... OK, now what?
Reflections on a six-year assessment cycle

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CBU Library

Year 1: 2011-2012

- Created Student Learning Outcomes (SLOs) and Library Capacity Goals (LCGs)
- Aligned outcomes to university and accrediting body (WSCUC) competencies
- Created the five-year Overall Assessment Plan

Years 2-5: 2012-2016

Assessed 1-2 SLOs each year

Assessed 3-5 LCGs each year

Annual Plan and Yearly Report submitted each year

Year 6: 2016-2017

Assessed final SLOs and LCGs
Program Review

California Baptist University
Location: Riverside, CA
Library Staff: 6 Librarians, 3 Staff
Current FTE: ~10,500

Make Assessment Meaningful

1. Tailor any reports to your audience. A budget committee might only want half a page while a Library Director may need five pages.
2. Make sure all data is collected with a clear purpose in mind.
3. Repeat key issues. Our library is too small for our FTE; in our Program Review we highlighted this issue throughout the document.
4. Identify comparison institutions to use as a benchmark. Our library was able to demonstrate how short-staffed we were by comparing our staffing size to other private universities with similar or smaller FTEs.
5. Align assessment outcomes to your strategic plan. This helps justify budget requests and shows you are making data-driven decisions.
6. Know when to be diplomatic and when to be blunt.
7. Locate someone important (such as a VP or influential Dean) that can help advocate for the library at important committee meetings.

Overall Assessment Plan Example

Number	Library Capacity Strategic Directions	Library Capacity Goals (LCGs)	Assessment Frequency
LCSD 1	Provide access to the high-quality research and information resources necessary to support CBU's varied academic programs and diverse community	1.1: Provide access to the high-quality book and audio/visual resources (print and electronic) necessary to support CBU's academic programs and diverse community 1.2: Provide access to the high-quality serials resources (print and electronic) necessary to support CBU's academic programs and diverse community 1.3: Provide access to the high-quality reference resources (print and electronic) necessary to support CBU's academic programs and diverse community 1.4: Develop and maintain high-quality special collections that reflect the values and interests of the CBU community 1.5: Offer efficient interlibrary loan and similar services that provide the CBU community with access to materials unavailable in the library's collections and databases 1.6: Ensure the preservation of library resources for future use	1.1: 2015-2016 1.2: 2014-2015 1.3: 2013-2014 2018-2019 1.4: 2012-2013 2017-2018 1.5: 2016-2017 1.6: 2012-2013 2017-2018

Annual Assessment Plan Example

SLOs to Assess	Assessment method(s)	When	How	Who
SLO 1: Formulate and define an information need clearly	ATR 520 Worksheet CHE 101 Annotated Bibliographies ENG 123 Library Worksheet ENG 123 Final Papers KIN 353 Worksheet HSC 480 Literature Reviews	FA 16 SP 17	Evaluate papers and other assignments on the student's ability to effectively define the scope of the research question, identify key concepts, and identify information needs at meet the requirements of the assignment. Criteria for Success: *See 1st category in the attached Rubric* . 100 Courses: 80% of students score at least a 2 . 300 Courses: 80% of students score at least a 3 . 400 Courses: 90% of students score at least a 3 . Graduate Courses: 75% of students score a 4	Carolyn Heine

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Summary, Conclusions, and Action Plan

Lessons Learned:

Year 1: Just start somewhere.
Year 2: It doesn't have to be perfect! Try to improve each year.
Year 3: Some outcomes require a qualitative approach.
Year 4: Take good notes. Have a clear system for organizing any assessment related files so the next person has a clear idea of what has been done.
Year 5: What is reasonable to accomplish in one year? Consider available staff, time, and money.
Year 6: Program assessment templates must be tailored to fit the library's needs and assessment goals. Program Review needs its own year.

Next Steps:

1. Make the assessment process more collaborative.
2. Each year, review that year's outcomes for clear wording, relevancy, and uniqueness.
3. Look for opportunities to incorporate continuous assessment.
4. Work with Director of Assessment to define and expand the library's involvement in institution-wide information literacy assessment.
5. Submit 18-month follow-up report to provide an update on Action Plan items listed in the Program Review.