The Evans Library Academic Plan

2014-2017

A three-year plan for strategic direction, assessment, and vision
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This four-word tag line utilized in library documentation encapsulates the very nature of an academic library in the 21st century. The Evans Library’s ongoing mission, to facilitate student success through the exchange of ideas and the acquisition and creation of knowledge, is about services and resources which we believe leads to information and learning. This is done via the variety and breadth of projects undertaken by the staff over the course of many years, as well as through those day-to-day activities that have such a positive impact on students’ academic endeavors and personal lives.

SERVICE PLAN

The Evans Library is an integral part of the Fulton-Montgomery Community College (FM) campus and academic culture. Resources and services offered to all users by the Library support college curriculum, campus programs and community endeavors through access to educational resources in print and electronic formats, Information Literacy instruction and support, an environment that supports teaching and learning, and staff who provide personal guidance and demonstrate an ongoing commitment to learning and research.

COLLECTIONS

The Evans Library is a fully equipped 21st century academic library that provides research support resources in a variety of formats. The Evans Library’s 2012-2013 budget included collection development funds totaling $51,900 from both campus and outside sources. In addition to expenditures for print materials such as books and periodicals that amounted to $13,400, electronic database and resource were purchased totaled $30,500. These materials expenditures included over $8,000 for leased materials, science models and media, both in-house and remote/streaming access.

Materials budgets are not allocated by division, department or program; however, every effort is made to ensure that every department has the necessary resources. Purchase and online access to resources are determined by Library staff and Faculty based on curriculum, need, and availability of funds when materials are requested. Faculty play an integral part in the Evans Library’s collection development efforts; all titles and resources recommended by faculty are purchased if funds are available. If budget monies have been depleted for a particular academic year all requests are held until funding becomes available, either in a subsequent academic year or from other sources. Consultation occurs throughout the academic year through academic division library liaisons as well as ongoing email contact, librarian reviews of current syllabi, and discussions with librarians at other institutions. The Evans Library reviews its print and electronic holdings on an on-going basis, balancing the relevancy and currency of its holding with respect to programs and courses offered at FM.
Statistics from the 2012-2013 ACRL (Association of College and Research Libraries) annual survey reports that resources include local holdings of approximately 64,270 titles, 33,305 of them eBooks with mostly unlimited user licenses. Additional holdings include 30 print magazines and journals, 48 online databases with 26,855 periodical titles, as well as 239 titles in VHS and DVD format and access to over 18,000 titles via several online media services. Additionally, all FM students and faculty have access to over 18 million volumes in the State University of New York (SUNY) system as well as countless other print and non-print materials available world-wide through InterLibrary Loan from the Capital District Region, New York State and worldwide. (See the Discovery section for more detailed information on the Evans Library’s resource sharing services.)

DISCOVERY

The Evans Library is open 7 days/68.5 hours a week with professional and support staff available to assist students, faculty, staff and community users. In addition to any print materials the library has in-house, a variety of additional materials (eBooks, online articles and media) are available in electronic format via the library webpage <http://fmcc.edu/library>. Access to materials not held by the library can be requested through resource sharing/interlibrary loan services. The Evans Library participates in the nationwide resource sharing IDS Project, which further solidifies the library’s commitment to providing students access to materials from other institutions in an efficient and timely manner. These resource-sharing services provide print or media materials from libraries across the state and additionally, by utilizing the worldwide catalog “WorldCat”, can be located and borrowed from libraries worldwide.

Reference services, in addition being available in-person, are provided via telephone, email, and text reference whenever the library is open. For those hours the Library is closed, online reference services are provided through AskUs 24/7, a nation-wide Virtual Reference service which provides FM students with 24/7 access to professional librarians who assist with research or reference questions. A pro-active chat service was implemented in Spring 2015 which consists of a pop-up chat triggered by particular website user actions. This service is staffed during the week-day, usually during the hours of 8am to 4pm.

Whether in a traditional face to face, fully online or blended course, faculty and students have access to these resources within the Evans Library, as accessed through the Library’s web portal, from FM’s learning management system, ANGEL and from off-campus 24 hours a day/7 days a week.

EDUCATIONAL ROLE

Learning is at the heart of all community colleges and as such, Information Literacy is the heart of Evans Library services. ACRL identifies Information Literacy skills as those requiring individuals to “recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information.” Information Literacy standards are widely recognized by SUNY and accreditation agencies such as Middle States. Developing a usable set of information literacy skills allows students to accurately navigate their world; a world that demands the accessing, evaluating and using of information from an ever-increasing number of places.
The Evans Library offers a wide-range of Information Literacy services in support of campus courses and programs. The Library provides a general orientation and tour that includes an overview of the physical space, a highlighting of services available, as well as a quick “walk through” of the Library’s web site. The general Information Literacy sessions highlight active learning and introduce students to the concept of searching for and evaluating information of all types. Subject-specific working research sessions are also offered for all disciplines and assignments; the librarians work with faculty to develop this comprehensive approach so that students can more successfully complete their work. Embedded Information Literacy services for courses using the campus online learning management system as well as a one-credit library course titled "Introduction to College Research" are also offered.

