

*An Outcome-Based Evaluation of Faculty Use
of the 7FAST Pilot Program*

**“I’m surprised
they don’t deliver
cups of tea
as well.”**



**SI623: Outcome-based Evaluation Final Report
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EXECUTIVE SUMMARY

7FAST, a document and book delivery service specifically for materials owned by the University of Michigan Libraries, was established in 1985 to help faculty and staff become more productive. It has transitioned well from a print-based to an electronic-based service and has recently assumed the duties of eReserves as well.

Our SI 623 class was approached by 7FAST to see if a team would be willing to evaluate faculty use of its services, paying careful attention to cost, quality of scanned documents and speed of service. As 7FAST was in the third year of a three-year pilot program in which services were provided for free to faculty, we were informed that our report would be used as part of a budget justification effort.

Because of the solitary nature of 7FAST usage and the difficulty in securing faculty time commitments, we chose to conduct interviews rather than focus groups. When choosing interview subjects, we wanted to gather as broad a range of users as possible, and we set parameters defining heavy, moderate and light 7FAST users based on user statistics provided by 7FAST. We framed our questions carefully, keeping our client's concerns regarding cost, quality and speed in mind while also attempting to gain an understanding of how users benefit from 7FAST. We also sought information on how users integrate the service into their research, class operations and interactions with other colleagues and students.

We discovered that:

- Users think of 7FAST as the one tool that will provide documents other methods cannot
- 7FAST assists with teaching, research and syllabi development
- Users take pride in 7FAST, discussing it with faculty from other universities
- 7FAST allows users to interact more readily with library resources

Users were overall very satisfied with the 7FAST service, and several said that it changed how they did research for the better. 7FAST expanded the research possibilities for faculty, enabling one to accept a fellowship in Europe and another to finish a book. With regard to 7FAST's stated concerns regarding its service, users said that 7FAST was convenient, efficient and reliable; that PDFs were clear and legible; and that cost was a factor in choosing 7FAST.

While our evaluation focused exclusively on faculty use, we have reason to believe that the benefits listed by faculty apply equally to staff and graduate student use as well. We urge 7FAST to perform evaluations on a regular basis so they may continue to deliver the high-quality services that have become associated with their program. We also recommend that a "suggestion box" or point-of-contact be added to the 7FAST request form to ease communication between 7FAST and its users.



I. INTRODUCTION

“I cannot believe that they have this service. Like, I’m surprised they don’t deliver cups of tea as well, you know, it’s such a nice service! So, even though I came from a very good library system, this just goes above and beyond.”

– Faculty interview on the value of 7FAST

SI623, Outcome-Based Evaluation of Programs and Services, is a class designed to give SI students a chance to learn skills to effectively evaluate programs and services in learning organizations via a client-based evaluation project, and to better understand how identifying program outcomes benefit both the organization and its users. For this semester-long project, this group was tasked with performing an outcome-based evaluation of the 7FAST Program.

In early 1985 the Document Delivery Taskforce at the University of Michigan Libraries began the 7FAST program¹. With over 30 libraries on campus, the rationale was that the program could facilitate increased productivity for University faculty by directly delivering requested books and articles. Since then, the 7FAST program has grown rapidly, currently fielding an average of 7000 unique requests a month. Along with the Inter-Library Loan (ILL) Service and Michigan Information Transfer Source (MITS), 7FAST represents just one of the many ways the University Libraries has helped facilitate research and increase usage of their significant print and digital holdings for faculty and students alike.

7FAST is an on-campus document delivery service that “scans journal articles, conference proceedings and chapters from books and delivers them to a secured website as a PDF.²” Materials delivered by 7FAST are those owned by the University Libraries (requests for non-University owned materials are shunted to ILL). While the 7FAST program is close to 25 years old, it is currently in the 3rd year of a pilot project to “deliver UM materials to all faculty, graduate students and proxies for free.³”

¹ Information provided via Kristina Eden (Librarian, Cooperative Access Services) personal interview.

² <http://www.lib.umich.edu/7fast>



II. EVALUATION CONTEXT

To date, no evaluation has been undertaken to analyze the benefits of the current pilot program usage of 7FAST. After meeting with the client organization, this SI623 group was tasked with examining faculty use of 7FAST services to identify which aspects of the service are of particular value to them. 7FAST would like outcomes to help them demonstrate the value of the program, collecting data that can be used to improve service as well as for budget justification in the coming fiscal year. Based on requests from the client, we conducted this study specifically on the faculty user base because they are more compelling than students in a budget argument and represent the most significant user base of the program.

The study was limited to evaluating the underlying foci of the service and benefits to its users. Neither the group nor the client expressed interest in investigating what would increase the overall use of 7FAST, nor ways to increase marketing and promotion. Recently, as a result of assuming the duties of eReserves in addition to its current services, 7FAST has seen a steady increase in requests, especially at the beginning of each semester. 7FAST has not received a similar increase in funding or staff.

7FAST seeks to improve current services and attain more funding. Our team was asked to gather data on user satisfaction and suggestions for improvement, paying careful attention to desired time frame for delivery of objects and how cost affects the ways in which users interact with 7FAST.

