



The Association for
Biblical Higher Education
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Excellence in Biblical Higher Education



Library Guidelines

(for ABHE institutions)

*By the
Association of Christian Librarians*

Library Guidelines

for ABHE Colleges and Universities



ASSOCIATION
of CHRISTIAN
LIBRARIANS®
2006

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PREFACE

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 needs of its students in the 21st century an ABHE institution's library will need to be much more than a collection of books. For example, there will be a need for student focused services, 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 be driven by a mission and goals that are consistent with those of its institution. Furthermore, adequate funding and effective administration that includes ongoing assessment and planning at both the library and institutional levels will be considered necessary to achieve a library's mission and goals for the purpose of supporting and enhancing its students' learning.

Therefore, it is crucial that each ABHE *"institution ensures the availability of learning resources and services of appropriate form, range, depth, and currency to support the curricular offerings and meet student needs."*¹ This is the Comprehensive Integrated Standard by which the library of an ABHE institution will be evaluated for institutional accreditation. The Library Standard for Programmatic Accreditation is very similar. *"The program ensures the availability of learning resources and services of appropriate form, range, depth, and currency to support the programmatic offerings and meet student needs."*² The purpose of the *Library Guidelines for ABHE Colleges and Universities*³ (herein referred to as the Guidelines) is to help an institution's library produce a library program of good quality and receive institutional or programmatic accreditation. For that reason, the various levels of performance criteria are purposely prescriptive in nature. It is intended that these Guidelines will be used to assist an institution or an ABHE evaluation team member in examining an institution's library. Use of these Guidelines is not limited to ABHE institutions.

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 Guidelines for meeting the ABHE Library Standard. This document represents the collective and collaborative judgment of these professional librarians, who have the respect of the Association's Commission on Accreditation. These Guidelines have only been reviewed by the Commission on Accreditation; therefore, they are not considered to have the same authority as a standard.

¹The Association for Biblical Higher Education. *ABHE Manual Standards & Policies; Constitution & Bylaws*. (Orlando, FL: ABHE, 2005), p. 30.

²The Association for Biblical Higher Education, p. 47.

³*Library Guidelines for ABHE Colleges and Universities* is based upon the 2004 ABHE Standards (Institutional and Programmatic) and, therefore, supersedes both the first and second editions of *Guidelines for Bible College Libraries*, published in 1986 and 1991, respectively.

ACKNOWLEDGEMENTS

There has been a long history and a strong attitude of collegiality and collaboration between the Association of Christian Librarians (ACL)⁴ and the Association for Biblical Higher Education (ABHE)⁵ 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.

The ACL, a professional organization for Christian librarians, has a membership of well over five hundred Christian librarians from across the United States, Canada, and the world. Its mission is *to strengthen libraries through professional development of evangelical librarians, scholarship, and spiritual encouragement for service in higher education*. The Association has a section for librarians of Bible College libraries. This section promotes the cooperation and improvement of libraries in institutions accredited by ABHE and maintains relations with the ABHE.

ABHE's Associate Director Dr. Randall Bell has 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 library workshops at ABHE conferences, and serve on the Commission on Accreditation.

With a desire to collaborate with the ABHE, selected members of ACL who serve 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. Special acknowledgement is due to the ACL/ABHE librarians with the writing and editorial responsibility of this publication. The 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, 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. A final acknowledgement goes to the institutions of these library directors for their support of this project.

The Bible College Section of the Association of Christian Librarians is a network of Bible College librarians who work closely with ABHE to provide tools and information to libraries and evaluators in assessing Bible College libraries. Its member-accessed website is available at www.acl.org and offers bibliographies, sample policies, links to ABHE standards and statistics, and other helpful features.

⁴To learn more about the Association of Christian Librarians go to: www.acl.org

⁵To learn more about the Association for Biblical Higher Education to go: www.abhe.org

INTRODUCTION

The Association for Biblical Higher Education's Comprehensive Integrated Standard (#10) and Programmatic Standard (#8) for Library and Other Learning Resources state:

The institution ensures the availability of learning resources and services of appropriate form, range, depth, and currency to support the curricular offerings and meet student needs.

The program ensures the availability of learning resources and services of appropriate form, range, depth, and currency to support the program offerings and meet student needs.

In the *ABHE Manual* the Comprehensive Integrated Standard for Library and Other Learning Resources (p. 30) is followed by fourteen statements called "Essential Elements." The Programmatic Standard for Library and Other Learning Resources (p. 47) is followed by five essential elements, which are also listed among the prior fourteen essential elements (see essential elements 7, 10, 4, 12, and 3). Each essential element is a statement that will in a specific way characterize the library of an accredited ABHE institution.

The *Guidelines* will start the process of responding to each essential element by the asking one or more questions. Each question has a set of guidelines. The purpose of the guidelines is to allow a library to be evaluated based upon the behavior that is described at each performance level of the guidelines. There are five performance levels:

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

Less than five performance levels are assigned to some questions.