INSTITUTIONAL EFFECTIVENESS/PROFESSIONAL VALUES (SERVICES)

The Evans Library supports academic success by providing pro-active reference service, academic skills support, and just-in-time technology assistance as staples of their services to the campus community. The availability of these integrated services, which provide traditional library research assistance in addition to professional and peer-provided tutoring moves FM students toward achieving their academic and personal goals while enabling them to be independent and life-long learners.

Professional librarians provide services both in the library and throughout campus. In addition to staffing the Reference Desk, teaching information literacy courses, working on collection development and curriculum support materials, they serve as liaison on every academic division and provide the first point of contact for faculty members to request the purchase of materials and resources as well as to learn about any services and initiatives the library is undertaking. Full-time support staff, Library Student Aides, and volunteers all serve as staff that supports library programs and services.

Services including traditional materials circulation and course reserves are available to all library users. Reserve materials for support of classes, items both purchased by the Library and/or donated by faculty, can be utilized in the Library building as well as through the colleges’ online course management system. These reserve materials include course textbooks, library books, articles, media, and electronics.

Professional and peer-tutoring services are offered through the college Learning Center, with both Writing and Math Labs housed in the library. Course-specific tutoring is available as is general writing and mathematics assistance as needed.

PERSONNEL

The Evans Library includes professional and support staff as well as student workers and volunteers who provide library and academic support services. Professional staff have advanced degrees and include librarians who manage all library services as well as academic support personnel who administrate tutoring and other academic support services. Support staff manage both public and technical areas and assist the professionals in providing
services for all users. Students who work at the library are hired either through work-study or budget monies. Library Aides perform a variety of traditional library tasks including lending materials, shelf reading and shelving, and general pickup duties. Additionally, they have responsibility for the Learning Commons and help to maintain the 100+ computers located in the Library by assisting students and computer users with basic support. The library gives hiring preference to 2nd year students with a 2.5 or higher GPA. Permanent staffing is as follows:

**Faculty**
- Mary Donohue, Library Director (Evans Library Liaison to Science Division)
- Daniel Towne, Systems/Electronic Services Librarian
- Michael Daly, Public Services Librarian
- Tariyka Chaulk, Part-time Reference Librarian

**Support Staff**
- Trish Battisti, Senior Library Clerk
- Ginny Briggs, Clerk Typist
- Stephanie Price, Senior Library Clerk

**SPACE**

The Evans Library & Learning Commons supports an environment where academic success is encouraged through collaborative learning, quiet conversation, and independent study. The creation of ‘zones’ which facilitate and clarify activity, behavior, and noise parameters throughout the building has provided students with study space that best accommodates their educational needs.

The Evans Library offers areas for academic engagement on two floors, highlighted by a Learning Commons on the first floor. All areas include computer tables, individual carrels, study tables as well as mobile stools and upholstered furniture in various group, quiet, and open study spaces. Also available are a broad range of materials in various formats including print, media, and electronic.

The Evans Library services, resources, and spaces serve various student and college community users’ needs. The Learning Commons on the first floor provides access to over 55 computers, collaborative study space, electronic research resources, and a Writing Center. Services include in-house reference, as well as academic and technical assistance from professional, support and student workers. The second floor includes an Information Literacy classroom equipped with twenty-five student computing stations and available for Librarian-lead information literacy sessions, course-specific research sessions facilitated by Librarians and/or faculty or as reserved group or class working space when not utilized for classwork. Other second floor resources include 15 computer workstations, a professionally staffed Math Lab and Alternative Testing Center, a specialized Academic Computing Lab with 13 computers, TRiO academic support services, the Ken Dorn Regional History Studies room and quiet and silent study space. The Evans Library also loans mobile devices including laptops, e-readers, and tablets. The portable 30-station iPad classroom provides instructors and students with the ability to create learning spaces anywhere, anytime.
ORGANIZATIONAL STATEMENTS

Mission/Vision/Values

Statements that outline an organization’s purpose, future, culture and plans are vital in ensuring that resources are allocated in an appropriate and consistent manner and that long-term goals and objectives coincide with those of the institution. In concert with the previous FMCC 2011-2016 Strategic Plan and the subsequently adopted FMCC 2016-2021 Strategic Plan, the Evans Library has fashioned department-specific mission, vision, and value statements. These statements, first written in 2006, have been revised and updated for the years 2014-2017.

MISSION

The Evans Library is committed to supporting the mission of the Fulton-Montgomery Community College by facilitating teaching and learning through services and access to information.

VISION

The Evans Library is dedicated to serving our community through instruction in the development of research and critical thinking skills, access to an inclusive and comprehensive collection of materials, staff who support active learning, and an environment that encourages collaboration, diversity, and discovery in the pursuit of knowledge. This we do through a variety of partnerships locally, statewide, nationally, and internationally.

VALUES

Aligning with the College’s values, the Evans Library has identified the following as core library values:

- To Empower learning and facilitate teaching
- To Offer user-centered Service
- To Maintain quality collections
- To Provide accessible resources
- To Encourage a respectful learning environment
- To Forge additional academic partnerships
- To Foster an appreciation for the written word and knowledge in its varied formats

Evans Library Goals

In order to fulfill its mission and better serve students as they pursue academic and personal goals, the Evans Library has adopted goals and objectives that guide library actions and set the direction for the distribution of resources and services. These department goals and objectives are an integral part of the library mission and serve as a starting point for library assessment efforts. These goals were updated in 2014.

