

**TECHNOLOGY IMPROVEMENT AWARDS
FINAL REPORT OUTLINE**

COVER SHEET

1.	Title of the Project	Sharing the S.T.O.R.E: Slides, Thesis, Our Recordings, Etc
2.	Period of Performance (project start and end dates)	May 1, 2010 – April 30, 2011
3.	Library Name (if applicable)	Birthingway College Library
4.	Name of Organization	Birthingway College of Midwifery
5.	Organization Address	12113 SE Foster Rd. Portland, OR 97266
6.	Name, Mailing and E-Mail Addresses, Voice and Fax Numbers, of Person Submitting Report	Kathryn Constant, MLS Birthingway College Library 12113 SE Foster Rd., Portland, OR 97266 library@birthingway.edu 503-760-3131 Fax: 503-760-3332 http://www.birthingway.edu
7.	Date Submitted	06/10/11

NARRATIVE DESCRIPTION

1. Executive Summary (200-500 words):

Provide a summary about how funding from this award was used. Include an overview of the new or improved health information service or program that was implemented. Identify the hardware and/or software purchased to support this project.

Birthingway College of Midwifery Library is a small, one-person-run library in a small non-profit accredited school in Portland, Oregon. Technology is not a word usually associated with midwives. So it really was astounding to receive a Technology Improvement Award from the NN/LM PNR in 2010 for *Sharing the S.T.O.R.E.* of midwifery-related material.

Sharing the STORE created a new digital health information collection and service to Birthingway College of Midwifery's Library and the birth-related community the library serves. The project initiated the digitization of the 15 year plus collections of slides, original research-based student theses, sound and video instructional recordings, diagrams, handouts, etc.(S.T.O.R.E.) While this project is far from being completed, its debut has proved very successful.

The project really began with a revised *Statement of Work* from the NN/LM PNR reviewers. Their wisdom was immediately apparent and appreciated. The grant was written to include digitization of *everything* and dissemination to all. The reviewers' appreciated the enthusiasm and worthiness of this plan, but realized it was far beyond the scope of a one-year project. "Yes" to digitization of many, but the dissemination could wait. First lessons learned— keep it real and make good use of advice from experts.

In the beginning, the award check arrived and the spending was fun. The library acquired a lovely, fast new computer with a high quality wide screen monitor and an 8 TB Network Area Server (NAS), complete with cables to connect and distribute. It was set up library centric, shiny and new.

Then, the technology-here-today-gone-tomorrow phenomena reared its ever-changing data. The all-in-one photo/slide/auto-fed document scanner budgeted for the project not only went up in price, but couldn't be found in stock anywhere! The scanner, of course, was key to digitizing almost *everything*. Many deep breaths were had before a solution appeared. We had to get another brand, and it seemed we waited just long enough since an even better all-in-one-do-it-all scanner came down in price to make it within our budget. It even came with some software we knew we needed. Scanner in place, we purchased Adobe Acrobat Pro to covert, copyright-protect, watermark and make our student research projects/thesis Section 508 accessible. Additional modules for the library automation software also arrived and were installed to handle our new media types, tasks, and demands. Most pieces assembled, the digitization experiments began.

Summer arrived and the scanning was fine! The tech dude and I giggled with glee with how easy this would be. The research project/thesis papers flowed through the scanner like water.

Photographs and slides lit up the computer screen like sunsets. Tests run, we were ready to digitize the *S.T.O.R.E.*

At first, the copyright-assistant for the college was enthused to gain permissions for the *S.T.O.R.E.* project. It was summer and slower at the college than usual. We would begin by asking for permission of the students to digitize and disseminate their completed thesis/research project papers. Students were emailed and many replied quickly in the affirmative. By the start of fall term, we had more than a dozen papers completed and available in digital format through the library catalog. Birthingway College Library had entered the 21st century!

Fall term was the perfect time to test our project. Fall term is the quarter I teach Research Methods to the advanced students. I use completed research projects as a teaching tool to provide examples of concepts and to show finished products. The problem with using the papers this way was that students always wanted to take the papers home to use as examples when completing their homework tasks. Library policy was that these papers did not circulate. In fact, the only time research papers were ever out of library was for one evening of Research Methods class each year. Students could look at them inside the library, but could not copy them without the authoress' written permission, which they had to acquire themselves. The disconnect between resource sharing/protecting is obvious by now.

The "test" class started as usual. I walked in carrying an armload of research papers. At the appropriate moment, I passed the papers out to students and everyone started going through them with intense interest. They passed them between themselves. "This is so cool." "They are all so different-you'd love to read this one." "Now that I see them, I totally get the idea." Before I even asked to collect the papers, it happened. "Kathryn, can we take these home with us?" For the first time, I didn't feel dread when I answered this question. "Sorry to say you can't take the originals home with you, BUT they are available online through the library catalog." "No way! That's awesome!"

And awesome it was and continues to be. Fall term the dozen papers were accessed over 45 times and there were only 8 students enrolled in the class. Without a doubt, I received the best quality assignments in the history of teaching Research Methods. The level of enthusiasm from the students was also remarkable. This class had often been sleeptime for over-tired midwives-in-training.

