



**GALE TRAINING EVALUATION, 2009-2010:
STATUS REPORT (December 1, 2009 – March 1, 2010)**

March 11, 2010

Lauren H. Mandel, <lmandel@fsu.edu>
Research Coordinator, Information Institute

Charles R. McClure, PhD <cmclure@lis.fsu.edu>
Director, Information Institute and Francis Eppes Professor

Karen C. Doster
Research Associate, Information Institute

For

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

GALE TRAINING EVALUATION, 2009-2010: STATUS REPORT

As part of an ongoing assessment process, the Information Institute will engage in a number of activities to accomplish specific tasks related to the goals described below as well as the larger goals of the FEL.¹ This status report provides an update of ongoing evaluation activities from December 1, 2009 – March 1, 2010 for the Gale training and marketing effort, divided among the three tasks outlined in the project SOW.

Task 1: Measuring Usage of FEL-Gale Resources

The Information Institute is tasked with making both preliminary and post-training 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. To date, the Institute has (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, and (4) downloaded benchmark data (November 2009) from the portal to compare to usage data that will be gathered January through May 2010 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).² Downloaded benchmark 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).

The Institute is on schedule to continue downloading data monthly through May 2010, analyze the data, and report findings by the final report due June 15, 2010. In addition, the Institute is following up with Gale to check the status of the aggregated statistics database proposed at the meeting between the Institute and Gale at ALA Midwinter. The goal of this database is to incorporate all possible statistics that can be linked and cross-tabulated so that more in-depth and comprehensive analysis can be conducted by Gale, the State Library, and the Information Institute, thereby leveraging the data.

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

The Information Institute is tasked with making 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 FEL training program.”³ The Institute will recruit librarians who have completed trainings (face-to-face or via the self-paced module) to participate in interviews and/or focus group evaluations to assess the degree to which the Gale training program provides library staff with the ability to “become self-sufficient when

¹ See <http://www.flelibrary.org/about/FEL-Stratetic-Goals2008-09.pdf>

² 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)

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

using the FEL products” and “to train others (staff and community), using the FEL training program.”⁴ To date, the Institute has received from Gale (1) the list of tasks librarians should be able to perform after completing the trainings and (2) a list of librarians who have completed trainings as of February 15, 2010. See Table 1 in Appendix B for a list of the Gale trainings, including a schedule of when they are offered, and see Appendix C for the list of tasks librarians should be able to perform after completing the trainings.

The Institute will contact these librarians and ask them to participate in interviews and/or focus groups toward the end of March, allowing at least one month between the completion of training and the interview/focus group. A second group will be selected who have completed trainings through March and recruited to participate in interviews and/or focus groups toward the end of April. The data from both sets of interviews will be analyzed and reported in the final report due June 15, 2010.

Task 3: Identifying Awareness of FEL-Gale Resources

The Information Institute is tasked with making both preliminary and post-marketing awareness assessments of FEL-Gale resources. Gale’s marketing efforts began in November 2009 so the Information Institute conducted the preliminary assessments in January and February 2010. Because the Information Institute evaluation project ends June 30, 2010, the post-marketing assessment will occur in late-April and May 2010. Future assessments should occur toward the end of the Gale marketing efforts (October 2011), possibly in late 2010 or 2011.

The purpose of this task is to determine the degree to which the Gale marketing plan affects awareness of FEL-Gale resources (See Appendix D for a copy of Gale’s marketing plan. To date, the Institute has (1) obtained a list of all Florida public libraries and selected a random sample of 10% of those libraries, (2) called the Reference Desks at the sample libraries to set up pre-marketing interviews, (3) conducted the pre-marketing interviews, and (4) analyzed the data from these pre-marketing interviews. The following sections detail the data collection process, analysis, and findings.

Methodology

The purpose of this task is to determine the degree to which the Gale marketing plan affects awareness of FEL-Gale resources. 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 55 libraries (10%) that were pulled from the population of 547 Florida public libraries (outlets).

