

# ScholarWorks@GSU

## Assessment Data: Building Blocks for Strong Libraries AND Successful Accreditation Reports

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# Assessment Data: Building Blocks for Strong Libraries and Successful Accreditation Reports

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# The purpose of this session is to assist you to...

- Develop strategies to leverage your assessment program in order to prepare for accreditation.
- Develop effective accreditation reports with assessment data in order to document compliance.
- Develop approaches for working with staff in the libraries and on campus in order to prepare the library-related portions of accreditation reports.

# Why do academic libraries assess?

Gain data and evidence for:

- Strategic planning
- Decision making  
Improvement and  
changes

Demonstrate our impact on:

- Student learning and  
success
- Research
- Curriculum

# Assessment Cycle



# Example:



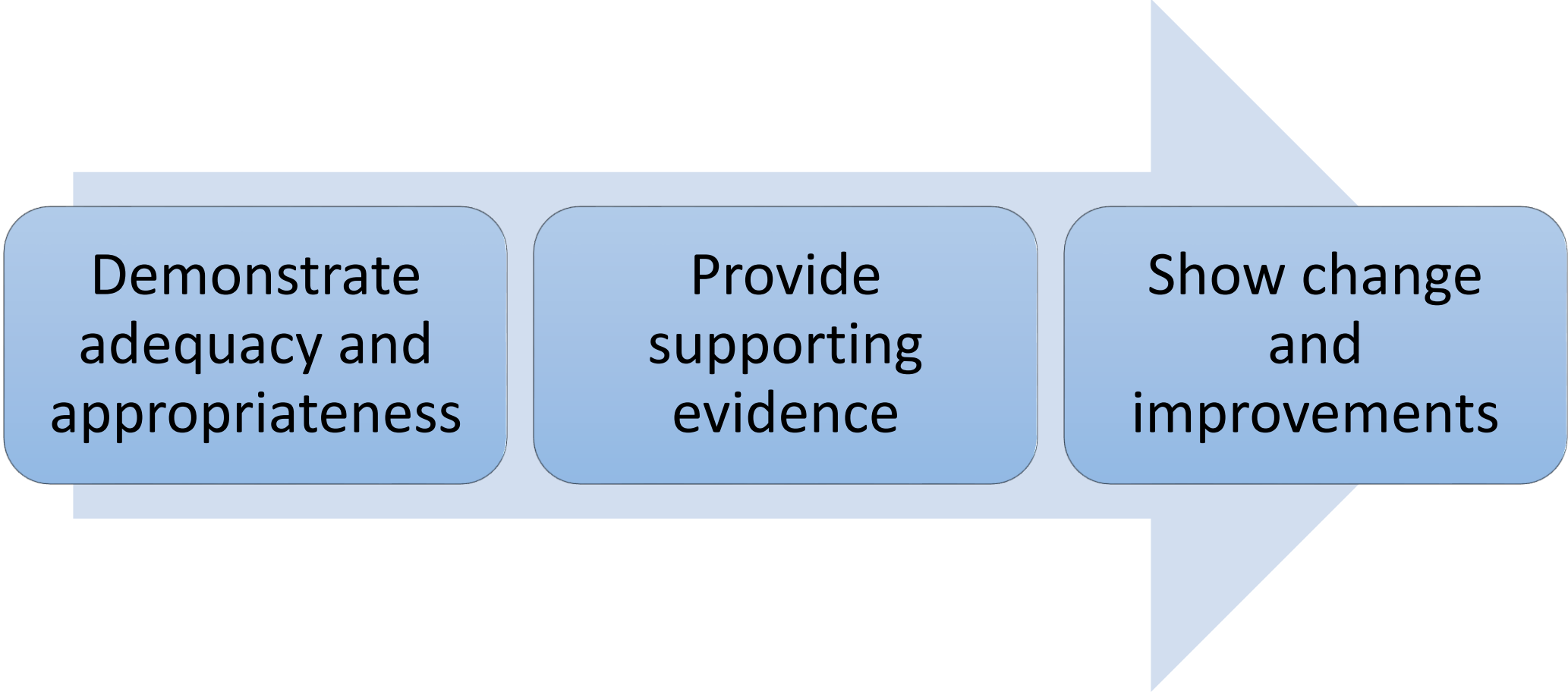
How can the library's assessment data contribute to accreditation reports?



