AMICAL 2017

Centering on learning:
Partnerships and professional development among librarians, faculty and technologists

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Library Assessment Plan (LAP):

LAU Story

by

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Outline

- Why Are We Doing this Assessment?

- Assessment Process of LAU Libraries

- Conclusion

- Q&A

- References

Why Are We Doing this Assessment?

To **improve**
To **inform**
To **prove**
To **support**
but of course for accreditation purposes

The Assessment Process

1ˢᵗ Step: LAP Committee

- Established in 2014
- Members are:
- ✓ Cendrella Habre, University Librarian, Chair of the Committee
- ✓ Houeida Charara, InfoCommons Librarian
- ✓ Gihade Costantine, Head of Acquisitions, Byblos
- ✓ Omar Farhoud, Library Information Systems Manager
- ✓ Sawsan Habre, Senior Archivist
- ✓ Joseph Hage, Director, Byblos Library
- ✓ Rola Hajj, Senior Serials/ER Librarian
- ✓ Marie-Therese Mitri, Health Sciences Information & Education Services Librarian

2nd Step: Mission

- **University Mission**: Lebanese American University is committed to academic excellence, student centeredness, civic engagement, the advancement of scholarship, the education of the whole person, and the formation of leaders in a diverse world.

- **Library Old mission**: The mission of the LAU Libraries is to acquire, organize and disseminate information resources that support the academic curriculum and research needs, and, to cater to the intellectual and cultural pursuits of the University community

- **Library New mission**: The university libraries are committed to support and enhance teaching, learning and research at the Lebanese American University through providing high quality services and resources, anticipate and respond to emerging technologies, and, enrich the intellectual and cultural life of the LAU community.

3ʳᵈ Step: Goals

Within the stated mission, 3 goals for the Library were determined:

- **<u>Goal 1</u>**: Create a university-wide collection development strategy.
- **<u>Goal 2:</u> Create a library environment that is conducive to teaching, learning and research.**
- **<u>Goal 3:</u>** Increase visibility and accessibility of the university heritage.

4ᵗʰ Step: Outcomes

For each goal, the Committee documented tangible outcomes:

Outcome 1.1: Maintain a dynamic collection.

Outcome 2.1: Offer high quality user-centered services.

Outcome 2.2: Improve the current state of innovation practices.

Outcome 3.1: Preserve and disseminate the intellectual output of the university.

Outcome 3.2: Promote and market the library.

5th Step: KPIs

For each outcome, measurable key performance indicators were developed.
Outcome 1.1: Maintain a dynamic collection.
KPI 1.1.1: Review and evaluate the quality of the library collection.

Outcome 2.1: Offer high quality user-centered services.
KPI 2.1.1: Assist users in discovering information and knowledge in a variety of formats.
KPI 2.1.2: Ensure the effectiveness use of library spaces.
KPI 2.1.3: Develop and maintain an effective information literacy program.

Outcome 2.2: Improve the current state of innovation practices.
KPI 2.2.1: Embrace appropriate technology to discover library services and resources "anywhere, everywhere, anytime".

Outcome 3.1: Preserve and disseminate the intellectual output of the university.
KPI 3.1.1: Curate and manage data through partnership with faculty.
KPI 3.1.2: Collect and manage university records.

Outcome 3.2: Promote and market the library.
KPI 3.2.1: Create and maintain partnerships with communities worldwide.
KPI 3.2.2: Empower library web presence.
KPI 3.2.3: Promote special events and services.

6th Step: Outcomes / KPIs / Methods

Outcomes	Performance Indicators / Measures	Methods		Targets	Collection Agent	Assessment Agent	Assessment Cycle	Starting Date
		Direct	Indirect					
Outcome 2.1: **Offer high quality user-centered services.**	**KPI 2.1.1: Assist users in discovering information and knowledge in a variety of formats.**	-Pre/Post tests -Rubric	**Evaluation form**	**70%**	**Head, Reference/Information Literacy Dept.**	**Reference/ Information Literacy Dept. Committee**	**3 years**	**Oct. 2015**
	KPI 2.1.2: Ensure the effective use of library spaces.	-Behavioral observation -Statistics	**Survey**	**70%**	**Head, InfoCommons Dept.** **Head, Access Services Dept.**	**Library Space Committee**	**3 years**	**Oct. 2015**
	KPI 2.1.3: Develop and maintain an effective information literacy program.	Statistics	**Survey**	**70%**	**Chair, Assessment Committee**	**Information Literacy Program Committee**	**3 years**	**Oct. 2015**

7th Step: Ad Hoc Committees

8th Step: Direct/Indirect Methods

9th Step: Collecting Data

Remember!

"Assessments are worthwhile only if the results are put to good use, and those uses can take place only after careful consideration and discussion. That consideration and discussion, in turn, can take place only if assessment results are communicated usefully, clearly, and accurately." - Suskie, L. 2009. *Assessing student learning: A common sense guide*. San Francisco, CA: Jossey-Bass.

Conclusion

The Deming Cycle: Plan-Do-Check-Act

The plan-do-check-act cycle provides a basis for developing assessment plans that match needs of the program/unit.
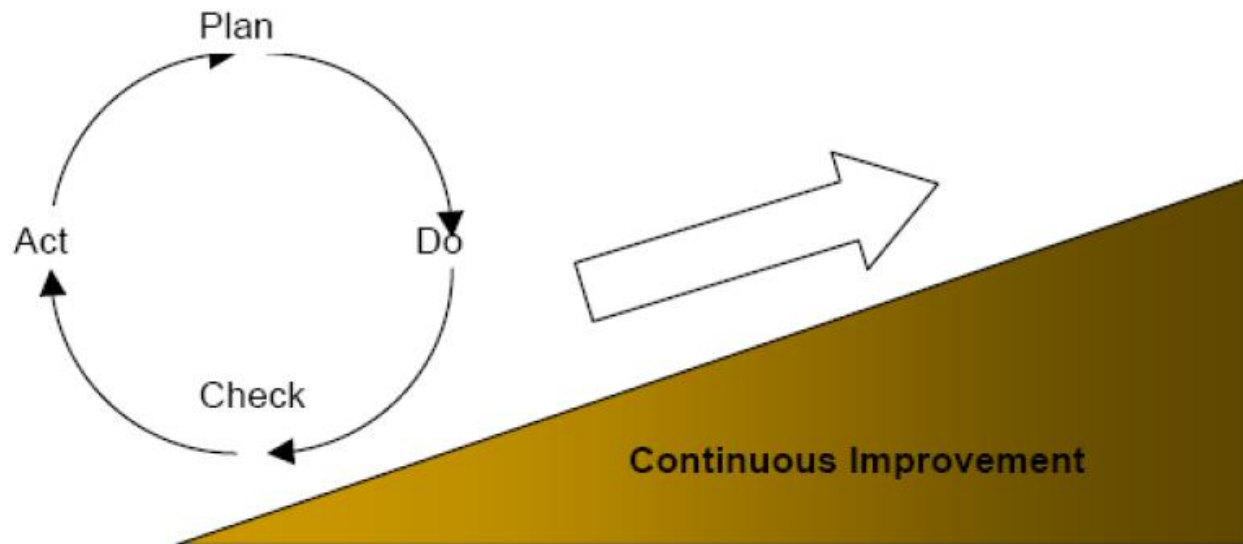
Any Questions?

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