There are two key purposes for the guidelines. First of all, an institution can use the guidelines as a valuable tool in effectively assessing how well its library is or is not meeting or exceeding 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. Secondly, the guidelines can provide evaluation team members with a detailed and objective performance description of what characterizes the library of an ABHE accredited institution or program.

Together, the questions and performance levels attempt to describe a set of conditions which, if satisfied, will produce a library of good quality. The *Guidelines* endeavor to present the factors contributing to the sufficiency of a library's collection, services, information literacy instruction, staff, collaboration, facility, and funding to achieve the library's mission and goals for the purpose of supporting and enhancing its students' research and learning.

ABHE Criteria 10 - LIBRARY AND OTHER LEARNING RESOURCES

The institution [program] ensures the availability of learning resources and services of appropriate form, range, depth, and currency to support the curricular [programmatic] offerings and meet student needs.

ESSENTIAL ELEMENTS

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

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

Question 1.1 Does the library have a written purpose statement that supports the mission, objectives, and goals of the institution that it serves?

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 that includes the library's mission, objectives, and goals. These are both well defined and easily measured.

B - Exceeds standard - The library has a written purpose statement that includes the library's mission, objectives, and goals. These are well defined but not necessarily easily measured.

C - Meets standard - The library has a written purpose statement that includes the library's mission, objectives, and goals. These are not well defined and not necessarily easily measured.

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

F - Fails to meet standard - The library has no written purpose statement.

Question 1.2 Does the library have a written purpose statement that details the mission, objectives, and goals of the library?

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

A - Exemplary - The library has a written purpose statement that supports the mission, objectives, and goals of the institution that it serves. In addition, the objectives and goals of the library support the mission of the library and include the areas of selection, preservation, access, reference services, information literacy, and promotion. Furthermore, this written statement has been developed by library staff in consultation with the faculty.

B - Exceeds standard - The library has a written purpose statement that supports the mission, objectives, and goals of the Bible college that it serves, but this statement was not developed by library staff in consultation with the faculty. In addition, the objectives and goals of the library support the mission of the library and include the areas of selection, preservation, access, reference services, information literacy, and promotion.

C - Meets standard - The library has a written purpose statement that supports the mission, objectives, and goals of the institution that it serves, but this statement was not developed by library staff in consultation with the faculty. In addition, the objectives and goals of the library support the mission of the library, but do not include each of the following areas: selection, preservation, access, reference services, information literacy, and promotion.

D - Below standard - The library has a written purpose statement that supports the mission of the institution that it serves, but its objectives and goals do not support the mission of the library.

F - Fails to meet standard - The library does not have a written purpose statement that supports the mission, objectives, and goals of the institution that it serves.

Question 1.3 Does this 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 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 does not include a connection to the Bible or Christianity that ensures that the library is guided by a Christian worldview.

Question 1.4 Is there evidence that the mission, objectives, and goals of the library are being achieved?

Guideline 1.4 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, objectives, and goals 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 most, but not all, of the mission, objectives, and goals 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 some but not all, of the mission, objectives, and goals 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, objectives, and goals of the library are being accomplished used. 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, objectives, and goals 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 management policy?

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

A - Exemplary - The library has a written collection management policy that addresses the purpose of the collection management policy, who may use library resources, the information needs of all users, selection and deselection responsibility and criteria for all formats, selection levels for specific subject areas, gift resources, special collections, and intellectual freedom and censorship. This policy is regularly updated and there is evidence that it is used in collection management.

B - Exceeds standard - The library has a written collection management policy that addresses most of the following issues: the purpose of the collection management policy, who may use library resources, the information needs of all users, selection and deselection responsibility and criteria for all formats, selection levels for specific subject areas, gift resources, special collections, and intellectual freedom and censorship. This policy is regularly updated and there is evidence that it is used in collection management.

C - Meets standard - The library has a written collection management policy that addresses most of the following issues: the purpose of the collection management policy, who may use library resources, the information needs of all users, selection and deselection responsibility and criteria for all formats, selection levels for specific subject areas, gift resources, special collections, and intellectual freedom and censorship. This policy is not regularly updated, but there is evidence that it is used in collection management.

D - Below standard - The library has a written collection management policy that addresses some of the following issues: the purpose of the collection management policy, who may use library resources, the information needs of all users, selection and deselection responsibility and criteria for all formats, selection levels for specific subject areas, gift resources, special collections, and intellectual freedom and censorship. This policy is not regularly updated, but there is little evidence that it is used in collection management.

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

Question 2.2 Does the library have written policies and procedures for access, personnel, and operations?

Guideline 2.2 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, and operations that are developed and maintained by the librarians in consultation with the faculty. 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 services, organization of the library, confidentiality, promotion of the library, building and equipment, security, emergencies, and staff development. There is also evidence that these policies and procedures are followed.

