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## SOURCES

have the potential to be superior instruction and outreach tools. In practice, however, many online guides do not receive much use, leading some librarians to question whether staff time and skills might be better used elsewhere. In this slim and readable work, Puckett argues that low use is most likely tied to lack of usability, and he advises librarians to simplify their guides if they want them to be helpful to students. Throughout this book, Puckett follows his own advice about simplicity, presenting his readers with succinct, well-organized chapters that define core instructional design and web usability concepts in plain language and explain how these concepts should be incorporated into research guides. Readers are never left to wonder about the relevance of any concept addressed in this book, nor does any part of the book feel esoteric or extraneous. Librarians with instructional and web design backgrounds will already be familiar with much of what is covered in this book. However, Puckett's ideas serve as a good reinforcement of knowledge and practices used in face-to-face teaching and remind librarians that the techniques they use in the classroom can be applied to help them create better research guides.

Although this book's strength lies in its simplicity, it leaves out important information about web accessibility and Americans With Disabilities Act (ADA) compliance issues. Platforms such as LibGuides are built to be ADA-compliant, but librarians still must understand the basic rules of creating accessible web content so that they do not unwittingly create barriers for patrons with hearing and vision disabilities. Those interested in learning more about ADA accessibility issues will therefore need to look elsewhere.

Readers considering purchasing this book may wonder why Puckett did not simply write a book about LibGuides, because LibGuides is the most popular and widely used platform for online research guides. But as Puckett explains, not all libraries subscribe to LibGuides, so the book is not platform-specific. Puckett's approach in explaining how instructional and web design standards can be applied in general, and not just to a specific platform, is another strength of this book. (Articles and conference presentations about how to create more user-friendly guides in the LibGuides platform are abundant, whereas information about how to create useful and usable research guides in general are lacking.) Academic librarians with an instructional role will find this book most useful, although it will appeal to some public librarians as well. A good (though considerably lengthier) companion to Puckett's book is *Using LibGuides to Enhance Library Services* (2013).—Allison Embry, *Research and Learning Librarian, University of Central Oklahoma, Edmond, Oklahoma*

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***Reviewing the Academic Library: A Guide to Self-Study and External Review.*** Edited by Eleanor Mitchell and Peggy Seiden. Chicago: ACRL, 2015. 352 p. Paper \$66.00 (ISBN: 978-0-8389-8783-4).

In *Reviewing the Academic Library*, Eleanor Mitchell and Peggy Seiden showcase a valuable array of tools and helpful

tips from a noteworthy collective of authors who have extensive experience and strong backgrounds in their areas of expertise. The book focuses on the process of academic library evaluation for both accreditation and self-study reviews. It is structured in such a way that each chapter contributes to the book's theme while allowing each author to express their own thoughts and suggestions. Most chapters contain bulleted points of takeaways or things to consider. In addition to providing examples, *Reviewing the Academic Library* emphasizes the idea that reviewing the academic library is a beneficial endeavor, even when it is not required for accreditation purposes.

The book's 16 chapters are divided into three major sections: "Why review?" "Approaches to the process," and "Gathering supporting data-assessment methods." The first chapter explains regional accreditation and covers common themes associated with the library-related standards that typically are part of the reaccreditation process. Chapter 2 helpfully provides a list of regional accreditation agencies and highlights specific requirements for libraries. Subsequent chapters in this section give details about the library's role during the accreditation process. The second section focuses on the self-study and external review of libraries, highlighting the reasons for conducting these kinds of evaluations and establishing standards and frameworks. Chapter 7 is a useful appendix of resources such as templates and examples, including a detailed itinerary for site visits from external reviewers.

The final section focuses on a common activity for many academic libraries: data collection and assessment. Various models and national survey instruments are highlighted, such as MISO and LibQUAL+. This section devotes attention to specific areas within the library. For example, in chapter 13, David Smallen highlights the use of MISO as a tool for improving IT services. In chapter 14, Lisa Hinchliffe addresses assessment of student learning and information literacy outcomes. In the last chapter, James Neal discusses the future of assessment for academic libraries.

This book should be viewed as essential for any academic library involved in an accreditation process, self-study, or external review. Each chapter contains practical suggestions and could be used as a quick resource guide on its own. Highly recommended.—Hector Escobar, *Director of Education and Information Delivery, University of Dayton, Dayton, Ohio*

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***A Year of Programs for Millennials.*** By Amy Alessio, Katie Lamantia, and Emily Vinci. Chicago: ALA, 2015. 216 p. Paper \$49.00 (ISBN 978-0-8389-1332-1).

For librarians who wish to start or revamp their library programming for millennials, this book is full of excellent ideas. The book starts out with a discussion of who the millennials are as well as information about what patrons of various ages—from late teens to the 40s—want in a library program. The authors also share the story of how their own library programs geared towards millennials led to this book.

The book is divided by month, each with four or five programs. Each month begins with a short paragraph introducing the topics that will be covered in the programs. Each program is presented in a consistent format, including preparation time (shopping, marketing, etc.), an estimation of the length of the program activities, the optimal number of attendees, the suggested age range, a shopping list, setup activities (contacting speakers and marketing), making it happen on the day of the program, variations of the program for different ages groups or for virtual participation, and finally “power promotion,” which gives tips and tricks to promote your program in different ways. The last chapter provides ideas about popular programs that can

grow into a club or a regular program offered on a more permanent basis.

The programs in this book include ideas about many different topics and activities, such as travel, health, movie night, karaoke, self-publishing, and food. This book is not only an excellent addition to public and academic libraries, but it could also be useful for community centers and other groups that provide activities for adults. This is an essential purchase for those with an interest in providing innovative programming for their patrons, especially those who fall into this specific age group.—*Melanie Wachsmann, Reference/Teen Librarian, Lone Star College-CyFair Branch Library, Cypress, Texas*