Standards and Guidelines for University Libraries in Kenya.

Revised Edition,
May 2012.

Assuring Quality Higher Education
May 2012.
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Part I: Preliminary

Foreword

The first attempt at producing minimum standards for University Libraries in Kenya was made in the Universities (Establishment of Universities) (Standardization, Accreditation and Supervision) Rules, 1989.

These Rules in section 7(e) gave cognizance to the library as an important resource for the development of a university.

In this section, sponsors wishing to establish a new university are required, as part of their proposal to CHE, to indicate among other things, the library resources they have set up or are intending to provide.

Similarly, any existing university applying to CHE for the award of Charter is required in section 14(2) (b) (iii) to provide information on “the size and quality of the library and equipment which have been developed for each program being and to be offered in the university.

The detailed minimum requirements are stipulated in Section 23 (a) (i) of the Second Schedule of Rules 1989. The requirements stipulated in this section were mostly the spatial requirements. Only a few were on the required size of the library collection.

The components of a quality university library however, entails much more than the requirements as stipulated in the 1989 Rules.

The quality of a University Library should be determined on the basis of how well the library contributes to the achievement of the vision, mission and values of the university, in developing and supporting information literate learners to discover, access and use information effectively for academic success and lifelong learning. Some of the indicators of the quality of a university library service include but are not limited to:

(a) The level of service given by the library to students and staff to advance their learning, research and effective use of variety of information resources;
(b) The scope, depth and how current the collection is maintained;
(c) Space made available to facilitate individual learning and interactions among those utilizing the library service;
(d) A quality management system established to meet the user requirements and continuously review and improve the services; and
(e) The quality of staff in terms of their competencies, qualifications and experiences.

The CHE therefore set and produced the Standards and Guidelines for establishing University Libraries in 2007 which would meet the above mentioned threshold.

The 2007 standards have served well to guide in the establishment and development of quality university libraries in Kenya since that time. Higher education however, has been experiencing many dramatic changes which the libraries must respond to. The structure and delivery of higher education has evolved mainly as a result of technological
advances, such as e-learning, online-platforms, video streaming and chat rooms. This change has greatly impacted on library and information services.

The developments have led to an urgent need for closer partnership between the librarians and the teaching faculties as the librarians are increasingly called upon to assist users in evaluating and interpreting information available in its various formats.

In addition, the success of the learning process is increasingly being measured on the basis of measurable outcomes in the quality assurance processes. It is important that librarians should also incorporate the concept of learning outcomes in assessing their library services.

These measures are important in order to ensure that needs of the library clients are met. It is noted that customer satisfaction and continuous improvement of the service through constant monitoring must be the hallmark of today's library service.

To address these challenges a sub-committee of the Information and Qualifications Committee of the Commission was set up in 2011 to revise the Standards and Guidelines for Establishing University Libraries 2007. The sub-committee consisted of the following university librarians.

1. Mrs. Rosemary Gitachu - Daystar University
2. Dr. Gitau Njoroge - Kenyatta University
3. Dr. Tirong arap Tanui - Moi University
4. Mr. Bernard Shiundu - Strathmore University
5. Dr. Sophia Kaane - United State International University

Commission Secretariat:
Mr. John M. Murage - Senior Assistant Commission Secretary
Dr. Beatrice A. Odera-Kwach - Assistant Commission Secretary

The 2011 draft Standards and Guidelines produced by this sub-committee was the culmination of a series of consultative meetings. The meetings culminated in a workshop which was held on 27th – 28th October, 2011. The outcome of the workshop were the standards and Guidelines presented and approved with amendments at the stakeholders forum on 16th - 17th May, 2012.

The key features of the revised standards and guidelines are that they have been revised to be more comprehensive and relevant in response to the new and emerging issues and trends in libraries, changes in higher education and accreditation practices. Trends in accreditation process affecting academic libraries is that accrediting agencies are no longer concerned about measuring traditional library inputs and are moving towards measurements that focus on the impact of the library on the lives of students, faculties, researchers and others.

In this respect a new section on library outcome assessment has been added. The emphasis of the standards is on using evidence based approach in the assessment of the quality of the library, full library integration into academic world, and focus on
outcomes and benchmarking and recognition of information literacy as a catalyst of the library’s education role.

**Structure of the Standards**

The standards are structured into seven parts. There are two new sections in this revised edition Part VI on library outcome assessment and Part VII which forms the schedules. The schedules have been added to expand the standards in the main body on library facility.

