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EDITOR'S INTRODUCTION

This fourth volume of the PAARL Research Journal continues the tradition of producing and showcasing quality research papers authored by Filipino librarians based in the Philippines and overseas. All the articles were carefully selected from research based papers presented in PAARL's conferences for 2017, specifically, the National Summer Conference held in Naga City, Camarines Sur last April 2017, the International Conference and Benchmarking Tour of Libraries in Dubai, United Arab Emirates held in October 2017, and the 5th Marina G. Dayrit Lecture Series in December 2017.

It is important to note that the editorial team decided to change the numbering scheme of the journal by dropping the issue number since the journal comes out only once a year. Hence, starting with the 2017 issue, the PAARL Research Journal will use the volume number only (i.e. volume 4).

The following articles were presented in PAARL's Summer Conference in Naga City, Camarines Sur in April 2017:

1. *Modern Look at a Traditional Library: Asian Institute of Management - Knowledge Resource Center's Take on Transformation* by Dr. Fernan R. Dizon and Karen Angelica Agcaoili (Asian Institute of Management). Their paper highlights the transformation initiatives of their library and how they transformed their highly traditional library, by using feedbacks from their stakeholders and by using modern approaches, services, and technologies. They also pointed out the importance to staying true to the important, traditional, and time-tested mission of libraries. This paper also presents some recommendations that could help other libraries in their journey towards transformation.

2. *Tested!: From Assessment Tool Test to Session Revision of an Information Literacy Instruction Module* by Elizabeth B. Padilla and John Louie T. Zabala (De La Salle University). This paper focus on the review of an existing information literacy (IL) learning assessment tool for the IL instruction sessions of the De La Salle University (DLSU) Libraries. The research invoked validity (difficulty index, discrimination index and total-item statistics) and reliability (Cronbach's alpha) tests to determine the validity and reliability of the said assessment tool. This resulted to the development of an outcomes-based education (OBE) compliant, IL module and assessment tool.

The following papers, on the other hand, were presented during PAARL's International Conference and Benchmarking Tour of libraries in Dubai, United Arab Emirates in October 2017:

1. ***Professional Mobility and Institutional Cooperation in Kazakhstan: A Model for Dynamic Library Services in Asia*** by Dr. Reysa Alenzuela (Nazarbayev University). This study attempts to elucidate, through personal experience and empirical case, Nazarbayev University Library's programs and initiatives on cross-institutional collaboration and international partnership/linkages development. She also shared her ideas on how to develop and expand partnerships or collaborative projects/programs; how international librarians contribute to the development of international standards and adoption of global trends, and; on how professional mobility and institutional partnership enable libraries to adapt to international demands.

2. ***Philippine Library Consortia: Priorities and Perspectives*** by Ana Maria B. Fresnido (De La Salle University Libraries) and Jesus Raymond Mijares (De La Salle - College of St. Benilde, Learning Resource Center). This paper explores academic library consortia in the Philippines. It also considered the current state of consortia in the country in terms of their strategic initiatives, the services they offer, the challenges they face, the sources of their funding, staffing, and how the members communicate with each other. It likewise examined the developmental stage of the consortia based on Shachaf's five-stage lifecycle.

3. ***Facebook and Librarians: A Content Analysis of Facebook Pages of Professional Organizations in the Philippines*** by Janice D.C. Peñaflor (De La Salle University) and Philip Mark D. Daiz (Laguna Bel-Air Science High School). This study explores the use of Facebook among professional librarian organizations as a venue to connect, interact and communicate with their members. This paper also: 1) determines the level of activity of professional organizations as indicated by their pages' performance; 2) evaluates the type of information being shared in their Facebook pages; and, 3) measures the level of user engagement generated by their posts.

Peñaflor and Daiz's paper won PAARL's Best Research Award for 2017.

4. ***Text Messaging: Not Only for Reference Service*** by Evelyn P. Nabus (Colegio de San Juan de Letran- Calamba). This study aims to investigate the extent of use of the text messaging service of the Colegio de San Juan de Letran Calamba and determine how it has contributed to the mission of the library which is to provide efficient and effective library services and to promote/implement library programs/activities beneficial to the academic community. A survey questionnaire was administered to library users who availed of the service. The instrument covered items pertaining to the academic community awareness of the clients regarding the text messaging service, their level of satisfaction, ease of use of the service, and the extent to which they find the service helpful.

Nabus' paper was awarded 2nd best paper for 2017.

I would like to thank the member of the editorial team, Chito N. Angeles, PAARL Vice-President and Conference Chair and Ana Maria B. Fresnido, PAARL President, for the selection and proofreading of the articles and to all the members of the 2017 PAARL Board of Directors for their hard work and support.

Mabuhay ang PAARL!

Fernan R. Dizon

FACEBOOK AND LIBRARIANS: A CONTENT ANALYSIS OF FACEBOOK PAGES OF PROFESSIONAL ORGANIZATIONS IN THE PHILIPPINES

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ABSTRACT

This study explores the use of Facebook among professional librarian organizations as a venue to connect, interact and communicate with their members. Specifically, this paper aims to: (a) determine the level of activity of professional organizations as indicated by their pages' performance; (b) evaluate the type of information being shared in their Facebook pages; and, (c) measure the level of user engagement generated by their posts. This paper employs content analysis to examine the publicly available content on 12 Facebook pages of professional organizations selected for this research. This study was able to determine that: (a) professional librarian organizations utilize Facebook to connect with their member/fans and use the platform primarily to disseminate information; (b) content shared, posts are predominantly about events related to professional development like seminars, trainings and conferences; and (c) engagement rate as percentage of total fans is high over-all, but the average post engagement rate is quite low. The results of the study provide a basis for common and best practices on the use of Facebook for professional purposes. It offers valuable information on how professional associations can effectively leverage this social media tool for providing information and maintaining interaction with their member-librarians.

Keywords: Librarians, Facebook, Social media, Social interaction, Professional development, Philippines

INTRODUCTION

Facebook was developed to promote interaction and sharing (Vassilakaki & Garoufallou, 2015). As of June 2017, there are 2 billion people connecting and building communities on Facebook (Nowak & Spiller, 2017). Facebook is a social networking website that connects people with common interests. It enables its users to keep up to date with one another's activities. With its staggering number of users, it is not surprising that many businesses, artists, brands, public figures, and organizations utilize Facebook to create connections and build networks.

Since 2007, when Facebook pages was launched, libraries and librarians around the world have explored the potential of this social networking site to enhance user experience, to market and create awareness of library services. Secker (2008) conducted a case study on libraries and Facebook to investigate the value of Facebook as a professional networking tool for librarians. She recommended that librarians consider setting up a group or a page because "they can provide additional publicity for any professional group you are involved in and may prove to be useful in promoting library services in the future." Hendrix et al. (2009) noted that librarians are gradually but steadily creating their Facebook presence for professional reasons. At present, professional librarian organizations are increasingly tapping on this viable tool to connect with and disseminate information to their members and colleagues. The review conducted by Vassilakaki and Garoufallou (2015) revealed that to "promote communication" was the most common reason for creating such.

In the Philippines, many professional organizations are establishing their Facebook presence through pages or groups. The purpose of this paper is to explore the use of Facebook among these professional librarian associations as a venue to connect, interact and communicate with their members or "fans." This study offers an insight on the use and application of Facebook by organizations by evaluating their level of activity and the types of information being shared. Moreover, since Facebook is meant to create connections and interactions, the engagement rate of the pages and posts is also examined.

The results of the study will provide a basis for common and best practices on the use of Facebook for professional purposes. Likewise, it hopes to offer valuable information on how professional associations can effectively leverage the use of this social media tool in providing information and maintaining interaction with their member librarians.

METHODOLOGY

This study employed content analysis to determine the level of activity, type of content and user engagement of Facebook pages of the professional librarian associations. “Content analysis is a research technique used to make replicable and valid inferences by interpreting and coding textual material.” By systematically evaluating texts (e.g., documents, oral communication, and graphics), qualitative data can be converted into quantitative data (<https://www.terry.uga.edu>, 2012).

The initial list of librarian organizations in the Philippines was retrieved from the wikipage of Philippine Association of Academic/Research Librarians (PAARL), Inc. (<https://paarl.wikispaces.com/Organizations>). The list contained 85 different organizations. These organizations were searched in Facebook to check if they have an existing account.

This study is limited to those organizations with active Facebook pages (that is, those that have posted within the last two months) and those whose members are professional librarians. Hence, organizations which opted to use Facebook groups or used personal profile were excluded. 12 active Facebook pages were selected for analysis having met the criteria mentioned above. The number of “likes” was gathered on June 16, 2017 and the posts analyzed were those from January 2016 to May 2017. The publicly available posts were manually exported in Excel for analysis. The posts were classified using the categories shown in Table 1. The number of reactions, comments and shares were tallied and analyzed using sums, averages and percentages.

In the absence of Insight data which is only visible to Facebook owners and administrators, the following formula prescribed from <https://simplymeasured.com/> and <http://www.mycleveragency.com> were used.

1) Engagement as a % of Total Fans


$$\text{Engagement Rate} = \frac{\text{Total Post Engagement (Likes + Comments + Shares)}}{\text{Total Page Likes}}$$

Source: <https://simplymeasured.com/>

2) Average Post Engagement Rate


$$\text{Average Post Engagement Rate} = \frac{\text{Likes + Comments + Shares on a given day}}{\frac{\text{\# of wall posts made by page on a given day}}{\text{Total Fans on a given day}}} \times 100$$

Source: <http://www.mycleveragency.com>

Table 1. *Classification of Facebook Posts*

Content Type	Scope
1. About the organization	Information, updates and announcements about the organization/association, the officers, members including election, monthly meetings, general assembly calendar of activities and other general FB page updates.
2. Contests, Awards & Recognitions	Awards and awardees, recognition, grants, scholarship
3. Information Literacy	Information, news and updates related to promotion of information literacy.
4. Library news, trends & advocacies	News or update about the libraries in general and the latest library trends
5. Library related celebrations	Updates and activities related to library related celebrations such as National Book Week, LIS Month, IL month, etc.
6. Library tours and visits	Benchmarking activities, library tours and visits.
7. Non-library related news and events	Local, national or international holidays and events.
8. Outreach activities	Community engagement and outreach activities.
9. Recruitment	Announcements of job vacancies.
10. Research and Publications	Announcements, news or updates about or related to research and publications (e.g. call for papers, research surveys, articles published)
11. Seminars, Trainings & Conferences	Information, updates and announcements about or related to seminars, conferences, trainings, workshops, forums, lectures and other related programs/activities related to professional development. (GA)
12. Standards of Professional Practice	Law, rules, guidelines and standards relating to LIS practice

FINDINGS

Based on the Facebook search conducted, a total of 35 organizations were found to have existing Facebook accounts. However, only 16 created fan pages while the rest either created a Facebook group or a personal profile. From the 16 Facebook pages, only 12 measured up to the criteria set for the study. The four pages were excluded because the target audience or members were either Library Information Science students or archivists (not professional librarians). One of the four pages is also inactive, i.e., there were no posts for the last 2 months.

Table 2. *Professional Librarian Organization with active Facebook Pages*

Name of Organization	Facebook Page	Number of Likes
Association of Special Libraries of the Philippines (ASLP)	https://www.facebook.com/aslp1954/	3,587
Cebu Librarians Association, Inc. (CLAI)	https://www.facebook.com/CLAI-Cebu-Librarians-Asso-Inc-Official-345369018043/	445
Muntinlupa, Paranaque and Las Pinas (MUNPARLAS) Library Association	https://www.facebook.com/Munparlas-Library-Association-242597017419/	414
Nueva Ecija Librarian's Association Inc. (NELAI)	https://www.facebook.com/NuevaEcijaLibrarians/?hc_ref=SEARCH&fref=nf	554
Philippine Association of Academic/Research Librarians (PAARL), Inc.)	https://www.facebook.com/PhilippineAssnofAcademicandResearchLibrarians/	2,318
Philippine Association of School Librarians, Inc. (PASLI)	https://www.facebook.com/paslinc/ https://www.facebook.com/paslinc/	1,856
Philippine Association of Teachers of Library and Information Science (PATLS)	https://www.facebook.com/patlsofficial/?hc_ref=SEARCH	1,768
Philippine Librarians Association Inc. (PLAI)	https://www.facebook.com/philippinelibrarians/	3,914
Philippine Librarians Association Inc. - National Capital Region Librarians Council (PLAI-NCRLC)	https://www.facebook.com/PLAI-National-Capital-Region-Librarians-Council-139514412779410/	1,304
Philippine Librarians Association Inc. --Eastern Visayas Region Librarians Council (PLAI-EVRLC)	https://www.facebook.com/plai.evrlc/	399
UP Library Science Alumni Association (UPLSAA), Inc.	https://www.facebook.com/UPLSAA/?hc_ref=SEARCH	1,244
Philippine Normal University Library and Information Science Alumni Association (PNULISAA), Inc.	https://www.facebook.com/Official.PNU-LISAA/	442

Level of activity (page performance).

Number of likes. All the organizations gathered a total of 18,245 combined likes. The Philippine Librarians Association (PLAI) (formerly known as the Philippine Library Association) has the most number of likes (3,914). PLAI is the only nationally accredited professional organization of librarians in the Philippines to date. It also serves as the umbrella organization for all library groups in the country (<http://plai.org.ph>, 2017). This explains why it has the most number of followers and members. The Association of Special Libraries of the Philippines (ASLP), however, is not too far behind garnering 3,587 likes followed by the Philippine Association of Academic/Research Librarians (PAARL), Inc., with 2,318 likes.

The organizations with the least number of likes were Muntinlupa, Paranaque and Las Pinas (MUNPARLAS) Library Association, Philippine Librarians Association Inc., Eastern Visayas Region Librarians Council (PLAI-EVRLC), and Philippine Normal University Library and Information Science Alumni Association (PNULISAA), Inc. Said organizations are expected to have relatively fewer members mainly because their scope (geographically) are smaller compared to the others.

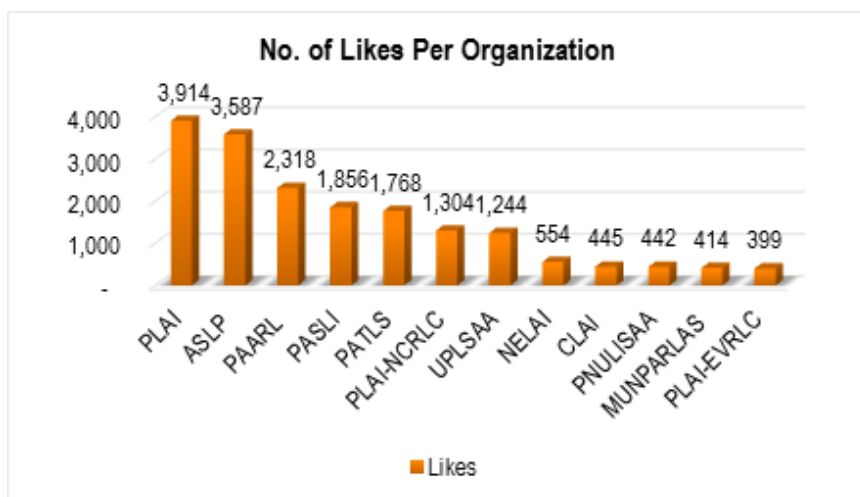


Figure 1. No. of Likes/Fans per Professional Organization

Frequency of posts. Overall, a total of 1,108 posts were generated for the 17-month period, that is, from January 2016 to May 2017. The ASLP has the most number of posts (311) which comprised 28% of the total posts followed by PLAI with 271 posts equivalent to 24% of the total posts. The third highest, UPLSAA, contributed to 13% of the overall posts. The MUNPARLAS Library Association and PLAI-EVRLC had the least number of posts.

