PERFORMANCE MEASUREMENT AS PROMOTION: DEMONSTRATING BENEFIT TO YOUR SIGNIFICANT OTHERS

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by

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Abstract: T*raditionally, school libraries, in common with other libraries, have judged their effectiveness on flows, which are more a measure of workload than of library effectiveness. Libraries have to come to terms with the idea that converting knowledge to value might require that the amount and speed of the information that flows out of the library be reduced in order to provide users with quality "just for you" services. 21st century teacher-librarians need to be able to define and demonstrate value in the context of their libraries and demonstrate return on investment in terms of academic outcomes. A conceptual framework for value measurement is proposed, the deficiencies of current performance measurement practice are discussed, in particular, the tendency to gather information about process and to report in a way which obscures the value of the library to the parent organisation. A case study on designing, modifying and using a transaction based multi-faceted performance measurement mechanism is described. The rarity of linking personal performance evaluation to organisational performance is discussed and methods of doing so are proposed.*

Acknowledgement
We wish to acknowledge the Spiritual and Traditional owners of this country.

Structure of this presentation
This presentation is in three parts. First, Jenny will share some insights and ideas about performance measurement, particularly from the point of view of how it can help you provide decision-makers with a positive view of what a school library contributes, then Val will take you through a case study on designing, modifying and using a transaction based multi-faceted performance measurement mechanism, and Jenny will wrap up with some thoughts about linking personal performance evaluation to organisational performance.

JENNY:
Introduction
For many years I've been blithely repeating, "What gets measured gets done", an epigram the business performance measurement community uses to communicate the essential message that performance measurement impacts behaviour. Recently, I decided to run a personal experiment. Some years of energy depletion as a result of radiation treatment had resulted in an explosion of paper in my house – magazines, printouts I will get around to reading/filing one day, and so on. The qualitative measure "a tidy house" was proving to be too imprecise to achieve the goal of getting the paper under control. So I hit on the idea of using a simple performance target. "Ten things are going to go out of this house every day". Specific, Measurable, Achievable, Relevant (and Realistic), and Timebound, this target met all the criteria for a good goal setting.

The overarching imperative for performance measurement is to drive behavioural change. And it certainly did. Piles of magazines were recycled to good causes, wastepaper baskets and wheelie bins filled up, and the tally on the calendar grew and grew. It was easy. But then I noticed something. What gets measured gets done, but you get only what you measure and nothing else. Removing things from the house became the number one priority. It was almost a form of insanity. The day I caught myself looking at my birth certificate and thinking, "Do I *really* need to keep this?" I had to acknowledge that while the overarching imperative for performance measurement is to drive behavioural change, you have to pick the behaviour you want to change very carefully. While this may seem obvious, this simple fact can become obscured in day-to-day performance measurement practice.

My son recently told me a story, about a mobile phone company which is now, not unexpectedly, defunct, which beautifully illustrates this point. The company implemented a bonus system for its salesmen based on a points system for every phone connected, for every item of inventory they sold, and so on. What the company failed to do, however, was link those output measures to company performance – which in the retail industry is, of course, profit. Because the rewards were based on outputs rather than outcomes, people were getting greater rewards for signing people up to low-profit phone plans which were easy to sell than for the harder-to-sell, long-term high profit plans. One enterprising salesman even pocketed $600 in bonuses for throwing out 800 leather covers for a discontinued model of phone when only 50 of that model had been sold in the whole of Australia.

Flows and Workload

Library performance is a process. Traditionally, school libraries, in common with other types of libraries, have judged their effectiveness on flows (outputs) – numbers of loans, number of requests answered, and so on. But such statistics are more of a measure of workload than of library effectiveness and, unless benchmarked against similar operations, can tell us little other than to what extent the workload is consistent over time. Even when benchmarked against others, all we learn is whether our performance is within average limits, and if not, to what extent it is above or below the average. If library performance reporting reflects only flows and workload, it signals a failure to understand that although performance measurement has two distinct overt purposes: to improve operations and thus services, and for reporting, these purposes cannot be used as surrogates for each other. Counting outputs is important, but must be kept in proportion. The world has changed. More is not necessarily better – it can just mean information overload.

