

Assessing Value from the Digital Collection End-User: *The Western Writers Series* Digital Experience

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Who we are...

Tom Hillard

English Professor,
Boise State University

Editor, *Western
Writers Series* and
ISLE

Rick Stoddart

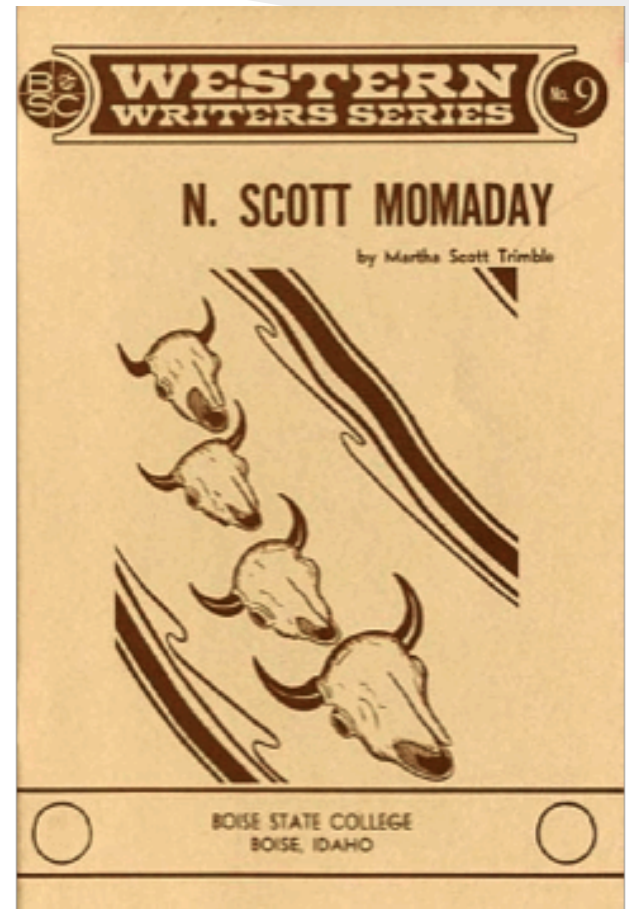
Assessment Librarian
Oregon State University

Former Reference
Librarian - Boise State
University

The Western Writers Series

"In a nutshell, for me the WWS is a resource, a beginning point from which I move into more specific areas of an author's life or into other works that provide a more extensive work about a particular text."

-User 2



Western Writers Series Digital Editions project

- Digitized 23 out-of-print volumes
 - Collaboration between English Department, *Western Writers Series* Editors, Special Collections (Involving cataloging, library web design, etc.)
 - Now part of Institutional Repository (Scholarworks)
- <http://library.boisestate.edu/westernwriters/>

Revisiting the Western Writers Series Digital Editions

- ScholarWorks downloads report
- Time had passed
- Rick started new assessment job
 - digital download assessment
- ScholarWorks vs. ContentDM

ScholarWorks vs. ContentDM

Content DM

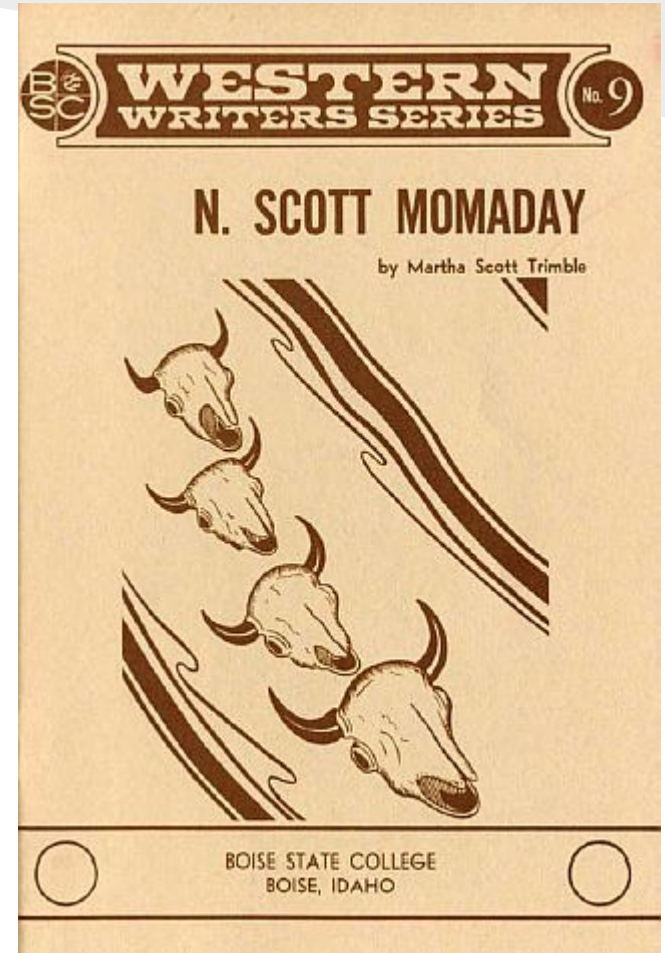
- Promotion
 - Flyers, conferences, listservs etc.
- Linked via WWS website
- Catalog records
- Wikipedia links
- 2,255 page views