It appeared that ASLP, PLAI, and UPLSAA were the most active, in terms of updating their pages, as they do it regularly. CLAI, PLAI-NCRLC and PASLI were also updating their pages at least once a week, on the average. The other organizations like MUNPARLAS, PATLS and PLAI-EVRLC, on the other hand, were rarely posting updates (refer to Table 3).

Page growth. To assess if the pages under study are continually growing, the LikeAlyzer, (<http://likealyzer.com/>) tool was used. This is a free a Facebook analytics tool that measures and analyzes the potential and effectiveness of Facebook pages, thus helps determine the growth of the page and examines the number of people liking the page and are interacting with it.

Table 3: *Frequency of Posts*

Name of Organization	No. of Posts	%	Ave. Monthly Posts
ASLP	311	28%	18
CLAI	63	6%	4
MUNPARLAS	5	0%	0
NELAI	57	5%	3
PAARL	58	5%	3
PASLI	62	6%	4
PATLS	19	2%	1
PLAI	271	24%	16
PLAI-EVRLC	9	1%	1
PLAI-NCRLC	71	6%	4
PNULISAA	42	4%	2
UPLSAA	140	13%	8
Total / Ave.	1,108	100%	5

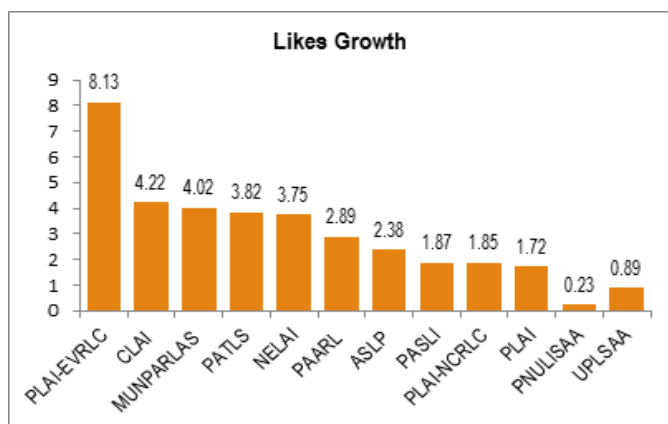


Figure 2. Facebook Page Growth per Organization

According to Boostlikes (2017), a page is likely to grow .64% per week, on the average. Figure 2 shows that the growth rate of each page is higher than the average (except for PNULISAA with only .23% likes growth). This implies that 92% of the pages are growing at a very good rate.

Types of content shared. Through Facebook, organizations and members can stay connected. Likewise, it offers a means to provide updates swiftly and easily. Its primary goal is to disseminate information about services, developments and events. The posts extracted for this study can be classified into the following themes:

1. About the organization
2. Contests, Awards & Recognitions
3. Information Literacy
4. Library news, trends & advocacies
5. Library related celebrations
6. Library tours and visits
7. Non-library related news and events
8. Outreach activities
9. Recruitment
10. Research and Publications
11. Seminars, Trainings & Conferences
12. Standards of Professional Practice

The results of the study revealed that a large majority of the posts (55%) were information about/or related to *seminars, trainings and conferences*. Lectures, fora,

workshops, including posts about the speakers, venue, registration details, and related updates fall into this category. Facebook appears to be the best and main venue to announce these types of events, making promotion faster, easier, and extensive.

About the organization follows, comprising 15.43% of the total posts analyzed. Posts such as members' or officers' profiles, monthly meetings, general assemblies, planning workshops and calendar of activities belong to this cluster.

While there were apparently minimal posts on other categories, there is a wide variety of content being put out by the organizations. And while the posts were predominantly library related, there were also posts that were non-library related which were mostly of general interest.

Engagement rate. Engagement rate is a valuable metric to measure how well the fans interact with the page's content. This is useful for determining the quality of the content posted. Knowing how many of your audience actually engage with content posted can be an indication of the quality of the audience as the number of fans grow over time.

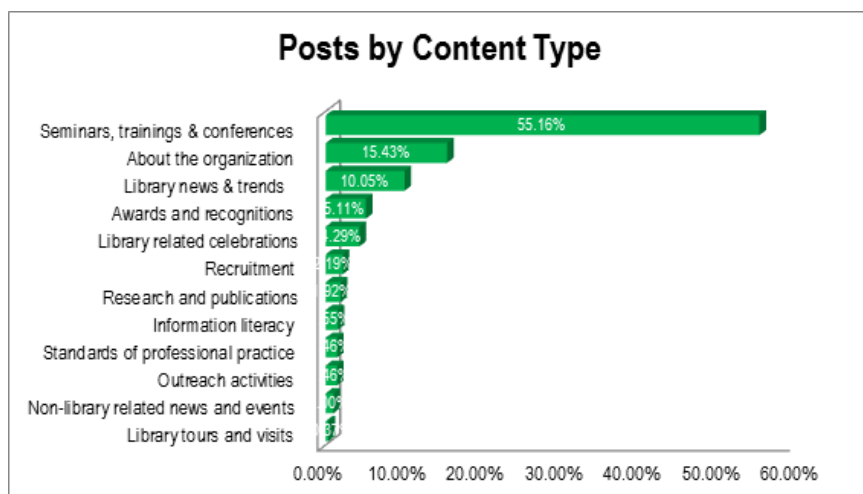


Figure 3. Breakdown of Posts by Content Type

According to Smitha (2013), engagement rate is the total engagement (likes, comment, and shares) divided by the number of fans, then multiplied by 100. It is the number of people who have interacted with your content. The average post engagement rate, on the other hand, was calculated using the formula suggested by MyClever (<http://www.mycleragency.com>). This was done by dividing the total

engagement by the number of posts, then divided it again by the total number of fans and multiplied by 100.

Engagement as a percentage of total fans. Table 4 shows that overall engagement rate is quite high. UPLSAA posted the highest engagement rate garnering 249%, which is closely followed by PLAI (195%). ASLP, CLAI & PASLI have very good engagements as well. Conversely, PLAI EVRLC and MUNPARLAS registered the lowest number of engagement rate. Note that when it comes to engagement rate, Pages with the most number of fans and posts do not necessarily obtain the highest score.

Table 4: Engagement Rate per Organization

Name of Organization	Average Post Engagement Rate
UPLSAA	249%
PLAI	195%
ASLP	94%
PASLI	91%
CLAI	71%
PNULISAA	58%
NELAI	44%
PLAI-NCRLC	31%
PAARL	30%
PATLS	21%
PLAI-EVRLC	6%
MUNPARLAS	5%

Average post engagement rate. Using the second formula, where the number of posts is factored in the equation, the engagement rate per organization changed immensely. While the UPLSAA still gained the highest engagement rate; PASLI (1.47%) now comes second followed by PNULISAA (1.37%). Using the first formula, ASLP placed third in engagement rate but in the second formula, it received the lowest engagement rate.

Engagement rate per content type. *Seminars, trainings and conferences* garnered the highest engagement rate. In general, professional organizations offer trainings, seminars or lectures once or twice a year. This category also has the most number of posts. This means that the fans or members interact actively with this type of posts. *Library news and trends* (10.01%) and Awards and Recognition (9.53%) also showed a good engagement rate.

Table 5: *Average Engagement Rate*

Name of Organization	Average Post Engagement Rate
UPLSAA	1.78%
PASLI	1.47%
PNULISAA	1.37%
CLAI	1.13%
PATLS	1.10%
MUNPARLAS	0.92%
NELAI	0.77%
PLAI	0.72%
PLAI-EVRLC	0.64%
PAARL	0.52%
PLAI-NCRLC	0.44%
ASLP	0.30%

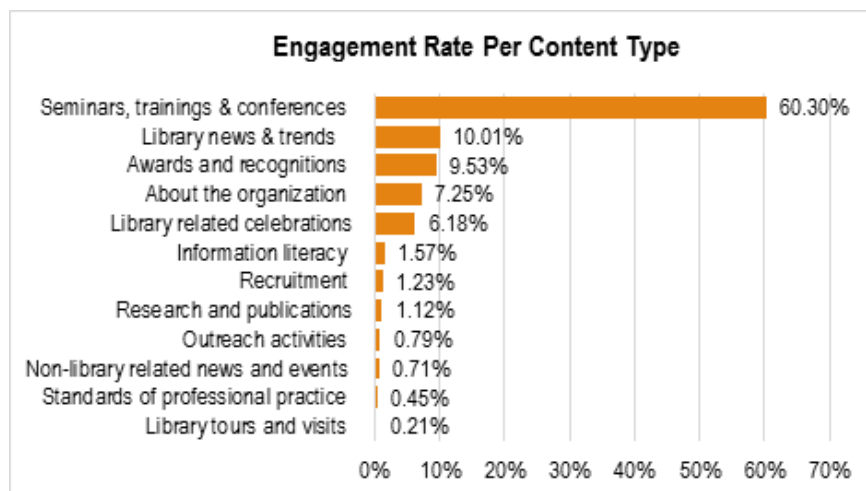


Figure 4. Engagement rate per content type

CONCLUSIONS AND RECOMMENDATIONS

Professional librarian organizations utilize Facebook to connect with their member/fans and use the platform primarily to disseminate information. Some organizations are more actively updating their pages than others, but majority appeared to strive to post updates on a regular basis. In terms of the type of content shared, posts are predominantly about events related to professional development like seminars, trainings and conferences. Facebook provides an ideal platform to promote such type of events. Engagement rate as percentage of total fans is high overall. The average post engagement rate however, leaves something to think about as the rate is quite low. In terms of engagement rate per content type, *seminars, trainings and conferences* still has the highest.

This study showed that Facebook offers a viable platform for professional organizations to share information to its members. However, further investigation will need to be conducted to measure its actual impact to the members and to the organization itself. There is still a need to explore the perspectives and thoughts of the librarians on the use of social networking sites like Facebook, in relation to its relative benefits.

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TEXT MESSAGING: NOT ONLY FOR REFERENCE SERVICE

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ABSTRACT

This study aims to investigate the extent of use of the text messaging service of the Colegio de San Juan de Letran Calamba and determine how it has contributed to the mission of the library which is to provide efficient and effective library services and to promote/implement library programs/activities beneficial to the academic community. Likewise, it tried to find out the satisfaction rate of the clients regarding the said service. A six-item survey questionnaire was administered to library users who availed of the service in the 2nd semester of academic year 2016-2017. Questions covered items pertaining to the awareness of the clients regarding the text messaging service, their level of satisfaction, ease of use of the service, and the extent to which they find the service helpful. Results revealed that the service is gaining popularity and that users were satisfied with the service. However, it has not reached its full potential as renewals make up majority of the transactions. In addition, text messaging was mostly done between 1:00 to 4:00 in the afternoon. Barriers in the implementation of the service (such as delay/undelivered text messages due to network congestion or interconnectivity, switching/changing of mobile phone numbers of users, staffing, and budget) contribute to a certain extent, to the dissatisfaction of users of the service. It is recommended that other e-communication technology be considered in getting in touch with the library users and the possibility of the inclusion of students in reminding due dates. Further analysis of the transaction logsheet and the transcripts of text messages are endorsed to elicit information that would help further improve the service. Furthermore, a comparison between face-to-face and over the counter transaction is recommended to determine the difference between the two methods and to find out which one appeals more to the users.

Keywords: text messaging, user satisfaction, virtual reference service

INTRODUCTION

With the advent of technology, the use of SMS (short message service) or text messaging to communicate has become prevalent, benefitting people of all ages, nationalities, and socioeconomic status. A study conducted by Farkas (2007) showed that 89% of college students own mobile phones, and that two thirds of them use it for text messaging. Text messaging has proven to be one of the most frequently used features of mobile phones (Bielskas & Dryer, 2012). As such, libraries nowadays have taken advantage of the use of text messaging to reshape and expand their library services, particularly, reference services (Giddens, 2013).

Text messaging in libraries has become an additional means of providing reference service other than the traditional face-to-face and over the phone methods and the equally technology enabled email and chat reference service. It has provided an efficient channel for the librarians to teach, help, and interact with users who, at some point, are afraid or too shy to ask questions/reference queries (Brooks & Zuberav, 2012). While SMS is not expected to replace face-to-face reference transactions, its potential to be the preferred mode in providing quick answers is great (Farkas, 2007). Other services that may be provided through SMS include news and event reminder service, due date/overdue reminder (Chun, et al., 2011) and renewal-request service, new title notification service, multimedia borrowing notification service, request arrival notification service and overdue notification service.

While SMS/text messaging reference service can be easily implemented and has the potential to reach large user base, libraries face barriers in offering this service such as budget, staffing, usability (Luo, 2011), congestion, interconnectivity, delay/undelivered text messages, high cost of telecommunications, switching/changing of mobile phone numbers of users, and complains from library users (Iwhiwhu, et al., 2010).

Despite the expected challenges, Colegio de San Juan de Letran Calamba Library Services Department embarked on text messaging services in academic year 2014-2015. The service was implemented through the initiative of the library personnel with the earnest desire to timely inform faculty members of the due date of the materials they borrowed so they do not incur overdue fines. Initially, personal mobile phones of library personnel were used for the service. However, during the conduct of the Library Internal Quality Audit on August 12, 2015, the auditor raised the issue of using personal cell phone numbers and recommended that the library use an official number for the text messaging service instead. On September 2015, the library acquired a dedicated mobile phone and SIM card for

this purpose. A Php300.00 pre-paid card is allotted monthly for the said service. To save on cost, the library took advantage of the UnliAll Net text promo. Since then, text messaging service expanded to also respond to reference queries, requests for renewal, and reservation of materials to all types of users and not just to faculty members. However, sending of reminders to users regarding due dates of borrowed items remains to be limited to faculty members.

OBJECTIVES

This study was conducted to: (a) investigate on the extent of use of the text messaging service; (b) find out the satisfaction rate of the clients; and (c) determine the extent to which the text messaging service has contributed to the mission of the library which is to provide efficient and effective library services and to promote and implement library programs/activities which are beneficial to the academic community. Results of the study will help determine how the service can be improved and expanded.

METHODOLOGY

The questionnaire was devised by the researcher and was checked and validated with the help of the Knowledge Management Office. It is composed of 6 questions covering items about the awareness of the clients regarding the text messaging service, their level of satisfaction, ease of use of the service, and the extent to which they find the service helpful.

The researcher analyzed the types of transactions recorded on the library transaction log sheet for 2nd semester, academic 2016-2017. The log sheet recorded the following data: date and time when the transaction was performed, name of library user; type of library user (i.e., faculty member, student or employee), mobile number, transaction type (e.g. due date notification, renewal, reservation, or reference inquiries), medium of transaction (e.g. SMS, Outlook Messenger, phone calls, or walk-in), book title (if applicable), name of staff providing the service, and remarks (if applicable).

The respondents were limited to library users who availed of the text messaging service in the 2nd semester of academic 2016-2017 and are still enrolled or employed this academic year, 2017-2018. The study used convenient non-random sampling to identify the respondents. The results were analyzed using descriptive statistics such as frequency and percentage.

