

# One Size Doesn't Fit All? Harnessing Multiple Assessment Frameworks to Build the Value Proposition for the Organisation

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# New Beginnings



MACQUARIE  
UNIVERSITY



# Strategic Directions

- University's vision is to be in the top 8 [Australia] and top 200 [Global] of research-intensive universities by age 50 (2014)
- Academic plan aims to make a difference through excellent research, high quality teaching and a transformative student experience.

# Change....

- New Vice Chancellor commenced September 2012
- University Librarian retiring after 10 years and resignation of Deputy Uni Librarian [Oct 12]
- 1<sup>st</sup> new University Library in Australia for many years opened in August 2011
- 1<sup>st</sup> automated retrieval system in the southern hemisphere
- Delivering Excellence restructure program

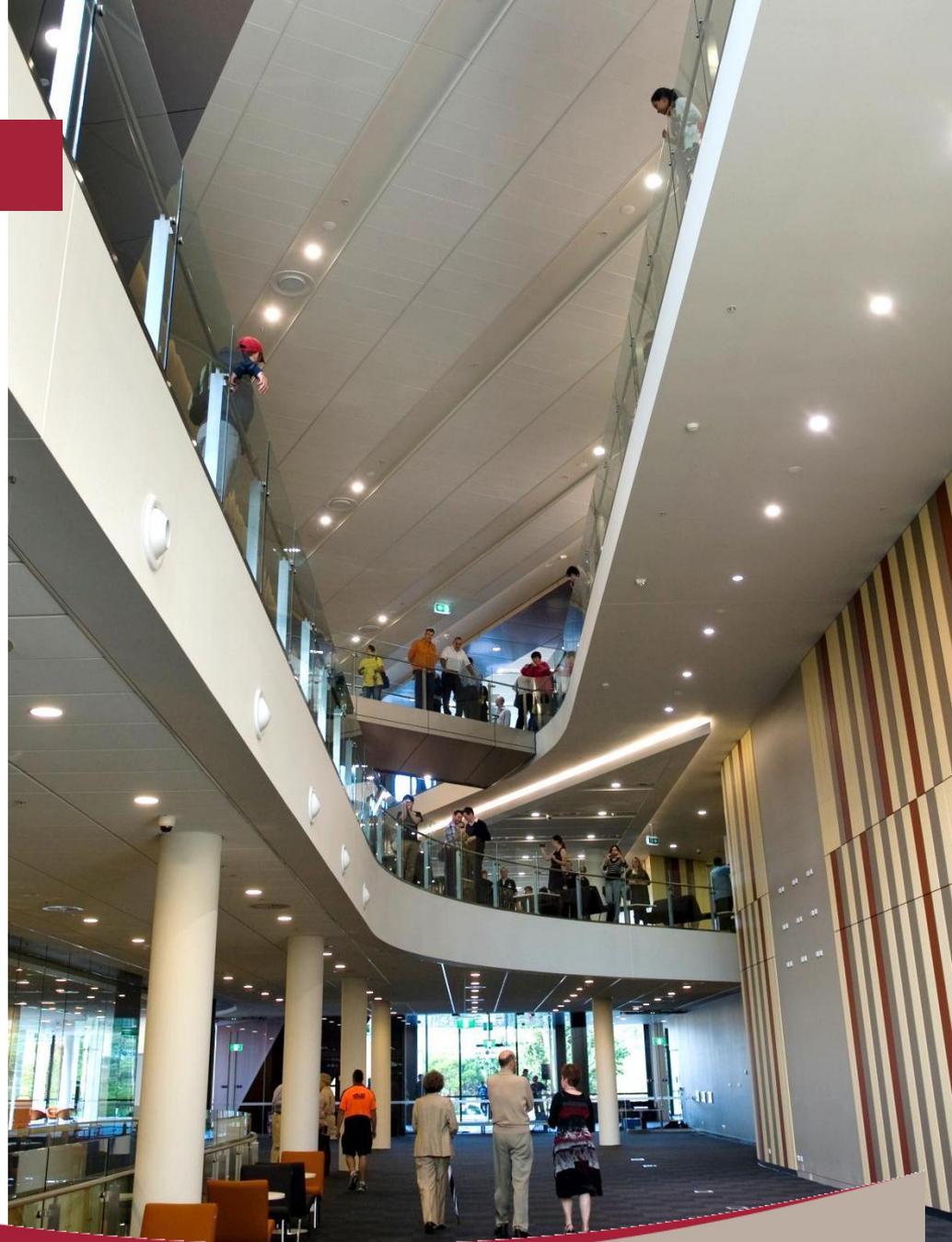
## Client expectations and experiences

- Significant increase in the use of the physical and virtual spaces and services
- October 2011 Client survey reflected the **same issues of space and access to computers** that have been common to all previous surveys
- **No insight into client expectations** and the value impact of the Library