1. Expand and enhance on-campus and virtual services and resources
2. Strengthen library assessment efforts
3. Improve and enhance the Information Literacy program
4. Participate in students’ educational success outside formal Information Literacy efforts
5. Expand and enhance cross-campus and off-site partnerships
6. Provide ongoing support for staff development efforts
Library/Information Literacy Learning Outcomes

As part of the Academic Division, it is incumbent upon the Evans Library to also adopt learning outcomes that provide a roadmap by which library actions and activities are assessed. In addition and in acknowledgement of the importance of the Information Literacy program and the integral part it plays as a core library service, information literacy-specific learning outcomes have been crafted.

LIBRARY LEARNING OUTCOMES

LLO 1 - Students will demonstrate an appreciation and respect for learning environments in order to succeed academically and contribute as global citizens.

LLO 2 - Students will apply critical thinking skills to:
   2.1 - determine the value of academic resources in support of academic goals
   2.2 - select appropriate technologies that provide access to information and leads to the their contributions in the creation of knowledge
   2.3 - differentiate the complex, varied, and vast assortment of information available for life-long learning

INFORMATION LITERACY OUTCOMES*

At FM, information literate students will be able to:
   1. Determine the need for information
   2. Access sources of information
   3. Evaluate information
   4. Use Appropriate information
   5. Maintain ethical and legal standards when using information
   6. Demonstrate competency in personal computing

* FM Information Literacy outcomes are based on those approved by the Association of College & Research Libraries (ACRL) Board in 2000. A taskforce is currently reviewing and recommending changes to the ACRL standards; FM outcomes will be revised accordingly.

National Professional Standards and Values

In addition to coordinating and aligning with a parent institution’s strategic direction, libraries must also be guided by core principals of the library profession. ACRL, the professional organization that provides leadership and direction for academic libraries, provides a variety of tools and documentation designed to assist libraries in their efforts to stay abreast of library trends and best practices. One of the most significant of these tools is “Standards for Libraries in Higher Education (2011)”, which offer both a quantitative and qualitative approach to assessing the effectiveness of academic libraries, their resources and services and their campus roles. The recently updated Standards are now organized into nine categories as listed below, with past categories in brackets following the descriptions:

- **Collections**: Libraries provide access to collections sufficient in quality, depth, diversity, format, and currency to support the research and teaching missions of the institution. [Resources]
• **Discovery**: Libraries enable users to discover information in all formats through effective use of technology and organization of knowledge. [*Access*]

• **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. [*Instruction*]

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

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

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

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

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

• **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 [*Facilities*]

**Strategic Alignment**

It is vital that library’s goals are aligned with professional library values and standards as well as with the institutional mission, strategic goals and learning outcomes. Without this association, all library services and programs would be disconnected from the ever-changing library landscape and environment and the reality of the campus as a teaching and learning institution. This, in turn, would result in a negative impact on students’ academic success.

To ensure that these relationships exist, library goals and the more focused information literacy-specific goals have been measured against professional principles and values and campus strategic initiatives, as can be seen in the crosswalks below.
## Evans Library Goals/ACRL Standards & Principles Crosswalk

<table>
<thead>
<tr>
<th>Evans Library Goals</th>
<th>Collections</th>
<th>Discovery</th>
<th>Educational Role</th>
<th>Institutional Effectiveness</th>
<th>Personnel</th>
<th>Professional Values</th>
<th>Management/Administration</th>
<th>External Relations</th>
<th>Space</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Expand and enhance on-campus &amp; virtual services and resources</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td>2. Improve assessment efforts in all areas of the library</td>
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<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td>3. Improve and enhance Information Literacy program</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td>4. Participate in students’ educational success outside formal Information Literacy efforts</td>
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<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td>5. Expand and enhance on-campus and off-site partnerships</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<td>6. Provide ongoing support for staff development efforts</td>
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</tbody>
</table>
## Evans Library/FMCC Goal & Strategic Plan Crosswalk

