MLIS 7210SPRING08
VALDOSTA STATE UNIVERSITY
MASTER OF LIBRARY& INFORMATION SCIENCE
Academic Libraries
Syllabus
Three Credit Hours

Instructor
Ravonne Green, Ph. D.   Phone: 770-297-8205
1500 N. Patterson Street   Valdosta, GA 31698-0133
                                                        E-mail: ravgreen@valdosta.edu

Course Description: Prerequisite or Co requisite: MLIS 7200 or instructor consent. This course provides an overview of academic library management from an assessment perspective using the Association of College and Research Libraries (ACRL) Standards. Specifically, this course will address academic library planning, assessment, outcomes assessment, services, instruction, resources, access, staff, facilities, budgeting, communication and cooperation, and administration.

Course Objectives
At the conclusion of the course, the student will be able to:
1. Apply principles of assessment using the ACRL Standards for Libraries in Higher Education (2004) in an academic library.
2. Participate in an assessment based on the ACRL Standards for Libraries in Higher Education.
3. Develop a network of colleagues for discussing assessment issues.
4. Establish or become knowledgeable of a mechanism for collecting appropriate assessment data for an academic library.
5. Establish or become knowledgeable of a mechanism for collecting appropriate benchmarking data.
6. Identify and use relevant documentation and assessment tools.

Course Assignments

Academic library directors and department managers spend a larger portion of their time on assessment activities. This class will focus on assessment and will help you to gain a better understanding of the process and will equip you with some of the tools and techniques that you will need to participate and lead assessment activities at your library. The Nelson/Fernekes book provides you with a roadmap for the process. The Brumley book provides you with some excellent assessment tools for assessing any standard.

You will select one of the standards from the ACRL Standards for Libraries in Higher Education (2004). Let me know which standard you have picked by the end of the first week. You may work with others. You will focus on your standard and will become an expert in that area. You will focus on your standard for each

of the course assignments. For example, if you choose budgeting you will research current library and information science literature on budgeting. You will know all of the main expert practitioners and authors in that area. You will find policies, forms, matrices, and any other pertinent assessment documents for your area. It is fine to include internet resources as long as these are sites sponsored by professional library organizations, libraries, or professional journals. You will present your materials on budgeting on Week 13 on the discussion board. Other students may respond with questions, comments, or additional information about budgeting on Week 13.

- Subscribe to either the ACRL College Library or the ACRL University Library listserv. Discuss any interesting assessment topics on these listservs the first four weeks. The following URL provides information on joining these discussion lists.

http://www.ala.org/ala/acrl/aboutacrl/acrlsections/sectionaldiscussion.htm

- Review the chapter topic and questions each week. You will be expected to contribute information (url's, book or article summaries with citations, or assessment examples) on at least two topics in response to a classmate's post when they post their project.
- Review your library's assessment plan in relationship to the ACRL standards and benchmark institutions. (First four weeks)
- Suggest strategies for improving your library assessment plan. (First four weeks and in your final project. For the final project, you can mention ways that your library can improve assessment for the standard that you have researched.
- Final project- You will refine your weekly project adding any comments or additional materials that classmates may have suggested. For example, if you submitted a project on budgeting on week 13 and classmates suggested three more journal articles, a book, and ten more url's, you would include these. I will also make comments and suggestions the week that you turn in your project that you might incorporate in your final draft.

Write a brief (approximately 2 pages) reflection paper on what you have learned about the assessment process this semester.

Required Texts
ACRL Board of Directors. (June 2004). Standards for Libraries in Higher Education.
 http://www.ala.org/ala/acrl/acrlstandards/standardslibraries.htm

Brumley, Rebecca. (2007). *The Academic Library Manager's Forms, Policies, and Procedures Handbook*. New York: Neal-Schuman. (You will not be given specific reading assignments from this text. You will find it useful when you work on your standard.)

Nelson, William N. & Fernekes, Robert W. (2002) Standards *and Assessment for Academic Libraries: A Workbook*. Chicago: ACRL, a division of ALA.

Optional Texts (We will not have any assignments from these texts.)
The bibliographies, forms, policies, matrices, and suggested resources throughout these texts will be useful to you in planning assessments at your library.

Dudden, Rosalind. (2007). *Using Benchmarking, Needs Assessment, Quality Improvement, Outcome Measurement, and Library Standards*. New York: Neal-Schuman. This book focuses on medical libraries, however, the techniques and many of the examples would be useful in any library.

