

What Would Library Outcomes
Assessment in Higher Education
Look Like? Initiating the
Discussion with Institutional
Assessment Professionals

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Introduction

- The 15% Assessment Librarian
 - Eric Ackermann
 - Reference/Instruction and Assessment Librarian
 - McConnell Library, Radford University
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- Format of session
- Goal of session
- Applicability of session

Academic library's contributions

- Instruction (Information Literacy)
- Services
 - Public access computers
 - Wireless access
 - Coffee shop
 - Study space
- Intellectual resources
 - Print
 - Online
 - Reference (Research help)

[Library assessment]

- Traditional focus: material inputs/outputs
- Current developments
 - Service quality
 - Instructional effectiveness
 - E-resource usage

[But wait! In the real world...]

...of intense resource competition,
current library metrics are inadequate

- Library as Place = Library as Plush Study Hall?
- “But they love us!” ... but not as much as the new sports center...
- Library as “handmaiden to student learning” or Research essential?

[Points of discussion]

- Is the library contributing?
- How specifically is it contributing?
- Measuring with metrics meaningful to stakeholders?

Sources

- ARL Statistics (input/output)

- <http://www.arl.org/stats/>

- ACRL statistics

- <http://www.ala.org/ala/acrl/acrlpubs/acadlibrarystats/academiclibrary.htm>

- ARL New Measure Initiative

<http://www.arl.org/stats/newmeas/index.html>

- LibQUAL+™ (service quality)

- MINES™ (e-resources)

[More Sources]

- Information Literacy and Instruction
 - SAILS (Standardized Assessment of Information Literacy Skills):
<https://www.projectsails.org/sails/aboutSAILS.php?page=aboutSAILS>
 - ICT Literacy Assessment (ETS)
<http://www.ets.org/ictliteracy>
 - SDILA (South Dakota Information Literacy Exam):
<http://www.ncsu.edu/assessment/symposium/presentations/A36.pdf>