The first stage of this process was to contact the library and schedule a time that would be the least intrusive to the library’s daily activities. This was done to limit the number of non-responses and reduce call back time. During this period, the study team found that two of the

⁴ Bastion, J. F. (2009). *FEL Marketing and Training Recommendations Report and Work Plan*. Farmington Hills, MI: Gale Cengage Learning, p. 3.

original 55 sample libraries were invalid variables because one was a private library and one was a non-service outlet (i.e., a processing center), and these were removed from the sample. The final sample totaled 52 public libraries: six main libraries, 41 branch libraries, and five non-responses (i.e., librarians who declined to participate in the interviews). After this information was collected, the interviews were conducted using a predetermined list of questions. In the beginning of each interview, the librarian was asked to state his/her job title in order to investigate any possible correlation between the awareness of Gale materials and a librarian's status within his/her library. 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 five non-responses, so although the sample included 52 public libraries, only 47 libraries count as responses. This section is followed by a discussion of the interview with the director of an anonymous library in the western part of the state, not considered part of the sample because of the anomalous nature of the library's attitude toward the FEL and the research, but included here for the general knowledge of the State Library.

Awareness

The first question in the interview asked whether librarians are aware of the FEL; 91% (n=43) of sampled librarians were aware of the FEL, and 9% (n=4) were not (See Figure 7). The librarians interviewed were branch managers (n=17), assistant managers (n=5), and reference librarians (n=25). From the 43 librarians that were aware of the FEL, 22 (51%) mentioned Gale specifically. Of those 22, 16 (73%) were able to provide the name of specific databases available through the FEL. Librarians indicated that they were aware of the following FEL-Gale databases (See Figure 8 for a breakdown of the frequency with which librarians mentioned each of these databases):

- A-Z Diseases & Conditions,
- Gale Biography Resource Center,
- Gale Virtual Library,
- General OneFile,
- Health Reference Center Academic,
- Health and Wellness Resource Center,
- InfoTrac (Student Ed., Junior Ed.),
- Junior Reference Collection, and
- LitFinder.

These nine databases are the *only* databases that interviewed librarians could identify by name and they comprise only 13% of the entire Gale collection offered through the FEL, indicating that there is considerable room for improvement in librarians' awareness of FEL-Gale resources.

