

Resources on the Net:

Standards and Assessment

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Distance Education

Association of College and Research Libraries (2000). **ACRL guidelines for distance learning library services**. Retrieved on October 27, 2003, from: http://www.ala.org/Content/NavigationMenu/ACRL/Standards_and_Guidelines/Guidelines_for_Distance_Learning_Library_Services1.htm

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."

Canadian Library Association. (1993, Feb. Revised 2000, Nov. 24). **Guidelines for library support of distance and distributed learning in Canada**. Retrieved on October 23, 2003, from: <http://www.cla.ca/about/distance.htm>

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."

Crews, K.D. (2002, Sept. 30). **New copyright law for distance education: The meaning and importance of the TEACH Act**. Prepared for the American Library Association. Retrieved on October 27, 2003, from: http://www.ala.org/Template.cfm?Section=Distance_Education_and_the_TEACH_Act&Template=/ContentManagement/ContentDisplay.cfm&ContentID=25939

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.

U.S. Web-Based Education Commission. (2000, Dec. 19). **The Power of the internet for learning: Moving from promise to practice**. Final Report of Web-Based Education Commission to the President and the Congress of the United States. Retrieved on October 17, 2003, from: <http://www.ed.gov/offices/AC/WBEC/FinalReport/index.html>

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

American Association of School Librarians. (2003, Oct. 28). ***The nine information literacy standards for student learning.*** [Excerpted from Chapter 2, "Information Literacy Standards for Student Learning," of *Information Power: Building Partnerships for Learning*.]. Retrieved on Oct. 28, 2003, from: http://www.ala.org/aaslTemplate.cfm?Section=Information_Power&Template=/ContentManagement/ContentDisplay.cfm&ContentID=19937

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

Association of College and Research Libraries. (2003, June). ***Characteristics of programs of information literacy that illustrate best practices: A guideline.*** Retrieved on October 31, 2003, from: http://www.ala.org/Content/NavigationMenu/ACRL/Standards_and_Guidelines/Characteristics_of_Programs_of_Information_Literacy_that_Illustrate_Best_Practices.htm

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

Association of College and Research Libraries (2003, June). ***Guidelines for instruction programs in academic libraries.*** Retrieved on October 27, 2003, from: http://www.ala.org/Content/NavigationMenu/ACRL/Standards_and_Guidelines/Guidelines_for_Instruction_Programs_in_Academic_Libraries1.htm

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.

Association of College and Research Libraries. (2000, Jan. 18). ***Information literacy competency standards for higher education.*** Retrieved on October 25, 2003, from: http://www.ala.org/Content/NavigationMenu/ACRL/Standards_and_Guidelines/Information_Literacy_Competency_Standards_for_Higher_Education.htm

This set of standards developed by the ACRL first provides a definition for Information Literacy and how IL 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.

Indiana University Libraries. Assessment Planning Committee. (1996, May 1). ***An assessment plan for information literacy.*** Retrieved on October 21, 2003, from: http://www.indiana.edu/~libinstr/Information_Literacy/assessment.html

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

Association of Research Libraries. (1999, April). **Service to users with disabilities**. [theme issue]. *Transforming libraries: Issues and Innovations in...* (no.8). Retrieved on Oct. 25, 2003, from: <http://www.arl.org/transform/disabilities/index.html>

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.

Canadian Library Association. (1997, Feb.). **Canadian guidelines on library and information services for people with disabilities**. Retrieved on October 21, 2003, from: <http://www.cla.ca/about/disabils.htm>

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.

Center for Universal Design. (1997). **The principles**. Retrieved from the North Carolina State University web site on October 31, 2003, from: http://www.design.ncsu.edu/cud/univ_design/princ_overview.htm

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, L. (n.d.). **Accessible web-based distance education: Principles and best practices**. Retrieved on October 27, 2003, from the Adaptive Technology Resource Centre, University of Toronto web site: <http://www.utoronto.ca/atrc/rd/library/papers/accDistanceEducation.html>

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

Canadian Library Association. (2002, Nov. 24). **Canadian guidelines on library and information services for older adults**. Retrieved on October 21, 2003, from: <http://www.cla.ca/about/olderadults.htm>

"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.

Shannon, D.M., Johnson, T.E., Searcy, S., & Lott, A. (2002). **Using electronic surveys: Advice from survey professionals**. *Practical Assessment, Research & Evaluation*, 8(1). Retrieved October 31, 2003, from: <http://edresearch.org/pare/getvn.asp?v=8&n=1>

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 construction, and be administered to pre-notified, targeted populations with published email addresses."

Special Library Association. (2003, Oct. 3). **Technical standards**. Retrieved on October 25, 2003, from: <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.

Troll Covey, D. (2002, Jan.) **Usage and usability assessment: Library practices and concerns**. Digital 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

Burkhardt, J. & Chabot, L. (2000, June). **Bibliography for evaluation/assessment**. College Libraries 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/Publications18/Bibliography_for_Evaluation_and_Assessment.htm

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

Association of College and Research Libraries. (2003). **Standards and guidelines**. Retrieved on October 27, 2003, from: http://www.ala.org/Content/NavigationMenu/ACRL/Standards_and_Guidelines/Standards_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-SAC)**. Retrieved on October 31, 2003, from: <http://www.hollins.edu/academics/library/lisac.htm>

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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