A total of 88 library users who availed of the service last 2nd semester AY 2016-2017 responded to the survey, where 79% (70) were undergraduate students, 7% (6) were graduate students, and 14% (12) were faculty members.

RESULTS AND DISCUSSIONS

Extent of use of Text Messaging service. Data from the Library's transaction logsheet revealed that renewal of library materials is the most utilized type of transaction being availed by users through the text messaging service. Most of those who availed of the said service were students. Sending out of reminders also showed to be the next most popular transaction being utilized. This is similar to the findings of Chun, et al. (2011), which indicated that due-day reminder and renewal request service were the most common transactions availed of by patrons. This is most likely because respondents are aware that fines will be imposed to them should they incur overdue or they will be deprived of their borrowing privilege. On the contrary, the text messaging service is rarely used for reservation of materials and reference inquiries.

Examining the data also showed that transactions were mostly carried out between 1:00 to 4:00 in the afternoon.

Table 1: *Extent of Use of Text Messaging*

Type of user	Type of Transactions			
	Due date notification	Renewal of materials	Reservation of materials	Reference queries
Student	0	747	10	3
Faculty Members	283	113	1	2

Clients' Satisfaction on the Text Messaging Service.

Service Hours. The text messaging service is made available at the same hours the Library operates, which is from 7:00 a.m. to 6:00 p.m., Monday to Saturday. Most of the respondents were either extremely satisfied or very satisfied with the service hours of the text messaging service. However, as some of the text messages were received late or were never received at all due to signal issues, which were beyond the control of the Library, there were a minimal number of clients who were dissatisfied (see Table 2).

Table 2: *Satisfaction on the Service Hours*

Client Type	Not at all Satisfied	Moderately Satisfied	Very Satisfied	Extremely Satisfied	Grand Total
Undergraduate Student (n=70)	1.14%	9.09%	32.95%	36.36%	79.55%
Graduate Student (n=6)	0.00%	0.00%	1.14%	5.69%	6.82%
Faculty Member (n=12)	0.00%	1.14%	4.55%	7.95%	13.64%
Grand Total (n=88)	1.14%	10.23%	38.64%	50.00%	100.00%

Assistance Provided. Users who availed of text messaging service reported high degree of satisfaction and appreciate the convenience, ease of use and speediness of the service (Luo, 2014). This is also true as far as Letran's library users are concerned as expressed by 93.19% of the clients who availed of the service.

On the other hand, there were respondents who expressed dissatisfaction with the service, most likely because there were circumstances in the past when replying took time especially during the holding of institutional events when library personnel were required to attend or if there is no available pre-paid card.

Table 3: *Respondents Satisfaction on the Assistance Received via Text Messaging*

Client Type	Not at all Satisfied	Moderately Satisfied	Very Satisfied	Extremely Satisfied	Grand Total
College Student (n=70)	1.14%	4.55%	37.50%	36.36%	79.55%
Graduate Student (n=6)	0.00%	0.00%	1.14%	5.68%	6.82%
Faculty Member (n=12)	0.00%	1.14%	3.41%	9.09%	13.64%
Grand Total (n=88)	1.14%	5.68%	42.05%	51.14%	100.00%

Clients' Awareness on the Library Text Messaging Services. As shown in Table 4, most of the clients came to know about the service from the librarians. This is similar to the findings of Chun, et al. (2011), that majority of the respondents learned about the library SMS service through the librarian in the circulation desk and those providing library instruction classes.

Letran librarians also promoted the text messaging services during the library orientation thus it turned out to be the most popular among undergraduate students. This indicates that librarians play a major role in promoting library services.

The use of promotional materials has also contributed significantly in marketing the service. Friends/classmates who may have already used the service were also instrumental in disseminating the information regarding the service (refer to Table 4).

Table 4: *Source of Information About the Library's Text Messaging Services*

Client Type	Source of Information			
	Friends	Librarian	Professor	Promotional Materials
Undergraduate Student (n=70)	37	55	7	37
Graduate Student (n=6)	0	5	0	2
Faculty Member (n=12)	0	10	3	4
Grand Total (n=88)	37	70	10	43
Percentage	42.00	79.54	11.36	48.86

Helpfulness of the Text Messaging Service. Students regard mobile phones as very useful tool for communicating (Lauricella & Kay, 2013). As such, respondents rated the text messaging as very helpful considering that they can renew borrowed materials through text even when they are off campus (see Table 5).

Table 5: *Level of Helpfulness of the Text Messaging Service*

Client Type	Not Helpful	Helpful	Very Helpful	Grand Total
Undergraduate Student (n=70)	0.00%	23.86%	55.68%	79.55%
Graduate Student (n=6)	0.00%	0.00%	6.82%	6.82%
Faculty Member (n=12)	0.00%	1.14%	12.50%	13.64%
Grand Total (n=88)	0.00%	25.00%	75.00%	100.00%

Ease of Use of the Text Messaging Service. Text messaging has proven to be one of the most frequently used features of mobile phones (Bielskas & Dryer, 2012), being one of the most convenient ways to communicate with customers today (Asher, 2017). In addition to ease of use, it is also very efficient (Lauricella & Kay, 2013). It is no surprise therefore, that 59.09% of the respondents agreed that the text messaging service is very easy to use.

Table 6: *Ease of Use of the Text messaging Service*

Status/Age	Very Difficult	Difficult	Easy	Very Easy	Grand Total
College Student (n=70)	0.00%	0.00%	36.36%	43.18%	79.55%
Graduate Student (n=6)	0.00%	0.00%	1.14%	5.68%	6.82%
Faculty Member (n=12)	0.00%	0.00%	3.41%	10.23%	13.64%
Grand Total (n=88)	0.00%	0.00%	40.91%	59.09%	100.00%

Preferred Means of Communication. Text messaging provides a faster means of providing answers to queries sent by the clients compared to email, and is also the most popular means of communication among students (Harley, et al., 2007). Furthermore, text messaging is more advantageous to use than email because the latter requires access to computers, while the former is easily and readily available to be checked by users, all the time (Naismith, 2007). However, in a study conducted by Chow and Croxton (2012), email turned out to be the most preferred form of virtual reference services among other forms (e.g. chat, text, telephone, videoconferencing). The case of Letran's Library agrees with the studies conducted by Harley, et al (2007) and Naismith (2007), but contradicts with the findings of Chow and Croxton (2012) as it turned out that 95.45% of the respondents preferred text messaging among other means of communication (refer to Table 7).

Table 7: *Respondents' Preferred Means of Communication*

Client Type	Email	Text	Phone	Outlook Messenger (Intra)
Undergraduate Student (n=70)	18	66	23	1
Graduate Student (n=6)	0	6	1	0
Faculty Member (n=12)	0	12	9	7
Grand Total (n=88)	18	84	33	8
Percentage	20.45	98.45	37.5	9.09

CONCLUSIONS AND RECOMMENDATIONS

Although the service is evidently gaining popularity, it still has not reached its full potential. The fact that it is being used mainly to renew library materials may mean that the borrowing period allotted to users is not sufficient hence the need to constantly request for renewal through SMS being the most easy, cheap and convenient way of doing so.

Users who availed of text messaging service reported a high degree of satisfaction, however barriers in the implementation of the service such as delay/undelivered text messages due to network congestion or interconnectivity, switching/changing of mobile phone numbers of users, staffing, and budget contribute to a certain extent, to the dissatisfaction of users of the service.

While the service is partly successful, efforts should be made to promote other transactions available through SMS like responding to reference queries and accommodating requests for reservation of materials to all types of users and not just to faculty members.

Though the library personnel proved to be the best marketing tool in promoting library programs/services, the use of innovative marketing tools should be explored.

The library may explore the possibility of using other technologies in getting in touch with the library users. A more thorough analysis of the data in the transaction log sheet and transcript of text messaging is also recommended to elicit information that would help further improve the service. A comparison between face-to-face or over the counter transactions may likewise be done to determine the difference between the two methods and find out which one appeals more to the users.

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PHILIPPINE LIBRARY CONSORTIA: PRIORITIES AND PERSPECTIVES

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ABSTRACT

This paper explores library consortia in the Philippines, particularly focusing on academic libraries. It considered the current state of consortia in the country in terms of their strategic initiatives, the services they offer, the challenges they face, the sources of their funding, staffing, and how the members communicate with each other. It likewise examined the developmental stage of the consortia based on Shachaf's five-stage lifecycle. Results revealed that the primary reason why libraries come together remains to be resource sharing and as such, it (including inter-library loan (ILL) and document delivery service (DDS)) continues to be the most predominant service being offered by all and regarded as the most valuable aspect of cooperation. Majority of library consortia in the Philippines have reached the maturation stage and a few of them are now in the meta-consortium creation stage. Sources of funding were limited to only three-- the parent organization, income-generating activities, and membership fees. The major challenge that they currently face is funding.

Keywords: Library consortia, Philippine libraries

INTRODUCTION

Libraries in many parts of the world, especially in developing countries, are usually short of funds (Comfort Alazani, 2012) making it difficult for them to provide adequate information sources to their clients. However, even well-funded libraries face the challenge of providing a collection that is comprehensive enough to respond to the needs of their clients. Resource sharing, however, has provided libraries with the most efficient and cost-effective means of addressing this issue.

The idea of sharing resources and collaboration among libraries is not a new thing, having been in existence for more than a century already (Chadwell, 2011). In the United States, the strong sense of cooperation has been observed as early as the 1880s and continued up to the present (Bostick, 2001). In Botswana, the interest on library cooperation dates back to the 1930s, kicking off with the setting up of nine regional library systems, meant to facilitate inter-library lending and shared catalogs (Molefe, 2003). Library consortia emerged in China in the 1980s and gained popularity in the 2000s (Xu, 2010). It was in 1991, when library consortia were established in Hungary, after the political transformation in 1989 (Csajbók, Szluka, & Vasas, 2012). In the Philippines, the idea of library cooperation was first introduced in the early 1930's (Ladlad, 2003). However, it only blossomed in the early 1970s with the establishment of three major academic library consortia, namely, Academic Libraries Book Acquisition Services Association (ALBASA) in 1973, the Inter-Institutional Consortium (IIC) (now South Manila Educational Consortium or SMEC) in 1974, and the Mendiola Consortium (MC) in 1975 (Fresnido & Yap, 2014).

There had been few works in the past discussing on Philippine library consortia. Verzosa (2004) provided an overview of library cooperation in the Philippines focusing on the member libraries' similarities and differences, their contributions to the advancement of libraries, and on how they are coping with the challenges brought about by technology. Jaafar (2013), on the other hand, proposed a law library consortium model by analyzing different factors such as current status, practices, services, resources and the attitude of librarians/administrators towards resource sharing. Fresnido and Yap (2013) did a comparative study of the different library consortia in the Philippines, particularly in terms of their aims/objectives and how these reflect the activities they carry out. Another study by the same authors (i.e. Fresnido & Yap, 2014), tried to find out the experiences and status of selected academic library consortia in the Philippines, in terms of their objectives, how their activities are fulfilling the objectives they have set for themselves, the benefits that the members derive from joining the consortia, the problems they face and the factors that contribute to the success/failure of their consortia.

Despite the apparent interest and quite long history of establishing library consortia in the Philippines, there seems to be a dearth of literature on Philippine library consortia. This study is a modest contribution to the existing literature and focuses on the state of library consortia in the Philippines. It aimed to find out how library consortia in the country are progressing and what can be done to ensure their sustainability/success. It also hoped to expose best practices to serve as model and to inspire one another.

INSTRUMENT

The 15-item online questionnaire was adapted from the surveys conducted by OCLC (2013) entitled *U.S. Library Consortia: a Snapshot of Priorities & Perspectives* and by Horton (2013) titled *Library Consortia Overview*. It focused on the demographic make-up of the surveyed consortia, their mission, the services they offer, the challenges they face, the sources of their funding and how the members communicate with each other. The survey was administered from July 18 to August 1, 2017.

RESPONDENTS

The instrument was sent to thirty librarians who were identified to be either currently serving as chair of a library consortium or is a founding member. As there may have been new library consortia established in other regions, librarian leaders in these regions were also requested to accomplish the instrument, when applicable. The instrument was purposely sent to selected librarians only to eliminate the possibility of getting multiple and/or contradicting answers from several members of one consortium.

Of the 30 librarian leaders who were sent the questionnaire, only 40% (or 12) responded, all of whom were representing academic library consortia. The following consortia were included in this study:

- Academic Libraries Book Acquisition Systems Association, Inc. (ALBASA)
- Aurora Boulevard Consortium Libraries, Inc. (ABC)
- Catholic Educational Association of the Philippines National Capital Region Library Committee (CEAP NCR Lib Comm)
- CICM Library Group
- Consortium of Benedictine Colleges of Metro Manila (CBCMM)
- Consortium of Engineering Libraries (CELPh)
- De La Salle Philippines Library Commission (DLSP Library Commission)
- Inter-University Consortium (IUC)

- Mendiola Consortium (MC)
- Network of CALABARZON Educational Institution (NOCEI Library Committee)
- Quezon City Library Consortium (QCLC)
- South Manila Educational Consortium (SMEC)

RESULTS

Years of Existence. Half of the surveyed consortia proved to be fairly new, having been formed only in the last ten years while the other half are already established having been in existence for at least 11 years up to more than 41 years at the most (see Table 1).

Membership. The number of members of the surveyed consortia varied between 5 (or less) to 41 (or more) (see Table 2). It was observed that those with more number of members also turned out to have endured the most number of years of existence, implying that the size of the consortium does affect its sustainability.

Table 1. *Years of Existence*

No. of Years in Existence	No. of Responses	Percentage
1 to 5 years	3	25.00
6 to 10 years	3	25.00
11 to 15 years	1	8.33
16 to 20 years	1	8.33
41 years or more	4	33.33
Total	12	100.00

Table 2. *Number of Members of Surveyed Consortia*

No. of Members	No. of Responses	Percentage
5 members or less	1	8.33
6 to 10 members	2	16.67
11 to 15 members	3	25.00
16 to 20 members	1	8.33
26 to 30 members	1	8.33
41 members or more	4	33.33
Total	12	100.00

Staffing. Five (41.67%) out of the twelve library consortia do not have a staff to take care of their day to day activities/business. On the contrary, 4 (33.33%) employ at least 5 (or more) staff which are mostly (80%) hired on a full-time basis. It is important to note that library consortia which are considered matured (in terms of years or existence) and at the same time big (based on the number of members) also have the most number of full time staff. The rest of the surveyed consortia rely on volunteers to manage their operations. These volunteers usually come from member libraries and were either appointed or elected to serve as the secretariat. Tables 3 and 4 provide the breakdown in terms of staff number and employment status.

Core Mission/Services Offered. Joining library consortia offers benefits to members, which include among others, leveraging on the power of the group on licensing agreements and purchasing plans, cooperative acquisition and collection development, sharing library materials through interlibrary loan or courier services, shared catalogs, advocacy, expanded access to content not held by a member library (Chadwell, 2011), addressing common needs (Potter, 1997), and developing librarians' expertise.