# Assessment and Accreditation

- Demonstrate that we support institution's purpose, academic programs, teaching, scholarship, research and service programs through:
  - Collections and resources
  - Facilities
  - Services, including Information literacy
  - Staff resources
- Assessment and analysis of data are expected and important to the health of Library Services and to the Institution as a whole.

# Documentation of IE process and relevance of Library Collections and Services



Demonstrate  
adequacy and  
appropriateness

Provide  
supporting  
evidence

Show change  
and  
improvements

# Types of Accreditation

- **Institutional**--Accredit the whole institution
  - Regional Accreditors
  - National
- **Programmatic or Specialized Accreditors**--Usually accredit programs, departments, or schools that are parts of an institution, but may also accredit freestanding professional schools and other specialized/vocational institutions
- Some are recognized by Department of Education; others are not.
  - <http://www2.ed.gov/admins/finaid/accred/index.html>

# Campus Relationships

- With which accreditors does your institution hold membership?
  - What is your best source of information?
  - Why does it matter?
- How are librarians involved with strategic planning, assessment, student learning?

# Proactivity is smart.

- *“You can’t get out what you didn’t put in.”*
- Timing matters
- Collaborate with key players
  - Institutional and programmatic accreditation leaders
  - Related data owners



# Working with others to prepare

- Understand the relevant standards and desired format
- Establish timetables for reporting
- Create templates (Assessment web page or LibGuide) to provide baseline information regarding the library



# Not all standards are equal

- Core Requirements vs. Comprehensive Standards or Federal Requirements
- Institutional Effectiveness and Finance
- “Federally-Related Standards” are reviewed by both Off-Site and On-Site Committees



