STANDARDIZED STATISTICAL MEASURES AND METRICS FOR PUBLIC SERVICES IN ARCHIVAL REPOSITORIES AND SPECIAL COLLECTIONS LIBRARIES

Version 3 - Final Draft - Last edited June 9, 2017; proofreading corrections from ACRL Standards Committee entered on August 13, 2017

INTRODUCTION

BACKGROUND

In order to support increasing demands on archival repositories and special collections libraries to demonstrate the value they provide their constituencies, archivists and special collections librarians have become increasingly mindful of the need to gather, analyze, and share evidence concerning the impact of their services and the effectiveness of their operations. Yet the absence of commonly accepted statistical measures has impeded the ability of repositories to conduct meaningful assessment initiatives and the articulation and evaluation of best practices.

Recognition of these challenges has emerged in several contexts in recent years, including the 2010 publication of *Taking Our Pulse: The OCLC Research Survey of Special Collections and Archives*; an assessment-themed issue (13:2, Fall 2012) of *RBM: A Journal of Rare Books, Manuscripts, and Cultural Heritage*, published by the Association of College & Research Libraries (ACRL); assessment-related sessions at the meetings of allied professional associations, including the Society of American Archivists (SAA), American Library Association (ALA), and ACRL's Rare Books and Manuscripts Section (RBMS); presentations centered on special collections at the biennial Library Assessment Conferences sponsored by the Association of Research Libraries (ARL); and grant-supported initiatives led by ACRL, ARL, and other organizations aimed at building and fostering cultures of assessment and demonstrating the value that libraries and archives bring to their communities and society at large.

Within this context, SAA and ACRL/RBMS constituted a joint task force in 2014 and charged it with developing standardized statistical measures for public services in archival repositories and special collections libraries. The task force consisted of ten members, five appointed by SAA and five by ACRL/RBMS, including co-chairs representing each organization. Members were appointed for two-year terms, which were renewed in 2016 for an additional year:

- Christian Dupont (ACRL/RBMS co-chair), Boston College (2014-2017)
- Amy Schindler (SAA co-chair), University of Nebraska at Omaha (2014-2017)
- Moira Fitzgerald (ACRL/RBMS), Yale University (2014-2017)
- Thomas Flynn (SAA), Winston-Salem State University (2014-2017)
- Emilie Hardman (ACRL/RBMS), Harvard University (2014-2017)
- Jessica Lacher-Feldman (SAA), Louisiana State University (2014-2016)
- Brenda McClurkin (SAA), University of Texas at Arlington (2016-2017)
- Sarah Polirer (SAA), Cigna Corporation (2014-2017)
- Gabriel Swift (ACRL/RBMS), Princeton University (2014-2017)

- Bruce Tabb (ACRL/RBMS), University of Oregon (2014-2017)
- Elizabeth Yakel (SAA), University of Michigan (2014-2017)

AUDIENCE AND PURPOSE

This standard was developed to provide archivists and special collections librarians with a set of precisely defined, practical measures based upon commonly accepted professional practices that can be used to establish statistical data collection practices to support the assessment of public services and their operational impacts at the local institutional level. The measures were also formulated to support the aggregation of public services data from multiple institutions to provide a basis for institutional comparisons and benchmarking. It was beyond the charge of the task force that developed this standard, however, to create a statistical survey instrument to collect institutional statistics or a data repository to house them.

Careful attention was given to formulating the measures so that any type of repository that manages and provides access to archival and special collections holdings—including academic, corporate, and government archives; public and independent research libraries; and historical societies—may use them in a manner consistent with their application by other repositories. So, too, measures were formulated in order that repositories of any size and any level of budgetary or technological resources may implement them.

The purpose of this standard is to help archival repositories and special collections libraries quantify in meaningful terms the services they provide their constituencies and evaluate the effectiveness and efficiency of the operations that support those services. It does not attempt to provide guidance on conducting qualitative assessments of user impacts, which are beyond its scope. Nevertheless, the definitions of services, measures, and performance metrics that it does present may be useful in planning and formulating qualitative assessments.

The focus of this standard on quantitative measures and performance metrics should not be construed as an attempt to reduce the value of archival and special collections libraries to a set of numerical inputs and outputs. To the contrary, its aim is to establish a common and precise vocabulary to facilitate conversations about the ways in which archives and special collections deliver value and how they might increase it.

Although value may be expressed in economic terms, the measures and metrics defined in this standard were not formulated as budgetary inputs and outputs, but rather as practical activities related to the delivery of services to users of archives and special collections. They may nevertheless be useful for supporting cost benefit analyses of service operations.

ORGANIZATION OF THE STANDARD

Based on the results of a survey of community practices conducted by task force members in August-September 2015 that received 311 responses, the task force elected to categorize the contents of its charge into eight domains, each covering a different area of public services provided by archival repositories and special collections libraries. Although the domains are interconnected and overlap at points, efforts were made to maintain distinctions to allow for independent collection and analysis of measurements wherever possible. The eight domains are: User Demographics, Reference Transactions, Reading Room Visits, Collection Use, Events, Instruction, Exhibitions, and Online Interactions.

The presentation of each domain follows the same structure, beginning with a brief description of the scope of the domain and general rationale for collecting statistics that pertain to it. Next, a single basic measure is defined as a baseline for local data collection and potentially for aggregation with data from other institutions. The aim was to identify measures that archival repositories and special collections libraries of any type and size would find useful and practical to collect, using whatever means available, whether pencil and paper, spreadsheets, or an automated system. All repositories are encouraged to collect at least the basic measures for each domain, thereby creating the possibility for collecting and sharing a common set of statistics that are uniform and comparable across many institutions through a statistical survey.

Each domain also contains one or more advanced measures, which repositories may choose to collect as local needs and resources allow. In most cases it would be neither feasible nor productive for a repository to collect all of the advanced measures on a continual basis. A repository may find it useful to collect selected advanced measures year after year, while collecting other advanced measures on an as-needed basis when reviewing specific areas of public service operations, and others not at all. A repository may also wish to formulate its own measures based on other processes that pertain to the delivery of its public services. In that respect, the advanced measures outlined in this standard should be regarded as starting points rather than an exhaustive list.

Both the basic and advanced measures are described individually, and each includes a rationale that suggests in general terms the potential benefits for tracking it. Each measure also includes guidelines for collection that provide details on what types of data should be included or excluded from the measure and the means that can be employed to collect the data. The guidelines for collection are followed by one or more applications and examples to illustrate in

still more practical terms how the data can be collected, counted, and used by various types of repositories. The guidelines, applications, and examples were also formulated to help ensure uniformity and consistency of data collection across different types of repositories.

A final section in each domain offers a series of recommended metrics that indicate the different ways in which the measurements can be analyzed and compared, and in some cases combined, in order to help repositories monitor the effectiveness and efficiency of their operations and quantify the outputs, if not the impact and value, of their services.

Finally, an appendix contains a glossary of key terms that are employed in the definitions of the services and measures described in this standard, thereby ensuring that their usage is clear and unambiguous. Whenever possible, the definitions have been borrowed or adapted from other approved standards and authoritative resources that are commonly used by libraries and archives. In a few cases, however, it was necessary to further elaborate borrowed definitions in order to render them precise and meaningful in the context of archival and special collections services, or to formulate original definitions when a comparable service or definition could not be found. Wherever a term defined in the glossary appears in the standard, it has been capitalized in order to refer the reader to the definition. Attempts were made to use terms that are commonly employed by both archival repositories and special collections libraries, but some terms are less commonly used by one professional domain than the other. In other cases, terms that have been more commonly used in general library settings were adopted to describe practices in archival repositories and special collections libraries for which terms that are precise and practical enough to support statistical data collection have been lacking. The authors of this standard recognize that terminology may evolve as practices evolve, and so periodic review and revision of this standard will be important to ensuring its relevance and utility.

When collecting data, especially demographic data, repositories should implement appropriate safeguards to protect the privacy, confidentiality, and security of user data, and provide users access to applicable data collection, use, and privacy policies, obtaining and documenting their consent to such policies and practices as required by law or as appropriate to professional or institutional practice. Repositories should consult the ACRL/RBMS Guidelines Regarding Security and Theft in Special Collections for guidance on registering users and retaining user records. Repositories should also review SAA's "Core Values Statement and Code of Ethics" and ALA's "Library Bill of Rights" and the "Privacy" section of the "Interpretation of the Library Bill of Rights" and the related "Questions and Answers on Privacy and Confidentiality."

USING THE STANDARD

This standard was created to help archival repositories and special collections libraries develop local statistical data collection policies and practices around their public services so that they might in turn use the data to assess their public service operations. In order to use this standard effectively for this purpose, it is important to understand the distinction between measures and metrics, and how both can support assessment initiatives.

A measure, quite simply, is the result of taking a measurement of some quantifiable object or process. In the context of this standard, measures are counts of some type of discrete, repeatable process or transaction comprising the delivery of a service to the user of an archival repository or special collections library, for example a count of how many reproductions are made for a researcher or how many visitors view an exhibition. Individual measures can be directly compared. For example, how many researchers consulted materials in the reading room last month versus the same month last year?

A metric, on the other hand, is a calculated ratio between two measures or an independent variable, most often an increment of time (i.e., a rate). Metrics can be used to quantify and compare changes that occur in a repeated process over time or in the relationship between two processes. As such, they can be used to identify trends in the usage or performance of services. For example, a public services department may want to calculate the average number of reference questions it receives per month before and after adding an online reference request form to its website to help assess whether the form encourages or discourages users to ask questions. Another example involving the relationship between two measures would be calculating the number of exhibition visitors per exhibition rather than per year. Metrics are sometimes called performance metrics because they can be used to establish goals or benchmarks that can subsequently be evaluated.

The measures and metrics described in this standard pertain to the performance of services that are commonly offered to users of archival repositories and special collection libraries. In each case, the data pertaining to a measure or metric can be collected by repository staff who perform the service or by an automated system that they use to perform it. None of the measures or metrics depend on user surveys or other extrinsic means of collecting data. This is deliberate, and is meant to ensure that the data can be collected easily and reliably in the course of performing a service and without placing significant burdens on staff. On the other hand, this strategy has its limits. A comprehensive assessment program, especially one that aims to evaluate the value and impact of services on users, must include other types of data gathering, including qualitative data, to complement the purely quantitative statistical measures of service inputs and outputs described by this standard. It is nevertheless hoped that this standard will help to stimulate and

facilitate the implementation of meaningful assessment programs at a broad range of archival repositories and special collection libraries.

MEASURES AND METRICS

1.0 USER DEMOGRAPHICS

Collecting and analyzing User demographic data can help Repositories tailor their collections and services to better meet the needs of their constituents and target outreach efforts to attract new Users. Demographic analyses may be as basic a distinguishing Users who are affiliated with a Repository from those who are not, or they may involve other criteria, such as geographic location. When determining what types of demographic data to collect, Repositories should implement appropriate safeguards to protect the privacy, confidentiality, and security of User data, and provide Users access to relevant data collection and use policies, obtaining and documenting their consent to such policies and practices.

1.1 Basic measure ("User Association")

Count the number of unique Users who are associated with the Repository or its parent organization separately from the total number of all other Users.

Rationale:

Distinguishing Users who are in some way associated with the Repository from all unassociated Users can help the Repository assess the degree to which it is oriented to serving "internal" versus "external" constituents. For some institutions, monitoring the percentage of affiliated Users may be an important metric for demonstrating the value of the Repository to its parent institution.

Guidelines for collection:
- Identify criteria that distinguish "associated" or "internal" Users from "unassociated" or "external" Users. Count the total number of Users in each of the two resulting categories.
- "Internal" Users are those who are associated with the Repository or its parent organization by employment, membership, geographic location, educational enrollment, or other objective qualifications. "External" Users are those who lack any credentials or status that constitute formal association with the Repository or its parent organization.
- Different types of Repositories and organizations may define associated and unassociated User types in different ways. For example, educational institutions might include current students, alumni, instructors, and staff as affiliated Users; commercial firms might include employees and contracted consultants; religious organizations might include

members who have participated in initiation rites; historical societies might include dues-paying members and other financial supporters; government archives might define affiliated Users by residence within certain geographic precincts.

- Repository staff should be excluded from the count unless they consult its collections for purposes other than their employment with the Repository (e.g., conducting personal research rather than answering Reference Questions, etc.).
- Repositories that are subordinate to a parent organization (e.g., divisions, branches, etc.) should determine whether to count Users from the parent offices or other divisions of the organization as internal/associated or external/unassociated Users.
- Count each User only once during the time period measured, as the purpose of this measure is to count the number of distinct, individual (i.e., unique) Users, not visits or other interactions with the Repository, which are counted within other domains.

Application and examples:

- A local government archives counts local government employees or people who reside within in its political jurisdiction as internal Users.
- A corporate archives within a multinational corporation counts only those employees who work within the same location or subsidiary unit as internal Users, and all others as external Users.
- A historical society counts current, dues-paying members and other individually recorded donors as internal Users, and all others as external Users.
- An academic special collections or archives counts current students, alumni, faculty, and staff as internal Users, and all others as external Users.

1.2 Advanced measure ("User Affiliation")

Gather information about the nature of Users' affiliations with the Repository or demographic classifications as appropriate to the Repository's assessment, reporting, and security practices and policies.

Rationale:

Classifying Users according to their nature of their affiliation with a Repository can help the Repository better understand the different communities it serves and they seek from the Repository. Tracking User affiliation also enables a Repository to have data when called upon to demonstrate use by a specific User demographic.

Guidelines for collection:

- Classify Users according to their affiliation or relationship to the Repository or its parent organization, such as by their employment, enrollment, or membership status, educational level, geographic locality, etc.
- User classifications may be developed for specific Repository types such as government archives, business archives, academic special collections and archives, etc.
- User classifications may be based on categories of information collected via a User registration process, via web analytics or other online interaction assessment tools, or both.
- When developing User classifications and means for collecting and maintaining demographic information, be sure to give proper attention to the privacy, confidentiality, and security of User data, and provide Users access to relevant data collection and use policies, obtaining and documenting their consent to such policies and practices as appropriate.
- More complex User classifications characteristic of an advanced measure will also generally provide the means of tallying the numbers of internal and external Users as defined by the basic measure.

Application and examples:
- A research library may wish to track numbers of Users according to educational level and academic status, for example K-12 students, undergraduates, graduate students, postdoctoral fellows, staff, faculty, and independent researchers.
- A Repository may decide to distinguish and count separately Users who are affiliated with a nearby organization such as a museum because the organization's staff use the Repository so frequently.
- A Repository informs Users who register to use its Reading Room services that it collects address and other information for security purposes, as well as to support demographic analyses of the Users it serves.

1.3 Advanced measure ("Registered Users")

Count the number of unique Users who have applied for and received permission to access the Repository's materials.

Rationale:

Maintaining a count of unique Registered Users enables a Repository to assess the size of the audiences it is most directly impacting with its services. Some Repositories may require only onsite Users to register, while others may require online Users to register or otherwise identify themselves individually in order to receive certain types of services, such as Reproductions. Registered Users may represent only a small portion of total Users, especially if a Repository

tracks numbers of casual visitors to Events and Exhibitions, or online interactions. User registration can enable Repositories to collect a rich array of reliable demographic data with the User's informed consent.

Guidelines for collection:

- Registered Users are primarily those who have registered to consult the Repository's holdings onsite in its Reading Room, or who have registered for online access to electronic records and services not available to the public.
- Users may be registered via an online or manual form that requests them to provide certain required, and perhaps optional, elements of personal information such as name, address, birthdate, email address, telephone, research interests, referral source, etc.
- Only Users who have completed the registration process and received permission to access the Repository's holdings and services should be counted; exclude incomplete or rejected registration applications, and suspended or blocked Users.
- Elements of personal information collected via a registration process may be entered into a database or spreadsheet to facilitate demographic analyses.
- In their statistical counts, some Repositories may wish to distinguish newly Registered Users from previously Registered Users who return for subsequent visits (see 1.4 Recommended Metrics).

Application and examples:

- On its registration form, a Repository requests Users to check one or more checkboxes to indicate their research interests so that staff can better target collection development and outreach efforts.
- A Repository requires Users to complete an online registration form in order to gain access to publication-quality images from its digital collections to help ensure that its images are properly credited. It then uses the demographic information it collects from the registration process to better understand the needs of its User base and provide tailored collections and services.