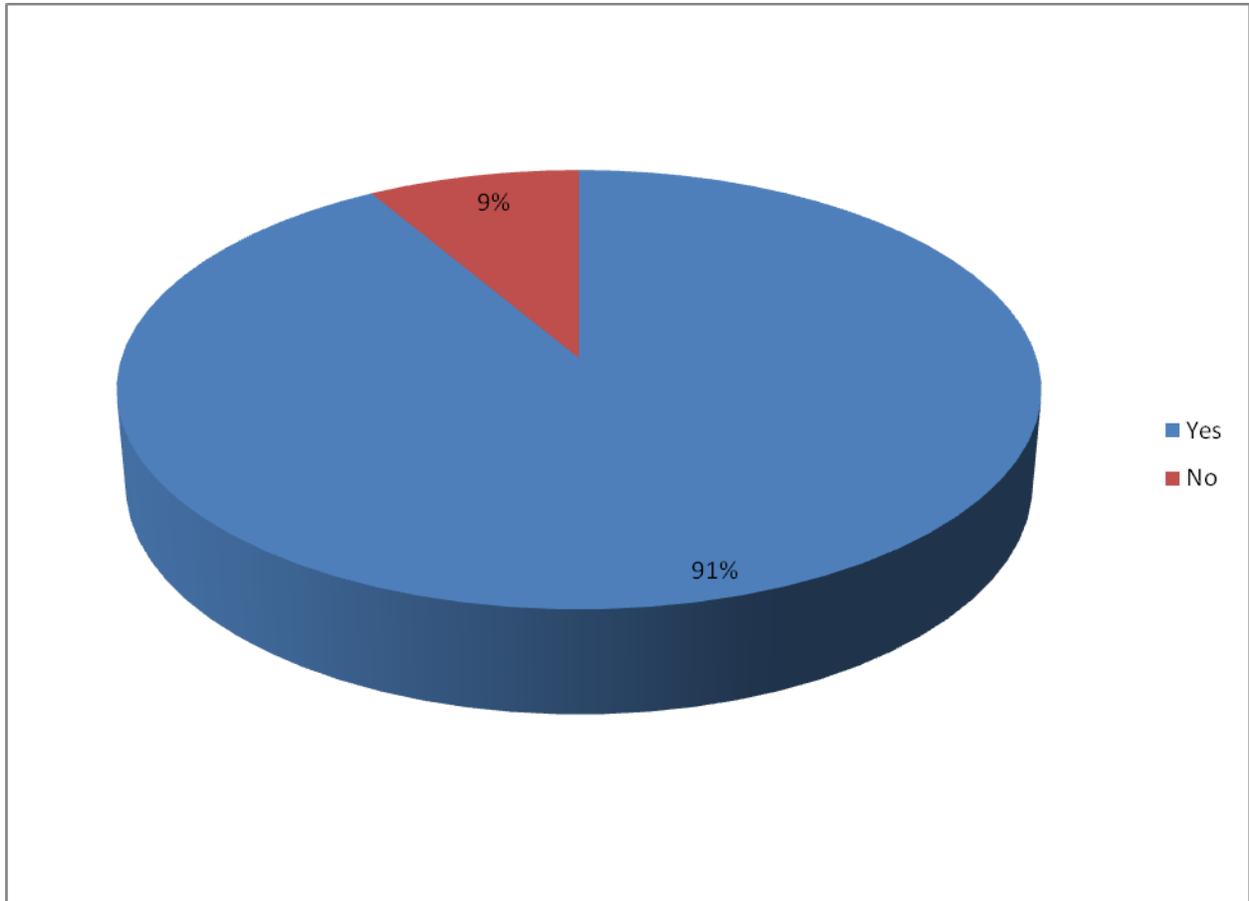


Figure 7. Librarians' awareness of the FEL.