From a management point of view we measure various aspects of library performance in order to ensure accountability, and to make decisions about resource allocation, as well as to point the way for continuous improvement of processes and services. We improve processes to make them more efficient and thus less costly. This assists in putting the value back into the *value for money* equation, but falls short of what we could achieve. We improve services by making them more appropriate and relevant, but even that can fall short if we are not also looking at the big picture, whether the library is making a difference. It is how the library makes a difference that is central to demonstrating benefit to senior decision-makers.

The following, written seven years ago, is still relevant:

> *Process measures imply a prior judgement about the desirability of certain processes. They relate to what is done rather than what is achieved. They should, therefore, be used very precisely and reported with caution. You might imagine what you are doing is providing a realistic picture which will result in budgetary support, but, thanks to media hype and simplistic thinking, many of our decision-makers have taken to believing in Magic, that information comes from the ether, that everything is on the Internet. How it gets there is a Mystery, but Mystery is an essential part of Magic and therefore discontinuous logic is Not a Problem. Libraries tend to report raw usage statistics,*

sometimes analysed for trends, though some do track and report efficiency improvements. Few have moved to regular reporting of outcomes (Cram, 1997).

Value and impact measurement
If you focus on inputs, that is, the resources available and applied to support the services and products of the library, you are focussing on compliance. If you focus on outputs, the directed results of the application of inputs, you are focussing on efficiency, on demonstrating that available inputs have been used to produce maximum outputs. Efficient allocation of resources means that resources haven't been wasted, but is no guarantee that the library has met a target goal, that the goal was the right one, or that the library's resources have been well used in meeting that goal

Measuring flows will give you an insight into productivity. Libraries are productive because they are used, but more so because the uses made of them are valued. The impact of the library is the effect the library has on other activities in the school, and/or on the providers, recipients and beneficiaries of those activities. Outcomes are the realised benefits or detriments that flow from impacts. We need to ensure that the decision-makers know what impact the library has, and even more importantly, how the school benefits from its funding and provision of library services. Remember, Value is related to perception of actual or potential benefits and thus is subjectively assigned. It also depends on user competence.

But what if we think outside the box? What if we realise that we have to come to terms with the idea that converting knowledge to value might require that the amount and speed of the information that flows out of the library are reduced so that instead of volume, we are providing users with quality, targeted, "just for you" services? What if we realise that, for survival, adequate resourcing, and political and operational support, it is imperative that we seek behavioural change outside of the library? That the behaviour we wish to influence is that of those who make decisions that affect the library both in terms of policy and funding? Providing really good service in the 21st century may well mean responding to individual user needs with fewer but more targeted resources. Lending less may signal we are providing a better service. But how do we ensure that decision-makers do not interpret this as declining need?

Performance reporting is one of the most influential ways of promoting the library to those who provide the funds and influence policy support and who are therefore the people who decide on issues critical to the library's capacity to deliver services – what you are allowed to do, and how much money you will have to do it. Identifying the organisation's concerns is essential, as is constantly measuring the library service against these concerns. This is a prerequisite for reporting on the value of the library to senior decision-makers.

Conceptual Framework for Performance Measurement

Developing an appropriate performance measurement regime starts with the conceptual framework. This framework emphasises that the view of the decision-makers form of the library will be impacted by the extent to which their perceptual filters align with the value measurement regime of the library.