1.4 Recommended metrics

"Internal" vs. "external" Users

- Monitoring changes in the aggregate numbers and relative percentages of "internal" vs. "external" Users over time can yield insights into the success of targeted outreach efforts or trends in User behaviors.

Users by affiliation

- Repositories that classify Users according to certain demographic criteria may find it useful to analyze changes in the numbers and percentages represented by each User classification over time. Patterns and trends that emerge may prompt Repositories to increase outreach efforts to certain User segments and assess the effectiveness of such programs.

Users by geographic location

- Tracking geographical locations of Users can help Repositories identify ways to improve or expand services. For example, if a Repository finds that it attracts many Users who are not from the local community, it may wish to pursue a partnership with a local visitors center to provide its Users with information about local attractions and amenities.
- Tracking numbers and percentages of non-local Users can help Repositories compile data about their impact on the local economy.
- Repositories with a mission focused on a specific community may track the numbers and percentages of Users affiliated with that community to assess the success of their programs.

Unique Users by month/year

- Monitoring and comparing numbers and percentages of unique Users over time can help Repositories assess their success in maintaining or increasing usage of their holdings.
- Repositories may be able to correlate increases in numbers of unique Users to the effectiveness of outreach programs, publicity, renovated facilities, or other improvements.

Newly Registered Users by month/year

- Comparing the numbers of newly Registered Users over time and the ratio of newly Registered Users to total Registered Users can demonstrate how effective a Repository is at attracting new audiences.

Returning Users by month/year

- Comparing the numbers of returning Registered Users over time and the ratio of returning Registered Users to total Registered Users can demonstrate how successful a Repository is at continuing to engage its User base.

2.0 REFERENCE TRANSACTIONS

A Reference Transaction is often the most common form of interaction between Repository staff and Users, whereby staff engage with Users to learn about their research interests and how best to employ the resources of the Repository to respond to their queries.

2.1 Basic measure ("Reference Questions")

Count the number of unique Reference Questions received from Users regardless of the method used to submit the question.

Rationale:

Maintaining a count of Reference Questions from Users is the most basic way to track staff engagement with Users.

Guidelines for collection:

- Count questions from Users working in the Reading Room if the response requires staff to employ their knowledge or one or more information sources and the User has not already asked a question on the same topic.
- Count Reference Questions concerning different topics from the same individual as separate questions.
- Exclude follow-up emails, multiple social media interactions, or other reference consultations on the same question.
- Exclude directional/general information questions, tours, or Instruction Sessions. Nevertheless, if a Repository is interested in assessing the frequency or amount of time that it devotes to answering directional/general information questions, it may wish to do so separately. The purpose for excluding such questions from the count of Reference Questions is to ensure that Reference Question statistics are collected in a manner consistent with other library and information standards (see Glossary).
- Exclude requests from a User to use the next folder, box, item, etc., in a collection while working in the Reading Room since such requests represent another form of information questions.
- Some Repositories may find it more practical to collect statistics for only a limited period of time (i.e., sampling) rather than continuously. Statistical surveys for academic libraries, for instance, sometimes ask respondents to collect and report the average number of Reference Questions received in a typical week, with a typical week defined according to certain definitional criteria.

Application and examples:

- A User contacts the Repository via email with a Reference Question and then follows up with a clarifying or related question. The Repository should count these related interactions as a single Reference Question. If a User and staff exchange multiple emails related to the same research topic, the Repository should still count those interactions as a single Reference Question, but may wish to classify it according to a higher level of

complexity (see 2.5 Question Complexity). In addition, the Repository may wish to track the cumulative amount of staff time that is devoted to responding to Questions that involve multiple interactions (see 2.3 Time Spent Responding).

- A User calls the reference desk at a local historical society to ask a genealogical question about a particular family. The User then sends a follow-up email to the staff member with whom she spoke. The following week, she visits the society's Reading Room to consult the family's papers and asks a few questions related to her original inquiry. The Repository should count this as a single Reference Question since the topic has not changed.
- During a lunchtime conversation, a university archivist is asked when the first glee club performance was held. That afternoon, the archivist researches the question and calls the colleague back with an answer. The archivist should count this as a Reference Question since answering it required the archivist's knowledge and use of information sources to respond.
- If a User asks a staff member for the address or contact information of another Repository, that should be considered a simple informational question and should not be counted as a Reference Question. On the other hand, if a User asks the staff member for advice regarding other Repositories that may hold materials relevant to her research, that interaction should be counted as a Reference Question.

2.2 Advanced measure ("Question Method")

Categorize the methods by which Reference Questions are received.

Rationale:

Capturing and categorizing the methods by which Reference Questions are received can be a useful means of understanding how Users prefer to interact with staff and can help Repositories tailor their services accordingly.

Guidelines for collection:

- Identify and categorize the methods whereby Users submit Reference Questions. Typical methods include submitting questions through an online form, sending email to a general address and/or specific staff members, sending mail by the postal system or private courier, calling a general telephone number and/or specific staff, using social media services such as Facebook and Twitter, approaching staff in person, or any other means of contact.
- Record the method by which Reference Questions are received when tallying them for the purposes of obtaining the Basic Measure outlined above.

- Some Repositories may find that periodic sampling for defined intervals (e.g., a week or a month) rather than continuous recording yields sufficient data for assessment purposes.

Application and examples:

- A historical society tracks the methods whereby it receives Reference Questions during March, July, and November of every year in order to understand whether Users prefer using different methods of contacting and interacting with staff at different times of year, and whether those methods are changing over time.
- A corporate archives has instituted a reference request form and ticketing system to help manage and prioritize requests from company employees. Archives staff continue to monitor the other methods through which they receive Reference Questions in order to assess how successful they are in directing employees to use the reference form.

2.3 Advanced measure ("Time Spent Responding")

Record the amount of time Repository staff spend managing and responding to Reference Questions.

Rationale:

Tracking the amount of time that staff spend engaging in Reference Transactions is one aspect of information gathering that can help Repository managers to gauge the proportion and value of the activity in relation to other functions, and to create training programs and tools to help staff respond both more efficiently and more effectively to User requests.

Guidelines for collection:

- Record the total amount of time spent managing and responding to each Reference Question. Include time spent on in-person consultations, phone calls, emails, social media replies, etc., as well as time spent conducting research required to answer the Reference Question and time spent recording and managing the Reference Transaction in a tracking system. Include time spent by all staff involved in managing and responding to the Reference Question.
- Because managing and responding to a Reference Question can often involve the efforts of multiple staff members, recording time spent is most effectively accomplished using a centralized electronic system for managing Reference Transactions. Some commercial and open source systems include a field in which time spent can be recorded and tabulated cumulatively. Other systems, such as locally developed databases and spreadsheets, may be modified to allow addition of a field or column for recording time spent. Repositories without a strong technological infrastructure may find it feasible to use manual forms for recording and tabulating time spent on Reference Transactions.

- Include the amount of time spent creating and transmitting digital images or photocopies if staff initiate the activity as a means of answering the Reference Question. If Users initiate the creation of a Reproduction, treat the activities related to fulfilling the request as a Reproduction request (see 4.10 Reproduction Requests and 4.11 Reproductions Made).
- Establish a local policy to record either the actual time spent managing and responding to each Reference Question or an estimated amount of time according to fixed intervals (e.g., 15- or 20-minute time blocks), rounded to the nearest interval. If actual times are recorded, it may still be necessary for staff to estimate the amount of time since it is common to be interrupted while researching and responding to Reference Questions.
- Some Repositories may find that periodic sampling for 2- to 4-week intervals rather than continuous recording yields sufficient data for assessment purposes.

Application and examples:
- A staff member receives a phone call from a User and spends 5 minutes discussing a Reference Question and taking notes. The staff member sends the notes via email to another staff member to ask assistance in looking up the desired information. The second staff member spends 15 minutes consulting various reference sources and then 10 minutes writing an email to the User. The User responds to thank the staff member, and the staff member spends 5 minutes updating the Repository's Reference Transaction tracking system, including the amount of time spent on the transaction. The total amount of time recorded in the system for this Reference Transaction would be 35 minutes if the method of recording actual time spent is used, or 30 minutes if fixed intervals of 15 minutes are used and rounded to the nearest interval.

2.4 Advanced measure ("Question Purpose")

Record the purpose of Reference Questions according to a defined rubric.

Rationale:
Recording and categorizing the purposes of Reference Questions can help a Repository to understand better which areas of its collections and types of assistance its Users most value so that it can focus its resources on strategic improvements.

Guidelines for collection:
- To ensure consistency of data collection and facilitate tabulation of results, devise, adopt, or adapt a rubric for categorizing Reference Questions according to the subject or collection area, type of service requested, or a combination thereof. For example, a subject-based rubric might include subjects such as American history or literature, while

a collection-based rubric might include major areas covered by collection groups (e.g., political archives or detective fiction) or even specific collections that are frequently used (e.g., a local authors collection). Another type of rubric might distinguish requests for information, Reproductions, permissions, and other services, or might distinguish intent and/or anticipated outcomes such as fulfilment of a class assignment, academic or commercial publication, genealogical research, general interest, etc.

- Because Reference Questions and service requests may be communicated through various means and various staff, recording the purpose of requests is most effectively accomplished using a centralized electronic system for managing Reference Transactions. Some commercial and open source systems may include a field or fields for recording the purpose or purposes of transaction and facilitate their tabulation. Other systems, such as locally developed databases and spreadsheets, may be modified to allow addition of a field or column for recording Reference Transaction purposes. Repositories without a strong technological infrastructure may find it feasible to devise manual forms for recording and tabulating the purposes of Reference Questions.
- Online or manual forms for submitting Reference Questions or User registrations may be adapted to include a field or fields that the User can use to explain and categorize the purpose of their request or use of the Repository. If this method is used, Repositories should consider incorporating a rubric and appropriate instructions on the form so that Users will describe the purpose(s) of their requests accurately and consistently to facilitate tabulation and analysis by Repository staff. Checkboxes or radio buttons are better suited to this function than free-text fields, but if the latter are used, staff may then apply a rubric to categorize the purposes described by Users.
- Rubrics may be developed for specific Repository types, such as government archives, business archives, academic special collections and archives, historical societies, etc.

Application and examples:
- A Repository may wish to record whether the User is seeking information about its collections, services, or the anticipated product or outcome of the consultation. If more than one categorization scheme or rubric is employed, care should be taken to avoid conflating statistics from different categories. For example, a tally of the number of genealogical queries should not be added to the number of requests for Reproductions.
- If a Repository wants to assess what types of information and services its Users seek most often, it may devise a rubric that allows it to categorize which requests are oriented to the purpose of obtaining specific information derived from its collections, obtaining general information about its services, or requesting services such as Reproductions, Interlibrary Loan Requests, etc.
- If a Repository wants to assess the intentions that prompt Users to contact or visit the Repository, the Repository may devise a form that asks Users to select an option that best

describes the primary reason for their contact or visit. Such options might include general interest, genealogical research, class assignment, academic research and publication, etc.

- If a Repository wants to assess the anticipated outcomes of User consultations, it may devise a form that asks Users whether the anticipated product or result includes academic or commercial publication, an Exhibition, a creative adaption such as a fictional work or film, or a commercial interest such as research related to a real estate transaction or historic preservation project.

2.5 Advanced measure ("Question Complexity")

Record the level of complexity of Reference Questions according to a defined rubric or scale.

Rationale:

Recording and categorizing the complexity of Reference Questions can help a Repository to understand better what levels of expertise and engagement are required to meet the needs of its Users.

Guidelines for collection:

- To ensure consistency of data collection and facilitate tabulation of results, devise, adopt, or adapt a rubric for categorizing Reference Questions according to progressive levels of question complexity and resources required to provide an appropriate response. An example of a predefined rubric is the READ (Reference Effort Assessment Data) scale, "a six-point scale tool for recording vital supplemental qualitative statistics gathered when reference librarians assist users with their inquiries or research-related activities by placing an emphasis on recording the effort, skills, knowledge, teaching moment, techniques and tools utilized by the librarian during a reference transaction" (see: http://readscale.org/). Examples of predefined categories may include ready reference, a research consultation appointment, conducting research for or alongside a User, etc.
- Rubrics and scales may be developed according to individual Repository needs or specific Repository types, such as government archives, business archives, academic special collections and archives, historical societies, etc.

Application and examples:

- Archivists and librarians at an academic library that employs the READ scale for assessing its general reference operations have adapted the scale to provide comparable ratings for archival reference: (1) directional (location, hours); (2) technical support (instruction in use of catalog, finding aids); (3) basic reference (answering specific informational question in less than 15 minutes); and (4-6) three levels of advanced

reference categorized according to the level of professional archival knowledge, number of resources and staff engaged, number of interactions with User, and overall time spent.

2.6 Recommended metrics

Total number of Reference Questions received per week/month/year
- Tabulating the total number of Reference Questions received over given periods of time and comparing totals across periods can reveal patterns in User demands. For instance, Reference Questions at academic special collections and archives may increase towards the end of academic terms when class assignments are due.

Total number of Reference Questions received per day/week/month/year via each method
- Tabulating and comparing the number of Reference Questions received via each method tracked by the Repository can reveal patterns and trends in the means Users use to engage Repository staff and collections over time, which may lead the Repository to reevaluate its staffing and Reference Transaction management systems.

Average number of minutes spent responding to Reference Questions
- Calculate the total number of minutes spent managing and responding to Reference Questions, and divide the total by the number of Reference Questions received during the same period.
- A Repository may use this metric to forecast staffing needs as the number of Reference Questions increases or decreases over time. Another Repository may use this metric to assess the impact of the implementation of a reference training program or a new Reference Transaction management system.

Average number of minutes spent responding to internal vs. external Users
- A Repository may wish to assess the relative amount of time it devotes to serving internal/associated Users versus external/unassociated Users as defined by the measures for User Demographics (see 1.1 User Association and 1.2 User Affiliation). To do so, the Repository would need to calculate separately the total number of minutes staff spent managing and responding to Reference Questions from internal and external Users and dividing the respective totals by the number of questions received from each User category.
- Comparing the average length of time spent responding to internal versus external Users reveals a need to review the Repository's mission or User service policies.

Ratio of time spent responding to Reference Questions to time Users spend in the Reading Room

- Repositories may find it interesting to monitor the ratio of time that staff spend managing and responding to Reference Questions to the amount of time that Users spend consulting collection materials in the Reading Room (see 3.2 User Hours).

Ratio of Reference Questions submitted by each User demographic category

- Repositories that track 1.2 User Affiliation may find it useful to compare the proportion of Reference Questions received from Users in each category over different intervals of time.

3.0 READING ROOM VISITS

A secure, supervised Reading Room is the primary setting in which archival and special collections materials are consulted by researchers at most Repositories. Collecting statistics on the number and duration of Reading Room Visits enables a Repository to assess the frequency and intensity of direct researcher engagement with its holdings.

3.1 Basic measure ("User Days")

Count the number of Reading Room Visits made by Registered Users during a 24-hour period, beginning and ending at midnight. Count each unique Registered User once and only once, regardless of how many times the User enters and exits the Reading Room during the 24-hour period, and regardless of the User's total or cumulative Reading Room Visit length.

Rationale:

Maintaining a daily tally of Reading Room Visits is the simplest and most straightforward way of gauging how often Users consult the Repository's holdings directly and in person. It is assumed that Users who are admitted to the Reading Room for the purpose of consulting materials have completed at least a basic registration process, and are therefore referred to here and elsewhere in this standard as Registered Users.

Guidelines for collection:

- Reading Room Visits can be tallied manually by creating a daily list of individual Registered Users who enter the Reading Room, and then adding up the number of unique Users who were admitted to the Reading Room that day.
- Visits can be tallied upon either entrance or exit from the Reading Room, for in a contained, controlled Reading Room area the number of entrances and exits during the course of a day should be the same.
- If two or more Registered Users visit the Reading Room together, count each Registered User's visit separately.

Application and examples:

- A Registered User is admitted to the Reading Room at 10:00 am and works until noon, then signs out to take a lunch break, and returns at 1:30 pm and works for another hour. Count 1 Visit.
- A Registered User is admitted to the Reading Room at 10:00 am, briefly consults one item, and then leaves at 10:15 am for the rest of the day. Count 1 Visit.
- A User is admitted to the Reading Room on one day and returns the next day to consult the same or new material. Count 2 Visits.

