tools, and collect data, which institutions are
to develop guidelines and criteria, create assessment
roughly using to make decisions. Recently, there has
been a paradigm shift, with less emphasis on measuring
institutional inputs (number of faculty, majors,
courses, etc.) and demonstrating compliance with
standards, and more interest in measuring student
learning outcomes and institutional improvement
efforts (outputs).

Next, Purnell outlined how libraries are reviewed.
Under the old paradigm, library services and collec-
tions are quantified as a resource in support of student
and faculty research (allocations, circulation, disci-
pline-specific holdings, etc.). Accrediting bodies such
as WASC still require this data. However, in the new
paradigm, libraries are part of the curriculum, required
to assess their impact on student learning and faculty
effectiveness. The emphasis is on how students use
library resources, not necessarily how often.

So, how do we collect data that measures the impact
of the library on student learning? Purnell suggested
several models and strategies: 1) Collect data from
academic program reviews. For example, collect
learning objectives from departments and analyze how
the library can have an impact. In addition, collaborate
with faculty to identify and assess discipline-specific
information competencies. Another idea would be to
develop rubrics for good information sources for a
particular research project, and assess the quality of
citations listed in students’ papers. It would also be
useful to examine library-related data collected by
departments that have undergone self-study to find
more evidence of library effectiveness. 2) Hold focus
groups with either faculty or students on such topics
as, the availability of new electronic resources, new
courses developed and changing research interests,
student use of the Internet, etc. 3) Create an ongoing,
targeted library assessment program. For example,
study a cohort of students from freshman year to
graduation to determine, longitudinally, the impact
of library services on student outcomes. Another idea is
to target new, evolving, or experimental library services
and programs since it is impossible to assess every-
thing. For example, determine if your redesigned
reference room or web pages contribute to or hinder
students’ successful use of library resources. Finally,
librarians can also contribute to their library’s assess-
ment efforts by measuring how their own professional
goals relate to student outcomes and faculty effective-
ness.

For more information, Purnell recommended the
following:
• Hernon, Peter and Robert E. Dugan. An Action Plan
for Outcomes Assessment in Your Library. Chicago:
Ms. Garbarino received her bibliographic instruction at Mills College.

Katherine Dabbour, CSU Northridge


John D’Amicantonio, CSU Long Beach, presented "Library Services in Southeast Asia" at the January meeting of the Southern California chapter of the Special Libraries Association.

Stephanie Davis (UCI) and Linda Weber (USC) made a presentation on “The Information Center Model: A Brave New World without Books” at the Internet Librarian Conference, November 6-8, 2001, Pasadena, CA.

Luc Declerck was appointed the Associate University Librarian, Technology and Technical Services at the UC San Diego Libraries. Most recently, he was Manager, Systems and Services at the University of Victoria in British Columbia, Canada. He has been active in Canadian consortial activities, including the Electronic Library Network.

Kathleen Dunn, AUL for Reference, Instruction, and Collection Services, CSU Pomona, is chairing the CSU Live Reference Task Force. Other CSU librarian members include: Johanna Alexander, CSU Bakersfield; James Taylor, CSU Chico; Rosemary McGill, CSU Fullerton; Mark Stover, San Diego State University; and Janie Silveria, CSU Monterey Bay; as well as Gordon Smith and Ilene Rockman from the CSU Chancellor’s Office. Meanwhile, she has published an article in the Journal of Academic Librarianship 28 (January-March 2002): 26-35, entitled “Assessing Information Literacy Skills in the California State University: A Progress Report.” Mrs. Dunn has been Chair of the California State University Information Competence Assessment Task Force for the past three years.

Elizabeth Dupuis is now Head of Instructional Services for the Doe/Moffitt Libraries at UC Berkeley. She was previously head of the Digital Information Literacy Office at the University of Texas at Austin where she lead a collaborative effort to plan, develop, evaluate and maintain the well-known online tutorial, TILT (Texas Information Literacy Tutorial).

Karin Duran, CSU Northridge, was honored with an Outstanding Achievement Award from the CSUN La Raza Alumni Association "...for contributions to education and the advancement of our community.”

Manuel Erviti is the new Assistant Head of the Music Library at UC Berkeley. After earning a B.A. in music from the University of Chicago and an M.A. in musicology from the Eastman School of Music, Manuel completed his M.S. in Library and Information Science and a Ph.D. in musicology at the University of Illinois at Urbana-Champaign in 1997. He was previously a reference librarian at Columbia College in Chicago.

Kathleen Gallagher is now Undergraduate Services and Collections Librarian at UC Berkeley. In this capacity she will be managing the collections of the Moffitt Undergraduate Library and providing reference and instruction. Ms. Gallagher was previously at Our Lady of the Lake University in San Antonio.

Susan Garbarino is now the Head of the Giannini Foundation of Agricultural Economics Library at UC Berkeley. Ms. Garbarino received her MLS and her MA in Political Science from UCLA and was recently a reference and bibliographic instruction librarian at Mills College.

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