## PRELIMINARY DATA

### Top 10 Most Frequently Cited Principles in Reaffirmation Reviews: 2014 Reaffirmation Class Institutions (N=83)

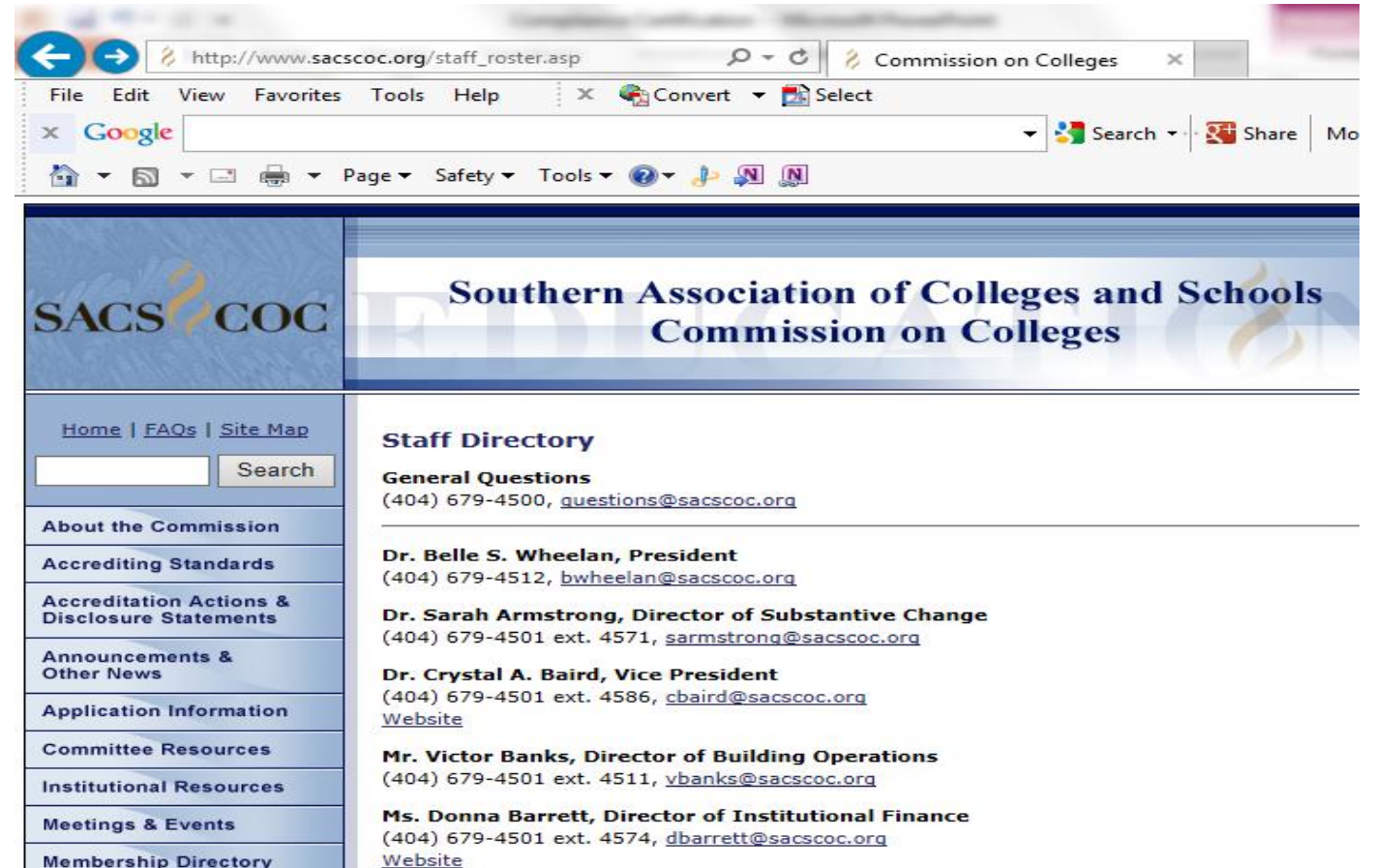
Review Stage I: OFF-Site Committee			Review Stage II: ON-Site Committee			Review Stage III: C&R   Board of Trustees		
Rank	Requirement/Standard	% Institutions in Non-Compliance	Rank	Requirement/Standard	% Institutions in Non-Compliance	Rank	Requirement/Standard	% Institutions in Non-Compliance
1.	3.7.1 (Faculty Competence)	94%	1.	3.3.2 (Quality Enhancement Plan)	47%	1.	3.3.1.1 (IE – Educational Programs)	12%
2.	3.3.1.1 (IE – Educational Programs)	61%	2.	3.3.1.1 (IE – Educational Programs)	31%	2.	3.3.1.2 (IE – Administrative Units)	
3.	2.11.1 (Financial Resources)	48%	3.	3.7.1 (Faculty Competence)	28%	3.	3.3.1.3 (IE – Educational Support)	6%
4.	3.4.1.1 (Academic Program Coordination)	46%	4.	3.3.1.2 (IE – Administrative Units)	14%	4.	3.10.1 (Financial Stability)	
5.	3.3.1.5 (IE – Community/Public Service)	45%	5.	3.3.1.3 (IE – Educational Support)	12%	5.	3.3.1.5 (IE – Community/Public Service)	5%
6.	3.3.1.2 (IE – Administrative Units)	40%	6.	3.3.1.5 (IE – Community/Public Service)		6.	3.7.1 (Faculty Competence)	
7.	3.7.2 (Faculty Evaluation)	39%	7.	3.10.1 (Financial Stability)	7%	7.	3.3.2 (Quality Enhancement Plan)	4%
8.	3.3.1.3 (IE – Educational Support)	37%	8.	3.5.1 (General Education Competencies)		8.	3.5.1 (General Education Competencies)	
9.	2.8 (Faculty)	36%	9.	3.7.2 (Faculty Evaluation)	6%			
10.	3.5.1 (General Education Competencies) 4.1 (Student Achievement)	35%	10.	3.12.1 (Substantive Change)				<3%
<b>Key Descriptive Statistics</b> (Number of Principles Cited Per Institution)			<b>Key Descriptive Statistics</b> (Number of Principles Cited Per Institution)			<b>Key Descriptive Statistics</b> (Number of Principles Cited Per Institution)		
Mean=16.5   SD=9.4		Median=15	Mean=2.5   SD=2.5		Median=2	Mean=0.6   SD=1.2		Median=0