Table 3. *Number of Staff of Surveyed Consortia*

Number of Staff	No. of Responses	Percentage
None	5	41.67
1 to 2 staff	1	8.33
3 to 4 staff	2	16.67
5 or more staff	4	33.33
Total	12	100.00

Table 4. *Employment Status of Staff of Surveyed Consortia*

Number of Staff	No. of Responses	Percentage
Full-time	5	41.67
Volunteer	3	25.00
No response	4	33.33
Total	12	100.00

Library consortia in the Philippines are no different with their foreign counterparts. Based on the results of the survey, there were various reasons why Philippine libraries form a consortium (see Table 5). The primary reason, however, remains to be resource sharing most likely because inter-library agreements help create better services, offer shared convenience among participating libraries, provides reduced costs of library resources, thus help resolve budget cuts.

The study also revealed that even the one consortium which did not originally identify resource sharing as one of its core mission, ended up offering said service to its member libraries (see Table 5 and 6). In a developing country like the Philippines, most libraries are short of fund and do not have adequate space to maintain a sizable amount of collection. Sharing of resources between libraries, especially those neighboring each other, therefore, is crucial in ensuring that stakeholders are provided access to a wide range of information to foster knowledge creation and advance the quality of education.

Based on the responses, the different library consortia also recognized that efficiency will increase through collaboration. This is manifested in the services being jointly undertaken by the consortia such as staff training, cooperative acquisitions, cooperative collection development and shared catalogs (see Tables 5 and 6). If a library would perform these on its own, it would surely require more manpower, time, and financial resources.

Since library consortia, in a way, also serve as communities of practice, 58.33% of the surveyed consortia have likewise included, as part of their mission, the fostering of exchange of ideas and expertise. This is demonstrated by one of the major services being offered by 10 of the 12 surveyed consortia which is professional leadership and development (see Tables 5 and 6). While formal trainings provide continuing professional development, informal discussions that occur before, during, and after meetings are sure way of finding creative solutions to common problems being experienced by member libraries.

The list of the different missions, as well as services offered by the different consortia are enumerated in Tables 5 and 6.

Table 5. *Core Mission of Philippine Library Consortia*

Mission	No. of Responses (n=12)	Percentage (n=12)
To facilitate resource sharing	11	91.67
To increase efficiency through collaboration	8	66.67
To foster exchange of ideas/expertise	7	58.33
To promote leadership through collaboration	5	41.67
To facilitate e-content purchasing	4	33.33
To pool administrative resources	3	25.00
To provide technology solutions	2	16.67
To increase efficiency through collaboration	1	8.33
Other: Venue for book selection and acquisitions of libraries from Visayas and Mindanao	1	8.33
Other: Sharing of best practices and resources; provide relevant and responsive programs and services	1	8.33

Table 6. *Services Being Offered by Philippine Library Consortia*

Services Offered	No. of Responses (n=12)	Percentage (n=12)
Resource sharing/Inter-library loan (ILL)/Document delivery service (DDS)	12	100.00
Professional and leadership development	10	83.33
Training	10	83.33
Cooperative acquisitions	8	66.67
Cooperative collection development	5	41.67
Shared catalog	4	33.33
e-content licensing	2	16.67
Staff Capacity Assistance Program	1	8.33
Technology management	1	8.33
Others: Thesis Production Assistance Program	1	8.33

Meetings. Meetings were held regularly by 11 out of the 12 surveyed consortia at different frequencies. Most of them either hold them monthly or bimonthly and are usually conducted in-person/face-to-face, although one of them has started making use of Facebook Group as a means of conducting meetings (see Tables 7 and 8).

The use of social media in communicating with each other proved to be quite popular among the surveyed consortia as it is currently being used by 83.33% of the respondents. This medium, may actually help address issues such as difficulty of finding a common time to meet in-person, the transportation expense associated with in-person/face-to-face meetings especially for members coming from different regions, and the traffic congestion problem in major cities of the country. The use of email to communicate is also common among the different consortia with 10 out of the total 12 respondents making use of it. Holding of conferences/workshops also provide a sure venue for the members of the consortia to communicate with each other. It seemed, however that newsletters have become passé as only one of the consortia still makes use of it to keep its members informed (refer to Table 9).

Table 7. Frequency of Meetings

Frequency of Meetings	No. of Responses	Percentage
Every other month	4	33.33
Once a month	3	25.00
Once a term/semester	2	16.67
Once every quarter	2	16.67
Less than once a year	1	8.33
Total	12	100.00

Table 8. Mode of Meetings

Mode of Meetings	No. of Responses	Percentage
In-person	11	91.67
Facebook Group	1	8.33
Total	12	100.00

Table 9. Communication Channels

Communication Channels	No. of Responses (n=12)	Percentage (n=12)
Email lists (Listserv)	10	83.33
Social media	10	83.33
Conference/workshop	9	75.00
Newsletters	1	8.33

Sources of Funding. Machovec (2013) identified ways by which consortia share the cost of operations, office space, staffing and technical infrastructure. The most common is to equally split expenditures among the members. This, however, is ideal for a consortium with members that are somewhat similar in terms of size and budget. Another method is to divide the cost based on certain criteria such as student population, capital expenditures, etc. This method provides for a more equitable system of apportioning the costs between impoverished and affluent libraries. Using surcharges earned from activities/projects organized by the consortium to pay for its expenses so that the burden on the members is reduced, is another way.

In the Philippines, library consortia rarely get support from the government. As staffing needs are taken care of by librarian volunteers or those that serve as the secretariat, maintaining an office space is not necessary for most, if not all of them. Thus, the budget to be spent for office space and staffing are spared and therefore allocated for other purposes. Results of the survey, however, showed that the sources of funding for Philippine library consortia are limited to only three-- the parent organization, income-generating activities and membership fees. Based on the responses, 58.33% of the surveyed consortia rely on their parent organization to fund their operational expenses, projects, and other activities. To augment funding needs, they organize activities or deal with projects that would allow them to generate income like seminar-workshops, conferences, book fairs and e-resource licensing. For 50% of the surveyed consortia, membership fees remain to be a substantial source of funding (see Table 10).

Based on the responses, it is assumed that Philippine library consortia likewise share the cost of operations by splitting the cost of expenditures (for those relying solely on parent organization), by dividing the cost among themselves following certain criteria (most likely for consortia composed of members from system schools) or by using surcharges or earnings derived from income-generating activities.

Table 10. *Sources of Funding*

Sources of Funding	No. of Responses (n=12)	Percentage (n=12)
Income-generating activities of the consortium	7	58.33
Parent organization	7	58.33
Consortia membership fees	6	50.00

Value Aspect of Joining Library Consortia. Resource sharing emerged to be the most valuable aspect of joining library consortia as confirmed by 91.67% of the respondents. This only shows that indeed academic libraries form consortia primarily to share resources given that the collective resources of all the member libraries provide access to vast amount of information in different formats that a single library will find difficult, if not impossible, to offer (Potter, 1997). With the value that consortia have put into resource sharing, it has now transformed into something bigger than merely providing resources not available locally to a series of connected services and processes such as acquisitions, collection development, reference, and other library services (Bailey-Hainer, Beaubien, Posner, & Simpson, 2014).

Professional development initiatives and trainings being undertaken by the library consortia were also regarded as beneficial by the respondents. Aside from offering continuing professional development activities which build the capabilities of the librarians/library personnel, these likewise provide the means for the library consortia to generate funds from seminar/conference fees collected from the participants. Table 11 lists down the different aspects of resource sharing that the respondents find valuable.

Table 11. *Value Aspect of Membership*

Valuable Aspect of Membership	No. of Responses (n=12)	Percentage (n=12)
Resource sharing	11	91.67
Professional development	10	83.33
Training	9	75.00
e-content purchasing	6	50.00
Shared ILS (integrated library system)	2	16.67
Community engagement/ outreach	1	8.33
Others: Strong interrelationship with other librarians or camaraderie among other librarians	1	8.33
Technology solutions	1	8.33
Others: sharing of expertise and best practices in managing the library	1	8.33

Challenges. Funding and the increasing cost of library resources surfaced as the top problem of library consortia in the country. This is no surprise considering that even library consortia in first world countries are experiencing the same. As shrinking budgets continue to affect libraries (Armstrong & Teper, 2017), funding problems is expected to persist.

The lack of commitment among member libraries also appeared to be a serious concern. If not addressed, this could affect performance and sustainability and may eventually lead to disbanding. Communicating the value of the consortia will play an important part in ensuring that member libraries remain steadfast to their vision-mission.

Considering that management of e-resources is complex compared to print resources, library consortia also encountered problems on resource sharing involving electronic resources, particularly concerns pertaining to licensing.

Table 12 presents the different challenges being faced by academic library consortia.

Table 12. *Challenges Faced by Library Consortia*

Challenges	No. of Responses (n=12)	Percentage (n=12)
Increasing cost of resources (print and electronic)	8	66.67
Funding	8	66.67
Lack of commitment among members	7	58.33
Resource sharing involving electronic format	5	41.67
Advocating values	4	33.33
Staying relevant	3	25.00
Consortia staffing	2	16.67
Lack of structure/ leadership	1	8.33
Other: Common Time to Meet	1	8.33

Philippine Library Consortia Developmental Stage. Library consortia undergo a five-stage life-cycle, specifically: (1) *Embryonic stage* covers the pre-establishment up to two years of establishment. Libraries at this stage acknowledge the need for cooperation and take part in informal and voluntary networking activities

and interlibrary loans; (2) *Early development* is the stage when external funds are sought to be used for the implementation of the plans laid out during the embryonic stage. Relationship and trust among members are fostered at this stage and leadership is established. It is also in this stage that processes are developed, and bylaws are formed. Usually, this stage lasts for about one to three years and is critical for advancing to the next stage; (3) *Development* is the stage where confidence and uncertainty are at equal footing. While the successes from the early stages bring confidence, uncertainty as to what lies ahead is dreaded. Enhancement of operations, expansion of services, and increase in membership take place during this stage. Typically, the development stage lasts up to five years; (4) *Maturation* is said to have been reached when the consortium has already gained independence from external funding and/or government funding; although membership fees and service fees remain to be substantial parts of the budget. The consortium is in full operation, the number of members has increased and are stable at this stage. Collaboration with other consortia to improve services is also being embarked on during the maturation stage; while at the same time ensuring clear boundaries between competing consortia and promoting a clear identity. Most consortia at this stage conduct evaluation, quality assessment and statistical measurement. A consortium can actually stay for decades at this stage; (5) *Disbanding or Meta-Consortia Creation* may happen any time during the first four development stages, and not necessarily only after reaching the stage of maturation. A consortium, therefore, can either disband if sustainability becomes a problem or develop further into a meta-consortia where several consortia collaborates and work together to achieve common goals (Shachaf, 2003).

Based on the profile of the library consortia, none are currently in the embryonic and early development stages. The CEAP, CICM, CELPh, and QCLC are all in the development stage having been fairly new, but fully operational, with a steady (if not increasing) number of members. CEAP, despite being in existence for more than four decades, seem to not have moved forward to maturation as resource sharing remains to be very limited and funding is still reliant on the parent organization. Efforts to promote shared subscription among members have likewise been futile.

ALBASA, ABC, CBCMM, MC, and NOCEI are in the maturation stage having been in existence from one to more than four decades already, are fully operational, with stable number of members, and self-sustaining. It is interesting to note that geographic vicinity was fundamental in the success of the four consortia (ALBASA, ABC, MC and NOCEI), as this made cooperation simple and easy.

DLSP and SMEC are now in the meta-consortia creation stage having regularly partnered with one another in many consortia purchasing deals and collaborative projects/undertakings. The reason being is that both consortia have

common members and leaders, who facilitate the exchange of information between the two groups. These two have also regularly tapped and partnered with the National Library of the Philippines (NLP) and library associations like the Philippine Librarians Association, Inc. – National Capital Region Chapter (PLAI-NCR) and the Philippine Normal University Library and Information Science Alumni Association, Inc. (PNULISAA) in its activities, especially in terms of community service.

Table 13. *Stage of Development of Philippine Academic Library Consortia*

Name of Consortium	Stage of Development
CEAP NCR Lib Comm	Development
CICM Library Group	Development
CELPh	Development
QCLC	Development
ALBASA	Maturation
ABC	Maturation
CBCMM	Maturation
MC	Maturation
NOCEI Library Committee	Maturation
DLSP Library Commission	Meta Consortia Creation
SMEC	Meta Consortia Creation
IUC	Disbanding

The IUC, however, seemed to be leaning towards the direction of being disbanded having no activities/projects in more than 5 years now and no meetings are being held. Membership has been fixed to three, showing no intentions of expanding, even after about more than two decades of existence. Its source of funding remains to be its parent organizations. The members appear to be in the wait and see attitude as to who will initiate and assume to be the lead institution. Table 13 presents the different stages of development of the surveyed consortia.

Philippine Library Consortia: Looking Ahead. Eleven (91.67%) of the respondents remain certain that their consortia will remain strong in the next five years mainly for two reasons— strong support from the members (58.33%) and the value that member libraries put into resource sharing (33.33%).

CONCLUSIONS AND RECOMMENDATIONS

There is no doubt that academic library consortia in the Philippines have gone a long way. The success of ALBASA and SMEC, both with more than four decades of existence, only proved to show that the leadership capability of the people who have taken the consortia to where they are now is beyond question and worthy of emulation. Undoubtedly, these consortia would not have been successful without strong support from its members and parent organizations.

It seemed, however, that the progress and the extent to which services are provided to the members have been quite slow and limited. While efforts on resource sharing, staff training, and professional development are noteworthy, a lot remains to be done. Considering how technology has changed the library and information landscape, it would do well for them (especially those in the maturation stage), to revisit their mission-vision so that new and additional services can be offered and that current and emerging trends can be explored/considered like shared institutional repositories, technology management, shared multi-tenant cloud-based integrated library system (Machovec, 2013), shared strategies, expertise, and manpower resources, specifically with undertakings concerning collection building and metadata creation (Bailey-Hainer et al., 2014), etc.

Only half of the surveyed consortia are into e-content licensing at the moment hence the other half are encouraged to embark on this to save on cost and allow small member libraries access to e-resources which, on their own, would be quite difficult to afford.

Cooperation between the different library consortia also showed to be very limited. They seem to be detached from each other and showed no interests or plans of working together so they can develop into meta-consortia and leverage on their number. This is probably because most of them bonded together because of geographic vicinity, thus the focus was to expand membership only to libraries that are close to them, geographically.

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TESTED!: FROM ASSESSMENT TOOL TEST TO SESSION REVISION OF AN INFORMATION LITERACY INSTRUCTION MODULE

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ABSTRACT

This paper reviewed an existing information literacy (IL) learning assessment tool for the IL instruction sessions at De La Salle University (DLSU). The discussion of the paper is built upon IL and the importance of assessment in IL instruction. The research invoked validity (difficulty index, discrimination index and total-item statistics) and reliability (Cronbach's alpha) tests to determine the validity and reliability of the said assessment tool. It was found out that the current tool is still at its infancy and that revisions to make it responsive to course objectives are necessary. This led to the development of an outcomes-based education (OBE) compliant IL module and assessment tool.

Keywords: Information literacy, Test, Assessment, Instruction

INTRODUCTION

Strengthening their information dissemination thrusts, libraries and information centers reinforce their long-held title as storehouses and keepers of voluminous prints by educating their users on library navigation and familiarization. This has brought the need for training library users on the organization of the libraries' collection, information retrieval using access tools such as catalogs and indexes and the introduction of the services they could avail of. Library education, therefore, primarily aims to impart basic knowledge about the library.

