Year 1: 2011-2012
• Created Student Learning Outcomes (SLOs) and Library Capacity Goals (LCGs)
• Aligned outcomes to university and accrediting body (WSCUC) competencies
• Created the five-year Overall Assessment Plan

Years 2-5: 2012-2016
Assessed 1-2 SLOs each year
Assessed 3-5 LCGs each year
Annual Plan and Yearly Report submitted each year

Year 6: 2016-2017
Assessed final SLOs and LCGs
Program Review

California Baptist University
Location: Riverside, CA
Library Staff: 6 Librarians, 3 Staff
Current FTE: ~10,500

Reflections on a six-year assessment cycle

Make Assessment Meaningful
1. Tailor any reports to your audience. A budget committee might only want half a page while a Library Director may need five pages.
2. Make sure all data is collected with a clear purpose in mind.
3. Repeat key issues. Our library is too small for our FTE; in our Program Review we highlighted this issue throughout the document.
4. Identify comparison institutions to use as a benchmark. Our library was able to demonstrate how short-staffed we were by comparing our staffing size to other private universities with similar or smaller FTEs.
5. Align assessment outcomes to your strategic plan. This helps justify budget requests and shows you are making data-driven decisions.
6. Know when to be diplomatic and when to be blunt.
7. Locate someone important (such as a VP or influential Dean) that can help advocate for the library at important committee meetings.

Annual Assessment Plan Example
<table>
<thead>
<tr>
<th>SLOs to Assess</th>
<th>Assessment method(s)</th>
<th>When</th>
<th>How</th>
<th>Who</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLO 1: Formulate and define an information need clearly</td>
<td>ATR 520 Worksheet</td>
<td>FA 16</td>
<td>Evaluate papers and other assignments on the student's ability to effectively define the scope of the research question, identify key concepts, and identify information needs at meet the requirements of the assignment.</td>
<td>Carolyn Heine</td>
</tr>
</tbody>
</table>

Overall Assessment Plan Example
<table>
<thead>
<tr>
<th>Library Capacity Strategic Directions</th>
<th>Library Capacity Goals (LCGs)</th>
<th>Assessment Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Provide access to the high-quality book and audiovisual resources</td>
<td>1.1: Library Capacity Strategic Directions</td>
<td>2015-2016</td>
</tr>
<tr>
<td>2. Provide access to the high-quality serials resources</td>
<td>1.2: Library Capacity Strategic Directions</td>
<td>2016-2017</td>
</tr>
<tr>
<td>3. Provide access to the high-quality reference resources</td>
<td>1.3: Library Capacity Strategic Directions</td>
<td>2017-2018</td>
</tr>
<tr>
<td>4. Develop and maintain high-quality special collections</td>
<td>1.4: Library Capacity Strategic Directions</td>
<td>2018-2019</td>
</tr>
<tr>
<td>5. Ensure the preservation of library resources for future use</td>
<td>1.5: Library Capacity Strategic Directions</td>
<td>2019-2020</td>
</tr>
</tbody>
</table>

Program Review

Introduction & Mission
Faculty Characteristics
Populations Served
Instruction & Student Learning Assessment
Information & Resources
Library Services
Archives
Faith Integration
Budget & Institutional Capacity
Public Transparency
Patron Feedback
External Reviewer Report
Summary, Conclusions, and Action Plan

Next Steps:
1. Make the assessment process more collaborative.
2. Each year, review that year’s outcomes for clear wording, relevancy, and uniqueness.
3. Look for opportunities to incorporate continuous assessment.
4. Work with Director of Assessment to define and expand the library’s involvement in institution-wide information literacy assessment.
5. Submit 18-month follow-up report to provide an update on Action Plan items listed in the Program Review.

Lessons Learned:
Year 1: Just start somewhere.
Year 2: It doesn't have to be perfect! Try to improve each year.
Year 3: Some outcomes require a qualitative approach.
Year 4: Take good notes. Have a clear system for organizing any assessment related files so the next person has a clear idea of what has been done.
Year 5: What is reasonable to accomplish in one year? Consider available staff, time, and money.
Year 6: Program assessment templates must be tailored to fit the library’s needs and assessment goals. Program Review needs its own year.

Carolyn Heine, MLIS
Instructional Services Librarian
California Baptist University

... OK, now what?