### Evans Library Goals aligned to FM Mission & Strategic Plan 2016-2017

<table>
<thead>
<tr>
<th>Name of Unit:</th>
<th>Evans Library</th>
<th>Contact Person:</th>
<th>Mary Donohue, Library Director</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mission Reference</td>
<td>Fulton-Montgomery Community College is the region’s partner for:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I</td>
<td>Quality</td>
<td></td>
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<tr>
<td>II</td>
<td>Accessible higher education</td>
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<tr>
<td>III</td>
<td>Responsive programs</td>
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<td>IV</td>
<td>Economic development</td>
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<tr>
<td>V</td>
<td>Cultural and intellectual enrichment</td>
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<tr>
<td>Strategic Goals</td>
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<td></td>
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</tr>
<tr>
<td>1</td>
<td>Improve Student Success and Retention</td>
<td></td>
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<tr>
<td>2</td>
<td>Enhance and Market the FM College Experience</td>
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<tr>
<td>3</td>
<td>Strengthen Communications</td>
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<tr>
<td>4</td>
<td>Engage the Community</td>
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<td>5</td>
<td>Expand the resources of the college.</td>
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<table>
<thead>
<tr>
<th>Dept. Goals</th>
<th>I</th>
<th>II</th>
<th>III</th>
<th>IV</th>
<th>V</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
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</thead>
<tbody>
<tr>
<td>Expand &amp; enhance on-campus &amp; virtual services &amp; resources</td>
<td>X</td>
<td>X</td>
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<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<td>X</td>
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<tr>
<td>Strengthen library assessment efforts</td>
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<td>X</td>
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<tr>
<td>Improve &amp; enhance the Information Literacy program</td>
<td>X</td>
<td>X</td>
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<td>X</td>
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<td>Participate in students’ educational success outside formal Information Literacy efforts</td>
<td>X</td>
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<tr>
<td>Expand &amp; enhance cross-campus &amp; off-site partnerships</td>
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<td>X</td>
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<td>X</td>
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<tr>
<td>Provide ongoing support for staff development efforts</td>
<td>X</td>
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</table>

Revised: 2016-09-26
### Institutional Learning Outcomes aligned to Evans Library & Information Literacy Learning Outcomes

**Name of Unit:** Evans Library  
**Contact Person:** Mary Donohue, Library Director  
Michael Daly, Public Services

<table>
<thead>
<tr>
<th>Library Learning Outcomes</th>
<th>A</th>
<th>Students will demonstrate an appreciation and respect for learning environments in order to succeed academically and contribute as global citizens.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will apply critical thinking skills to:</td>
<td>B</td>
<td>determine the value of academic resources in support of academic goals</td>
</tr>
<tr>
<td>C</td>
<td>select appropriate technologies that provide access to information and leads to their contributions in the creation of knowledge</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>differentiate the complex, varied, and vast assortment of information available for life-long learning.</td>
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</table>

<table>
<thead>
<tr>
<th>Information Literacy Learning Outcomes</th>
<th>a</th>
<th>Determine the need for information</th>
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</thead>
<tbody>
<tr>
<td>b</td>
<td>Access sources of information</td>
<td></td>
</tr>
<tr>
<td>c</td>
<td>Evaluate information</td>
<td></td>
</tr>
<tr>
<td>d</td>
<td>Use Appropriate information</td>
<td></td>
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<tr>
<td>e</td>
<td>Maintain ethical and legal standards when using information.</td>
<td></td>
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<tr>
<td>f</td>
<td>Demonstrate competency in personal computing</td>
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</tbody>
</table>

#### Institutional LOs

<table>
<thead>
<tr>
<th>Institutional LOs</th>
<th>Library</th>
<th>Information Literacy</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Demonstrate critical thinking, problem solving, and creativity</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>2. Proficiently select and apply appropriate communication skills in a variety of settings</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>3. Apply appropriate technology in order to effectively research, communicate, and learn</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>4. Demonstrate self &amp; cultural awareness, civic responsibility, and an appreciation of the natural world</td>
<td>X</td>
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</table>
2016-2017 Objectives

After ensuring that links exist from Library goals to both current College goals and updated academic library principals, strategic objectives and learning outcomes are formulated, taking into account current campus initiatives and institutional focus. These objectives, taken from library and information literacy learning outcomes, are updated yearly and guide projects, initiatives, and long-range planning for all Library operations for the coming year. The objectives below reflect both new and ongoing library initiatives.

NEW

- **Faculty Development Program**
  - Facilitate communication with and among faculty on various classroom techniques and resource use

- **Institutional Records/College Communications**
  - Develop & implement electronic document management protocols and provide faculty & staff training

- **Learning Management System/Blackboard**
  - Integrate library educational resources seamlessly into the campus learning management system

- **Library Aide/Student Worker Learning Outcomes**
  - Determine value of library employment through alignments with institutional learning outcomes

- **Library Resources & Curriculum**
  - Identify and strengthen alignments between electronic resources, budget, and course curriculum

ONGOING

- **Financial Literacy Initiative**
  - Develop Financial Literacy content & programming for FM and the region

- **Information Literacy Instruction**
  - Students will surpass the national and state averages for TRAILS and show at least a 3% improvement in competency from ENG103 to ENG104

- **Program/Functional Area Review**
  - Complete the first program/area review of the Evans Library

- **SUNY Open Educational Resources**
  - Encourage and facilitate use of Open Educational Resources in the classroom
The Library’s objectives, as articulated in the strategic plan, require a plan of action, stakeholders/campus partners, criteria for success, and an implementation and completion timeline to ensure clear expectations of the changes being sought. The estimated timeline for the completion of these projects, it should be noted, will in some cases span a semester, an academic year, or even several years.

Detailed information on the current year’s objectives are provided below in a graphical format, outlining campus and department goals as well as professional standards. Action(s), stakeholders, metrics, and timeline follow each graph.

*Outcomes identified in Information Literacy initiative*
**Faculty Development Program**

**Responsible staff:** Mike Daly, Instruction/Public Services Librarian

**Action:** To host monthly informational sessions for professional staff designed to increase awareness and use of alternative, varied, and innovative learning pedagogies. Volunteers from on and off-campus will share what's working (or not) in the classrooms, on Blackboard, and beyond. Sessions will be 60 minutes with ½ hour presentation and the remaining time in hands-on application.