“

*The building has been the focus for 6 years!*

We now need to focus on assessing our value in supporting teaching, learning and research.



# Quality @ Macquarie University Library

- Long commitment to quality beginning with Total Quality Service (TQS) in 1994
- based on University Quality Enhancement model
  - Institutional and Academic Governance
  - Strategy and Policy
  - Management & implementation
  - Evaluation, reviews and reporting



# Macquarie University Strategic Directions

Macquarie University Academic Plan

Library Strategic Aims

Library Action Plan  
(Annual)

Department Action Plan  
(Annual - team plan optional)

Individual Performance Plan  
PD&R  
(Annual)



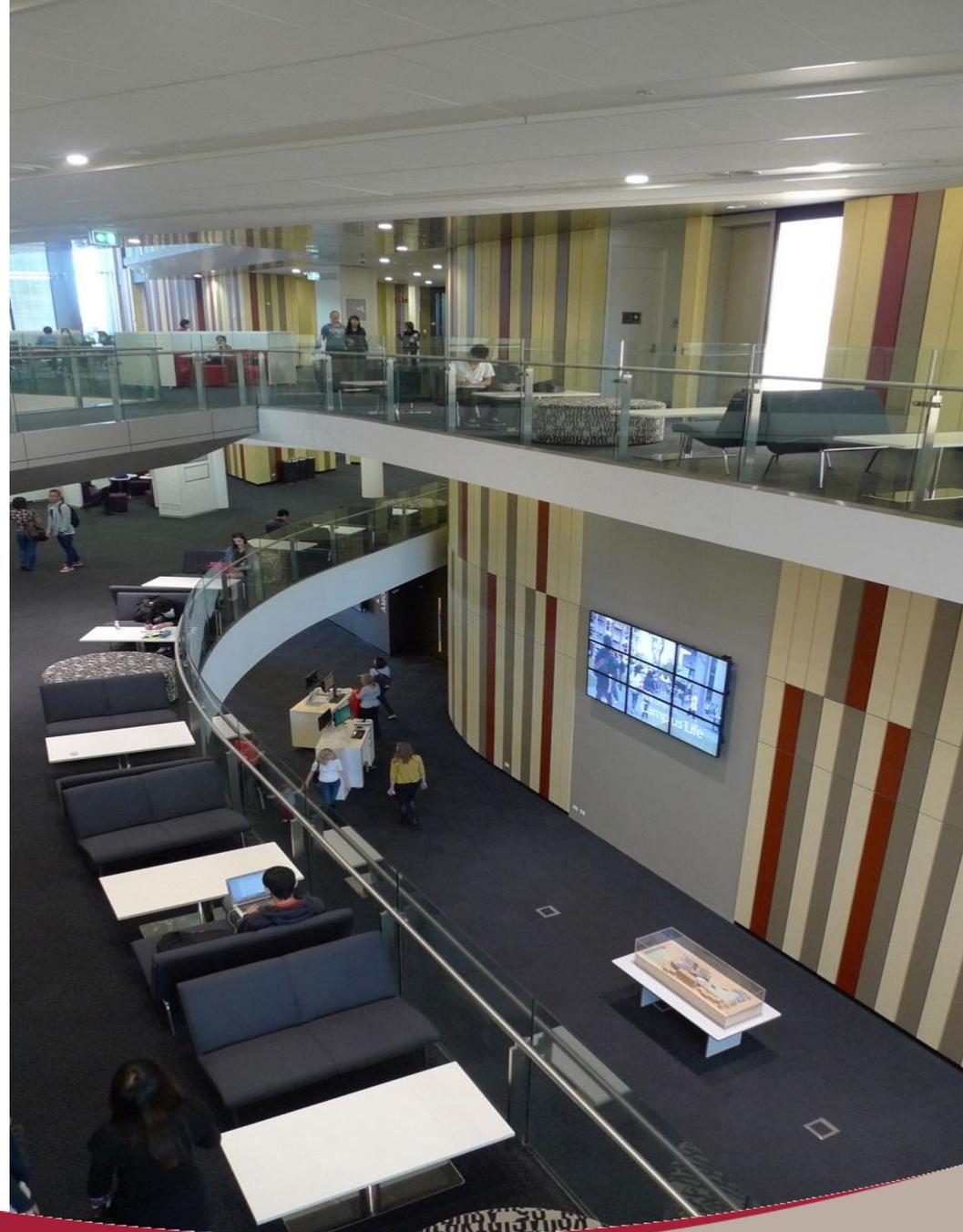
# Assessment measures

- measure achievements through the **standardised collection and analysis** of both quantitative and qualitative data.
- **quantitative** includes internal **statistics** collection and reporting and the Australia/NZ Council of Australian University Librarians (CAUL) annual statistical collection
- **qualitative** data includes client feedback, survey results and comments and focus group input.



BUT...the majority of what we measure is focused on inputs and outputs rather than on value and impact

we understand  
the theory but  
where should  
we focus, how  
do we measure  
and what are  
our priorities?



# A starting point - 2011

## Service Philosophy

- holistic approach to clients and their needs
- a welcoming, client-centred environment
- empowering clients through seamless self service
- learning together – clients and library staff sharing a learning partnership
- excellence in quality and innovation

## Service Principles

- maximising unmediated access to services and resources
- balance referral and responsible utilisation of resources
- flexible, mobile staffing resources
- Sustainable, scalable service solutions
- technology used to benefit people
- continuous review, evaluation and improvement of services conducted in collaboration with clients
- decisions are based on evidence

# Service principles – focused on L&T support



# Linking to University Goals - Frameworks

- focus on **positioning the Library** within the **workflow of the Research and Learning & Teaching** community
  - ✓ Teaching Standards Framework
  - ✓ Research Support Framework
  - ✓ Learning & Teaching Framework



# Teaching Standards Framework

- tool for surveying processes that ensure teaching quality and allows for participation in benchmarking reports
- six standards across three themes with 7 focus areas
- criteria used to assess performance data from common evaluative mechanisms - course evaluation questionnaires, student experience surveys, and employer feedback

