

Library Guidelines

for ABHE Colleges and Universities

2016



ASSOCIATION

of CHRISTIAN

LIBRARIANS®

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There has been a long history and a strong attitude of collegiality and collaboration between the Association of Christian Librarians (ACL) and the Association for Biblical Higher Education (ABHE) to their mutual benefit. The Association of Christian Librarians is grateful for the opportunity and pleasure of working with the Association for Biblical Higher Education and its staff. ACL is a professional organization for Christian librarians, with a membership of over five hundred Christian librarians from across the United States, Canada, and the world. *The mission of the Association of Christian Librarians is to strengthen libraries through professional development of evangelical librarians, scholarship, and spiritual encouragement for service in higher education.* ACL has a section for librarians of Bible college and university libraries. This section promotes the cooperation and improvement of Bible college and university libraries, including those institutions accredited by ABHE, and maintains relations with the ABHE. Go to www.acl.org to learn more about ACL.

For over two decades the two organizations have cooperated in many ways, ABHE Commission on Accreditation leaders, including director emeritus, Dr. Randall Bell, and current director, Dr. Ron Kroll, have met numerous times with ACL's Bible College librarians at ACL Conferences to hear their concerns, seek collaboration and input on projects (i.e. publications such as this one), and provide training for librarians to serve on ABHE evaluation teams. Conversely, ACL members give input on library criteria, attend ABHE conferences, serve on ABHE evaluation teams, present ABHE library workshops, and serve on Commission on Accreditation.

When the ABHE Standards for accreditation were revised in 2004, in a desire to collaborate with the ABHE, selected members of ACL who served as librarians at ABHE institutions volunteered to develop and write the questions and performance criteria for the *Library Guidelines for ABHE Colleges and Universities*. This group of librarians, known as the *Guidelines Committee*, sought the input of their ABHE and ACL colleagues on these questions and performance criteria at several ACL Conferences and through an ongoing email dialogue. The first committee comprised Patti Fisher, Senior Director of IT at Bethel College in Mishawaka, Indiana and formerly Library Director of Toccoa Falls College in Toccoa Falls, Georgia; Jeffery Gates, Information Services Librarian of Cedarville University in Cedarville, Ohio and formerly of Faith Baptist Bible College and Theological Seminary in Ankeny Iowa; Patricia Griffin, former (now retired) Library Director of Roanoke Bible College in Elizabeth City, North Carolina; Kathy Molenkamp (now retired), Library Director of Grace Bible College in Wyoming, Michigan; Nancy J. Olson, Library Director of Lincoln Christian University in Lincoln, Illinois; Gary Shook, former (now retired) Library Director of Grace University in Omaha, Nebraska; and Greg Smith, former Library Director of Baptist Bible College in Springfield, Missouri.

When ABHE revised its standards in 2014, ACL's Bible College section reviewed the new criteria regarding learning resources and then set to work to appropriately revise the Guidelines to reflect current best practices and the increasing trends of off-site and online services. Over two years, a committee sought input from Bible College section members, working in Bible College libraries, to compile the new edition. Nancy Olson, ACL Liaison to ABHE and Director of Library Services at Lincoln Christian University (Lincoln, Illinois) led the committee, assisted by James Mancuso, Head Librarian at Northeastern Baptist College (Bennington, Vermont) and Carol Reid, Librarian at Welch College (Nashville, Tennessee).

INTRODUCTION

Libraries are an integral and essential part of the educational programs offered by the Association for Biblical Higher Education (ABHE) colleges and universities. In order to meet the information needs of all of its students in the 21st century an ABHE institution's library will need to be much more than a collection of books. There will be a need for student focused services that serve the students regardless of location or instructional delivery system, professional librarians and other staff that serve with excellence and model lifelong learning, teaching of information literacy skills in collaboration with faculty, a curriculum-based collection of current and relevant resources that is adequate for student learning, effective use of technology, partnering with faculty members individually and collectively, collaboration and resource sharing with other libraries, and a positive environment conducive to learning. The library will need to be driven by a mission and goals that are consistent with those of its institution. Further, adequate funding and effective administration with ongoing assessment and planning at both the library and institutional levels will be necessary to achieve a library's mission and goals for the purpose of providing library resources, instruction, and services in support of the institution's curriculum to meet the needs of all students.

Standard and Essential Elements

Therefore, the Association for Biblical Higher Education has created a Comprehensive Integrated Standard for **Library and Other Learning Resources** at the institution level. As one of the 2014 ABHE Standards, Standard 10 and the accompanying thirteen Essential Elements are listed on page 28 of the *2015 ABHE Commission on Accreditation Manual* (<http://www.abhecoa.org/forms.abhe.org/webdocs/COA%20Manual.pdf>). Each essential element is a statement that will in a specific way characterize the library of an accredited ABHE institution.

The Comprehensive Integrated Standard 10 for Library and Other Learning Resources states:

The institution ensures the availability of and access to learning resources and services of appropriate form, range, depth, and currency to support the curricular offerings and meet student and faculty needs, regardless of location or instructional delivery system.

The thirteen Essential Elements for the Comprehensive Integrated Standard 10 require:

1. A written learning resource purpose statement, consistent with the institutional mission and educational outcomes.
2. Appropriate written policies and procedures relating to the management of library and other learning resources.
3. Sufficient funding, staff, facilities, technology, and practices to procure and maintain needed learning resources and services for all instructional modalities used by the institution.
4. The availability of library services (reference, technical, and circulation) and other means of support to meet research and information needs of students and faculty.
5. Promotion to enhance student and faculty awareness of resources and services available.
6. Documentation of any participation in available library networks and/or cooperative arrangements that involve the use of other resources.
7. Joint participation of librarians and faculty in curriculum planning, the analysis of resource adequacy, the selection of resource materials, and the development of library policy.
8. Policies, procedures, and facilities that ensure access to and security of learning resources.

9. A collection of learning resources that is appropriate based on the curriculum, course offerings, age of resources, usage, and formats.
10. Effective leadership by a credentialed director who has faculty status and who normally reports to the chief academic officer.
11. Effective collaboration between the librarians and information technology personnel.
12. Evaluation of learning resource utilization by the learning community.
13. Curricular requirements, instruction, and reference services designed to teach information literacy skills to the learning community.

As well, the Association for Biblical Higher Education has created a Programmatic Standard for **Library and Other Learning Resources** at just the program level. As one of the 2014 ABHE Standards, Standard 10 and the accompanying four Essential Elements are listed on page 39 of the *2015 ABHE Commission on Accreditation Manual* (<http://www.abhecoa.org/forms.abhe.org/webdocs/COA%20Manual.pdf>). Each essential element is a statement that will in a specific way characterize the library of an accredited ABHE program.

The Programmatic Standard 10 for Library and Other Learning Resources states:

The program ensures the availability of and access to learning resources and services of appropriate form, range, depth, and currency to support the curricular offerings and meet student and faculty needs, regardless of location or instructional delivery system.

The four Essential Elements for the Programmatic Standard 10 require:

1. Sufficient funding, staff, facilities, technology, and practices to procure and maintain needed learning resources and services for all instructional modalities used by the program.
[see essential element 3 above]
2. The availability of library services (reference, technical, and circulation) and other means to meet research and information needs of students and faculty.
[see essential element 4 above]
3. Joint participation of librarians and faculty in curriculum planning, the analysis of resource adequacy, the selection of resource materials, and the development of library policy.
[see essential element 7 above]
4. Evaluation of learning resource utilization by the learning community.
[see essential element 12 above]

Library Guidelines

At the request of ABHE and its Commission on Accreditation, a selected group of professional librarians, who serve at ABHE institutions and are members of the Bible College Library Section of the Association of Christian Librarians, wrote these *Library Guidelines for ABHE Colleges and Universities*** (herein referred to as the Guidelines) for meeting the ABHE Library Standard. This document represents library best practices and the collective and collaborative judgment of these professional librarians, who have the respect of the Association's Commission on Accreditation. These Guidelines are not considered to have the same authority as the standard or essential elements, though they have been reviewed by the Commission on Accreditation.

It is intended that the Guidelines will assist an institution in producing a library program of good quality and receive institutional or programmatic ABHE accreditation. Their purpose is to allow a library to be evaluated based upon the behavior that is described at each performance level. For that reason, the various levels of performance criteria are purposely prescriptive in nature. The

Guidelines start the process of responding to each essential element by the asking of multiple questions. Each question has a set of guidelines. There are five performance levels for most questions, but some have only three levels. The performance levels are:

- A – Exemplary,
- B - Exceeds standard,
- C - Meets standard,
- D - Below standard,
- F - Fails to meet standard

These Guidelines can accomplish several purposes. First, an institution can use these Guidelines as a valuable tool in effectively assessing how well its library is or is not meeting any one of the essential elements, relative to the standard. The institution can objectively identify its library's strengths and weaknesses. Ultimately, it will help determine to what level the library is contributing to its institutional mission. The questions will help the library to appropriately document its compliance, uncovering potential sources of evidence for each element of the criteria and suggested wording for expressing such evidence. Though the standard of best practices may seem idealistic to some settings, it will provide insight beyond the status quo, guiding the institution and its library to a more valid evaluation and encourage its aspirations to improvement.

Second, the document provides a rubric for an ABHE Evaluation Team, serving as a neutral but authoritative source of measuring an institution's compliance with the Learning Resources standard of the criteria. These Guidelines can help an evaluator ask appropriate questions and provide detailed, objective performance descriptions of the essential elements in a strong library.

Third, these Guidelines serve as a valuable tool in assessment and planning, even beyond institutional self-study documents or accreditation efforts. Strong goals and helpful wording, based on the collective wisdom of librarians in other Bible colleges and universities, provide a means to articulate future steps for the library's advancement. A variety of assessment means will inform, direct, and communicate progress in the area of learning resources. When new initiatives or programs are underway, these Guidelines will provide wise insight to the resources and services—and budget—needed for their support.

Certainly, benefit from these Guidelines would not be limited to libraries who are connected to ABHE; they can provide an assessment tool for any academic setting in defining best practices and examining the components of building an excellent learning resource program.

Together, the questions and performance levels attempt to describe a set of conditions which, if satisfied, will produce a library of good quality. These Guidelines endeavor to present the factors contributing to the sufficiency of a library's collection, services, information literacy instruction, staff, collaboration, technology, facility, plus assessment, planning, and funding to achieve the library's mission and goals for providing resources and services in support of the institution's curriculum to meet student needs, regardless of location or institutional delivery system.

***Library Guidelines for ABHE Colleges and Universities* is based upon the 2014 ABHE Standards (Institutional and Programmatic) and, therefore, supersedes both the first, second, and third editions of *Guidelines for Bible College Libraries*, published in 1986, 1991, and 2004, respectively.

ABHE STANDARD 10 - LIBRARY AND OTHER LEARNING RESOURCES

The institution ensures the availability of and access to learning resources and services of appropriate form, range, depth, and currency to support the curricular offerings and meet student and faculty needs, regardless of location or instructional delivery system.

ESSENTIAL ELEMENTS

Relative to this standard, an accredited institution is characterized by:

1. A written learning resource purpose statement, consistent with the institutional mission and educational outcomes.

Question 1.1 Does the library have a written purpose statement that details the mission and goals of the library?

Guideline 1.1 The library shall be evaluated and graded based upon the following performance levels:

A - Exemplary - The library has a written purpose statement and it details the mission and goals of the library. The mission clearly articulates the purpose and focus of the library. The goals clearly articulate what the library is to achieve. The mission encompasses and the goals incorporate the areas of the essential elements including collection, services, personnel, information literacy instruction, collaboration, facility, technology, and funding. Furthermore, the written purpose statement, mission, and goals have been developed by the library staff in consultation with the faculty, and states the procedures for modifying and enhancing it in the future.

B - Exceeds standard - The library has a written purpose statement and it details the mission and goals of the library, but the purpose statement, mission, and goals were not developed by the library staff in consultation with the faculty. The mission clearly defines the purpose and focus of the library. The goals clearly articulate what the library is to achieve. In addition, the goals of the library support the mission of the library and include the areas of collection, services, personnel, information literacy instruction, collaboration, facility, technology, and funding.

C - Meets standard - The library has a written purpose statement and it details the mission and goals of the library, but the purpose statement, mission, and goals were not developed by the library staff in consultation with the faculty. The mission states the purpose and focus of the library. The goals of the library support the mission of the library, but may not include all of the areas of collection, services, personnel, information literacy instruction, collaboration, facility, technology, and funding.