These foci match nicely with the philosophy of outcomes evaluation, which strives to look not at quantitative outputs (such as an increase in usage) but in qualitative outcomes (such as facilitating improved scholarship by faculty). Keeping these factors in mind, client and evaluators identified the following areas of focus for the evaluation:

- Speed of 7FAST retrievals
- Required accuracy of scanned 7FAST PDF files
- Ease of use of 7FAST interface
- Method of receipt



III. UNDERSTANDING OUTCOME-BASED EVALUATION

While myriad methods for evaluation exist, outcome-based evaluation is unique in its focus on outcomes. Often, evaluation measures the effectiveness of a program via quantifiable numeric outputs. Outputs generally cover concepts such as how many people participate in a program, or how many documents a program produces. While outputs are an important metric in measuring usage it is ineffective when measuring such concepts as effectiveness, benefits to users, or other qualitative measures. By focusing an evaluation on outcomes rather than outputs it shifts analysis to the program's users and their opinions. By doing this, we hope to better understand how users find value in the 7FAST program.

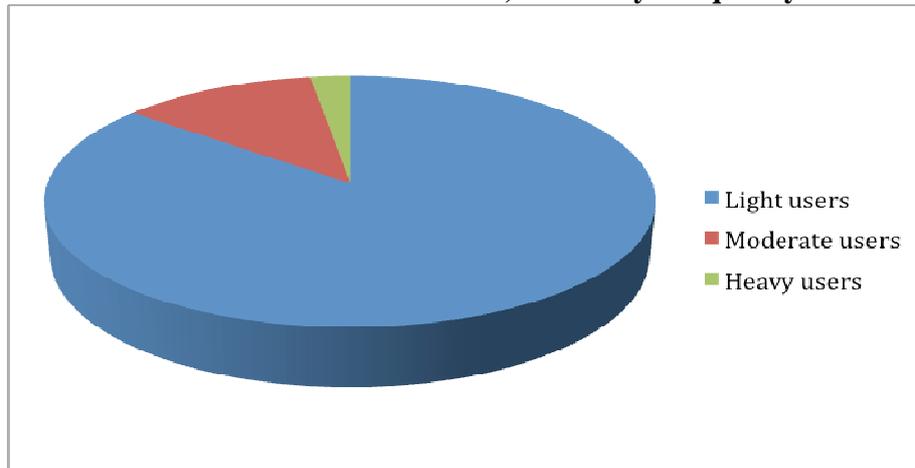
The focus on user outcomes matches nicely with the SI623 focus of Utilization Focused Evaluation. Utilization Focused Evaluation allows evaluators to work towards creating an analysis that in the words of Michael Quinn Patton in his book *Utilization Focused Evaluation* is defined as "intended use by the user." In other words, our client has expressed interest in evaluating the 7FAST program to understand how its services benefit faculty and how the program can be improved, and for budget justification purposes. Our resulting evaluation must then be created in such a way as to facilitate this particular use. The choice, then, to use an Outcome-based Evaluation meets the client's chosen foci, thus ensuring that the outcomes presented will meet the evaluation's "intended use by the user."



IV. DATA COLLECTION

7FAST played an integral role at all steps of data collection to help ensure candidate outcomes would be of viable use for the organization. This began with collecting usage statistics and data compiled by the 7FAST program to help determine user groups. During any given month, between 115 and 160 UM departments use 7FAST services. The majority of departments use 7FAST 15 or fewer times per month, while the heaviest users tend to use the services between 60 and 137 times per month. These parameters define the ranges of user groups. Based on this information, and accounting for time constraints of the evaluation, we decided to interview a sample of faculty from each of the user groups – heavy, moderate, and light users. Based on the data provided by 7FAST we chose, as best as possible, from a number of different departments to interview. This was to determine how they use 7FAST, and if these departmental uses are different in a meaningful manner. For example, our client asked us to explore whether or not history professors required a response within a different time frame than professors at the medical school. The following chart gives some indication of usage on the part of UM departments, while the table gives a partial list of some of the departments found within each user group:

7FAST User Data Fall 2009, Sorted by Frequency



**Heavy 7FAST users
(60+ uses per month)**

History
Asian Languages and Cultures
Judaic Studies
English Language/Literature
Psychology

**Moderate 7FAST users
(16-59 uses per month)**

Department of Family Medicine
School of Information
Architecture and Urban Planning
Center for Afro-American
Studies
Kinesiology

**Light 7FAST users
(15 or fewer uses per
month)**

Mathematics
Geological Sciences
Germanic Languages
Radiology
Anthropology Museum



Working closely with 7FAST we created a set of open-ended questions (see Appendix I). Ultimately, the group conducted interviews lasting between 15-30 minutes apiece. Personal interviews were chosen for the ability to provide confidentiality to our interviewees and enable them to provide more personal, exacting answers. Additionally, data was anonymized for use in this report. All interviewees were required to fill out an IRB consent form prior to interview, and all subjects were asked for permission to make an audio recording of their interview (See Appendix II). Overall, the group felt that interviewing users from these multiple levels provided a good cross-section of user patterns and insight into how to improve the program according to the wishes of the faculty.

Prior to beginning faculty interviews, each member of the group made individual 7FAST requests to observe the speed of the service and the accuracy of the scans for ourselves. The majority of the requests were filled within three days, though one took considerably longer. In each case 7FAST sent an email alerting us to the availability of the article(s), and when accessed we found that the PDFs were quite legible. All of us believe the interface may be confusing, especially when it prompts the user to choose between 7FAST and Inter-Library Loan. This issue is addressed, among others, in the outcomes portion of this document.

The client also gave us supplemental data they had already collected. We were provided with fifty-nine “Kudos” emails the 7FAST staff have received from satisfied patrons. These emails range from one line thank-you notes to paragraph long anecdotes detailing use. These emails supplemented our other data collection methods, and were also analyzed via the methods discussed in the analysis portion of the paper.