Parts III to V shall apply to proposed universities; in addition universities with LIA, Chartered Universities and Public Universities will also be subjected to Part VI.
Part II: Background

1. Introduction
The library plays a central role in the University. Its primary responsibility is to assist its users in the process of transforming information to knowledge. The Librarian in the University coordinates the evaluation and selection of information resources required for the various programmes, organizes and maintains the collection of these resources. Equally important is the responsibility of providing information literacy skills. This enables the learners to master content and to make their investigations into the literature as comprehensive as possible. Information literacy significantly contributes to the learners becoming more self-directed thus assuming greater control of their learning. Such attributes are invaluable to the attainment of excellence in the learning and research processes of the University. The Librarians and faculty therefore share the common goal of maximizing the learning opportunities and in assisting the students to attain their desired ends.

Developments in ICT have led to a large increase in electronic publications alongside paper and micro text publications which have continued to be produced. Thus libraries and librarians, in addition to acquiring, organizing and providing information, are also called upon to assist users in evaluating and interpreting information available in its various formats. The evolving role of the librarian therefore demands closer partnership with the teaching faculty and the users and a greater responsibility for education process.

In view of the foregoing, the University is obliged to set aside adequate human and financial resources to ensure that library services are within reach of all faculty and students regardless of their geographical location or mode of delivery of their education.

2. Definition of Terms
(1) These Standards may be cited as Standards and Guidelines for University Libraries in Kenya 2012 edition.

(2) In these Standards, unless the context otherwise requires the following terms shall be taken to mean:

Bibliographic control creation, development, organization, management and exploitation of records prepared to describe items held in libraries or databases and to facilitate user access to such items.

Collection management policy: a policy outlining the systematic evaluation of size, appropriateness, accessibility and usefulness of a library collection in terms of the objectives, patrons and programmes of the sponsoring institutions.

Conservation: the process of ensuring the survival of library or archive materials, at the simplest level. This may mean basic repair or strengthening work.

Distance learning community” all those individuals, agencies, or institutions, directly involved with academic programs or extension services offered away from a traditional academic campus.
“Open and Distance learning library services” those library services in support of college, university, or other post-secondary courses and programs offered away from a university campus.

E-mail: a system for transmitting messages and data electronically through the medium of a computer.

Information and Communication Technologies (ICT): hardware, software, networks and media for collection, storage, processing, transmission and preservation of information.

Information Literacy a set of abilities requiring individuals to recognize when information is needed and have the ability to locate, evaluate and use the information effectively.

Information resources: formal, informal, human, printed or electronic resources that contains information that can be accessed to meet a need.

Information services: storing, accessing, processing or delivering information to meet the needs of specific users. It can include traditional library and information services comprising of books, archives, standards, patents, research reports and electronic materials comprising of CD-ROMs databases, software, electronic documents, multi-media and video.

Inter library loan: a system by which libraries borrow publications from other libraries.

Institutional Repository: a digital collection that captures and preserves the intellectual output of university communities.

Librarian: a professionally trained person with a minimum of a Master degree in Library and Information Science or in a related field.

Library facility: Structures or spaces that are constructed, installed, or established to serve specified library functions.

Library advisory committee: A standing committee to the body responsible for academic affairs in the University (for Example Academic Board). The body.

Library management committee: A committee composed of the senior library staff charged with management.

Outcomes: the ways in which library users are changed as a result of their contact with library’s resources and programs.

Para-professional: somebody holding a degree or diploma who provides technical support to the librarian and is trained and skilled in library operations and applies them according to pre-established rules, under normal circumstances.

User with special needs: a user with a condition that markedly restricts their ability to function normally.

University librarian/Director: Head of the university library.

Preservation: the provision of adequate care and maintenance facilities to ensure the safe survival of library stock or archives. This is generally synonymous with conservation.
*Senate:* the body in universities and colleges responsible for academic affairs.

*Standard:* the minimum level of quality accepted as norm or by which actual attainments are judged.

*Trunking:* housing used to conceal wires.
Part III: Library Services and facilities

3. Vision, Mission and Objectives

(1) Standards

The Library shall develop an explicit statement of its vision, mission and objectives that are aligned with those of the institution.

(2) Guidelines

a) The library shall develop guidelines on assessment and achievement of the plan;

b) The vision and mission statements should be reviewed periodically and revised as necessary; and

c) They should be compatible with the institution's vision, mission, its goals and objectives.