D - Below standard - The library has a written purpose statement and a mission that may or may not be clear, but there are no goals or the goals do not support the mission of the library.

F - Fails to meet standard - The library does not have a written purpose statement, mission, or goals.

Question 1.2 Does the library have a written purpose statement, mission, and goals that support the mission and educational outcomes of the institution that it serves?

Guideline 1.2 The library shall be evaluated and graded based upon the following performance levels:

A - Exemplary - The written purpose statement, mission, and goals of the library clearly define how the mission and educational outcomes of the institution are supported and served.

C - Meets the standard - The library has a written purpose statement, mission, and goals that support the mission and educational outcomes of the institution that it serves.

F - Fails to meet standard - The written purpose statement, mission, and goals of the library do not support the mission and educational outcomes of the institution that it serves.

Question 1.3 Does the written purpose statement articulate a Christian worldview of librarianship?

Guideline 1.3 The library shall be evaluated and graded based upon the following performance levels:

A - Exemplary - The written purpose statement of the library clearly defines a connection to the Bible or Christianity that ensures that the library is guided by a Christian worldview.

C - Meets the standard - The written purpose statement of the library includes a connection to the Bible or Christianity that ensures that the library is guided by a Christian worldview.

F - Fails to meet standard - The written purpose statement of the library does not include a connection to the Bible or Christianity that ensures that the library is guided by a Christian worldview.

Question 1.4 Do the mission and goals of the library have supportive objectives that are well defined and easily measured?

Guideline 1.4 The library shall be evaluated and graded based upon the following performance levels:

A - Exemplary - The objectives of the library support the mission and goals of the library. These objectives are well defined, easily measured, and typically include a timeline.

B - Exceeds standard - The objectives of the library support the mission and goals of the library. These objectives are well defined, likely to include a timeline, but not necessarily easily measured.

C - Meets standard - The mission and goals of the library have objectives, but they are not well defined, nor necessarily easily measured.

D - Below standard - The library has a written purpose statement and mission, but it does not include goals and objectives for the library.

F - Fails to meet standard - The library has no objectives.

Question 1.5 Is there evidence that the mission, goals, and objectives of the library are sufficient to cover access services for students involved in distance education?

Guideline 1.5 The library shall be evaluated and graded based upon the following performance levels:

A - Exemplary - The library has a fully-developed and implemented plan to adequately provide access to print, electronically stored, and online information, online support and reference, interlibrary loan, and other support services to distance learners, as well as a mechanism to measure user satisfaction and success of the access services.

B - Exceeds standard - The library has a fully-developed and implemented plan to adequately provide access to online and print information, online support and reference, interlibrary loan, and other support services to distance learners, but lacks the mechanism to measure user satisfaction and success of the access services.

C - Meets standard - The library has begun to provide access to online and print information, online support and reference, interlibrary loan, and other support services to distance learners.

D - Below standard - The library has plans to provide such services, but has not yet implemented them.

F - Fails to meet standard - The library has not included language in its plans and documents that demonstrate its methods of providing library services to the distance learners of its institution.

Question 1.6 Is there evidence that the mission, goals, and objectives of the library are being achieved?

Guideline 1.6 The library shall be evaluated and graded based upon the following performance levels:

A - Exemplary - The library is frequently and systematically evaluated by the use of quantitative and qualitative assessment tools that give clear evidence that the mission, goals, and objectives of the library are being accomplished. There is a written assessment plan and report that annually documents the evidence and demonstrates how the information of the assessment is to be used to improve the library.

B - Exceeds standard - The library is frequently evaluated and gives clear evidence that the mission, all of the goals, and most of the objectives of the library are being accomplished. There is a written assessment plan and report that annually documents the evidence and demonstrates how the information of the assessment is to be used to improve the library. Quantitative and qualitative assessment tools are not necessarily used.

C - Meets standard - The library is regularly evaluated and gives clear evidence that the mission, all of the goals, and some of the objectives of the library are being accomplished. Quantitative and qualitative assessment tools are not necessarily used. There is a written assessment plan and report that annually documents the evidence, but it does not demonstrate how the information of the assessment is to be used to improve the library.

D - Below standard - The library is occasionally evaluated but there is not clear evidence that some of the mission, goals, and objectives of the library are being accomplished. There is no written assessment plan that annually documents the evidence or demonstrates how the information of the assessment is to be used to improve the library.

F - Fails to meet standard - The library is seldom, if ever, evaluated to insure that the mission, goals, and objectives of the library are being accomplished.

2. Appropriate written policies and procedures relating to the management of library and other learning resources.

Question 2.1 Does the library have a written collection development policy with policies relating to the development and management of library collections and services?

Guideline 2.1 The library shall be evaluated and graded based upon the following performance levels:

A - Exemplary - The library has a written collection development policy that addresses the purpose of the collection development policy, who may access and use library resources, the information needs of all users (including online/distance education students), who is responsible for selection and deselection, criteria for all formats, selection levels for specific subject areas, faculty role in collection development and analysis, gift resources, special collections, systematic evaluation of the collection, level and impact of resource sharing, management criteria, as well as intellectual freedom and censorship. This policy is developed and maintained by the librarians. The policy is regularly updated and there is evidence that it is used in collection development and management.

B - Exceeds standard - The library has a written collection development policy that addresses most of the following issues: the purpose of the collection development policy, who may access and use library resources, the information needs of all users (including online/distance education students), who is responsible for selection and deselection, criteria for all formats, selection levels for specific subject areas, faculty role in collection development and analysis, gift resources, special collections, systematic evaluation of the collection, level and impact of resource sharing, management criteria, as well as intellectual freedom and censorship. This policy is developed and maintained by the librarians. The policy is regularly updated and there is evidence that it is used in collection development and management.

C - Meets standard - The library has a written collection development policy that addresses most of the following issues: the purpose of the collection development policy, who may access and use library resources, the information needs of all users (including online/distance education students), who is responsible for selection and deselection, criteria for all formats, selection levels for specific subject areas, faculty role in collection development and analysis, gift resources, special collections, systematic evaluation of the collection, level and impact of resource sharing, management criteria, as well as intellectual freedom and censorship. This policy is developed and maintained by the librarians. The policy is not regularly updated, but there is evidence that it is used in collection development and management.

D - Below standard - The library has a written collection development policy that addresses some of the following issues: the purpose of the collection development policy, who may access and use library resources, the information needs of all users (including online/distance education students), who is responsible for selection and deselection, criteria for all formats, selection levels for specific subject areas, faculty role in collection development and analysis, gift resources, special collections, systematic evaluation of the collection, level and impact of resource sharing, management criteria, as well as intellectual freedom and censorship. The policy is not regularly updated and there is little evidence that it is used in collection development and management.

F - Fails to meet standard - The library does not have a written collection development policy.

Question 2.2 Does the written collection development policy encompass collection development for each of the institution's locations and the information needs of all students regardless of instructional delivery system?

Guideline 2.2 The library shall be evaluated and graded based upon the following performance levels:

A - Exemplary - The written collection development policy clearly articulates in detail the collection development policy for the information needs of students at all of the institution's locations and in all instructional delivery systems.

C - Meets standard - The written collection development policy articulates the collection development policy for the information needs of students at all of the institution's locations and in all instructional delivery systems.

F - Fails to meet standard - The written collection development policy does not articulate policy for all of the institution's locations and instructional delivery systems.

Question 2.3 Does the library have written policies and procedures for access, personnel, services, funding, and operations that enable the management of the library?

Guideline 2.3 The library shall be evaluated and graded based upon the following performance levels:

A - Exemplary - The library has written policies and procedures for access, personnel, services, funding, and operations that enable effective management of the library. The policies and procedures are developed and maintained by the librarians. Faculty are consulted in policy development as needed. These policies and procedures include current information about all of the following: hours of service, circulation, access to the library collection and resources outside the library, library patron services, technical services, organization of the library, confidentiality, promotion of the library, building and equipment, security, emergencies, information technology, funding, and staff development. There is evidence these policies and procedures are followed.

B - Exceeds standard - The library has written policies and procedures for access, personnel, services, funding, and operations that enable effective management of the library. The policies and procedures are developed and maintained by the librarians. Faculty are consulted in policy development as needed. These policies and procedures include current information about some, but not all of the following: hours of service, circulation, access to the library collection and resources outside the library, library patron services, technical services, organization of the library, confidentiality, promotion of the library, building and equipment, security, emergencies, information technology, funding, and staff development. There is evidence these policies and procedures are followed.

C - Meets standard - The library has written policies and procedures for access, personnel, services, funding, and operations that enable effective management of the library. The policies and procedures are developed and maintained by the librarians. Faculty are consulted in policy development as needed. These policies and procedures include current information about some, but not all of the following: hours of service, circulation, access to the library collection and resources outside the library, library patron services, technical services, organization of the library, confidentiality, promotion of the library, building and equipment, security, emergencies, information technology, funding, and staff development. There is limited evidence these policies and procedures are followed.

D - Below standard - The library has written policies and procedures for access, personnel, services, funding, or operations. These are developed and maintained by the librarians, but not in consultation with the faculty. These policies and procedures include information about a few of the following: hours of services, circulation, access to the library collection and resources outside the library, library patron services, technical services, organization of the library, confidentiality, promotion of the library, building and equipment, security, emergencies, information technology, funding, and staff development. There is no evidence these policies and procedures are followed.

F - Fails to meet standard - The library does not have written policies and procedures for access, personnel, services, funding, or operations.

3. Sufficient funding, staff, facilities, technology, and practices to procure and maintain needed learning resources and services for all instructional modalities used by the institution.

Question 3.1 Does the library's expenditures as a percentage of the institutional educational and general (E & G) expenditures compare favorably to this same percentage for peer ABHE libraries in the same size category, and does the library's total funding, including materials and staff, compare favorably to its peer ABHE libraries in the same size category?

Guideline 3.1 The library shall be evaluated and graded based upon the following performance levels:

A - Exemplary - The library's total expenditures as a percentage of its institution's educational and general expenditures are more than 25% over the average of peer ABHE libraries in the same size category. Its total funding per FTE students, materials expenditures per FTE students, and staff expenditures per FTE staff are more than 25% over the average of peer ABHE libraries in the same size category as reported in the most recent annual ABHE *Statistical Report*.

B - Exceeds standard - The library's total expenditures as a percentage of its institution's educational and general expenditures are 10% to 25% over the average of peer ABHE libraries in the same size category. Its total funding per FTE students, materials expenditures per FTE students, and staff expenditures per FTE staff are 10% to 25% over the average of peer ABHE libraries in the same size category as reported in the most recent annual ABHE *Statistical Report*.

C - Meets standard - The library's total expenditures as a percentage of its institution's educational and general expenditures are 10% below to 10% over the average of peer ABHE libraries in the same size category. Its total funding per FTE students, materials expenditures per FTE students, and staff expenditures per FTE staff are 10% below to 10% over the average of peer ABHE libraries in the same size category as reported in the most recent annual ABHE *Statistical Report*.

D - Below standard - The library's total expenditures as a percentage of its institution's educational and general expenditures are 10% to 25% below the average of peer ABHE libraries in the same size category. Its total funding per FTE students, materials expenditures per FTE students, and staff expenditures per FTE staff are 10% to 25% below the average of peer ABHE libraries in the same size category as reported in the most recent annual ABHE *Statistical Report*.

F - Fails to meet standard - The library's total expenditures as a percentage of its institution's educational and general expenditures are more than 25% below the average of peer ABHE libraries in the same size category. Its total funding per FTE students, materials expenditures per FTE students, and staff expenditures per FTE staff are more than 25% below the average of peer ABHE libraries in the same size category as reported in the most recent annual ABHE *Statistical Report*.

Question 3.2 If the library is responsible for acquiring, maintaining, or replacing audiovisual, media, computer, or technology equipment, does the library budget contain additional funding that is sufficient and designated for these functions?

Guideline 3.2 The library shall be evaluated and graded based upon the following performance levels:

A - Exemplary - If the library is responsible for acquiring, maintaining, or replacing audiovisual, media, computer, or technology equipment, additional funding is sufficient and designated for both equipment and necessary staff time and expertise.

C - Meets standard - If the library is responsible for acquiring, maintaining, or replacing audiovisual, media, computer, or technology equipment, additional funding is sufficient and designated for equipment, but not for necessary staff time and expertise.