<http://teachingframework.edu.au>



# Teaching Standards Framework

Themes	Teaching	Learning Environment	Curriculum
Focus areas	<p><b>management responsibilities</b> <b>planning</b> <b>resources</b> <b>policies and procedures</b> <b>practices</b> <b>outcomes</b> <b>monitoring and evaluation</b></p>		



# TSF – Library contribution

- developed **draft criteria and performance indicators** relevant to the Library's contribution to teaching quality across the **seven focus areas** within the **Learning Environment** theme.
- established an **evidence guide** to document performance against each of the specified indicators



# Learning Environment: Information Resources

**Standard 3:** The institutions' services and resources enable quality learning outcomes

**Standard 4:** The Institutions' services and resources enable a quality learning experience

Focus Areas	Criteria	Performance indicator	Evidence Guide [within MQ]	Sources of evidence and commentary
Planning	<b>Institutional plans for the provision of information resources</b>	Institutional plans define goals and strategies for the assessment, allocation and management of information resources	<b>Library Strategic Aims</b> contains goals for information resources that are derived from the <b>Academic Plan</b> and these are operationalised by <b>annual action plans containing targets and performance indicators</b>	Core documents: <ul style="list-style-type: none"><li>- Policy on the purchase of published materials</li><li>- Collection building priorities</li><li>- Collection storage principles</li></ul> <b>Note: more work on assessment needed</b>

Focus Areas	Criteria	Performance indicator	Evidence Guide [within MQ]	Sources of evidence and commentary
<b>Practices</b>	<b>Students access academic support services</b>	Assessment of student needs identifies targets for the provision and use of student and academic support services and the targets are met	<ul style="list-style-type: none"> <li>- Coursework Students: Graduate Capabilities Framework and Unit Outlines and Assessment tasks used to inform development of support services</li>   <li>- HDR Students: support services provided across the research life cycle</li> </ul>	<p>Possible metrics:</p> <ul style="list-style-type: none"> <li>- Information skills session provided</li> <li>- Reference services provided [physical and virtual]</li> <li>- Collaboration on assessment tasks</li>   <li>- Individual consultation with HDR students</li> <li>- Thesis formatting support provided</li> <li>- Copyright advice provided</li> <li>- Research publication support provided</li> </ul>