Gale Training Evaluation 2009-2010: Status Report

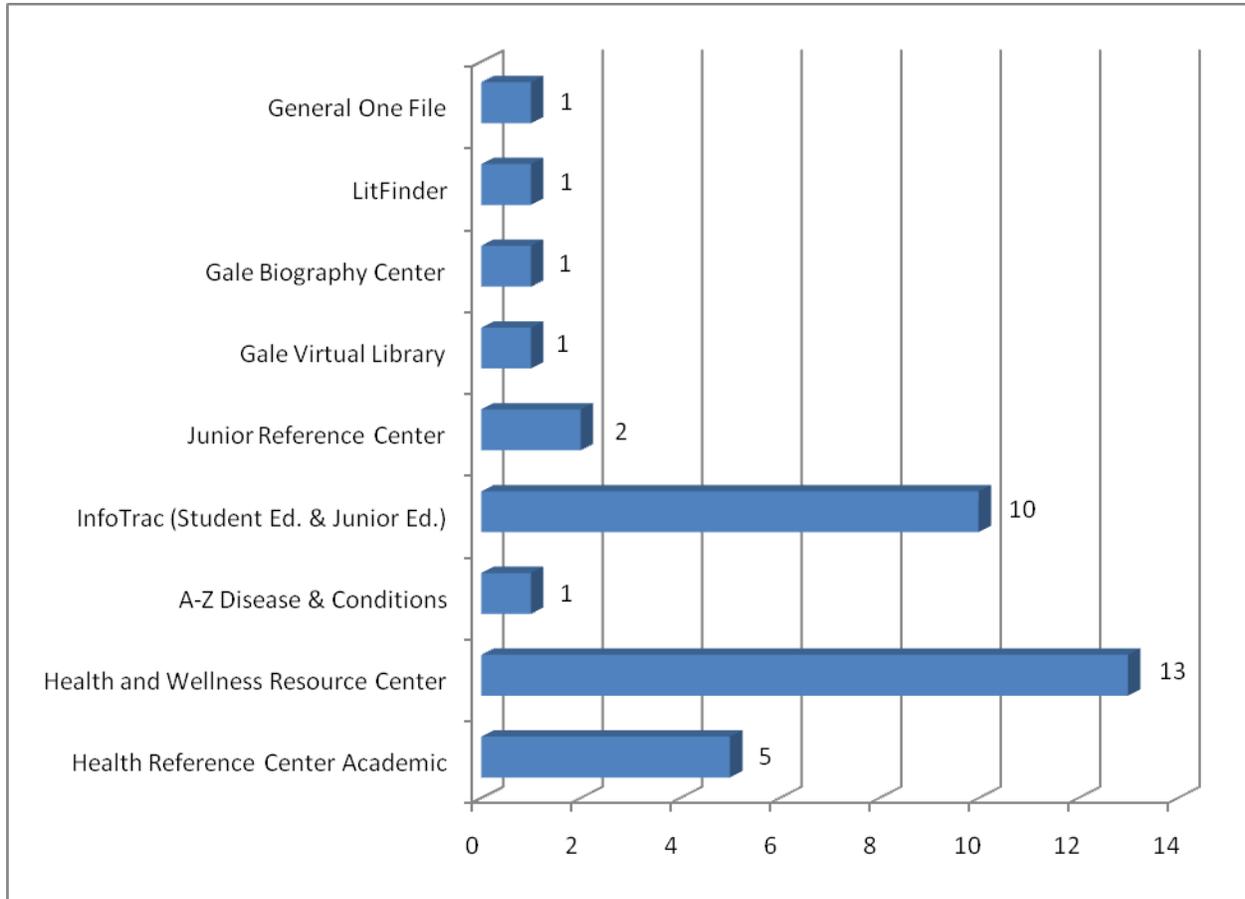


Figure 8. Frequency of mentions of the *only* databases librarian interviewees identified by name.

Recommendations

Many of the interviewed librarians provided ways that the FEL might be improved. Findings show that 30% (n=11) encourage better marketing and promotion within the library (Figure 9). Other recommendations include the following:

- More public outreach (11%; n=4): Suggestions focused on individual libraries promoting the FEL, either within library facilities or on library websites;
- Additional resources (8%; n=3): Suggestions included adding other databases and individual resources like any encyclopedia series, National Geographic Index, Learning Express, and Facts on File; and
- More user-friendly website interface (8%; n=3): Suggestions included providing a multi-level search instead of the power search, instructions for at-home log-in access, a better-organized homepage, and more quick links.

Several of the librarians interviewed (35%; n=13) gave no recommendations, which indicates that they might be content with the already existing product. The remaining 8% (n=3) are

librarians who provided “other” recommendations, which include tailored training, an optional search tool, better accessibility, and offering a trouble shooting option such as a help section.

Librarians who recommended providing additional resources primarily focused on databases they were concerned about losing if their budgets were cut. Some of the databases they recommended were Reference USA, Facts on File, Learning Express, Gale Directory of Print Broadcast Media, Novelist, General Reference Gold, National Geographic Index. There was also encouragement for the State Library to purchase an online encyclopedia subscription and more e-books for inclusion in the FEL.