F - Fails to meet standard - If the library is responsible for acquiring, maintaining, or replacing audiovisual, media, computer, or technology equipment, additional funding is not provided for equipment or necessary staff time and expertise.

Question 3.3 If the library is seeking initial accreditation, attempting to overcome past deficiencies, adding new academic programs, adding a new location, or supporting a new instructional delivery system, does the library budget contain sufficient designated funding for these special needs?

Guideline 3.3 The library shall be evaluated and graded based upon the following performance levels:

A - Exemplary - The library has at least a three year plan to provide designated funds for these special needs, and documented evidence that this plan is being followed.

C - Meets standard - The library has at least a one year plan to provide designated funds for these special needs, and documented evidence that this plan is being followed.

F - Fails to meet standard - The library does not have a plan to provide designated funds for these special needs, and there is no documented evidence that designated funds are being provided.

Question 3.4 If the library relies on reciprocal borrowing, networks, and other consortia arrangements that require funds, does the library budget contain sufficient designated funding for these functions?

Guideline 3.4 The library shall be evaluated and graded based upon the following performance levels:

A - Exemplary - If the library relies on reciprocal borrowing, networks, and other consortia arrangements that require funds, the library budget contains sufficient designated funding for these functions.

C - Meets standard - If the library relies on reciprocal borrowing, networks, and other consortia arrangements that require funds, the library budget contains sufficient designated funding for most of these functions.

F - Fails to meet standard - If the library relies on reciprocal borrowing, networks, and other consortia arrangements that require funds, the library budget does not contain sufficient designated funding for these functions.

Question 3.5 Are written library policies and procedures in place to properly monitor library encumbrances and expenditures, and is there evidence that the library director has a role in developing and implementing the library budget according to the library's mission, goals, and objectives?

Guideline 3.5 The library shall be evaluated and graded based upon the following performance levels:

A - Exemplary - There are written library policies and procedures in place to properly monitor library encumbrances and expenditures, and evidence that the library director has a significant role in developing and implementing the library budget according to the library's mission, goals, and objectives.

B - Exceeds standard - There are written library policies and procedures in place to properly monitor library encumbrances and expenditures, and evidence that the library director has some role in developing and implementing the library budget according to the library's mission, goals, and objectives.

C - Meets standard - There are written library policies and procedures in place to properly monitor library encumbrances and expenditures, and there is evidence that the library director has a role in developing or implementing the library budget according to the library's mission, goals, and objectives.

D - Below standard - There are written library policies and procedures in place to properly monitor library encumbrances and expenditures, or evidence that the library director has a role in developing and implementing the library budget according to the library's mission, goals, and objectives, but not both.

F - Fails to meet standard - There are no written library policies or procedures in place to properly monitor library encumbrances and expenditures, and there is no evidence that the library director has a significant role in developing the library budget according to the library's mission and goals.

Question 3.6 *Does the size of the library's staff and the proportion of the staff who are professional, paraprofessional or clerical, and student assistants compare favorably with its peer ABHE libraries in the same size category?*

Guideline 3.6 The library shall be evaluated and graded based upon the following performance levels:

A - Exemplary - The size of the library's professional staff, the size of the paraprofessional or clerical staff, and the number of student assistants each per FTE students are each over 10% above the average of peer ABHE libraries as reported in the most recent annual ABHE *Statistical Report*

B - Exceeds standard - The size of the library's professional staff, the size of the paraprofessional or clerical staff, and the number of student assistants each per FTE students are each between 5% and 10% above the average of peer ABHE libraries as reported in the most recent annual ABHE *Statistical Report*.

C - Meets standard - The size of the library's professional staff, the size of the paraprofessional or clerical staff, and the number of student assistants each per FTE students are each the same or up to 5% above the average of peer ABHE libraries as reported in the most recent annual ABHE *Statistical Report*.

D - Below standard - The size of the library's professional staff, the size of the paraprofessional or clerical staff, and the number of student assistants each per FTE students are each between the same or up to 25% below the average of peer ABHE libraries as reported in the most recent annual ABHE *Statistical Report*.

F - Fails to meet standard - The size of the library's professional staff, the size of the paraprofessional or clerical staff, and the number of student assistants each per FTE students are each more than 25% below the average of peer ABHE libraries as reported in the most recent annual ABHE *Statistical Report*.

Question 3.7 *Is there evidence the library facility is sufficient to provide adequate, industry-standard space and lighting to properly preserve the learning resources for current and future use, sustain the use of technology for all instructional modalities, and offer needed library services for all students?*

Guideline 3.7 The library shall be evaluated and graded based upon the following performance levels:

A - Exemplary - The library facility provides adequate, industry-standard space and lighting to preserve its learning resources for current and future use, sustain the use of technology for all instructional modalities, and offer needed library services for all students. There is regular training of library personnel and users for proper care and handling of library resources.

B - Exceeds standard - The library facility provides adequate, industry-standard space and lighting to preserve its learning resources for current and future use, sustain the use of technology for all instructional modalities, and offer needed library services for all students. There is regular training of library personnel, but not users, for proper care and handling of library resources.

C - Meets standard - The library facility provides adequate, industry-standard space and lighting to preserve its learning resources for current and future use, sustain the use of technology for all instructional modalities, and offer needed library services for all students. There is occasional training of library personnel, but not users, for proper care and handling of library resources.

D - Below standard - The library facility does not provide adequate, industry-standard space and lighting to preserve its learning resources for current and future use, sustain the use of technology for all instructional modalities, and offer needed library services for all students in some, but not all areas. It does not provide training of library personnel or users for proper care and handling of library resources.

F - Fails to meet standard - The library facility does not provide adequate space or lighting to preserve the collection for current and future use, sustain the use of technology for all instructional modalities, and offer needed library services for all students. There is also no training of library personnel or users for proper care and handling of library resources.

Question 3.8 Is there evidence the heating, ventilation, and air conditioning (HVAC) systems of the library facility are sufficient to provide adequate, industry-standard environmental conditions that can properly preserve the learning resources for current and future use and sustain the use of technology in all instructional modalities?

Guideline 3.8 The library shall be evaluated and graded based upon the following performance levels:

A - Exemplary - The library facility provides a constant temperature of no higher than 70 degrees and humidity between 30% and 50% to preserve its learning resources for current and future use and sustain the use of technology in all instructional modalities. There is systematic monitoring of environmental conditions by library personnel. There are written procedures to follow in case of difficulties with any of the systems. The library staff is informed of these procedures by facility management personnel and follows them.

The library staff keeps facility management personnel informed of all system-related problems.

B - Exceeds standard - The library provides a constant temperature of no higher than 70 degrees and humidity between 30% and 50% to preserve its learning resources for current and future use and sustain the use of technology in all instructional modalities. There is regular monitoring of environmental conditions by library personnel. There are written procedures to follow in case of difficulties with any of the systems. The library staff is informed of these procedures by facility management personnel and follows them. The library staff keeps facility management personnel informed of most system-related problems and vice versa.

C - Meets standard - The library provides a constant temperature of no higher than 75 degrees and humidity between 40% and 60% to preserve its learning resources for current and future use and sustain the use of technology in all instructional modalities. There is monitoring of environmental conditions by library or facility management personnel. There are written procedures to follow in case of difficulties with any of the systems. The library staff is informed of these procedures by facility management personnel and follows them. The library staff keeps facility management personnel informed of most system-related problems, but not allows the other way around.

D - Below standard - The library does not provide a constant temperature 75 degrees or lower and humidity between 40% and 60% to preserve its learning resources for current and future use and sustain the use of technology in all instructional modalities. There is no monitoring of environmental conditions by library or facility management personnel.

F - Fails to meet standard - The temperature and humidity is not measured in the library. It does not provide environmental conditions to preserve its learning resources for current and future use and sustain the use of technology in all instructional modalities. There is no monitoring of environmental conditions by library or facility management personnel.

Question 3.9 Is there a sufficient technology infrastructure with an adequate number of library computers and/or points of access to support timely and consistent access to online resources by all students at all locations and in all instructional modalities used by the institution, plus library operations?

Guideline 3.9 The library shall be evaluated and graded based upon the following performance levels:

A - Exemplary - The library staff provides documented evidence and a strong rationale that the number of computers and/or access points is sufficient to provide timely and consistent student access to online library resources at all locations and in all instructional modalities used by the institution, plus library operations. Usage of the computers and/or access points is evaluated by the librarians and the information technology personnel at least twice a year. The planning and budget documents of both the library and information technology reflect anticipated needs for library computers and/or points of access to support prompt and consistent access to online information resources as well as library operations, and there is evidence the needs are met.

C - Meets standard - The library staff provides evidence that the number of computers and/or access points is or is not sufficient to provide timely and consistent student access to online library resources at all locations and in all instructional modalities used by the institution, plus library operations. Usage of the computers and/or access points is evaluated by the librarians and the information technology personnel at least once a year. The planning and budget documents of the library or information technology reflect anticipated needs and identified deficiencies for library computers and/or points of access to support prompt and consistent access to online information resources as well as library operations, and there is evidence the needs are met.

F - Fails to meet standard - The library staff does not provide evidence that the number of computers and/or access points is or is not sufficient to provide timely and consistent access to online library resources and library operations. Usage of the computers and/or access points is seldom, if ever, evaluated. There is no mention of access needs or deficiencies in planning or budget documents.

4. The availability of library services (reference, technical, and circulation) and other means of support to meet research and information needs of students and faculty.

Question 4.1 Does the library have the policies and procedures, best practices, technology, and qualified, appropriately trained staff necessary to provide quality and timely reference services to meet the research and information needs of all students and faculty at all locations and in all instructional delivery systems?

Guideline 4.1 The library shall be evaluated and graded based upon the following performance levels:

A - Exemplary - The library has the policies, procedures, best practices, and technology for the library staff to provide quality and timely reference services face-to-face and through technology to meet the research and information needs of all students and faculty at all locations and in all instructional delivery systems during all open hours by a professional librarian, with a graduate library degree or its equivalent and post-secondary school training in Bible and theology. The policies and procedures are developed and maintained by the librarians. There is documented evidence that reference transactions are tracked and systematically evaluated; the written policies and procedures and best practices for reference services are followed and updated as technology and best practices evolve over time.

B - Exceeds standard - The library has the policies, procedures, best practices, and technology for the library staff to provide quality and timely reference services face-to-face and through technology to meet the research and information needs of all students and faculty at all locations and in all instructional delivery systems during 75% or more of all open hours by a professional librarian, with a graduate library degree or its equivalent and post-secondary school training in Bible and theology. The policies and procedures are developed and maintained by the librarians. There is documented evidence that reference transactions are tracked and systematically evaluated; the written policies and

procedures and best practices for reference services are followed and updated as technology and best practices evolve over time.

C - Meets standard - The library has the policies, procedures, best practices, and technology for the library staff to provide quality and timely reference services face-to-face and through technology to meet the research and information needs of all students and faculty at all locations and in all instructional delivery systems during 60% or more of all open hours by a librarian, with a graduate library degree or its equivalent and post-secondary school training in Bible and theology, or by a regular library staff member who has training in reference work and post-secondary school training in Bible and theology. The policies and procedures are developed and maintained by the librarians. There is documented evidence that reference transactions are tracked and evaluated, and some evidence of written policies; evidence the policies and procedures and best practices for reference services are followed and may or may not be updated as technology and best practices evolve over time.

D - Below standard - The library staff provides reference services face-to-face and through technology to meet the research and information needs of all students and faculty at all locations and in all instructional delivery systems less than 60% of all open hours by a librarian, with a graduate library degree or its equivalent. During other open times library users are served by an untrained student or volunteer. The quality and amount of reference services provided to the students and faculty are not tracked or analyzed.

F - Fails to meet standard - The library staff or a volunteer, who may or may not be trained or may or may not have training in Bible and theology, provide occasional reference services face-to-face to assist with the research and information questions of the students. There is no evidence on the quality and amount of reference services provided to the students.

Question 4.2 Does the library have the print and/or online documents/helps needed to guide library users in using the various resources and services of the library?

Guideline 4.2 The library shall be evaluated and graded based upon the following performance levels:

A - Exemplary - The library provides a collection of print and/or online documents which guide library users in using and accessing all of the print, multimedia, electronically stored, and online resources in the library collection and all of the various services of the library, including authorized access to consortial collections and services.

B - Exceeds standard - The library provides a collection of print and/or online documents which guide library users in using and accessing most, but not all of the print, multimedia, electronically stored, and online resources in the library collection and most, but not all of the various services of the library, including authorized access to consortial collections and services.