# Research Support Strategy - Aims

- embed the Library as a **consultant partner** in research programs
- **move beyond 'collection managers'** - highlight the value of the library's collection and physical space in supporting the recruitment and retention of researchers
- communicate the availability of **specialist Library skills** to enhance and support research on an 'as needs' basis



- **Master of Research** program aims to **equip students with intensive research preparation** before beginning doctoral study.
- Library is working with the Dean, HDR and the Research Office to **embed library service and support** throughout the researchers lifecycle



Australia's first internationally aligned research training pathway from **Australia's number 1 modern university**

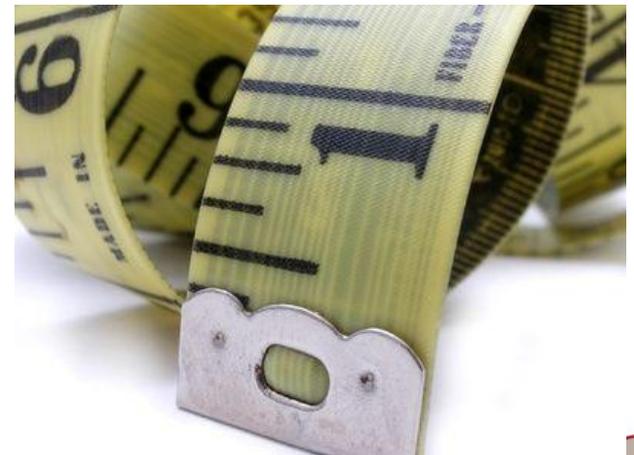
# Learning & Teaching Support Strategy - aims

- support the **development of programs linked to graduate capabilities**
- **establish partnerships** to provide integrated support for teachers and learners
- provide **tailored services** to meet needs of differing client groups
- support development of **lifelong learning skills**
- ensure **availability of quality resources** to meet learning and teaching needs



# Assessment benefits

- both support strategies will have **clearly articulated performance indicators**:
  - measure the outcomes of the implementation of the strategy
  - and indicate areas for further development and improvement



# 2012 Library Review – the outcomes

## **Commendations**

- strategic planning framework and planning processes
- Quality Enhancement framework
- commitment to measuring performance and value of its contribution to the university
- evaluation work and commitment to acting on survey information obtained