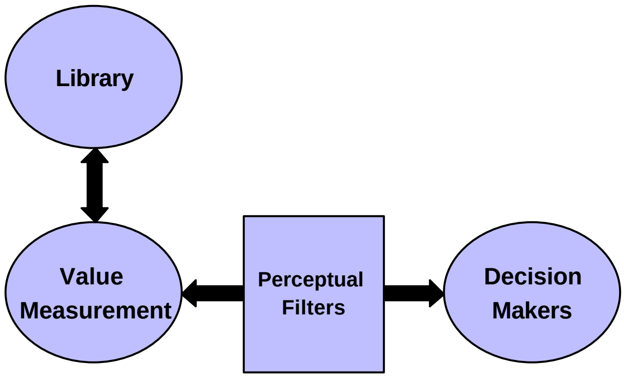

Figure 1: Conceptual Model of Value Measurement

The Performance Spectrum

Measurement is not evaluation. Measurement is a quantitative description of what is. It therefore needs a context of intention as well as a frame of reference either from past performance or from like situations. We measure in order that we have the wherewithal to evaluate and we evaluate in order that we can make a judgement of the value of certain activities in terms of some criteria, such as goals. Systematic measurement of performance delivers the concrete performance data needed to arrive at a meaningful evaluation of a library's performance.

The first step is to carry out an end-to-end assessment of your existing performance measurement, using the full performance spectrum as a template: the Where (the library), How, Who, What and Why of service delivery.

How We do things			Who We do them for / with	What We want to achieve	Why We do things
Inputs (Resources Provided)	Activities	Outputs (Things done)	User Population (Demographics)	Impact (Direct/ Immediate Outcomes)	Value (Longer-term Outcomes)
Operational Orientation					
Tactical Orientation					
		Strategic Orientation			

Figure 2: The Performance Spectrum

Reporting only on outputs (and justifying efficient use of inputs) is tactical. To survive, to influence, requires a strategic orientation. To be strategic, requires being able to define value in the context of the organisation, and to demonstrate value and return on the investment in the library.

Using the library's performance reporting to report on value and impact, to demonstrate the benefits the library brings to the school, sounds like a daunting prospect. An additional benefit of value and impact measurement is that it is a form of system-effectiveness indicator. In addition, because it is the team and the function being measured, rather than the performance of individuals, knowledge sharing is encouraged. So, while conventional wisdom suggests that performance measurement should address only those things within your control – and long term value is not - if performance is measured solely at levels for which individuals are responsible, the school will be short-changed.

Getting your measurements right is not easy. You may require a completely new performance measurement regime that will involve quite a lot of thought to set up. But it is worth the effort because getting your performance measurement wrong can be dangerous. Not only can well-intentioned output measurement, such as my "Ten items out of the house every day" regime, go wrong, it can be a huge impediment to achieving maximum value from your resources.

Building a performance measurement system
The next step is to build a performance measurement system that will serve both as a management tool and a mechanism to deliver information aimed at changing the behaviour of significant others in the school. There are seven phases to a complete performance measurement system: select, collect, store, analyse, report, interpret and apply (1).

The **Selection** phase requires that you decide what is worth measuring. This means you have to think about the outcomes you want to achieve, consider what evidence will let you know if you've achieved these outcomes, and then translate this evidence into measures or indicators

The **Collection** phase requires you to collect data that has integrity, so you have to check whether the appropriate data is available, and if it is not, establish data collection processes for the missing data

The **Storage** phase requires that you manage your data for timely and easy access.

Raw data is rarely meaningful by itself, so the **Analysis** phase requires that you transform raw data into information by summarising, exploring, explaining and/or predicting

The **Reporting** phase is only of value if you communicate meaningfully by matching the decision-making processes of the audience for your report.

