

Quality Assurance

further reading

Ascough, R.S. (2011). [Learning \(about\) outcomes: How the focus on assessment can help overall course design](#). *Canadian Journal of Higher Education*, 4/1/2, 44-61.

ACRL. (2010). [The Value of Academic Libraries: A Comprehensive Research Review and Report](#). Chicago: ACRL.

Council of Ontario Universities. Council on Quality Assurance. (2012). [Quality Assurance Framework](#).

Gilchrist, D., & Oakleaf, M. (2012). [An Essential Partner: The Librarian's Role in Student Learning Assessment](#).

Urbana, IL: University for Illinois and Indiana University, National Institute for Learning Outcomes Assessment.

Higher Education Quality Council of Ontario. (2015). [Learning outcomes assessment: A practitioner's handbook](#). Toronto: HEQCO.

[OCUL Spotdocs Quality Assurance Repository](#) and [OCUL QA Community](#). Links to template for library self-study, examples of program reviews, QA resources.

[Ontario Colleges Quality Assurance Service](#). (2011). Colleges' self-regulatory quality agency.

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why is it significant?

Given the QAF, *Library Self Study* reports must now provide evidence to demonstrate how information literacy programs and library collections sustain and enhance the quality of student scholarship and learning. The [OCUL Quality Assurance Community](#) (2012) links to a QA repository with report templates, examples, and lists of data that can be included in self-study reports.

Recommended quality indicators relating to collections include:

- Ways collections address the current state of the discipline or area of study
- Identification of unique collection innovations or creative components
- Appropriateness of the proposed methods for the assessment of collections
- Completeness of plans for documenting and demonstrating the level of collection relevancy to students, consistent with the institution's DLEs
- Definition and use of indicators that provide evidence of quality of collections

Recommended quality indicators for information literacy programs include:

- Appropriateness of methods for the assessment of student achievement of the intended program learning outcomes and DLEs
- Completeness of plans for documenting and demonstrating the level of performance of students, consistent with the institution's statement of its DLEs

what are the challenges?

Every academic department will be writing their program learning outcomes, especially as a cyclical program review approaches. Librarians who serve on departmental curriculum committees will have opportunities to formally integrate information literacy outcomes at the program level. Those who do not will miss a tremendous chance for partnership. Similarly, librarians who are already assessing collections and instruction are well-prepared to report on library impact. There will be a steep learning curve for those who do not have these strategies in place.

where is it going?

Since 2010, every publicly-assisted Ontario university must adopt the Quality Assurance Framework including the library, which is acknowledged as an academic service that affects program quality. Check the timelines for your departmental program reviews to gather and prepare the data needed for library reports. Colleges are also introducing a [self-regulatory quality agency](#).

what are the implications for libraries?

More than ever, librarians need to be proactive in partnering with curriculum committees in academic departments, establishing information literacy programs with clear learning outcomes and assessment strategies, analysing library collections against rigorous criteria, and contributing to the development of university-wide learning outcomes.