V. DATA ANALYSIS

Interviews were conducted by two of the three group members at any given time to ensure accountability and completeness of data collected. One member conducted the interview and the other took notes and offered follow-up questions where necessary. In addition to notes, interviews were taped and transcribed. Following each interview, all members individually read the transcripts and took note of emerging themes. While each interview provided new information and context on faculty 7FAST use, certain themes quickly became evident. These themes became the basis for a codebook for interview analysis (see Appendix III). The codebook allowed the team to derive useful patterns and make informed conclusions based on the collected data. Additionally, the codebook allowed for consistent interpretation and increased organization of data. After completion of the interviews, transcribed interviews were coded both individually and then as a group. Coded quotations were then moved to a separate document, which was reviewed by the group and used to identify candidate outcomes.



VI. OUTCOMES

This section offers a series of candidate outcomes based on information gathered during faculty interviews. A caveat: The client should note that this project constitutes a pilot evaluation of the current iteration of 7FAST services. While this information comes from baseline data, it should not be construed as a fully comprehensive analysis of the program. Please consider the following candidate outcomes as a jumping off point for more in-depth evaluations in the future. Section VIII of this paper offers suggestions on methods for further analysis of these outcomes and future evaluations.

Through our data analysis process we identified three main areas of outcome for users of 7FAST services, each offering different indicators of client satisfaction:

- Quality of 7FAST service
- 7FAST usage for teaching
- 7FAST usage for research

Quality of 7FAST Service

| Outcome 1: Speed of delivery improves access to library materials | |
|--|--|
| Input/Activity | Evidence |
| Book delivery Scanning of book chapters and articles into PDFs Digital document delivery | "...fast too, I mean it was, it was I don't know 36 or 48 hours, and I was prepared for much longer but they got it right away, it was just amazing." |
| | "Within a couple of days, as now, is great." |
| | "I think in part because it was the summer, sometimes it would be six hours and I would get something back, which I was floored, I was floored by that." |
| | "In an ideal world [delivery would be] instantaneous, like say I want it and it shows up, but I realize that's not feasible so if it's three or four days it's not a big problem." |

In general, 7FAST is, as its name implies, fast enough for most purposes. A few of our interviewees expressed that they would like the service to be "faster" (one facetiously said "instantaneous"), but all recognized that it a non-automated service and was therefore satisfactory at its current speed. Nearly all interviewees expressed that one of the main reasons they take advantage of 7FAST is the near instantaneous speed of delivery.



| Outcome 2: High-quality PDF scans increase ease of use | |
|---|--|
| Input/Activity | Evidence |
| Scanning of book chapters and articles into PDFs | “It was a perfectly formatted PDF, beautiful you know it looked like it was an original, somebody had gone through a lot of trouble to do it right, you know they didn’t just slap it down, it was really nicely done, delivered free to my inbox, no complaints.” |
| | “I could ask the department to scan it for me but I think 7FAST does a better job.” |
| | “They’re [PDF scans] generally quite good.” |
| | “7FAST is much better, I don’t know why but the quality is much better.” |

The quality of the PDFs was universally praised. As shown here, one of our interviewees preferred 7FAST scans to departmental scans in terms of quality. Interviewees did note that they have received the occasional smudged PDF but as one faculty member generously pointed out, “I don’t know how a human being could at some point not smear a page.”

| Outcome 3: 7FAST usage is fully integrated into faculty scholarship | |
|---|---|
| Input/Activity | Evidence |
| 7FAST usage is free Book delivery Scanning book chapter and articles into PDFs Digital document delivery | “I don’t think I can go back to how things were before 7FAST!” |
| | “I can’t imagine how else I would get something I didn’t have, you know, so it’s become now, I would feel its loss deeply if it went away.” |
| | “I prefer this service.” |

Since its shift to a no-cost model, 7FAST has become one of the most consistently used methods of gathering research for faculty. Several interviewees expressed trepidation at the removal or monetization of the service, citing that their scholarship would suffer significantly. Even though 7FAST is only one tool in an arsenal of research resources (other mentioned research tools included Google Scholar, ILL, WorldCat and JSTOR) the speed of the service combined with its efficiency and personal delivery have made 7FAST an essential resource. At the start of several of our interviews we had to give reassurances that the service was not in danger of cancellation. The enthusiasm for 7FAST as it currently exists was so great that one interviewee stated, “we’ll make t-shirts don’t get rid of 7FAST!”



7FAST Usage for Teaching

| Outcome 1: Assists with syllabus creation and new course development | |
|--|---|
| Inputs/Activities | Evidence |
| Book delivery Scanning of book chapters and articles into PDFs Digital document delivery | “I’m more likely to update a syllabus and put new things on it, or to think of designing a new class because I can get the materials.” |
| | “I’m more likely to look around for stuff that I haven’t read before, for new work to update a syllabus when I can just, when I can get these books delivered to me.” |

Faculty use 7FAST as a tool for developing new courses, for updating existing syllabi and for creating new syllabi. Easy access to UM Library materials means faculty can reach more material faster and with less effort.

| Outcome 2: Facilitates more efficient faculty course preparation | |
|--|---|
| Inputs/Activities | Evidence |
| Book delivery Scanning of book chapters and articles into PDFs Digital document delivery | “When I am far from campus and need to get documents, to set up a class on CTools, this is an amazing way to be sure that is accomplished in a timely way for students.” |
| | “One of the reasons I do do it [use 7FAST] is to get the book and then decide what chapter to assign.” |
| | “I use it because, uh, I think it’s, there’s certain courses where it’s really useful to have students read book chapters or articles that are in journals we don’t have electronically.” |

7FAST has been a boon for faculty in course preparation. The ease with which faculty can access a myriad of research has significantly increased the amount of items used both for course preparation and use in the classroom. Faculty finds it easier to make resources available for student use. This has the added benefit of assisting students by exposing them to even more diverse range of materials and viewpoints.



