive Summary .....	47
Recommendations .....	48
Work Plan .....	49
Project Purpose .....	49
Project Background.....	49
Deliverables .....	50
Project Team.....	53

### Executive Summary

On May 27<sup>th</sup> and 28<sup>th</sup> of 2009, Gale Cengage met with their FE clients in Tallahassee, Florida for the purpose of outlining the requirements for a marketing and training program for the FEL product suite. The meeting objectives were as follows:

- Validate the marketing and training needs of FEL
- Define performance metrics for a successful marketing and training program
- Identify current FEL product usage trends for both library staff and the community at large
- Review and validate preliminary program work plan.

Based upon these objectives and the ensuing discussions, the FEL team determined that a successful marketing and training program would have the following attributes:

- **Effective:** The training must be standardized, interactive and be presented in an intuitive and easy to use manner. Training must be provided in a blended learning format, leveraging on-demand web courses, on-site instruction and interactive live Webinars.
- **On time:** The project will be completed and ready for delivery according to the schedule contained in this work plan. The schedule may be adjusted if agreed to by the development team.
- **Usability:** FEL users must be able to become self-sufficient when using the FEL products. Library staff must also have the ability to train others (staff and community), using the FEL training program.
- **Measurable Outcomes:** Evaluation metrics will be established based upon end user ability to use the FEL, as well as how FEL usage has impacted their lives. Ongoing evaluation tools will be put into place in an effort to measure usage, user experience and ongoing performance. Evaluation tools must take into consideration “situational factors.”
- **Sustainable:** Program will support the FEL on an ongoing basis through a process of continuous improvement.

### Recommendations

In order to meet these program objectives defined previously, the FEL team accepted the recommendation to create a blended learning program that would provide a modular, multimedia approach for both staff and community training. The FEL team agreed to a select number of course topics to be developed within the scope and timing provided in the program work plan (included herein).

Based upon the May 27<sup>th</sup> and 28<sup>th</sup> FEL meetings, the team made the following specific recommendations related to the marketing and training program:

- Deliver a modular, blended learning solution based upon the approved work plan that provides a combination of the following:
  - Curriculum-based learning focusing on product features, functionality and best practices
  - On-demand learning
  - Webinar learning
  - Hand-On Site Instruction.
- Courses should be geared toward both librarians and the community at large
- Train-the-trainer reference tools should be included as part of the program
- Have initial courses ready for delivery in support of the October 2009 Directors Meeting
- Develop a formal marketing campaign that coincides with the development and launch of the FEL training program
- Provide opportunities for regional and local branding of FEL, while maintaining an FEL Gale Cengage partnership brand identity
- Develop both summative (course-centric) and formative (program-centric) evaluation metrics and tools
- Provide regular and ongoing evaluation summative and formative reports
- Schedule a quarterly program review meeting for the purpose of evaluation and continuous improvement.

### **Work Plan**

This work plan documents our understanding of the project purpose, background, evidence of success, deliverables, approach, schedule, and team for this project.

### **Project Purpose**

Gale Cengage has currently engaged in the process of designing and developing a comprehensive marketing and training program for the Florida Electronic Library (FEL). The primary objectives of this program are to increase usage of FEL in public libraries through a targeted, dynamic end user experience.

### **Project Background**

The FEL has identified the need to be supported through a formal, tactical marketing and training program with their Gale Cengage partner.

## Gale Training Evaluation 2009-2010: Final Report

---

### Deliverables

The pricing provided is based on the following tangible outputs, which will be created as a result of this project:

Deliverable	Description	Specifications
➤ Work Plan	Documentation of development team's understanding of the purpose, background, success indicators, deliverables, approach and schedule for the project along with a description of the project team's roles and responsibilities.	<ul style="list-style-type: none"> <li>• 8-10 pages</li> </ul>
➤ Curriculum Map and Blue Print	<p>The curriculum map will identify the appropriate courses and learning flow based upon the role of the end user and their specific needs.</p> <p>The program blueprint will identify strategies, performance metrics and enabling technology that will provide the right "blend" of learning for the end user community.</p>	<ul style="list-style-type: none"> <li>• Program objectives</li> <li>• Standard course templates</li> <li>• Blended learning strategy</li> <li>• Learning objectives</li> <li>• Evaluation criteria</li> <li>• Process for continuous improvement</li> </ul>
➤ Course Development	Product Support courses based upon client need, learning objectives and technology-enabled delivery mechanisms	<ul style="list-style-type: none"> <li>• Blended learning courseware</li> </ul>
➤ Marketing Materials	Marketing materials that promote the FEL product and service offering, conveying brand, value proposition	<ul style="list-style-type: none"> <li>• Sell sheets</li> <li>• Posters</li> <li>• Web site</li> <li>• Press releases</li> <li>• Articles</li> <li>• Blogs</li> </ul>

**Project Approach and Schedule**

This section lists the steps required to produce the deliverables of this project, along with estimated timeframes for completion. **The tasks in bold indicate critical milestones that can significantly effect the project schedule if delayed.**

It is the mutual responsibility of all project team members to adhere to the schedule or negotiate schedule changes before the start of affected tasks.

