Understanding & Responding to the Library-Related Standards

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During our time together, we will:

• Explore the spirit of each of the Library-related standards.

• Address your specific questions
Commitment to Integrity and Continuous Quality Enhancement

- Core Requirements
- Comprehensive Standards
- Federal Requirements
A Closer Look at Each of the Library-Related Standards

CR 2.9 The institution, through ownership or formal arrangements or agreements, provides and supports student and faculty access and user privileges to adequate library collections and services and to other learning/information resources consistent with the degrees offered. Collections, resources, and services are sufficient to support all its educational, research, and public service programs.
*Don’t forget about distance learning and off-campus instructional sites.

- How are resources and services provided to students enrolled in distance education programs or in programs offered at off-site locations?
“Formal Arrangements/Agreements”

1. Need to be in detailed and in writing
2. Who are the partners involved?
3. Borrowing privileges?
4. Database access—on-campus and remote?
5. Instruction in use of resources?
6. User assistance?
7. How is host library’s collection relevant?
“Provides and Supports Student//Faculty Access & User Privileges”

1. Remote access to databases?
2. How is access granted?
3. Licensing limitations?
4. Hours of operation?
“Adequate Library Collections”

1. Collection Development Policy
2. Collection Analysis—Strengths and Weaknesses Given Institutional Mission and Programs/Services Supported
3. Student/Faculty Feedback
4. Ongoing Analysis of Usage Data
5. Age Analysis
6. Acquisition Statistics
7. Trends in ILL
“Services”

1. Description of Services Offered
2. How do these services support programs and the mission of the institution?
3. Hours of Availability
4. Student/Faculty Feedback
5. Benchmarking with Peers
“Other Learning/Information Resources”
“Consistent with Degrees Offered”

1. Strengths of Collections Match Programs Offered
2. Involvement of Faculty in Developing Collections
“Sufficient to Support All Its Educational, Research, and Public Service Programs”
CS 3.8.1 The institution provides **facilities** and **learning/information resources** that are **appropriate** to support its teaching, research, and service mission.
“Facilities”

1. Description of the Physical Facilities: Size, Proximity, Features
2. Facility Usage Data
3. Student/Faculty Feedback
4. Age and Renovation History
“Learning/Information Resources”

• Appropriate to Support Its Institutional Teaching, Research, & Service Mission
CS 3.8.2 The institution ensures that users have access to regular and timely instruction in the use of the library and other learning/information resources.
“Ensures that Users Have Access” to Library Instruction

“We have it on the website.” But how do students/faculty know it’s there?

• How do you know the instruction is effective?

• Are they achieving the desired learning outcomes?

• Is instruction “Regular and Timely”? 
CS 3.8.3 The institution provides a sufficient number of qualified staff—with appropriate education or experiences in library and/or other learning/information resources—to accomplish the mission of the institution.
“Sufficient Number of Qualified Staff—with Appropriate Education or Experiences

- How many librarians are enough? Consider charting coverage during hours open to illustrate sufficiency.
- List of staff with experience, education, and any additional training noted.
- Provide linkage between job description/duties and experience/education/training.
Building a Case for Compliance...

**Bridge:** Narrative that Links Documentation to Judgment

- **Assertion**
- **Evidence**
  - Identifying Source Documents
The Library & Institutional Effectiveness

CR 2.5 The institution engages in ongoing, integrated, and institution-wide research-based planning and evaluation processes that

1. incorporate a systematic review of
2. Institutional mission, goals, and outcomes;
3. result in continuing improvement in institutional quality; and
4. demonstrate the institution is effectively accomplishing its mission.
CS 3.3.1 The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in each of the following areas:

3.3.1.1 educational programs, to include student learning outcomes

3.3.1.2 administrative support services

3.3.1.3 academic and student support services

3.3.1.4 research with its educational mission, if appropriate

3.3.1.5 community/public service within its educational mission if appropriate
“Identifies expected outcomes,”

“Assesses the extent to which it achieves these outcomes,”

“Provides evidence of improvement based on analysis of the results”
Should libraries define student learning outcomes?

• Does the Library offer student learning experiences?
  • CS 3.8.2 suggests yes.

• Should libraries have outcomes beyond student learning?
  • Absolutely!
General Education Competencies

- Do the General Education Competencies for your institution include Information Literacy?

- If so, how are they currently being assessed?
Does your institution have an Information Literacy QEP?

- From 2007-2011, 25 (of 391) or 6.6% of QEPs were on Information Literacy-related topics.

- Executive Summaries can be found at the bottom of the Institutional Resources page:
  http://www.sacscoc.org/inst_forms_and_info1.asp
<table>
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<tr>
<th>QEP FOCAL OUTCOMES CATEGORIES</th>
<th>QEP EXPECTED STUDENT LEARNING OUTCOMES: SAMPLE ILLUSTRATIVE QUOTES FROM QUALITY ENHANCEMENT PLANS (QEPs)</th>
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| Information Literacy          | “The focus of the [Institution] Quality Enhancement Plan (QEP) is to prepare students to excel in the expanding information and technology-based health care environment by improving their ability to effectively access and use information, skills that have become identified as information literacy. . . . Each [Institution] graduate will be able to:  
1. Determine the nature and extent of the information needed;  
2. Retrieve needed information effectively;  
3. Evaluate information and its sources for currency, relevancy, and reliability;  
4. Use information to accomplish a specific purpose; and  
5. Use information ethically and legally.” |
|                               | “The QEP is designed to develop students’ research and research reporting skills. The three major goals of the QEP are to enable students to: 1) Efficiently find professional research literature; 2) Effectively use professional research literature; and 3) Accurately document professional research literature. [Institution’s] QEP contains seven student learning outcomes which make these three major goals explicit. Briefly, they are:  
1) Students can locate appropriate research literature through a variety of ways, including institution-supplied tools and services.  
2) Students can make use of sources with adequate coverage of the topic in question.  
3) Students can select high quality and credible sources that are increasingly advanced and specialized.  
4) Students can evaluate the relevance of the concepts found in the literature.  
5) Students can apply insights from sources to their work.  
6) Students can document all referenced sources accurately.  
7) Students can format references consistently.” |
Further Guidance:


- Other ACRL Subject-Specific Standards: [http://www.ala.org/acrl/issues/infolit/ilcc/ilcc-standards](http://www.ala.org/acrl/issues/infolit/ilcc/ilcc-standards)
Further Guidance

  - Seattle, Washington, August 4–6, 2014
  - University of Washington
What questions do you have?