B - Exceeds standard - The library has written policies and procedures for access, personnel, and operations that are developed and maintained by the librarians in consultation with the faculty. 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 services, organization of the library, confidentiality, promotion of the library, building and equipment, security, emergencies, and staff development. There is also evidence that these policies and procedures are followed.

C - Meets standard - The library has written policies and procedures for access, personnel, and operations that are developed and maintained by the librarians in consultation with the faculty. 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 services, organization of

the library, confidentiality, promotion of the library, building and equipment, security, emergencies, and staff development. There is limited evidence that these policies and procedures are followed.

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

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

3. Sufficient funding, staff, and practices to procure and maintain needed learning resources and services.

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

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. 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 as reported in *Statistical Report for All ABHE Accredited Institutions*.

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. 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 as reported in *Statistical Report for All ABHE Accredited Institutions*.

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. 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 as reported in *Statistical Report for All ABHE Accredited Institutions*.

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. 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 as reported in *Statistical Report for All ABHE Accredited Institutions*.

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. 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 as reported in *Statistical Report for All ABHE Accredited Institutions*.

Question 3.2 Is the collection appropriately balanced based upon the curriculum, course offerings, the age of the resources, usage, and format?

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

A - Exemplary - There is documented evidence that the learning resources are appropriately balanced based upon the curriculum, course offerings, the age of the resources, and usage. The library provides a wide variety of formats, such as books, periodicals, audiovisual/media materials, and E-books and electronic serials, to meet the information needs of its users.

B - Exceeds standard - There is some evidence that the learning resources are appropriately balanced based upon the curriculum, course offerings, the age of the resources, and usage. The library provides a wide variety of formats, such as books, periodicals, audiovisual/media materials, and E-books and electronic serials, to meet the information needs of its users.

C - Meets standard - There is some evidence that the learning resources are appropriately balanced based upon the curriculum, course offerings, and the age of the resources, but not necessarily upon usage. The library provides some formats, such as books, periodicals, audiovisual/media materials, and E-books and electronic serials, to meet the information needs of its users.

D - Below standard - There is some evidence that the learning resources are appropriately balanced based upon the curriculum and course offerings, but not necessarily upon the age of the resources or usage. The library provides some formats, such as books, periodicals, audiovisual/media materials, and E-books and electronic serials, to meet the information needs of its users.

F - Fails to meet standard - There is no evidence that the learning resources are appropriately balanced based upon the curriculum, course offerings, the age of the resources, or usage. The library does not provide a wide variety of formats, such as books, periodicals, audiovisual/media materials, and E-books and electronic serials, to meet the information needs of its users.

Question 3.3 If the library is responsible for acquiring, and maintaining, or replacing audiovisual/media and computer equipment, does the library budget contain additional funding that is sufficient and designated for these functions?

Guideline 3.3 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 or media and computer 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, or computer 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, or computer equipment, additional funding is not provided for equipment or necessary staff time and expertise.

Question 3.4 If the library is seeking initial accreditation, attempting to overcome past deficiencies, or adding new academic programs, does the library budget contain sufficient designated funding for these?

Guideline 3.4 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 3.5 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?

Guideline 3.5 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 3.6 Are there internal library procedures in place to properly monitor library encumbrances and expenditures and is there evidence that the library director has a significant role in developing and implementing the library budget according to the library's mission, objectives, and goals?

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

A - Exemplary - There are internal library 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, objectives, and goals.

B - Exceeds standard - There are internal library 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, objectives, and goals.

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

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

F - Fails to meet standard - There are no internal library 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 and goals.

Question 3.7 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?

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

A - Exemplary - Both the size of the library's staff per FTE students and the size of the professional staff per FTE students are over 10% above the average of peer ABHE libraries as reported in *Statistical Report for All ABHE Accredited Institutions*.

B - Exceeds standard - Both the size of the library's staff per FTE students and professional staff per FTE students is each between 5% and 10% above the average of peer ABHE libraries as reported in *Statistical Report for All ABHE Accredited Institutions*.

C - Meets standard - Both the size of the library's staff per FTE students and the size of the professional staff per FTE students are the same or up to 5% above the average of peer ABHE libraries as reported in *Statistical Report for All ABHE Accredited Institutions*.

D - Below standard - Both the size of the library's staff per FTE students and the size of the professional staff per FTE students are between the same and 25% below the average of peer ABHE libraries as reported in *Statistical Report for All ABHE Accredited Institutions*.

F - Fails to meet standard - Both the size of the library's staff per FTE students and professional staff per FTE students are more than 25% below the average of peer ABHE libraries as reported in *Statistical Report for All ABHE Accredited Institutions*.

Question 3.8 *Is there evidence that the collection is being adequately preserved for future use?*

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

A - Exemplary - The library provides a constant temperature of no higher than 70 degrees and humidity between 30% and 50%. It also provides proper space and lighting to preserve its collection for future use and regular training of library personnel and users for proper care and handling of library resources.