C - Meets standard - The library provides a collection of print and/or online documents which guide library users in using and accessing some, but not all of the print, multimedia, electronically stored, and online resources in the library collection and some, but not all of the various services of the library, including authorized access to consortial collections and services.

D - Below standard - The library provides a collection of print and/or online documents which guide library users in using and accessing some, but not all of the print, multimedia, electronically stored, and online resources in the library collection. The library does not provide documents/helps to the various services of the library, including authorized access to consortial collections and services.

F - Fails to meet standard - The library does not provide print or online documents which guide library users in using resources and services.

Question 4.3 Does the library have the policies and procedures, best practices, technology, and qualified, appropriately trained staff necessary to provide accurate, helpful, and timely technical services for prompt and quality access to all library resources to meet research and information needs of all students and faculty at all locations and in all instructional delivery systems?

Guideline 4.3 The library shall be evaluated and graded based upon the following performance levels:

A - Exemplary - The library has the policies, procedures, best practices, technology, as well as the qualified, appropriately trained staff necessary to provide accurate, helpful, and timely technical services for prompt and quality access to all library resources in order to meet the research and information needs of all students and faculty at all locations and in all instructional delivery systems. The policies and procedures are developed and maintained by the librarians. There is documented evidence that the activities of technical services are tracked and evaluated; the written policies and procedures and best practices for technical services are followed and updated as technology and best practices evolve over time.

B - Exceeds standard - The library has the policies, procedures, best practices, technology, as well as qualified, appropriately trained staff necessary to provide accurate, helpful, and timely technical services for prompt and quality access to most, but not all library resources in order to meet the research and information needs of all students and faculty at all locations and in all instructional delivery systems. The policies and procedures are developed and maintained by the librarians. There is documented evidence that the activities of technical services are tracked and evaluated; the written policies and procedures and best practices for technical services are followed and updated as technology and best practices evolve over time.

C - Meets standard - The library has the policies, procedures, best practices, technology, as well as qualified, appropriately trained staff necessary to provide accurate, helpful, and timely technical services for prompt, most of the time, and quality access to most, but not all library resources in order to meet the research and information needs of all students

and faculty at all locations and in all instructional delivery systems. The policies and procedures are developed and maintained by the librarians. There is documented evidence that the activities of technical services are tracked and evaluated; some evidence of written policies, evidence the policies and procedures and best practices for technical services are followed and may or may not be updated as technology and best practices evolve over time.

D - Below standard - The library has the policies, procedures, best practices, technology, as well as qualified, appropriately trained staff necessary to provide technical services access to most, but not all library resources in order to meet the research and information needs of all students and faculty at all locations and in all instructional delivery systems. The policies and procedures may or may not be developed and maintained by the librarians. There is minimal evidence that the activities of technical services are consistently tracked. There is no evidence of written policies and evaluation of the quality of technical services.

F - Fails to meet standard - The library provides very limited technical services but there are no policies, procedures, or best practices to follow. The staff may or may not be appropriately trained. There is minimal to no evidence the limited activities of technical services are tracked.

Question 4.4 Does the library have the policies and procedures, best practices, technology and qualified, appropriately trained staff necessary to provide sufficient circulation services for prompt access to library resources to meet research and information needs of all students and faculty at all locations and in all instructional delivery systems?

Guideline 4.4 The library shall be evaluated and graded based upon the following performance levels:

A - Exemplary - The library has the policies, procedures, best practices, technology, as well as the qualified, appropriately trained staff necessary to provide sufficient, helpful, and prompt access to library resources through circulation and interlibrary loan services, to meet the research and information needs of all students and faculty regardless of location or instructional delivery system. All students receive the same access to library resources, even if such access requires alternative and unique delivery systems. Academic fair use guidelines and copyright laws are followed in providing electronic copy. Students not on the main campus can expect to receive scanned items within one day and print or multimedia resources within one week of request. The policies and procedures are developed and maintained by the librarians. There is documented evidence that all circulation and interlibrary loan transactions are tracked and systematically evaluated; the written policies and procedures and best practices for circulation as well as interlibrary loan services are documented, followed and updated as technology and best practices evolve over time.

B - Exceeds standard - The library has the policies, procedures, best practices, technology, as well as the qualified, appropriately trained staff necessary to provide sufficient, helpful, and prompt access to library resources through circulation and interlibrary loan services, to meet the research and information needs of all students and

faculty regardless of location or instructional delivery system. Most, but not all students receive the same access to library resources, even if such access requires alternative and unique delivery systems. Academic fair use guidelines and copyright laws are followed in providing electronic copy. Students not on the main campus can expect to receive scanned items within one or two days and print or multimedia resources within one week of request. The policies and procedures are developed and maintained by the librarians. There is documented evidence that all circulation and interlibrary loan transactions are tracked and systematically evaluated; the written policies and procedures and best practices for circulation as well as interlibrary loan services are documented, followed, and updated as technology and best practices evolve over time.

C - Meets standard - The library has the policies, procedures, best practices, technology, as well as qualified, appropriately trained staff necessary to provide sufficient, helpful, and prompt access to library resources through circulation and interlibrary loan services, to meet the research and information needs of all students and faculty regardless of location or instructional delivery system. Most, but not all students receive the same access to library resources, even if such access requires alternative and unique delivery systems. Academic fair use guidelines and copyright laws are followed in providing electronic copy. Students not on the main campus can expect to receive scanned items within one or two days and print resources within one week of request. The policies and procedures are developed and maintained by the librarians. There is documented evidence that circulation and interlibrary loan transactions are tracked and evaluated, and some evidence of written policies; evidence the policies and procedures and best practices for circulation and interlibrary loan services are followed and may or may not be updated as technology and best practices evolve over time.

D - Below standard - The library provides limited circulation services to meet the research and information needs of all students and faculty regardless of location or instructional delivery system. There are not interlibrary loan services. There is no evidence of developed policies and procedures. Circulation transactions may or may not be tracked.

F - Fails to meet standard - The library does not provide circulation services for library users.

5. Promotion to enhance student and faculty awareness of resources and services available.

Question 5.1 Does the library staff make both students and faculty aware of new and ongoing library resources and services?

Guideline 5.1 The library shall be evaluated and graded based upon the following performance levels:

A - Exemplary - The library staff formally makes all students and faculty aware of new and ongoing library resources and services at least once a month. A variety of print, online, and in person methods as well as the instructional delivery system are used, and there is documented evidence that the students and faculty are aware of the library resources and services.

B - Exceeds standard - The library staff formally makes all students and faculty aware of new and ongoing library resources and services at least twice a semester. A variety of print, online, and in person methods as well as the instructional delivery system are used, and there is some evidence that the students and faculty are aware of the library resources and services.

C - Meets standard - The library staff formally makes all students and faculty aware of new and ongoing library resources and services at least once or twice a semester. The library does not, however, use a variety of print, online, and in person methods as well as the instructional delivery system. There is evidence that the students and faculty are aware of the library resources and services.

D - Below standard - The library staff makes students and faculty aware of new and ongoing library resources and services at least once a year. The library does not, however, use a variety of methods, and there is no evidence that the students and faculty are aware of the library resources and services.

F - Fails to meet standard - The library staff does not make students and faculty aware of new and ongoing library resources and services, and there is no evidence that the students and faculty are aware of the library resources and services.

Question 5.2 Does the library provide a frequently and regularly updated library website that enables all students and faculty to learn about and, as appropriate, access the resources and services of the library on a continuous basis?

Guideline 5.2 The library shall be evaluated and graded based upon the following performance levels:

A - Exemplary - The library has the policies, procedures, best practices, technology, as well as the qualified, appropriately trained staff necessary to provide a library website that enables all students and faculty, on and off campus, to learn about and, as appropriate, access the resources and services of the library on a continuous basis. There is a frequently and regularly updated library website that includes all electronically stored and online library resources, including catalogs and databases. The content of the library website is arranged in a student-friendly manner. The library website is easily located and accessed from the institution's main website. The policies and procedures are developed and maintained by the librarians. There is documented evidence that student and faculty use the library website and find it helpful in learning about as well as accessing the resources and services of the library. There is evidence the website is systematically evaluated, written policies and procedures and best practices are followed, and website content is frequently and regularly updated.

B - Exceeds standard - The library has the policies, procedures, best practices, technology, as well as the qualified, appropriately trained staff necessary to provide a library website that enables all students and faculty, on and off campus, to learn about and, as appropriate, access the resources and services of the library on a continuous basis. There is a frequently and regularly updated library website that includes many of the library electronically stored and online resources, including catalogs and databases. The content of the library website is arranged in a student-friendly manner. The library website is easily located and accessed from the institution's main website. The policies and procedures are developed and maintained by the librarians. There is limited evidence that student and faculty use the library website and find it helpful in learning about as well as accessing the resources and services of the library. There is evidence the website is systematically evaluated, written policies and procedures and best practices are followed, and website content is regularly updated.

C - Meets standard - The library has the policies, procedures, best practices, technology, as well as the qualified, appropriately trained staff necessary to provide a library website that enables all students and faculty, on and off campus, to learn about and, as appropriate, access the resources and services of the library on a continuous basis. There is a regularly updated library website that includes many of the library electronically stored and online resources, including catalogs and databases. The content of the library website is arranged in a student-friendly manner. The library website is easily located and accessed from the institution's main website. The policies and procedures are developed and maintained by the librarians. There is limited evidence that student and faculty use the library website and find it helpful in learning about as well as accessing the resources and services of the library. There is evidence the website is evaluated at least once a year, some policies are written, policies and procedures and best practices are followed, and website content is updated at least once a year.

D - Below standard - There is a library website that enables students and faculty, on and off campus, to learn about the resources and services of the library. The library website allows students and faculty to access some of the resources and services of the library, including catalogs and databases. There is no evidence that the students and faculty use the library website and may not find it helpful in learning about library's services and resources. The library website is not updated.

F - Fails to meet standard – The library is not represented at all on the institution's website, or its presence is negligible.

Question 5.3 Does the library staff systematically conduct in-person or online library orientation sessions for all new students and faculty whether located on campus, at extension sites, or online?

Guideline 5.3 The library shall be evaluated and graded based upon the following performance levels:

A - Exemplary - The library staff systematically conducts in-person or online library orientation sessions for all new students and faculty whether located on campus, at extension sites, or online. The session provides an introduction and awareness of the staff, resources, and services of the library. There is evidence that the students and faculty are aware of the library resources and services as a result of their orientation session. There is documented evidence the number, format, and number of participants of the sessions are tracked and the sessions are systematically evaluated each semester.

B - Exceeds standard - The library staff systematically conducts in-person or online library orientation sessions for all new students and faculty whether located on campus, at extension sites, or online. The session provides an introduction and awareness of the staff, resources, and services of the library. There is limited evidence that the students and faculty are aware of the library resources and services as a result of their orientation session. There is evidence the number, format, and number of participants of the sessions are tracked and the sessions are evaluated once a semester.

C - Meets standard - The library staff conducts in-person or online library orientation sessions for most new students and faculty whether located on campus, at extension sites, or online. The session provides an introduction and awareness of the staff, resources, and services of the library. There is some evidence that the students and faculty are aware of the library resources and services as a result of their orientation sessions. There is evidence the number, format, and number of participants of the session are tracked. Evaluation of the sessions is conducted at least once a year.

D - Below standard - The library staff sometimes conducts library orientation sessions for new students and faculty. The session provides a limited awareness of the staff, resources, and services of the library. There is no evidence that the students and faculty are aware of the library resources and services as a result of their orientation sessions.

F - Fails to meet standard - The library staff does not conduct library orientation sessions for students and faculty.

Question 5.4 Does the library have a presence on the institution's learning management system (if one is in use) that enables all students to learn about and, as appropriate, access the resources and services of the library on a continuous basis?

Guideline 5.4 The library shall be evaluated and graded based upon the following performance levels:

A - Exemplary - If there is a learning management system, the library has a library presence that enables all students to learn about and, as appropriate, access the resources and services of the library on a continuous basis. There is evidence that the students are aware of the library resources and services as a result of the library presence within the learning management system. There is documented evidence this library presence is used and systematically evaluated.

C - Meets standard - If there is a learning management system, the library has a presence that enables all students to learn about and, as appropriate, access most of the resources and services of the library on a continuous basis. There is evidence this library presence is used and evaluated.

F - Fails to meet standard - If there is a learning management system, the library plays no significant role in it.