Driven by the complex advancement of content and information generation, these libraries and information centers, therefore, must keep up with information storage and presentation. Also, this inevitably brought co-equally complex systems and technologies for information retrieval. A dramatic increase in the concern for better teaching methodologies on how to impart navigating skills to library users is noticeable. Strategies are employed by libraries and information centers to address this and to work on means to make skill-building possible through IL.

IL has long been regarded as a lifelong learning skill which a 21st century individual should possess as a member of an information society. The education and training pertinent to this vital skill have been primarily entrusted to library and information professionals. The implementation of IL programs is made possible through librarian-faculty collaboration in the school and academic premises.

In DLSU Libraries, an unwavering commitment to IL skill-building aimed to "make every Lasallian information literate" is manifested through the implementation of an IL program. The said program tries to encompass all possible instruction opportunities. These range from the basic formal group instruction in classrooms and tours to a specialized instruction during roving reference and face-to-face instruction on service counters.

The formal IL program has four instructional modules; 1 - Library Research Basics and Tour, 2 - Subject Database Searching, 3 - Library Basics and Database Searching and 4 - Specialized Instruction. Such modules may be requested individually or may be done through a series of sessions depending on the instructional needs of the courses. Since the first documented request in 2009, there were 378 sessions handled to date. Discussions in this paper revolve around module 1, the objectives of which are to identify the library services, collections, and finding aids, to understand the library policies, to employ an efficient search strategy, to locate and access information, and to define plagiarism and identify plagiarism prevention tools.

Instructional assessment is conducted to measure the learning outcomes of the students. The same pedagogical approach is used in IL sessions. A learning assessment tool, which is a 10-item, multiple choice, pen-and-paper quiz, was devised for Module 1 (see Figure 1). This tool is administered at the end of each session. Questions are flashed on the screen and the students are given time to answer each item. The papers are later checked to see how they fared in the session (see Figure 2).

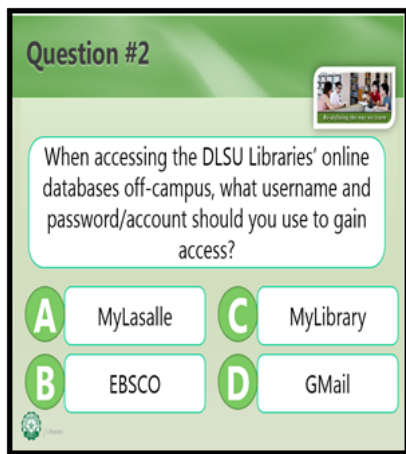


Figure 1. Screenshot of a question projected on screen

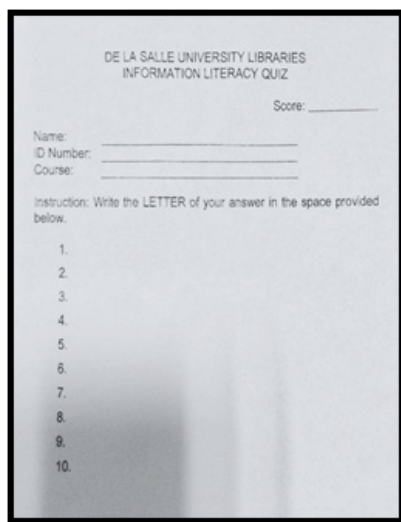


Figure 2. A blank answer sheet

According to the literature, the attention given to IL assessment was evident in the number of methods used in the activity, such as bibliographic analysis, essay method, multiple choice questions, portfolio, quiz, simulation, self-assessment and final grade observation among many others (Walsh, 2009). These methodologies are yet to be subjected to validity, hence, learning outcomes derived from the instruments used can be relied upon and accepted as case-specific truths. Reliability testing on these test instruments that are available in the literature was likewise analyzed. In fact, studies on the validity of IL assessment are evident in the literature, i.e. rubrics for IL assessment were tested and were found out to be valid for grade schoolers (van Helvoort, Brand-Gruwel, Huysmans & Sjoer, 2017). A content validation of an IL test was done, juxtaposing the instrument to IL standards and was then subjected to validity testing. A multiple-choice type instrument mentioned in a research. Scores from students were analyzed revealing the validity of the instrument used (Cameron, Wise & Lottridge, 2007). Among the methods seen to ascertain reliability and consistency in IL test instrument construction include item analysis (Mery, Newby & Peng 2011), Cronbach's alpha test (Mery, Newby & Peng 2011), Rasch partial credit model (Karim, Shah, Din, Ahmad & Lubis, 2014) and systems design and item response theory (O'Connor, Radcliff & Gedeon, 2002).

PURPOSE OF THE STUDY

This paper reviewed the existing IL learning assessment tool for Module 1 of DLSU Libraries' IL program, thereby assessing the after-session performance of the IL participants. The results of the study hopefully serve as bases for evaluating the current learning assessment tool being used, leading to the creation of an outcomes based assessment tool for all IL modules.

SCOPE AND METHODOLOGY

Assessment reports were recorded in a spreadsheet covering data from February 2014 to August 2016. Three thousand eight hundred twenty-eight (3, 828) responses were analyzed to elucidate the validity and reliability of the tool. The Difficulty Index (p value), Discrimination Index (DI), and the item-total statistics of the instrument were determined.

The Difficulty Index (p value) was measured by obtaining the percentage of correct response from all the students for a particular question where, an item with a p value <30% or >70% is too difficult or too easy respectively, and needs modification. While a p value of 30% to 70% corresponds to an average difficulty. This formula was used:

$$(1) \text{ p value} = (\text{no. of correct response} / \text{no. of total students}) \times 100 \%$$

The Discrimination Index (DI) was measured after arranging the scores into descending order and getting the 27% of both top and bottom groups (Kelly, 1939) of 1,914 per group.

The DI was then calculated using the formula $DI = (N_{crTG} - N_{crBG}) / N$. Items with p-value between 30 - 70 and $DI > 0.24$ were considered as 'ideal' (Hingorjo & Jaleel, 2012). A high DI determines the ability of the test item to compare the performance between the top and bottom groups.

Omitted item statistics revealing the coefficient alpha (K) of the test questionnaire was also determined. Items with alphas within the 0.70 to 0.95 range are acceptable (Tavakol & Dennick, 2011). Otherwise, those with alphas outside of the range should be eliminated.

RESULTS AND DISCUSSION

Of the 3,828 students taking the IL assessment, mean scores of 9 and 7 were achieved by the top and bottom groups respectively with 10 as the highest obtained score, which is also the perfect score, and 0 as the lowest score. The 27 % of the top and bottom groups were the sample for the difficulty and discrimination indices.

The said indices present the level of difficulty and the disparity of the performance between the assumed top and bottom groups on the items. They were individually analyzed with their co-efficient alphas (Table 1). Items 6 and 7 got the lowest p-value implying an average level of difficulty yet with DI values which denote poor discrimination. The said items also garnered the lowest coefficient alphas in the omitted-item statistical test performed. This implies that items 6 and 7 are good on the 10-item IL quiz. A Cronbach's alpha of 0.3263 falls out of the acceptable 0.70 - 0.95 range. This might be due to the number of items examined; lower alphas may be influenced by a few number of items examined (Tavakol & Dennick, 2011).

Table 2 provides the analysis of the number of items and their difficulty and discrimination indices. It was revealed that eight out of the ten items (Items 1,2,3,4,5,8,9, and 10) constituting 80 % of the total number of items with a p-value > 7 were perceived to be too easy. Only two (Items 6 and 7) or 20 % of the items had a p-value between 30 and 70 and were treated average for the students. It is notable that all the items are discriminated poor with a mean DI of 0.129. This implies that the questions were too easy for the students and that their performance on the assessment do not actually measure the learning they have received after the instruction. This is seconded by the poor discrimination of the items in the

assessment tool displaying the homogeneous nature of the performances of the top and bottom groups. Furthermore, the relationship of these two elements are sought after the regression analysis was done (see Fig. 3 & 4).

With a 0.66 level of significance, the regression points to a negative slope of -0.0017. This implies a reverse relationship of p and DI. The easier these test questions are, the lower the discrimination of performances between the top and bottom groups becomes. Easier items brought a consistent decreasing effect to the level of discrimination (Mitra, Nagaraja, Ponnudurai & Judson, 2009). Low discrimination of items makes it difficult to assess whether the instrument was either a success or a failure in determining the learning of the students after the IL session.

Table 1. *Difficulty Index, Discrimination Index and Coefficient Alpha of the 10-item Test*

Item	p	DI	K
1 The DLSU Libraries does NOT have this format of materials.	90.73	.092737	.31657
2 When accessing the DLSU Libraries' online databases off-campus, what username and password/ account should you use to gain access?	89.10	.135057	.31544
3 What is the most effective way of avoiding plagiarism?	81.27	.133751	.30866
4 Using Google is a good starting point for finding information, but why might one of the library's online databases be better?	94.46	.13349	.31497
5 The satellite library located at the 2nd floor of Andrew Gonzales Hall houses materials focusing on the field of ___?	84.30	.13349	.29887
6 The following are the ways to extract full-text articles from online databases EXCEPT	63.79	.13349	.27164
7 What library classification system is used in arranging the books in the DLSU Libraries?	67.11	.132706	.26619

Item	p	DI	K
8 What is plagiarism?	98.1425	.133751	.32516
9 What is an OPAC?	97.36	.134535	.31663
10 What is LORA's mobile number?	76.20	.132968	.28520

Note. p = Difficulty Index, DI = Discrimination Index, K = Coefficient Alpha
Cronbach's alpha = 0.3263

Table 2. Comparison of Difficulty Index, Discrimination Index and Coefficient Alpha

p - value	Interpretation	Mean	Percentage of Items
> 70	too easy	84.2	8 (80%)
30-70	average	64.45	2 (20%)
<30	too difficult	----	---
DI	Interpretation	Mean	Percentage of Items
> 0.35	Excellent	----	----
0.25 – 0.34	Good	----	----
0.15 – 0.24	Marginal	----	----
< 0.15	Poor	0.129	10 (100)

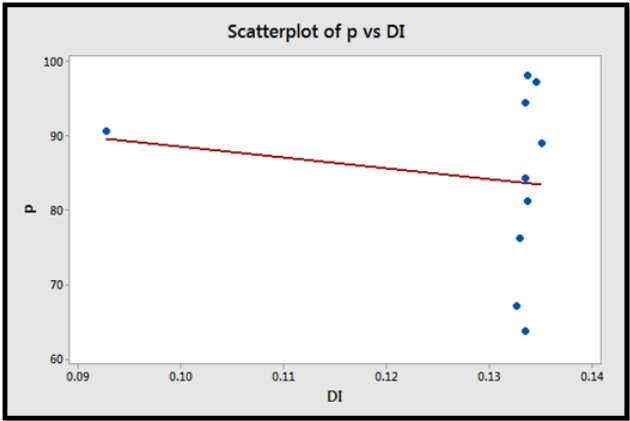


Figure 3. Scatter plot of p versus DI

SUMMARY OUTPUT					
Regression Statistics					
Multiple R		0.157311882			
R Square		0.024747028			
Adjusted R Square		-0.097159593			
Standard Error		0.013584912			
Observations		10			
ANOVA					
	df	SS	MS	F	Significance F
Regression	1	3.74636E-05	3.75E-05	0.203	0.664270498
Residual	8	0.001476399	0.000185		
Total	9	0.001513862			
	Coefficients	Standard Error	t Stat	P-value	Lower 95%
Intercept	0.143786508	0.031783942	4.523873	0.00194	0.070492608
X Variable 1	-0.000168423	0.000373812	-0.45056	0.66427	-0.001030436

Figure 4. Regression Statistics of p and DI

Use Case. The need for the development of a new module for IL instruction was inspired from the results of the analyses done. Session objectives were streamlined to pave way to an outcomes-based education (OBE) approach in IL instruction. The said pedagogical approach forwards a futuristic instructional thinking. Thus, setting what the students should be able to do after the session and aligning the curriculum, instruction and assessment to ensure that objectives can be met (Spady, 1994).

Table 3. Table of Specifications (TOS) for Module 1

Session Objectives	Items	Question Type
Identify library services and collections	1, 2, 3, 4	multiple choice question (MCQ)
Outline library policies and procedures	5, 6, 7, 8	MCQ
Familiarize the locations and collections of the satellite libraries	9, 10	MCQ
Carry out library processes precisely	11-20	Ordering

The instruction for module 1 of the orientation is documented in a learning plan (See Appendix A). The said instructional plan details the title of the module, module description and the session duration. Most importantly, the OBE-based objectives, the course outline or the session topics, learning activities, resources and assessment are reflected in the document. The responsiveness of an enhanced assessment tool (See Appendix B) is mapped against the objectives to trace whether it would help the students achieve the learning outcomes after the IL instruction (See Table 3).

CONCLUSIONS AND RECOMMENDATIONS

The internal validity test, difficulty index (p-value) and discrimination index (DI) determined the effectivity of the 10-item assessment tool. Results revealed that the existing assessment tool is internally invalid, since it was too easy for the students and since it failed to effectively assess the performance of the students. With majority of the items falling out of the acceptable thresholds forwarded by the indices, the possible results from the assessment tool cannot qualify the objectives of the session. This drives the need for revising the IL assessment tool for a more valid and reliable assessment of the IL program to guarantee the achievement of individual session objectives. Other factors affecting the results of the IL assessment tool used in this study, such as the manner of implementing the instrument and the possible human factor of cheating while taking the quiz, gives a considerable limitation to this paper. Nevertheless, through the analyses performed, a revision of the existing assessment tool was deemed to be necessary. The tool should be subjected to revisions and testing to comply with ideal validity and reliability requirements of testing and instrumentation. Most importantly, a bottom-up approach was seen applicable in revising an IL session module. The review of the assessment tool was done, thus, inspiring the transformation of the objectives and the instructional flow of the session it is intended for.

