Resources on the Net:

Standards and Assessment

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Distance Education


A culmination of documents from the last forty years, these Guidelines are intended to "serve as a gateway to adherence to other ACRL standards and guidelines in the appropriate areas and in accordance with the size and type of originating institution."


A comprehensive Position Paper from CLA modeled on the ACRL Guidelines for Distance Learning Library Services (Association of College and Research Libraries, 1998) but with a Canadian context. "The purpose of the guidelines is to emphasize the importance of planning and delivering effective library services to support Canadian distance and distributed learning programs."


This paper summarizes the new standards and requirements established by the TEACH Act. Discusses implications for Institutional Policymakers, Information Technology Officers, Instructors and Librarians. Document also available as a PDF file.


The Commission, chaired by Senator Bob Kerrey, prepared this extensive report of over 160 pages, which presents a series of recommendations to the U.S. Government related to the future of distance education as a vehicle for learning. Following hundreds of interviews, the commission was able to identify barriers that are preventing the Internet from realizing its full potential for improving learning. Recommendations put forth focus on the need to embrace e-learning as a centerpiece of U.S. educational policy. Report is available in PDF format.
Information Literacy and Library Instruction


This document provides three standards for each of the following: Information Literacy, Independent Learning and Social Responsibility as set by the AASL.


These guidelines summarize the elements of exemplary Information Literacy programs for undergraduate students.


These guidelines are designed to assist academic and research librarians in preparing and developing effective instructional programs. The document includes sections on: Program Design; Human Resources; and Support. Includes a bibliography.


This set of standards developed by the ACRL first provides a definition for Information Literacy and how IL is relates to Information Technology, Higher Education, Pedagogy and Assessment. It then outlines five standards for IT and provides performance indicators, along with expected outcomes for each. Also available as a PDF file.


This assessment plan, which is based on certain assumptions related to student learning, presents a series of objectives for each clearly defined goal. Examples of measurement techniques are provided for each objective. Includes some learning strategies for novice and advanced students. Brief bibliography and glossary are also included.
Users with Disabilities


Summarizes services for users with disabilities for thirteen American academic libraries in this special issue of Transforming libraries. Includes a look at applying assistive technologies, adapting to the users' needs, physical access, and special programs.


These guidelines are "intended to be used by librarians as the basis for creating libraries which are accessible to all Canadians." Includes information on Planning, Budgeting, Marketing, Human Resources, Public Services, Resource Sharing, Adaptive Technology and Physical Access. A list of provincial representatives is available in an appendix.


This document provides seven principles that may be applied to evaluate existing designs, guide the design process, and educate both designers and consumers about the characteristics of more usable products and environments.


Harrison discusses the universal design principles for the development of web-based educational resources so as to accommodate learners with special needs. Provides general principles and basic strategies for web-developers in order to ensure universal access to education.

Miscellaneous Information


"This set of guidelines, proposed by the Canadian Library Association's Interest Group on Services for Older People, is intended to provide a checklist for libraries to use in planning services that are inclusive of older adults, and that will encourage a greater use of libraries by this growing population." Unique needs related to physical facilities, programming, and outreach are addressed.


This study reports "the perceptions and recommendations of sixty-two experienced survey researchers from the American Educational Research Association regarding the use of electronic surveys. The most positive aspects cited for the use of electronic surveys were reduction of costs (i.e., postage, phone charges), the use of electronic mail for pre-notification or follow-up purposes, and the compatibility of data with existing software programs...They advised that electronic surveys designed with the varied
technological background and capabilities of the respondent in mind, follow sound principles of survey
collection, and be administered to pre-notified, targeted populations with published email addresses."

http://www.sla.org/content/chdiv/committe/tech.cfm

Summarizes the membership criteria and mandate of the SLA Technical Standards Committee. Includes
a list of current members along with contact information.

Library Federation and Council on Library and Information Resources. Retrieved on October 31, 2003,
from: http://www.clir.org/pubs/reports/pub105/contents.html

This extensive report set out to develop a better understanding of methods effective in assessing use and
usability of online scholarly information resources and information. "It offers a survey of the methods that
are being deployed at leading digital libraries to assess the use and usability of their online collections
and services. Focusing on 24 DLF member libraries...Troll Covey, conducted numerous interviews with
library professionals who are engaged in assessment. In these interviews, Covey sought to document the
following: why digital libraries assessed the use and usability of their online collections and services; what
aspects of those collections and services they were most interested in assessing; what methods the
libraries used to conduct their assessments; which methods worked well and which worked poorly in
particular kinds of assessments; how assessment data were used by the library, and to what end; and
what challenges libraries faced in conducting effective assessments. The result is a report on the
application, strengths, and weaknesses of assessment techniques that include surveys, focus groups,
user protocols, and transaction log analysis."

Links to Other Sources

Section. Association of College and Research libraries. Retrieved on November 1, 2003, from:
http://www.ala.org/Content/NavigationMenu/ACRL/About_ACRL/Sections/College_Libraries/Publications1
8/Bibliography_for_Evaluation_and_Assessment.htm

This bibliography contains references, primarily to journal articles, on issues related to assessment in
college libraries.

_and_Guidelines_by_Topic.htm

An extensive list of links to standards set by the ACRL, organized by topics including: College and
Universities Libraries; Education, Personnel and Academic Status; Information Literacy and Instruction;
and Rare Books, Manuscripts Special Collections and Archives.

Pathak, S. & Redwine, J. (Eds.) (2003, April 10). Library Services Assessment Clearinghouse (L-

A repository of survey instruments designed to assess library services.

Compiler’s Note: Text that is enclosed within quotations marks has been taken directly from the document.
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