3.2 Advanced measure ("User Hours")

Calculate the cumulative amount of time that a Registered User spends in the Reading Room during a 24-hour period, beginning and ending at midnight. Record the measure in hours or minutes.

Rationale:

More detailed insights into the usage of Reading Room services can be gained by tracking the length of Registered Users' Visits in addition to their number. Longer Visits may be assumed to imply more intensive use of materials than shorter ones.

Guidelines for collection:

- User Hours can be obtained by recording the times that Registered Users enter and exit the Reading Room on a manual form or a spreadsheet, and then calculating the total amounts of time that individual Users spend in the Reading Room each day and summing the results for each day.
- A Reading Room management software system may be able to calculate and report this statistic automatically.
- Establish a local policy to record either the actual time spent or an estimated amount of time according to fixed intervals (e.g., 15- or 20-minute time blocks), rounded to the nearest interval.

Application and examples:

- A Registered User is admitted to the Reading Room at 10:00 am and works until 12:00 pm, then signs out to take a lunch break. The User returns at 1:30 pm and works until 3:15 pm. Record a total Reading Room Visit length of 3.75 hours, or 225 minutes.
- A Registered User is admitted to the Reading Room at 10:00 am, consults one item, and then leaves at 10:20 am for the rest of the day. Record a total Reading Room Visit length of 0.33 hours, or 20 minutes if recording actually time spent, or .25 hours or 15 minutes if using a 15-minute time block scale and rounding off to the nearest block.

- A Registered User is admitted to the Reading Room at 9:00 am on Monday and leaves at 11:00 am. She returns on Tuesday at 10:00 am and leaves at 12:30 pm. Record a Reading Room Visit length of 2.0 hours, or 120 minutes for the first Visit on Monday, and a Visit length of 2.5 hours, or 150 minutes, for the second Visit on Tuesday.

3.3 Recommended metrics

Total Reading Room Visits per day
- Calculating and comparing the total number of Reading Room Visits per day can reveal usage patterns and help determine appropriate opening and closing times and staffing levels. For example, a Repository that records few Reading Room Visits on Saturdays, but many on certain weekdays when the Reading Room is also open during the evening, may decide to discontinue Saturday hours and instead offer additional weekday evening hours.
- Comparing total Reading Room Visits per day for each date over multiple years can reveal fluctuations in usage levels and trends.

Average number of Reading Room Visits per day
- Calculating the average number of Reading Room Visits per day can provide a useful baseline metric for comparing usage levels and trends from year to year, or at multiple Reading Rooms or Repositories.

Average number of Reading Room Visits per unique Registered User
- Calculating the average number of Reading Room Visits made by unique Registered Users during a given period of time indicates the overall rate of return Visits. Multiple Visits by the same User increases the average, indicating more frequent and intensive usage.
- Monitoring the standard deviation of this statistic, and the percentage of Users who visit more than once, may also be useful in assessing overall usage patterns. For example: are more Users visiting more frequently over time?

Total User Hours per day
- Calculating and comparing the total number of hours that Registered Users spend in the Reading Room each day over a given period of time can reveal fluctuations in usage levels and trends. See also 4.3 Usage Hours.

Average Reading Room Visit length
- Calculating and comparing the average Reading Room Visit length from year to year or during other distinct periods can reveal usage patterns and trends and the impact of policy

changes. For example: does average Reading Room Visit length increase when hours are extended? Does permitting the use of personal digital cameras tend to increase or decrease average Reading Room Visit length?

4.0 COLLECTION USE

The primary purpose of archives and special collections Repositories is to acquire, preserve, describe, and facilitate access to rare and unique holdings. Monitoring levels and patterns of collection use therefore provides Repositories with primary indicators of their success in fulfilling their mission and purpose.

4.1 Basic measure ("All Checkouts")

Count the number of Checkouts of Collection Units for any use. Include Checkouts for Registered Users in the Reading Room during each 24-hour period and Checkouts related to other User services, such as responding to Reference Questions, fulfilling Reproduction Requests and Exhibition loan and Interlibrary Loan Requests. Also include Checkouts recorded for staff uses, such as Exhibitions, Events, and Instruction Session, as well as routing materials for cataloging, conservation, and digitization.

Rationale:

The All Checkouts measure is primarily geared to evaluating the level of operational impact of collection retrieval and circulation services. It is defined in such a way as to enable all Repositories to collect and aggregate Checkout data whether or not they have a Reading Room, or whether they track separately Reading Room, Exhibition, or other uses, as suggested by the advanced measures. For Repositories that only track Reading Room Checkouts, All Checkouts and Reading Room Checkouts will be equivalent and will give an indication of User impact as well as operational impact. If the method of recording Checkouts enables the Repository to identify the use of individual Collection Units, noting the frequent use of the same Units could help to prioritize their digitization, conservation, or improved descriptive access.

Guidelines for collection:
- Count the number of Call Slips created for distinct Collection Units. If multiple Collection Units are included on the same Call Slip or retrieval form, Checkouts for each Collection Unit should be counted separately, if feasible.
- If the same Collection Unit is checked out multiple times to the same User, even during the same 24-hour period defined by a Reading Room Visit (see 3.1 User Days), count each Checkout separately, if feasible. (Note: counting each Checkout separately provides an indication of intensity of operational impact on staff although it may not relate to any difference in the overall amount of time that a User consults a given Collection Unit.)

- To ensure consistent and meaningful data gathering, a Checkout should be recorded only when a Collection Unit is issued to the intended User or for its intended use, rather than when it is placed on hold for later use.
- Repositories that use an automated system for managing the circulation of its archival and special collections materials should obtain reports from the system that provides statistics on numbers of Checkouts as defined here.
- Repositories that use neither Call Slips nor an automated circulation management system should keep a manual tally of Collections Units retrieved and used for any purpose by Users or Repository staff as defined here.
- Repositories may wish to document the Checkout types counted in this measure whether using the advanced measures below or other measures not defined below for better comparisons across different Reading Rooms and Repositories.
- Repositories may also elect to track the frequency of Checkouts for specific Collection Units to help identify User interests and candidates for digitization or conservation.

Application and examples:
- A Registered User requests to consult a box of archival materials in the Reading Room. The box is checked out to her. She returns the box to staff when she takes a lunch break. Staff check the box in and put it on hold. When the User returns after lunch, the box is checked out to her again, and noted accordingly on the Call Slip, or by an automated circulation transaction system, or by a tally mark on a circulation form. Count 2 Checkouts.
- A Collection Unit is checked out for Exhibition use and routed to conservation staff who prepare a mount for it and later install it in a display case, where it is kept on display for three months. Count 1 Checkout.
- A Collection Unit is used for three separate Instruction Sessions for the same course. Count 3 Checkouts.
- A Collection Unit is checked out by a staff member for use in responding to a Reference Question. The staff member returns the Collection Unit, but flags it for cataloging review. It is then checked out to a cataloger who enhances the descriptive record. Count 2 Checkouts.

4.2 Advanced measure ("Reading Room Use")

Count the number of Checkouts performed for Registered Users in the Reading Room.

Rationale:

Counting Checkouts of Collection Units that are consulted in the Reading Room provides a direct measure of how frequently Registered Users are using the Repository's holdings. It can also be combined with other measures, such as numbers of Registered Users, to provide useful metrics, such as numbers of Checkouts per Registered User. Some Repositories may want to filter out multiple Checkouts of the same Collection Unit for the same Registered User during the same 24-hour period, beginning and ending at midnight, in order to more directly correlate numbers of Checkouts with Reading Room Visits. Some may want to filter out multiple Checkouts of the same Collection Unit for the same Registered User over multiple visits in order to measure the number of unique Collection Units used by each Registered User or to obtain a ratio metric, such as the average number of Collection Units used by Registered Users.

Guidelines for collection:

- If the Repository uses Call Slips to track Reading Room Circulation Transactions, Checkouts corresponding to Reading Room Use can, in general, be tallied by counting the number of Call Slips that were handled for each Registered User each day. If a notation is made on the Call Slip each time the Collection Unit is issued to the User, then the total number of Checkouts can be tallied from those notations. If no such notations are made, Reading Room staff may keep a manual form or forms on which Checkouts can be recorded by simple tally marks that can be totaled for each day.
- If the Repository uses an automated system for recording Checkouts, Reading Room Use statistics can be obtained by generating a report for the number of Checkouts recorded during each day or given time period.

Application and examples:

- A Registered User is admitted to the Reading Room at 10:00 am to consult a Collection Unit and works until 12:00 pm. She then returns the Collection Unit to Reading Room staff and signs out to take a lunch break. She returns at 1:30 pm, and then works for another hour with the same Collection Unit. Count 2 Checkouts.
- A Registered User is admitted to the Reading Room on one day and then returns the next day to consult the same Collection Unit. Count 2 Checkouts.
- A Collection Unit is consulted by two different Registered Users on the same day. Count 2 Checkouts.

4.3 Advanced measure ("Usage Hours")

Calculate the cumulative amount of time that a Collection Unit is checked out to a Registered User during a 24-hour period, beginning and ending at midnight. Record the measure in hours and fractions of an hour, or minutes.

Rationale:

Tracking the length of time Registered Users consult a Collection Unit provides a corollary measure to Reading Room Visit length. As an element of a metric, it can be useful to compare average Usage Hours per Collection Unit over time to reveal changes in collection usage patterns or different usage patterns by different User demographic groups.

Guidelines for collection:

- Usage Hours can be obtained by manually recording and tabulating the length of time that Registered Users are issued individual Collection Units, but may be more easily obtained by entering Checkout and check-in (i.e., the time at which materials are returned by Registered Users) times in a spreadsheet or using an automated system that can calculate and report the total amounts of time that Collection Units are consulted by Registered Users.
- To make this an effective measure, Reading Room staff need to consistently record check-ins as well as Checkouts.
- If two or more Collection Units are Checked Out to a Registered User at the same time, the length of time that each Unit remains Checked Out should generally be counted, assuming that multiple simultaneous Checkouts have been allowed because the User has indicated the need to consult or compare multiple Units simultaneously. In other situations, multiple simultaneous Checkouts may be performed for the convenience of Reading Room staff. Local policy and practice should determine how data for this measure will be collected and counted if this measure is used.
- If two or more Registered Users consult the same Collection Unit together (for example, students working on a group project), the amount of time that the Unit was Checked Out to the principal User should generally be counted, assuming that Reading Room staff Checkout the Collection Units to only one User in the group in such situations. Local policy and practice should determine how data for this measure will be collected and counted if this measure is used.
- Repositories with busy Reading Rooms or minimal staffing may find the data collection required for this measure impractical to maintain on an ongoing basis, but may be able to manage it for a week or two at a time and thus conduct periodic sampling.

Application and examples:

- A Registered User is admitted to the Reading Room at 10:00 am and works until 12:00 pm, then signs out to take a lunch break, returns at 1:30 pm and works until 2:15 pm with the same Collection Unit. Record 2.75 Usage Hours or 165 minutes.
- A Registered User is admitted to the Reading Room on multiple days to consult the same Collection Unit. Record the total number of Usage Hours for each day.

● If multiple Registered Users are working together using the same Collection Unit such as a single volume or ledger, Usage Hours should be calculated as the total time the Collection Unit was in use, not the total time that each of the Registered Users were in the Reading Room (see 3.2 User Hours).

4.4 Advanced measure ("Reference Use")

Count the number of Checkouts of Collection Units by Repository staff for the purpose of responding to Reference Questions.

Rationale:
Counting Checkouts for reference use can serve as an indicator of the effort that staff devote to meeting the needs of remote Users, often a core function of the Repository's mission.

Guidelines for collection:
● Reference Use can be most easily obtained by using the same Call Slip or automated circulation management system that the Repository employs for recording Checkouts of Collections Units to Registered Users in the Reading Room. If this is not practical, then an alternative method can be devised for tallying numbers of Collection Units consulted by staff for reference use.

Application and examples:
● A staff member checks out a Collection Unit to respond to a Reference Question and holds the Unit for multiple days. Count 1 Checkout unless the system that is used to record Checkouts records a Checkout for each day or each time the Unit is removed from a designated hold shelf. Local policy and practice should determine how data for this measure will be collected and counted if this measure is used.

4.5 Advanced measure ("Exhibition Use")

Count the number of Checkouts of Collection Units for use in Exhibitions at the Repository or loaned to other institutions for Exhibition. Count each Checkout once and only once for the duration of the Exhibition or loan.

Rationale:
Tracking separately the number of Checkouts for Exhibition use can help a Repository monitor and make adjustments to workflows needed to support Exhibition preparation and installation and the potential impact of having materials temporarily unavailable for research access. It can also help a Repository monitor materials that may need conservation.

Guidelines for collection:

- Exhibition use should generally be counted at the time Collection Units are retrieved and checked out for Exhibition or loan preparations, but it can also be counted when the materials are removed from display or returned. Repositories that use this measure should develop a local policy and practice to ensure consistent data collection.
- If the Collection Unit that has been Checked Out for Exhibition use is reproduced rather than displayed as an original object, it should still be counted as Exhibition use. A Repository may wish to track separately the number of items that are displayed as original objects and those that are represented by surrogates, while counting those objects that are represented both ways only once.
- Repositories should count individually the distinct Collection Units or individual items included in an Exhibition loan request that includes multiple items. For Exhibition loan requests that include multiple items, Repositories should count either the total number of Collection Units that it checks out to fulfill the loan, or the total number of distinct objects displayed (for example, multiple documents from a folder of archival materials that would otherwise be counted as a single Checkout). Repositories that use this measure should develop a local policy and practice to ensure consistent data collection.
- In a similar vein, a Repository may wish to track the number of loan requests received versus the number of requests that it agrees to fulfill. This type of tracking may help a Repository understand how frequently it needs to respond to such requests and shape policies to regulate its volume of lending activity.
- Collection Units consulted by Repository staff for research in the course of preparing for an Exhibition should be counted as 4.7 Operational Use.

Application and examples:

- An original photograph is checked out for inclusion in a forthcoming Exhibition mounted by a Repository. It is also reproduced at larger scale for incorporation into the design of the background panel for the main Exhibition case. Count only 1 Exhibition use.

4.6 Advanced measure ("Instructional Use")

Count of the number of Collection Units checked out by staff for use in preparing or presenting an Instruction Session. If the Collection Unit is used for multiple Instruction Sessions, count each use separately.

Rationale:

Counting the number of Collection Units used in Instruction Sessions can help demonstrate the extent to which a Repository's collections can support curricular needs and desired learning outcomes. By collecting statistics on instructional use, Repositories can monitor changes in how

collection materials are used for Instruction Sessions and may also be able to track whether certain materials are used for follow-up assignments by session participants.

Guidelines for collection:

- Instructional use can be most easily be measured by using the same Call Slip or automated circulation management system that the Repository employs for recording Checkouts of Collections Units to Registered Users in the Reading Room. If this is not practical, then an alternative method can be devised for tallying numbers of Collection Units used for preparing or presenting Instruction Sessions.

- If the Collection Unit that has been checked out for use in an Instruction Session is reproduced rather than displayed as an original object, it should still be counted as instructional use. A Repository may wish to track separately the number of items that are displayed as original objects and those that are represented by Reproductions, counting those objects that are represented both ways only once.

Application and examples:

- A Collection Unit is included in three separate Instruction Sessions for the same class or student group. Count 3 instructional uses.

- For a visiting school group, historical society staff show a book, a folder containing some letters from the author, and a Reproduction of a daguerreotype portrait of the author. Count 3 instructional uses, assuming that only one Call Slip was used to retrieve and manage the folder of letters.

4.7 Advanced measure ("Operational Use")

Count of the number of Collection Units checked out by staff for all other operational uses besides those defined previously (i.e., 4.4 Reference Use, 4.5 Exhibition Use, and 4.6 Instructional Use). Such uses may include the temporary display of materials at Events or their temporary removal for conservation, digitization, enhanced description or reprocessing, and other operational uses.

Rationale:
Distinguishing which Checkouts originate from various types of internal staff requests can help to put the volume and impact of those Checkouts in the perspective of overall operational activities, alongside requests initiated by Users.

Guidelines for collection:

- Operational use can be most easily measured by using the same Call Slip or automated circulation management system that the Repository employs for recording Checkouts of

Collections Units to Registered Users in the Reading Room. If this is not practical, then an alternative method can be devised for tallying numbers of Collection Units that are retrieved for various operational uses.