| Outcome 3: Increased sharing of resources | |
|--|---|
| Inputs/Activities | Evidence |
| Book delivery Scanning of book chapters and articles into PDFs Digital document delivery | “It’s also very nice to know exactly the resource I want and have somebody scan it and send it to my computer, very nice. So ease of getting the resource in the first place, the second part is now I have a scan of that, and a lot of times especially for my graduate classes I’m sharing with them either the thing that’s been scanned, like uh an essay in an edited volume or one particular section of the text or let’s say, sharing with all of them.” |
| | “I’ll be scanning something for you know either a research project that I’m working on or a class and I’ll ask 7FAST to get a piece of it and I’ll see the person I’m chairing the next day and think oh yea I just saw this thing let me send it to you.” |
| | “I then become the savior by saying ‘Oh I’ll email it to you!’ and poof 7FAST has given me a PDF and I can now pass it along to somebody else.” |

Not only is 7FAST an efficient tool for faculty developing new teaching resources, but it also facilitates sharing of resources: from both faculty to faculty and faculty to student. Instead of sending a citation of a relevant article, a professor who 7FASTed a relevant book chapter can simply email that PDF to an interested party. It is much more likely the receiver will review the material with the PDF in hand rather than a citation. Easy resource sharing can assist with research and in class development and preparation.

7FAST Usage for Research

| Outcome 1: Facilitates faculty research | |
|--|--|
| Inputs/Activities | Evidence |
| Book delivery Scanning of book chapters and articles into PDFs Digital document delivery | “[7FAST] makes us that much more expansive in our kind of, you know intellectual engagement then we might otherwise be.” |
| | “The article I ordered is really important for my current research project, so I appreciate being able to get the article right away.” |



| | |
|--|--|
| | “It’s about time management right, I will go to the library and get the materials that I need for what I’m doing but I don’t have time actually to browse and 7FAST actually in a weird way allows me to browse and gather up materials that I may not need today but actually may be very relevant to me you know three months from now.” |
| | “It’s time saving, access to materials, it facilitates my research.” |
| | “7FAST has been you know, at least in my personal experience, very, very helpful you know, I’ve used library resources more than I did before.” |
| | “It definitely facilitates my research and I do access more materials.” |
| | “I’m not going to see those materials if I have to walk over to the library to pick up a new book that’s not relevant to what I’m doing on the day, the week the year.” |

7FAST facilitates faculty research through prompt delivery of requested materials and ease of use. The service is integrated into faculty workflows, saving them time and energy while providing access to a wider range of materials than they might otherwise use. One of the benefits of 7FAST is that it delivers resources that might not be immediately relevant but that faculty then have at their disposal to apply to future projects. Through saving trips to the library and preventing the frustration of hunting through stacks for a volume (what one interviewee referred to as “shelf-failure”) faculty are more likely to use the UM library resources with 7FAST.

| Outcome 2: Facilitates increased reading of materials | |
|--|---|
| Inputs/Activities | Evidence |
| Book delivery Scanning of book chapters and articles into PDFs Digital document delivery | “Now I have it on my shelf and if someone recalls it from me then I’ll read it, but until then I have it here and probably won’t read it until the summer, but if I had to remember by next summer what all those books were that over the course of the year that I thought I wanted to read I wouldn’t remember.” |



| | |
|--|--|
| | <p>“I read a lot more, I mean a combination of 7FAST and electronic, e-journals I just read a lot more articles than I ever did before, I just do, I read a lot more, I read new books, I see new books when they come out, even if I don’t read it closely, I at least you know go through the table of content, I know it’s there, I have a better sense of it, I may read the introduction you know, it’s I just, I actually use the library a lot more.”</p> |
| | <p>“I know from my own experience that I just look at more since I have access to the service and I suspect that most of my colleagues it’s the same thing.”</p> |
| | <p>“...end up looking at things that I wouldn’t otherwise look at if I had to go over to the library to get them, so I actually look at more materials than I would if the service wasn’t there.”</p> |
| | <p>“I think the whole point of library services is to get you to use the library, use the resources of the library more and 7FAST is very effective in doing that.”</p> |

One of the more prominent themes that emerged from our interviews was that faculty peruse and read more materials because of 7FAST. We also concluded that use of library materials increased overall via interaction with 7FAST. Faculty can request books and articles while searching for other materials, secure in the knowledge that they will be promptly delivered either physically or electronically. Holding the materials is half of the battle.

| Outcome 3: Encourages academic writing and publication | |
|--|---|
| Inputs/Activities | Evidence |
| Book delivery Scanning of book chapters and articles into PDFs Digital document delivery | <p>“When I got here I was working on revisions of a manuscript, I don’t think it’s saying too much to say that on an average I made three or four requests a day for the period of three weeks at the end of August.”</p> |
| | <p>“I’ve been negligent in acknowledging the services you and your staff provided me as I struggled to prepare a new edition of my book.”</p> |
| | <p>“If there’s a week that I’m particularly heavily focused on an article or something that I’m trying to fact check I can make four or five requests a day.”</p> |



| | |
|--|--|
| | <p>“I’ve used them several times and couldn’t be more pleased about the fast turnaround time. It has allowed me to be a lot more productive, since I don’t have to interrupt my writing to head out to the library.”</p> |
| | <p>“That the last chapter I wrote all the references are either journal articles that I could get through JSTOR or Project Muse or book chapters that I could get through 7FAST.”</p> |