Heath, Fred, Kyrillidou, Martha, & Askew, Consuella. (2004) *Libraries Act on Their LibQUAL+ Findings: From Data to Action*. New York: Haworth.

Hernon, Peter & Altman, Ellen. (1998). *Assessing Service Quality: Satisfying the Expectations of Library Customers*. Chicago: ALA.

Hernon, Peter & Dugan, Robert. (2002). *An Action Plan for Outcomes Assessment in Your Library.* Chicago: ALA. (Highly recommended)

Hernon, Peter & Dugan, Robert Outcomes *Assessment in Higher Education: Views and Perspectives*. Westport, CN: Libraries Unlimited.

Hernon, Peter & Whitman, John. (2001). *Delivering Satisfaction and Service Quality: A Customer-Based Approach for Libraries*.

Markless, Sharon and Streatfield, David. (2006). *Evaluating the Impact of your Library*. London: Facet.

Miller, Barbara. (2007). *Assessing Organizational Performance in Higher Education*. San Francisco: John Wiley.

Nelson, William N. & Fernekes, Robert W. (2005, May). C&RL News. *Who Uses ACRL standards? Gauging the use of "Standards for Libraries in Higher Education. Chicago: ACRL.*

Walvoord, Barbara. (2004). *Assessment Clear and Simple: A Practical Guide for Institutions, Departments, and General Education*. San Francisco: John Wiley.

Attendance
This is a web-delivered course, with no required face-to-face meetings and no required synchronous online times.

Requirements

Discussions	30%
Final Project	60%
Reflection Paper	10%

Grading
All assignments are due by Friday of the week that is indicated unless other arrangements have been made with the professor. The time does not matter. All assignments should be submitted to the course discussion board.

90-100	A
80-90	B
70-80	C
60-70	D
50-60	F

Incompletes are assigned only in rare cases. Requests for an incomplete may be subject to MLIS department review.

Academic Dishonesty
"Valdosta State University expects that graduate students will pursue their academic endeavors and conduct themselves in a professional and ethical manner. All work that a student presents to satisfy course requirements should represent his or her own efforts, including appropriate use and acknowledgement of external sources. Specific regulations related to student conduct and behavior is contained in the *Student Handbook, Student Code of Ethics*.

Special Needs Statement
Valdosta State University is an equal opportunity educational institution. It is not the intent of our institution to discriminate against any applicant for admission or any student or employee of the institution based on the sex, race, religion, color, national origin or handicap of the individual. It is the intent of the institution to comply with Title VI of the Civil Rights Act of 1964 and subsequent executive orders as well as the Title IX section 504 of the Rehabilitation Act of 1973. Students requiring classroom accommodations or modifications because of a documented disability should discuss this need with the professor at the beginning of the semester. Students must register with the Special Services Program in Nevins Hall, Room 2164, and 229-245-2498.

Course Calendar & Overview

Introduction to Higher Education Assessment (Week 1)

Academic libraries should have a continuous culture of assessment. The ACRL Standards for Libraries in Higher Education (2004) are designed to provide academic library administrators and staff with a mechanism for creating an environment for continuous assessment and improvement.

Objectives: See page 5 "Key Themes" section of the text.

Readings: Read Part I: Overview and Chapter 1: Planning.

Assignment: Type your libraries' mission statement. Bold face and underline the portions of your library mission statement that are connected to your universities' mission statement. Use the Augusta State University Mission Statement on page 9 as a model.

Discussion Board Questions:
1. How does your library insure that the quality and effectiveness of services are linked closely with the specific mission and goals of the institution?
2. Does your library include input from all of the library staff, classroom faculty, students and administrators in assessment?
3. How does the library mission statement relate to the institution's mission statement?
4. How do institutional planning documents and academic unit planning documents (individual departments) relate to the library planning documents?
5. Identify assessment measures and tools used at your library?
6. Join either of the listservs for this course.

Assessment (Week 2)

Why? Assessment begins by asking "why?" questions. In this chapter we will look at your library goals. You will use the matrix beginning on page 15 and chart your library's goals, the evaluation procedures for assessing those goals, and the action steps that will be taken based on the results.

Objectives: See page 11 "Key Themes" section of the text.