Application and examples:

- A Repository checks out five manuscript ledgers for digitization by a vendor. Each ledger has a separate catalog record and is treated as a distinct Collection Unit, with a separate Call Slip used to facilitate retrieval and manage the Circulation Transaction. Count 5 operational uses.

4.8 Advanced measure ("Purpose of Use")

Collect and categorize information about why Users use the Repository's collections.

Rationale:

Understanding Users' purposes for consulting collections can inform the development of a Repository's collecting policies and the types of services it offers to support collection use. It can also provide a Repository with insights on how to better promote its collections.

Guidelines for collection:

- To ensure consistency of data collection and facilitate tabulation of results, devise, adopt, or adapt a rubric for categorizing the purposes that prompt Users to use various collections held by the Repository. For example, Users may consult collections for academic research and publication, school assignments, genealogical or other personal interests, real estate or other commercial interests, media-related inquiries, artistic stimulus or use in creative artworks, filmmaking, etc.
- Include checkbox options or other data-gathering prompts on User registration forms so that Users can self-identify their purpose or purposes, or have staff categorize and record purposes based on interviews with Users or observations of User requests and behaviors. If a free text field is offered in conjunction with an "other" option, data gathered in that field should be periodically reviewed to determine whether predetermined options need to be updated. For example, a Repository may discover that Users regularly select the "other" option and write in "filmmaking" or "documentary research," which might suggest that such an option should be explicitly listed on the form. Meanwhile, responses entered in the free-text field may be categorized by staff to make them suitable for quantitative data analyses.
- Rubrics may be developed for specific Repository types, such as government archives, business archives, academic special collections and archives, historical societies, etc.

- Repositories may wish to categorize use differently for Users who are associated with the Repository or its parent organization (see 1.1 User Association).

Application and examples:

- A marketing department, alumni association, or other unit in the Repository's parent organization that produces articles for publication uses the Repository's holdings in the production of an article, video, or other publication. The Repository may choose to categorize this use an administrative use rather than a media use because the User is classified as an associated or internal User.

4.9 Advanced measure ("Publication Use")

Count the number of citations to and Reproduction uses of the Repository's holdings that appear in various types of publications, print and electronic, such as books, scholarly articles, newspapers, magazines, websites, documentaries, etc.

Rationale:
Counting the number of citations to and Reproductions of a Repository's holdings can help a Repository document its impact on scholarship and the general public.

Guidelines for collection:

- Because citations and Reproductions can be difficult to identify and document consistently and systematically, Repositories should develop guidelines for collecting that are practical and sustainable, and also provide the Repository with useful information.
- Some Repositories, such as academic special collections and research archives, may only wish to collect citations and Reproductions of its holdings that appear in scholarly publications. Other Repositories, such as local historical societies, may wish to prioritize the collecting of references to its holdings that appear in news media.
- Repositories should determine whether to count references to its holdings in its own publications or those of its affiliated or parent organizations.
- Repositories should determine whether to count citations and Reproductions of distinct collections individually, or whether to count sources that contain multiple references to materials held by the Repository only once.
- Repositories should determine whether to count Reproductions of its holdings that are not explicitly cited or credited. For example, using an image search tool, a Repository may discover that a photograph from its holdings has been reproduced and incorporated into an online publication without its awareness.
- Repositories should determine which types of citations and Reproductions it will attempt to identify and count. For example, should a publication be counted if it makes reference

to a Repository or staff member in its acknowledgments, or to a collection cited in a footnote, or an image reproduced in the work?

● Repositories may wish to request Users to report citations and Reproductions of their holdings in publications voluntarily or by requiring them to do so as a condition of providing them access to materials or Reproductions thereof through terms in a User registration, Call Slip or request form, permission-to-publish agreement, or Reproduction order form. Some Repositories may request Users to send them complimentary copies of any works they publish in which their collections are substantially referenced.

● Repositories may wish to set up keyword search alerts on various Internet search engines so that they will be notified when a document is posted to a website that includes a reference to the Repository's name or the names of certain collections. Keyword search alerts may also be set up in the search utilities of some websites and databases where publication notices are posted.

Application and examples:

● A research library asks Users to supply titles and other publication details when they submit permission-to-publish and Reproduction request forms. A library staff member periodically searches book and article databases to check whether the intended publications have been published. When a reference is found, the staff member records the publication information and adds them to a running annual count of sources that cite the library's holdings for inclusion in an annual report.

● An archives sets up content change notifications and alerts to search the web for references to its name and the names of its ten most popular collections in order to monitor how and where they are being cited and reproduced. A staff member verifies each notification and alert with additional web and database searches, and adds verified sources to the archives' count of sources that cite its holdings.

4.10 Advanced measure ("Reproduction Requests")

Count the number of requests initiated by Users for Reproductions of materials held by the Repository.

Rationale:

Requests for Reproductions can serve as an index of collection use for research and publication. Correlated with the number of unique Users, it can provide a metric indicating how often Users place Reproduction requests and whether such usage changes over time or in response to changes in policies and practices. Monitoring Reproduction requests can also help a Repository assess the operational impact of providing its Reproduction services.

Guidelines for collection:

- Count only Reproduction requests that are fulfilled. Do not count requests that are not fulfilled, or count them separately. A request may not be fulfilled because the User is directed to the material already available in a published source, freely available online, etc. A request may also be declined because of the condition of the original materials, donor requirements, or other reasons. Some Repositories may wish to monitor the ratio of fulfilled requests to unfulfilled requests as a performance metric.
- Repositories should determine whether to count: a) the number of Reproduction orders it receives and fulfills, in which case the number of order forms can be counted, or b) the number of Collection Units retrieved for the purpose of fulfilling the orders, in which case the number of Call Slips associated with each order can be counted. Counting Call Slips will generally yield a more precise measure of operational impact, but may require more effort.
- Repositories should determine how to count multiple Reproduction requests submitted by the same User. Since only fulfilled requests should be counted, if a Repository combines several requests submitted by a single User into a single order, it should record one Reproduction request. Per the preceding point, the Repository may instead choose to count and record the number of Call Slips that were used to retrieve materials for the order.
- Repositories should determine which methods of Reproduction should be counted and whether to count them separately or in aggregate. Methods may include local or outsourced digitization, photocopying, audio or video reformatting, or other types of services that result in a duplicate copy of the original materials.
- Repositories may also wish to track and tally fees collected from its Reproduction services.

Application and examples:
- A municipal archives counts the number of requests it receives annually for Reproductions of birth, death, and marriage certificates. Noting a steady increase, the archives decides to implement an online request form to make the process more efficient for staff.

4.11 Advanced measure ("Reproductions Made")

Count the number of Reproductions made from materials held by the Repository in fulfillment of User-initiated requests.

Rationale:
Counting the number of Reproductions made generally offers a more precise way of assessing the amount of time staff devote to Reproduction services than counting the number of orders

fulfilled since some orders may result in the production of multiple image files, audio or video files, or other copy formats. It can also serve as an index of overall collection use when compared with other collection use measures.

Guidelines for collection:

- Count the number of digital files or physical copies that result from the fulfillment of User-initiated Reproduction requests. Count individually each digital image or audio or video file produced, as well as each resulting page or sheet, or audio or video tape, for materials reproduced in analog formats.
- Repositories should determine whether to include Reproductions made by staff for Users in conjunction with answering Reference Questions, or whether to count only Reproductions made in fulfillment of formal Reproduction orders.

Application and examples:

- A Repository chooses to digitize an image at a higher resolution than that requested by the User for use as a preservation copy. Count 1 Reproduction, even though multiple digital files may be created because the User requested and was provided only one image file.
- In fulfillment of Reproduction orders from five Users, a Repository produces 37 TIFF images, one photographic print, one microfilm, two digital audio files in .wav format, and one VHS videotape. Count 42 Reproductions.

4.12 Advanced measure ("Interlibrary Loan Requests Received")

Count the number of Collection Units requested via interlibrary loan.

Rationale:

Counting the number of Interlibrary Loan Requests received by a Repository may help it assess the overall demand for its collections and their discoverability, as well as the potential impacts of filling the requests. Some Repositories may not participate in Interlibrary or inter-Repository loan programs, and so this measure may not be relevant to their assessment needs

Guidelines for collection:

- Count each Collection Unit requested via interlibrary loan regardless of whether it is loaned or reproduced by the Repository.

Application and examples:

- An academic archives receives seven Interlibrary Loan Requests for copies of literary magazines produced by university students as well as five requests for copies of

university publications. Ten of the requests are fulfilled by the Repository. Count 12 Interlibrary Loan Requests received.

4.13 Advanced measure ("Interlibrary Loan Requests Filled")

Count the number of Collection Units loaned or reproduced to fill Interlibrary Loan Requests.

Rationale:

Monitoring and comparing requests received and filled could prompt a Repository to review its lending policies or its capacity to produce digital or analog Reproductions to fill requests for which surrogates are acceptable.

Guidelines for collection:

- The number of Collection Units loaned or reproduced to fill Interlibrary Loan Requests may be most easily measured by using the same Call Slip or automated circulation management system that the Repository employs for recording Checkouts of Collections Units to Registered Users in the Reading Room. If this is not practical, then an alternative method can be devised for tallying numbers of Collection Units loaned or reproduced to fill Interlibrary Loan Requests.

Application and examples:

- An academic special collections library receives Interlibrary Loan Requests for ten published titles. It decides not to fill five of the requests because they are for copies from an author's personal library and are available for loan from other institutions. The library sets up a deflection policy in the OCLC Policies Directory so that future requests for titles from that author's collection are directed to other lenders. The library finds that it is able to achieve a higher fill rate after the deflection policy is implemented, resulting in increased User satisfaction and decreased impact on library staff.

4.14 Recommended metrics

Total Collection Units checked out per day/week/month/year

- Calculating the total number of Collection Units checked out for all uses over a given period of time and comparing totals across periods can reveal patterns in collection use. For instance, at academic institution's total daily use might increase towards the end of the semester when research papers are due, suggesting a possible value to Users in extending Reading Room hours during peak periods. At corporate archives, total daily usage may increase during specific business cycles or in conjunction with specific projects, providing a baseline for anticipated collection use in the future.

Average number of Collection Units checked out per day/week/month/year

- Calculating the average number of Collection Units that are Checked Out during a given time period can provide a useful baseline metric for comparing activity levels over time or at different Reading Rooms or Repositories.

Total Usage Hours per day

- Calculating and comparing the total number of hours that Collection Units are checked out to Registered Users in the Reading Room each day over a given period of time can reveal fluctuations in usage levels and trends. As a metric it is similar to 3.2 User Hours, yet it is still more precise because it is based on actual collection use rather than time spent in the Reading Room. On the other hand, calculating Usage Hours may be more time-consuming to collect unless an automated circulation management system is used.

Average use time per Collection Unit

- Calculating the average amount of time that Collection Units are consulted by Registered Users in the Reading Room can provide another index of intensity of use and need for Reading Room support. Do Users typically spend hours with a single book or box of archival materials, or do they tend to use the Reading Room as a "photo studio," capturing many images of material on their personal digital cameras for later study?

Total number of times unique Collection Units are consulted

- Tracking the total number of times unique Collection Units are consulted can reveal which collections are used most frequently. This may help the Repository to prioritize collections for digitization and reformatting, conservation, or other actions to ensure that the materials are preserved and accessible.

Ratio of unique Users per Collection Unit used

- Totaling the number of unique Users who check out a Collection Unit and then dividing that number by the total number of times the Collection Units were checked out yields a ratio of unique Users per Collection Unit used. This ratio provides an index that can be useful in assessing the relative research value of collections. For example, Collection Units (and their corresponding collections) that are consulted by a greater proportion of Users may be deemed to have a greater, or at least broader research value. For example, an archival collection from which 100 boxes (Collection Units) are checked out to 20 unique Users during a given year would have a unique-User-to-collection-use ratio of 0.20, compared to another collection from which 100 boxes were checked out during the same period but to only 5 different Users—a ratio of 0.05.

Ratio of Reproduction requests to Reading Room Visits

- Calculate the ratio by dividing the number of Reading Room Visits by the number of Reproduction requests during a given period of time.
- Calculating the average number of Reproduction requests per User can reveal changes in patterns of collection use that may correspond to changes in Reading Room policies, such as allowing the use of personal digital cameras.

Total Reproductions per day/week/month/year

- Tabulating the total number of Reproductions made during a given period and comparing it to other periods can reveal increases or decreases in User demand for Reproduction services. Repositories can use this information to plan staffing levels, evaluate the potential benefits of investing in new scanning equipment, or projecting revenues earned from Reproductions.

Average number of Reproductions per day/week/month/year

- Calculating the average number of Reproductions per day or week or longer periods can provide a useful baseline metric for monitoring the operational impacts of providing Reproduction services over time.

Average number of Reproductions per User

- Calculate the total number of Reproductions made during a given time period and divide that total by the number of unique Users who visited the Reading Room or otherwise consulted materials during the same period. The resulting ratio may provide insight into changes in User behaviors or Repository policies with regard to Reproductions. Repositories may also find it useful to calculate the ratio based on the number of unique Users who request Reproductions, excluding those who do not. Calculating the ratio of unique Users who request Reproductions to those who do not may yield additional insights.

Total number of Interlibrary Loan Requests received or filled per day/week/month/year

- Tabulating the total number of Interlibrary Loan Requests received or filled during a given period and comparing it to other periods can reveal changes in demand or ability to meet demand.

Ratio of Interlibrary Loan Requests filled to received

- Calculating the ratio of Interlibrary Loan Requests that a library fills in relation to the total number it receives during a given period (i.e., "fill rate") is a commonly employed metric for assessing the performance of interlibrary loan services. It may be similarly useful for archival and special collections Repositories that participate in interlibrary loan programs.

5.0 EVENTS

Pre-arranged activities such as tours, lectures, and other programs organized by the Repository or in collaboration with other institutions and individuals can be an important and effective means of outreach to researchers, donors, the general public, and other constituencies. Collecting statistical information about Events can enable a Repository to assess the effectiveness of its programming and engagement with its audiences. Repositories may also benefit from analyzing costs associated with Events in relation to the measures defined below.

Events that use the Repository's facilities but are entirely organized or sponsored by outside groups should be excluded. Events presented online or via broadcast media may be included, but only Events that are live or broadcast at specific times should be considered and counted in this domain.

5.1 Basic measure ("Number of Events")

Count the number of Events including lectures, presentations, tours, broadcasts and webcasts, and other types of Events organized or sponsored by the Repository. Events may have a literary, cultural, or educational intent, but are distinct from Instruction Sessions, which should be counted separately (see 6.0 Instruction).

Rationale:

Recording the total number of Events a Repository offers provides a basic index of the Repository's outreach efforts.

Guidelines for collection:
- Count each Event only once, even if it includes multiple sessions or extends over multiple days.
- If an Event is part of a series or a larger program, count the number of discrete Events within the series or program.
- If an Event is repeated on multiple occasions, such as a lecture or performance given two or more times to different audiences, count each presentation of the Event separately.
- Include Events that are presented in conjunction with Exhibitions, such as receptions, curatorial talks and tours, related lectures and workshops, etc.
- For online Events, such as webcasts, count the number of viewers during the live broadcast. For radio and television broadcasts, the broadcast station may be able to provide an estimated audience size for the program. Count only Events that are live or are broadcast at specific times. Do not count views or downloads of previously recorded Events that remain available for online viewing or listening on demand via a website, but do count them as 8.1 Page Views or 8.5 Downloads.

Application and examples:

- A talk is given to a friends group and is repeated at a later date to a community organization. Count 2 Events.
- A historical society installs an Exhibition that is open for three months. It also hosts an opening reception, two evening lectures related to the Exhibition content, and three monthly curator's chats while the Exhibition is on display. Count 6 Events. (Note: the Exhibition would be counted separately as one Exhibition; see 7.0 Exhibitions.)
- A city-wide Archives Month Repository crawl is held and the public library special collections is one of the stops. The public library special collections should count 1 Event.
- Students in a history class conduct oral history interviews for use in an Exhibition they are curating in the library's special collections department. The students and special collections staff then organize a one-day symposium on the same topic. Count 1 Event and 1 Exhibition. Partnering with the course may also be counted as one or more Instructional Sessions (see 6.1 Number of Instruction Sessions).
- A Repository hosts a two-day genealogy symposium for which the Repository helped to plan logistics. In addition, Repository staff conduct three presentations during the symposium: two talks on the first day, and hands-on training on using genealogical indexes on the second day. Count a total of 4 Events: 1 reflecting the Repository's role in supporting planning for the symposium overall, plus 2 Events for the two talks by Repository staff, plus 1 Event for the staff-led training session.

