

## Self Assessment: Answering the 6 KEQ's

APPLES – *Whitireia\**; *Otago Polytechnic\* (?)*; *Northtec*; *Unitec*

BANANAS – *MIT\**; *Aoraki\**, *EIT\**; *UCOL*; *Nelson Marlborough*

CARROTS – *Open Poly\**; *Wintec\**; *Weltec\**; *WITT*; *SIT*

\* = Organisation has been reviewed (NB: MIT Library was selected as a “focus area”)

Judgement Questions	What do we do well?	What don't we do so well?	Suggestions for improvement?	What have we done since? Did it work? What next? What is the evidence that improvement is occurring? How do we know?
<p><b>KEQ 1.</b> How well do learners achieve?</p> <p><b>KEQ 2.</b> What is the value of the outcomes for stakeholders including students?</p> <p>(Apples)</p>	<ul style="list-style-type: none"> <li>- Info skills sessions</li> <li>- Environmental scanning and innovation</li> <li>- Focus and understanding on learning and teaching</li> <li>- Self assessment and reflection (but not measuring)</li> <li>- Embedding all e-content with learning</li> <li>- Development of learning spaces</li> <li>- Collaborate: share models of success</li> </ul>	<ul style="list-style-type: none"> <li>- Measure outcomes</li> <li>- Research and sharing</li> <li>- Market ourselves to students and staff re. our role in learning</li> </ul>	<ul style="list-style-type: none"> <li>- Share research better – i.e. writing and publishing</li> <li>- Research as key task for library managers and other relevant staff</li> <li>- Align services to match strategic planning</li> <li>- Capture evidence to show impact of service (one ITP to design and then share)</li> <li>- Input into tools to measure student/employer satisfaction</li> </ul>	<ul style="list-style-type: none"> <li>- Feedback from students</li> <li>- Session evaluations</li> <li>- Assessment results</li> <li>- Feedback from tutors</li> <li>- Graduate profile               <ul style="list-style-type: none"> <li>- employers</li> </ul> </li> <li>- Evidence-based practice</li> </ul>
<p><b>KEQ3</b> How well do programmes and activities match the</p>	<ul style="list-style-type: none"> <li>- Opportunity to broadcast “blow your trumpet”</li> <li>- library memory, open</li> </ul>	<ul style="list-style-type: none"> <li>- HB (EIT?) not involved!</li> <li>- Not enough evidence compiled i.e. written up</li> </ul>	<ul style="list-style-type: none"> <li>- Subject librarians spending more time with programme development but less</li> </ul>	<ul style="list-style-type: none"> <li>- Direct student feedback and anecdote</li> <li>- collate!</li> </ul>

<p><b>needs of students and other stakeholders?</b></p> <p><b>KEQ4</b> <b>How effective is the teaching?</b></p> <p><b>(Bananas)</b></p>	<p>conversations</p> <ul style="list-style-type: none"> <li>- Focus at Aoraki on Q5</li> <li>- Not just direct service examined e.g. under Q4.</li> <li>- Be prepared to verify – evidence not just gut feeling.</li> <li>- HB (EIT?) not involved at all! = positive or negative??</li> </ul>	<ul style="list-style-type: none"> <li>- Distance students and distributed sites</li> <li>- Copyright</li> <li>- Student info sometimes unreliable</li> <li>- Hard to get to stakeholders</li> <li>- Systems shaky</li> </ul>	<p>customer service</p> <ul style="list-style-type: none"> <li>- More cross teams conversations</li> <li>- Determine systems, procedures, processes</li> <li>- Copyright knowledge</li> <li>- Stocktakes, weed</li> <li>- Online presence</li> </ul>	<ul style="list-style-type: none"> <li>- keep an open whiteboard for notes, suggestions, examples.</li> <li>- Hardest question</li> <li>- First impressions</li> <li>- Satisfaction surveys.</li> <li>- “Foot traffic” on website, databases</li> <li>- Repeat customers</li> <li>- Service statistics</li> </ul>
<p><b>KEQ 5</b> <b>How well are students guided and supported?</b></p> <p><b>KEQ6</b> <b>How effective are governance and management in supporting educational achievement?</b></p> <p><b>(Carrots)</b></p>	<ul style="list-style-type: none"> <li>- Our operational plans reflect institute strategic plans</li> <li>- Have systems and processes to provide information to students</li> <li>- Collect statistics on say classes taught (and student evaluation of these re usefulness)</li> <li>- Collaborate with other units (&amp; in some cases, integrate) eg Learning Support</li> </ul>	<ul style="list-style-type: none"> <li>- Evidence, evidence!</li> <li>- Not enough follow up and outcome at our teaching e.g. can they use the catalogue, search databases, etc.</li> <li>- Having a student voice in - our planning and documentation</li> <li>- Communicating activity</li> <li>- Influencing the institute to improve teaching and learning</li> <li>- Determining the “value added” by library</li> <li>- Resourcing; in particular qualified staff</li> <li>- TIASA disadvantages qualified librarians</li> </ul>	<ul style="list-style-type: none"> <li>- Listening to our students and capturing their voice</li> <li>- AUSSE student experience survey – drills down (AUSSE)</li> <li>- Sharing good news and success stories and best practices</li> <li>- Closer collaboration with ICT departments</li> <li>- The support we put behind online courses and services not known or acknowledged</li> </ul>	<ul style="list-style-type: none"> <li>- Student surveys</li> <li>- Documented changes resulting from surveys</li> <li>- Staff awareness of changes in activity/processes</li> <li>- Emails and feedback from students</li> <li>- Know plans going forward</li> </ul>