4. Information Resources

(1) Standards

The Library shall provide, for all academic programmes, varied, authoritative and up-to-date information resources, which facilitate teaching, learning, and research and community service.

(2) Guidelines

a) The information resources shall be relevant, adequate in quality and quantity;

b) The library shall develop and implement a collection development policy which shall be reviewed within a period not exceeding five years;

c) The library shall subscribe, facilitate access and availability of electronic information resources;

d) The library shall establish and sustain institutional repositories;

e) The Library Advisory Committee shall be responsible for collection development; and

f) These guidelines shall be used in conjunction with the Schedules in these standards.

5. ICT Resources

(1) Standards

The Library shall adopt and maintain Information Communication Technologies in information management and its operations.

(2) Guidelines

The Library shall embrace opportunities created by Information and Communication Technology (ICT) by:
a) Establishing ICT policies to guide adoption and maintenance;
b) Establishing library ICT infrastructure and systems that integrate with the university-wide ICT environment;
c) Installing Library Systems that support data exchange using standard protocols and formats;
d) Establishing disaster recovery and business continuity plans;
e) Providing ICT hardware and software that adequately facilitates the information management needs of the library;
f) Providing for the digitization of information resources;
g) Providing a competent library professional dedicated to the management of library ICT infrastructure; and
h) These guidelines shall be used in conjunction with Schedule IV of these standards.

6. Organization and Access to Information Resources

(1) Standards
Library information resources shall be organized, for efficient access and retrieval, using internationally recognized conventions and standards.

(2) Guidelines
a) The resources shall be organized using the Library of Congress Classification Scheme (LC) and the latest version of Anglo American Cataloguing Rules AACR;
b) The resources shall be accessed through a comprehensive catalogue of the library holdings;
c) Access and retrieval of resources shall take into consideration persons with special needs;
d) The library shall ensure reasonable and convenient access to information resources for the users; and
e) Adequate measures shall be put in place to ensure the availability of information resources.

7. Services

(1) Standards
The Library shall establish, promote and sustain quality services that will facilitate teaching, learning and research.

(2) Guidelines
The established services shall include:
a) Reference and information services;
b) Circulation services;
c) Current awareness services;

d) Inter Library services;

e) Information Literacy services;

f) Reprographic services;

g) Multimedia services;

h) Knowledge management services;

i) Preservation services; and

j) Archiving services.

8. **Library Facility**

   (1) **Standards**

   The University shall provide adequate facility for students, lecturers, staff and other authorized users as a convenient and conducive place for study and research.

   (2) **Guidelines**

   i. The building and its furnishings shall create an ambience appropriate for scholarship and conducive to learning, access to information and the delivery of high quality services;

   ii. The building shall have in place mechanisms to minimize or avoid security risks associated with the users, the collection, the equipment and data;

   iii. The design of the building shall enable the library to develop, and provide services that are responsive to the changing library and information needs of learning and scholarship;

   iv. The building shall have a high degree of flexibility or adaptability so that the use of space can easily be changed by rearranging the furniture and equipment;

   v. Sufficient doorways which are openable outwards to ensure rapid exit in case of an emergency shall be provided;

   vi. The building shall be convenient for all including users with special needs;

   vii. The building shall have adequate ventilation and conducive fenestration;

   viii. The building shall be provided with secure windows; the effective areas of which shall not be less than 20 per cent of the floor area of the room and 75 per cent of the windows should be openable to external air;

   ix. The library shall provide spaces for the collection, display, reading, meetings, space for electronic workstations, multimedia workstations, viewing rooms and listening rooms, open use seating, user instruction rooms, staff working areas including staff lounges and kitchenettes, space for special use, preservation and conservation such as bindery;

   x. The building shall have adequate emergency and fire safety measures;
xi. The professional librarians shall be involved in the planning of the library building at every stage;

xii. Each study space shall occupy between 2.5 and 4 square metres;

xiii. Each stack area for books shall be at least 10.75 square metres;

xiv. The library building shall be regularly maintained;

xv. The building shall incorporate ICT needs and function as an integral part of the design concept including trunking and cabling and wireless connectivity;

xvi. The library building shall conform to the requirements for building in Group IB of the sixth Schedule of the Building Code of Kenya; and

xvii. These guidelines shall be used in conjunction with Schedules I, II and III of these standards.