The **Interpretation** phase (which you will also need to incorporate into your reporting) is the phase in which you translate the messages of the data into conclusions about what is really going on. The importance of this phase cannot be over-stated. Raw figures can sometimes mean exactly the opposite to what they appear to mean without interpretation. For example, if your budget and the number of items you have purchased have gone up every year, it may appear that the library is doing very well, but if your student numbers have increased and the price of resources has increased well above the CPI (as we know they do) it may be that if you break these figures down to an "items added per capita" that the trend is actually quite the opposite. On the other hand, an apparently negative result, such as one we experienced in the Periodical Centre, may actually be positive. In that case, it appeared on the surface that while our subscriber numbers had increased, the actual numbers of journal articles requested had decreased. But then the staff realised that there had been a change. Instead of requesting articles under the provisions of Section 49 of the Copyright Act for supply to a student to keep, school libraries were requesting articles under the provisions of Section 50 of the Copyright Act, for retention in the library. So each article was being seen and used by multiple students instead of one. Far from being a negative indication, this meant that the market penetration and impact of the Periodical Centre had increased exponentially.

> And finally, for good management, you need to feed what you've learned back into the system by **Integrating** performance information into internal decision making to achieve performance improvement.

The good news is that, as long as you understand that you need to follow through with all seven phases, you can start simply, developing one or two appropriate measures, and then gradually build the suite of measures over time, or as you adapt or implement other systems, such as your library automation system, that can deliver the data.

The purpose of a school library is to support student learning, but when describing the benefits of a particular school library, we tend to fall back on the Brand Power method of establishing the importance of libraries – by quoting research such as the Lonsdale (2003) report for ASLA *Impact of school libraries on student achievement*, which demonstrates in general that school libraries make a difference. Being told that school libraries are a Good Thing does not effectively influence decision-makers. Motherhood is a Good Thing, but we all know of good mothers, average mothers, indifferent mothers and downright toxic mothers. Decision-makers want precision. They want to know about **your** library. But that does not mean you can take refuge in reporting how satisfied your customers are with your services. Although customer satisfaction is often described as an outcome, it is really a qualitative assessment of library outputs. And it is an interim measure of value, often linked with a perception of services tailored especially for the user, so they feel special. It may be a measure of loyalty but it is not an outcome.

If your decision-makers are used to having flows reported, you cannot abruptly cease providing that information, but you can add interpretation. For example, the Education Queensland Video Library reported number of loans for many years. This figure means nothing in terms of conveying impact, so we did an assessment of how many students view each video that is borrowed. At first we reported both figures, but gradually we have moved to student viewings, which tells our decision-makers about impact. While this is important for us, what counts in a school is learning outcomes. Learning outcomes describe expectations for learning behaviours. We are used to seeing these explicated in planning documents, and we know from experience that collaborative relationships between classroom teachers and teacher librarians impact positively on learning. But what is happening, in terms of teacher-librarians being displaced by librarians (to save money), signals that the point needs to be made more strongly and more precisely.

To be able to do so requires understanding both the specific and generic ways in which the library impacts on both individuals and the school community. Very often we talk about the library's contribution to supporting literacy and development of information skills, but there is still a significant gap in the research regarding specific evidence for this. One of the problems is that Generic Learning Outcomes are generally not specified in sufficient detail for teachers and students to make a judgment about the library's impact. *Learning for the Future* (2001), for example, has a detailed Information and ICT literacy matrix of student learning, but does not include other Generic Learning Outcomes (MLA 2004).

Generic Learning Outcomes

Generic Learning Outcomes provide libraries with a framework for assessing evidence of learning and can reinforce both to students and decision-makers the significance of a multiplicity of learning experiences. Using the Generic Learning Outcomes framework will assist in assessing the impact of individual free use of the library in addition to more formal course-related use, and help teacher-librarians analyse their work and tell stories about its impact on individual students and the school as a community. The framework also links into the concept of lifelong learning with outcomes. Most importantly, Generic Learning Outcomes create a common language for talking about learning that encompasses what the library contributes in both formal and informal ways.