B - Exceeds standard - The library provides a constant temperature of no higher than 70 degrees and humidity between 30% and 50%. It also provides proper space and lighting to preserve its collection for future use and regular training of library personnel, but not users, for proper care and handling of library resources

C - Meets standard - The library provides a constant temperature of no higher than 75 degrees and humidity between 40% and 60%. It also provides proper space and lighting to preserve its collection for future use and occasional training of library personnel, but not users, for proper care and handling of library resources.

D - Below standard - The library does not provide a constant temperature 75 degrees or lower and humidity between 40% and 60%. It does provide proper space and lighting to preserve the collection for future use, but it does not provide training of library personnel or users for proper care and handling of library resources.

F - Fails to meet standard - The temperature and humidity is not measured in the library. It does not provide proper space or lighting to preserve the collection for future use. There is also no training of library personnel or users for proper care and handling of library resources.

4. The availability of reference services and other means of support to help users find needed information.

Question 4.1 Does the library have qualified staff who have received appropriate training and who are regularly available for reference services?

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

A - Exemplary - The library provides face-to-face or electronic reference services during all open hours by a regular library staff member who has a graduate library degree or its equivalent and has post-secondary school training in Bible and theology.

B - Exceeds standard - The library provides face-to-face or electronic reference services during 75% or more of all open hours by a regular library staff member who has a graduate library degree or its equivalent and has post-secondary school training in Bible and theology.

C - Meets standard - The library provides face-to-face or electronic reference services during 60% or more of all open hours by a regular library staff member who has a graduate library degree or its equivalent or has post-secondary school training in Bible and Theology.

D - Below standard - The library provides face-to-face or electronic reference services less than 60% of all open hours by a regular library staff member who has training in reference work.

F - Fails to meet standard. The library does not provide face-to-face or electronic reference services to library users.

Question 4.2 Does the library have print or electronic documents which guide library users in using the various resources 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 or electronic documents which guide library users in using all resources in the library collection and resources outside the library, such as subscription databases and web resources.

B - Exceeds standard - The library provides a collection of print or electronic documents which guide library users in using most, but not all, resources in the library collection and resources outside the library, such as subscription databases and web resources.

C - Meets standard - The library provides a collection of print or electronic documents which guide library users in using some, but not most, resources in the library collection and resources outside the library, such as subscription databases and web resources.

D - Below standard - The library provides a collection of print or electronic documents which guide library users in using some, but not most, resources in the library collection. The library does not provide documents which guide library users in using resources outside the library, such as subscription databases and web resources.

F - Fails to meet standard - The library does not provide a collection of print or electronic documents which guide library users in using resources in the library collection or resources outside the library, such as subscription databases and web resources.

5. Promotion to enhance 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 makes students and faculty aware of new and ongoing library resources and services at least once a month. A variety of methods are used, and there is evidence that the students and faculty are aware of the library resources and services.

B - Exceeds standard - The library staff makes students and faculty aware of new and ongoing library resources and services at least once a month. A variety of methods are used, but there is no evidence that the students and faculty are aware of the library resources and services.

C - Meets standard - The library staff makes students and faculty aware of new and ongoing library resources and services at least twice a semester. 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.

D - Below standard - The library staff makes students and faculty aware of new and ongoing library resources and services at least once a semester. 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.

6. Documentation for any cooperative arrangements involving the use of other institutions' 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) concerning reciprocal borrowing and interlibrary loan from other libraries.

C - Meets standard - The library has written or oral agreement(s) concerning reciprocal borrowing and interlibrary loan from other libraries.

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

7. Faculty involvement with the librarians in the analysis of resource adequacy, the selection of resource materials, and the development of library policy.

Question 7.1 To what extent are the faculty involved in collection development and library policy and evaluation?

Guideline 7.1 The library shall be evaluated and graded based upon the following performance levels:

A - Exemplary - Library staff and faculty representatives frequently and systematically communicate to analyze and develop the library collection and library policies. There is strong evidence that the library collection improves in quantity and quality.

B - Exceeds standard - Library staff and faculty representatives frequently communicate to analyze and develop the library collection and library policies some evidence that the library collection improves in quantity and quality.

C - Meets standard - Library staff and faculty representatives communicate at least annually to analyze and develop the library collection and library policies. There is some evidence that the library collection improves in quantity and quality.

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

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

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 security of library resources to facilitate their use, and is there evidence that continuous, systematic evaluation of policies, procedures, and facilities and results of those findings are used to improve access to and security of learning resources?

Question 8.2 Are facilities arranged for efficient and effective retrieval of materials?

Question 8.3 Are hours of service adequate and convenient of students and faculty?

Question 8.4 Is the catalog accurate, current, and available to library users?

Question 8.5 Does the library have sufficient user /licenses for its electronic resources so that on-site and remote users can be accommodated?

Question 8.6 Does the facility provide suitable and sufficient work space for library staff, space for the collections, and comfortable reading and study areas for users?

Question 8.7 Is there adequate signage for facilities and the collections?