**Campus Partners/Stakeholders:** Instructional faculty, off-campus guest speakers

**Measures/Criteria:** Session attendance, post-session survey, post-semester survey. Fall 2015 will establish benchmarks; Spring 2017 criteria will be to increase faculty participation by 5%

**Timeline:**
- **September 20th** - “Google Apps for Education Google Docs, Docktopus and Goobric" (Mike Youngs, others TBA)
- **October 11th** - “Open Education Resources @ FM w/Open SUNY Textbooks’ OER Services (Allison Brown, OST, rep from Lumen and Librarians). Location TBD
- **November 8th** - “Film and Video to Engage Students and Enhance Learning" (Jason Radalin and Steve Hymowech).
- **SPRING 2017** - TBA
Financial Literacy Initiative

**Responsible staff:** Mary Donohue, Library Director

**Action:** Continue to engage ALA/FINRA grant project staff & partners in professional development activities, presentations and online activities to increase financial literacy of FM & community students.

**Campus Partners/Stakeholders:** Business Faculty, Student Affairs Faculty, Area library media specialists, and public librarians.

**Measures/Criteria:** Session attendance & surveys, resources use statistics, online activity assessments; Criteria will be to increase partner participation from Spring 2016 by 100% and FM unique student participation by 10%.

**Timeline:**

- Fall 2016 - Schedule one session for each targeted population at the college as well as sessions in the grant high schools and public libraries. Schedule at least 2 sessions and 2 activities during November (“November is Information Literacy Month”).
- Spring 2017 – Schedule training sessions and outreach with Fulton & Montgomery county high school library media specialists who were not included in the ALA/FINRA grant. Schedule training sessions and outreach with Fulton & Montgomery county public librarians who were not included in the ALA/FINRA grant.
Information Literacy Instruction

**Responsible Staff:** Mike Daly, Instruction/Public Services Librarian

**Campus Partners/Stakeholders:** Students, Faculty, Institutional Assessment Committee (IAC), DIRE

**Measures/Criteria:** TRAILS

**Actions/Timeline:**

<table>
<thead>
<tr>
<th>Month</th>
<th>Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>September</td>
<td>Formative assessments in information literacy classes; every other year ENG103 students take pre-survey</td>
</tr>
<tr>
<td>October</td>
<td>Review fall assessment summary finding with appropriate teaching faculty and academic divisions; formative assessments in information literacy classes; every other year ENG103 students take pre-survey</td>
</tr>
<tr>
<td>November</td>
<td>Formative assessments in information literacy classes; every other year ENG103 students take pre-survey; respond to feedback from IAC on last years’ initiatives</td>
</tr>
<tr>
<td>December</td>
<td>Begin to apply IL rubric to selected fall courses/assignments; archive collected assessments (pre-survey and other formative measurements) in central location</td>
</tr>
<tr>
<td>January</td>
<td>Apply IL rubric to selected fall courses/assignments; select courses/assignments to apply IL rubric</td>
</tr>
<tr>
<td>February/March</td>
<td>Review fall assessment summary finding with appropriate teaching faculty and academic divisions</td>
</tr>
<tr>
<td>April</td>
<td>Formative assessments in information literacy classes; every other year ENG104 students take post-survey</td>
</tr>
<tr>
<td>May</td>
<td>Formative assessments in information literacy classes; every other year ENG104 students take post-survey; begin to apply IL rubric to selected fall courses/assignments; archive collected assessments (pre-survey and other formative measurements) in central location</td>
</tr>
<tr>
<td>July</td>
<td>Apply IL rubric to selected spring courses/assignments</td>
</tr>
<tr>
<td>August</td>
<td>Select courses/assignment to apply IL rubric; review IL rubric vis a vis updates to information standards</td>
</tr>
</tbody>
</table>

*Additional details can be found later in the document: Information Literacy Assessment*
Institutional Records/College Communications

**Responsible staff:** Mary Donohue, Library Director

**Action:** Continue the work begun in 2015-2016 and utilize the updated college records policy as a framework for the organization and management of campus electronic records. Pilot implementation of new procedures with select departments.

**Campus Partners/Stakeholders:** Campus leadership positions, department heads, & selected support staff. Criteria is to train 25% of campus departments by Summer 2017.

**Measures/Criteria:** Policy/Procedures completed and presented to campus community for approval by May 2017, post-training surveys.

**Timeline:** Writing/refining policy and procedures during Fall 2016, pilot training in Spring 2017, final policy completed by May 2017.
Action: Topic and course-specific library content were seamlessly embedded in all FM course Blackboard shells during Summer 2016. The 2016-2017 year will involve librarians communicating with faculty about the intent of the project to tailor resources in the LMS and refining outcomes desired. We will then evaluate and assess the use of the guides from the faculty and student perspective.

Campus Partners/Stakeholders: Selected instructional faculty, IT Department, students

Measure/Criteria: Statistics on use of LibGuides, faculty & student surveys. Criteria is to increase faculty participation by 5%.