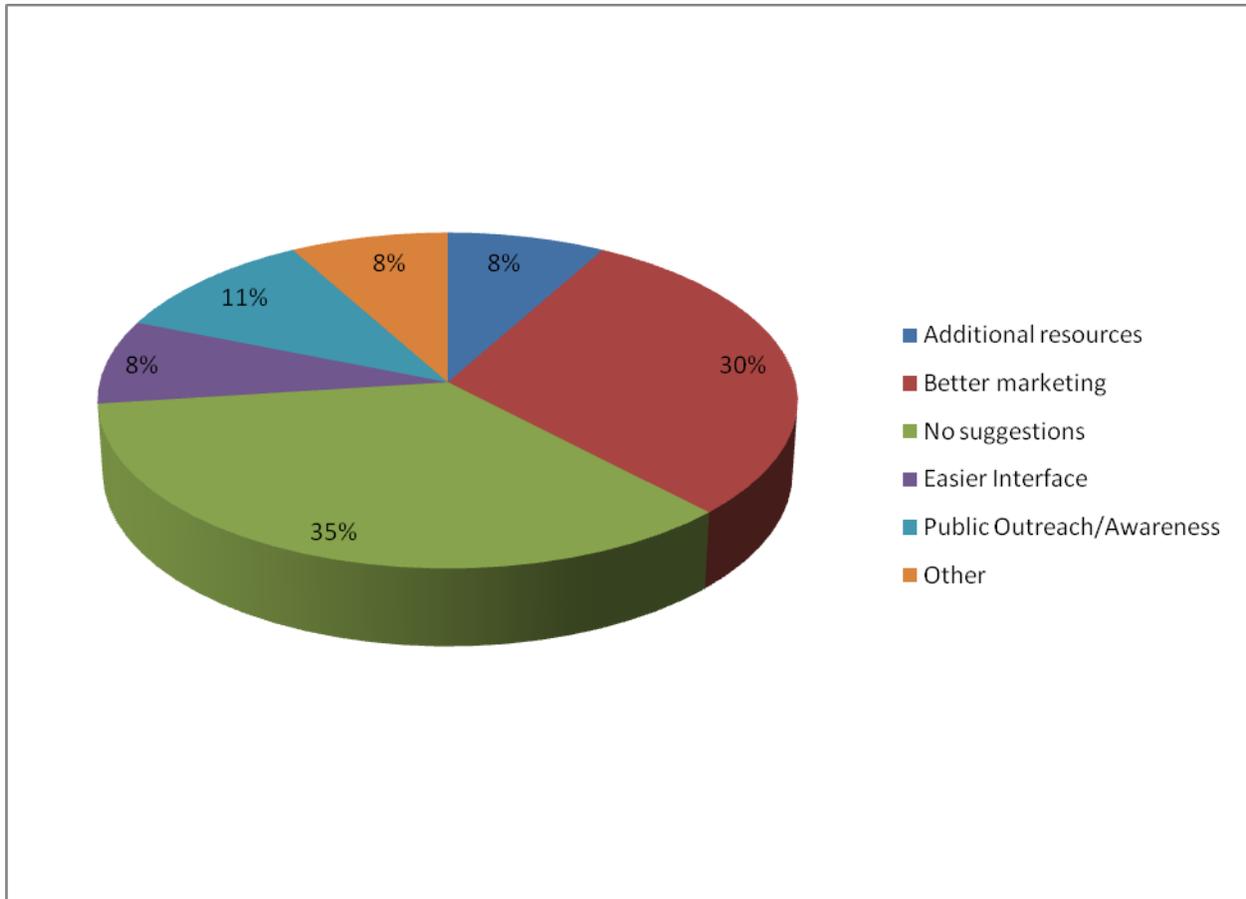


Figure 9. Recommendations provided by librarians.

Patron Recommendation and Personal Use

Some libraries host FEL resources on their own websites with no mention of the FEL, and others link to the FEL *and* subscribe to databases already in the FEL, although it is not known whether systems are purchasing additional licenses to databases (Gale and otherwise) the State Library already buys for the FEL or not. Responses to how often they recommended the FEL to patrons varied because librarians were not given categories from which to select their responses; rather, they were free to respond in their own terminology. Overall, about half the

librarians recommend the FEL not very often or never (n=18 and n=5, respectively), and about half recommend the FEL often (n=4), 20% of the time (n=1), 50% of the time (n=3), a few times per week (n=5), and daily (n=6). See Figure 10 for a breakdown of how often the librarians recommend the FEL to their patrons.