Guidelines 8.1-8.7 The library shall be evaluated and graded based upon the following performance levels:

A - Exemplary - The answer is “yes” to Questions 8.1-8.7, and there is systematic and documented evaluation of the policies and procedures and the actions that have resulted from that evaluation.

B - Exceeds standard - The answer is “yes” to at least six Questions 8.1-8.7, and there is regular evaluation of the policies and procedures and the actions that have resulted from that evaluation.

C - Meets standard - The answer is “yes” to at least five of questions 8.1-8.7, and there is some evaluation of the policies and procedures and the actions that have results from that evaluation.

D - Below standard - The answer is “yes” to at least four of Questions 8.1-8.7, and there is some evaluation of the policies and procedures and the actions that have results from that evaluation.

F - Fails to meet standard - The answer is not “yes” to at least five of Questions 8.1-8.7, and there is no regular evaluation of the policies and procedures and the actions that have resulted from that evaluation.

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

Question 9.1 Is there a library director with a graduate library degree or its equivalent?

Question 9.2 Does the library director have faculty status?

Question 9.3 Is the library director supported by personnel who are qualified according to their job descriptions?

Question 9.4 Is the library director involved in all decision-making affecting the administration and development of the library?

Question 9.5 Does the institution encourage the library's professional staff to engage in appropriate professional activities?

Question 9.6 Does the library director report to the chief academic officer?

Question 9.7 Is there a written job description that accurately defines the responsibilities and authority of the library director and all other library staff and are these documents followed?

Question 9.8 Is there continuous, systematic evaluation of the effectiveness of the library director and staff and use of those findings to improve that effectiveness?

Guidelines 9.1-9.8 The library shall be evaluated and graded based upon the following performance levels:

A - Exemplary - The answer is "yes" to Questions 9.1-9.8.

B - Exceeds standard - The answer is "yes" to at least seven of Questions 9.1-9.8.

C. - Meets standard - The answer is "yes" to at least six of Questions 9.1-9.8.

D. - Below standard - The answer is "yes" to at least four of Questions 9.1-9.8.

F. - Fails to meet standard - The answer is not "yes" to at least four of Questions 9.1-9.8.

10. Librarians' participation in curricular planning.

Question 10.1 Do representatives from the library staff meaningfully participate in curricular planning?

Question 10.2 Is the professional library staff familiar with developments and changes to curricula, the teaching methods employed, and expectations concerning research?

Guidelines 10.1-10.2 The library shall be evaluated and graded based upon the following performance levels:

A - Exemplary - There is evidence that representatives from the library staff participate in curricular planning and that the professional library staff is familiar with developments and changes to curricula, the teaching methods employed, and expectations concerning research.

C - Meets standard - There is evidence that representatives from the library staff participate in curricular planning or that the professional library staff is familiar with developments and changes to curricula, the teaching methods employed, and expectations concerning research.

F - Fails to meet standard - There is little, if any evidence that representatives from the library staff participate in curricular planning or that the professional library staff is familiar with developments and changes to curricula, the teaching methods employed, and expectations concerning research.

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, and maintenance of technical resources?*

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

A - Exemplary - The library has 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 objectives and goals concerning the maintenance and development of library technology. There is also evidence that these 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 objectives and goals concerning the maintenance and development of library technology. There is also evidence that some of these 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 objectives and goals concerning the maintenance and development of library technology. There is, however, no evidence that these are being met.

D - Below standard - The library has undocumented evidence of regular 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 objectives and goals concerning the maintenance and development 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 objectives goals concerning the maintenance and development of library technology.

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

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 all content on the library website.

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

F - Fails to meet standard - The library staff has 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 Are there a sufficient number of library computers or points of access of support access to online resources?

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

A - Exemplary - The library provides at least 4.5 computers or ports that support access per 100 FTE students. Computer usage is evaluated at least twice a year. The budget and planning documents reflect anticipated needs for library computers and/or points of access to support online information resources.

B - Exceeds standard - The library provides at least 4 computers or ports that support access per 100 FTE students. Computer usage is evaluated at least annually. The budget and planning documents reflect anticipated needs for library computers and/or points of access to support online information resources.

C - Meets standard - The library provides at least 3.5 computers or ports that support access per 100 FTE students. Computer usage is occasionally evaluated. The budget and planning documents may or may not reflect anticipated needs for library computers and/or points of access to support online information resources.

D - Below standard - The library provides at least 3 computers or ports that support access per 100 FTE students. Computer usage is evaluated less than once a year. The budget and planning documents do not reflect anticipated needs for library computers and/or points of access to support online information resources.

F - Fails to meet standard - The library provides less than 3 computers or ports that support access per 100 FTE students. Computer usage is seldom, if ever, evaluated. The budget and planning documents do not reflect anticipated needs for library computers and/or points to support online information resources.

Question 11.5 Is support for library technology readily available and provided in a timely manner?

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

A - Exemplary - Technical support for library computers and software is provided in a timely manner. There are written objectives and goals for providing technical support to the library that are systematically evaluated. There are written procedures to follow in case of technical difficulties with library computers and software. Library staff is informed of these procedures and follow them.