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Appendix A. Module 1 Learning Plan

Module Number	1
Module Title	MyLibrary, MyPlace : An Introduction to DLSU Libraries' Services, Collections, Policies and Procedures
Description	This lecture introduces the basics of library services, collections and procedures. Basic OPAC searching is also presented in this module.
Session Duration	1 hour and 30 minutes

Course Intended Learning Outcomes	Course Outline	Learning Activities	Resources	Assessment
<i>At the end of the course the students will be able to:</i>	<p>THE LIBRARY VISION</p> <p>GENERAL GUIDELINE <i>MyLibraryMyPlace</i></p> <p>THE MYLIBRARY ACCOUNT Link Demonstration</p> <p>THE LIBRARY COLLECTION</p> <p><i>Books</i> Reference Circulation</p> <p><i>Periodicals</i></p> <p><i>Vertical files</i></p> <p><i>Theses and dissertations</i></p>	Lecture and Demonstration	Library Guide, Slide Presentation, AV Equipment	<p>10-item P-A-P-E-T</p> <p>2 process arrangement</p>
Identify library services, collections and facilities				
Outline library policies and procedures				
Carry out library processes with mastery				
Familiarize the locations and collections of satellite libraries				

Course Intended Learning Outcomes	Course Outline	Learning Activities	Resources	Assessment
	<p><i>DLSU publications and archival Documents</i></p> <p><i>CD ROMs</i></p> <p><i>Audio-visual (AV) materials</i></p> <p><i>Art works</i></p> <p><i>Rare specimen numismatic</i></p> <p><i>Earthenware in artifacts museum</i></p> <p><i>The Special collection</i> European Documentation Center</p> <p>American Studies Resource Center</p> <p>Philippine English Corpus</p> <p>Demonstration Basic Book Searching</p> <p>THE LIBRARY SERVICES</p> <p><i>Bibliographic Service</i> Definition</p> <p>Subject Guides Link to the Web</p> <p>Webliographies Link to the Web</p>			

Course Intended Learning Outcomes	Course Outline	Learning Activities	Resources	Assessment
	<p><i>Circulation Service</i> Definition Policies</p> <p><i>Current Awareness Service</i> Definition Library Web Announcement</p> <p>Newsettte</p> <p>Help Desk Announcement (HDA)</p> <p>Social Media Announcements (Facebook & Twitter)</p> <p><i>Discussion Room Reservation</i> Definition Link to the Web</p> <p><i>Document Delivery and Interlibrary-loan Service</i> Definition Link to the Web</p> <p><i>Instruction Service</i> Definition <i>Roving Information Assistance (RLA)</i></p> <p>Definition Example <i>Face-to-Face with RLA</i> Definition Link to the Web</p>			

Course Intended Learning Outcomes	Course Outline	Learning Activities	Resources	Assessment
	<p><i>Instructional Media Services</i> Definition Policies Link to the Web</p> <p><i>Online Book Renewal</i> Definition Demonstration Link to the Web</p> <p><i>Online Book Reservation</i> Definition Demonstration</p> <p><i>Photocopying and Printing Service</i> Definition Policies</p> <p><i>Referral Service</i> Definition Sample Form</p> <p><i>Suggest-a-Purchase</i> Definition Link to the Web</p> <p><i>Wi-Fi Access</i> Definition Access Details</p> <p><i>Reference Service</i> Definition Library Online Research Assistant (LORA) LORA Channels</p> <p>The Libraries' Website</p> <p>The League of Information Assistants (LIAs)</p>			

Course Intended Learning Outcomes	Course Outline	Learning Activities	Resources	Assessment
	<p>THE SATELLITE LIBRARIES</p> <p>Br. Benedict Learning Resource Center Location Collection Service Hours</p> <p>Law Library Location Collection Service Hours</p> <p>Makati Extension Campus Library Location Collection Service Hours</p> <p>Science & Technology Complex College Library Location Collection Service Hours</p> <p>Science & Technology Complex Integrated School Library Location Collection Service Hours</p> <p>Science & Technology Complex Pre-School Library Location Collection Service Hours</p>			

Course Intended Learning Outcomes	Course Outline	Learning Activities	Resources	Assessment
	THE LEARNING COMMONS Floors Facilities Service Hours			

Appendix B. Test Questions with Answers for Module 1

Test I. Instructions: Read the questions thoroughly. Encircle the letter of the correct answer.

What would be the best and time-efficient option if the books you need are not available in the library collection?

- a. Book a Face-to-Face with RIA session
- b. Process online reservation
- c. Request interlibrary loan**
- d. Suggest the purchase of the book

Which among these library materials are for room use only?

- a. Magazines and Journals
- b. Reference books and audio-visual materials
- c. Theses and dissertations
- d. All of the above**

The Libraries gives announcements on services and programs to the community through the following channels EXCEPT:

- a. Facebook and Twitter
- b. Help Desk Announcements
- c. Library Newsette
- d. TxtLORA**

Below are some of the services you can avail from the library EXCEPT:

- a. book borrowing, photocopying, CD/DVD data burning, interlibrary loan
- b. online book renewal, referral service, Wi-Fi access
- c. suggesting books for purchase, online book reservation, CD/DVD data burning
- d. None of the above**

Which among the activities is allowable inside the learning commons?

- a. Eating at the 6/F**
- b. Littering
- c. Loitering
- d. Smoking

What must be presented upon entering the library?

- a. DLSU Identification Card**
- b. Enrolment Assessment Form (EAF)
- c. Gate Pass
- d. Official Receipt

What account permits online renewal of books?

- a. Electronic Databases
- b. LORA's Facebook Account
- c. MyLaSalle
- d. MyLibrary**

When would an online renewal request be possible?

- a. When books are overdue.
- b. When fines are already incurred.
- c. When the books are already put on reserve by others.
- d. When the renewal is made 2 days before the books are due.**

Which among these satellite libraries has a collection concentrated more in business?

- a. Brother Benedict Learning Resource Center
- b. Law Library
- c. Makati Extension Campus Library**
- d. Science & Technology Complex College Library

Until what time will the Learning Commons at the Henry Sy, Sr. Hall open two weeks before finals?

- a. 8 PM
- b. 9 PM
- c. 10 PM**
- d. 11 PM

Test II. Arrange the steps on how to perform these procedures. Put the numerical sequence of each statement on the space provided.

How to active the MyLibrary Account

- ___5___ Enter the PIN/password again to confirm
- ___6___ Click the "Submit" button
- ___3___ Enter your ID number and click the "Submit" button
- ___2___ Click the "MyLibrary" link
- ___4___ Enter your desired PIN/password
- ___1___ Go to the classic catalog at <http://lib1000.dlsu.edu.ph>

How to search for an item using the OPAC

- ___3___ Enter search string in the search box
- ___2___ Choose field delimiter (title, author, call number, and type/ location of material)
- ___1___ Go to <http://lib1000.dlsu.edu.ph>
- ___4___ Click the "Submit" button or hit the enter key.

PROFESSIONAL MOBILITY AND INSTITUTIONAL COOPERATION IN KAZAKHSTAN: A MODEL FOR DYNAMIC LIBRARY SERVICES IN ASIA

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ABSTRACT

Globalization is an impetus for broader collaboration and academic mobility. The need for global competitiveness in terms of knowledge and services gave rise to various forms of cooperation from the institutional level to the subsystems like the library. Libraries as key players in building a culture of research and knowledge development need to meet the international standards. This empirical descriptive-narrative shares about the role of institutional cooperation and professional mobility in order for libraries to develop dynamic services and build on the capacity of local practitioners. Insights from vicarious experience as a librarian and internationally patterned services are also emphasized. This hopes to provide a model for developing libraries in Asia.

Keywords: academic mobility, institutional cooperation, cross-border collaboration, library services

INTRODUCTION

Regional cooperation and cross-border collaboration in higher education constitute an important part of internationalization. International projects are generally undertaken to add value to the 'product' of universities, whether that be through widening skills development opportunities, improving the curriculum or by increasing the university's symbolic prestige through associating with strong partners (Tadaki & Tremewan, 2013). Increasing number of countries, particularly across Asia, are initiating and participating in regional and cross-border collaborations as a strategy for strengthening their higher education systems. In the past, these collaborations were most frequently structured as partnerships between Asian universities and those in the United States (US), Europe, and Australia (Knobel, Patricia Simões, & Henrique de Brito Cruz, 2013).

Often embodied in the form of student and staff mobility programmes, co-taught degrees and research collaboration, the projects pursued under collaborative ventures are diverse and are evolving together with the parent institutions (Knight, 2007). Collaboration for capacity-building or for the improvement of libraries becomes part of the institutional cooperation or consortia. The value of professional mobility in librarians can be gleaned from various forms of activities such as internship, exchange programs, senior fellowships, hiring of international library professionals, etc. However, Green (2012) made a caveat on this endeavor positing that 'institutions need to judge not only the quantity of activity but also its quality and its contribution to overall institutional goals'.

Meeting the demands of the diverse roles of librarians requires more than just resource-sharing. It requires institutionalized cooperation and professional skills integration. The latter, most of the time, is not realized by most universities particularly because of budget constraints.

This study attempts to elucidate through personal experience, taking into account the empirical case of one university in Kazakhstan. Specifically, it aims to:

1. Discuss the concept of cross-institutional collaboration in libraries.
2. Provide insights in developing international partnership/linkages.
3. Share ideas on how to develop and expand partnerships or collaborative projects/programs from the case of academic libraries in Kazakhstan.
4. Share experience on how international librarians contribute to the development of international standards and adoption of global trends.
5. Discuss how professional mobility and institutional partnership enable libraries to adapt to international demands.

Cross-institutional Collaboration in Libraries

Partnership in libraries has become an important topic as early as 1979 with 1879 published articles indexed by Scopus. Discussions on international collaborations of academic libraries have been in diverse context spanning from literacy (Tzoc & Ubbes, 2017; Reading, 2016); digital scholarship (Montoya, 2017), research resources and its implication in resource-sharing (Lenkart, 2016); developing virtual libraries (Ramos, M.M., Alvaré, L.M., Ferreyra, C., Shelton, P., 2009), collaborative chat reference services (Truelson, 2004; Wilson and Keys, 2004) to name a few. The importance of developing library services through visiting librarians was a concept elucidated by (Xu, Zhang, & Deng, 2016). Kovarova (2017) in her paper about information literacy education in Czech libraries and the educational needs of teaching librarians emphasized the role of international library professionals in the development of the program.

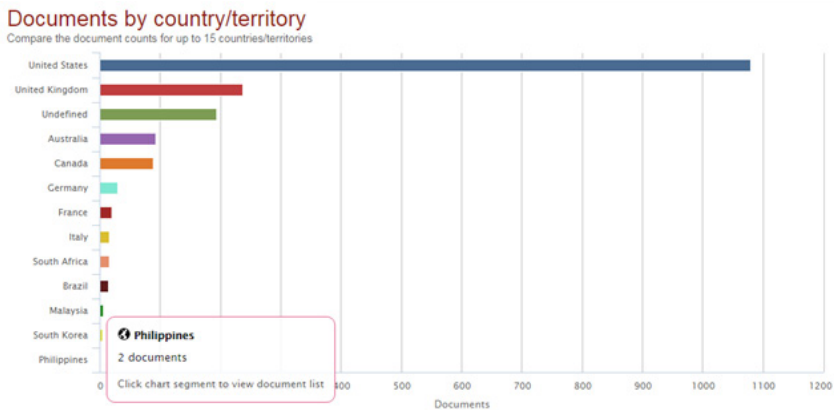


Figure 1. A Graphical Presentation of Scopus-Indexed Publications by Country/ Territory on Collaboration in Libraries

The role of knowledge-sharing from diverse perspectives of library professionals show how it contributes to the development of library services, and ultimately, to overall institutional goals. Professional mobility is adopted in Nazarbayev University in the form of internship, where professionals visit the institutional partner; through resource sharing; and hiring of international librarians in the institution. This model is deemed effective in a multilingual environment where the medium of instruction is English.

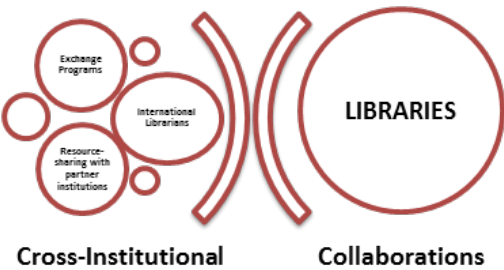


Figure 2. Cross-institutional Collaboration, Library Programs on Cooperation and Professional Mobility

At present, there are four institutional collaborations where the library is participating:

Table 1: Institutional Partners of Nazarbayev University with Library Collaboration and the Activities Shared

Institution	Activities
University of Wisconsin in Madison	Document Delivery Service Consultation (virtual and in-person) Knowledge-sharing (as guest lecturer or as visiting expert)
University of Pittsburgh	Document Delivery Service
Warwick University	Knowledge- sharing Training
Duke University	Document Delivery Service

International Hires and International Practices

Librarians are increasingly working in a global network, not only because of the more traditional resource-sharing and interlibrary loan, but also because students have become global learners (Xu et al., 2016). This is also true in the University where majority of the faculty are international professors who are mainly English-speakers and the medium of instruction is English. The limitation of having local library personnel without Library and Information Science background creates a gap in communication and services in the library. Library and information studies (LIS) as a discipline taught in schools are also inclined towards traditional librarianship

(e.g. bibliographies, traditional reference and patron service, etc.). With the growing demand for Information Literacy and open educational resources (Association of College and Research Libraries, 2016) and other global trends, the need for international hires who understand the online platform, scholarly communications and technology-driven services have risen.

I. International Hires Coming into the Picture

International hires from diverse backgrounds serve various departments as Subject experts or technical experts. A master's degree in library and information science is required and the international professionals are preferred to have at least 2 publications. Each professional is assigned to a certain department where no expert is available. Considering the growing importance of library professionals in the University as a research institution, the international librarians are all under the Reference Department who mainly work face to face with researchers, professors and students. Each of the international hires also handles various major projects where success redounds to key performance indicators. Some of the projects, programs and services are as follow:

A. Research and Scholarly Communications

Information Literacy. One librarian with background on education and scholarly communications handle the entire project related to instruction. The current project is specifically focused on institutionalizing an inclusive information literacy program across all levels in embedded and integrated mode. The project includes designing modules, re-scaling librarians and developing assessment tools. Coordination with one partner institution is also done regularly by the project manager.

Standardization of Online Content. Another librarian, who has experience on web content development, handles all web related issues. Reporting (web analytics), monitoring and development of policies and standardized practices are also part of the task. This project also covers the development of LibGuides. LibGuides is an easy-to-use content management system deployed at thousands of libraries worldwide. Librarians use it to curate knowledge and share information, organize class and subject-specific resources, and to create and manage websites (Springshare, 2017). All Subject Librarians handle the content creation which form part of the online content intended to promote consistency and branding.

Information Sessions. Aside from information literacy program, the library also provides information sessions on key topics beyond assistance with curriculum-related tasks. These information sessions are developed to promote lifelong learning and research skills of the academic community. Some of the topics include Intro to GIS (Geographic Information Systems), Selecting a Journal for Publication, Detecting Bullshit: Critical Thinking in News and the Media, and other topics, which may not be covered by syllabus-based information literacy instructions. There are more than 100 information sessions conducted every year, mostly by international librarians.

B. Technology Integration

Ask-a-Librarian. This reference service is mainly adopted to provide in-depth research assistance to all users. It includes face-to-face and online platform both in synchronous (chat or online meeting via Skype) and asynchronous (email) format. One person is in charge for the continuous development of the service as well as for developing the policies and plans.

Assistive Technologies. As one of the thrusts of the university is creating and promoting an inclusive environment, assistive technologies are being adopted and are still in being developed. The work is done collaboratively with local specialists and librarians.

II. Hire vs. Visit

While visiting experts help in clarifying tasks and initiating a project, not to mention its cost-effectiveness, the permanency of contribution of those who stay for a year or more is incomparable. The closer contact helps locals understand the concepts and ensures materialization of projects.

III. The Perks for International Hires

For international hires, the challenge to learn new tools in an environment where a mentor is distant makes self-learning skills very important. Being outside the comforts of the country breed multicultural competence to adapt to a different language and new ways/tools. It is also an avenue where one can be immersed with new culture.

CONCLUSIONS AND RECOMMENDATIONS

Institutional cooperation means institutional level support for libraries. This is very important for libraries to advance and keep abreast with global practices. The exchange programs, expert visits, and internship are valuable to see rooms for improvement and fast track development. Moreover, aside from short-term programs, which are often part of the collaboration initiative, it is also useful to have in-house experts from other countries. International hires not only complete projects but they also influence behaviors of local practitioners for the better. Being embedded in the system facilitates more meaningful engagement that brings in deeper understanding of new platforms.