ScholarWorks

- No promotion
- 14,576 downloads

ScholarWorks Trends

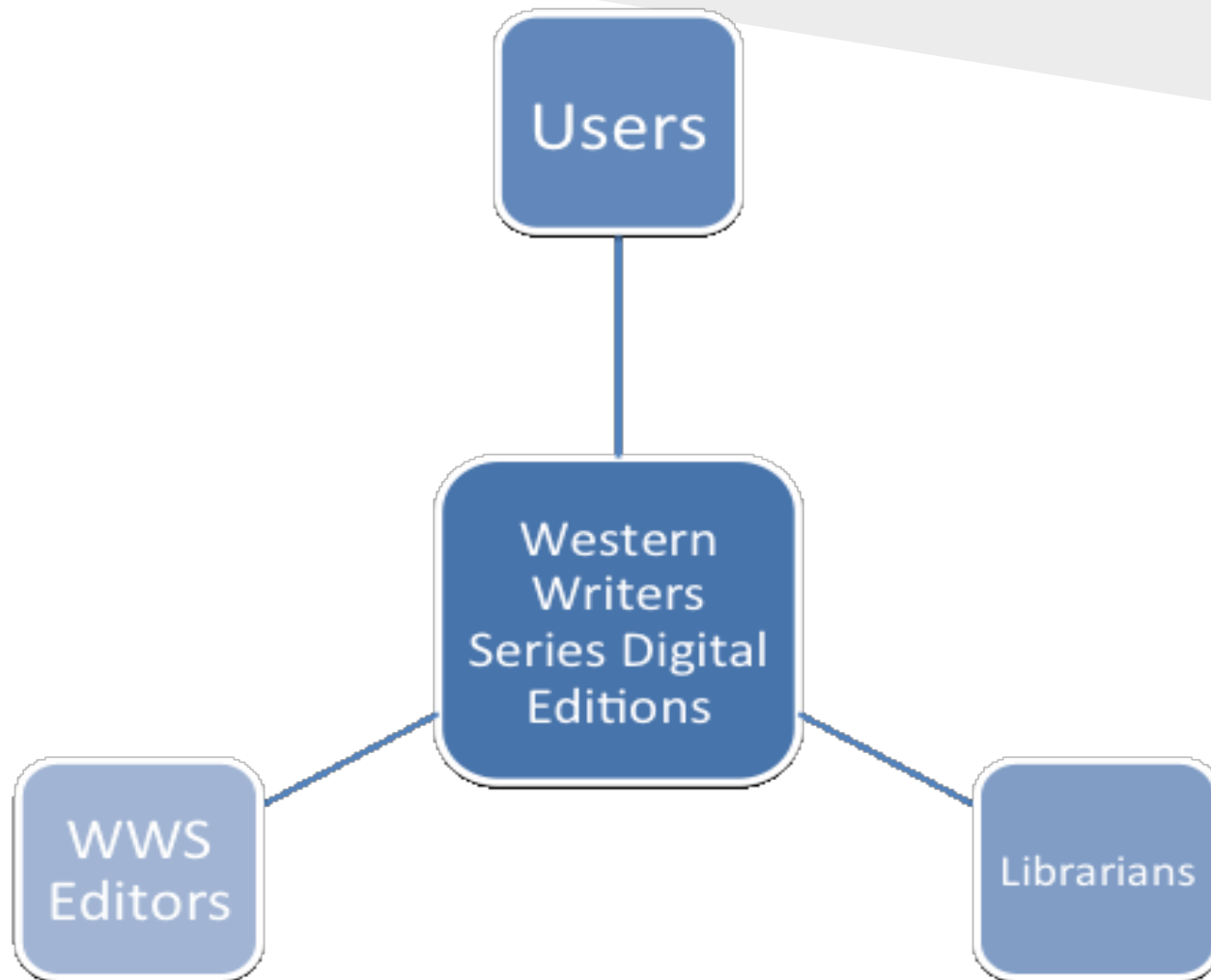
- Total # of downloads:
14,576
 - 2009 : 1243
 - 2010: 3538
 - 2011: 6549
 - 2012 (so far): 3246
- Most downloaded
 - N. Scott Momaday: 3071
 - Charles M. Russell: 1592