Knowledge and Understanding	Knowing about something Learning facts/information Making sense of something Deepening understanding Learning how libraries operate Giving specific information – naming things, people or places Making links and relationships between things Using prior knowledge in new ways
Skills	Knowing how to do something Being able to do new things Intellectual skills – reading, thinking critically and analytically, making judgments Key skills – numeracy, literacy, use of ICT, learning how to learn Information management skills – locating Social skills Communication skills
Attitudes and Values	Feelings Perceptions Opinions about ourselves eg self-esteem Opinions or attitudes towards other people Increased capacity for tolerance Empathy Increased motivation Attitudes towards the library Positive and negative attitudes in relation to an experience
Enjoyment, Inspiration, Creativity	Having fun Being surprised Innovative thoughts Creativity Exploration and experimentation Being inspired
Activity, Behaviour, and Progression	What students do What students intend to do (intention to act) What students have done A change in the way students manage their lives Reported or observed actions

Table 1: Generic Learning Outcomes

Academic Learning Outcomes

However, teacher-librarians also contribute heavily to Academic Learning Outcomes both by the provision of school library services and by their involvement in cooperative planning and teaching. There are several ways in which contribution to learning outcomes can be documented. The first is to implement some transaction-based performance measurement by asking students how the library has impacted on their results. So, when a student uses the library to obtain information, for example for an assignment, you ask that student to tell you what marks were obtained, and then ask for an estimate of what marks would have been obtained without the use of the library. Cumulate those results over the course of a term, semester or year, and you will be able to report in percentage terms what difference the library made, as estimated by the end-users themselves.

The way in which the Education Queensland Libraries designed, modified and are using a transaction based multi-faceted performance measurement mechanism is one example of how users can provide very useful performance data.

VAL:

Case study
Jenny has indicated that we measure aspects of library performance in order to ensure accountability, make decisions about resource allocation, and to point the way to continuous improvement of processes and services.

Although ours is a medium to large special library service, with both education and public administration collections, and clients who fall into multiple identifiable groups, including teachers, policy developers, school administrators, and senior bureaucrats, our methodology will translate very effectively to a school library environment.

In order to assist decisions about resource allocation and to manage workflow, over a decade ago we implemented a data gathering process, that has developed from an initial data gathering exercise into a key component of library operation, and very neatly demonstrates the cycle one goes through in the seven phases of a complete performance measurement system

Selection phase; determining what to measure and designing the data collection tool
To develop the data collection tool, a group of senior staff work shopped the concept and reached a common understanding of what the project was expected to deliver.
Designing the initial data collection form was a lengthy and challenging task. The intention was for staff to complete sections of the form as each task progressed, and for the data to be collated at the end of each month for analysis, reporting, interpretation and process review.

We developed and workshopped a draft form which was then trialled by all participating staff.

Designing a form to be completed by a number of different staff required a clear understanding of the purposes of the measurement exercise - in this instance we intended to gather information about our clients, the enquiries they made and also about how we responded. It also required that all staff who collected the data be positively engaged in the project.

The data collection form established:

- Who the regular clients are and their roles in the organisation
- Where regular clients are based, for example, school, District Office, city, region
- What clients request, for example, they may require a bibliography, or request that we undertake a database search
- Why clients need the information, for example to support introduction of a new syllabus, to develop a program of work, or support an application for funds
- What the deadline is for the information

In addition, we collected information on our response to the enquiry

- Sources used to locate the information
- Time spent on the task
- Issues raised by the enquiry, such as gaps in the collection, updated editions required, and databases or other electronic sources available

The feedback process investigated

- The success level of our response to the enquiry
- The timeliness of our response
- Opportunities for improvement, that is, integrating performance information into decision making to achieve performance improvement.

The development process was time consuming and tiresome as there were numerous drafts, but it engaged all staff sufficiently to ensure participation either through commitment or peer pressure. Logistics required a clear and unmistakable colour be used to differentiate this piece of paper from others, so the data collection form was initially dubbed .the 'pink sheet'. Today we continue to use an updated version of this form; the example attached is version 2004, the 'green sheet'.

Collection and Storage

The collection phase requires all enquiries apart from straight out circulation matters and 'short' enquiries, that is, enquiries that could be finalised over the phone, or took less than 15 minutes to finalise, are recorded on the sheet. As enquiries are received they are documented and shared among staff for action. Each action phase or task is recorded and the time expended is noted. Staff record the data in a spreadsheet.