There are challenges and opportunities to be anticipated having and being an international hire. But the advantages surpass the challenges. International professionals have more opportunities to help and share knowledge back to their respective countries. The sense of purpose as a professional doesn't end in the country or institution served. Working in an international environment is a room for collaboration. Nevertheless, the presence of international hires and institutional cooperation should be strategically adapted so as not to create dependence. Innovativeness, self-learning and global mindset should always be in mind as the end goals.

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**A MODERN LOOK AT A TRADITIONAL LIBRARY:
ASIAN INSTITUTE OF MANAGEMENT - KNOWLEDGE RESOURCE
CENTER'S TAKE ON TRANSFORMATION**

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ABSTRACT

The Asian Institute of Management (AIM), Knowledge Resource Center (KRC) is the primary source of teaching, learning, and research materials for the various stakeholders of AIM ever since its establishment in 1968. However, the KRC, traditionally known as the library, has remained lukewarm in making its services, collections, and facilities, up-to-date. This paper showcases various transformation initiatives undertaken by the KRC towards ensuring its continued relevance to its stakeholders through the conduct of various feedback gathering activities and by making sure that the KRC's strategic plan is anchored deeply to the Institute's vision, mission, and goals. These transformation initiatives also considered how traditional library services can be viewed and transformed using modern approaches in libraries as lenses, without losing sight of the important, traditional, and time-tested mission of libraries. This paper also presents some recommendations that could help other libraries in their journey towards transformation.

Keywords: library transformation, library innovation, learning commons, space planning, user needs

INTRODUCTION

One of S.R. Ranganathan's famous 5 laws of library science states that "Libraries are growing organisms." As libraries grow, they metamorphose, hopefully, positively. This transformation comes in different forms and sizes. It may be in the area of services, facilities, collections, etc. Such transformation is necessary if libraries and information centers are to remain relevant and responsive to the increasing demands and expectations of stakeholders.

These so-called demands and expectations are putting pressure to libraries all over the world. This pressure is brought about by the increasing demand for modern and state-of-the-art collections, services, facilities, equipment, and technologies, as they should be implemented in libraries, whatever type it may be. Germano (2011) resonates with this by stating that: "libraries and librarians face "value deficit" in terms of the perception and acknowledgment of their intrinsic worth compared to other sources of information as well as gathering places where that information is used." This statement is reflective of the fact the many students are flocking into Internet Cafes for their study and research needs.

Library managers and administrators must constantly find ways of increasing the relevance and the value of their unit in relation to other units in their institution. We must always focus in increasing the library's value proposition to its customers. Huwe (2012) clearly identified some of the phenomena that have brought about this necessity:

information professionals live on the front lines of disruptive technology, they are subject to the force of digital convergence, which is forever pushing knowledge workers closer together and challenging them to rethink what they do. The sheer cascade of new technologies throughout the workplace, the entertainment sphere, and society in general requires constant review of our top goals, how we frame them to our users, and what "deliverables" we rely upon to build an evidence-based record of our relevance.

This paper highlights recent activities and developments of the KRC at AIM, specifically those focusing on transforming a traditional library into one that is state-of-the-art and responsive to the needs of its stakeholders.

Various initiatives were introduced by the KRC in the 90's and early 2000's with the intent to make it the central hub for all knowledge management activities being undertaken by the members of the academic community. However, the passion to sustain such initiatives eventually died down. Thus, the services and collections for a very long time have remained stagnant. Under the new leadership, creative and innovative changes were introduced to further enhance existing services and collections while at the same time initiating new ones.

History and Background of AIM and KRC

AIM, established in 1968 with the Harvard Business School, is the Asian pioneer in international management. Its programs were designed primarily to develop practicing managers in Asia's emerging markets. With 40,000 alumni, AIM's influence extends internationally. This is further confirmed by the fact that it has met the global accreditation standards of the US-based Association to Advance Collegiate Schools of Business (AACSB). The institute is also well known for its open enrollment and custom executive programs for business and non-business organizations (Source: <http://www.aim.edu/the-aim-advantage/about-aim>).



Figure 1. The Asian Institute of Management, Makati City, Philippines

The Institute consists of three schools, namely:

- a) W. SyCip Graduate School of Business (WSGSB) - offers the Master of Business Administration (MBA) program.
- b) Stephen Zuellig Graduate School of Development Management (SZGSDM) - offers the Master in Development Management (MDM) and certificate programs which seek to produce development catalysts who are capable of implementing programs with the largest impact on the poorest and focused on building strong institutions for sustainability.

c) School of Executive Education (SEE) - AIM's executive development arm. AIM executive education first launched its general management programs in the 1970s, signaling the birth of other programs categorized as open enrollment programs, and in-house or custom programs (Source: <http://www.aim.edu/schools-programs>).

Aside from the three schools, the Institute also has the following research centers (Dizon, 2015):

- a) AIM Policy Center
- b) TeaM Energy Center for Bridging Leadership
- c) Ramon V. del Rosario, Sr. Center for Corporate Social Responsibility
- d) Ramon V. del Rosario, Sr. C.V. Starr Center for Corporate Governance
- e) Dr. Stephen Zuellig Center for Business Transformation
- f) Gov. Jose B. Fernandez, Jr. Center for Banking and Finance
- g) Dr. Andrew L. Tan Center for Tourism

This year (2017), AIM started preparing for its 50th year founding anniversary through a re-branding exercise. This resulted to the creation of its new logo (see Fig. 2) coupled with the installation of a 9 m. x 2.5 m. LED TV (see Fig. 3) in the lobby for the marketing and advertising of AIM events.



Figure 2. AIM new logo



Figure 3. LED TV Installed at the Lobby

This new logo, aptly called Nexus, “communicate[s] the school’s critical place at the heart of an ever-changing Asia— in which the roles of business, government and society continually intersect and overlap. ‘Nexus’ reflects the desire of AIM’s stakeholders—students to administrators, faculty to alumni—to capture the dynamic change happening at the institution” (AIM Brand Style Guide, 2017).

Aside from the new logo a new tag line, *Lead. Inspire. Transform.*, was likewise introduced. Said tagline communicates the role of AIM as a graduate school of business in a continuously changing Asia. It actually “doesn’t just sit at the heart of fluid change, but leads, inspires and transforms the forces that exist around it—fundamentally, and inalterably, changing the perception of what an educational institution can be” (AIM Brand Style Guide, 2017).

Transformational Framework

Currently, the KRC supports the instructional, curricular, and research needs of approximately 140 graduate students, 100 core adjunct faculty members and more than 200 staff of the Institute. In addition, it also caters to students enrolled in several short-term courses offered by the institution. It is headed by an Associate Director, and is assisted by four (4) professional librarians. The KRC operates 113 hours every week.



Figure 4. Inside the KRC

The KRC team is guided by the *Future Ready Framework* (see Fig. 5) in its journey towards transformation. This framework is a “robust structure for digital learning visioning, planning, and implementation focused on Personalized Student Learning. The research-based Framework emphasizes collaborative leadership and creating an innovative school culture. All content focuses on seven key areas (called gears), plus leadership, each of which are addressed during the comprehensive planning process. This framework keeps student learning at the heart of all decision-making” (<http://futureready.org/about-the-effort/framework/>). The 7 Gears are as follows:

1. Curriculum, Instruction, and Assessment
2. Use of Space and Time
3. Robust Infrastructure
4. Data and Privacy
5. Community Partnerships
6. Personalized Professional Learning
7. Budget and Resources



Figure 5. Future Ready Framework

Source: <http://futureready.org/about-the-effort/framework/>)

The above-given framework best satisfies the requirements of the KRC, as far as the need for transformation is concerned, as it provides a holistic perspective in planning, implementing, and assessing library products, services, and collections. Moreover, the KRC takes advantage of the feedback received from stakeholders to ensure that changes being introduced are user-centered.

Transformation: the Journey

The KRC's journey to transformation started in 2014, with the newly appointed library director on board, who was tasked to "modernize" the Center. To jumpstart transformation, the KRC staff conducted SWOT and PEST analyses. In addition, focus group discussions (FGD) were organized with various stakeholders (such as, students, student leaders, alumni association officers, faculty, other directors, as well as staff). The objective of which is to gather feedback on how the KRC is performing in terms of providing information services, customer service, and the adequacy of library collections as well as the functionality of existing facilities. Results of the FGDs served as bases in crafting the KRC's 3-year strategic plan. The overarching theme of the strategic plan is to modernize the KRC and enhance its programs and services making sure that they respond to the needs of all its stakeholders (Dizon, 2015).

The following key result areas (KRAs) and programs/projects were formulated as a result of the analyses and FGDs conducted.

Table 1. KRC's KRAs and Programs for 2014-2017

KRAs	Programs/Projects
1. Community Center	KRC renovation (Discussion Area)
2. Collection Development	Asian/ASEAN collection improvement
	KRC E-Library (E-resource investments)
3. Services	Institutional repository creation (SharePoint, AWS-Glacier)
	Online Public Access Catalog (OPAC) improvement (From LISA 7 to KOHA and EBSCO Discovery Service)
	Information literacy program implementation (orientation and training sessions)
	Learning Management System (OneNote-Class Note, Canvas)
	Marketing and promotion activities implementation (Events)
4. Quality Assurance	Customer satisfaction survey implementation (online feedback form)
5. Linkages	Library consortia participation (APBSLG)
	Outreach program implementation (Book donations)
	APEC Virtual Knowledge Center on Services
6. Records Management and Archives	Records and archives management program creation and implementation
	Acquisition of archival supplies, equipment and furniture (Compact shelves, Filter Queen airfilter, Melenex, Acid-free tapes, etc.)

Source: Dizon, 2015

KRA 1: Community Center. Part of KRC's transformation is space improvement. One of the requests/demands of students is to make available a dedicated space that will allow them to hold group discussions without causing disturbance to other users. Since the KRC was constructed over 4 decades ago, its limited space was purely designed for individual and quiet study, hence the need to undergo renovation to provide dedicated discussion areas. Figure 6 shows the artist's perspective of KRC's discussion rooms.



Figure 6. Artist's perspective KRC 2nd floor Discussion Rooms
(Courtesy of WebCode I.T. Solutions)

KRA 2: Collection Development. Additional Asian/ASEAN Collection/E-Resources were added to the KRC's list of online database subscriptions to support the needs of its students, faculty members and researchers such as Euromonitor Passport, EBSCO's Business Source Ultimate, etc. Further development of the e-resource collection is underway. The KRC has made a conscious effort to acquire electronic versions of books to address space limitations.

KRA 3: Services.

Institutional repository creation. All the digital assets of AIM are currently stored in SharePoint and Amazon Web Services (AWS)-Glacier. The KRC uses SharePoint to store and to grant access to digitized and born digital theses or Management Research Reports (MRR) and other records of the institute (i.e. photographs, minutes of the meetings, annual reports, etc.). AWS-Glacier is the main repository of the preservation copies of the raw, image files of the records stored in SharePoint.

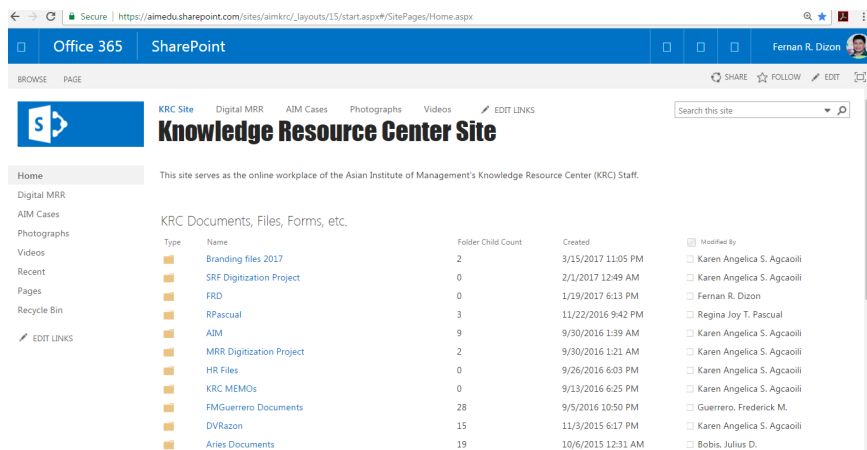


Figure 7: KRC's SharePoint website

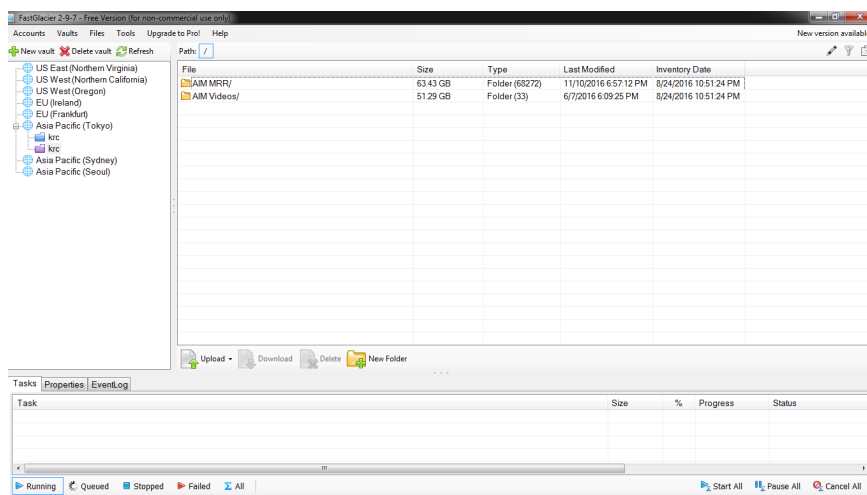


Figure 8: Amazon Web Services Glacier

Online Public Access Catalog (OPAC) improvement. The KRC previously made use of a proprietary, locally developed library management system called LISA 7 because of its limited functionalities. In December 2015, the KRC sought the assistance of Onstrike Library Solutions (OSLS) a local company, to implement an open-source library management system, KOHA.

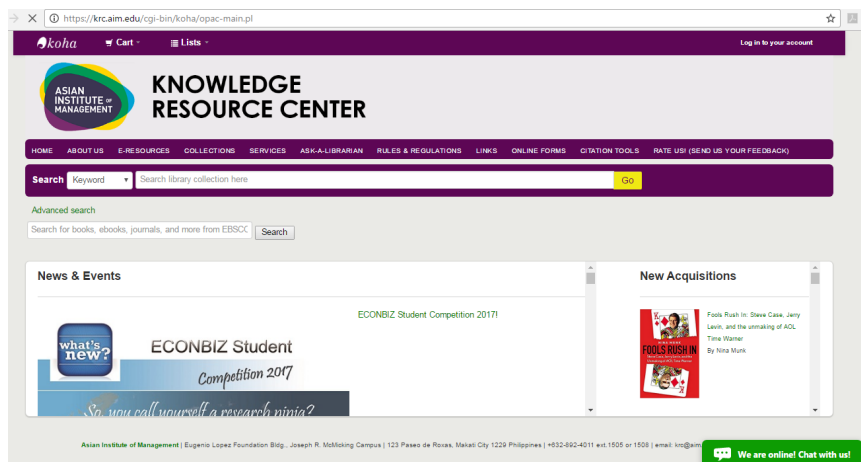


Figure 9. KRC's KOHA OPAC Interface

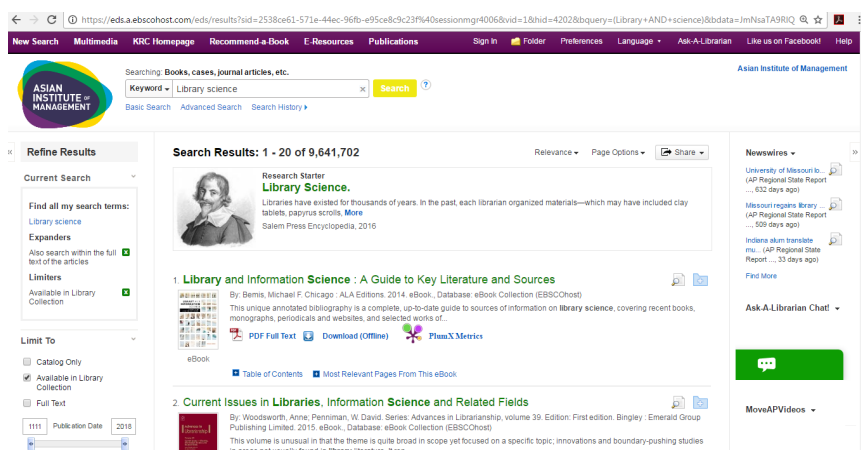


Figure 10: KRC's Discovery Service Interface

To provide for more efficient access to available resources such as printed books, subscribed electronic contents/database, and other library materials, the KRC also took advantage of EBSCO's Discovery Service to integrate searching of the library's holdings/subscriptions through KOHA.