B - Exceeds standard - Technical support for library computers and software is provided in a timely manner. There are written objectives and goals for providing technical support to the library that are occasionally evaluated. There are written procedures to follow in case of technical difficulties with library computers and software. Library staff is informed of these procedures and follow them.

C - Meets standard - Technical support for library computers and software is provided in a timely manner. There are written objectives and goals for providing technical support to the library that are occasionally evaluated. There are no written procedures to follow in case of technical difficulties with library computers and 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 objectives and goals for providing technical support to the library and no written procedures to follow in case of technical difficulties with library computers and software. Library staff does not adequately handle technical difficulties with library computers and software.

F - Fails to meet standard - Technical support for library computers and software is seldom provided in a timely manner. There are no written objectives and goals for providing technical support to the library and no written procedures to follow in case of technical difficulties with library computers and software. Library staff does not adequately handle technical difficulties with library computers and software.

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

Question 12.1 Does the library evaluate student and faculty usage and satisfaction?

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

A - Exemplary - Assessment of all library resources and services usage is conducted and documented once a year. Assessment of user satisfaction of all library resources and services is conducted and documented at least every two years. All assessment procedures are well defined and systematically followed.

B - Exceeds standard - Assessment of all library resources and services usage is conducted and documented once a year. Assessment of user satisfaction of all library resources and services is conducted and documented at least every two years. Assessment procedures are not necessarily well defined or systematically followed.

C - Meets standard - Assessment of all library resources and services usage is conducted and documented systematically, but not necessarily annually. Assessment of user satisfaction of library resources and services is conducted and documented at least every three years. Assessment procedures are not necessarily well defined or systematically followed.

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.

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

Question 12.2 Does the library use a variety of methods of assess its usage and user satisfaction?

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

A - Exemplary - Library use is frequently assessed through the use 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, and pre- and post-tests. All user groups are included in the evaluation.

B - Exceeds standard - Library use is regularly assessed through the use 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, and pre- and post-tests. Some user groups are included in the evaluation.

C - Meets standard - Library use is occasionally assessed through the use of qualitative and quantitative methods. A few different methods are used, and some user groups are included in the evaluation.

D - Below standard - Library use is rarely assessed through the use of qualitative and quantitative methods. A few different methods are used. Users are rarely included in the evaluation.

F - Fails to meet standard - Library use is seldom, if ever, assessed through the use of qualitative and quantitative methods. Users are seldom, if ever, included in the evaluation.

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

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 as reported in Statistical Report for All ABHE Accredited Institutions.

C - Meets standard - The library's usage per FTE students is comparable with peer ABHE institutions as reported in Statistical Report for All ABHE Accredited Institutions.

F - Fails to meet standard - The library's usage per FTE students is well below peer ABHE institutions as reported in Statistical Report for All ABHE Accredited Institutions.

Question 12.4 Is there evidence of improvement in the effectiveness of the library program as a result of assessment?

Guideline 12.4 the library shall be evaluated and graded based upon the following performance levels:

A - Exemplary - The results of library assessment are analyzed by library staff and the use of results is reflected in the library's planning reports. The outcome of the assessment process results in significant improvement in library effectiveness.

B - Exceeds standard - The results of library assessment are analyzed by library staff and the use of results is reflected in the library's planning reports. The outcome of the assessment process results in some improvement in library effectiveness.

C - Meets standard - The results of library assessment are analyzed by library staff, but the use of results is not reflected in the library's planning reports. The outcome of the assessment process results in little improvement in library effectiveness.

D - Below standard - The results of library assessment are analyzed by the library staff, but not by the faculty and academic administration. The use of results is not reflected in the library's planning reports. 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.

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

Question 13.1 Does the campus have written objectives for teaching information literacy, 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 - Librarian(s) and faculty members jointly 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 - Librarian(s) and faculty members jointly 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 - Librarian(s) or faculty members 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 - Librarian(s) 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 students?

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

A - Exemplary - Administrators, faculty members, and librarian(s) understand what information literacy is and recognize that the need for students to become information literate is a concern of the entire college. 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 - Exemplary - Administrators, faculty members, and librarian(s) understand what information literacy is and recognize that the need for students to become information literate is a concern of the entire college. 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 librarian(s), but not necessarily administrators understand what information literacy is and recognize that the need for students 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 librarian(s), but not necessarily administrators, understand what information literacy is and recognize that the need for students 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.

Question 13.3 Is there a comprehensive program to teach information literacy skills and are these skills strategically taught across the curriculum?

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.

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 numerous classes, but not strategically across the curriculum.

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 a some classes, but not strategically across the curriculum.

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, but not strategically across the curriculum.

F - Fails to meet standard - There is no comprehensive program to teach information literacy skills and these skills are not taught across the curriculum.

Question 13.4 To what extent do librarian(s) and faculty members collaborate to promote information literacy to students?