9. Staffing

(1) Standards

The library shall have appropriate, qualified and adequate Staff commensurate with the academic programmes offered, the institutional population, the number of service points, and the hours during which services are offered.

(2) Guidelines

a) The library shall be headed by a University Librarian/Director of Library Services;

b) The University Librarian/Director shall be one of the Chief Officers of the university and member of management;

c) The composition of the library staff shall be: Librarians shall constitute 35 per cent and Para-professional, technical and clerical staff shall constitute, 65 per cent of all staff;

d) Librarians shall have academic status and be on the same terms and conditions of service as teaching staff;

e) Library staff shall have access to different forms of ongoing/continuing education with a view to exposing them to new developments in all areas of information work;

f) The library shall be adequately represented in the faculty senate or school boards and university senate or equivalent and other governing bodies;

g) Library staff shall be sufficient in quantity and quality to meet the diverse teaching, learning and research needs of faculty and students; and

h) These guidelines shall be used in conjunction with Schedule V and VI of these standards.
10. Administrative Structure

(1) Standards

The Library shall have an administrative structure that is fully integrated with the institutions organizations structure.

(2) Guidelines

a) The place of the Library in the University shall be clearly stipulated in the Proposal, Act or Charter of accreditation issued to the institution;

b) The Library shall be a fully-fledged academic organ within the University structure. It shall be formally represented in the Senate and other relevant Committees of the University;

c) The University Librarian/Director shall be designated in the Proposal, Act/Charter as head of the University library;

d) The University Librarian/Director shall report to the Deputy Vice Chancellor responsible for academic Affairs of the institution or equivalent;

e) The University shall establish a Library Advisory Committee, which shall be responsible to the Senate for considering all aspects of Library policy, its development and integration in the University’s academic programmes;

f) A clear library internal administrative structure shall be established with well-designated job responsibilities at the various levels;

g) There shall be a library management committee or equivalent comprising senior library staff; and

h) These guidelines shall be read in conjunction with Schedule V and VI of these standards.

11. Library budget

(1) Standards

The University shall provide at least ten percent (10%) of the total institutional operational budget annually for acquisition of information resources excluding personal emoluments and capital development.

(2) Guidelines.

The library budget shall:

a. Be adequate to support the ongoing and appropriate needs of the library;

b. Take into consideration the instructional methods of the institution;

c. Provide for the current and anticipated size of the user population;

d. Be prepared, justified and administered by the University Librarian.
Part IV: Information Literacy and Competency

12. Information Literacy and Competency

(1) Standards
The library shall facilitate academic success and encourage lifelong learning through information literacy and competency initiatives.

(2) Guidelines
a) The Librarians, in partnership with the faculty, shall provide information and instruction to all users through a well-structured information literacy competency programme;

b) The Information Literacy and competency programme shall be integrated in all the academic programmes of the university under common units at both undergraduate and post graduate levels;

c) The library shall develop and implement the curriculum to meet the emerging information literacy needs of the students and faculty;

d) The curriculum shall be reviewed every five years to ensure integration of new trends;

e) Information Literacy and competency programmes shall be taught by librarians; and

f) The library shall prepare an information literacy policy.
Part V: Open and Distance learning library services

13. Open and Distance learning library services

(1) Standards

The University shall provide adequate resources to support open and distance learning library services. The requirements for open and distance learning library services shall be the same as in the preceding standards except for the library building.

(2) Guidelines

a) The University shall provide facilities, equipment and communication links, sufficient in size, number, scope, accessibility to reach all users and to attain the objectives of the open and distance learning programs;

b) The library services offered to the open and distance learning community shall be designed to ensure reliability and sustainability.
Part VI: Library Outcomes Assessment

14. Library Outcomes Assessment

(1) Standards

The library shall establish a sustainable and continuous user-centered mechanism for library outcomes assessment aligned to the University outcomes.