<b>Task</b>	<b>Who</b>	<b>Date</b>
<b>Design Phase</b>		
Conduct start-of-work meeting	FEL and Gale Cengage	5/27/09 – 5/28/09
Create work plan	Gale Cengage	5/27/09
Review work plan	FEL and Gale Cengage	5/27/09 – 5/28/09
Revise and finalize work plan	FEL and Gale Cengage	5/29/09 – 6/5/09
Validate marketing and training content	FEL and Gale Cengage	5/29/09 – 6/19/09
Validate end user requirements	FEL and Gale Cengage	5/29/09 – 6/19/09
Define strategies for blended learning	FEL and Gale Cengage	5/29/09 – 6/19/09
Validate course topics	FEL and Gale Cengage	5/29/09 – 6/19/09
Define evaluation criteria and performance metrics (summative and formative)	FEL and Gale Cengage	5/29/09 – 6/19/09
Define course development schedule	Gale Cengage	5/29/09 – 6/19/09
Create Curriculum Map and Blueprint	Gale Cengage	6/3/09 – 6/22/09
Review Curriculum Map and Blueprint	FEL and Gale Cengage	6/23/09 – 6/29/09
Client Sign-Off Curriculum Map and Blueprint	FEL	6/30/09
<b>Development Phase</b>		
Define Learning Objectives	Gale Cengage	7/1/09 – 7/7/09
Review and Sign-off Learning Objectives	FEL and Gale Cengage	7/8/09 – 7/10/09
Develop course design templates (for standard delivery)	Gale Cengage	7/8/09 – 7/15/09
Review and Sign-off Course Design template	FEL and Gale Cengage	7/15/09 – 7/17/09
Develop Audio and Video Scripts	Gale Cengage	7/8/09 – 7/17/09
Review and Sign-off audio/Video scripts	FEL and Gale Cengage	7/21/09
Create initial visual design	Gale Cengage	7/1/09 – 7/17/09
Review and Sign-off Visual Design template	FEL and Gale Cengage	7/21/09
Create course evaluation (summative)	Gale Cengage	7/1/09 – 7/8/09
Review and Sign-off Course Evaluations	FEL and Gale Cengage	7/1/09 – 7/8/09
Create initial course prototype	Gale Cengage	7/8/09 – 7/27/09
Client course prototype review	FEL and Gale Cengage	7/28/09 – 7/31/09
Course revisions	Gale	8/3/09 – 8/6/09
Client sign-off	FEL and Gale Cengage	7/31/09

## Gale Training Evaluation 2009-2010: Final Report

---

<b>Task</b>	<b>Who</b>	<b>Date</b>
Develop functional module demo	Gale Cengage	8/3 – 8/6
Review and sign-off of functional demo	FEL and Gale Cengage	8/7/09
Begin comprehensive course development	Gale Cengage	8/8/09 – 12/31/09
<b>Deploy and Launch Phase</b>		
Determine course availability schedule	Gale Cengage	8/1/09 – 8/15/09
Provide marketing awareness and support	Gale Cengage	8/1/09 – 10/9/09
Deliver courses	Gale Cengage	9/1/09
Launch Readiness	FEL	10/1/09
Course Evaluation (summative)	FEL and Gale Cengage	9/1/09 – 10/9/09
Provide monthly quality reports to client	Gale Cengage	10/9/09 - Ongoing
Solicit report feedback for continuous improvement process (formative)	FEL and Gale Cengage	9/1/09 – 12/31/09
Quarterly Program Evaluation and Review (formative)	FEL and Gale Cengage	10/15/09 - Ongoing

**Project Team**

**Client - FEL**

Mark Flynn

Judi Ring

Loretta Flowers

Amy Johnson

Stephanie Race

Debra Flemming

Linda Hendrix

Cindy Jones

Chuck McClure

**Partner – Gale Cengage**

**Key Contacts:**

**Training** – Sharon Norris - 248-699-8430 [sharon.norris@cengage.com](mailto:sharon.norris@cengage.com)

**Marketing** – Nader Qaimari – 248-699-8139 [nader.qaimari@cengage.com](mailto:nader.qaimari@cengage.com)

Carol Johnson

Helen Wilbur

Stacey Knibloe

Joseph Bastian

**Appendix G**

**TASK 3 INTERVIEW SCRIPT**

Name:  
Job Title:  
Time:  
Date:  
Phone:

Good (morning/afternoon/evening),

I am [name] from the Information Institute at Florida State University.

The Information Institute is conducting an evaluation of the Florida Electronic Library (FEL).

We would like to solicit your help by inviting you to participate in a [15-20 minute (interview)] regarding the Florida Electronic Library and its services. Your participation is completely voluntary, but is important to the success of the assessment. Your responses will be kept confidential and secure. You may also quit the interview at any time if you wish.

Any data collected from this study will be reported in aggregate form. Only research personnel involved in this project will have access to the data and encoded data will be kept on secure servers until after the project ends.

Although there may be no direct benefit to you, the possible benefit of participation is the report resulting from your and other participant's efforts.

Would you mind participating?

\*Wait for confirmation. If given, continue with interview. If not, thank them for their time and hang up.

Before we begin I would like to thank you for your time and participation in this project.

1. Are you aware of the Florida Electronic Library (FEL)? [If no, end the interview]
2. What is the purpose of FEL?
3. In general, what types of resources are available through FEL?
4. What types of FEL resources are available for job seekers?
5. What types of FEL resources are available for seniors interested in health information?

6. What types of FEL resources are available for students needing help with homework assignments?
7. Do you have any suggestions for how the FEL might be improved?
8. When library patrons ask for assistance in locating information, approximately how often do you recommend they use FEL?
9. Approximately how often do YOU access the FEL as part of your reference work?
10. Do you have any comments in general about FEL?