Range=56			Range=10			Range=7		
<b>Selected General Areas of Non-Compliance</b> <small>(Selected CR, CS, FR)</small>		% of the Total Number of Findings of Non-Compliance	<b>Selected General Areas of Non-Compliance</b> <small>(Selected CR, CS, FR)</small>		% of the Total Number of Findings of Non-Compliance	<b>Selected General Areas of Non-Compliance</b> <small>(Selected CR, CS, FR)</small>		% of the Total Number of Findings of Non-Compliance
Policy-Related Principles (3.2.2, 3.2.3, 3.2.5, 3.2.6, 3.2.9, 3.2.14, 3.4.3, 3.4.4, 3.4.5, 3.7.4, 3.7.5, 3.9.1, 3.12.1, 3.13.1-5, 4.3, 4.5, 4.8.2, 4.8.3, 4.9)		22%	Institutional Effectiveness (2.4, 2.5, 3.1.1, 3.3.1.1-5, 4.1)		33%	Institutional Effectiveness (2.4, 2.5, 3.1.1, 3.3.1.1-5, 4.1)		52%
Educational Programs/Curriculum (2.7, 3.4-6, 4.2, 4.4)		20%	Educational Programs/Curriculum (2.7, 3.4-6, 4.2, 4.4 + 2.12 and 3.3.2)		30%	Educational Programs/Curriculum (2.7, 3.4-6, 4.2, 4.4 + 2.12 and 3.3.2)		18%
Faculty (2.8, 3.4.11*, 3.5.4*, 3.7)		17%	Faculty (2.8, 3.4.11*, 3.5.4*, 3.7)		16%	Financial and Physical Resources (2.11, 3.10, 3.11)		12%
Institutional Effectiveness (2.4, 2.5, 3.1.1, 3.3.1.1-5, 4.1)		16%	Student Services/Learning Support (2.9, 2.10, 3.8, 3.9, 3.4.9, 4.5, 3.13.3)		7%	Faculty (2.8, 3.4.11*, 3.5.4*, 3.7)		10%
Student Services/Learning Support (2.9, 2.10, 3.8, 3.9, 3.4.9, 4.5, 3.13.3)		13%	Policy-Related Principles (3.2.2, 3.2.3, 3.2.5, 3.2.6, 3.2.9, 3.2.14, 3.4.3, 3.4.4, 3.4.5, 3.7.4, 3.7.5, 3.9.1, 3.12.1, 3.13.1-5, 4.3, 4.5, 4.8.2, 4.8.3, 4.9)		6%	Student Services/Learning Support (2.9, 2.10, 3.8, 3.9, 3.4.9, 4.5, 3.13.3)		2%
Financial and Physical Resources (2.11, 3.10, 3.11)		12%	Financial and Physical Resources (2.11, 3.10, 3.11)		6%	Policy-Related Principles (3.2.2, 3.2.3, 3.2.5, 3.2.6, 3.2.9, 3.2.14, 3.4.3, 3.4.4, 3.4.5, 3.7.4, 3.7.5, 3.9.1, 3.12.1, 3.13.1-5, 4.3, 4.5, 4.8.2, 4.8.3, 4.9)		2%