7FAST integrates into faculty workflow and minimizes interruptions to the writing process allowing faculty to be more productive in their writing and publishing. There were several examples from interviewees of 7FAST enabling writing and research while off-campus.

| Outcome 4: Allows off-campus work, travel and research | |
|---|---|
| Inputs/Activities | Evidence |
| Scanning of book chapters and articles into PDFs Digital document delivery | <p>“It makes my life easier and saves tons of time and heartache-I can get articles I need when I am traveling, which I do for much of my research.”</p> |
| | <p>“For historians who are often away doing research, yea it’s really crucial, it means, it basically made it possible for me to take that residency fellowship.”</p> |
| | <p>“This was the greatest use of 7FAST, I was away in the south of France at a research center writing, finishing my book and I had no library there and I could get stuff on 7FAST.”</p> |
| | <p>“As somebody who is presently 6000 miles away from the University’s physical library, doing my fieldwork, being able to have these kinds of sources delivered directly to me is an enormous help.”</p> |

The benefit of being able to travel and perform research off-site was exemplified in the story one interviewee told us. She was able to travel to the south of France for a semester to finish writing a book and “it had the benefit of being completely removed from all other obligations and yet still having a library.” Through its scanning and digital document delivery services 7FAST is able to provide the full extent of University library materials regardless of location. Faculty can travel around the world to conduct their research or fieldwork with the full support of their home library. This concept further ties into the previous outcomes of 7FAST facilitating increased research and writing.





VII. ADDITIONAL FINDINGS AND FACULTY SUGGESTIONS FOR IMPROVEMENT

This section offers information regarding barriers to outcomes identified through data analysis of the faculty interviews. While not necessarily outcomes, they represent concepts consistently identified by the interviewees as hindering their usage of 7FAST services. Following these barriers are suggestions from faculty on ways in which 7FAST could improve their services.

Barriers to Outcomes in 7FAST Usage

| Barrier 1: Lack of 7FAST integration into MIRLYN search platform impedes usage. | |
|--|---|
| Inputs/Activities | Evidence |
| Book delivery Scanning of book chapters and articles into PDFs Digital document delivery | “It’s an integrated library system problem, but if I go in to the online catalog and I do a bunch of searches and I find the things that I want but I have forgotten to log in, I have to log in and I have to repeat the search, I think that that’s just a really, really obnoxious problem.” |
| | “That’s the problem with 7FAST, it’s not fully integrated, um it works beautifully, it works to delivered once you get to the site, but it’s not fully integrated into the journal search and delivery.” |
| | “I mean there seems to be a platform already there and already built and 7FAST if it were plugged into that it would um, it would definitely be significantly more convenient to use.” |
| | “I use Google Scholar a lot in fact its now supplanted a lot of my Michigan based, the um article searches and stuff because...there’s no integrated search tool, my first resort for bibliographic, for articles and bibliographic stuff is Google Scholar and I know enough about Google Scholar now to know what its strengths and weaknesses are and I don’t automatically trust it but it’s my first resort now is there.” |

Using 7FAST, no matter how helpful or efficient the system, is still a matter of motivation. One interviewee identified a “culture of business.” The lack of MGet-It compatibility adds another layer of interference between the user and the library, and in the words of another interviewee, faculty “can’t be bothered” with complications such as these. While the lack of integration does not affect faculty efforts to reach library materials necessary for course preparation and their own research, it does impede any



search for additional information. Increased integration may mean the difference between a faculty member keeping a syllabus as is or revamping it with new materials and a fresh perspective.

| Barrier 2: Interface and design complications effect usability. | |
|--|---|
| Inputs/Activities | Evidence |
| Book delivery Scanning of book chapters and articles into PDFs Digital document delivery | “I have my issues with the um, not the interface to 7FAST but the login, it’s, there are few more, just from an interface and design perspective, there are a few more clicks I think needed for me to implement it than I would like.” |
| | “I do use MIRLYN a lot, and that’s where my problem with log in, you know I’ll search and that’s it oh I forgot to ugh, I log in cause now I want to get stuff and now I have to do it all over again, it’s extremely annoying, I hate it.” |
| | “Slightly easier access to knowing exactly where you are with your um with your requests which is easy enough, which is there anyway but it’s just actually could be brought one page earlier and it would be better.” |
| | “If that was a one click form so if I’m on MIRLYN and can move from record to record and I could just call up, you know, things that I want to have.” |

Inquiring into the specifics problems with the 7FAST interface is beyond the scope of this project, just as control over MIRLYN’s interface is beyond the purview of 7FAST. However, complaints and suggestions on improving the interface surfaced several times over the course of the interviews, enough to prompt us to identify interface and design as a barrier to 7FAST usage and recommend a separate inquiry into interface improvement.

| Barrier 3: Manual data entry into 7FAST submission form | |
|---|--|
| Inputs/Activities | Evidence |
| Book delivery Scanning of book chapters and articles into PDFs | “It’s profoundly frustrating to look for things on MIRLYN and then have to go to 7FAST’s web page and then manually enter everything.” |



| | |
|---------------------------|--|
| Digital document delivery | “With 7FAST you have to actually open up 7FAST and manually put everything in which is you know again to me just in terms of what’s logical it’s a little crazy-making. It’s not just simply like title and author, to facilitate 7FAST we’re told on the form that you need the ISBN number.” |
| | “Actually the fact that I have to fill out the form manually essentially through I mean this kind of very archaic method to my mind, maybe because I just haven’t figured out a better way to do it but I have cut and paste and go back and forth and back and forth.” |

Manually entering information into the 7FAST submission form after finding something to request from MIRLYN was the most common complaint voiced by the interviewees. This barrier to 7FAST usage is an additional facet to the interface and design complications outcome, but it was mentioned so frequently in our interviews that it was worth identifying separately.