(2) Guidelines

The library shall identify measurable outcomes both qualitative and quantitative which focus on:

a) Whether the academic performance of students improved through their contact with the library.

b) Whether students improve their chances of having a successful career.

c) Whether undergraduates who used the library more are more likely to succeed in graduate school.

d) Whether the library’s bibliographic instruction program result in a high level of “information literacy” among students.

e) Whether students perceive the library to be valuable to them;

f) Whether faculty members are more likely to view use of library as an integral part of teaching, learning and research.

g) Whether the study environment is well established; and

h) These guidelines should be read in conjunction with Schedule VIII.
Part VII – Schedules

Schedule I – Library Facility

i. A high standard of internal finish and furnishings is essential to create this quality, and to withstand heavy use over an extended period;

ii. Stable environmental conditions are required not only for long-term preservation of library materials but also for operation of computers and other equipment;

iii. Functionally, the space must be adequate for print and e-based resources and to facilitate for the delivery of services. The design should recognize the crucial importance of people, books and information technology and information services;

iv. The building design shall permit future growth with minimum disruption to the services being offered;

v. The building shall be designed for ease of movement of users, staff and library resources;

vi. Access to all parts of the library, shall be as straightforward as possible, requiring minimum directional signs and guiding;

vii. The entrance and exit points for users, which are essential for good security and safety, shall be clearly defined;

viii. A separate door for delivery and dispatch shall be provided;

ix. The building shall have controlled temperature, humidity, dust and pollution levels;

x. Conducive fenestration is essential to bring more natural light and users can enjoy good surrounding views;

xi. The building must place a high priority on indoor air quality, electrical safety, fall protection, ergonomics, and accident prevention;

xii. Emphasis shall be placed upon good systems of fire detection, use of sprinkles, fire extinguishers and other ways of fire suppression;

xiii. Visible fire and other emergency evacuation exits shall be provided with no obstruction to their access;

xiv. Keys to the emergency exit doors shall be stored at a location which is secure but easily accessible;

xv. The building design shall also involve implementing countermeasures to detect, delay, deny and deter attacks from human aggressors;

xvi. Library stacks and records storage area shall typically be designed to bear full stack weight at all points;

xvii. Ambient lighting, whether natural or artificial, sufficient for shelving, circulation, reading and workrooms shall be provided;

xviii. Carrels and tables shall be sized to accommodate users with laptops.

xix. Stack area for bound journals and reference books shall be 10.75 square metres for 1000 volumes;
xx. Display area for current journals shall be 9 square metres for 100 titles;
xxi. Aisles between fixed ranges of book stacks shall be 107 cm in order to accommodate wheelchairs and permit them to turn;
xxii. Library staff and service areas shall constitute 18 to 25 per cent of the combined user space and stack area;
xxiii. Service areas such as toilets and corridors shall constitute 18 per cent of the usable space;
xxiv. Ceiling heights should be uniform at minimum of 3.5 metres.

Schedule II – Office Space

1. **Staff Offices**
   a) Library staff at managerial level (university librarian, deputy university librarian/college librarian, senior librarian and equivalent) heading departments or branch library shall be allocated office space, separate for self and secretary (where relevant);
   b) Office space shall be either open plan or enclosed with minimum space being 9 square meters;
   c) The office shall be furnished with office chairs, tables, computer workstation/terminals, visitors chairs, file cabinets and shelves as necessary.
   d) The office shall be supplied with power to enable installation of computer system that provides access to Intranet and Internet connectivity.

2. **Staff Workrooms**
   a) Library staff shall be provided with office space to be used as workrooms for receiving, processing, storage, and dispatch of information materials such as books, periodical, media, and other (cultural) artifacts;
   b) The workrooms shall be open plan with minimum space of 4 square metres per individual staff (inclusive of space for materials being worked on and computer workstation/terminal);
   c) The workspace for each individual staff shall be furnished with office chair, table, and book trolley, and computer workstation/terminal;
   d) The staff workroom in general shall have shelves for storing materials awaiting processing or dispatch;
   e) The workroom in general shall be supplied with power to enable installation of computer system that provides access to Intranet and Internet connectivity.

Schedule III – Furniture and Equipment

1. **Furniture**
   a) The library shall be furnished with appropriate furniture for public use;
   b) There shall be provided a chair of acceptable quality for each individual reader;
c) There shall be provided a reading/writing table (shared or not) measuring 2 square feet for individual reader;

d) There shall be provided easy chairs and coffee table for use in readers lounge one set for every 1000 readers; and

e) Seminar/conference rooms shall be furnished with chairs, tables (as per schedule II (2) and white board.

2. Equipment

   a) The library shall be equipped with appropriate equipment for public use;

   b) Standard metal/wooden shelves measuring seven foot and five foot high and two and half feet wide shelving for books and journals;

   c) The library shall have computers for public use as per schedule IV;

   d) There shall be provided at least one photocopier and printer in the library building for public use;

   e) The library shall provide basic communication equipment for public use;

   f) The library shall provide equipment for preservation and conservation of information materials.