FOCUSED REPORT

RESPONSE REPORT

# Interpretation of Standards

- Know your resources
- When in doubt ask!



The screenshot shows a web browser window displaying the staff directory page of the Southern Association of Colleges and Schools Commission on Colleges (SACS-COC). The browser's address bar shows the URL [http://www.sacscoc.org/staff\\_roster.asp](http://www.sacscoc.org/staff_roster.asp). The page header features the SACS-COC logo on the left and the full name of the organization on the right. Below the header, there is a navigation menu with links for Home, FAQs, and Site Map, along with a search box. The main content area is titled "Staff Directory" and lists several key staff members with their titles, phone numbers, and email addresses. The list includes:

- General Questions**: (404) 679-4500, [questions@sacscoc.org](mailto:questions@sacscoc.org)
- Dr. Belle S. Wheelan, President**: (404) 679-4512, [bwheelan@sacscoc.org](mailto:bwheelan@sacscoc.org)
- Dr. Sarah Armstrong, Director of Substantive Change**: (404) 679-4501 ext. 4571, [sarmstrong@sacscoc.org](mailto:sarmstrong@sacscoc.org)
- Dr. Crystal A. Baird, Vice President**: (404) 679-4501 ext. 4586, [cbaird@sacscoc.org](mailto:cbaird@sacscoc.org), [Website](#)
- Mr. Victor Banks, Director of Building Operations**: (404) 679-4501 ext. 4511, [vbanks@sacscoc.org](mailto:vbanks@sacscoc.org)
- Ms. Donna Barrett, Director of Institutional Finance**: (404) 679-4501 ext. 4574, [dbarrett@sacscoc.org](mailto:dbarrett@sacscoc.org), [Website](#)

# Tips for Developing Effective Reports

- Follow university or college guidelines
- Build a team within the Libraries and beyond
- Identify a primary editor
- Seek examples from other libraries



# Avoiding Common Trouble Spots

- Quality of the Response
  - Writing
  - Building a case
  - Evidence
- Interpretation of the Standards
- Technical Issues



# Quality of the Response

- Address all parts of the standard
- Provide guideposts: headings, images/tables
- Connect the dots—especially for graphs and charts



*—“Evidence does not ‘speak for itself.’ Instead, it requires interpretation, integration, and reflection in the search for holistic understanding and implications for action.” (Ikenberry & Kuh, 2015, pp. 2-3)*

# Quality of the Response

- Imagine yourself as the reader--and/or get someone else to read.
- Answer the question—no flowery language needed.
- Provide evidence to support your assertions.
- Tell your story—build your case for compliance or describe your plan for coming into compliance.



# Resources

- Analyzing a Case for Compliance:

[http://www.sacscoc.org/pdf/ANALYZING%20A%20CASE%20FOR%20COMPLIANCE\\_SEPT2010%202.pdf](http://www.sacscoc.org/pdf/ANALYZING%20A%20CASE%20FOR%20COMPLIANCE_SEPT2010%202.pdf)

COMPONENT	UNACCEPTABLE	WEAK	ACCEPTABLE
The narrative includes a statement of the institution's perception of its compliance with the requirement	Either the narrative does not include a statement of the institution's perception of its compliance with the requirement, or it is not applicable to the specific accreditation requirement.	The narrative includes a general statement of the institution's perception of its compliance with the requirement but it does not address each of the components of the requirement.  The narrative is not clear, concise, nor focused.	The narrative includes a statement of the institution's perception of its compliance with the requirement that addresses each of the components of the requirement (as necessary).  The statement is focused solely on the requirement.
The rationale for the assertion	The narrative provides no explanation of reason(s) for the assertions regarding compliance with all aspects of the requirement.	The narrative provides a limited discussion of the reason(s) for determining compliance with all aspects of the requirement.	The narrative provides a clear and concise statement of the reason(s) for the assertion regarding the institution's perception of compliance with the requirement.
The evidence supporting the assertion	Either no evidence is presented to support the institution's case or the evidence provided is unacceptable because of two or more of the following characteristics:	Either the evidence provided is uneven in its support of the institution's case or it is deficient because of one of the following characteristics: <ul style="list-style-type: none"> <li>It is not reliable</li> </ul>	The evidence provided sufficiently supports the institution's case because of at least three of the following characteristics: <ul style="list-style-type: none"> <li>It is reliable</li> <li>It is current</li> <li>It is verifiable</li> </ul>

