Quality Frameworks in Academic Libraries

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Statistics
Statistics

Assessment
Statistics
Assessment
Measurement
Balanced Scorecard
Balanced Scorecard

Lean
Balanced Scorecard

Lean

Baldrige

Six Sigma

ISO9001
Balanced Scorecard

Lean

TQM

Baldrige

ISO9001

Six Sigma

Define Measure Analyze Improve Control
Quality Frameworks

• Do academic libraries utilize established quality improvement frameworks?

• Have academic libraries adopted elements of such programs?

• Are academic librarians interested in learning more?
An Established Framework has:

• A system for identifying, prioritizing, and organizing assessment projects/activities
• Support from library leaders for gathering and utilizing data
• Budget/Financial support
• Dedicated staff
The System has a Methodology to:

- Define project scope
- Select appropriate research methodologies to identify situations where customer requirements are not being met
- Select appropriate research methodologies to determine process capability
The System has a Methodology to:

- Analyze results and identify potential root causes for identified issues
- Develop, pilot, evaluate, and implement potential solutions to solve issues
- Sustain the improvement
The Survey

• Distributed to 536 academic libraries
• 158 returned (29.5% response rate)
Only 8 libraries indicated they utilized an established quality improvement framework!!!!!
An Established Framework has:

- A system for identifying, prioritizing, and organizing assessment projects/activities (36, 24.0%)
- Support from library leaders for gathering and utilizing data
- Budget/Financial support
- Dedicated staff
The System has a Methodology to:

- Define project scope (23, 63.9%)
- Select appropriate research methodologies to identify situations where customer requirements are not being met (31, 86.1%)
- Select appropriate research methodologies to determine process capability (20, 55.5%)
The System has a Methodology to:

• Analyze results and identify potential root causes for identified issues (30, 83.3%)

• Develop, pilot, evaluate, and implement potential solutions to solve issues (28, 78.8%)

• Sustain the improvement (27, 63.9%)
An Established Framework has:

• A system for identifying, prioritizing, and organizing assessment projects/activities (36, 24.0%)

• Support from library leaders for gathering and utilizing data (151, 95.6%)

• Budget/Financial support (70, 44.3%)

• Dedicated staff (83, 52.5%)
<table>
<thead>
<tr>
<th>Positions</th>
<th>Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment Coordinator</td>
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<tr>
<td>- Assessment Director</td>
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<tr>
<td>- Assessment Librarian</td>
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<td>- Library Assessment Coordinator</td>
<td>(n=17)</td>
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- Library Assessment Coordinator
(n=17)

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- Associate Director
- Dean of University Libraries
- Director of Libraries
(n=21)
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  (n=21)
Positions Responsible

Committee
- Chair, Library Assessment Committee
- Chair, User Assessment Group
- Planning and Assessment Team
  (n=17)

Dual Role
- Coordinator of Reference Services and Library Assessment
- Head of Public Services
- Instruction and Assessment Coordinator
- Serials & Assessment Librarian
- Web Librarian
  (n=23)
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Positions Responsible

Other
- Data Analyst
- Data Specialist
- Planning and Assessment Officer
- Process Improvement Specialist
- Service Quality Librarian
- User Experience Librarian

(n=23)
Concluding Thoughts

• The array of terminology utilized to describe efforts to study the effectiveness of services and programs = a conversational challenge

• A conceptual framework for defining library assessment for higher education is needed
<table>
<thead>
<tr>
<th>Term</th>
<th>Proposed Definition</th>
<th>Proposed Level of Focus</th>
<th>Sample Projects (see below for links)</th>
</tr>
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<tbody>
<tr>
<td>Analytics</td>
<td>An overarching concept that is defined as data-driven decision making (from Ravishanker).</td>
<td>All levels</td>
<td>• M-Reports Dashboard</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>• Learning and Career Outcomes</td>
</tr>
<tr>
<td>Academic Analytics</td>
<td>A process for providing higher education institutions with the data necessary to support operational and financial decision making (adapted from Goldstein and Katz).</td>
<td>Institution</td>
<td>• Effectiveness Sources Portal (ESP)</td>
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<td></td>
<td>• Sponsored Project Excellence Achieved through Redesign (SPEAR)</td>
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<td>Learning Analytics</td>
<td>The use of analytic techniques to help target instructional, curricular, and support resources to support the achievement of specific learning goals (adapted from Bach).</td>
<td>Department/learner</td>
<td>• Course Signals</td>
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<td></td>
<td>• Check My Activity</td>
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<tr>
<td>Predictive Analytics</td>
<td>An area of statistical analysis that deals with extracting information using various technologies to uncover relationships and patterns within large volumes of data that can be used to predict behavior and events (adapted from Eckersen).</td>
<td>All levels</td>
<td>• Student Success Plan</td>
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<td>• Student Readiness Inventory</td>
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</tbody>
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Concluding Thoughts

• Libraries are starting to formally or informally utilize quality frameworks to structure or organize their assessment programs.

• Human, financial, and capital investment imperative to establish a program which realizes sustained change.
Thank you
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