Timeline: Communicate with Faculty during Fall 2016 semester on new implementation; refine content pages during semester; utilize faculty feedback for subsequent semester implementation. Librarians will assess use (i.e. satisfaction of faculty and students) at the completion of Spring 2017 and make adjustments as needed for Fall 2017 implementation.
**Library Aide/Student Worker Learning Outcomes**

**Responsible Staff:** Mike Daly, Instruction/Public Services Librarian

**Action:** Review Library Aide tasks to identify what skills might align with Institutional Learning Outcomes. Work with students and library staff to explore perceptions of library value.

**Campus Partners/Stakeholders:** N/A

**Measures/Criteria:** Student/Library aid performance reviews. ILO rubric shows that 50% workers “meet expectations” in all areas.

**Timeline:** Fall 2016, align skills with campus learning outcomes and library goals. Spring 2017, continue to explore links between student employment through training and discussions with returning employees.

**Library Resources & Curriculum**

**Responsible Staff:** Daniel Towne, Systems & Electronic Resources Librarian
**Action:** Systematically review current library databases/resources and align content with curriculum (i.e. subjects, assignments, etc).

**Campus Partners/Stakeholders:** Instructional faculty

**Measures/Criteria:** Library Curriculum Impact forms, Program Reviews & spreadsheet with all electronic resources and aligned curriculum. Criteria: 75% of reviewed impact forms will show existing library support.

**Timeline:** Fall 2016, align resources with ½ of the curriculum in college catalog using course syllabus and upon discussion with faculty. Spring 2017, align the remaining curriculum.
**Program/Functional Area Review**

**Responsible staff:** Mary Donohue, Library Director

**Action:** To complete work begun in 2015-2016.

**Campus Partners/Stakeholders:** Select faculty, Library Advisory Committee, Peer Librarians

**Measures/Criteria:** Completed and Library Advisory-approved Review, aspirational peer review.

**Timeline:**
- September through December 2016 - FAR draft document will be completed and Library staff and Advisory committee will review and approve by December 2016.
- February/March 2017 - Peer review site visit.
- May through August 2017 - Recommendations will be discussed and incorporated into updated Evans Library Academic Plan, 2017-2020.
**Action:** As more FM instructors investigate and use open education resources (OER), trainings will be offered on an on-going basis that incorporate best practices, clear explanations of Creative Commons licensing, and effective OER course design as means toward increasing student success.

**Campus Partners/Stakeholders:** Instructional faculty, Librarians, Administration, students, Open SUNY Textbook’s OER Services, and Lumen Learning.

**Measures/Criteria:**
- FM/Evans Library will formalize an agreement of service with Open SUNY’s Textbook OER Services
- Documentation of discussions with Raider Trader Store regarding OER, i.e. Amazon’s Createspace “print on demand” services
• Develop consistent measures on the impact on FM student’s learning, success, and retention vis-a-vis OER material and courses
• Librarians will attend the OpenEd and CIT conferences considering their focus on OER, librarian-faculty collaborations and student success measures
• Attendance at institution-wide conversation (including students) related to course fees for OER courses

**Timeline:**

• September & October 2016: Librarians met with FM administration to discuss OER course fee
• September – November 2016: Librarians meet with Associate Dean for Student Retention and Success to brainstorm achievable measures to track student success in OER courses
• October 11, 2016: “Open Education Resources @ FM w/Open SUNY Textbooks’ OER Services (Allison Brown, OST, rep from Lumen and Librarians). L207
• November 2016:
  o Librarian meet and work with faculty using OER during the Fall 2016 semester to implement assessment plan for those courses
  o Public Services Librarian, Michael V. Daly attends and presents at 13th Annual OpenEd Conference in Richmond, VA.
• December & Spring 2017 - TBA
ASSESSMENT PLAN

A Culture of Assessment & Engagement

In choosing to seek a higher education degree, students exhibit a desire to improve themselves and their circumstances through hard work and commitment to a plan of action towards a goal. The Evans Library supports and echoes those desires by continuously working to improve services and enhance resources that lead to student success. This is accomplished by our ongoing commitment to assessment efforts of the services and resources that support student learning which are articulated in this plan.

LIBRARY ASSESSMENT

The Evans Library has long prided itself in its ability to collect data on the use of resources and services. Since its inception on May 4, 1964, information has been compiled, reports have been written, and state and federal reports have been filed, all with the purpose of showing the campus and the world at large that the Library is accomplishing its goals of providing library services to its community.

However, it was not until the year 2004 that it became clear that the mere fact of counting (i.e. number of books, amount of study space, and attendance in the information literacy classes) was not adequate and did not provide the kind of evidence-based assessment required to determine the role of the library had in the education of FM students. Attendance at a state-wide strategic planning workshop “Continuous Assessment and Continuous Improvement” in 2004 sponsored by the NY3Rs, comprised of the nine Reference and Research Library Resources multi-type systems in New York, resulted in the creation of Library Mission, Vision and Value statements, later updated in late 2006. These guiding principles, along with the college’s statements and academic library standards set forth by the professional organization the Association of College and Research Libraries (ACRL), resulted in the articulation of the goals and objectives that guided the business of the library. These include the collection, organization, maintenance and instruction of and for information that support the vision and mission of the College.