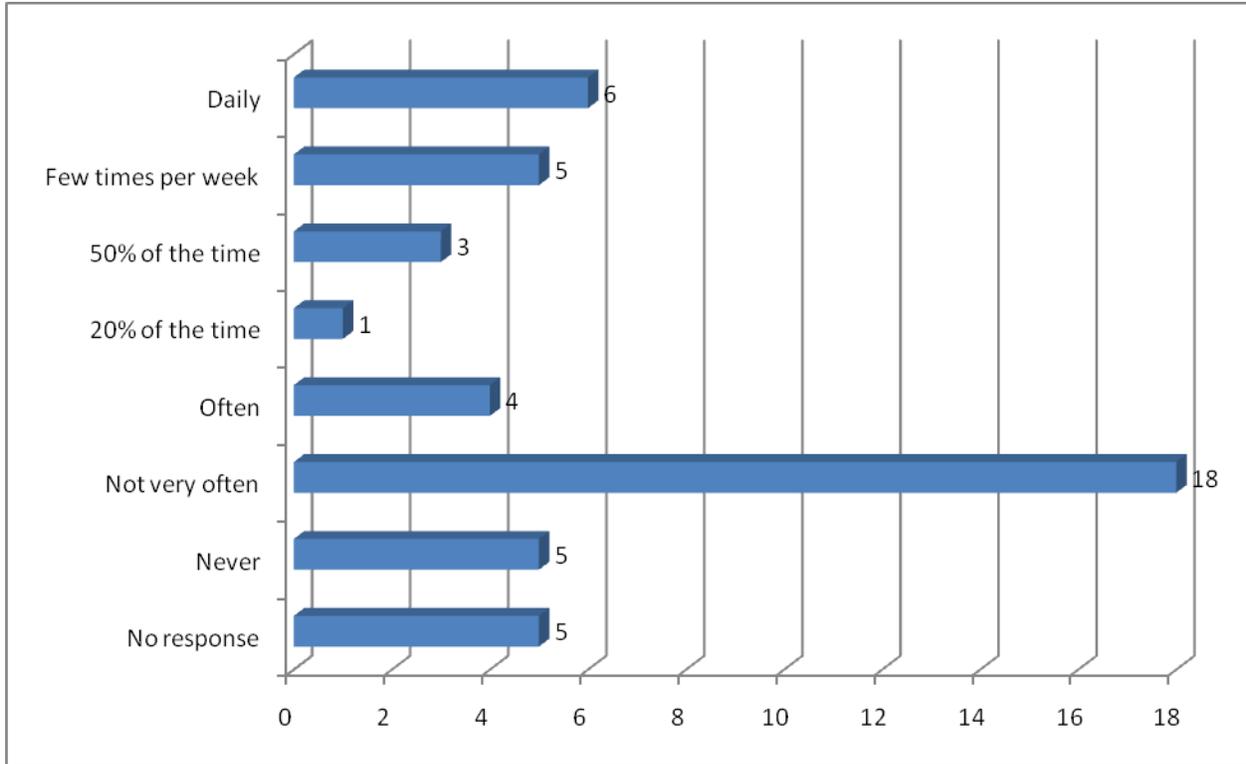


Figure 10. Frequency of recommendations of the FEL to library patrons.

As for personal use of the FEL, responses ranged from daily to never, with a little more than half of the librarians using not very often (n=20) or never (n=5) and a little under half using the FEL a few times per week (n=9) or daily (n=7). See Figure 11 for more detail on the frequency with which librarians indicate they access the FEL for personal use. Note that the responses to this question may not necessarily indicate *personal* use of the FEL because several librarians mentioned that they only access the FEL to use OCLC or when they are assisting virtual patrons via Ask a Librarian (chat or email) because FEL is available to all Florida citizens. These uses are more in line with the previous interview question that asked about frequency of recommending the FEL to library patrons, suggesting that librarians may not have completely understood this question.