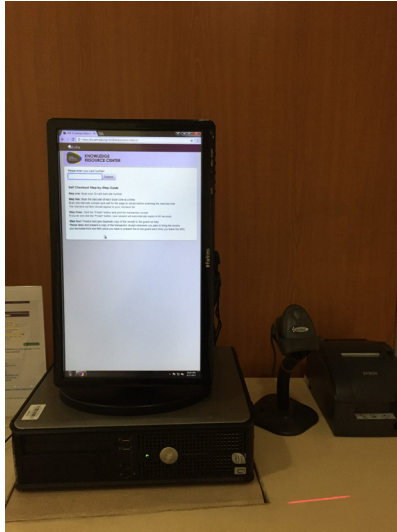


Figure 11. KRC Self check out

Information literacy program implementation (orientation and training sessions). A more aggressive and proactive information literacy program in the form of orientation and training sessions are conducted in partnership with faculty members, program managers and directors, as well as vendors (i.e. EBSCO, Euromonitor, etc.). Stronger collaboration in this area is anticipated with the creation a more robust IL program, which provides more depth and breadth compared to your traditional orientation/training sessions.

Learning Management System (LMS). The KRC has also been tasked to handle and study the implementation of an institute-wide Learning Management System. As of the moment, the KRC have pilot-tested Microsoft's OneNote Class Note.

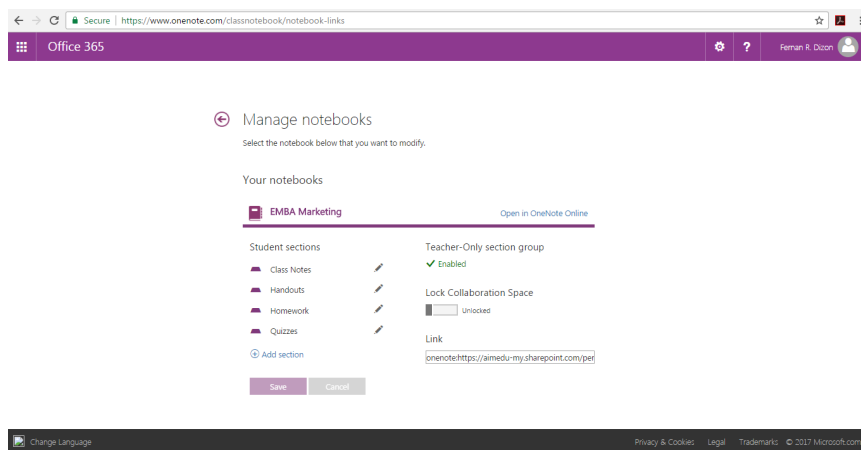


Figure 12. KRC's OneNote Class Notebook website

Marketing and promotion activities implementation (Events). Programs and activities are regularly conducted in line with popular events and holidays like Halloween Trick or Treat, Christmas, Free movie tickets, etc. These are being offered to strengthen the KRC's relationship with its stakeholders while at the same time, gather feedbacks from its users. These activities require participating library users to give feedbacks and comments through email, comment box located at the access services counter, or through the Facebook page of the KRC.



Figure 13. Trick or Treat at the KRC

Social media and networking sites. The KRC also leveraged on the use of social media and networking sites to keep in touch with its users. As Kho (2011) puts it: “social media engagement can be an excellent way to reach a broader audience that is connected through the digital universe.” This also provides an opportunity to deliver off-campus information support like answering reference inquiries, links to electronic resources, and in making the announcements like news, events, etc. Such announcements were previously done through posters and email blasts only.



Figure 14. KRC Facebook Page

KRA 4: Quality Assurance. Customer satisfaction survey implementation (online feedback form). The KRC regularly holds events to gather feedback from students, faculty, and staff of the Institute. Last October 2016, the KRC held a trick or treat inspired by the Harry Potter novels and movies. Participants were asked to fill-out an online customer feedback form in exchange for some treats.



Figure 15: Users filling out the online customer feedback form

AIM-Knowledge Resource Center (KRC)
Online customer feedback form

Your KRC is very much interested in knowing your level of satisfaction on its services, staff, and collections, etc. Your feedback would help us improve in these areas. Your responses will be treated with utmost confidentiality.

Thank you.

KRC Team

* Required

1. How old are you? *

☐ 19-30

☐ 31-40

☐ 41-50

☐ 51-60

☐ 61 and above

2. Gender *

☐ Male

☐ Female

3. Nationality *

Figure 16. KRC's Online Customer Feedback Form

KRA 5: Linkages. The AIM collaborates with local, international, government as well as non-governmental organizations like the World Health Organization, International Labor Organization, Asian Development Bank, and the World Bank. The KRC has been designated as a repository of the publications of these organizations. Currently, it is part of the World Bank's Knowledge for Development Community. The KRC also houses the Knowledge for Development Center (KDC) of the World Bank. At the moment, AIM is also collaborating with the Asia-Pacific Economic Cooperation Business Advisory Council (ABAC), specifically in the area of generating case studies and on managing various electronic records of ABAC member economies. More specifically, in the development of the Virtual Knowledge Center on Services, in collaboration with the Philippine's Department of Foreign Affairs.



Figure 17: KDC

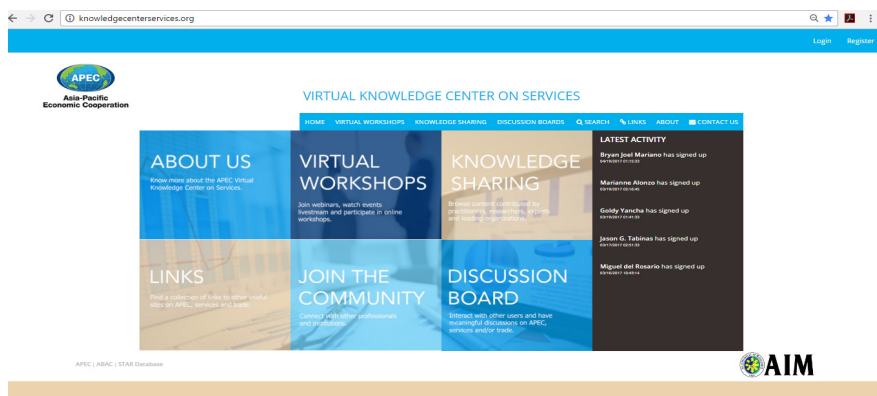


Figure 18: APEC-AIM Virtual Knowledge Center on Services

In 2015, AIM-KRC officially became a member of the Asia-Pacific Business School Librarians' Group (APBSLG). "APBSLG was inaugurated in 2002 by several business librarians in order to exchange experiences and professional knowledge. The purpose of APBSLG is to provide a forum for the directors of the libraries of leading Asian and Pacific business schools. Members meet once in a year to discuss issues of mutual interest, share information and participate actively in working groups. Interests include managerial and administrative issues and trends, co-operative initiatives to aid the provision of information in business schools, and opportunities for international collaboration and networking." (Source: <http://www.isb.edu/apbslg/about-us>)



Figure 19. APBSLG website

Last June 2016, the APBSLG held a meeting/conference with the European Business School Librarians' Group (EBSLG) and the Academic Business Library Directors (ABLD) at the Singapore Management University. AIM-KRC is the only Philippine business school library included in APBSLG. Joining organizations such as this provides a good opportunity for the librarian to learn best practices from other practitioners in the field and likewise share one's knowledge and experience on the field.

2017 marked another milestone for AIM-KRC with the formalization of an agreement with the ZBW – German National Library of Economic – Leibniz Information Centre for Economics (Germany) sealing AIM-KRC's partnership with ECONBIZ. The partner network “promotes the transfer of knowledge and cooperation among members. Its mission is to enable top research in economics and business studies through easy access to quality subject information in combination with state-of-the art search-features. Its vision is to develop the leading portal for subject information in economics and business studies. The network helps to promote the service on an international level and to enhance the visibility of research output and conferences in all partner countries. It also provides a forum for the discussion of topics relevant to the partners (<https://www.econbiz.de/eb/en/about/econbiz-partner-network/econbiz-partner-network/>)

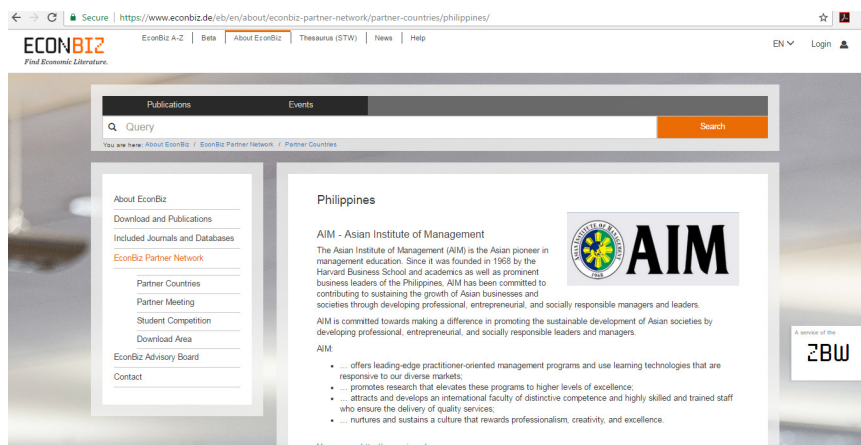


Figure 20. ECONBIZ website

The KRC also participates in publication exchange with other institutions outside of the Philippines. Currently, it has a standing partnership with the Universiti Malaya, Sabah.

In the local front, the KRC is a member of the Graduate Business Library Cooperative Program. Its main objective is to coordinate and support the provision of information service requirements of all member libraries, specifically, AIM-KRC, Ateneo de Manila University-Professional Schools Library, University of the Philippines, Diliman- University Library, and De La Salle University Libraries.

Most of the activities through this program include:

1. Interlibrary loan
2. Document delivery service
3. Free access to member libraries' stakeholders

KRA 6: Records Management and Archives. Since most of the Institute's units perform their own digitization activities, there is danger of lack of standards and consistencies in the output of each unit. Moreover, it is impractical for each unit to conduct their own digitization given the size of the Institute. The KRC therefore recommended a centralized approach to digitization, which is in line AIM's general records and archives management program. As a result of this initiative, the KRC was granted its own high-speed document scanner through the ICT Department. Aside from this, the KRC was able to acquire a Bookeye book scanner to enable digitization of records and other materials more efficiently. Through resource

digitization, institutions will be able to reach a “new and wider audience through online access, which also presents opportunities to build connections with other institutions and/or organizations” (Bülow & Ahmon, 2011).

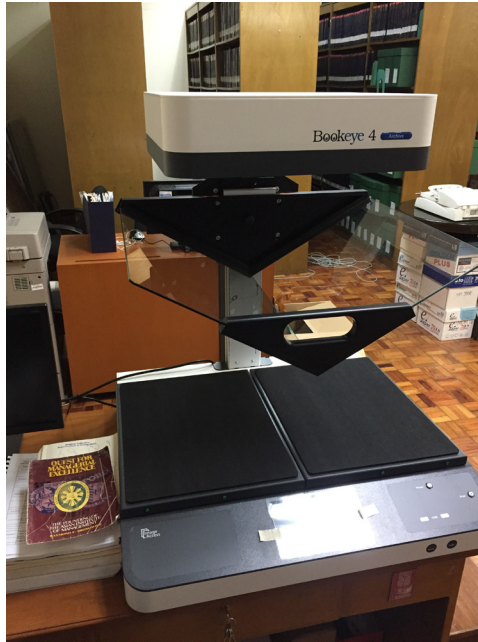


Figure 21. Bookeye scanner

Since the KRC spearheads the records management program of AIM, it has conducted basic records management seminar workshop to AIM staff. One of the objectives of this activity is to come up and update the institute’s records’ retention and disposition schedule (RRDS) based on the identified records of the different units of AIM. Currently, the RRDS is accessible through AIM’s SharePoint website, together with the digital assets and electronic records of the Institute. These were done to increase the Institute’s value as Blythe and Chachra (2005) pointed out: “The value to the institution comes from the collocation, the interconnection, the archiving, and the preservation of the intellectual output of the institution.”

The KRC has also embarked on the digitization of the KRC's collections as well as records received and created by members of the Institute. Initially, digitization of management research reports (MRRs) or graduate theses of AIM students, covering the periods 1995-2009, was conducted by an external service provider. Electronic copies of the MRRs were stored and made available to users in CD-ROMs. The second batch of MRR digitization (MRRs from 1968-2008) was made possible through a grant from the AIM Alumni Association. Aside from MRRs, AIM case materials were also digitized in house considering its manageable volume. A new project that would enable the digitization of MRRs from 2009- to the present is underway (Dizon, 2015). Piorun (2008) recommended that digitizing student works is an effective way to begin populating an institutional repository.

The AIM Archives was officially established last March 6, 2015. This facility, located inside the KRC, is the main repository of the institute's knowledge assets. Some of the materials preserved in the archives include photographs, minutes of the meetings, annual reports, books, periodicals, trophies, and other memorabilia of AIM. This facility is also used as venue for institutional events like Memorandum of Agreement (MOA) signing ceremonies, etc. (Dizon, 2015).



Figure 22. AIM Archives

CONCLUSION

As with any transformation efforts, it is necessary to be mindful of the reasons for the library transformation. Whatever these reasons maybe, one thing is for sure, that at the heart of all of these, the stakeholder needs must be of prime consideration. The activities stated above are only some of the many things that may be considered since maintaining the “status-quo” is no longer an option. Frank, et. al (2009) succinctly summarized the need for libraries to transform by stating that:

The viability of academic libraries is increasingly at risk due to organizational developments, technological changes, the changing nature of information services, and the evolution of scholarly communication. These developments are forcing libraries to face the challenge of remaining viable and integral participants in research and educational processes at academic institutions. Academic libraries must continue to market and provide value-added services to increase their efficacy, visibility, and image on college campuses. In such a time of challenge and opportunity, academic librarians, and libraries must be effectively integrated into the instructional and research fabric of colleges and universities.

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