In 2014, these goals and objectives were updated and formed the basis for the 2014-2017 Library Strategic Plan. That plan pulls together the library’s guiding documents, creates a roadmap for action and informs the library’s assessment plan.

In addition to this assessment section, a more focused and detailed assessment of the Library’s Information Literacy Program, a service that is at the heart of the library’s service to its primary constituency, has been included.

Assessment Cycle

The process utilized in creating these reports can be seen in the campus’ Template for Institutional Assessment and ACRL Program Assessment (2013). The cycle is as follows:

- **Planning** – Campus Strategic Goal/Objective; Background; Departmental Goal/Objective including defining learning outcomes
- **Acting** – Methods/Measures (Gathering Evidence); Setting criteria, Actions (Performing actions);
Reflecting - Results/Conclusions (Analyzing evidence)
Sharing - Future activities or recommendations (Planning Change; Resource allocation decisions)

Planning
The Evans Library follows the campus evidence-based assessment process and timeline as detailed in the FMCC Institutional Assessment Plan. This plan details the timeframe for completion of reports that ultimately are sent to the Institutional Assessment committee and in turn shared with the Board of Trustees and campus at large. It should be understood that not all library activities and programs would follow these steps in order; projects are often organic in nature and can arise from a variety of instance (i.e. reflection on another project, actions taken by others, opportunities that present themselves, etc.).

Due to integral role the Library has in campus academic endeavors and student life, assessment efforts start with detailed planning as is detailed in the Library’s Strategic Plan. This plan includes library goals and objective that are mapped to campus strategic directions via crosswalks that detail how library endeavors correspond with those of the campus.

Participation in projects, i.e. the “business of the library” and the subsequent assessment that follows is an ongoing process that involves the entire library staff. While the Library Director coordinates all Department assessment efforts and pulls together the campus’ annual Institutional Assessment reports, the library’s professional staff have responsibility for assessment efforts within their areas of responsibility. The Public Services Librarian heads public services efforts, including Information Literacy assessment; the Systems/Electronic Services Librarian has responsibility for reporting on the technical services items. The Library director contributes to all remaining aspects of assessment not covered by the other professionals and coordinates the dissemination of library efforts.

The remaining aspects of the planning stage, “defining outcomes” and “setting criteria” will be found in this document’s Action Plan, which provides details on each individual objective undertaken by the library in the current academic year.

Acting
With a strategic plan in place, the next important aspect of ensuring that the Library fulfils its mission is the detailing of the actions taken in accomplishing the department’s objectives for a given year. The Action Plan does just that. It provides outcomes, criteria, actions and measures by which we identify success. This plan includes a timeline and sets the stage for action in any given academic year.

Measures/Methods
The collection of quantitative data used to assess library services to its community has long been a standard practice for libraries; this has not changed. However, what has evolved in the profession is the collection and subsequent use of quantitative data and the increased use of both direct and indirect measures. Quantitative measures include periodic library student satisfaction and campus SAS surveys, demographics, budgeting, and collection statistics gathered for NCES and ACRL statistical reports, information literacy class and student counts, and library patron door and room counts. These have long been used and remain standard data utilized to improve services. Qualitative data has found a new place in library assessment efforts through efforts to codify the libraries value to the campus community and
its impact on student learning. This data includes student comments from surveys and conversations, dialog taken from online reference interviews, discussions with faculty about student use of library services and resources, and conversations with SUNY library peers about the changing nature of libraries role in academics. Direct measures are those more likely found in the Information Literacy instruction and are gathered with the assistance of the course instructor, indirect measures include the surveys given regularly as well as conversations and focus group findings. These and other means as indicated in library literature and suggested by professional organization help us continue to assess our programs to ensure they meet the changing needs of our students and college constituencies.

Statistics are gathered on a daily, weekly, monthly, yearly and as-needed basis. The library follows standard practices for data gathering, storage, access and reporting that protects the rights and privacy of students and librarians. The following list is by no means exhaustive, but represents the primary data points currently used to assess library value to the institution and its students:

- Circulation Statistics – Print, Digital, Models, Equipment, ILL
- Budget
- AskUs 24/7 Reference Service
- Collection Statistics
- Counts – door & attendance
- Information Literacy statistics
- Room Scheduling
- Student satisfaction Surveys
- Web analytics
- Course/Program impact forms

Reflecting
Traditionally, once individual projects are completed or a semester or academic year is over, the library professionals take the opportunity to reflect on the action taken and evaluate its relative success or failure. Other stakeholders, including faculty, student services professionals, library staff and administration are included when the analysis of projects is underway, depending on their level of involvement in the action and the need for a non-library perspective. There are times, however, that waiting until the conclusion of an established period or conclusion of a particular project is not warranted. Instances such as this will be assessed as needed, with the objectives being reviewed and amended as necessary.

This important step of analyzing the evidence collected and reflecting on the project/service as a whole serves to assist in the revision of the original objectives and/or outcomes or serves as a basis for the development of new ones.