Tied up in this issue of manual data entry is the idea of browsability. Users of 7FAST must know exactly what they are looking for in order to effectively use the service. Interviewees stated that there needed to be a certain level of commitment on their part to wanting these particular resources. As one interviewee said, “to have to do twenty and thirty records where I have to toggle back and forth and back and forth I have to really want the materials... there has to be a certain level of commitment, and the truth is, given the library’s materials I think they would rather have us looking at stuff than not looking at stuff.” The point is made that the University library system should make it as easy as possible for users to find and access materials.

| Barrier 4: Lack of awareness of full extent of 7FAST services | |
|--|--|
| Inputs/Activities | Evidence |
| Book delivery Scanning of book chapters and articles into PDFs Digital document delivery | “So I use interlibrary loan, and how does that differ from 7FAST? Cause part of the reason I don’t use it is maybe an awareness issue.” |
| | “Assuming the library web portal knows who I am, and I’m not always sure it does or that it distinguishes one user from another, as opposed to just tracking the users account, but it would be nice if in the delivery options it were clearer about what it could do, cause that’s what I’m always looking at is where can I get something.” |



Twice in our interviews we found that even frequent users were unaware of the full extent of 7FAST services, namely the book delivery service, and were very pleasantly surprised when we informed them of it. One interviewee exclaimed, “so this is now on my new favorite list, I’ve never used but I’m totally a fan of it. Wow!” Both of these interviewees stated that awareness of the book delivery would increase their use and appreciation of 7FAST.

One of the low 7FAST users we interviewed said he had “between no information and bad information” about 7FAST, but once we described the full extent of the service he was planning to take advantage of it. We understand that 7FAST is not interested in marketing or otherwise promoting the service, but accurate information about 7FAST is always met with appreciation and delight.

| Barrier 5: Changes to current cost model significantly alters 7FAST usage | |
|--|--|
| Input/Activity | Evidence |
| Faculty can use 7FAST free of charge | “I think a few bucks, no more than two or three bucks would be reasonable for, again it’s tempered by the fact that I use it once a month.” |
| | “If I was using it every day than you know two or three bucks would be a problem.” |
| | “I’m not going to pay for the service, I mean we had it as a pay service before if we wanted it but you know given the amount of materials that I use it would actually be a real waste of resources to spend my money on having somebody pull the books for me.” |
| | “I have resources that the school gives me for resources acquisitions, I can buy books, I can pay for these things, so if the 7FAST can make it possible for me to charge one of these accounts practically in a no-brainer.” |
| | “I’ll pay a fair amount of money, I mean I pay, I don’t know five dollars an article, I’d say that, beyond what I know it costs to photocopy it, I would pay more for you know, copyright clearance or service support or whatever but it has to be extremely easy for me to pay, so it’s tied to that, it’s tied to the convenience of paying.” |
| | “It’s the free-rider problem because I’m not going to pay if I’m sure other people aren’t for service that’s going to benefit all.” |
| | “Not anxious to pay for it, as I use it a lot.” |



Interviews subjects were almost evenly divided between those who would and those who would not pay for service. Whether or not a faculty member would pay for the service, and how much, was tied to two factors: How often they used the service and how convenient the service was to use. For one interviewee, convenience trumped every other factor. However, those who stated they would not pay for the service were adamant in their convictions. Overall, faculty seemed to think that any cost structure would inhibit usage of 7FAST, marginalizing the value of the services already in place. In general, 7FAST users reported using materials more than before; although this was spurred partially by the fact that 7FAST was offered at no charge.

Faculty Suggestions for Improvement

Interviewees were eager to offer suggestions that would increase the usability of 7FAST. Although the service fulfills most users' needs, a number of suggestions were offered, most centering on 7FAST's interface. Again, while interface questions are beyond the scope of this report, they are worth mentioning as they were the most-cited complaint for all users.

Suggestions:

- **Longer window for pickup of documents**
Users suggested a 21-day window as opposed to the current 14-day window, as picking up documents during school breaks and while traveling in summer can be difficult
"A 21 day window, if we had the space to do it, like if it's not a space issue, that would make all kinds of difference, especially during the teaching semester."
- **Standardizing service methods between ILL and 7FAST**
This refers to the interface. ILL remembers client data, whereas 7FAST does not. 7FAST users would like the same convenience that ILL offers in filling out the request forms - a "one-click form" as one user stated.
"I would love it so if you're in MIRLYN and you see something that you want you have to then open another window and then go to 7FAST and copy the information in so you can do from M-Get-It you can just do it, but from ILL or 7FAST you can't."
- **Physically retrieving materials as well as delivering**
One interviewee suggested that 7FAST consider a service in which it would pick up books twice a week or more often. This would be helpful especially for heavy users who request large numbers of books.
"They do not have a pick up service, it would be great if they did, I mean even if they just had a schedule, you know once every week or two they came to the department."
- **Remembering login information**
7FAST does not retain and input user information into request forms, even



when the user is logged into his/her Kerberos account.

“Assuming the library web portal knows who I am, and I’m not always sure it does or that it distinguishes one user from another, as opposed to just tracking the user’s account.”

➤ **Increasing ease of use within MIRLYN**

ILL is accessible by clicking on the Get-This button at the bottom of a MIRLYN search page. 7FAST does not link to the Get-This button.

Again, this is an interface issue, but one that came up frequently.

“It would be nice if in the delivery options it were clearer about what it could do, cause that’s what I’m always looking at is where can I get something.”