5.2 Advanced measure ("Event Attendees")

Count the number of individuals who attend an Event.

Rationale:

Counting the number of attendees at Events can provide a basic indicator of the success of a Repository's marketing efforts and its efforts to provide Events that its constituencies value.

Guidelines for collection:

- Methods used to count Event attendees can vary according to the type of Event.
- For seated Events, count or estimate the number of filled seats at the Event.
- For standing Events, such as receptions, try counting numbers of conversational groups and multiplying by an average group size. Try counting more than once, or having more than one person count, and then compare and average counts. Try to count at peak attendance times.
- For invited Events, count only those who attend, not all RSVPs.

- For Events at which name tags are used, count the number of badges that are filled in or picked up.
- For Events at which attendees are encouraged to sign a guestbook, count the number of names entered.
- For ticketed Events, count the number of ticket stubs or scans collected at the entrance to the Event.
- For online Events, such as webcasts, count the number of viewers during the live broadcast. For radio and television broadcasts, the broadcast station may be able to provide an estimated audience size for the program. Count only Events that are live or are broadcast at specific times. Do not count views or downloads of previously recorded Events that remain available for online viewing or listening on demand via a website, but do count them as 8.1 Page Views or 8.5 Downloads.
- Exclude Repository staff unless they attend the Event for their own enjoyment and are not obliged to work at the Event.
- Repositories may wish to record demographic information about attendees when available. See 1.0 User Demographics.

Application and examples:

- A historical society holds an opening reception for its new Exhibition. RSVPs are requested to help with the catering estimate, but not required. A box of 100 blank name tags and markers are provided at a greeter's table. At the end of the evening, 20 blank tags are left. Count 80 attendees.

5.3 Advanced measure ("Length of Event")

Record the total duration of the Event.

Rationale:

Tracking the duration of Events can support a Repository's efforts to assess inputs, such as staffing time and direct expenditures, and results, such as numbers of attendees, in relation to the amount of time that Events are enjoyed by participants. Tracking the cumulative length of Events provides a complementary measure to 5.1 Numbers of Events.

Guidelines for collection:

- Record the measure in hours and fractions of an hour.
- Calculate the total length of time an Event lasts. For starting and ending times, use the times when the Event was scheduled to begin and end, or when it actually began and ended.

- Include question-and-answer periods after talks, receptions, and other segments that involve the participation of Event attendees.
- Exclude Event setup or breakdown and cleanup times.
- Exclude attendee arrival times (e.g., "doors open at") times, unless attendees are given opportunities to view an Exhibition, or mingle with staff or other attendees, etc., prior to the start of the formal program.

Application and examples:

- A public library archives hosted a public lecture given by a popular local author. Invitations and announcements for the Event indicated that the Event would start at 6:00 pm with doors opening at 5:30 pm for seating. The announcement also mentioned that a reception would follow the lecture. Staff arrive at the Event location at 5:00 pm to ensure that audio-visual equipment is working. Staff signal the caterers to begin cleaning up at 7:45 pm as the last attendees are leaving. Staff secure the location and leave at 8:30 pm. Record 1.75 hours the length of the Event (6:00 pm Event start to 7:45 pm catering cleanup). See 5.5 Event Preparation Time for guidelines on counting the amount of time archives staff devoted to the Event.

5.4 Advanced measure ("Type of Event")

Categorize the type of Events.

Rationale:
Categorizing Events by type can provide Repositories with a means of comparing preparation time, attendance, and other measures across Events of the same or different types.

Guidelines for collection:
- Identify and categorize the types of Events according to criteria that have meaning for the Repository and permit unambiguous classification. Common Event types include receptions, meals, lectures, concerts/performances, award ceremonies, book launches, discussion groups, workshops, tours, open houses, etc. Events that include more than one type of activity may be categorized according to their primary function or as "mixed."
- Many Events will have a literary, cultural, or educational intent, but do not have to be limited to only those intents.
- Do not include Instruction Sessions, which should be counted separately (see 6.0 Instruction).

Application and examples:

- An academic archives hosts an Event that includes a reception before a lecture. Count 1 Event, and categorize it as a lecture since that was its primary purpose. Alternatively, the Event could be categorized as "mixed."
- A historical society hosts a donor recognition dinner that includes a presentation by staff. Count 1 Event, and categorize it as a dinner program or as a donor cultivation Event depending on whether the society wishes to track how many Events it holds for the purposes of cultivating donors.

5.5 Advanced measure ("Event Preparation Time")

Record the amount of time Repository staff spend preparing and hosting Events.

Rationale:

Tracking the number of hours that staff contribute to preparing and hosting Events can enable Repositories to monitor the impact of holding Events on staffing resources. Increasing the number of Events or offering Events that require more preparation time may require a reallocation of staffing resources. Tracking the amount of time required to prepare for different types of Events may assist the Repository in future Event planning, especially when considered in conjunction with other measures, such as number of attendees, or outcomes such as media coverage, donations, etc.

Guidelines for collection:

- Count in hours the approximate total time spent by all staff preparing and hosting Events.
- Develop a tallying or reporting system for staff who are involved with preparing and hosting Events so that Event-related activities are consistently recorded.
- Include the amount of time spent planning and marketing the Event, coordinating Event logistics, setting up for the Event, staffing the Event, cleaning up after the Event, paying bills, sending thank-you notes, etc. Event preparation might also include researching and retrieving materials for a temporary display, preparing remarks and presentations, etc.
- Exclude time spent by contracted agents such as caterers, security officers, housekeeping, or staff that may be supplied by the Repository's parent organization unless those staff are considered employees or volunteers of the Repository.

Application and examples:

- A historical society hosted a musical performance related to one of its collections. Administrative staff spent 6 hours managing the invitation, contracting, and general arrangements for the performers. They spent 4 hours consulting with an external marketing agent who created the publicity posters and coordinated public service announcements in local media. On the day of the Event, two administrative staff spent 4

hours each on site overseeing the Event set up, welcoming guests, and clean up. Two volunteers spent 3 hours each at the Event helping with various tasks and seating guests. After the Event, administrative staff spent another 3 hours sending thank-you notes to the performers and volunteers, paying bills, and filing Event-related paperwork. Count 27 hours.

5.6 Recommended metrics

Total Events per month/year
- Tabulating the total number of Events held during given periods of time and comparing totals across periods can help Repositories monitor the resources they devote to organizing and hosting Events.

Average number of Events per month/year
- Calculating the average number of Events held during a given period of time can provide a baseline metric for monitoring their frequency from year to year or at different periods of the year so that resources required to support Events can be allocated accordingly.

Average number of attendees per Event
- Calculating the average number of attendees per Event can provide a consistent index for comparing attendance across Events of the same type or during different periods.

Average preparation time per Event
- Calculating the average amount of time staff spend preparing for and staffing similar types of Events can provide insights into the level of staffing needed to maintain or increase a Repository's Events programming.

Preparation time per attendee
- Calculating and monitoring the amount of time staff spend preparing and staffing Events per attendee can provide a useful metric for evaluating the utilization of resources that a Repository devotes to supporting Events.

6.0 INSTRUCTION

Instruction Sessions for visiting classes and other educational programs organized by Repository staff constitute a special domain of Events. Because assessing their effectiveness and operational support needs involves distinct measures and metrics with respect to other types of Events, they are treated in this standard as a separate domain. For sessions organized for groups that are not

connected with an education program, refer to the Events domain. For assessing consultations with individual learners, see 2.0 Reference Transactions.

6.1 Basic measure ("Number of Instruction Sessions")

Count the number of Instruction Sessions organized or taught by the Repository.

Rationale:

Recording the total number of Instruction Sessions provides a Repository with a basic measure of the Repository's instructional outreach efforts.

Guidelines for collection:

- Count Instruction Sessions held at the Repository or at other locations if Repository staff are involved in the preparation or presentation of the session, or both.

- Count Instruction Sessions that are presented online only if they are live or recorded and watched by the students as a group. Exclude recorded presentations that students watch individually to fulfill an assignment for a course. Consider counting such viewings as 8.1 Page Views, 8.5 Downloads, or 8.8 Social Media Reach depending on the platform used to view the recording.

- Count each Instruction Session conducted for a semester-long, multiple-session, or multiple-section course as a separate Instruction Session.

- Include Instruction Sessions that in some way feature the Repository's holdings through the display of original materials, physical surrogates, or digital facsimiles, or provide instruction on how to use the Repository.

- Include Instruction Sessions that are conducted for the benefit of K-12 students, undergraduate and graduate students, and adults enrolled in lifelong learning programs.

- Include visits by Repository staff to a school or classroom for the purpose of supporting or delivering a presentation to students that relate to the Repository's holdings.

- If an Instruction Session does not meet the preceding criteria, count it instead as an Event (see 5.0 Events).

- Exclude Repository tours, Exhibition talks, etc., unless they are conducted for a group of students and otherwise meet the definitional criteria for Instruction Sessions. If not, count such tours and presentations as Events (see 5.0 Events).

- Exclude consultations with individuals, even if they relate to an Instruction Session. Count such consultations instead as Reference Questions (see 2.0 Reference Transactions).

Application and examples:

- Staff from a special collections department at an academic library work with a faculty member to develop a semester-long course that relates closely to the department's holdings. The course meets twice a week for 16 weeks, on Mondays in a campus classroom for the faculty member's weekly lecture and discussion of course readings, and on Thursdays in the special collections seminar room for a presentation by Repository staff of selected materials that pertain to the week's reading and a hands-on exercise with the materials for students. Count 16 Instruction Sessions for the Thursday meetings in the special collections seminar room.
- During the month of April, staff from a historical society give a presentation about the city's history at a local high school, give a guest lecture via Skype on using genealogical sources for an online archives certificate program, and lead five tours of the society's historic home for groups of middle school students in addition to weekly tours on Saturdays for the general public. Count 7 Instruction Sessions for the month.

6.2 Advanced measure ("Number of Students")

Count the number of students who attend an Instruction Session.

Rationale:

Counting the number of students who participate in Instruction Sessions that are organized or hosted by a Repository can give the Repository ready measure of the extent of its impact on student learning, especially if the Repository can determine the number of unique students who attended Instruction Sessions in relation to the whole student body or students enrolled in a specific program.

Guidelines for collection:

- Count the number of students who attend the Instruction Session. Attendees can be tallied manually by Repository staff or reported to staff by the instructor of record.
- For webcasts and other online Instruction Sessions, count the number of viewers.
- Exclude faculty members, teaching assistants, and any others who attend the Instruction Session besides students. Some Repositories may wish to count separately the number of faculty members, teaching assistants, and others who attend or contribute to the preparation and presentation of the Instruction Session.
- Exclude Repository staff unless they are enrolled in the course of study and are attending the session as a student. Some Repositories may wish to count separately the number of Repository staff who contribute to the preparation and presentation of the Instruction Session (see 6.5 Instruction Session Preparation Time).

Application and examples:

- An undergraduate course with 24 registered students visits the university archives for an Instruction Session, but only 20 of the students come with their professor. Count 20 students.

6.3 Advanced measure ("Instructional Level of Students")

Categorize the instructional level of students who attend Instruction Sessions.

Rationale:

Categorizing and tracking the instructional level of students who attend Instruction Sessions may help a Repository plan staffing levels and explore how its collections can be used to support different levels of instruction.

Guidelines for collection:

- Categorize the instructional level of students by grade level according to groupings that are relevant to the Repository's data gathering needs. For example, some Repositories may wish to distinguish elementary, middle school, high school students while others may categorize all as K-12. Some Repositories may wish to distinguish different categories of adult learners while others may not. Some Repositories may wish to define categories for mixed groups that include students of different instructional levels. See also 1.0 User Demographics.
- Instructional levels can be recorded for students individually, but Repositories may prefer to record an instructional level for each Instruction Session so that it can track how many Sessions are offered to classes at various instructional levels.
- Instructional levels of students or Instruction Sessions may be recorded manually or entered into a spreadsheet, database, or other system used by the Repository to manage Instruction Sessions.

Application and examples:

- A university professor schedules an Instruction Session in the library's special collections department for an advanced American Studies course. Among the students who attend, 12 are senior undergraduates and 5 are master's students. Depending on the categories used for instructional levels, count 17 students, or 12 undergraduate and 5 graduate students, etc. The Instruction Session may also be categorized and counted as a mixed-level Instruction Session for undergraduate and graduate students, or as an undergraduate-level Instruction Session if the course was primarily listed as an undergraduate course.

6.4 Advanced measure ("Instruction Session Duration")

Measure the total duration of the Instruction Session.

Rationale:

Tracking the duration of Instruction Sessions can help a Repository demonstrate the extent of its instructional outreach efforts especially if this measure is kept along with numbers of Sessions and students who attend them. A cumulative total of Instruction Session hours can provide a more precise measure for comparison, especially if Sessions are of greatly varying length.

Guidelines for collection:
- Record the measure in hours and fractions of an hour, or minutes.
- Calculate the total length of time an Instruction Session lasts. For starting and ending times, use the time the Session was scheduled to begin and end, or when it actually began and ended. Repositories should determine whether to include any time that staff may spend with students who arrive early or stay afterwards to engage with staff or the materials presented during the Session.
- Exclude the time that Repository staff spend setting up a classroom for an Instruction Session. Count such time as preparation time if that measure is kept (see 6.5 Instruction Session Preparation Time).

Application and examples:
- An English professor brings a freshman writing class to the library's special collections department for an Instruction Session. According to the course schedule, the class is scheduled to start at 1:50 pm and end at 2:40 pm. A few students linger afterwards to take a closer look at some of the materials that were shown and to ask the special collections librarian some questions. The students leave at 2:45 pm. The duration of the Instruction Session may be recorded as either 50 or 55 minutes according to the Repository's local policy.

6.5 Advanced measure ("Instruction Session Preparation Time")

Record the amount of time Repository staff spend preparing and presenting Instruction Sessions.

Rationale:
Tracking the number of hours that staff spend preparing and presenting Instruction Sessions can help a Repository gauge the staffing levels required to maintain or increase its instructional outreach efforts.

Guidelines for collection:

- Record the measure in hours and fractions of an hour to the extent practical.
- Develop a tallying or reporting system for staff who are involved with preparing and presenting Instruction Sessions so that related activities are consistently recorded.
- Include the time contributed by student assistants and interns employed by the Repository. Some Repositories may wish to track the amount of time contributed by non-regular staff separately for review and planning purposes.
- Exclude time spent by non-Repository staff, such as faculty members and their teaching assistants.
- Include time spent scheduling and planning Instruction Sessions with faculty and other instructors, studying syllabi and reading relevant materials, researching and retrieving items from the Repository's collections for use during the Instruction Session, preparing items for display, producing handouts or presentations, conducting the Instruction Session, putting materials away after the Instruction Session, distributing and compiling the results of feedback or learning assessment survey, and any other activities directly related to the preparation and presentation of the Instruction Session by Repository staff.
- Exclude time spent with students who return after the Instruction Session to consult materials or staff for an assignment related to the Instruction Session or their class. Treat such consultations as Reading Room Visits or Reference Questions (see 3.0 Reading Room Visits and 2.0 Reference Transactions).
- Offering the same or a similar Instruction Session will generally require less preparation time than presenting an Instruction Session for the first time. Since the purpose of this measure is to record the amount of time staff devote to preparing and presenting each Instruction Session individually, do so with the understanding that the data collected from this measure can support useful metrics such as total time spent preparing Instruction Sessions during a given period or the average amount of time devoted to Instruction Session preparation. In addition, the data can be categorized and analyzed to estimate how long it generally takes to prepare new Instruction Sessions or repeat former ones.

Application and examples:

- A rare book library invites a biology class for an Instruction Session to view and discuss a selection of hand-colored botanical works. The head reference librarian spends a total of 45 minutes emailing the professor and talking by phone to arrange general visit logistics. The rare book curator spends a total of 3 hours reviewing the class syllabus and selecting volumes from the collections that most closely relate to the topics covered. On the day of the visit, a Reading Room assistant spends half an hour configuring the room and setting out book cradles. The curator spends 1 hour with the professor conducting the presentation. The Reading Room assistant spends one hour reshelving the books after the

class and resetting the room. The head reference librarian spends half an hour logging statistics and sending a follow-up message to the professor. Record 6.75 hours.