Readings: Read Chapter 2: Assessment

Assignments:

Review the Assessment Worksheet on page 21. Make a list of formal evaluation tools that your library uses.

List the assessments, reports and survey data that your library regularly collects. (See page 22 for examples).

List the benchmarking institutions that your library uses for reporting purposes. Check with your library director or the office of Institutional Research Class for this information.

Review the Statistical Data for Peer Comparisons Worksheet on page 23. Make a list of statistical data sources that your library uses.

Complete assessment matrices for your library using the matrices provided in the text as examples. (See page 15)

Discussion Board Questions:

Submit the assessment matrices that you have compiled for your library. (Page 15 example).

Outcomes Assessment (Week 3)

How? This chapter will help you to answer the question, "How is my library meeting the stated goals and objectives stated in its' planning documents?" The process of closing the loop is intended to document achievement.

Objectives: See page 26 "Key Themes" section of the text.

Readings: Chapter 3, pages 26-39

Assignment: (Due at the end of Week 4)

Using the matrix on page 29 as a model, create a similar matrix for your library to show how your library closes the loop on evaluation procedures.

Discussion Board:

Review the list of suggested responses on page 37. Does your library collect data that would address each of these questions from the Standards? Discuss how your library closes the loop.

Outcomes Assessment- Part II (Week 4)

Readings: Chapter 3, pages 40-46.

Assignments: Complete assignment from Week 3. Complete the worksheet on page 46.

Weeks 5-14

The remaining weeks we will focus on individual sections of the Standards beginning with Services. You only need to do the assignments for the standard that you have selected.

We may not cover each standard this semester if several of you collaborate on the same standard. That is fine. The point is that you will gain a better understanding of the assessment process and will know who some of the experts are for the standards that we cover.

I would like to collect enough material for us to publish at least one book, perhaps more from this class. You will be given full credit for any material that you have submitted if any of these materials are published.

I have prepared an outline for each standard. Here are your individual tasks. You will submit all materials to the discussion board for further comments from classmates.

1. Your first tasks will be to read the chapter and to complete the assignments for that chapter.
2. You will select one chapter topic and write a chapter on that standard. You may ask another colleague at your library to collaborate with you on your chapter. Your chapter will include a cover page with your name, professional title and affiliation or Valdosta State University Graduate student in a library, your mailing address, email address, and telephone number. Include this information for each author.
3. You will suggest the editor for this book. This should be someone that is known as a key expert on this standard.
4. You will suggest other potential authors for the other chapters. These must be individuals that are considered experts in these areas (individuals that have written other publications in this area, presented at conferences, have served on professional committees, or have in some way distinguished themselves as experts. It may take some research to learn who the experts are in some areas. You will not contact these individuals. This is our wish list at this point.
5. You will compile the appendix materials. You may include citations from sources listed in the Brumley text. This should not be your only resource. Focus mainly on ACRL member institutions.

    Appendix A Tools (Any matrices, forms, surveys, or other materials used to collect data)
    Appendix B Tips & strategies (Any tips and strategies for improving assessment for your standard.)
    Appendix C Sample documents (You will find sample documents on most library websites.)

Appendix D Checklists (Checklists are helpful to make sure that your institution is closing the loop for your standard.)

Bibliography (Professional journal articles, books, url's, conference proceedings. Conference proceedings are one resource that is often overlooked. Check ACRL and ALA for conference sessions on your topic. Some of these people need to be encouraged to publish their work.)

Glossary (Look over the materials that you have gathered on your standard. If your standard has any jargon that would not be easily understood by a novice in this area, define these terms.)

Services (Week 5)

Determining measures of success with regard to services is an area that has always been at the heart of library assessment. We all collect user surveys, suggestion cards and have 'suggestions' links on our websites.

<u>Objectives</u>: See page 47 "Key Themes" section of the text.

<u>Reading:</u> Chapter 4

<u>Assignments</u>: Review the performance chart (page 49) in relation to your library services and programs, and begin mapping this information to your institutional goals and library mission statement. (Just for Services)

<u>Discussion Board</u>: Complete the worksheet on page 52 and discuss.

Services

Table of Contents

Instruction (Week 6)

Most libraries are incorporating information literacy programs or some form of bibliographic instruction. How are these activities linked to institutional instruction goals? How well are we doing?

Objectives: See page 55 "Key Themes" section of the text.