6. Documentation of any participation in available library networks and/or cooperative arrangements that involve the use of other resources.

Question 6.1 Does the library have written agreement(s) concerning reciprocal borrowing and interlibrary loan from other libraries?

Guideline 6.1 The library shall be evaluated and graded based upon the following performance levels:

A - Exemplary - The library has written agreement(s) for all of the reciprocal borrowing and interlibrary loan arrangements.

B - Exceeds standard - The library has written agreement(s) for nearly all of the reciprocal borrowing and interlibrary loan arrangements.

C - Meets standard - The library has written agreement(s) for most of the reciprocal borrowing and interlibrary loan arrangements.

D - Below standard - The library has written agreement(s) for some of the reciprocal borrowing and interlibrary loan arrangements.

F - Fails to meet standard - The library has no written or oral agreement(s) concerning reciprocal borrowing and interlibrary loan from other libraries.

Question 6.2 Does the library participate in library networks and other cooperative arrangements?

Guideline 6.2 The library shall be evaluated and graded based upon the following performance levels:

A - Exemplary - The library participates in library networks and other cooperative arrangements at national, regional, and local levels. There is evidence this participation supports the mission, goals, and objectives of the library and supplements as well as enhances its services and resources. The library fulfills all responsibilities associated with these memberships.

C - Meets standard - The library participates in library networks and other cooperative arrangements at national, regional, or local levels. There is evidence this participation supports the mission, goals, and objectives of the library and at least supplements its services and resources. The library fulfills at least some responsibilities associated with these memberships.

F - Fails to meet standard - The library does not participate in library networks and/or other cooperative arrangements.

Question 6.3 What is the impact of library participation in library networks and other cooperative activity upon the library's collection, staff, and budget?

Guideline 6.3 The library shall be evaluated and graded based upon the following performance levels:

A - Exemplary - The library systematically evaluates the impact of participation in networks and cooperative activity upon the collection, staff, and budget. If this impact is significant, the library compensates in the area of need. Evidence of this is documented in the library's assessment, planning, and budget documents.

B - Exceeds standard - The library regularly evaluates the impact of participation in networks and cooperative activity upon the collection, staff, and budget. Evidence of this is documented in the library's assessment, planning, and budget documents.

C - Meets standard - The library occasionally evaluates the impact of participation in networks and cooperative activity upon the collection, staff, and budget. Evidence of this is documented in the library's assessment, planning, and budget documents.

D - Below standard - The library rarely evaluates the impact of participation in networks and cooperative activity upon the collection, staff, and budget, and does not compensate if the impact on these is significant. Evidence of this is not documented in the library's assessment, planning, or budget documents.

F - Fails to meet standard – The library seldom, if ever, evaluates the impact of participation in networks and cooperative activity.

Question 6.4 Does the library's collection development policy articulate the level of participation in library networks, resource sharing, and any cooperative arrangements and the impact of library participation in library networks and other cooperative activity upon all of the library's collection holdings—print, electronically stored, and online—at all locations?

Guideline 6.4 The library shall be evaluated and graded based upon the following performance levels:

A - Exemplary - The library's collection development policy articulates the level of participation in all library networks, resource sharing, and cooperative arrangements for the benefit of all students, regardless of location, and the ongoing impact upon all the library's collection holdings—print, electronically stored, and online. This portion of the policy is regularly updated and there is evidence the policy is used in collection development and management. The policy includes a current list of all library networks, resource sharing, and cooperative arrangements.

B - Exceeds standard - The library's collection development policy articulates the level of participation in all library networks, resource sharing, and cooperative arrangements for the benefit of all students, regardless of location, and the ongoing impact upon all the library's collection holdings—print, electronically stored, and online. This portion of the policy is updated and there is limited evidence the policy is used in collection development and management. The policy includes a current list of all library networks, resource sharing, and cooperative arrangements.

C - Meets standard - The library's collection development policy articulates the level of participation in all library networks, resource sharing, and cooperative arrangements for the benefit of all students, regardless of location, and the ongoing impact upon all the library's collection holdings—print, electronically stored, and online. This portion of the policy is occasionally updated and there is some evidence the policy is used in collection development and management. The policy includes a list of all library networks, resource sharing, and cooperative arrangements.

D - Below standard - The library's collection development policy partially articulates the level of participation in all library networks, resource sharing, and cooperative arrangements for the benefit of all students, regardless of location, and the ongoing impact upon all the library's collection holdings—print, electronically stored, and online. This portion of the policy is not regularly updated and there is no evidence the policy is used in collection development and management. The policy does not include a current list of all library networks, resource sharing, and cooperative arrangements.

F - Fails to meet standard - There is no mention of participation in library networks, resource sharing, or cooperative arrangements in the library's collection development policy.

7. Joint participation of librarians and faculty in curriculum planning, the analysis of resource adequacy, the selection of resource materials, and the development of library policy.

Question 7.1 Does the library director meaningfully participate in curricular planning?

Question 7.2 Are the professional library staff familiar with developments and changes to curricula, the teaching methods employed, and expectations concerning research?

Guidelines 7.1 - 7.2 The library shall be evaluated and graded based upon the following performance levels:

A - Exemplary - There is evidence that at least the library director participates in curricular planning and that all of the professional library staff are familiar with developments and changes to curricula, the teaching methods employed, the basic nature of assignments that require specific library resources, and expectations concerning research.

C - Meets standard - There is evidence that the library director participates in curricular planning and is familiar with developments and changes to curricula, the teaching methods employed, and expectations concerning research, and intentionally communicates this information with staff.

F - Fails to meet standard - There is little, if any, evidence that representatives from the library staff participate in curricular planning nor are familiar with developments and changes to curricula, the teaching methods employed, and expectations concerning research.

Question 7.3 To what extent are the faculty involved in the development of the collection and analysis of resources to achieve adequate support of the curriculum at all locations and in all instructional delivery systems?

Guideline 7.3 The library shall be evaluated and graded based upon the following performance levels:

A - Exemplary - Library staff and faculty frequently and systematically communicate to analyze the resources and develop the collection so that the curriculum at all locations and in all instructional delivery systems is adequately supported. There is strong documented evidence that the library collection improves in quantity and quality as a result of faculty involvement.

B - Exceeds standard - Library staff and faculty frequently communicate to analyze the resources and develop the collection so that the curriculum at all locations and in all instructional delivery systems is adequately supported. There is some documented evidence that the library collection improves in quantity and quality as a result of faculty involvement.

C - Meets standard - Library staff and faculty communicate at least annually to analyze the resources and develop the collection so that the curriculum at all locations and in all instructional delivery systems is adequately supported. There is some evidence that the library collection improves in quantity and quality as a result of faculty involvement.

D - Below standard - Library staff and faculty rarely communicate to analyze and develop the library collection. There is no evidence that the library collection improves in quantity and quality.

F - Fails to meet standard - Library staff and faculty seldom, if ever, communicate to analyze and develop the library collection. There is no evidence that the library collection improves in quantity and quality.

Question 7.4 Are there written policies and procedures for the role of faculty in the selection, de-selection, and analysis of resources relative to sufficient support of the curriculum at all locations and in all instructional delivery systems as well as the level of faculty involvement in the development of library policy, and evidence these policies and procedures are followed?

Guideline 7.4 The library shall be evaluated and graded based upon the following performance levels:

A - Exemplary - There are written policies and procedures that fully articulate the role of faculty in the selection, de-selection, and analysis of resources relative to sufficient support of the curriculum at all locations and in all instructional delivery systems as well as the level of faculty involvement in the development of library policy, in all appropriate faculty and library documents. There is strong documented evidence the policies and procedures are systematically followed.

B - Exceeds standard - There are written policies and procedures that articulate the role of faculty in the selection, de-selection, and analysis of resources relative to sufficient support of the curriculum at all locations and in all instructional delivery systems as well as the level of faculty involvement in the development of library policy, in at least the faculty handbook and all appropriate library documents. There is documented evidence the policies and procedures are regularly followed.

C - Meets standard - There are written policies and procedures that articulate the role of faculty in the selection, de-selection, and analysis of resources relative to sufficient support of the curriculum at all locations and in all instructional delivery systems as well as the level of faculty involvement in the development of library policy, in at least library documents. There is limited evidence the policies and procedures are followed.

D - Below standard - There are some written policies and procedures that articulate the role of faculty in the selection, de-selection, and analysis of resources relative to sufficient support of the curriculum at all locations and in all instructional delivery systems as well as the level of faculty involvement in the development of library policy, in at least one library document. There is no evidence the policies and procedures are followed.

F - Fails to meet standard - There are no policies and procedures that articulate the role of faculty in the selection, de-selection, and analysis of resources nor involvement in the development of library policy.

8. Policies, procedures, and facilities that ensure access to and security of learning resources.

Question 8.1 *Are written policies and procedures in place and followed to ensure the physical and/or authenticated security of print and online library resources to facilitate their use, whether considering the physical main campus, any extension sites or off-campus locations, as well as virtual space used by on-campus, off-campus, and online students?*

Question 8.2 *Is there evidence that continual, systematic evaluation of policies, procedures, and facilities and results of those findings are used to improve access to and security of learning resources?*

Question 8.3 *Are all physical facilities, regardless of location, arranged and structured for efficient and effective security and retrieval of all resources?*

Question 8.4 *Are hours of service sufficient and convenient to meet information needs of students and faculty?*

Question 8.5 *Is the library's virtual space arranged and structured for efficient and effective security and access of the library's electronically stored and online resources by all students and faculty?*

Question 8.6 *Is the catalog accurate, current, and available to all library users?*

Question 8.7 *Does the library have sufficient user licenses for all of its electronically stored and online resources so that on-site and remote users can be accommodated?*

Question 8.8 *Do all physical facilities, regardless of location, provide suitable and sufficient work space for library staff, space for the collection, and comfortable reading and study areas for users?*

Question 8.9 *Is there adequate signage for the facilities and the collections?*

Guidelines 8.1 - 8.9 The library shall be evaluated and graded based upon the following performance levels:

A - Exemplary - The answer is "yes" to Questions 8.1 - 8.9 and there is documented evidence of consistent and excellent access to and security of learning resources as a result of appropriate policies, procedures, facilities, and virtual space. There is systematic and documented evaluation of the policies and procedures and the improvement resulting from that evaluation.

B - Exceeds standard - The answer is "yes" to at least eight of Questions 8.1 - 8.9 and there is documented evidence of consistent and excellent access to and security of learning resources as a result of appropriate policies, procedures, facilities, and virtual space. There is regularly documented evaluation of the policies and procedures and the improvement resulting from that evaluation.

C - Meets standard - The answer is “yes” to at least seven of Questions 8.1 - 8.9 and there is documented evidence of consistent access to and security of learning resources as a result of appropriate policies, procedures, facilities, and virtual space. There is some evaluation of the policies and procedures, but the improvement resulting from that evaluation may or may not be documented.

D - Below standard - The answer is “yes” to at least six of Questions 8.1 - 8.9 and there is some evidence of access to and security of learning resources as a result of appropriate policies, procedures, facilities, and virtual space. There is some evaluation of the policies and procedures, but any actions resulting from that evaluation are not documented.

F - Fails to meet standard - The answer is not “yes” to at least five of Questions 8.1 – 8.9 and there is no regular evaluation of the policies and procedures, and any actions resulting from that evaluation are not documented.

9. A collection of learning resources that is appropriate based on the curriculum, course offerings, age of the resources, usage, and formats.

Question 9.1 Is the collection appropriately balanced based upon the curriculum and course offerings, as well as upon the age, usage, and format of the resources?

Guideline 9.1 The library shall be evaluated and graded based upon the following performance levels:

A - Exemplary - There is strong and documented evidence that the learning resources are appropriately balanced based upon the curriculum and course offerings, as well as upon the age, usage, and format of the resources. There is a deliberate balance of course-oriented current resources (published within the last ten years), core classic texts, and relevant retrospective resources of a scholarly nature suitable for undergraduate and graduate academic research within the context of the curriculum. The number of students at all locations and the number of courses needing access to a resource will determine a quantity for the resource that is based on usage. The library collection includes a wide variety of formats—print and electronic books, print and electronic periodicals, multimedia, electronically stored, and online resources—to support the curriculum and course offerings and meet the research and information needs of students and faculty.