As the school year continued and these students moved forward into doing their research projects, an unforeseen benefit and measure of success appeared. "Now that my paper is going to be published on the Internet, I really want it to be excellent and meaningful. Midwives from all over the world could see it." "I was so excited to show my family my research paper. When they saw it download from the library catalog, read it, and saw how much work went in it, they were really impressed and proud of me." Success? I'd say so and this is just the beginning of *Sharing the STORE.*

2. Information needs:

Identify the main audience(s) that were intended to benefit from the proposed technology improvements. Did this project help to meet their information needs?

The audiences who benefit most from our *Sharing the S.T.O.R.E.* project are our current users: students, faculty, and participant community members. Other community members who have/can benefit include Oregon/Washington midwifery-related healthcare providers (e.g. midwives, lactation consultants, childbirth educators, doulas, postpartum caregivers). As more digitized materials become available through the catalog, other groups who will benefit might include hospital-based nurse-training programs, teen parenting services, complimentary medical practitioners (e.g. naturopaths, chiropractors, pelvic floor and pre-conception/fertility health providers) as well as members of the LGBT communities, parents, single moms and moms-to-be, and women's studies, nursing, and other health-discipline students seeking information they can't find at other area libraries.

Sharing the S.T.O.R.E. has definitely helped our students completing their Research Projects, students starting their Research Projects, and faculty and students interested in perusing the Research Projects already written. Being able to access and use the digitized papers anytime and through an Internet environment of the users' choice had definitely met their information needs.

3. Training: N/A

4. Training sites: : N/A

5. Exhibits: : N/A

6. Evaluation :

Describe whether and how the new or enhanced service accomplished the desired outcomes originally proposed. Or, if the originally proposed outcomes were not observed, what happened, instead? Include specific data that supports the evaluation results described, and how the data was collected.

Being able to deliver digitized Research Projects/Thesis papers through the *Sharing the S.T.O.R.E.* project has far exceeded the original desired outcomes. During the first term that the dozen or so digitized Research Projects/Thesis papers were available online, the papers were accessed over 45 times by 8 students enrolled in a Research Methods course. The word quickly spread and by the end of the term, the 12 papers had received approximately 65 downloads by students and faculty not enrolled in the Research course. By the end of the project period, approximately 30 papers have been digitized with over 135 downloads.

The unforeseen outcomes truly outperform the proposed outcomes. The amount of enthusiasm and self-esteem the students show now when taking the Research Method course and completing

their Research Projects/Thesis papers is astounding. Students have a genuine interest in the process and take great pride in their papers knowing they will be published digitally and available online with potentially worldwide distribution. *Sharing the S.T.O.R.E.* of Birthingway College's unique collections is a admirable information service to provide. Facilitating learning, true interest in researching, and providing students with an information vehicle that instills self-esteem and pride in their accomplishments are truly invaluable treasures of the project.

7. Problems or barriers encountered:

Provide details on problems encountered. If you were to start all over again, what, if anything, would you change about the project?

The problems I encountered while working on *Sharing the S.T.O.R.E.* were somewhat unexpected. When doing a project that involves technology, one expects computer hardware and software problems, but I really didn't have many of those issues. We did manage to somehow overlook the need for video and sound processing/editing software when writing the award proposal. That became immediately apparent the first time we tried to upload a two hour video lecture to the S.T.O.R.E. Next, we realized that we had overlooked flash drives so that patrons could check out digital files if they needed portable digital access without Internet connectivity. Fortunately, we did have a little money left in the award account and jumped on software and flash drive sales as soon as we saw them. Lesson learned—you will forget something(s).

Those problems were small and easy to overcome. The other problem was not. One might think that a small, non-profit (read hungry for funding) college would be 100% behind an award bestowed upon their library. I am sad to say this was not the case. I received very little support and assistance from other college personnel to help me get this project done. In fact, I could report hinderance.

If I were to start this process all over again, I would not assume institutional support. It is wise that the application process requires a *letter of support* from the technology person associated with the project. During this project, his support never faltered and proved invaluable. Since I cannot say the same for other Birthingway College personal, I would not undergo a project like this again without collecting signed *letters of support* from all personnel (executives, supervisors, and staff) that might possibly be involved with the project. I would also document promises of additional staff assistance.

8. Impact: Include information on the perceived and actual impact of the project on the library or organization. This can include the effect of the project on the library's image, increased utilization of the library, etc.

The perceived impact of *Sharing the S.T.O.R.E.* is the increased interest, pride, and learning associated with the student access to the digitized Research Projects/Thesis. I also believe that students use the library more and prospective students often hear of our “award-winning library.” Since students learned they can access digitized items through our online library catalog, there has been an increase of online catalog usage and hold requests. Additionally, members of the

birth-community at-large have inquired about the digitized research projects and have asked to access the works. It is my belief that image the library and its information services have improved since receiving the Technology Improvement Award from the NN/LM PNR in 2010 for *Sharing the S.T.O.R.E.*