What we don't know...

- Over 370,000 overall ScholarWorks downloads. Don't even know what 1% (3700) of these downloads are used for.
- *"I can't tell who is using the materials, but I'm not convinced at this point that humanities scholars prefer print."*
-- Scholarworks Librarian

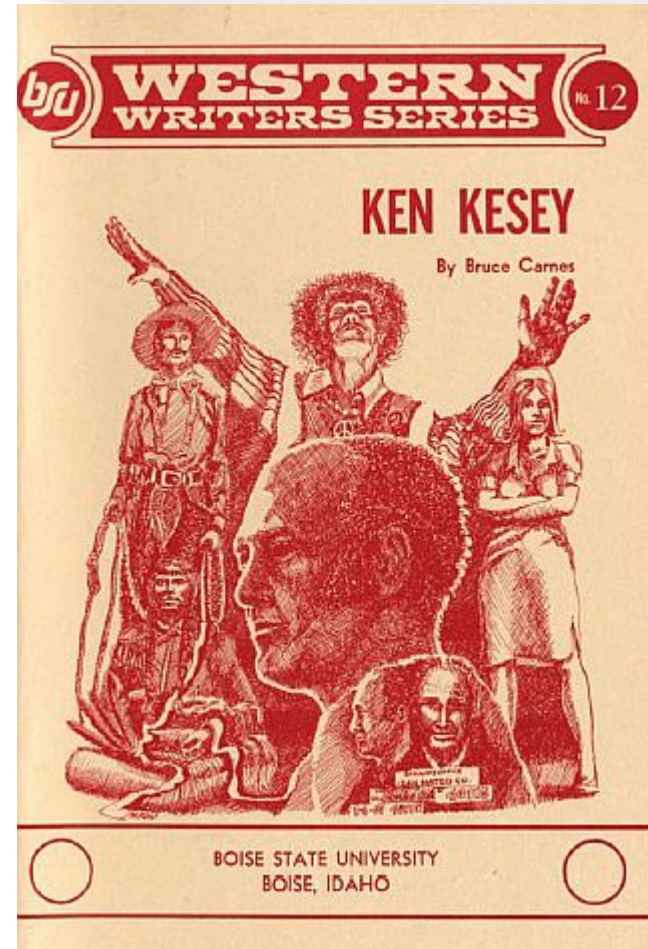
Stakeholders



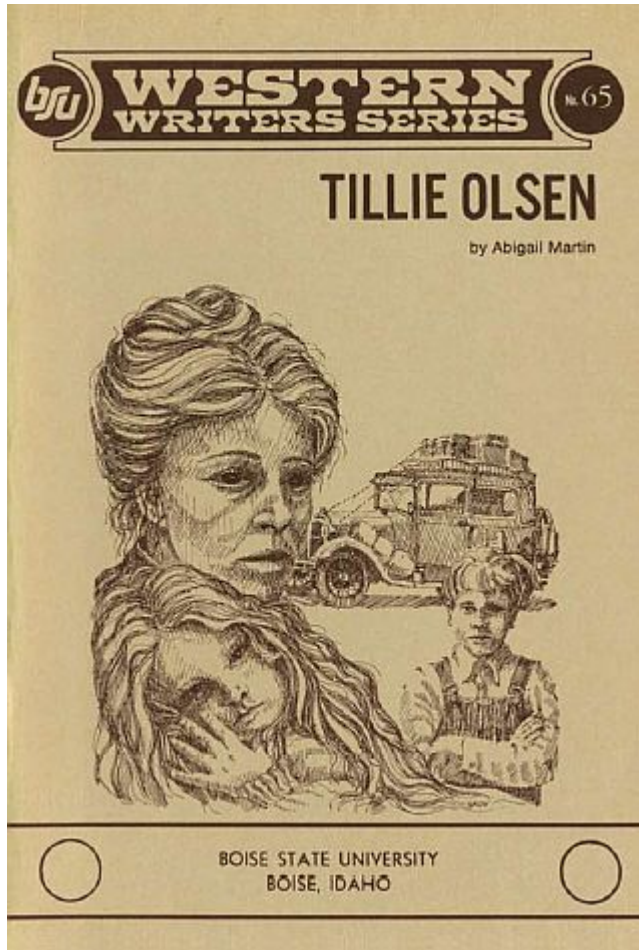
Methodology of Study

Questionnaires and In-Depth Interviews

- Editors - via email and in-person
- Librarians - via email and in-person
- "Potential" End-Users:
 - Humanities Listserv
 - Identified via Google Scholar citations
 - Online survey
 - In-depth follow up questions



Library Value:



Library

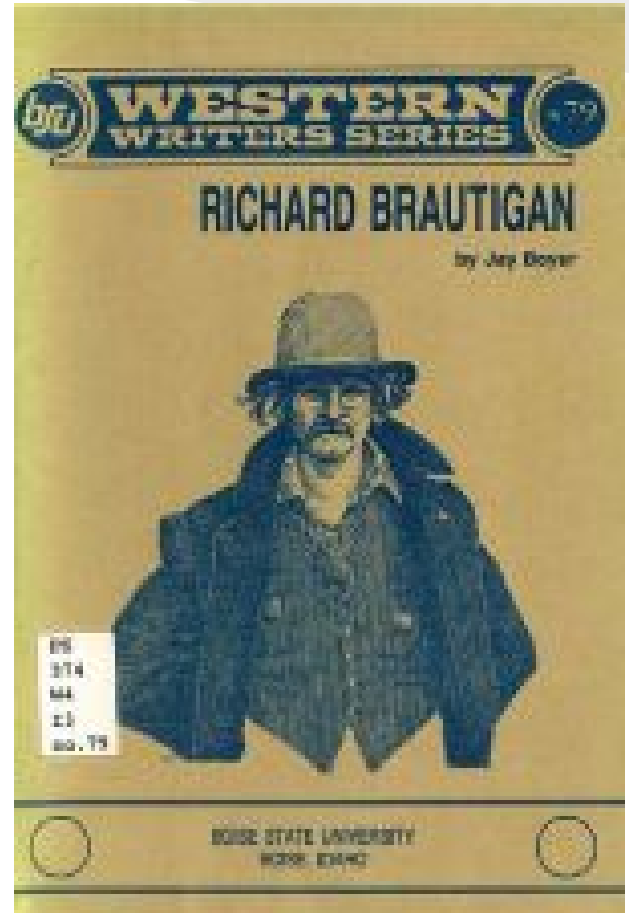
- Low-risk / cost
- Collaboration
- Pilot this collection
- Access / Discovery

Librarians

- "I think stakeholders definitely value **access**... they actually prefer and expect the immediate access provided by this format. "
- "**Discovery** is something I don't think the typical researcher would think about however. They wouldn't really know what they didn't discover, but they would be impacted by it."
- **Preservation**
- **Promote physical collections.**
 - "the **support** the IR/library staff would provide for these projects ("we'll do it for you"), quality control for whatever is needed - metadata, digitization, uploading, etc."

Editor/English Dept. Value

- Value
 - OP availability
 - Ease of access
 - Collaboration
 - English Dept visibility



Initial User Questionnaire

- No WWS print user surveyed knew digital editions existed
- Most take advantage of the physicality of the print editions - (notes in margins, highlighting, etc.)
- Many connected the WWS to their teaching efforts (preparation or refer to students)

User 1: Digital All the Way

A digital edition would be better because I could just cut and paste. What I do is put quotes around the pasted material with the page number. That makes it easy to excerpt parts and quote them in the article or book I am writing. My students do the same thing. That eliminated misquoting, too .