Reading: Chapter 5

Assignments:

Review the performance chart (page 49) in relation to your library's instruction offerings, and begin mapping this information to your institutional goals and library mission statement. (Just for Instruction)

Complete the checklist on page 61.

Complete the worksheet on page 62.

Discussion Board: Complete the worksheet on page 58 and discuss.

Instruction
Table of Contents

Resources (Week 7)

Most academic libraries state that they will provide resources to support the curriculum among other things. This chapter will help you to assess whether your library is in fact providing adequate and appropriate resources for your university community.

Objectives: See page 65 "Key Themes" section of the text.

Reading: Chapter 6

Assignments:

Review the performance chart (page 67) in relation to your library's collection development plan, and begin mapping this information to your institutional goals and library mission statement. (Just for Resources)

Complete the worksheet on page 72.

Discussion Board:

Complete the questions on page 68 and discuss.

Resources

Table of Contents

Access (Week 8)

The standards dealing with access deal with everything from physical accessibility to accessing electronic databases.

Objectives: See page 75 "Key Themes" section of the text.

Reading: Chapter 7

Assignments:

Review the performance chart (page 77) in relation to your library's access goals, and begin mapping this information to your institutional goals and library mission statement. (Just for Access)

Complete the worksheet on page 80.

Discussion Board: Complete the questions on page 78 and discuss.

Access

Table of Contents

Staff (Week 9)

Linking the assessment of staffing and staff contributions is important for many reasons. Staff assessments demonstrate that the library staff is effectively meeting the needs of the institution. Conversely, staff assessments may demonstrate weaknesses in meeting the needs of the institution. For example, if an institution is requesting additional operational hours for the library, additional services, or is discussing cutting staff positions, assessments may be useful in making a case to present the facts to the administration.

Objectives: See page 83 "Key Themes" section of the text.

Reading: Chapter 8

Assignments:

Review the performance chart (page 85) in relation to your library's goals for staff, and begin mapping this information to your institutional goals and library mission statement. (Just for Staff)

Complete the worksheet on page 88.

Discussion Board:

Complete the questions on page 86 and discuss.

Staff

Table of Contents

Facilities (Week 10)

We still think of the library as a place. Patrons will typically comment about library facilities more than any other area on surveys. The assessment of facilities includes everything from restrooms to parking. Objectives: See page 65 "Key Themes" section of the text.

Reading: Chapter 9

Assignments:

Review the performance chart (page 93) in relation to your library's facilities goals, and begin mapping this information to your institutional goals and library mission statement. (Just for Facilities)

Complete the worksheet on page 96.

Discussion Board: Complete the questions on page 94 and discuss.

Facilities

Table of Contents

Part III: Communication and Cooperation (Week 11)

Objectives: See page 100 "Key Themes" section of the text.

Reading: Chapter 10

Assignments:

Using the performance chart (page 101), map your library's communication and cooperation performance.

Discussion Board:

Complete the questions on page 102 and discuss.

Communication and Cooperation

Table of Contents

Administration (Week 12)

Objectives: See page 103 "Key Themes" section of the text.

Reading: Chapter 11

Assignments:

Using the performance chart (page 104), map your library's administrative compliance.

Complete the worksheet on page 72.

Discussion Board:

Complete the questions on page 68 and discuss.

Administration

Table of Contents

Budget (Week 13)

Objectives: See page 106 "Key Themes" section of the text.

Reading: Chapter 12

Assignments:

Using the performance chart (page 107), map your library's budgetary compliance.

Do a chart showing the input measures suggested on page 109.

Budget

Table of Contents

Final Project (Week 14)

Make any corrections or additions to your standard or chapter. You will also write a brief paper (approximately 2 pages about how your library needs to improve assessment for your standard. You have no doubt noticed some gaps in the assessment process or perhaps some things that you would not incorporate any longer. Now it is time to assess the assessment process for your library. Again, just you just need to focus on your standard. Submit this to the discussion board. I would recommend keeping either an electronic file or a notebook with all of the final projects. You could very well need some of this information when you land that first professional job.

Wrap-up II (Week 15)

Write a brief reflection paper on what you have learned from your experiences in this course. Suggestions for improvement are especially needed. Send reflection papers to my class email.

Please complete the course evaluations on the course website.

HAVE A GREAT BREAK!