Assessment of Library Support for Academic Programs: Leveraging the Institutional Schedule for Program Reviews

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The intent is to be accountable to our stakeholders and assess all aspects of the library for academic program reviews and program accreditations. These include:

- External Relations
- Learning Outcomes
- Collections/Resources
- Library Governance
- Evaluation

- Services
- Access
- Facilities
- Personnel

Why

- ❖ Illinois Board of Higher Education mandates eight-year cycle for program reviews. Reviews are staggered so different programs are reviewed each year.

- ❖ Use Western Illinois University's Planning Document
  Higher Values in Higher Education 2012-2022

Goal 2: Enrich Academic Excellence

One action item: "Use the academic program review process to ensure the provision of high-quality, viable academic programs and services."

Another action item: "Improve the alignment between academic needs for program accreditation/support and offering of library resources and services through outreach and collaboration with other campus entities."

From WIU Program Review Guidelines

Program Review allows academic units to thoroughly and candidly evaluate:
- the mission and goals of the program and its relation to those of the university.
- the educational objectives, curriculum, and student-learning outcomes of undergraduate and graduate programs.
- the quality and diversity of faculty and their contributions to the program.
- resources (e.g., **library**, physical facilities)
- the reputation of the program among peers in the discipline.

Program review is evaluative, not just descriptive.

When

Different portions of the collection, services, physical facilities and other relevant components would be assessed each year according to the program review schedule. In eight year, every aspect will have been examined to address needs in response to an institutional schedule.

Example: Program Reviews for Academic Year 2012-2013

B.S. in Agriculture
B.A. in African American Studies
B.S. in Graphic Communication
B.S., M.S. in Computer Science
B.S. in Network Technologies
B.S. in Engineering Technology
M.S. in Manufacturing Engineering Systems
B.A. in Philosophy
B.S. in Construction Management
B.A., M.A. in History

Timeline for Program Review Self-Study Report

> *December 1:* Department submits preliminary self-study to Dean (to be submitted with executive summary)

> *January 1:* Chair submits preliminary self study to Associate Provost for Undergraduate and Graduate Studies (to be submitted with executive summary)

➤ *April/May:* Department submits final self-study (electronically in Microsoft Word) to Dean (to be submitted with IBHE review summary)

➤ *June 5:* Dean submits to Associate Provost for Undergraduate and Graduate Studies (to be submitted with IBHE review summary)

What

Review program accreditation criteria for a list of items that different organizations are looking for. These include:

National Council for Accreditation of Teacher Education
American Dietetic Association/Commission on Accreditation for Dietetics Education
American Speech-Language-Hearing Association/Council on Academic Accreditation
AACSB International-The Association to Advance Collegiate Schools of Business
The Association of Technology, Management, and Applied Engineering
Commission on Accreditation of Athletic Training Education
Commission on Collegiate Nursing Education
Commission on English Language Program Accreditation
Council for Accreditation of Counseling & Related Educational Programs
Council on Social Work/Commission on Accreditation
National Association of Schools of Art and Design
National Association of Schools of Music
National Association of Schools of Theatre
National Recreation and Park Association/Council on Accreditation

Partitioning the Items to Be Assessed

Since the program review process is to be used in the institutional plan to ensure quality and viability, the partitions are by items that support academic programs under review. Thus relevant library resources and services are examined to improve the alignment to needs of those academic programs.

Thus this year we are looking at library support for Agriculture, African American Studies, Graphic Communication, Computer Science, Network Technologies, Engineering Technology, Manufacturing Engineering Systems, Philosophy, Construction Management, and History.

How

Elements identified in the program accreditation criteria are grouped and mapped to the nine ACRL principles listed in *Standards for Libraries in Higher Education*. Using this list allows comparable information to be gathered for each academic program. Thus reports from the library to each department will include nine parts as described below:

External Relations (Introductory Statement)
General statement of library support drawing on mission and values of the library and the program under review using the vocabulary of the academic program.

Professional Values (Services)

Public services areas such as reference and interlibrary loan; professional values such as copyright, patron privacy and intellectual freedom; and infrastructure support such as technical and computer services.

Educational Role (Learning Outcome)
Prepare students to understand information literacy and appropriate use of library resources, particularly skills for lifelong learning.

Discovery (Access)
Find and gain access to physical and electronic resources at our library, and from consortial holdings and those housed elsewhere.

Collections (Collections/Resources)
Indicators for these may be title count by call number and SD# ranges applicable to the discipline. Also to be mentioned are consortial resources and ILL. The ACRL standards state that collections are to be sufficient to support the research and teaching missions of the institution.

Space (Facilities)
Physical facilities include computer equipment and adequate study space that is "conducive" to studying. ACRL standards refer to spaces as "information commons."

Management/Administration (Library Governance, Finance and Administration)
Clearly identifiable procedures and services that place library support within the framework of library administration and operations. The key phrase in the ACRL document is "to meet their [institutional] mission effectively and efficiently."

Personnel (Personnel)

Personnel responsible for particular areas such as departmental liaisons and those responsible for instruction, reference and other public service areas. Also technical services and computer support. ACRL standards also refer to an environment of "continuous change."

Institutional Effectiveness (Evaluation)

In essence, the evaluation is to carry out assessments with regard to the ACRL principles against the context established in the introductory statement. Evidence may be quantitative or qualitative based on surveys, interviews, anecdotal accounts, etc.