Analysis

Data is collated and analysed monthly. Data is discussed and reviewed at staff meetings and used to inform resource allocation and process change, to demonstrate benefit to management and to support budget bids.

Interpretation and Integration

Using the sheet has yielded many benefits and insights

- Our client base is more diverse than casual observation suggests. When there are a number of staff answering enquiries, it is essential to collect client data to retain a profile of repeat users, particularly as many of these clients can be pivotal supporters at budget or other challenging times. The Library Management System, Alice, does not record research and enquiry activity so it cannot be used to report this information.
- The types of projects or activities which are supported and informed by library research demonstrate that key initiatives of the agency use the library, for example, Cooler Schools project, and recent research to inform the review of the Education General Provisions Act, the legal framework within which all schools and teachers in Queensland operate. Appreciation of forthcoming projects informs future planning for collection development, appropriate delivery platforms and so on.
- Time expended on searches is significantly longer than staff previously thought. Staff often believed they had spent less than half an hour on a search, but the data collection established the more realistic figure of 48 min per search on average. This finding feeds into all negotiations of timelines for delivery of information to clients, and assists with project planning. Time spent was one of the most significant findings from the staff perspective. It clarified for them and for supervisors how time is spent. Acknowledging how much time tasks require is a source of perpetual astonishment to professional staff when they take on searches.
- Data reveals how some enquiries will return time and time again. As well as confirming anecdotal evidence that this was the case, this has led not just to the usual development of bibliographies, but at the level of senior staff, it has led directly to a variety of executive information services, of the type Jenny identified as 'just for you' services, regular electronic updates delivered to the mailbox. It has also informed the direction of the Professional Exchange website http://education.qld.gov.au/corporate/professional_exchange/ and sections of the Libraries and Resource Services website http://education.qld.gov.au/information/service/libraries/

Return on investment (ROI) data yielded real benefits. One particular client highlighted the 'reason ' or 'purpose of use' for the information request as justifying the extension of finances for their project. The project concerned was Reading Recovery. Two and a half hours of library research delivered irrefutable evidence to support the benefits of Reading Recovery. $4,500,000 funding was extended. Client feedback acknowledged the crucial role that access to library staff with the professional capabilities to interrogate databases, and the willingness to reprioritise tasks to meet urgent played a critical part in retaining this funding. Time and again we prove the truth of Michael Dixon's comment in the Financial Times of 17 February 1988: "*Two years hard graft in a laboratory can often save a couple of hours quiet reading in a library.*"

Observations

This methodology has yielded vast amounts of data on how individual staff members go about addressing an enquiry. One unintended consequence is its impact on shaping ongoing shared professional development of staff. We know who should mentor and upskill new staff. We have gained insight into particular database usage, which has assisted both in training staff and in decision on renewals of databases. Work processes were redefined to accommodate data collection, and were further refined throughout the initial project. They proved so workable that this is how we continue to manage the research service. While the pink sheet is dead, the green sheet system remains the core of our research service data collection. As you can deduce, many revisions later we still favour the use of loud colours for the practical reason that, at any time, any member of staff can easily locate these work reports and liaise with clients or report on progress. Most importantly, the data collection has continued without break since that first trial and contributes to almost all decision making. Once you find a good idea, stick with it.

JENNY

Personal Performance Measurement

The method used by principals to find out what the librarian does, is observation (Edwards 1989). The problem with this is that the service role of teacher-librarians in collection management, and managing flows (loans, for example) is much more visible than your overall management role and in particular what you bring to collaborative teaching and learning. A very hard fact is that for most library users, what they use the library for is to inform and assist what they are judged on – and so it is in their interest to obscure the extent to which the library staff has assisted.