Schedule IV – Computer Space

   a) The library shall provide space for installation of computers for users;

   b) The computer workstation/terminal space shall be 2 square feet for single user;

   c) The library shall have several dedicated computer terminals connected to Intranet and Internet for users and with relevant software for research;

   d) There shall be adequate ICT personnel for computer maintenance;

   e) There shall be provided a closed access server room with adequate air conditioning for managing library system and other ICT services.
<table>
<thead>
<tr>
<th>Position</th>
<th>Minimum Qualifications</th>
<th>Academic Ranking</th>
</tr>
</thead>
<tbody>
<tr>
<td>University Librarian/Director</td>
<td>PhD in library and information Science or related fields with 3 years as Deputy University Librarian and should have published a minimum of three articles in peer reviewed journals.</td>
<td>Professor</td>
</tr>
<tr>
<td>Deputy University Librarian/Deputy Director</td>
<td>PhD degree in library and information science or related fields with three years experience as a senior Librarian and two articles in peer reviewed journals.</td>
<td>Associate Professor</td>
</tr>
<tr>
<td>Senior Librarian or equivalent</td>
<td>Master’s degree in library and information science or related field five years experience as the librarian. A minimum of one article in peer reviewed journal</td>
<td>Senior Lecturer</td>
</tr>
<tr>
<td>Librarian or equivalent</td>
<td>Master’s degree in library and information science or related field with Masters degree with three years experience as an Assistant librarian</td>
<td>Lecturer</td>
</tr>
<tr>
<td>Assistant Librarian</td>
<td>Master’s degree in library and information science or related field as the entry level into the profession.</td>
<td>Assistant Lecturer</td>
</tr>
<tr>
<td>Senior Library Assistant</td>
<td>Bachelor’s degree in library and information sciences or related field or Higher National Diploma</td>
<td>Teaching Assistant</td>
</tr>
<tr>
<td>Library Assistant</td>
<td>Diploma in library and information studies</td>
<td></td>
</tr>
<tr>
<td>Library Attendant</td>
<td>Certificate in library and information studies</td>
<td></td>
</tr>
</tbody>
</table>
Figure 1: Sample Library Administrative Structure

Schedule VI – Library Administration
Figure 2: Sample Library Administrative Committee Structure
Schedule VII

- Senate or equivalent
- Library Advisory Committee or equivalent
- Deans Committee or equivalent
  - Library Management Committee or equivalent
### Schedule VIII – Sample Outcomes