“It doesn’t make sense to me why 7FAST doesn’t come up when you do the get-this link because your option to actually get-this is only there if you’re logged in and through particular levels of access.”

➤ **Improved access to “Requested Items” information**

Users wanted to be able to find information regarding their requests (namely the progress of their request fulfillment) more easily.

“One thing that might be maybe helpful is you actually have to go in to look at all of your requests and one thing they might do is have the most recent requests on the main page you know where they have the request page, and like maybe so your most recent requests so you can see what’s been fulfilled.”

“Slightly easier access to knowing exactly where you are with your um with your requests which is easy enough, which is there anyway but it’s just actually could be brought one page earlier and it would be better.”



VIII. RECOMMENDATIONS AND CONCLUSION

All of the various faculty members we interviewed expressed near unanimous praise in favor of 7FAST. Faculty lauded the program for its ability to deliver quality library materials quickly. Cooperative Access Services serves as a single point of contact for both ILL and 7FAST; this has proven to be a significant factor in determining the quality of service. As one interviewee noted: “There are lots of small journals and small edited volumes that we don’t buy, or that are at the alternative shelving facility, that are a lot easier for me to just request 7FAST to get; and then if they see we don’t actually have it in MIRLYN then they switch it over to Inter-Library Loan, it’s like one point of contact for me.”

We recommend that 7FAST continue to evaluate the program to ensure continued user satisfaction. The outcomes and suggestions listed here can serve as a guide to aid 7FAST in its work with faculty and other users. Periodic outcome-based evaluation will help 7FAST continue to meet the changing needs of its users. While faculty are primary users, we believe that the outcomes listed here extend to the graduate level users as well. A larger evaluation that looks at all users of 7FAST, both across departments and user levels, may bring to light unique needs for users beyond the purview of this study. In light of the significant amount of complaints received, we also recommend that 7FAST consider an evaluation of its interface. One faculty suggestion that we endorse is the concept of carrying the “single point of contact” notion to user feedback as well. The addition of a dedicated “suggestion/comment box” distinct from 7FAST’s contact e-mail could allow faculty and other users a chance to share praise (such as the kudos e-mails), as well as concerns, and be sure that their voice is being heard.

Digital document delivery is not a unique concept, nor is delivering materials to faculty. However, when it is performed exceptionally well the results, as these outcomes show, can be transformative, changing the way in which scholarship occurs. By continuing this dedication to quality service and patron satisfaction 7FAST will continue to serve as an exemplary program.



APPENDIX I: INTERVIEW QUESTIONS

What compels you to use 7FAST?

What features do you like the most?

What features, if any, are the most important to you?

How do you use 7FAST?

What types of materials do you request and what do you use these materials for?

Do you use 7FAST as your primary research tool or is it one among many? What else do you use?

How well are you satisfied with the quality of the PDFs you request (if any)?

Are you satisfied with the speed of receipt of your requests?

What would be your ideal time frame for receiving materials from 7FAST?

If you request books from 7FAST how do you receive them?

What do you believe to be the added value of having requests delivered?

Would you be willing to pick them up from the library?

Do you also use Library to Library? If yes, how do you choose which service to use?

How could 7FAST be improved?

If 7FAST were improved would you be willing to use it more, why or why not?

Would you be willing to pay for this improvement? How much?



APPENDIX II: IRB FORM

Informed Consent Form

School of Information Course 623: Outcome-Based Evaluation
Group Project to Determine Outcomes

We would like you to participate in an interview as part of a University of Michigan School of Information graduate course on “Outcome Evaluation.” The data collected as part of this study will be used to help the University of Michigan 7FAST program better understand the specific outcomes that this program fosters. The interview questions will relate to your use of the program or services that University of Michigan 7FAST program provides.

Your participation is voluntary and you may choose not to answer any question or withdraw at any point.

To assure confidentiality as required by standard University of Michigan research guidelines, we will separate participant names from the data and assure that study findings will not identify individual participants.

In addition, this interview may be recorded to help the graduate student researcher remember what has been said for later analysis. If it is recorded, the interviewer will ask for permission to do this and have you sign an additional consent below. All tape recordings and notes from this study will be stored in a secure place until they are destroyed at the end of the semester.

For further information about this study, please contact:
Professor Joan C. Durrance durrance@umich.edu at the University of Michigan School of Information.
Telephone 734-763-1569.

The SI 623 graduate student team members include: Joseph Dresch, KT Lowe, and Sarah Raezler

Thank you!

(Please sign one copy of this form and keep one for your reference.)

1) I have read the information above and I consent to be interviewed as part of this study.

_____ **your signature**

_____ **date**

2) It is ok with me to tape this interview and I understand that you will destroy the tape at the end of the semester.

_____ **your signature**

_____ **date**



This appendix offers the codebook used for analysis of 7FAST faculty user interviews. It provides some indication of how coding was used to help the team identify user outputs and outcomes. The italicized quotes from client interviews offer an indication of what may be found within each sub-section

C: Contextual factors

This section covers issues of 7FAST use – the myriad ways in which researchers use the service, why it may not be used and what other tools are used in conjunction with 7FAST. A section for aspects interviewees considered positive is included here.

C-1: External Perceptions of 7FAST

This section covers how faculty think of 7FAST and where 7FAST fits among other research options.

C-1-1: Research uses of 7FAST

- How 7FAST helps with coursework preparation
“I think there’s certain courses where it’s really useful to have students read book chapters or articles that are in journals we don’t have electronically”
- How 7FAST helps with research
“I’ll be scanning something for a research project that I’m working on or a class, and I’ll ask 7FAST to get a piece of it.”
- How 7FAST allows instructors to review materials before purchasing them
“With 7FAST, things I wouldn’t actually necessarily need immediately but strike me as of interest while I’m researching I can pull up, have them delivered to my department and skim through.”

