Lavery Library Assessment Plan
Executive Summary

Mission Statement

Lavery Library actively participates in the research and teaching of the St. John Fisher community by providing a responsive, collegial team committed to connecting people and ideas worldwide. In a welcoming environment, the library innovatively guides discovery for a lifetime of informed decision-making.

Vision Statement

The Library will:

- Promote learning, scholarship, and innovation.
- Provide the best contemporary and traditional resources.
- Develop and share our skills to advance intellectual discovery.
- Create a blend of academic and social spaces where people are empowered to connect with information and each other.

Goals/Outcomes

Lavery Library assesses student learning of information literacy (IL) and services supporting student learning. The assessment cycle is based on a 3-year plan. Year 1 focuses on information literacy (although student learning is assessed continuously); years 2 and 3 focus on the general library standards.

IL Program Goals listed below, are based on the Association of College and Research Libraries (ACRL) Information Literacy Standards:

Program Goal 1-Determine and identify the information needed
- Gain an understanding of your topic in order to refine a research question
- Choose an appropriate resource for the research question

Program Goal 2-Accesses information effectively and efficiently
- Use a variety of methods to efficiently retrieve information
- Create effective search statement
Program Goal 3 - Evaluates information and its sources

- Assess the usefulness and/or legitimacy of resources
- Evaluate sources based on initial information need

Program Goal 4 - Uses information ethically and legally

- Properly credit sources in order to maintain academic integrity
- Identify and use citation resources to construct citations

Lavery Library follows the standards adapted by the Association of College and Research Libraries in 2011.

**Institutional Effectiveness:** Libraries define, develop, and measure outcomes that contribute to institutional effectiveness and apply findings for purposes of continuous improvement.

**Professional Values:** Libraries advance professional values of intellectual freedom, intellectual property rights and values, user privacy and confidentiality, collaboration, and user-centered service.

**Educational Role:** Libraries partner in the educational mission of the institution to develop and support information-literate learners who can discover, access, and use information effectively for academic success, research, and lifelong learning.

**Discovery:** Libraries enable users to discover information in all formats through effective use of technology and organization of knowledge.

**Collections:** Libraries provide access to collections sufficient in quality, depth, diversity, format, and currency to support the research and teaching missions of the institution.

**Space:** Libraries are the intellectual commons where users interact with ideas in both physical and virtual environments to expand learning and facilitate the creation of new knowledge.

**Management/Administration:** Libraries engage in continuous planning and assessment to inform resource allocation and to meet their mission effectively and efficiently.

**Personnel:** Libraries provide sufficient number and quality of personnel to ensure excellence and to function successfully in an environment of continuous change.

**External Relations:** Libraries engage the campus and broader community through multiple strategies in order to advocate, educate, and promote their value.

**Data Collection Tools and Approaches**
The library’s assessment plan is collaboratively devised and monitored by all Lavery librarians who concomitantly teach information literacy for all campus departments and programs through a liaison model. Keeping institutional and departmental learning goals and outcomes in mind, the library develops strategies to support student learning beginning with the First Year Program and throughout the students’ college career, regardless of major. The liaison model helps librarians to gain a better understanding of the needs of each school, customizing information literacy instruction based on each discipline’s research requirements.

Lavery Library’s assessment goals and outcomes are guided by the principles ascribed by the Association of College and Research Libraries (ACRL) Information Literacy Competency Standards for Higher Education and the ACRL Standards for Libraries in Higher Education. Additionally, the library’s assessment plan is aligned with the College Strategic Plan, College-wide Learning Goals, and Middle States accreditation standards, as well as Lavery Library’s Mission, Vision, and Strategic Plan. With a commitment to life-long learning and career success, the library uses best practice approaches for college retention and achievement advocated by the Association of American Colleges and Universities’ (AAC&U) Liberal Education and America’s Promise (LEAP) advocacy initiative, including a focus upon High Impact Practices (HIPS) and Essential Learning Outcomes, particularly the essential skills of Information Literacy and Critical Thinking.

The library utilizes authentic assessment strategies at all levels and with all majors, using integrated classroom assessment whenever possible and standardized assessment instruments when needed. Student success is monitored in the classroom through indirect student self-reflection as well as direct quizzes, and through analysis of student course-end projects. The library employs various technologies to gather, analyze, and communicate assessment including Qualtrics, Blackboard, Google Documents, TurningPoint Technologies, and a publicly available assessment dashboard.

The library is committed to an evidence-based approach to continuous improvement. With a wide ranging program that must fit the needs of all department and constituencies, the library examines current assessment research and practices in order to best serve its students, faculty, and staff.

**Use of the Evidence**

At the end of each semester, library faculty meet to discuss First Year Program (FYP) assessment results, determine if learning objectives were met, and decide if any pedagogical changes should be made. At that time, we also review program goals and decide what to focus on during the next assessment cycle. FYP results are shared with the College administration, FYP faculty and administration, and the Core assessment team. Assessment results from classes taught by individual librarians may be shared with the faculty member teaching the
course and/or the School assessment leader. Librarian self-reflection, assessment results, and ideas for pedagogical changes are captured in the Lavery Statistics Google form.

Results from support services assessment are shared with appropriate offices, used to justify budget requests, and included in campus communications such as the Provost Letter and annual reports.