Digital because my students can access the source through the library, and I can add a link to it through Blackboard for my online classes. I do this a lot

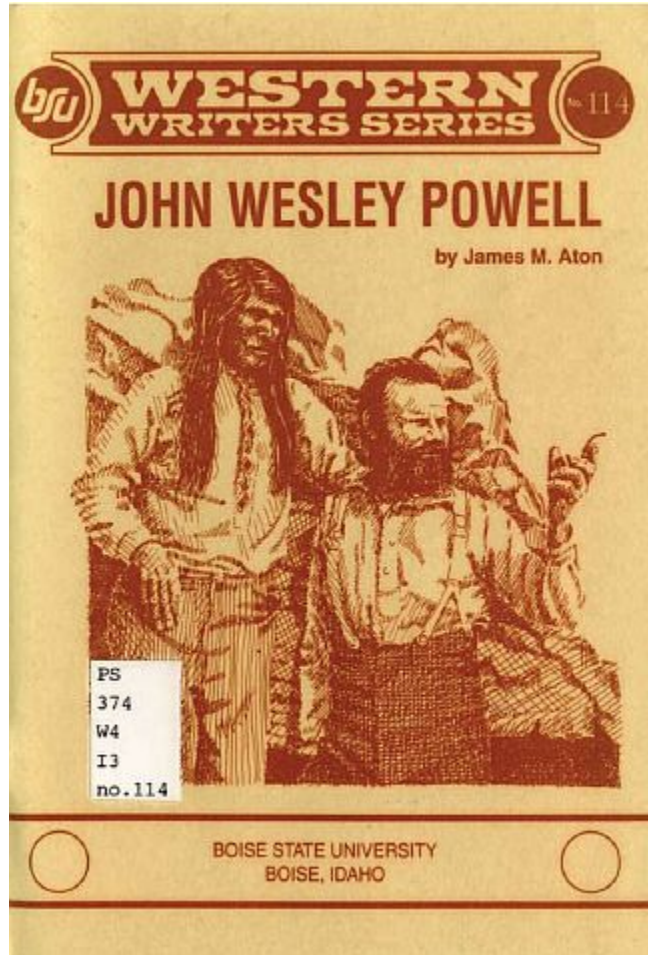
User 2: Student Advantages

"Generally speaking I prefer a print edition for my research and personal reading. However, when it comes to teaching I rely on both print and digital versions..."

"Perhaps one of the reasons for my preference for the print edition is because I'm not as familiar with the available tools in Adobe, for example, that would allow me to take notes that I could come back to."

"Knowing that they now exist gives me more incentive to bring them into the classroom."

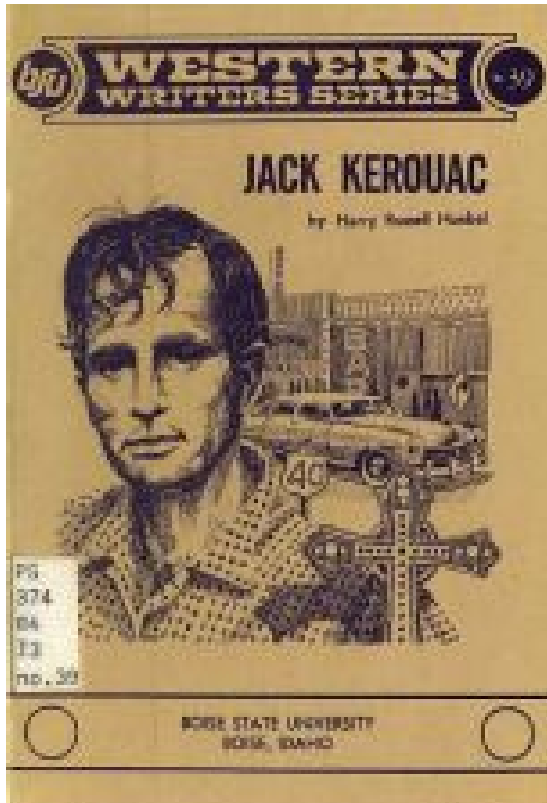
New research questions?



If potential users (WWS scholars) did not know if the digital editions existed -- and we have heavy downloads - who are actually using these?

More classroom use than typical research use?

