

Library Review Summary

Health Indicators	Data Elements	Vulnerable	Sustaining	Thriving
<i>Supporting the Institution</i>	The library has a current mission statement. The library supports the key results of the institution. The library has implemented methods to keep accurate statistics and assess those statistics to ascertain the degree of institutional support and library use.	There is no mission statement or method to gather statistics. Statistical analysis is poor or non-existent.	The library has a mission statement. The library regularly gathers and analyzes statistics to ascertain institutional support and library use.	The library has a mission statement aligned with key results. The library uses statistical analysis in order to modify its mission and/or service offerings to better serve the institution and increase library use.
<i>Financial Resources</i>	The library has an adequate budget to carry out its mission and is given adequate financial support by the institution as outlined by Association of College and Research Libraries (ACRL) standards.	The library's budget is less than 6% of Educational and General Expenditures as outlined by the standards set forth by the Association of College and Research Libraries (ACRL).	The library's budget is at least 6% but less than 9% of Educational and General Expenditures as outlined by the standards set forth by the Association of College and Research Libraries (ACRL).	The library's budget equals or exceeds 9% of Educational and General Expenditures as outlined by the standards set forth by the Association of College and Research Libraries (ACRL).
<i>Physical Space (for collection, seating and people)</i>	The library has adequate space to provide services to students as outlined by ACRL Standards.	The library has less than 13,500 square feet of space to service the FTE student population. The library has no study rooms dedicated to group study.	The library has between 13,500 and 19,500 square feet of space to service the FTE student population. The library has a single study room dedicated to group study.	The library has over 19,500 square feet of space to service the FTE student population. The library has multiple study rooms dedicated to group study.
<i>Personnel (support, part time, student workers and professional)</i>	The library has adequate staff to service the FTE student population according to ACRL standards.	The library has no administrator, less than 3 FTE professional librarians, less than 3 FTE technicians and less than 3 FTE additional staff.	The library has an administrator, between 3 and 5 FTE professional librarians, between 3 and 6 FTE technicians and between 3 and 6 FTE additional staff.	The library has an administrator, more than 5 FTE professional librarians, more than 6 FTE technicians and more than 6 FTE additional staff.
<i>Collection Management (serials, print, various formats, reference.)</i>	The library has a sufficient collection to support the FTE student population as outlined in ACRL standards. The library has a comprehensive collection development plan for selection and removal of materials.	The library has less than 40,000 volumes and a total collection of less than 45,800. The library has no comprehensive collection development plan for selection and removal of materials.	The library has between 40,000 and 60,000 volumes and a total collection size between 45,800 and 69,400. The library follows a comprehensive collection development plan for selection and removal of materials.	The library has more than 60,000 volumes and a total collection of more than 69,400. The library follows a comprehensive collection development plan for selection and removal of materials.
<i>Professional Services (Reference, Information literacy)</i>	The library provides services that support and expand the instructional capabilities of the institution.	The library does not participate in resource sharing, does not have adequate reference desk coverage, does not have sufficient classroom technology, and has insufficient staff to provide information literacy instruction.	The library participates in resource sharing, provides reference desk coverage the majority of the time it is open, has sufficient classroom technology resources and can provide basic information literacy instruction.	The library participates in resource sharing, provides reference desk coverage all of the time it is open, has sufficient classroom technology resources and can provide expand information literacy instruction.

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<i>Use of Technology (number of computers, remote authentication, access, copiers, automated circ and processes)</i>	The library has integrated technology into library operations.	Inadequate numbers of classroom and internet computers, no use of remote authentication, no automated circulation system or processes, and no library web site.	The library has an adequate numbers of classroom and internet computers, uses remote authentication for some database access, has automated the circulation system and some processes, and has a basic library web site.	The library has sufficient numbers of classroom and internet computers in order to expand services, uses remote authentication for all database access, has automated the circulation system and all processes, and has an extensive library web site.
<i>Documentation, Processes and Legal Obligations(policy, procedure, copyright)</i>	The library has documented procedures and processes in order to expedite the workflow and to minimize the disruption of workflow in the absence of key staff members.	The library has no written policies or procedures. The library has not standardized its operations. The library has no uniform way to document compliance with legal and contractual obligations.	The library has basic policies and procedures. The documents compliance with legal and contractual obligations.	All policies and procedures are detailed and well documented. The library documents compliance with legal and contractual obligations.
<i>Program Review and Cooperation with academic departments</i>	The library cooperates with academic departments in support of the curriculum.	Little or no evidence of library use (materials requests, collection review, reserve requests or information literacy instruction) by academic departments.	Evidence of library use (materials requests, collection review, reserve requests or information literacy instruction) by academic departments.	Evidence of significant library use (materials requests, collection review, reserve requests or information literacy instruction) by academic departments.