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

A - Exemplary - Librarian(s) and faculty members collaborate in the planning, teaching, and integrating of information literacy as specified by the information literacy program.

B - Exceeds standard - Librarian(s) and faculty members collaborate in the planning, teaching, and integrating of information literacy, but this is not according to the specifications of the information literacy program.

C - Meets standard - Librarian(s) 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 and not as specified by the information literacy program.

D - Below standard - Librarian(s) and faculty members collaborate in teaching of information literacy in a few classes, but not in the planning or integration of information literacy across the curriculum and not as specified by the information literacy program.

F - Fails to meet standard - Librarian(s) and faculty members seldom, if ever, collaborate to promote information literacy to students.

Question 13.5 Are there continuous, systematic, and varied methods of evaluation of library reference services and other instruction designed to teach information literacy skills of the students and faculty, and the use of those findings to improve these services?

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

A - Exemplary - The library uses continuous, systematic, and varied methods to evaluate reference services and other instruction designed to teach information literacy skills to its users. These documented findings are used to improve those services.

B - Exceeds standard - The library regularly evaluates its reference services and other instruction designed to teach information literacy skills to its users, but it does not use continuous, systematic, and varied methods to do so. These documented findings are used to improve those services.

C - Meets standard - The library occasionally evaluates its reference services and other instruction designed to teach information literacy skills to its users, but it does not use continuous, systematic, and varied methods to do so. These findings are occasionally used to improve those services.

D - Below standard - The library rarely evaluates its reference services and other instruction designed to teach information literacy skills, and but it does not use continuous, systematic, and varied methods to do so. These findings are seldom used to improve those services.

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

14. Participation in library networks and other cooperative arrangements

Question 14.1 Does the library participate in library networks and other cooperative arrangements?

Guideline 14.1 The library shall be evaluated and graded based upon the following performance levels:

A - Exemplary - The library administration recognizes the benefits of collaboration in providing an effective program of library services. The library actively pursues participation in library networks and/or other cooperative arrangements. This participation supports the mission, objectives, and goals of the library and enhances its services and resources.

B - Exceeds standard - The library administration recognizes the benefits of collaboration in providing an effective program of library services. The library participates in library networks and/or other cooperative arrangements, but not actively. This participation supports the mission, objectives, and goals of the library and enhances its services and resources.

C - Meets standard - The library administration recognizes the benefits of collaboration in providing an effective program of library services. The library occasionally has in library networks and/or other arrangements This participation supports the mission, objectives, and goals of the library and enhances its services and resources.

D - Below standard - There is little evidence that the library administration recognizes the benefits of collaboration in providing an effective program of library services. The library rarely participates in library networks and/or other cooperative arrangements. This participation does not necessarily support the mission, objectives, and goals of the library, and there is no evidence that it enhances its services and resources.

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

Question 14.2 What is the impact of library participation in library networks and other cooperative activity upon the library's collection, staff, and budget?

Guideline 14.2 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 planning documents.

B - Exceeds standard - The library regularly evaluates the impact of participation in this is documented in the library's planning documents. Evidence of this is documented in the library's planning documents.

C - Meets standard - The library occasionally evaluates the impact of participation in this is documented in the library's planning documents. Evidence of this is documented in the library's planning 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 planning documents.

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

RESOURCES FOR LIBRARIANS OF ABHE COLLEGES AND UNIVERSITIES

This is a selected bibliography of professional resources for librarians of ABHE colleges and universities.

I. LIBRARY COLLECTIONS

I A. GENERAL

Barber, Cyril J. An Introduction to Theological Research: A Guide for College and Seminary Students. Lanham, MD: University Press of America, 2000.

Bauer, David R., ed. An Annotated Guide to Biblical Resources for Ministry. Peabody, MA: Hendrickson, 2003.

Evans, G. Edward and Margaret R. Zarnosky, eds. Developing Library and Information Center Collections. Englewood, CO: Libraries Unlimited, 2000.

Johnson, Peggy. Fundamentals of Collection Development & Management. Chicago: American Library Association, 2004.

Slote, Stanley J. Weeding Library Collections: Library Weeding Methods, 4th ed. Englewood, CO: Libraries Unlimited, 1997.

I B. FACULTY INVOLVEMENT

Raspa, Richard and Dane Ward. The Collaborative Imperative: Librarians and Faculty Working Together in the Information Universe. Chicago: Association of College and Research Libraries, 2000.

II. LIBRARY SERVICES

II A. GENERAL

Laguardia, Cheryl, ed. Recreating the Academic Library: Breaking Virtual Ground. New York: Neal-Schuman, 1998.

Montanelli, Dale S. and Patricia Stenstrom. People Come First: User-Centered Academic Library Service. Chicago: Association of College and Research Libraries, 1999.

Raish, Martin, ed. Musings, Meanderings, and Monsters Too: Essays on Academic Librarianship. Lanham, MD: Scarecrow Press, 2003.