6.6 Recommended metrics

Total Instruction Sessions per week/month/year
- Tabulating the total number of Instruction Sessions over given periods of time and comparing totals across periods can help Repositories monitor the extent of their instructional outreach efforts.

Average number of Instruction Sessions per week/month/year
- Calculating the average number of Instruction Sessions held during a given period of time can provide a baseline metric for monitoring their frequency from year to year or at different periods of the year so that resources required to support instructional outreach can be allocated accordingly.

Average number of Collection Units used per Instruction Session
- For Instruction Sessions that involve temporary displays or presentations of collection materials, calculating the average number of Collection Units used per session can provide insights into the degree to which collection materials are exposed through instructional outreach activities. For guidelines on counting Collection Units used during Instruction Sessions, see 4.6 Instructional Use.

Average number of students per Instruction Session
- Calculating the average number of students who attend Instruction Sessions can provide a consistent index for comparing Session characteristics during different periods, especially if monitored along with other metrics, such as average number of Sessions and average preparation time.

Average preparation time per Instruction Session
- Calculating the total amount of time staff spend preparing and presenting Instruction Sessions and then dividing that total by the total number of Instruction Sessions will yield the average preparation time per Instruction Session. Monitoring this ratio can help Repositories assess the staffing resources required to maintain or increase their instructional outreach efforts.

Average preparation time per student
- Calculating the total amount of time staff spend preparing and presenting Instruction Sessions and then dividing that total by the total number of student attendees will yield

the average preparation time per student. Monitoring this ratio can help Repositories articulate their allocation of staffing resources in student-centered terms.

7.0 EXHIBITIONS

Exhibitions are a means for Repositories to offer thematic presentations of items from their collections for educational and cultural enrichment. Placing items on Exhibition can help Repositories to promote their collections to general audiences who might not otherwise consult archival and special collections materials for research in a Reading Room setting. Exhibitions may be presented both physically and digitally. Collecting statistics on the numbers of Exhibitions mounted, Exhibition visitors, related publications, and publicity can help Repositories assess the operational and audience impacts of their Exhibition programs.

7.1 Basic measure ("Number of Exhibitions")

Count the number of Exhibitions mounted by the Repository, including both physical and digital Exhibitions.

Rationale:

Recording the number of Exhibitions a Repository mounts provides a basic measure of the activity of its Exhibition program and a basis for evaluating its operational impacts on staffing and other resources. It can also help a Repository evaluate the preservation and conservation needs of items that are displayed frequently or for long periods (see also 4.5 Exhibition Use).

Guidelines for collection:
- Count the total number of new Exhibitions mounted during the time period measured (for example, the calendar or fiscal year).
- Exclude Exhibitions that opened during a prior time period but closed during the current period.
- Include Exhibitions mounted at the Repository that are curated by students or guest curators who are not Repository staff.
- Include physical, digital, traveling, pop-up, and other curated displays of materials from the Repository's holdings. If an Exhibition has more than one manifestation, count each manifestation separately (e.g., count a physical Exhibition and a digital Exhibition as two Exhibitions). Count digital Exhibitions designed for and presented on a specific digital device, such as a touch screen or table, separately from web-based Exhibitions that may be accessed online from any number of devices.
- If the Repository creates a traveling Exhibition, count the number of times the Exhibition is installed at other venues during the time period measured. If the Repository installs a

traveling Exhibition created by another institution, only count the installation of the Exhibition at the Repository.

- Exclude displays of collection materials for Instruction Sessions unless the display is also available for viewing by other audiences.

Application and examples:

- A corporate archives installs new physical Exhibitions in the atrium of its downtown headquarters every March and September. It also creates a new digital touch table installation in conjunction with each Exhibition as well as an interactive online version for the company's website. Count 8 Exhibitions per calendar year.

7.2 Advanced measure ("Exhibition Visitors")

Count the number of individuals who visit a physical Exhibition.

Rationale:

Tracking Exhibition visitors can assist Repositories in assessing the success of an Exhibition and ensuring the safety of both visitors and materials.

Guidelines for collection:

- Visitors can be tallied manually by creating a daily count of the number of visitors who view Exhibitions. Visitors can also be tallied using door counters or other types of electronic sensors, especially if the Exhibition space is enclosed.
- Using a guestbook to solicit visitor contact information and comments can provide some indication of visitor traffic for Exhibition spaces that cannot be equipped with an automatic counter nor allow for manual counting.
- If ticket or pass is required for admission to an Exhibition, the number of ticket stubs collected or passes scanned will yield the number of visitors.
- If the same visitor visits the same Exhibition multiple times, count each visit separately.
- If a staff member or volunteer docent gives a tour of an Exhibition, count the number of attendees as Exhibition Visitors or as 5.2 Event Attendees, but not both.
- For online Exhibitions, refer to 8.0 Online Interactions for guidance on counting visitors.

Application and examples:

- A historical society has a suite of connected gallery spaces. It installs an electronic gate counter at the entrance to the first space to record the number of visitors that enter each day.
- A receptionist stationed at the entrance to a special collections library greets visitors to the building and encourages them to view the current Exhibition, a portion of which is displayed along the main corridor. Since many building visitors and staff pass through the

corridor without stopping to look at the Exhibition, the receptionist keeps a manual count of those who do stop to look for at least one minute.

7.3 Advanced measure ("Exhibition Types")

Categorize and record the types of Exhibitions curated by the Repository.

Rationale:
Categorizing Exhibitions by type can provide Repositories with a means of comparing preparation time, attendance, and other measures across Exhibitions of the same type or different types.

Guidelines for collection:
● Identify and categorize the types of Exhibitions according to criteria that have meaning for the Repository and permit unambiguous classification. Common Exhibition types include physical Exhibitions, hybrid online and physical Exhibitions, online-only Exhibitions, traveling Exhibitions, pop-up displays, digital displays on platforms or equipment not online, or other types of curated displays of materials from the Repository.
● Repositories may wish to differentiate and track separately Exhibitions mounted on its premises and those it mounts in other locations.

Application and examples:
● A university archivist creates a display about the university's first building in the lobby outside the main campus lecture hall for viewing before and after an Event marking the university's founding. This is recorded as a pop-up display. If a version of this pop-up display is created for the interactive touchscreen inside the student union it can be counted as a second Exhibition of the type digital display.

7.4 Advanced measure ("Exhibition Duration")

Count the total number of hours an Exhibition is available for viewing during the course of its installation. This measure is most appropriately applied to physical installations rather than digital Exhibitions.

Rationale:
Tracking Exhibition duration can assist Repositories in monitoring the amount of light to which materials are exposed and ensure proper preservation of frequently exhibited materials. It can also provide a more precise measure for metrics designed to compare the audience impacts of different Exhibitions (e.g., average number of visitors per hour).

Guidelines for collection:

- Exhibition duration can be calculated by totaling the number of hours the Exhibition is available for viewing during regular business hours and special Events.
- If an Exhibition is opened for viewing during an evening or weekend reception or in conjunction with another Event outside of regular business hours, count and include those hours in the total calculated for Exhibition duration.
- For online Exhibitions, Exhibition duration counted by hours may not be a logical measure for a Repository to track. However, Repositories may want to track when an online Exhibition was launched and how long it has been online.

Application and examples:

- An archives has an Exhibition installed for four weeks. The archives is open to the public 30 hours per week, and its Exhibitions are accessible for all of those hours. Count 120 hours.
- A corporate archives opens an Exhibition in May that will run through August. The corporation's fiscal year starts on July 1. The Exhibition should be counted in the fiscal year in which it opened (see 7.1 Number of Exhibitions), and the months in which it will be open during the next fiscal year (i.e., July and August), should be added to the total Exhibition duration measure for the Exhibition.

7.5 Advanced measure ("Exhibition Preparation Time")

Record the amount of time Repository staff spend preparing an Exhibition.

Rationale:

Tracking the number of hours that staff contribute to preparing Exhibitions can enable Repositories to monitor the impact of curating Exhibitions on staffing resources. Increasing the number of Exhibitions or offering displays that require more preparation time may require a reallocation of staffing resources. The amount of time required to create different types of Exhibitions may assist the Repository in future Exhibition planning, especially when considered in conjunction with other measures, such as number of visitors or other outcomes such as media coverage, donations, etc.

Guidelines for collection:

- Count in hours the approximate total time spent by all staff, interns, volunteers, and other persons affiliated with the Repository in preparing an Exhibition, including research, retrieving material, preparing material for display, conservation treatments, making Reproductions, design, installation, deinstallation, and other aspects of Exhibition preparation.

Application and examples:

- An archivist curated a new display in the archives Reading Room to mark the birthday of the founder of its museum parent organization. The archivist spent 20 hours conducting research and retrieving material. The archivist spent an additional 10 hours designing the display, an intern spent 6 hours preparing the material for display, staff spent 2 hours installing and deinstalling the display, and the archivist and intern spent 20 hours creating an online version of the display. Count 38 hours for the preparation of the physical display and 20 hours for the online version.

7.6 Advanced measure ("Exhibition Publications")

Count the number of catalogues, brochures, and other publications created in conjunction with an Exhibition and quantities produced.

Rationale:

Tracking the number of catalogues and other publications produced in conjunction with an Exhibition can help a Repository determine whether appropriate types of publications and quantities were produced. This measure can also be cross-referenced to Exhibition visitors and other outreach efforts associated with the Exhibition.

Guidelines for collection:

- Count each publication type separately.
- Publications may include printed or electronic catalogues, brochures, checklists, handouts, bookmarks, posters, invitations, and other types of ephemera produced in conjunction with an Exhibition.
- Do not count press releases, blog posts, social media posts, broadcasts, interviews, and other forms of media publicity (see 7.7 Exhibition Promotions).
- For electronic publications produced in conjunction with Exhibitions, the number of 8.1 Page Views or 8.5 Downloads may be counted.
- Some Repositories may wish to also count direct and indirect expenditures used to create publications and publicity (e.g., design, printing, and mailing costs, and staff time).

Application and examples:

- A county historical society prints 200 catalogs, 400 bookmarks, and 60 posters to distribute in conjunction with its centennial Exhibition. The quantities of each type of publication are counted separately. The society also tracks how many copies of each publication are picked up by Exhibition visitors, and determines that bookmarks are the most popular item.

7.7 Advanced measure ("Exhibition Promotions")

Count press releases, news announcements, blog posts, and social media posts, as well as news articles, broadcasts, interviews, and other forms of media placements and publicity that pertain to an Exhibition.

Rationale:

Tracking the number of promotional pieces and media placements for an Exhibition can help a Repository measure its marketing reach.

Guidelines for collection:

- Count each post of the same promotional content on different social media services as one promotion. Discernibly distinctive posts on different social media services may be counted as unique promotions. Exclude retweets, reblogging, and other sharing on social media services by followers of the Repository's accounts; these may be counted as 8.8 Social Media Reach.
- Track each media placement separately. For example, if a newspaper story is picked up and published by other media, count each placement individually.

Application and examples:

- A news story for an Exhibition opening is published on the Repository's website and distinctive posts are made on the Repository's Facebook and Instagram social media services. After a larger than average number of visitors view the Exhibition and attend related programs, a portion of the news story is republished at the end of the year in a "best of" compilation article by the Repository. Count 4 Promotions.
- A press release sent to local media outlets leads to the publication of a newspaper article in the print edition. The newspaper also creates a short video about the Exhibition to publish alongside the online version of the article. Count 2 Promotions.

7.8 Recommended metrics

Total number of Exhibitions mounted per year

- Counting the total number of Exhibitions a Repository opened per year provides a basic metric for comparing the level of activity of the Repository's Exhibition program from year to year.

Total visitors per year

- Tracking the total number of visitors to a Repository's Exhibitions during the course of a year can help it evaluate the success of its overall Exhibitions program on an annual basis.

Total visitors per Exhibition

- Counting the total number of visitors per Exhibition can enable Repositories to track the popularity of Exhibition topics and formats, aiding curators in planning future Exhibitions.

Average number of visitors per month/year

- Calculating and monitoring the average number of visitors per month or year can reveal visitor traffic patterns. For instance, the average number of visitors per month may increase during summer months or in conjunction with annual Events held at the Repository or its parent organization.

Average number of visitors per Exhibition

- Calculating and monitoring the average number of visitors per Exhibition can help a Repository evaluate the impact of changes it makes to its Exhibitions program and display areas and their effects on attracting visitors.

Average number of visitors per hour

- If Exhibitions are open for varying amounts of time, calculating the total number of hours an Exhibition is open and dividing it by the total number of visitors to the Exhibition will yield an average number of visitors per hour, which may provide a more precise and useful metric for comparing Exhibition traffic than total or average numbers of visitors per Exhibition.

8.0 ONLINE INTERACTIONS

Most Repositories maintain a website, and many offer searchable databases of collection holdings and digital content, as well as a presence on one or more social media services. The online interactions domain includes several of the more common measures and metrics that a Repository can use to assess how frequently Users are accessing and interacting with content that it posts in the online environment. Online interaction statistics can be obtained by web analytics tools and social media services. Such tools and services generally offer many more types of useful measures and metrics than can be described here.

8.1 Basic measure ("Page Views")

Count the total number of Page Views by Users of online content posted by the Repository. Page Views may include, but may not be limited to, the Repository's website, finding aids, online Exhibitions, and digital collections.

Rationale:

Page Views are the most common as well as the most basic measure of User activity on a website. All web analytics tools are able to tabulate the number of Page Views that a website receives during a determined period of time, and to do so in a manner that is consistent with other such tools, whether free or commercial. Page Views therefore offer an easy and useful index for comparing website activity at a single Repository across different time periods, or across multiple Repositories over the same period.

Guidelines for collection:
- Select and configure an appropriate web analytics tool to collect data from the desired website or websites managed by the Repository.
- Combine all Page Views for all monitored websites to obtain the basic measure.
- If possible, exclude Page Views by the Repository's own staff (for example, by filtering out IP address ranges assigned to staff workstations) and visits by web crawlers/robots.
- Exclude statistics derived from social media accounts maintained by the Repository (see 8.8 Social Media Reach).

Applications and Examples:
- A Repository configures Google Analytics to analyze traffic on its main website, its online Exhibitions, and its finding aid database. During a given month, Google Analytics reports 6,765 Page Views on the main website, 3,444 Page Views across all online Exhibitions, and 940 Page Views of its online finding aids. Count 11,149 Page Views.

8.2 Advanced measure ("Unique Page Views")

Count the total number of unique Page Views by Users of online content posted by the Repository.

Rationale:

Unique Page Views offers a more precise measure of User activity on a website than Page Views because it filters out multiple views of the same page by the same User during the same session/visit.

Guidelines for collection:

- Ensure that the web analytics tool selected by the Repository can report unique Page Views. If a given web page is viewed multiple times by the same User during the same session/visit, it is counted as one unique Page View.
- If possible, exclude the unique Page Views of Repository staff (for example, by filtering out a block of IP address ranges assigned to staff workstations) and visits by web crawlers/robots.

Applications and Examples:

- A historical society configures Piwik to analyze traffic on its main website and its digital collections website. During a given month, Piwik reports 4,501 unique Page Views on its main website and 2,934 unique Page Views for its digital collections. Count 7,435 unique Page Views.

8.3 Advanced measure ("Sessions")

Calculate the total number of sessions initiated on websites maintained by the Repository.

Rationale:

The number of sessions initiated on websites maintained by a Repository provide an indication of the number of Users who are visiting those websites. Since the same User may visit the websites from different devices, web analytics tools have moved away from describing the activities of users and visitors to describing instead the characteristics of sessions.

Guidelines for collection:

- Ensure that the web analytics tool selected by the Repository can report website activity in terms of sessions.
- A session may be defined as a group of interactions that take place on a website within a given time frame. A session may include one or more Page Views, Downloads, and other types of online interactions.
- If possible, exclude the sessions initiated by Repository staff (for example, by filtering out a block of IP address ranges assigned to staff workstations) and visits by web crawlers/robots.

Applications and Examples:

- A researcher visits the main website of an archives from a computer at home to check Reading Room hours and policies. While traveling to the archives, the researcher visits the website to check the address and directions. Since different devices are used to visit the website, the Repository's web analytics tool should count 2 sessions.

8.4 Advanced measure ("Session Duration")

Calculate the total amount of time a User spends viewing a website during a single, continuous viewing period.