<table>
<thead>
<tr>
<th>OUTCOME</th>
<th>INDICATOR</th>
<th>DATA COLLECTION METHOD</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>OUTCOME APPLIED TO STUDENTS</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students improve their academic performance through their contact with the library</td>
<td>Number/percent of students who earn better grades than their peers</td>
<td>Survey</td>
</tr>
<tr>
<td>Students who use library provided electronic resources and use the materials in term papers, theses, and dissertations and report that their resulting work has been improved</td>
<td>Number/percent of electronic resources materials used in term papers, thesis and dissertations</td>
<td>Survey</td>
</tr>
<tr>
<td>Students who complete an ILL course earn a higher grade than their peers</td>
<td>Number/percent of students who earn better grades than their peers</td>
<td>Analysis of transcripts</td>
</tr>
<tr>
<td>Students who use interlibrary loan (ILL) and use the materials in term papers, theses, and dissertations and report that their resulting work has been improved</td>
<td>Number/percentage of ILL cited in term papers, theses and dissertations</td>
<td>Survey</td>
</tr>
<tr>
<td>Students who borrow materials from the library’s physical collection and do better academically than their counterparts who do not borrow</td>
<td>Number/percent of students who earn better grades than their peers and students who borrow materials from the library</td>
<td>Analysis of transcripts and circulation data</td>
</tr>
<tr>
<td>Students recognizes when information is needed, can clarify aspects of the information and can formulate clear questions based on information needed</td>
<td>Student self-assessment indicates rating of good or better</td>
<td>Self-assessment</td>
</tr>
<tr>
<td>Students interprets bibliographic citations and the internet equivalents and knows how to locate/retrieve cited terms</td>
<td>Scores show acceptable performance decoding citations and how to retrieve</td>
<td>Test/assignment; Rating of references or bibliographies</td>
</tr>
<tr>
<td>Students seek various sources of evidence to provide support</td>
<td>Scores of research papers, references show variety of appropriate sources</td>
<td>Rating of references or bibliographies; portfolio analysis</td>
</tr>
<tr>
<td>Students and faculty consult with the librarians on work requesting information resources</td>
<td>Frequency of reference enquiries by staff and faculty</td>
<td>Statistical/Analysis of data collected</td>
</tr>
<tr>
<td>Students find the library more conducive environment for study and research than other facilities</td>
<td>Number of hours spent studying in the library versus the hours spent studying elsewhere</td>
<td>Survey</td>
</tr>
<tr>
<td>OUTCOME</td>
<td>INDICATOR</td>
<td>DATA COLLECTION METHOD</td>
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<td>------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------</td>
<td>------------------------</td>
</tr>
<tr>
<td>Students who identify university library facilities as their primary</td>
<td>Number of hours spent studying in the library versus the hours spent</td>
<td>Survey</td>
</tr>
<tr>
<td>study space obtained higher grades than students who identify other</td>
<td>studying elsewhere</td>
<td></td>
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<tr>
<td>study spaces as their first choice of study</td>
<td></td>
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</tr>
<tr>
<td>Students use the information resources in an ethical manner</td>
<td>Extent of photocopying/acknowledgement of other peoples work</td>
<td>Survey</td>
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<table>
<thead>
<tr>
<th>OUTCOME APPLIED TO FACULTY</th>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>Faculty-librarian relationship is formalized, and tangible results are demonstrated by</td>
<td>Number, type extent</td>
<td>Syllabi analysis;</td>
</tr>
<tr>
<td>assignments using library/information resources across the curriculum</td>
<td>library research and</td>
<td>library use/</td>
</tr>
<tr>
<td></td>
<td>information literacy-</td>
<td>instruction statistics</td>
</tr>
<tr>
<td></td>
<td>related assignments</td>
<td>analysis</td>
</tr>
<tr>
<td>Syllabi and course assignments include information literacy skills development</td>
<td>Number, type extent</td>
<td>Course assignments</td>
</tr>
<tr>
<td>through various learning activities and use of library/learning resources</td>
<td>library research and</td>
<td>and syllabi analysis</td>
</tr>
<tr>
<td></td>
<td>information literacy-</td>
<td></td>
</tr>
<tr>
<td></td>
<td>related assignments</td>
<td></td>
</tr>
<tr>
<td>Active learning strategies(for example, problem solving assignments, group work;</td>
<td>Number, type, purpose</td>
<td>Syllabi analysis;</td>
</tr>
<tr>
<td>hands-on assignments) using a variety of information resources are used</td>
<td>student opinion about</td>
<td>peer observation;</td>
</tr>
<tr>
<td></td>
<td>effects of various</td>
<td>student survey/self-</td>
</tr>
<tr>
<td></td>
<td>teaching methods</td>
<td>assessment</td>
</tr>
<tr>
<td>Faculty who use information resources and interlibrary loan materials in a published</td>
<td>Number/percent of</td>
<td>Survey</td>
</tr>
<tr>
<td>article or research report</td>
<td>electronic</td>
<td></td>
</tr>
<tr>
<td></td>
<td>articles/books/ILL</td>
<td></td>
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<td></td>
<td>materials used by</td>
<td></td>
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<td></td>
<td>the faculty member</td>
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<td></td>
<td>and reported to be</td>
<td></td>
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<td></td>
<td>of value</td>
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</tbody>
</table>
Schedule IX – Checklist of evidence in support of the standards

The library shall provide the following documents as evidence of performance in meeting or satisfying these standards and guidelines.

(1) User guides;
(2) Statements of mission and purpose, policies, regulations, and procedures;
(3) Statistics on library use;
(4) Statistics on collections;
(5) Facilities assessment measures;
(6) Collections assessment measures;
(7) Outcomes assessment measures;
(8) Data on staff and work assignments;
(9) Institutional and internal organization charts;
(10) Comprehensive budget(s);
(11) Evidence of professional qualifications and experience;
(12) Job descriptions for all personnel;
(13) Formal, written agreements;
(14) Automation statistics;
(15) Guides to computing services;
(16) Library evaluation studies or documents;
(17) Library and other instructional materials and schedules;
(18) Evidence of involvement in curriculum development and planning;
(19) Titles of research and publications by library staff; and
(20) List of conferences, seminars, and short courses attended by staff.
References


ACRL. Guidelines for Academic Status for College and University Librarians, June, 2002.


