

**VALDOSTA STATE UNIVERSITY**  
**MASTER OF LIBRARY & INFORMATION SCIENCE**  
**MLIS 7210 Academic Libraries**  
**Spring 2006**  
Three Credit Hours

**Instructor**

Ravonne Green, Ph. D.  
1500 N. Patterson Street  
Valdosta, GA 31698-0133

Phone: 770-297-8205  
FAX: 229/259-5055  
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 at your library.
5. Establish or become knowledgeable of a mechanism for collecting appropriate benchmarking assessment data for your library.
6. Identify and use relevant documentation and assessment tools.

**Course Assignments**

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

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

- Participate in weekly discussions.
- Review your library's assessment plan in relationship to the ACRL standards and benchmark institutions. (The class will discuss one section each week.)
- Suggest strategies for improving your library assessment plan.
- Final project- Your final project will be to review the data that you have gathered throughout the semester and to make suggestions for improving the assessment process at your library.

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

**Required Text**

ACRL Board of Directors. (June 2004). *Standards for Libraries in Higher Education*.

<http://www.ala.org/ala/acrl/acrlstandards/standardslibraries.htm>

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.)

See the bibliography and suggested resources throughout the text.

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

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

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

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

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

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.

**Attendance**

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

**Requirements**

Weekly Discussions	40%
Weekly Assignments	50%
Reflection Paper	10%

**Grading**

All assignments are due by Sunday night of the week that is indicated unless other arrangements have been made with the professor. One percent per week will be deducted from the final participation grade for failure to participate. For example, if you do not participate in discussions for weeks 3 and 7, two percent will be deducted from your participation grade. All assignments should be sent to [ravgreen@valdosta.edu](mailto:ravgreen@valdosta.edu)

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, 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.

#### Class Listserv Discussion 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)

Listserv Discussion 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.

Class Listserv Discussion:

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)**

The next few weeks we will be focusing on five individual sections of the Standards beginning with Services.

Readings: Chapter 3, pages 40-46.

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

Class Listserv Discussion:

Discuss any topic of your choice from Chapter 3.

## **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.

Objectives: See page 47 “Key Themes” section of the text.

Reading: Chapter 4

Assignments: 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)

Class Listserv Discussion: Complete the worksheet on page 52 and discuss.

## **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.

Class Listserv Discussion: Complete the worksheet on page 58 and discuss.

## **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.

Class Listserv Discussion:

Complete the questions on page 68 and discuss.

## **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.

Class Listserv Discussion: Complete the questions on page 78 and discuss.



## **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.

Class Listserv Discussion:

Complete the questions on page 86 and discuss.

## **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.

Class Listserv Discussion: Complete the questions on page 94 and discuss.

### **Part III: Communication and Cooperation (Week 11)**

These next three sections deal with compliance and level of compliance in the areas of communication and cooperation, administration, and budget.

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.

Class Listserv Discussion:

Complete the questions on page 102 and discuss.

### **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.

Class Listserv Discussion:

Complete the questions on page 68 and discuss.

### **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.

Class Listserv Discussion:

Complete the questions on page 108 and discuss.

### **Final Project (Week 14)**

You have worked hard this semester pulling together all of the things that your library does to assess the ACRL Standards. 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. Go through your weekly exercises and recommend any changes for your library’s assessment program.

### **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. Post reflection papers on the course listserv.

Please send in the course evaluations for the course to Mrs. Karrie Yeatman [kyeatman@valdosta.edu](mailto:kyeatman@valdosta.edu)

**HAVE A GREAT BREAK!**