C-1-2: 7FAST in pantheon of research tools

- Other tools used
“Google books has made it so that I don’t, I use 7FAST less”
“That last chapter I wrote, all the references are either journal articles that I could get through JSTOR or Project Muse, or book chapters that I could get through 7FAST.”
- How often used
“I used it a ton over Christmas break and in August... I just 7FASTed two things this last week”
“probably once every month”

C-1-3: Positive aspects

- Direct delivery of materials
“I can quickly fill it out online and put in what I need and hit the return button and know that a couple of days, three, four, it’s going to show up in my inbox.”



- Ease of use
"... the loveliness of this interface as opposed to the one I was just at..."
"everyone is pretty well in the know about it and pretty comfortable with using it."
- Access to materials not on campus/not electronic
"We get a lot of journals now through the electronic access but much of the material I have to see is still in print only"

C-2: Internal Barriers to use

This section covers the primary complaints users have regarding 7FAST

C-2-1: Negative aspects

- No search
"I guess if there were another sort of downfall of the system that I guess Hathi Trust will eventually clear up is that it's not browseable, I mean, you have to know exactly what you want"
- No automatic form
"It's profoundly frustrating to look for things on MIRLYN and then have to go to 7FAST's web page and then manually enter everything. It just slows things down and it just seems so not very savvy"
- Access restrictions
"It just doesn't make sense to me why 7FAST doesn't come up when you do the MGetThis link because your option to actually 'get this' is only there if you're logged in and through particular levels of access"

B: Behavior

This covers resultant behavior as a consequence of using 7FAST. Improved personal opportunities are included under B-1-2.

B-1: Library use

- Increased use of library materials
"It definitely facilitates my research and I do access more materials"
- use of physical library
"Hatcher... is very unwelcoming for working, for studying there, there are no faculty studies, the stacks are creepy"
"I use JSTOR and I use electronic stuff, but do I actually go to the library anymore? No."
"I love it when I have to go there, I love the physical space in the library"

B-2: Personal/interpersonal behavior

- "gloating" to faculty in other universities
"Other universities, I guess some of them have these sorts of services, but I gloat to my colleagues, 'no no no, they just bring us books, I just e-mail'"
- Informing graduate students
"I do make it a point of telling my grad students about 7FAST... to take advantage of it, not to be shy."



- Using 7FAST while traveling
“For historians who are often away doing research, it’s really crucial; it basically made it possible for me to take that residency fellowship”

U: User concerns

This section covers statements made by users referring to quality, desired speed, how 7FAST affects users and how well 7FAST users know about 7FAST services. A small section is reserved for alternate research plans if 7FAST were terminated.

U-1: 7FAST subjective evaluations

- Speed of service
“I would say that you lose the intellectual thread, so when materials roll in after eight or nine days I’m usually already someplace else.”
“In an ideal world, instantaneous, like say I want it and it shows up, but I realize that’s not feasible, so if it’s three or four days it’s not a big problem.”
- Quality of scans
“I could ask the (instructor’s home) department to scan it for me, but I think 7FAST does a better job”
- How much faculty would pay
“I’m not going to pay for the service... given the amount of materials I use, it would actually be a real waste of resources”
“I think a few bucks, no more than two or three bucks would be reasonable... Again, it’s tempered by the fact that I use it once a month”
“Up to \$5.00.”
- Completeness of fulfilled requests
“I’m a little sure that sometimes not everything does actually roll in.”
- Knowledge of 7FAST services in their entirety (two were unaware that 7FAST delivered directly to faculty mailboxes)
“Oh my goodness, so, alright, I requested this in the ‘get-this’ fashion,... and you’re saying that through 7FAST I could say (my mailbox address)?”

U-2: If 7FAST were terminated

“When we didn’t have 7FAST in our department... we could use the library’s kind of pull service which would have things waiting for us at Hatcher. I would pull books but I wouldn’t always actually get over there in the time frame and so some of those books would disappear and go back to the shelves”

S: Suggested improvements

This section covers specifically mentioned improvements made by interviewees. The vast majority of improvements hover around two topics: the interface itself and the form used to make requests.

S-1: User suggestions



- Improved interface
“A one-click form so if I’m on MIRLYN and can move from record to record, and I could just call up things I want to have.”
- Pickup service
“I wish you guys would pick the books) up... they do not have a pickup service, it would be great if they did, I mean even if they just had a schedule, you know, once every week or two they would come to the department.”
- Faster time frame
“You’re involved in something, you go online, you gather up all your materials, you put in all your requests, and they sort of trickle in relatively slowly”
- List of requests and their progress
“One thing they might do is have the most recent requests on the main page, you know, where they have the request page... so you can see what’s been fulfilled.”
- Other
“Somebody at Ohio State is probably also needing (my request), and somebody at Berkeley is probably needing that...If there were some way to avoid double scanning, ever, not just at U-M but in the world that would be cool.”

E: Everything else

A catchall category referring to ILL services in relation to 7FAST, quotes that may be of use and miscellaneous but important pieces of information not available elsewhere.

- E-1: good quotes
“Oh (my complaints) are tiny compared to my love, so if there’s a scoring system they’re a one to ten score of two, compared to my love which is a ten”
“we’ll make t-shirts – ‘Don’t get rid of 7FAST””
- E-2: ILL
“From WorldCat you can just link to ILL”
- E-3: Other
“_____ is my home department, and I don’t think of it as particularly technologically advanced.”

