SOURCES

unneeded information. Likewise, he engages with multiple topics rather than simply referring readers to the sources listed in the chapter bibliographies. A book described as a "companion" should serve as one-stop shopping, at least for the majority of questions that readers are likely to have.

Does Burke achieve a satisfactory balance between succinctness and depth of coverage? At less than two hundred pages, the book seems a bit skimpy. Most topics could have benefited from a fuller, lengthier treatment. For example, the chapter on social networking is barely five pages long, and one of the review questions at the end is, "Can you find an example of a social media use by a library beyond those offered in this chapter?" This reviewer's response: "Yes, Mr. Burke, I can find lots of them. Let's start with Facebook, which you didn't even mention, and which is much more prevalent in libraries than Twitter, which you barely brought up at all." The failure to capitalize on visual elements was another disappointment. Not everyone has time or the desire to read a lot of text; sidebars would have been a helpful way to organize information. Other than a few tables, the only visual elements breaking the monotony of the text are screenshots, and unfortunately, they serve no informational purpose.—*Dana M. Lucisano, Reference Librarian, Silas Bronson Library, Waterbury, Connecticut*

Putting Assessment into Action: Selected Projects from the First Cohort of the Assessment in Action Grant. Edited by Eric Ackermann. Chicago: ACRL, 2015. 228 p. Paper $52.00 (ISBN: 978-0-8389-8813-8).

Creating, implementing, and managing academic library programs can be a daunting task in itself, but how do academic librarians successfully assess the outcomes of multifaceted, long-term programs? In 2013 and 2014, ACRL began an Assessment in Action (AiA) grant program to monitor the results and outcomes of twenty-seven American and Canadian academic library programs, including programs on information literacy, student collaboration, management of technology facilities, space optimization, and linkage of student retention with research assistance. Edited by Eric Ackermann, *Putting Assessment into Action: Selected Projects from the First Cohort of the Assessment in Action Grant*, provides detailed results of these program assessments. Many other library program assessment books require a working knowledge of research design and statistics, but this well-written volume is accessible to readers without such background knowledge, enabling them to quickly and easily understand and utilize the results from these programs. Each case study contains an extensive bibliography for further reference.

This useful handbook will help academic librarians assess their own programs and, in doing so, provide the best service for their patrons—without having to become experts on research design and statistics themselves. Highly recommended.—*Larry Cooperman, University of Central Florida Libraries, Orlando, Florida*