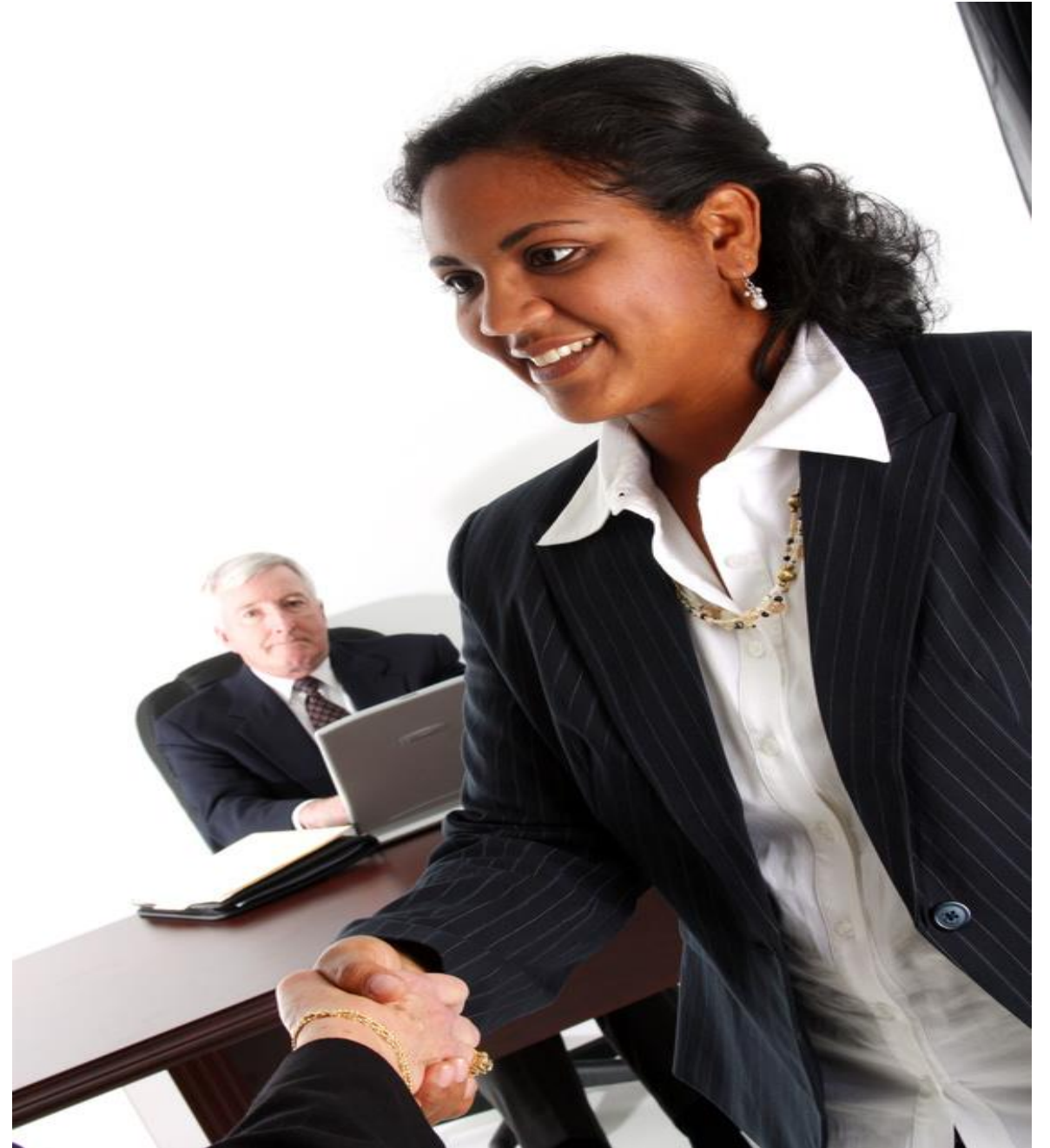
# Technical Issues



- Test all flash drives
- Double check links—beware live links
- If you are presenting your report as a website, it will likely need to remain static for the period of review [For SACSCOC—YES]
- Write the narrative to stand alone; link supporting documentation
- Consider key excerpts with links to full documentation

# Serve as an Evaluator or Observer

<http://www.sacscoc.org/evalinfoform.asp>



# Additional resources

- Eleanor Mitchell and Peggy Seiden, eds. *Reviewing the Academic Library: A Guide to Self-Study and External Review*. ACRL, 2015
- ACRL standards <http://www.ala.org/acrl/standards>

# Questions?

- Crystal Baird [cbaird@sacscoc.org](mailto:cbaird@sacscoc.org)
- Kathryn Crowe [kmcrowe@uncg.edu](mailto:kmcrowe@uncg.edu)