B - Exceeds standard - There is documented evidence that the learning resources are appropriately balanced based upon the curriculum and course offerings, as well as upon the age, usage, and format of the resources. There is a balance of course-oriented current resources (published within the last ten years), core classic texts, and relevant retrospective resources of a scholarly nature suitable for undergraduate and graduate academic research within the context of the curriculum. The number of students at all locations and the number of courses needing access to a resource will determine a quantity for the resource that is based on usage. The library collection includes a variety of formats—print and electronic books, print and electronic periodicals, multimedia, electronically stored, and online resources—to support the curriculum and course offerings and meet the research and information needs of students and faculty.

C - Meets standard - There is some evidence that the learning resources are appropriately balanced based upon the curriculum and course offerings, as well as upon the age, usage, and format of the resources. There is an effort to create a balance of course-oriented current resources (published within the last ten years), core classic texts, and relevant retrospective resources of a scholarly nature suitable for undergraduate and graduate academic research within the context of the curriculum. While the number of students at all locations and the number of courses needing access to a resource will determine a quantity for the resource that is based on usage, this is not necessarily done. The library collection includes multiple formats—print and electronic books, print and electronic periodicals, multimedia, electronically stored, and online resources—to support the curriculum and course offerings and meet the research and information needs of students and faculty.

D - Below standard - There is some to little evidence that the learning resources are appropriately balanced based upon the curriculum and course offerings, but not necessarily upon the age and usage of the resources. The library provides some formats, but not necessarily the formats needed to sufficiently support the curriculum.

F - Fails to meet standard - There is no evidence that the learning resources are appropriately balanced based upon the curriculum and course offerings, nor the age and usage of the resources. The library does not provide a wide variety of formats needed to support the curriculum.

Question 9.2 Is the collection appropriately balanced based upon the subject discipline areas of the curriculum and depth of collecting needed for undergraduate, graduate, and/or doctoral levels?

Guideline 9.2 The library shall be evaluated and graded based upon the following performance levels:

A - Exemplary - There is strong and documented evidence that the learning resources are intentionally balanced based upon the subject discipline areas of the curriculum and the appropriate depth of collecting needed for undergraduate, graduate and/or seminary, and/or doctoral levels to meet the information resources needs of its users. There is documented evidence that the library collection improves and stays current with intentional balance and appropriate depth as a result of regular and systematic collection development and analysis.

C - Meets standard - There is evidence that the learning resources are largely based upon the subject discipline areas of the curriculum and the appropriate depth of collecting needed for undergraduate, graduate and/or seminary, and/or doctoral levels to meet the information resources needs of its users. There is some evidence that the library collection stays current with appropriate balance and depth as a result of collection development and analysis.

F - Fails to meet standard - There is little to no evidence that the learning resources are appropriately balanced based upon the subject discipline areas of the curriculum and the appropriate depth of collecting needed for undergraduate, graduate and/or seminary, and/or doctoral levels to meet the information resources needs of its users. There is no collection analysis.

Question 9.3 Is the collection sufficient to promptly meet information resources needs of all students at each teaching site location or extension site of the institution?

Guideline 9.3 The library shall be evaluated and graded based upon the following performance levels:

A - Exemplary - There is strong and documented evidence that the collection is locally sufficient to support the site curriculum and course offerings and promptly meet the research and information needs of students and faculty at each teaching site location or extension site of the institution. There is evidence of deliberate collection development and analysis to improve the site's curriculum-appropriate quality and quantity of resources, which takes advantage of subject specialties of faculty.

B - Exceeds standard - There is documented evidence that the collection is locally sufficient to support the site curriculum and course offerings and promptly meet the research and information needs of students and faculty at each teaching site location or extension site of the institution. There is evidence of collection development and analysis to improve the site's curriculum-appropriate quality and quantity of resources.

C - Meets standard - There is evidence that the collection is locally sufficient to support the site curriculum and course offerings and promptly meet the research and information needs of students and faculty at each teaching site location or extension site of the institution. There is evidence of collection development to improve the site's curriculum-appropriate quality and quantity of resources.

D - Below standard - There is little evidence that the collection is locally sufficient to support the site curriculum and course offerings and meet the research and information needs of students and faculty at each teaching site location or extension site of the institution. There is little to no evidence of collection development.

F - Fails to meet standard - There is no evidence that the collection is locally sufficient to support the site curriculum and course offerings for the students and faculty at each teaching site location or extension site of the institution. There is no collection development.

Question 9.4 Is the collection sufficient to promptly meet information resource needs of all students regardless of instructional delivery system?

Guideline 9.4 The library shall be evaluated and graded based upon the following performance levels:

A - Exemplary - There is strong and documented evidence that the collection is sufficient to support the curriculum and course offerings and promptly meet the research and information needs of all students--on-campus, off-campus, and online—regardless of instructional delivery system. There is evidence of deliberate collection development and analysis to systematically meet the identified information needs. Faculty and librarians have worked in tandem to determine the online resources needed to support distance learners.

B - Exceeds standard - There is documented evidence that the collection is sufficient to support the curriculum and course offerings and promptly meet the research and information needs of all students--on-campus, off-campus, and online—regardless of instructional delivery system. There is evidence of collection development and analysis to systematically meet the identified information needs. Faculty and librarians have worked in tandem to determine the online resources needed to support distance learners.

C - Meets standard - There is evidence that the collection is sufficient to support the curriculum and course offerings and promptly meet the research and information needs of all students--on-campus, off-campus, and online—regardless of instructional delivery system. There is evidence of collection development to meet the identified information needs.

D - Below standard - There is little evidence that the collection is sufficient to support curriculum and course offerings and meet the research and information needs of students--on-campus, off-campus, and online—regardless of instructional delivery system. There is no evidence of collection development.

F - Fails to meet standard - There no evidence that the collection is sufficient to promptly meet information resource needs of all students regardless of instructional delivery system. There is no evidence of collection development.

Question 9.5 Are circulation statistics used to determine usage of the collection compared to the collection holdings and is there use of those findings to strengthen the insufficient areas of the collection?

Guideline 9.5 The library shall be evaluated and graded based upon the following performance levels:

A - Exemplary - There is strong and documented evidence that circulation statistics are used to determine usage of the collection compared to the collection holdings. There is evidence the findings of the comparison are used to deliberately and systematically develop and strengthen the insufficient areas of the collection.

B - Exceeds standard - There is documented evidence that circulation statistics are used to determine usage of the collection compared to the collection holdings. There is evidence the findings of the comparison are used to deliberately develop and strengthen the insufficient areas of the collection.

C - Meets standard - There is evidence that circulation statistics are used to determine usage of the collection compared to the collection holdings. There is evidence the findings of the comparison are used to develop the insufficient areas of the collection.

D - Below standard - There is little evidence that circulation statistics are partially used to determine usage of the collection compared to the collection holdings. There is no evidence of collection development.

F - Fails to meet standard - There no evidence that circulation statistics are used to determine usage of the collection compared to the collection holdings. There is no evidence of collection development.

Question 9.6 Is there recurrent, systematic analysis of the collection by librarians and subject-appropriate faculty to identify strengths and weaknesses of the collection in support of the curriculum as a whole as well as by program or discipline, and is there use of those findings to improve the weaknesses of the collection?

Guideline 9.6 The library shall be evaluated and graded based upon the following performance levels:

A - Exemplary - There is strong and documented evidence of recurrent, systematic, and collaborative analysis of the collection by librarians and subject-appropriate faculty resulting in the identification of strengths and weaknesses of the collection in support of the curriculum as a whole as well as by program or discipline. There is evidence of immediate, deliberate, and systematic collection development to improve the weaknesses as soon as possible.

B - Exceeds standard - There is documented evidence of recurrent, systematic, and collaborative analysis of the collection by librarians and subject-appropriate faculty resulting in the identification of strengths and weaknesses of the collection in support of the curriculum as a whole as well as by program or discipline. There is evidence of deliberate and systematic collection development to improve the weaknesses.

C - Meets standard - There is evidence of recurrent, systematic analysis of the collection by librarians and subject-appropriate faculty, independently or collaboratively, resulting in the identification of strengths and weaknesses of the collection in support of the curriculum as a whole as well as by program or discipline. There is evidence of systematic collection development to improve the weaknesses.

D - Below standard - There is little evidence of analysis of the collection by librarians and subject-appropriate faculty resulting in the identification of strengths and weaknesses of the collection in support of the curriculum as a whole as well as by program or discipline. There is no collection development.

F - Fails to meet standard - There is no evidence of analysis of the collection by librarians and subject-appropriate faculty. There is no collection development.

Question 9.7 Are there policies and procedures in place for librarians and subject-appropriate faculty to analyze and determine that collection resources and services are sufficient to support a new course or program, and is there evidence that those findings are being used to eliminate the inadequacies of the collection?

Guideline 9.7 The library shall be evaluated and graded based upon the following performance levels:

A - Exemplary - There is strong and documented evidence the library has the policies and procedures necessary for librarians and subject-appropriate faculty to collaboratively analyze and determine collection resources and services are sufficient to support a new course or program. There is strong and documented evidence of thorough analysis of the collection and services by librarians and subject-appropriate faculty to determine the level of sufficiency of collection resources and services to support a new course or program as well as identification of what specific resources and services are needed. There is evidence of immediate, deliberate, and systematic collection and service development to eliminate the inadequacies as quickly as possible.

B - Exceeds standard - There is documented evidence the library has the policies and procedures necessary for librarians and subject-appropriate faculty to collaboratively analyze and determine collection resources and services are sufficient to support a new course or program. There is documented evidence of thorough analysis of the collection and services by librarians and subject-appropriate faculty to determine the level of sufficiency of collection resources and services to support a new course or program as well as identification of what specific resources and services are needed. There is evidence of deliberate and systematic collection and service development to eliminate the inadequacies.

C - Meets standard - There is evidence the library has the policies and procedures necessary for librarians and subject-appropriate faculty, independently or collaboratively, to analyze and determine collection resources and services are sufficient to support a new course or program. There is evidence of analysis of the collection and services by librarians and subject-appropriate faculty to determine that there is or is not sufficient collection resources and services to support a new course or program as well as identification of what resources and services are needed. There is evidence of collection and service development to eliminate inadequacies.

D - Below standard - The library staff has developed a few policies and procedures for librarians and subject-appropriate faculty to review collection resources and services in support of a new course or program. There is no evidence of analysis of the collection and services and subsequent actions.

F - Fails to meet standard - There are no policies or procedures or evidence librarians and subject-appropriate faculty review collection resources and services in support of a new course or program.

10. Effective leadership by a credentialed director who has faculty status and who normally reports to the chief academic officer.

Question 10.1 Is the library administered by a library director with a graduate library degree, preferably from an ALA accredited institution, or its equivalent?

Question 10.2 Does the library director have faculty status?

Question 10.3 Does the library director report to the chief academic officer?

Question 10.4 Is the library director involved in all decision-making affecting the administration and development of the library?

Question 10.5 Does the library director have a significant role in developing and implementing the library budget according to the library's mission, goals, and objectives?

Question 10.6 Is the library director responsible for library assessment and planning according to the library's mission, goals, and objectives?

Question 10.7 Is the library director involved in all decision-making affecting the administration of resources, services, and information literacy instruction for all students, regardless of location or instructional delivery system?

Question 10.8 Is the library director supported by personnel who are qualified according to their job descriptions?

Question 10.9 Are there written job descriptions that accurately define the responsibilities and authority of the library director and all other library staff and are these documents followed?

Question 10.10 Are there continual, systematic evaluations of the effectiveness of the library director and staff, and is there use of those findings to improve their effectiveness?

Question 10.11 Does the institution encourage the library's professional staff to engage in appropriate professional activities?

Question 10.12 Do students and faculty express satisfaction with the library staff and services?

Guidelines 10.1 - 10.12 The library shall be evaluated and graded based upon the following performance levels:

A - Exemplary - The answer is "yes" to Questions 10.1 - 10.12 and there is strong and documented evidence of effective leadership.

B - Exceeds standard - The answer is “yes” to Questions 10.1 - 10.3 and “yes” to at least seven of Questions 10.4 - 10.12, plus there is documented evidence of effective leadership.

C - Meets standard - The answer is “yes” to Questions 10.1 - 10.3 and “yes” to at least six of Questions 10.4 - 10.12, plus there is evidence of effective leadership.

D - Below standard - The answer is “yes” to Questions 10.1 - 10.3 and “yes” to at least five of Questions 10.4 - 10.12, plus there is some evidence of effective leadership.

F - Fails to meet standard - The answer is not “yes” to at least six of Questions 10.1 - 10.12.