Smith, Gregory A., ed. Christian Librarianship: Essays on the Integration of Faith and Profession. Jefferson, NC: McFarland & Co., 2002.

II B. REFERENCE SERVICES

Hales-Mabry, Celia. Doing the Work of Reference: Practical Tips for Excelling as a Reference Librarian. Binghamton, NY: Haworth Information Press, 2001.

Katz, William A. New Technologies and Reference Services. New York: Haworth Information Press, 2000.

II C. PROMOTION OF LIBRARY SERVICES

Lindsay, Anita Rothwell. Marketing and Public Relations Practices in College Libraries. Chicago: College Library Information Packet Committee, Association of College and Research Libraries, 2004.

Toolkit for Academic and Research Libraries: Messages, Ideas, and Strategies for Promoting the Value of Our Libraries and Librarians in the 21st Century. Chicago: American Library Association and Association of College and Research Libraries, 2003.

II D. INTERLIBRARY LOAN & RECIPROCAL BORROWING

Boucher, Virginia. Interlibrary Loan Practices Handbook, 2nd ed. Chicago: American Library Association, 1997.

II E. INFORMATION LITERACY

Information Literacy Competency Standards for Higher Education(2000). See ACRL Standards & Guidelines at <http://www.ala.org/alacrl/acrlstandards/standardsguidelines.htm>

Rockman, Ilene F. Integrating Information Literacy into the Higher Education Curriculum: Practical Models for Transformation. San Francisco: Jossey-Bass, 2004.

III. LIBRARY ADMINISTRATION

III A. LIBRARY MISSION STATEMENTS

Hastreiter, Jamie, Marsha Cornelius, and others. Mission Statements for College Libraries. Chicago: College Library Information Packet Committee, College Libraries Section, Association of College and Research Libraries, 1999.

III B. LIBRARY POLICIES & PROCEDURES

McCabe, Gerard B. Operations Handbook for the Small Academic Library. New York: L Greenwood Press, 1989.

III C. LIBRARY BUDGET

Trumpter, Margo C. and Richard S. Rounds. Basic Budgeting Practices for Libraries. Chicago: American Library Association, 1990.

Warner, Alice Sizer. Budgeting: a How-to-Do-It Manual for Librarians. New York: Neal-Schuman, 1998.

III D. FACILITIES

Bazillion, Richard J. and Connie Braun. Academic Libraries as High-Tech Gateways: a Guide to Design & Space Decisions, 2nd ed. Chicago: American Library Association, 2001.

Leighton, Philip D. and David C. Weber. Planning Academic and Research Library Buildings, 3rd ed. Chicago: American Library Association, 1999.

III E. FACULTY STATUS

Faculty status for College and University Librarians. Standards for. See ACRL Standards & Guidelines at <http://www.ala.org/alalacr/acrstandards/standardsguidelines.htm>

III F. INFORMATION TECHNOLOGY

Hardesty, Larry L. Books, Bytes, and Bridges: Libraries and Computer Centers in Academic Institutions. Chicago: American Library Association, 2000.

Regenstein, Carrie and Barbara I. Dewey. Leadership, Higher Education, and the Information Age: A New Era for Information Technology and Libraries. New York: Neal-Schuman, 2003.

III G. EVALUATION/ASSESSMENT

Hernon, Peter and Robert E. Dugan. An Action Plan for Outcomes Assessment in Your Library. Chicago: American Library Association, 2002.

Kelly, Maurie Caitlin and Andrea Kross. Making the Grade: Academic Libraries and Student Success. Chicago: Association of College and Research Libraries, 2002.

IV. RELIGIOUS PERIODICAL INDEXES

ATLA Religion Database with ATLASerials. Chicago: American Theological Library Association, 1949-

Christian Periodical Index. Cedarville, OH: Association of Christian Librarians, 1956-

New Testament Abstracts. Chicago: American Theological Library Association and Weston Jesuit School of Theology, 1985-

Old Testament Abstracts. Chicago: American Theological Library Association and Catholic Biblical Association, 1978-

Religious and Theological Abstracts. Myerstown, PA: Religious and Theological Abstracts, 1958-

V. PROFESSIONAL PERIODICALS

American Libraries. Chicago: American Library Association, 1970-

The Christian Librarian. Cedarville, OH: Association of Christian Librarians, 1957-

College and Research Libraries. Chicago: American Library Association, 1939-

College and Research Libraries News. Chicago: American Library Association and Association of College and Research Libraries, 1966-

Library Journal. New York: Library Journal, 1976-

VI. WEB SITES FOR PROFESSIONAL ASSOCIATIONS

Association for Biblical Higher Education: <http://abhe.gospelcom.net>

Association of Christian Librarians: <http://www.acl.org>

Association of College and Research Libraries: <http://www.ala.org/alacrl/acrlproftools/professional.htm>

Association of College and Research Libraries Standards & Guidelines: <http://www.ala.org/alacrl/acrlcards/standardsguidelines.htm>