Rationale:

Session duration (or length) is a measure of the cumulative amount of time a User spends on the website during a single, continuous viewing period, generally termed a session or a visit. Session duration includes time spent viewing and navigating between pages within the same website. Longer session durations indicate greater User engagement with site content.

Guidelines for collection:
- Ensure that the web analytics tool selected by the Repository can report session duration.
- Check and adjust, if desired and available, the configuration setting for session expiration time. For most web analytics tools, a session expires after 30 minutes of User inactivity.

Applications and Examples:
- A User views an online Exhibition and stays active on the page for 15 minutes, becomes inactive for 10 minutes, and then becomes active again for another 10 minutes. The total session duration for that User would be 35 minutes assuming that the web analytics tool is configured to start tracking a new session after 30 minutes of inactivity.

8.5 Advanced measure ("Downloads")

Count the number of files downloaded from websites managed by the Repository.

Rationale:

For Repositories that post content online for Users to download and store locally for immediate or later use, tracking file downloads can be an effective way of understanding which types of content Users value most and which files are most popular. Files that can be posted for Users to download may include PDF versions of finding aids or oral history transcripts, digitized photographs and other digital images, and audio and video recordings. Counting file downloads can provide a more precise means of analyzing User interest in a Repository's holdings than website Page Views.

Guidelines for collection:
- Ensure that the web analytics tool selected by the Repository can report file downloads. Some tools treat the downloading of files as Events.

- Statistics for streaming media files should be excluded from file downloads, but Repositories that post streaming media online may wish to track usage statistics for those media separately.

Application and examples:

- If a high-resolution image is embedded in a web page, a web analytics tool will treat User's visit to the page as a Page View. If a web page includes a thumbnail version of the image which a User may click to download and view a high-resolution version of the image, the action of clicking on the image would be treated by a web analytics tool as a file download.

8.6 Advanced measure ("Download File Type")

Define categories of digital object types or file formats for tracking, and count the total times each object or file type is downloaded.

Rationale:

Knowing which file types are most often downloaded may help a Repository to determine which types of downloadable files its Users prefer, and to prioritize its creation of digital content accordingly.

Guidelines for collection:

- Ensure that the web analytics tool selected by the Repository can identify and report the respective numbers of file types of downloaded files the Repository wishes to track.
- File formats may include PDF, Word, TIFF, JPEG, MPEG, MP3, WAV, etc.
- Categories may include, but are not limited to textual, image, moving image/video, and audio formats.

Application and examples:

- Reviewing its web analytics report, a historical society discovers that 90% of the file downloads from its oral history collection were .mp3 files and only 10% were .wav files. Since .wav files are much larger and require more bandwidth to deliver, the historical society decides to discontinue allowing Users to download .wav files directly, while offering Users the option to place a request for them via email.

8.7 Advanced measure ("Traffic Source")

Determine and count the sources from which online traffic is directed to the Repository's website.

Rationale:

Determining and counting how Users are directed to a Repository's website can help the Repository understand how Users are discovering it and what opportunities it may offer to improve its marketing outreach. Incoming traffic sources could point to successful outreach initiatives involving other websites, such as adding a link from a Wikipedia entry to related digitized material or a finding aid.

Guidelines for collection:
- Ensure that the web analytics tool selected by the Repository can report traffic sources.
- Some web analytics tools can distinguish traffic sources by type, such as direct traffic (from a typed url, bookmark, message link), referral traffic (from links in another website), and search engine traffic (from search engine results).
- Traffic sources may be analyzed for a Repository's overall web presence or focused on particular sections of a website, such as online Exhibitions.

Application and examples:
- An archives discovers that 10% more of its website traffic has been coming from Wikipedia following an edit-a-thon workshop during which Repository staff systematically added links to its online finding aids from relevant Wikipedia entries.

8.8 Advanced measure ("Social Media Reach")

Count the total number of interactions with the Repository's social media services.

Rationale:

Social media services generally offer one or more methods for Users to leave an intentional trace of their engagement with content presented through the service by clicking to "like," "follow," "share," "repost," or "comment." Counting the aggregate numbers of such interactions can enable a Repository to gauge how popular it is among the social media audiences it attempts to reach.

Guidelines for collection:
- Count the number of interactions within each social media account maintained by the Repository, categorizing interactions by type (e.g., "likes," "comments," etc.).
- In addition to aggregating counts from different services to obtain an overall measure of social media reach, Repositories may wish to track the counts for each social media service separately in order to facilitate longitudinal comparisons and evaluations of the distinct reach and impact of each.

Application and examples:

- A historical society that maintains a Facebook page and two Tumblr accounts may wish to tally separately the number of Facebook likes and shares while tallying and combining the total number of likes and reblogs across all Tumblr accounts.
- An archives that maintains a Twitter account may wish to count the number of tweets that it publishes as well as retweets and likes of those tweets.

8.9 Recommended metrics

Total Page Views per day/week/month/year

- The total number of Page Views over a given period of time can provide an indication of the number of visitors and visits to a Repository's website, although it more directly indicates the overall volume of website activity.

Total sessions per day/week/month/year

- The total number of sessions over a given period of time provides an indication of how frequently a Repository's website is visited by Users.

Total session duration per day/week/month/year

- Analyzing the total duration of all sessions during a given time period and comparing it to totals for the same intervals at other times can provide a complementary measure of User interest in a Repository's website content to total Page Views.

Average session duration per day/week/month/year

- Monitoring the average length of time Users spend on a Repository's website can serve as an index of User engagement with the website's content. Some analysts have suggested that Users who spend more than 60 seconds on a website have demonstrated interest and commitment.
- Web analytics tools generally calculate average session duration (or length) by dividing the total duration of all sessions by the number of sessions.

Page Views per session

- Analyzing the numbers of Page Views (or pages visited) per session provides an index of User engagement with the Repository's website. Users who are more engaged with a website tend to move from one page to another in a website rather than leaving the website after viewing only one page (i.e., "bouncing"; "bounce rate" is another useful metric that many web analytics tools can provide).

Total file downloads per day/week/month/year

- Calculating the total number of files downloaded from a Repository's website during a given time period and comparing it against totals for the same intervals at other times can provide a complementary measure of User interest in website content to Page Views and session duration.

Average number of files downloaded per session

- Calculating and monitoring the average number of files downloaded per session can provide an indication of how Users are engaging with the Repository's website: are Users coming to the website with the expectation of being able to download content?

GLOSSARY

This glossary contains the key terms that are employed in this document to define standardized measures and metrics for public services in archival repositories and special collections libraries. To that end, a standardized definition for each term is provided to ensure that its meaning in the context of this document is as clear and unambiguous as possible. Terms that are included in this glossary are capitalized in the document. Whenever possible, the definitions have been adopted or adapted from other standards and resources commonly used by libraries and archives, although in a few cases it was necessary to formulate original definitions for the purposes of the present standard. The standards and resources from which definitions have been drawn include the following:

National and International Standards:

- **ANSI/NISO Z39.7-2013**, "Information Services and Use: Metrics and Statistics for Libraries and Information Providers - Data Dictionary"
- **ISO 2789:2013**, "Information and documentation – International library statistics"
- **ISO 16439:2014**, "Information and documentation – Methods and procedures for assessing the impact of libraries"
- **ISO 5127:2017**, "Information and documentation – Foundation and vocabulary"

Glossaries, guidelines, statistical surveys, and additional resources:

- **ACRL Annual Survey**, 2016, an annual survey conducted by the Academic Library Trends and Statistics Survey Board of the Association of College and Research Libraries
- **Interlibrary Loan Code for the United States**, approved by the Reference and User Services Association, a division of the American Library Association, 2016

- **IMLS Public Libraries Survey**, Fiscal Year 2014, "State Characteristics Data Element Definitions," an annual survey conducted by the Institute of Museum and Library Services
- **InterPares 2 Terminology Database**, International Research on Permanent Authentic Records in Electronic Systems (InterPARES) 2 Project: "Experiential, Interactive, Dynamic Records (2002-2007)"
- **Multilingual Archival Terminology**, an online glossary published by the International Council for Archives
- **NCES Academic Libraries Survey Questionnaire and Instructions**, Fiscal Year 2012, formerly a biannual survey of academic libraries conducted under the auspices of the National Center for Educational Statistics, Library Statistics Program
- **ODLIS**, Joan M. Reitz, *Online Dictionary for Library and Information Science*, (Libraries Unlimited, 2004)
- **SAA Glossary**, Richard Pearce-Moses, *A Glossary of Archival and Records Management Terminology* (Society of American Archivists, 2005)
- **Web Analytics Definitions**, version 4.0, 2007, published by the Web Analytics Association (now Digital Analytics Association)

Call Slip

A brief form, completed by a User or Repository staff, to request materials for consultation or other purposes from a non-public storage area of a library or archives.

Source: Adapted from ODLIS, Call Slip: "A brief form that the user must fill out to request an item from the closed stacks of a library or archives, or from some other non-public storage area, usually retrieved by hand by a staff member called a page, although automated and semi-automated retrieval systems are used in some large libraries."

Synonyms: request slip; paging slip; retrieval form

Related terms: Checkout

Comment: Call Slips may be created manually or electronically. Individual Call Slips are generally completed for each Collection Unit that is retrieved and circulated to facilitate tracking and reshelving.

Checkout

The act of recording the removal of a Collection Unit from its place of storage so that it may be issued to a Registered User in a Reading Room or used for other purposes.

Source: Adapted from ISO 5127:2017, 3.11.6.09 Charge Out: "act of recording the removal of documents (3.1.1.38) from their places of storage (1) (3.9.1.01), for loan (3.11.4.03), inspection,

display, moving, or restoration (3.12.1.02)." Compare SAA Glossary, Chargeout (2): "the process of removing materials for use," and related Note: "a chargeout makes it possible to track the individual to whom materials were given or where the materials have been moved, allowing them to be found if needed." Compare ODLIS, Checked Out: "The circulation status of an item that has been charged to a borrower account and is not due back in the library until the end of the loan period."

Synonyms: chargeout; loan

Related terms: Call Slip; Circulation Transaction; circulation record

Comment: Checkout generally refers to the process whereby Repository staff record the issuance of materials to Registered Users for consultation in a Reading Room, but it may also be applied to other situations in which a record is made of the temporary removal of materials from their permanent storage locations for other purposes, such as for use in Exhibitions, Instruction Sessions, etc.

Comment: Checkout has not been a frequently used term in special collections and archives because in general library usage it implies that the borrower can remove the item from the library's premises. Nevertheless, Checkout is more precise and useful term than "retrieval" or "paging request" for assessing special collection use since not all materials for which Users place retrieval and paging requests result in Users actually consulting the materials. To ensure consistent and accurate statistics, Repository staff should only record a Checkout when materials are actually issued to the intended User and not simply placed on hold for later consultation.

Comment: Some Repositories may allow Users to consult certain materials, such as reference works, without having them checked out. See ISO 5127:2017, 3.11.4.01 Inhouse Use of Documents: "consultation of documents (3.1.1.38) within the premises of an information and documentation organization (3.2.3.37) without charge out (3.11.6.09)." In general, usage of materials that are not checked out cannot or should not be included in 4.1+ Collection Use measures that are based on Checkouts.

Circulation Transaction

The cycle of retrieving, issuing, returning, and reshelving Collection Units.

Source: Adapted from ODLIS, Circulation: "The process of checking books and other materials in and out of a library. Also refers to the total number of items checked out by library borrowers over a designated period of time and to the number of times a given item is checked out during a fixed period of time." See also Beth M. Whittaker, "Using Circulation Systems for Special Collections: Tracking Usage, Promoting the Collection, and Address the Backlogs," *College & Research Libraries* 69/1 (January 2008), 29, where circulation within a special collections environment is defined as "usage of materials within a secure reading room." Compare ISO 5127:2017, 3.11.4.07 On-site Loan: "document (3.1.1.38) delivered, in most cases from closed

access (3.11.1.07), for use on the premises of an information and documentation organization (3.2.3.37)," adapted from ISO 2789:2013, 2.2.22 On-site Loan: "document delivered, in most cases from closed access, for use on the premises." Note that On-site Loan supersedes the deprecated term Reading-Room Lending defined in ISO 5127:2001, 5.4.05.

Synonyms: on-site loan

Related terms: Checkout; Call Slip; Reading Room; loan

Comment: In archives and special collections environments, a Circulation Transaction for whatever purpose may be most simply and broadly defined as the temporary removal of collection materials from their permanent storage locations. Compare ISO 5127:2017, 3.11.4.03 Loan: "direct lending or delivery transaction of a document (3.1.1.38) to one user for a limited time period." A Circulation Transaction is essentially a temporary loan process.

Collection Unit

A generic designation for special collections and archival materials, regardless of format, that for the purposes of Circulation Transactions are requested and tracked as an individual entity using a Call Slip or automated circulation management system.

Source: Adapted from ISO 5127:2017, 3.4.4.07 Archival Unit: "single document (3.1.1.38) or set (3.1.1.09) of documents in an archives (2) (3.6.1.03), treated as an entity (3.1.13.27)." Compare ANSI/NISO Z39.7-2013, 4, Introduction, Volume: "A single physical unit of any printed, typewritten, handwritten, mimeographed, or processed work, distinguished from other units by a separate binding, encasement, portfolio, or other clear distinction, which has been cataloged, classified, and made ready for use, and which is typically the unit used to charge circulation transactions."

Synonyms:

Related terms: Circulation Transaction; Call Slip; volume; archival unit; container; item; piece

Comment: For the purpose of measuring collection use, a generic term is needed to denote the various ways that Repositories count requests for collection materials and track their retrieval, circulation, and reshelving. Depending on the nature of the materials and their cataloging and housing, a Collection Unit may represent a single volume or multivolume set, a single map or portfolio of maps, an archival box or a folder, a videotape or audio cassette, CD/ROM or DVD, etc. This generic designation permits Repositories to perform circulation transactions and statistical counts in ways that are most sensible and practical locally, without attempting to require all institutions to count transactions in precisely the same way (e.g., not requiring all archives to count all Circulation Transactions at the box level rather than the folder level, which would require some archives to change circulation practices). This also permits Repositories to manage the circulation or other movements of materials from un- or under-processed, or uncataloged collections as Collection Units, even if the Collections Units themselves may

change once the collection is processed or cataloged (e.g., an archives circulates an under-processed collection at the box level, but once it is fully processed, it circulates it at the folder level).

Event

A pre-arranged activity with cultural, educational, social, political, scholarly, or other intent, such as tours, lectures, concerts, and other programs organized or sponsored by the Repository.

Source: Adapted from ISO 2789:2013, 2.2.9 Event, and ISO 16439:2014, 3.22 Event: "pre-arranged activity with cultural, educational, social, political, scholarly, or other intent, e.g., exhibitions, author visits, literary discussions, workshops, etc." Compare ANSI/NISO Z39.7-2013, 7.8.3 Information Services to Groups: "Information contacts planned in advance in which a staff member, or a person invited by a staff member, provides information intended for a number of persons. Information service to groups may be either bibliographic instruction or library use presentations, or it may be cultural, recreational, or educational presentations. Story hours are included. Presentations both on and off the library premises are included as long as the library sponsors them. Meetings sponsored by other groups using library meeting rooms are not included."

Synonyms: program

Related terms: Instruction Session; Exhibition

Comment: The following Notes from ISO 16439:2014, 3.22 Event, were considered in formulating guidelines for measures and metrics pertaining to Events hosted by a Repository. Note 1 to entry: "Only events arranged by the library on its own or in partnership with other institutions are included, whether inside or outside the library premises. Events inside the library premises organized by institutions outside the library without the library's cooperation are excluded." Note 2 to entry: "User training lessons and library tours are excluded." Note 3 to entry: "Ongoing programs are included. Each session of a program is counted as one event." Note 4 to entry: "Virtual events are included."

Exhibition

A display of a collection of objects, organized or co-organized by a Repository, that have been selected and ordered so that their interaction demonstrates an idea or theme for cultural or educational purposes in a variety of manifestations, including both physical, online, and digital displays.