## **Affirmed**

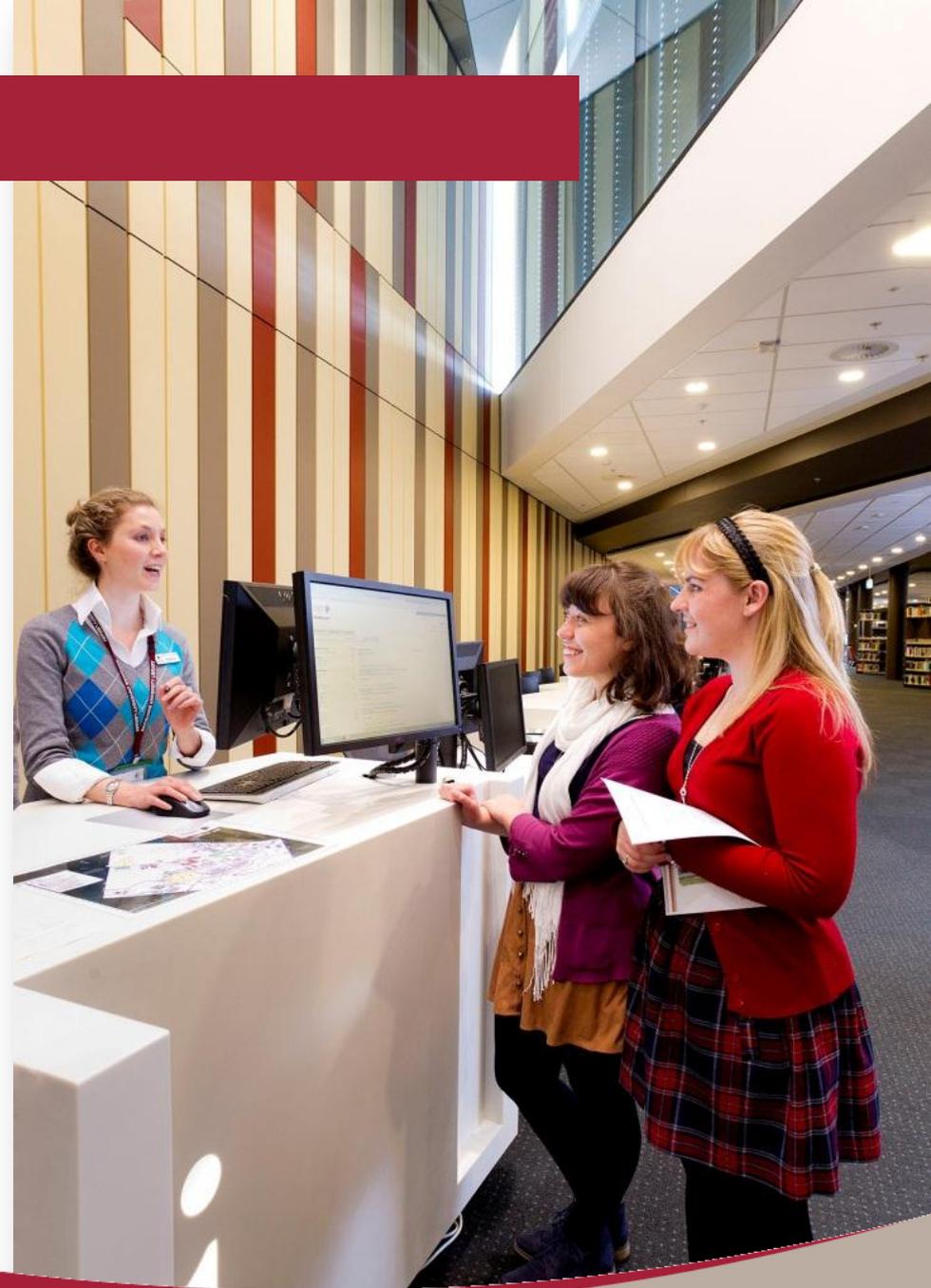
- importance of the intention to implement explicit strategies for Library support for research and for learning and teaching
- need for the Library to be in a position to provide proactive leadership in relevant fora for research, and learning and teaching, is affirmed

# 2012 Library Review – Recommendations

- engage with academic activities, and **become more embedded in the research cycle and the curriculum** to strengthen and demonstrate contribution to University's outcomes
- establish a **framework for the metrics of success** in terms of research engagement
- consider the possibilities of identifying positions and releasing time for research support roles

# Our next steps....

- a **2013 Library action** plan that builds in flexibility to adapt to changes in our strategic and operational environment
- identify actions in response to the findings of the 2012 Library Review panel



# 2013+

- **partner with key stakeholders** on campus to enhance opportunities for **impact analysis**
- **self-assess** against the key elements from **Business Excellence frameworks** to identify areas for improvement : leadership, strategy and planning, client focus, process, performance and people



2013+

- enhance **benchmarking** – nationally and internationally
- check our **assessment maturity** against Megan Oakleaf's Library Value Checklist

<http://meganoakleaf.info/VALreportChecklist.pdf>



# Our understanding

- **success** requires staff **understanding of and engagement** with the **meaning of 'value and impact'**
- without this **assessment practice is relegated to 'tick the box'** approach via annual collation of quantitative data and results of client satisfaction surveys
- **multiple frameworks** will provide a baseline from which we can **build a consolidated approach** to value and impact assessment practice
- staff knowledge becomes a **critical connection between the library and our clients** and must underpin any steps we take to enhance our value.





For me this means - forget information literacy, forget all the goals that WE make up and WE think the students need to know. Look instead at the **actual learning aims and outcomes** that our Faculty sets the students and **find out from the students whether we have had any effect on them** achieving those learning goals .....(that's what we're here for - right?).

Head above the parapet blog post, *Libby Tilley, Faculty Librarian Cambridge University*

20/4/2012 <http://libpara.blogspot.com.au/2012/04/impact-in-god-we-trust-all-others-must.html>