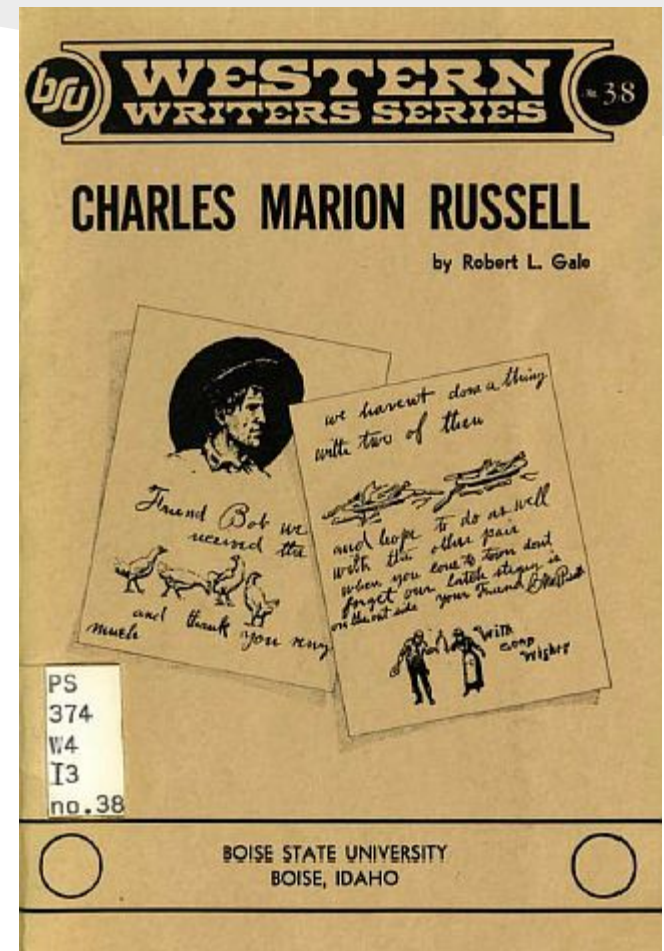
Potential suggested outcomes



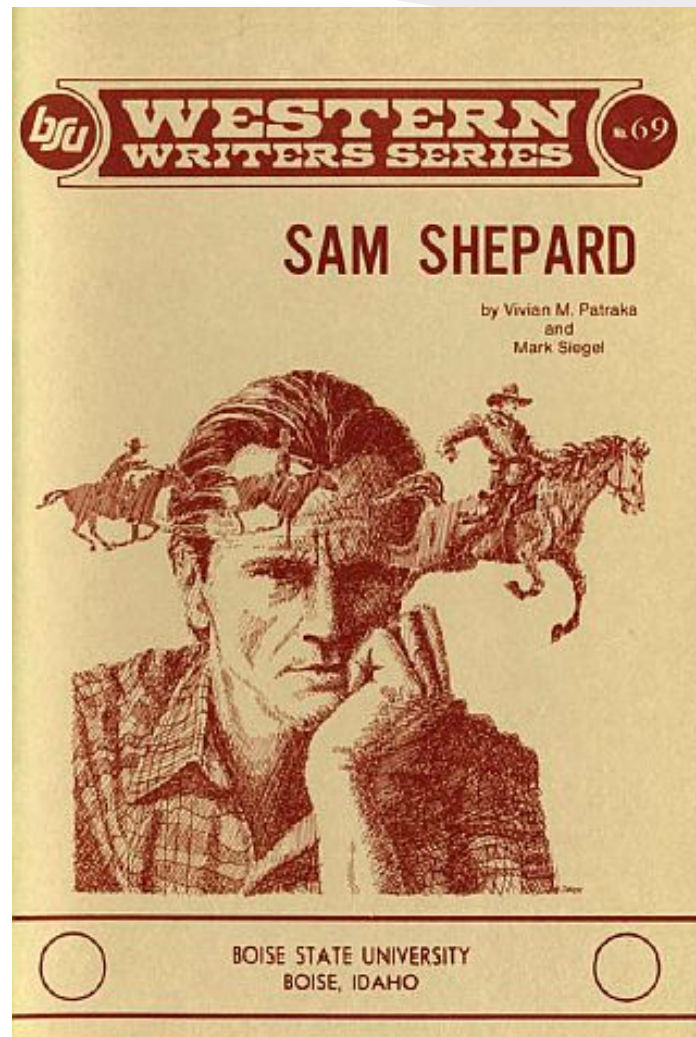
- Promote and re-promote collections
- Target some collections as teaching collections, not just research collections
- Teach scholars how to use collections

Next steps...

- Revisit ContentDM usage statistics
- Follow-up with more in-depth interviews
- Recruit more study participants
- Publish results



Final thoughts...



Questions -Conversation