11. Effective collaboration between the librarians and information technology personnel.

Question 11.1 To what extent does the library staff collaborate with information technology personnel in the specification, planning, acquisition, and maintenance of library technology resources?

Guideline 11.1 The library shall be evaluated and graded based upon the following performance levels:

A - Exemplary - The library has strong and documented evidence of systematic collaboration with the information technology personnel. The institution’s organizational structure allows for the free flow of information between the two departments. Library staff sets specifications for library technology and works with technology personnel to write goals and objectives concerning the development, acquisition, and maintenance of library technology. There is also evidence that the goals and objectives are being met.

B - Exceeds standard - The library has documented evidence of regular collaboration with the information technology personnel. The institution’s organizational structure allows for the free flow of information between the two departments. Library staff sets specifications for library technology and works with technology personnel to write goals and objectives concerning the development, acquisition, and maintenance of library technology. There is also evidence that some of the goals and objectives are being met.

C - Meets standard - The library has undocumented evidence of regular collaboration with the information technology personnel. The institution’s organizational structure allows for the free flow of information between the two departments. Library staff sets specifications for library technology and works with technology personnel to write goals and objectives concerning the development, acquisition, and maintenance of library technology. There is no evidence that the goals and objectives are being met.

D - Below standard - The library has undocumented evidence of collaboration with the information technology personnel. The institution’s organizational structure does not allow for the free flow of information between the two departments. There are no written goals and objectives concerning the development, acquisition, and maintenance of library technology.

F - Fails to meet standard - The library has no documented evidence of any collaboration with the information technology personnel. The institution's organization structure does not allow for the free flow of information between the two departments. There are no written goals and objectives concerning the development, acquisition, and maintenance of library technology.

Question 11.2 Is there evidence that the library staff has a significant role in developing and revising information on the library website?

Guideline 11.2 The library shall be evaluated and graded based upon the following performance levels:

A - Exemplary - The library staff has complete control of the development as well as the content on the library website.

B - Exceeds standard - The library staff has input on the development and complete control of the content of the library website.

C - Meets standard - The library staff has input on the development and control of a majority of the content on the library website.

D - Below standard - The library staff has little to no input on the development and some control of the content on the library website.

F - Fails to meet standard - The library staff has no control of the development and no control of the content on the library website.

Question 11.3 Is the campus network adequate to meet the technology requirements of library resources?

Guideline 11.3 The library shall be evaluated and graded based upon the following performance levels:

A - Exemplary - The institution develops and maintains a reliable network infrastructure, and there is evidence that the library is considered in the planning stages of technology development. Library technology is systematically evaluated and upgraded to meet current specifications. There are written procedures to follow in case of technical difficulties with the network. Library staff is informed of these procedures by campus network personnel and follows them.

B - Exceeds standard - The institution develops and maintains a reliable network infrastructure, and there is evidence that the library is involved in the planning stages of technology development. Library technology is occasionally evaluated and upgraded to meet current specifications. There are written procedures to follow in case of technical difficulties with the network. Library staff is informed of these procedures by campus network personnel and follows them.

C - Meets standard - The institution develops and maintains a reliable network infrastructure, and there is evidence that the library is involved in the planning stages of technology development. Library technology is occasionally evaluated and upgraded to meet current specifications. There are no written procedures to follow in case of technical difficulties.

D - Below standard - The institution develops and maintains a fairly reliable network infrastructure. The library is not involved in the planning stages of technology development. Library technology is rarely evaluated and upgraded to meet current specifications. There are no written procedures to follow in case of technical difficulties.

F - Fails to meet standard - The institution does not develop and maintain a reliable network, and the library is not involved in the planning stages of technology development. Library technology is seldom, if ever, evaluated and upgraded to meet current specifications. There are no written procedures to follow in case of technical difficulties.

Question 11.4 *Is support for library technology readily available and provided in a timely manner?*

Guideline 11.4 The library shall be evaluated and graded based upon the following performance levels:

A - Exemplary - There is strong and documented evidence that technical support for library computer and technology equipment as well as software is always provided in a timely manner. There are written goals and objectives for providing technical support to the library that are systematically evaluated. There are written procedures to follow in case of technical difficulties with library computer and technology equipment as well as software. Library staff is informed of these procedures and consistently follow them.

B - Exceeds standard - There is documented evidence that technical support for library computer and technology equipment as well as software is typically provided in a timely manner. There are written goals and objectives for providing technical support to the library that are occasionally evaluated. There are written procedures to follow in case of technical difficulties with library computer and technology equipment as well as software. Library staff is informed of these procedures and regularly follow them.

C - Meets standard - There is evidence that technical support for library computer and technology equipment as well as software is provided in a timely manner. There are written goals and objectives for providing technical support to the library that are occasionally evaluated. There may or may not be written procedures to follow in case of technical difficulties with library computer and technology equipment as well as software, but library staff adequately handles these technical difficulties.

D - Below standard - Technical support for library computers and software is sometimes provided in a timely manner. There are no written goals and objectives for providing technical support to the library and no written procedures to follow in case of technical difficulties with library computer and technology equipment as well as software. Library staff does not adequately handle technical difficulties.

F - Fails to meet standard - Technical support for library computer and technology equipment as well as software is seldom provided in a timely manner. There are no written goals and objectives for providing technical support to the library and no written procedures to follow in case of technical difficulties with library computer and technology equipment as well as software. The library staff is unable to handle technical difficulties.

Question 11.5 Is there a clear delineation of which library software and online resources are supported by a vendor, rather than institutional information technology support?

Guideline 11.5 The library shall be evaluated and graded based upon the following performance levels:

A - Exemplary - There is documented evidence that necessary vendor support for library software and/or online resources is appropriately clarified in writing with the institutional information technology personnel. There are written goals and objectives for providing vendor support to the library that are systematically evaluated. There are written procedures to follow in case of technical difficulties not resolved by vendor support and they are followed. Library staff consistently keeps information technology personnel informed of all vendor support activities.

B - Exceeds standard - There is documented evidence that necessary vendor support for library software and/or online resources is appropriately clarified in writing with the institutional information technology personnel. There are written goals and objectives for providing vendor support to the library that are occasionally evaluated. There are written procedures to follow in case of technical difficulties are not resolved by vendor support and they are followed. Library staff keeps information technology personnel informed of most vendor support activities.

C - Meets standard - There is evidence that necessary vendor support for library software and/or online resources is appropriately clarified verbally or in writing with the institutional information technology personnel. There are written goals and objectives for providing vendor support to the library that are occasionally evaluated. There may or may not be written procedures to follow in case of technical difficulties not resolved by vendor support, but library staff adequately handles these technical difficulties.

D - Below standard - Necessary vendor support for library software and/or online resources is somewhat clarified with the institutional information technology personnel. There are no written goals and objectives for providing vendor support to the library. There are somewhat clarified verbally procedures to follow in case of technical difficulties not resolved by vendor support. The library staff does not adequately handle these technical difficulties.

F - Fails to meet standard - Necessary vendor support for library software and/or online resources is not clarified with the institutional information technology personnel. There are no written goals and objectives for providing vendor support to the library. There are no procedures to follow in case of technical difficulties not resolved by vendor support. The library staff is unable to handle these technical difficulties.

12. Evaluation of learning resource utilization by the learning community.

Question 12.1 Does the library evaluate usage and satisfaction of all learning resources and library services by the students and faculty at all locations and online, and is there use of the findings to improve the resources and services?

Guideline 12.1 The library shall be evaluated and graded based upon the following performance levels:

A - Exemplary - An assessment of all of the library's print, multimedia, electronic, and online resources and services usage by the students and faculty at all locations and online is conducted annually and the results are thoroughly evaluated, trends and patterns of usage are documented, and plans for improvement are identified, documented, and implemented immediately. Assessment of user satisfaction of all library resources and services is conducted at least every two years and the results are thoroughly evaluated, trends and patterns of satisfaction are documented, and plans for improvement identified, documented, and implemented as soon as possible. All of these assessment procedures are well defined, written, and systematically followed. There is documented evidence of improvement as a result of assessment and planning.

B - Exceeds standard - An assessment of most of the library's print, multimedia, electronic, and online resources and services usage by the students and faculty at all locations and online is conducted annually and the results are systematically evaluated, patterns of usage are documented, and plans for improvement are identified, documented, and implemented within the next year. Assessment of user satisfaction of all library resources and services is conducted at least every two years and the results are systematically evaluated, patterns of satisfaction are documented, and plans for improvement are identified, documented, and implemented within the next year. All of these assessment procedures are well defined, written, and systematically followed. There is documented evidence of improvement as a result of assessment and planning.

C - Meets standard - An assessment of many of the library's print, multimedia, electronic, and online resources and services usage by the students and faculty at all locations and online is conducted annually and the results are evaluated, usage is documented, and plans for improvement are identified and implemented. Assessment of user satisfaction of all library resources and services is conducted at least every two to three years and the results are evaluated, level of satisfaction is documented, and plans for improvement are identified and implemented. All of these assessment procedures are defined and documented, and regularly followed. There is some evidence of improvement as a result of assessment and planning.

D - Below standard - Assessment of library resources and services usage is rarely conducted and seldom if ever documented. Assessment of user satisfaction of library resources and services is seldom conducted and documented. Assessment procedures are not necessarily well defined or systematically followed. There is little to no evidence of improvement as a result of assessment and planning.

F - Fails to meet standard - The library does not assess library resources and services, usage, or satisfaction.

Question 12.2 Does the library use a variety of methods to assess its usage and user satisfaction of all learning resources and library services by the students and faculty at all locations and online?

Guideline 12.2 The library shall be evaluated and graded based upon the following performance levels:

A - Exemplary - Usage and satisfaction of all learning resources (print, multimedia, electronic, and online) and services by all the students and faculty at all locations and online are systematically assessed through the use of a variety of qualitative and quantitative methods. The assessment measures perceptual input from user groups and factual data and includes methods such as user satisfaction surveys, focus groups, professional evaluations, comparisons of peer institutions (using the annual ABHE *Statistical Report*), interviews, statistics, observation, and pre- and post-tests. A variety of different methods are used with all user groups being included in the evaluation.

C - Meets standard - Usage and satisfaction of all learning resources (print, multimedia, electronic, and online) and services by many of the students and faculty at all locations and online are assessed through the use of qualitative and quantitative methods, including the annual ABHE *Statistical Report*. A few different methods are used with some to most user groups being included in the evaluation.

F - Fails to meet standard - Usage and satisfaction of learning resources and services are seldom, if ever, assessed through the use of qualitative and quantitative methods, including the annual ABHE *Statistical Report*. More than one user group is seldom, if ever, included in the evaluation.

Question 12.3 Does the library's usage per FTE students compare favorably with peer ABHE institutions in the same size category?

Guideline 12.3 The library shall be evaluated and graded based upon the following performance levels:

A - Exemplary - The library's usage per FTE students is well above peer ABHE institutions in the same size category as reported in the most recent annual ABHE Statistical Report.

C - Meets standard - The library's usage per FTE students is comparable with peer ABHE institutions in the same size category as reported in the most recent annual ABHE *Statistical Report*.

F - Fails to meet standard - The library's usage per FTE students is well below peer ABHE institutions in the same size category as reported in the most recent annual ABHE *Statistical Report*.

Question 12.4 Is there evidence the library director and staff systematically conduct library assessment and planning which are based on the mission, goals, and objectives of the library?

Guideline 12.4 The library shall be evaluated and graded based upon the following performance level

A - Exemplary - The library has the written policies, procedures, assessment methods, and best practices necessary for the library director and staff to effectively assess the goals and objectives of the library for achievement of the library mission. Assessment of all the goals and objectives of the library is done throughout the year on an annual basis by the library staff using a variety of methods. There is documented evidence the library director and staff systemically collect and thoroughly analyze the assessment data before the library director records all of the assessment data and results into the library assessment document at the end of each academic year. Using the assessment results the library director, along with the staff, identifies the areas of each goal that are in need of improvement. These needs are incorporated into the library's planning document for the upcoming, and subsequent years. The library director arranges the content of the assessment and planning documents according the mission and goals of the library.

B - Exceeds standard - The library has the written policies, procedures, assessment methods, and best practices necessary for the library director and staff to assess the goals and objectives of the library for achievement of the library mission. Assessment of all the goals and objectives of the library is done on an annual basis by the library staff using multiple methods. There is documented evidence the library director and staff systemically collect and analyze the assessment data before the library director records most of the assessment data and results into the library assessment document at the end of each academic year. Using the assessment results the library director, along with the staff, identifies most of the areas of each goal that are in need of improvement. These needs are incorporated into the library's planning document for the upcoming year. The library director arranges the content of the assessment and planning documents according the mission and goals of the library.