Relying on the Brand Power approach is not enough because it depends on a generic view of the product "teacher-librarian". It doesn't necessarily itemise the particular benefits of a particular unique teacher-librarian, so the subliminal message might be that librarians are interchangeable.

Interestingly, Edwards' (1989) study identified that teacher librarians who communicate formally with the principal are seen to be of greater value to the organisation than those who do not, a clear signal about formal reporting. So you need to ensure that your own performance is reported in order to make explicit the value you return to the school. You might do this in a number of ways. Certainly, you need to ensure that any reporting, from anywhere in the school, is explicit in terms of your contribution to individual planning and teaching activities. But do not neglect your management role. When your organisation benefits from your management, keep score and make sure you report. One of the things I've routinely done all my working life is keep a running score of what the organisation's Return on Investment on my salary is. When you think of it, each year, the total amount of money the organisation has invested in you increases. So what justifies this cumulative investment? For example, in a previous job I negotiated a change in allowances, which saved the organisation a considerable amount of money. I had also restructured the supply of library materials and the way in which physical processing was done. When I left that job, I was returning 10 times my salary in savings alone – without taking into account a minute of the work I did every day and the value and impact of that day to day activity. Being able to demonstrate that you are a profitable investment is very powerful.

Conclusion

To measure value is to measure outcomes, the benefits which flow from the library's outputs. In the school context, this means showing how the library positively impacts on learning outcomes, both academic and generic. In addition, as demonstrated in our case study, one can put a dollar figure on return on investment in terms of productivity gains from using the library staff to conduct essential research. Financial benefits can also be demonstrated in relation to the management of the library and its resources and expenditures.

Library service is an intangible asset, the value of which lies in the future. The library's future value is dictated by what the school is prepared to pay **now** in return for expected benefit. So it is essential that decision-makers perceive that the library has a positive impact on the core business and tasks of the school, and that it therefore has continuing value. Unfortunately, advances in information technology and information access and dissemination have deprived librarians of competitive advantage, at least in the eyes of many decision-makers. It is therefore essential to demonstrate not just the connection of the library, but also of the teacher-librarian to the core tasks of the school.

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Notes

1. These stages are derived from the PuMP® methodology developed by Stacey Barr http://www.staceybarr.com

Education Queensland Library Services

INFORMAT ION ENQUIRY FORM

**** ENQUIRY TYPE**:			****Mandatory fields**
Professional **Disability Services** **Curriculum** **Educational History** **CKC**			
**** NAME:**	**MEMBER:** Form sent:	Yes/No	**REF NO:**
LOCATION:		****DATE:** **TIME:**	
EMAIL:		****DATE REQUIRED** Search results: Items:	
**** PHONE (business hours):** **PHONE (after hours):**	**FAX:**		
**** CATEGORY OF CLIENT:**		****TIME TAKEN:**	
METHOD OF REQUEST: Phone / Fax / Mail / Email / Person / Surrogate		**DESPATCH METHOD:** Collect/Email/Mail/Fax/Phone	
****TAKEN BY:**	****SEARCHED BY:**	**DISPATCHED:**	
REQUEST: Below / Attached	Type of items: Books / Articles / Websites / Training / Other (specify)		
DELIMITERS: (eg. geographic, publication dates, education levels, authors etc.)			
REASON FOR REQUEST /PURPOSE OF USE:			

SOURCES:

Catalogues: Professional / Curriculum / Video / Other

Websites: EQ Internet / AccessEd / Professional Exchange / Curriculum Exchange / Other

Databases: ERIC / AEI / EBSCOhost / Emerald / Other

Educational History: School files / Topic files / School Anniversary Books / Textbooks / Photos / Other

SEARCH DETAILS: (Search terms, URL's, Referrals etc.)

ON COMPLETION:

1. Record all enquiries in the spreadsheet at:
g:\library\libraryservices\##newlibraryservices\data collection\ref and research\ref & research monthly stats\2004
2. Note Ref. No. on form
3. File forms in the "Reference Enquiry Forms' unit file in the current month