APPENDIX A – ACADEMIC LIBRARY VALUE CHECKLIST

Outcomes
- ☐ Define library outcomes in the context of institutional mission.
- ☐ Map library outcomes to institutional, department, and student affairs outcomes as well as accreditation guidelines.

Data Management
- ☐ Create a library assessment plan.
- ☐ Conduct an institutional impact audit (Oakleaf, Are They Learning? 2011).
- ☐ Conduct an existing data audit.
- ☐ Develop or purchase an assessment management system.
- ☐ Populate the assessment management system with outcomes and available data.
- ☐ Develop systems to track individual user behavior (after removing personally identifiable information from data to protect user privacy).
- ☐ Organize and present assessment results in ways that resonate with stakeholders (MacEachern 2001).

Student Enrollment
- ☐ Collect data demonstrating the library's role in recruiting prospective students and matriculating admitted students.

Student Retention and Graduation Rates
- ☐ Collect data demonstrating the library's role in retaining students until graduation.
- ☐ Pair institutional retention and graduation data with academic library data (e.g., NCES IPEDS data, National Student Clearinghouse data, Academic Library Survey data).

Student Success
- ☐ Collect data demonstrating the library's role in helping students do well in internships, secure job placements, earn salaries, gain acceptance to graduate/professional schools, or obtain marketable skills.

Student Achievement
- ☐ Collect data demonstrating the library's role in contributing to student GPA or professional/educational test scores.
- ☐ Conduct test audits; identify test items that measure information literacy skills.

Student Learning
- ☐ Collect data demonstrating the library's role in producing student learning.
- ☐ Conduct "help" studies targeting various user groups.
- ☐ Review course and cocurricular content to analyze the integration of library services and resources into student learning environments.

- Use products like MINES for Libraries to determine what library services and resources enable students to do.
- Participate in higher education assessment initiatives like the AAC&U VALUE rubric assessment project.
- Assess student learning using authentic, integrated, performance assessments—with results recorded and organized in assessment management systems.

Student Experience, Attitude, and Perception of Quality
- Collect data demonstrating the library's role in improving student experiences, attitudes, and perceptions of quality.
- Integrate library services and resources into high-impact practices.
- Augment national engagement surveys with information literacy or library questions.
- Augment senior and alumni surveys with information literacy or library questions (MacEachern 2001).

Faculty Research Productivity
- Collect data demonstrating the library's role in supporting faculty research productivity.
- Investigate the library's role in assisting faculty to gain tenure and higher education professionals to attain promotion.
- Use products like MINES for Libraries to determine what library services and resources enable faculty to do.

Faculty Grants
- Collect data demonstrating the library's role in developing faculty grant proposals.
- Conduct citation analysis of institutional grant proposals focusing on the role of the library in providing cited resources.

Faculty Teaching
- Collect data demonstrating the library's role in enriching faculty teaching.
- Document integration of library services and resources into faculty teaching (e.g., guest lectures, online tutorials, and LibGuides) and collaborations with faculty on curriculum, assignment, and assessment design.

Institutional Reputation or Prestige
- Collect data demonstrating the library's role in augmenting institutional reputation or prestige.
- Document how library services and resources help recruit faculty, earn awards, impact institutional rank, and support institutional engagement in service to their communities.

Library and Institutional Leaders

- ☐ Establish a culture of assessment (Lakos and Phipps 2004); use evidence-based decision making (Hiller and Self 2004).
- ☐ Communicate clear expectations regarding assessment (Keeling, et al. 2008, 94).
- ☐ Integrate assessment into planning, budget, and reward structures.
- ☐ Communicate how the library and information literacy fits into broader strategic initiatives (Saunders, Future of Information Literacy 2009, 110).
- ☐ Dedicate assessment personnel.
- ☐ Provide resources for assessment efforts and professional development.
- ☐ Create regular collaborative opportunities for employees from different units (Keeling, et al. 2008, 94).
- ☐ Communicate assessment results to stakeholders.

Higher Education Conversations

- ☐ Participate in Tuning USA, NILOA, VSA, VFA, U-CAN, and AHELO initiatives.
- ☐ Attend and present at higher education assessment conferences; publish in higher education assessment journals.
- ☐ Provide liaison librarian services to key institutional decision makers.
- ☐ Engage in institutional accreditation processes.
- ☐ Work to infuse information literacy into accreditation guidelines.
- ☐ Encourage academic library journals to become indexed in databases that include higher education literature and vice versa.
- ☐ Encourage academic library conferences to include presentations and proceedings in library literature databases.

Financial Perspective

- ☐ Collect evidence to demonstrate excellent management of financial resources.
- ☐ Demonstrate financial value of services and resources (e.g., special collections).
- ☐ Capture library value data that can be expressed in financial terms (e.g., grant funding or faculty time saved).

Professional Development

- ☐ Inventory librarian assessment skills (Oakleaf, Are They Learning? 2011).
- ☐ Encourage attendance at ACRL Assessment Immersion or the ARL Library Assessment Conference.
- ☐ Engage in professional development (e.g., invite consultants, participate in webinars, and establish assessment resource collections).
- ☐ Replicate research on library value included in this report.
- ☐ Investigate areas of library value included the Research Agenda.