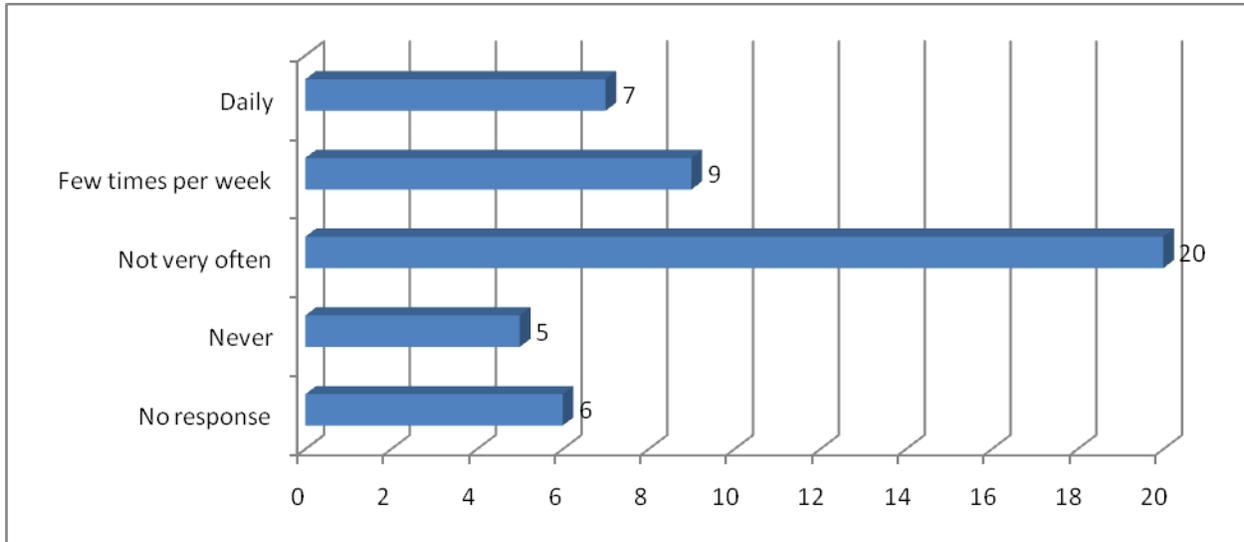


Figure 11. Frequency of librarian use of the FEL for personal use.

Anomalous Public Library System

One of the libraries from the original sample was a library from the western region of Florida. When this library was first contacted, the interviewer was told to obtain permission from the library administration to conduct any survey or interview with employees of the library system. The library director denied permission for the Institute to conduct the interview with the librarians, because the staff is entirely unaware of the FEL. This is intentionally done by the library director, who said, “The FEL is a black hole.” According to the library director, only she and her administrative staff are aware that the Gale databases that the library system uses are actually part of the FEL. Instead of hosting a link to the FEL from the library’s website, the FEL resources are hosted on the website with no mention of the FEL or the State Library. This is because the library’s website is believed to be more familiar to its patrons. However, the library director believes that the FEL is a good resource with valuable materials, but has a difficult user interface.

Next Steps for Task 3

The Institute will select a new random sample of 10% of Florida public libraries and conduct the second round of interviews (post-marketing) in April 2010. That data will be analyzed, compared with the pre-marketing data, and reported in the final report due June 15, 2010.

Summary and Implications

The Information Institute’s evaluation of the effectiveness of the Gale training and marketing efforts builds on previous evaluations of the FEL that the Institute has conducted for the State Library. Since 2002, the Information Institute has assisted in the clarification of the

status and goals of the FEL,⁵ developed criteria and measures to assess the FEL,⁶ 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. These evaluations have included usability, functionality, and accessibility testing of various components of the FEL for the State Library and Archives of Florida (State Library).⁷ Also, the Information Institute has completed marketing studies⁸ and developed an evaluation database of key statistical indicators to describe FEL activities.⁹ 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).¹⁰ More recently, the Information Institute completed a summary evaluation of selected aspects of the FEL for Library Services and Technology Act (LSTA) reporting,¹¹ an assessment of Ask-a-Librarian (AAL) chat reference questions,¹² 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.^{13 14 15}

Findings from the evaluation of the Gale marketing and training efforts will provide additional information on the FEL that the Information Institute can analyze in the context of the previous FEL evaluations conducted for the State Library. In addition, this evaluation melds

⁵ Information Use Management and Policy Institute. (2003). *Review and Evaluation of Selected Florida State Library Projects*. Tallahassee, FL: Florida State University, Information Institute.

⁶ Information Use Management and Policy Institute. (2003). *Measures and Statistics to Assess the Florida Electronic Library (FEL)*. Tallahassee, FL: Florida State University, Information Institute.

⁷ 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.

⁸ 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.

⁹ 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).

¹⁰ 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.

¹¹ Information Use Management and Policy Institute. (2007). *Florida Electronic Library Five-Year Evaluation 2003-2007*. Tallahassee, FL: Florida State University, Information Institute.

¹² 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.

¹³ Information Use Management and Policy Institute. (2008). *2007—2008 Evaluation Activities for the Florida Electronic Library*. Tallahassee, FL: Florida State University, Information Institute.

¹⁴ 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.