C - Meets standard - The library has some of the policies, procedures, and best practices necessary for the library director and staff to assess the goals and objectives of the library for achievement of the library mission. Assessment of the goals and objectives of the library is done on an annual basis by the library staff. There is documented evidence the library staff, or just the library director, collects and analyzes the assessment data before the library director records most of the assessment data and results into the library assessment document at the end of each academic year. Using the assessment results the library staff, or at least the library director, identifies several areas of each goal that are in need of improvement. These selected needs are incorporated by the library director into the library's planning document for the upcoming year. The library director arranges the content of the assessment and planning documents according the mission and goals of the library.

D - Below standard - The library staff collects some assessment data related to the library goals and maybe objectives, but it is not always analyzed. There may or may not be an assessment document or a planning document created by the library director. The use of any results is not reflected in the library's planning document.

F - Fails to meet standard - The library staff collects little to no assessment data. What data is collected is not analyzed by the library staff. There is no library assessment or planning documents created by the library staff.

Question 12.5 Is there evidence of improvement in the library's effectiveness as a result of library assessment and planning being tied to the library budget?

Guideline 12.5 The library shall be evaluated and graded based upon the following performance levels:

A - Exemplary - The results of library assessment are analyzed and the use of the results is completely reflected in the written assessment and planning documents of the library. These documents are always shared with at least the institution's administration. Then each line of the library budget is clearly connected to the library's mission, assessment, and planning with written documentation. Any new library funding proposal is presented in the context of the library's mission and the assessment and planning documents provide the rationale for the proposal. There is strong evidence on how the library budget and funding impacted the outcome of the assessment and planning process, resulting in significant improvement in the library's effectiveness.

B - Exceeds standard - The results of library assessment are analyzed and the use of the results is reflected in the written assessment and planning documents of the library. These documents are usually shared with at least the institution's administration. Then the overall library budget as well as most of its budget lines are connected to the library's mission, assessment, and planning with written documentation. Any new library funding proposal is presented in the context of the library's mission and the assessment and planning documents provide most of the rationale for the proposal. There is evidence on how the library budget and funding impacted the outcome of the assessment and planning process, resulting in noticeable improvement in the library's effectiveness.

C - Meets standard - The results of library assessment are analyzed, but the use of result may not be fully reflected in the written assessment and planning documents of the library. These documents are typically shared with at least the institution's administration. The overall library budget can be connected to the library's mission, assessment, and planning with an explanation upon request. Any new library funding proposal is presented in at least the context of the library's mission and with some explanation library assessment and planning can support the rationale for the proposal. There is some evidence on how the library budget and funding impacted the outcome of the assessment and planning process, resulting in some improvement in the library's effectiveness.

D - Below standard - The results of library assessment are analyzed, by the use of results is not reflected in the assessment and planning documents of the library. There is no connection between library assessment and the library budget or requested funding. The outcome of the assessment process results in no documented improvement in library effectiveness.

F - Fails to meet standard - The results of library assessment are seldom, if ever, used to improve library effectiveness. The library budget is not impacted at all by library assessment or planning.

Question 12.6 Is there evidence the library is included the institution's assessment and planning processes through the expected sharing of the library's assessment and planning documents with the administration of the institution?

Question 12.7 Can the library demonstrate the assessment and planning processes, schedule, and documents of the library follow the assessment and planning processes, schedule, and document formatting of the institution?

Question 12.8 Can the library demonstrate the results of the library's assessment are incorporated into the institution's assessment plan and documentation?

Question 12.9 Does library planning, done as a result of library assessment, identify areas for improvement and prioritize them within the context of the institution's mission and the role of library within the institution—to provide resources and services in support of the institution's curriculum to meet student needs, regardless of location or institutional delivery system?

Question 12.10 Can the library demonstrate library planning priorities are incorporated into the institution's planning documents?

Question 12.11 Does the library director proactively submit library assessment and planning based budget and funding requests within the context of meeting student needs, rather than improving the library?

Question 12.12 Can the library demonstrate library budget and funding priorities, as a result of assessment and planning, are incorporated into the institution's annual budget?

Guidelines 12.6 - 12.12 The library shall be evaluated and graded based upon the following performance levels:

A - Exemplary - The answer is "yes" to Questions 12.6 – 12.12 and there is strong and documented evidence library assessment and planning is incorporated into assessment, planning, and budgeting at the institutional level.

B - Exceeds standard - The answer is “yes” to at least six of Questions 12.6 - 12.12 and there is documented evidence library assessment and planning is incorporated into assessment, planning, and budgeting at the institutional level.

C - Meets standard - The answer is “yes” to at least five of Questions 12.6 - 12.12 and there is evidence library assessment and planning is incorporated into assessment, planning, and budgeting at the institutional level.

D - Below standard - The answer is “yes” to at least four of Questions 12.6 - 12.12 and there is some evidence library assessment and planning is incorporated into assessment, planning, and budgeting at the institutional level.

F - Fails to meet standard - The answer is not “yes” to at least three of Questions 12.6 - 12.12.

13. Curriculum requirements, instruction, and reference services designed to teach information literacy skills to the learning community.

Question 13.1 Does the institution have written objectives for teaching information literacy written collaboratively by librarians and faculty, and is there evidence that these objectives are being achieved?

Guideline 13.1 The library shall be evaluated and graded based upon the following performance levels:

A - Exemplary - Librarians and faculty members collaboratively define and establish written objectives for information literacy in the context of the institution’s unique curriculum. They also systematically assess students’ learning of information literacy based upon these objectives, and there is documented evidence that these objectives are being achieved.

B - Exceeds standard - Librarians and faculty members collaboratively define and establish written objectives for information literacy in the context of the institution’s unique curriculum, but they do not systematically assess students’ learning of information literacy based upon these objectives. There is documented evidence that these objectives are being achieved.

C - Meets standard - Librarians and faculty members, independently or collaboratively, define and establish written objectives for information literacy in the context of the institution’s unique curriculum. However, they do not systematically assess students’ learning of information literacy based upon these objectives, and there is little documented evidence that these objectives are being met.

D - Below standard - Librarians or faculty members define and establish written objectives for information literacy, but not in the context of the institution’s unique curriculum. They also do not assess students’ learning of information literacy. There is no documented evidence that these objectives are being met.

F - Fails to meet standard - There are not written objectives for teaching information literacy and no assessment of students' learning of information literacy.

Question 13.2 Is there campus-wide support for a program that promotes information literacy of all students at all locations and in all instructional delivery systems?

Guideline 13.2 The library shall be evaluated and graded based upon the following performance levels:

A - Exemplary - Administrators, faculty members, and librarians understand what information literacy is and recognize that the need for all students at all locations and in all instructional delivery systems to become information literate is a concern of the entire institution. Representatives from all of these three groups participate in the development of an information literacy program. The administration also provides adequate resources, such as, funds, personnel, technology, and space for the information literacy program.

B – Exceeds standard - Administrators, faculty members, and librarians understand what information literacy is and recognize that the need for all students at all locations and in all instructional delivery systems to become information literate is a concern of the entire institution. Representatives from the faculty and library, but not the administration, participate in the development of an information literacy program. The administration does provide some resources, such as, funds, personnel, technology, and space for the information literacy program.

C - Meets standard - Faculty members and librarians, but not necessarily administrators understand what information literacy is and recognize that the need for all students at all locations and in all instructional delivery systems to become information literate is a concern of the entire institution. Representatives from the faculty and library, but not necessarily the administration, participate in the development of an information literacy program. The administration does provide some resources, such as, funds, personnel, technology, and space for the information literacy program.

D - Below standard - Faculty members or librarians, but not necessarily administrators, understand what information literacy is and recognize that the need for all students at all locations and in all instructional delivery systems to become information literate is a concern of the entire institution. There is no information literacy program. The administration provides little resources for information literacy training.

F - Fails to meet standard - There is no evidence of a program that promotes information literacy of students or any information literacy training.

Question 13.3 Is there a comprehensive program to teach information literacy skills and are these skills strategically taught across the curriculum to all students at all locations and in all instructional delivery systems?

Guideline 13.3 The library shall be evaluated and graded based upon the following performance levels:

A - Exemplary - There is an information literacy program that articulates information literacy competencies, indicators, integration across the curriculum, role of librarians, role of full- and part-time faculty members, assessment, assistance for faculty members, and the methods to be used for information literacy instruction. Information literacy skills are strategically taught across the curriculum—from foundational skills to discipline specific skills—to all students at all locations and in all instructional delivery systems.

B - Exceeds standard - There is an information literacy program that articulates information literacy competencies, indicators, integration across the curriculum, role of librarians, role of full- and part-time faculty members, assessment, assistance for faculty members, and the methods to be used for information literacy instruction. Information literacy skills are taught in many individual classes/modules or as a course throughout the curriculum, but not strategically across the curriculum to all students at all locations and in all instructional delivery systems.

C - Meets standard - There is an information literacy program that articulates many of the following: information literacy competencies, indicators, integration across the curriculum, role of librarians, role of full- and part-time faculty members, assessment, assistance for faculty members, and the methods to be used for information literacy instruction. Information literacy skills are taught in some classes/modules or as a course throughout the curriculum, but not strategically across the curriculum to all students at all locations and in all instructional delivery systems.

D - Below standard - There is an information literacy program in place, but it does not articulate information literacy competencies, indicators, integration across the curriculum, role of librarians, role of full- and part-time faculty members, assessment assistance for faculty members, or the methods to be used for information literacy instruction. Information literacy skills are taught in a few classes/modules or as a course throughout the curriculum, but not strategically across the curriculum to all students at all locations and in all instructional delivery systems.

F - Fails to meet standard - There is no comprehensive program to teach information literacy skills and these skills are not taught across the curriculum to all students at all locations and in all instructional delivery systems.

Question 13.4 To what extent do librarians and faculty members collaborate to promote information literacy to all students at all locations and in all instructional delivery systems?

Guideline 13.4 The library shall be evaluated and graded based upon the following performance levels:

A - Exemplary - Librarians and faculty members collaborate in the planning, teaching, and integrating of information literacy to all students at all locations and in all instructional delivery systems as specified by the information literacy program.

B - Exceeds standard - Librarians and faculty members collaborate in the planning, teaching, and integrating of information literacy to all students at all locations and in all instructional delivery systems, but this is not according to the specifications of the information literacy program.

C - Meets standard - Librarians and faculty members collaborate in the teaching of information literacy in several classes, but not in the planning or integration of information literacy across the curriculum to all students at all locations and in all instructional delivery systems and not as specified by the information literacy program.

D - Below standard - Librarians and faculty members collaborate in the teaching of information literacy in a few classes, but not in the planning or integration of information literacy across the curriculum to all students at all locations and in all instructional delivery systems and not as specified by the information literacy program.

F - Fails to meet standard - Librarians and faculty members seldom, if ever, collaborate to promote and teach information literacy skills to students.

Question 13.5 Are there continual, systematic, and varied methods of evaluation of library reference services and other instruction designed to teach information literacy skills to all students at all locations and in all instructional delivery systems, and is there use of those findings to improve these services and instruction?

Guideline 13.5 The library shall be evaluated and graded based upon the following performance levels:

A - Exemplary - The library uses continual, systematic, and varied methods to evaluate reference services and other instruction designed to teach information literacy skills to all students at all locations and in all instructional delivery systems. These documented findings are used to improve these services and instruction.

B - Exceeds standard - The library regularly evaluates its reference services and other instruction designed to teach information literacy skills to all students at all locations and in all instructional delivery systems, but the library does not use continual, systematic, and varied methods to do so. These documented findings are used to improve these services and instruction.

C - Meets standard - The library occasionally evaluates its reference services and other instruction designed to teach information literacy skills to all students at all locations and in all instructional delivery systems, but it does not use continual, systematic, and varied methods to do so. These findings are occasionally used to improve these services and instruction.

D - Below standard - The library rarely evaluates its reference services and other instruction designed to teach information literacy skills to all the students at all locations and in all instructional delivery systems, but it does not use continual, systematic, and varied methods to do so. These findings are seldom used to improve these services and instruction.

F - Fails to meet standard - There is no evaluation of reference services and other instruction designed to teach information literacy skills.