Source: Adapted from ODLIS, Exhibition: "A collection of objects shown or displayed in a public place. Also, the act of displaying a collection of objects publicly." Compare ISO 2789:2013, 2.2.10 Exhibition: "time-limited display of objects, organized or co-organized by the

library." Compare also ANSI/NISO Z39.7-2013, 3.1.16 Exhibition: "assembly of artistic, historical, scientific or technical documents (1.2.02) through which visitors move in a planned sequence based on educational intention or aesthetics." Note 1 to entry: "Exhibitions can take place inside or outside the library premises." See also SAA Glossary, Exhibition (1): "An organized display of materials," and accompanying Note: "An exhibition generally includes materials such as artworks, documents, or objects that have been selected and ordered so that their interaction demonstrates an idea or theme for cultural or educational purposes."

Synonyms: exhibit, display

Related terms: Event

Comment: The following Notes from ISO 16439:2014, 3.22 Event, were also considered in formulating guidelines for measures and metrics pertaining to Exhibitions, including online Exhibitions. Note 1 to entry: "Only events arranged by the library on its own or in partnership with other institutions are included, whether inside or outside the library premises. Events inside the library premises organized by institutions outside the library without the library's cooperation are excluded." Note 2 to entry: "User training lessons and library tours are excluded." Note 3 to entry: "Ongoing programs are included. Each session of a program is counted as one event." Note 4 to entry: "Virtual events are included."

Comment: The "time-limited" element from the ISO 2789:2013 definition was removed in order to make it possible to apply the definition to online or digital Exhibitions, which are generally mounted with the expectation that they will remain accessible indefinitely. The "public place" element from the ODLIS definition was removed because some Repositories are not open to the public but may curate Exhibitions for their private constituents.

Interlibrary Loan Request

A request made by a Repository or its parent organization on behalf of an affiliated User to temporarily borrow or reproduce material held by another Repository to facilitate access for research purposes.

Source: Adapted from the Interlibrary Loan Code of the United States, Definitions 1.1: "Interlibrary loan is the process by which a library requests material from, or supplies material to, another library."

Synonyms: ILL

Related terms: resource sharing; document delivery; borrowing; lending.

Comment: Additional definitions and best practices for the inter-institutional loan of archival and special collections materials may be found in the ACRL/RBMS Guidelines for Interlibrary and Exhibition Loan of Special Collections Materials, approved by the Association of College and Research Libraries, a division of the American Library Association, in 2012, and endorsed by the Society of American Archivists in 2013. Inter-institutional loans of archival and special

collections materials to facilitate research access are distinct from loans for Exhibitions. A loan request for research access may be fulfilled by temporary transfer of the original material or by its reproduction and transmission through a document delivery service. Reproductions delivered in this manner by Repositories on behalf of their Users are distinct from Reproductions requested directly by Users.

Comment: The use of interlibrary loan protocols and systems for the borrowing and lending of special collections materials most often occurs in college and university settings, which generally have interlibrary loan departments in their main library systems. Such departments may forward borrowing or document delivery requests to special collections and archives departments that are also part of the library system. Other Repositories may not have opportunities to participate in formalized interlibrary loan or resource sharing programs. Nevertheless, they may adapt resource sharing approaches to offering and directly managing temporary loans of their materials to other Repositories for research purposes.

Instruction Session

Presentations that are instructional or pedagogical in nature, and that are planned in advance for a number of persons who are enrolled in an educational program at which a Repository's staff member, or person invited by a staff member, provides information relating to the Repository's holdings or services.

Source: Adapted from NCES Academic Libraries Survey, 2012, Information Services to Groups: "presentations at which a staff member or person invited by a staff member provides information intended for a number of persons and planned in advance. These services may be either bibliographic instruction or library use presentations, or cultural, recreational, or educational presentations. Presentations both on and off the library premises should be included, as long as they are sponsored by the library. Self-paced tutorials and staff training should be excluded, as well as meetings sponsored by other groups using library meeting rooms. Include web-based presentations." Compare ISO 5127:2017, 3.11.5.05 User Education (Bibliographic Instruction, US): "formal instruction programme designed to teach information users (3.11.2.05) how to utilize effectively the resources and the information services (3.2.1.33) available in an information and documentation organization (3.2.3.37)." Compare also ODLIS, Bibliographic Instruction: "Instructional programs designed to teach library users how to locate the information they need quickly and effectively. BI usually covers the library's system of organizing materials, the structure of the literature of the field, research methodologies appropriate to the discipline, and specific resources and finding tools (catalogs, indexes and abstracting services, bibliographic databases, etc.). In academic libraries, bibliographic instruction is usually course-related or course-integrated. ... Instruction sessions are usually taught by an instructional services librarian with specialized training and experience in pedagogical methods."

Synonyms: class visit; bibliographic instruction

Related terms: information services to groups

*Comment:*The program of study may include K-12 students, undergraduate or graduate students enrolled at a college or university, or adults enrolled in a lifelong learning program. This standard distinguishes formalized instructional outreach programs from other types of Events and recommends the separate collection of statistics for each domain.

Page Views

The successful loading of any document containing content that requested by a website visitor.

Source: Adapted from Eric T. Peterson, *Web Analytics Demystified: A Marketer's Guide to Understanding How Your Web Site Affects Your Business* (Portland, OR: Celilo Group Media, 2004), p. 48: "A page view is counted with the successful loading of any document containing content that was requested by a Web site visitor, regardless of the mechanism of delivery or number and frequency with which said content is requested." Compare Web Analytics Definitions, which defines a Page as "an analyst-definable unit of content" and Page Views as "The number of times a page (an analyst-definable unit of content) was viewed." The Web Analytics Definition definitions recognize that the criteria for counting Pages and Page Views depend upon the software agent used to access and record them; see Comment below.

Synonyms: pageview

Related terms: unique Page View; unique pageview; session; visit

Comment: According to Web Analytics Definitions, Page Views, p. 7: "Most web analytics tools allow the client to specify what types of files or requests qualify as a 'page.' Certain technologies including (but not limited to) Flash, AJAX, media files, downloads, documents, and PDFs do not follow the typical page paradigm but may be definable as pages in specific tools. Content, such as XML feeds (RSS or Atom) and emails that can be delivered to both web browsers and non-browser clients are not typically counted as page views because the request or receipt of the content does not always correspond to the content being displayed."

Reading Room

A secure space or area provided for Users to consult a Repository's holdings.

Source: Adapted from SAA Glossary, Reading Room: "A secure space area designed for patrons to work with a Repository's holdings." Compare ISO 5127:2017, 3.11.3.20 Reading Room: "reader area (3.11.3.19) in the form of a separate, delineated room provided and reserved for the consultation of documents (3.1.1.38), usually combined with a reference collection (3.6.1.11)."

Synonyms: reader area, reference room; research room; search room

Related terms: Reading Room Visit

Comment: In this document, definitions, measures, and metrics pertaining to Reading Rooms and Reading Room Visits were formulated for physical Reading Room environments, but they may also be adapted to online or virtualized Reading Room environments.

Comment: Although the definition given here employs the more generic term Users, the User of a Reading Room is generally a Registered User because Repositories generally require their Users to go through a formal registration process in order to consult its holdings in its Reading Room. For this reason, the term Registered User is generally used in the body of this standard with reference to Reading Rooms.

Reading Room Visit

An in-person visit by a User to a Reading Room to consult a Repository's holdings.

Source: Based on ISO 2789:2013, 2.2.40 Visit: "person (individual) entering the library premises."

Synonyms:

Related terms: visit

Comment: The following definition from ISO Z39.7-2013, 7.1 Gate Count, was considered in formulating guidelines for measures and metrics pertaining to Reading Room Visits: "The total number of persons who enter the library. The total number includes persons who visit in groups and persons who visit for library-sponsored programs. A person may be counted more than once. Counting may be done upon entrance or upon exit." In this document, definitions, measures, and metrics pertaining to Reading Rooms and Reading Room Visits were formulated for physical Reading Room environments, but they may also be adapted to online or virtualized Reading Room environments.

Comment: Although the definition given here uses the more generic term Users, the User of a Reading Room is generally a Registered User because Repositories generally require their Users to go through a formal registration process in order to consult its holdings in its Reading Room. For this reason, the term Registered User is generally used in the body of this standard with reference to Reading Rooms.

Reference Question

A request from a User for assistance in locating specific information or in using Repository resources in general, made in person, by telephone, or electronically.

Source: Adapted from ANSI/NISO Z39.7:2013, 7.3 Information Request: "A request from a library user for assistance in locating specific information or in using library resources in general, made in person, by telephone, or electronically." Compare ISO 2789:2013, 2.2.26 Reference Question: "information contact that involves the knowledge or use of one or more information sources (such as printed and non-printed materials, machine-readable databases, the

library's own and other institutions' catalogues) by library staff." See also ODLIS, Reference Question: "A request from a library user for assistance in locating specific information or in using library resources in general, made in person, by telephone, or electronically."

Synonyms: information request

Related terms: Reference Transaction; virtual reference transaction; reference service

Comment: The Notes from ISO 2789:2013, 2.2.26 Reference Question were considered in formulating guidelines for measures and metrics pertaining to Reference Transactions, the following three Notes in particular. Note 3 to entry: "One reference question may address several issues." Note 4 to entry: "The question can be delivered personally or by means of telephone, regular mail, fax or electronic media (via email, the library website or other networked communications mechanisms)." Note 5 to entry: "It is essential that libraries do not include informational (directional and administrative) questions, e.g. for locating staff or facilities, regarding opening times or about handling equipment such as printers or computer terminals (see 2.2.13)."

Reference Transaction

An information contact that involves the knowledge, use, commendation, interpretation, or instruction in the use of one or more information sources by a member of the Repository staff.

Source: Adapted from NISO Z39.7:2013, 7.3 Reference Transaction: "A reference transaction is an information contact that involves the knowledge, use, commendation, interpretation, or instruction in the use of one or more information sources by a member of the library staff. Information sources include printed and non-printed materials, machine-readable databases (including assistance with computer searching), catalogs and other holdings records, and, through communication or referral, other libraries and institutions, and persons both inside and outside the library." Compare IMLS Public Libraries Survey, Fiscal Year 2014, 502 Reference Transactions: "information consultations in which library staff recommend, interpret, evaluate, and/or use information resources to help others to meet particular information needs. A reference transaction includes information and referral service as well as unscheduled individual instruction and assistance in using information sources (including web sites and computer-assisted instruction)." Compare also ISO 2789:2013, 2.2.27 Reference Service: "provision of information and assistance, in response to requests, by an information and documentation organization (source: ISO 5127:2001, 5.5.06; compare ISO 5127:2017, 3.11.5.03, which presents the following modified definition: "provision of oral or written information (3.1.1.16) and assistance, in response to requests (2) (3.10.2.06), by the staff of an information and documentation organization (3.2.3.37)."

Synonyms: reference service; advisory service; consulting service

Related terms: Reference Question; virtual reference transaction; digital reference

Comment: See also the Instructions for the ACRL Annual Survey, 2016, Information Services to Individuals (lines 64 and 65), which represent a modification of NISO Z39.7-2013, 7.3: "Transactions and consultation interactions are information contacts that involve the knowledge, use, recommendations, interpretation, or instruction in the use of one or more information sources by a member of the library staff. Information sources include printed and non-printed materials, machine-readable databases (including assistance with computer searching), the library's own catalogs and other holdings records, other libraries and institutions through communication or referral, and persons both inside and outside the library."

Comment: For the present standard, Reference Transactions encompass and include virtual reference transactions; see NISO Z39.7:2013, 7.3.1 Virtual Reference Transaction: "A virtual reference interaction is a question that is received and responded to in electronic format and conforms to reference interactions in that it is an information contact that involves the knowledge, use, commendation, interpretation, or instruction in the use of one or more information sources by a member of the library staff. Virtual reference interactions include e-mail, webform, chat, text messaging, instant messaging, or other network-based medium designed to support virtual reference." Compare ODLIS, Digital Reference: "Reference services requested and provided over the Internet, usually via e-mail, instant messaging ('chat'), or Web-based submission forms, usually answered by librarians in the reference department of a library, sometimes by the participants in a collaborative reference system serving more than one institution."

Registered User

A person who has applied for and received permission to gain access to Repository materials in accordance with its policies.

Source: Adapted from IMLS Public Libraries Survey, Fiscal Year 2014, 503 Registered User: "a library user who has applied for and received an identification number or card from the public library that has established conditions under which the user may borrow library materials or gain access to other library resources." Compare ISO 2789:2013, 2.2.28 Registered User: "person or organization registered with a library in order to use its collection and/or services within or away from the library."

Synonyms:

Related terms: User; patron; reader; researcher; searcher; customer; visitor; active user; active borrower

Comment: Registration typically involves having Users complete a registration form upon an initial Repository visit. Such forms generally require Users to provide personal data, including contact and demographic information, to present a government-issued ID for verification, and to

sign or acknowledge an agreement stating that they will abide by the Repository's policies for Reading Room access and other services.

Repository

Any type of organization that holds documents, including business, institutional, and government archives, manuscript collections, libraries, museums, and historical societies, and in any form, including manuscripts, photographs, moving image and sound materials, and their electronic equivalents.

Source: Adapted from the Note to the SAA Glossary definition for Repository. The Glossary defines a Repository generically as "a place where things can be stored and maintained; a storehouse," yet adds a Note explaining that the term is "used throughout this work to refer to any type of organization that holds documents, including business, institutional, and government archives, manuscript collections, libraries, museums, and historical societies, and in any form, including manuscripts, photographs, moving image and sound materials, and their electronic equivalents." Compare ODLIS, Repository: "The physical space (building, room, area) reserved for the permanent or intermediate storage of archival materials (manuscripts, rare books, government documents, papers, photographs, etc.)."

Synonyms: archival authority; archival agency; archival institution; archival programme

Related terms: archives; special collections library; research library; historical society

Comment: The Multilingual Archival Terminology database defines an Archival Repository as an "agency or programme responsible for selecting, acquiring and preserving archives, making them available, and approving destruction of other records," noting that this definition is derived from ISO 15489-1:2001, Information and Documentation – Records Management – Part 1, General – Terms and Definitions, Archival Authority (also Archival Agency, Institution, or Programme). This definition was also used as the basis for the definition of ISO 5127:2001, 3.1.02 Archives (2): "organization or part of an organization responsible for selection, acquisition (4.1.2.01), preservation (6.1.01) and availability (5.6.06) of one or more archives (1) (3.1.01)." Compare ISO 5127:2017, 3.2.3.01 Archives (1): "organization (3.1.1.55) or part of an organization responsible for selection, acquisition (3.6.2.2.01), preservation (3.2.1.39) and availability (3.11.1.03) of one or more archives (2) (3.6.1.03)."

Reproduction

The making of a duplicate, facsimile, or surrogate copy, or the copy itself, of similar data on the same or a different platform.

Source: Adapted from Multilingual Archival Terminology database, Reproduction (Replication): "Making of a duplicate copy of similar data on the same or a different platform," which was drawn from the *Glossary of Records and Information Management Terms*, 3rd ed. (ARMA

International, 2007). Compare ODLIS, Reprography: "A general term encompassing quick-service document reproduction or copying by any means except large-scale professional printing, including photography, microphotography, xerography, and photoduplication." Compare ISO 5127:2017, 3.4.7.17 Reproduction: "document (3.1.1.38) copied from and resembling another document which is recognized as being the original document (3.4.7.11)," and 3.4.7.18 Facsimile: "reproduction (3.4.7.17) that approximates as nearly as possible to the content, form and appearance of the original document (3.4.7.11), but is not necessarily of the same size." See also SAA Glossary, Reproduction (2): "duplicate made from an original; a copy."

Synonyms: copy; facsimile; surrogate

Related terms: reprography; duplication; photoduplication

Comment: A Reproduction may involve the duplication of a document in a similar format (e.g., photocopying), or conversion from one format to another (e.g., digitization), of either static or time-based media.

User

An individual who uses the collections and services of a Repository from a variety of access points, including onsite, online, and remotely.

Source: Adapted from SAA Glossary, User (1): "An individual who uses the collections and services of a repository; a patron; a reader; a researcher; a searcher" and ANSI/NISO Z39.7-2013 7.5, Library User: "an individual accessing library materials and services from a variety of access points."

Synonyms: patron; reader; researcher; searcher; customer

Related terms: Registered User; visitor

Comment: A User typically denotes an individual who is not a member of the Repository staff. Repositories may classify Users in different ways, including but not limited to onsite User and remote User, Registered User, or visitor. To adequately describe a Repository User, distinctions should be made between User status and eligibility to access collections materials and services. In accordance with their security and other policies, Repositories are responsible for determining the methods used to determine the eligibility of Users and authorizing their access.