¹⁵ 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.

with work the Institute is conducting in the areas of consumer health information and E-government, other usability assessments of electronic resources, such as the Hurricane Preparedness and Response web portal,¹⁶ and efforts to measure, understand, and expand broadband connectivity in Florida public libraries.¹⁷

However, it must be understood that data from this evaluation are preliminary data *only*. Since the Gale efforts will continue through October 2011, future evaluations should be conducted that measure usage of FEL-Gale 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-Gale 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 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 in the 2010-2011 cycle.

¹⁶ See <http://hurricanes.ii.fsu.edu>

¹⁷ McClure, C. R., Mandel, L. H., Snead, J. T., Bishop, B. W., & Ryan, J. (2009). *Needs Assessment of Florida Public Library E-Government and Emergency/Disaster Management Broadband-Enabled Services*. Tallahassee, FL: Florida State University, Information Institute.

Appendix A

EXAMPLE DOWNLOADED DATA

GALE
CENGAGE Learning

Usage Summary

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: gale.technicalsupport@cengage.com ☒ Web: <http://support.gale.com>

Figure 1. Download of November 2009 Usage Summary Report.

Gale Training Evaluation 2009-2010: Status 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	482	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	2,978	2,315	2,325	5,822	0
Gale Library Databases	19	0	18	24	0
Gale PowerReference Brief	26	19	26	88	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 InfoBases	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	1	1	1	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	12	12	987	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: Status Report

								
<u>Usage by Session Time</u>								
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: Status Report

					
Usage by Location, Date, and Time					
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)					
State Library of Florida					
Alachua County Library District					
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: Status Report

			
Journal Retrievals			
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: Status Report

			
EBook Retrievals			
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, & 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'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	9780028658865	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	9780787677275	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	9780028658865	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

TOPICS, VENUES, AND SCHEDULE OF GALE TRAINING COURSES

Table 1. Topics of Gale Training Courses, with Venues and Schedule¹⁸

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
<i>Following the Trends: Understanding FEL Reports and Analysis Data</i> (109)	Instructor-led online Self-paced	3/30/10 (7:30am – 8:30am) Available at all times

¹⁸ 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: Status Report

module

Gale Training Evaluation 2009-2010: Status Report

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

COURSE	VENUE(S)	SCHEDULE
<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: Status 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</i> (101)	Self-paced module	Available at all times

Appendix C

**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 –

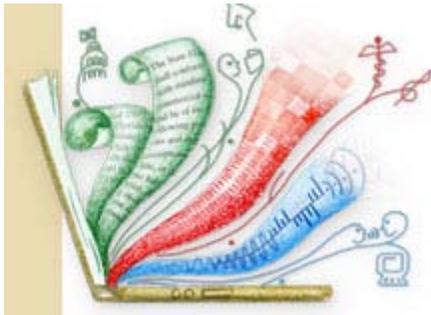
1. Demonstrate the ability to conduct the most efficient search in the designated database
2. Demonstrate the ability to search using a variety of limiters
3. Demonstrate the ability to use the tools resident in the designated database
 - a. Create Search Alerts
 - b. Use bookmarking feature
 - c. Use 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 D

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	25
Recommendations	26
Work Plan	27
Project Purpose	27
Project Background.....	27
Deliverables	28
Project Team.....	31

Executive Summary

On May 27th and 28th 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 27th and 28th 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 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: Status 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"> • 8-10 pages
➤ 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"> • Program objectives • Standard course templates • Blended learning strategy • Learning objectives • Evaluation criteria • Process for continuous improvement
➤ Course Development	Product Support courses based upon client need, learning objectives and technology-enabled delivery mechanisms	<ul style="list-style-type: none"> • Blended learning courseware
➤ Marketing Materials	Marketing materials that promote the FEL product and service offering, conveying brand, value proposition	<ul style="list-style-type: none"> • Sell sheets • Posters • Web site • Press releases • Articles • Blogs

Gale Training Evaluation 2009-2010: Status Report

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.

Task	Who	Date
Design Phase		
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
Development Phase		
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: Status Report

Task	Who	Date
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
Deploy and Launch Phase		
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

Marketing – Nader Qaimari – 248-699-8139 nader.qaimari@cengage.com

Carol Johnson

Helen Wilbur

Stacey Knibloe

Joseph Bastian