Sharing
In accordance with campus procedure, a formal report is written every fall, detailing all assessment activities for the previous academic year. This report is compiled by the library professionals, reviewed during the month of October by the library staff and Library Advisory Committee, and then presented to the Institutional Assessment committee in November. An identification of possible budget implications,
based on these assessments is also created to be added to the following year’s budget when it is submitted to the Provost in January.

The implementation of an Academic Affairs Division will result in an additional opportunity to share the report and receive feedback from peers and colleagues. When the internal review is complete, the Library Director will present the report to this new department for feedback and inclusion into a Division report, similar to the one currently submitted by the campus’ Student Affairs Division.

The library report itself will also be used internally, to inform the upcoming academic year’s strategic objectives. Success and failures, unexpected opportunities, changing educational landscapes as well as the feedback from the campus community will inform the creation of the subsequent years report, which will be drafted in late Spring, edited over the Summer and finalized during the last week of August by the library professional staff.

**Information Literacy Assessment**

Due to the importance of Information Literacy in any academic library’s assessment efforts, this section is designed to detail efforts specific and unique to the Evans Library program, outside of the library’s general assessment plan.

The design and delivery of the Evans Library’s information literacy program allows instruction librarians to co-facilitate, with teaching faculty, courses across the curriculum. While the number of sessions librarians are involved ranges from one to ten or more, the outlined assessment plan allows for a wide (summative) view and assessment of progress toward learning outcomes and more focused, in the moment (formative) assessments informing both teaching and learning. Information literacy outcomes scaffold to the Evans Library’s Learning Outcomes which in turn derive from FM’s Institutional Learning Outcomes [See Strategic Plan section]

- **Summative Assessment**

The Evans Library’s summative assessment information literacy uses a two-prong approach. Of primary use is an information literacy rubric based on the [Association of College & Research Library’s (ACRL) Information Literacy Standards](https://www.ala.org/acrl/standards) and developed in large part from established rubrics of the University of Kentucky and Southern Oregon University as included in the [Rubric Assessment of Information Literacy Skills (RAILS)](https://www.ala.org/acrl/standards) project. The rubric’s creation was itself part of the Library’s assessment efforts. Details on the development, design, implementation, vetting and initial uses of the rubric are documented in the library’s [Spring 2012 Information Literacy assessment report](https://www.ala.org/acrl/standards). Librarians apply this rubric to projects, presentations and assignments across the curriculum as a method of assessing FM student’s competencies in the standards and the [SUNY General Education requirements of Information Management and Critical Thinking](https://www.ala.org/acrl/standards). Results are shared with librarians and conversations ensue with teaching faculty during division meetings that may influence changes to course design, assignment requirements as well as library services. Pre-Test and Post-Tests using the online tool [TRAILS](https://www.ala.org/acrl/standards), which has been found to be more adaptable to community college undergraduates, are used to gauge students initial and eventual comprehension and application of ACRL information literacy standards. These web-based tests are administered during alternating Fall semesters to ENG103 students with the results
being shared with librarians, teaching faculty, academic divisions and the Director of Institutional Research and Effectiveness (DIRE) in support of evidence toward FM’s meeting SUNY’s General Education Information Management and Critical Thinking requirement.

An outlined summative assessment process of information literacy outcomes follows:

<table>
<thead>
<tr>
<th>Information Literate Students will...</th>
<th>Course Level</th>
<th>Measure</th>
<th>Measure*</th>
<th>Measure*</th>
<th>Stakeholders</th>
<th>Delivery Cycle</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. determine the need for information</td>
<td>00+</td>
<td>Il Rubric</td>
<td>Pre-Test (ENG 103)</td>
<td>Post-Test (ENG 104)</td>
<td>DIRE, post-test delivered following spring</td>
<td></td>
</tr>
<tr>
<td>2. access sources of information</td>
<td>00+</td>
<td>Il Rubric</td>
<td>Pre-Test (ENG 103)</td>
<td>Post-Test (ENG 104)</td>
<td>Librarians, Teaching Faculty, DIRE, post-test delivered following spring</td>
<td></td>
</tr>
<tr>
<td>3. evaluate information</td>
<td>00+</td>
<td>Il Rubric</td>
<td>Pre-Test (ENG 103)</td>
<td>Post-Test (ENG 104)</td>
<td>on-going, every-other Fall to DIRE, post-test delivered following spring</td>
<td></td>
</tr>
<tr>
<td>4. use appropriate information</td>
<td>100+</td>
<td>Il Rubric</td>
<td>Pre-Test (ENG 103)</td>
<td>Post-Test (ENG 104)</td>
<td>on-going, every-other Fall to DIRE, post-test delivered following spring</td>
<td></td>
</tr>
<tr>
<td>5. maintain ethical and legal standards when using information</td>
<td>100+</td>
<td>Il Rubric</td>
<td>Pre-Test (ENG 103)</td>
<td>Post-Test (ENG 104)</td>
<td>on-going, every-other Fall to DIRE, post-test delivered following spring</td>
<td></td>
</tr>
<tr>
<td>6. demonstrate competency in personal computing</td>
<td>100+</td>
<td>Il Rubric</td>
<td>Pre-Test (ENG 103)</td>
<td>Post-Test (ENG 104)</td>
<td>on-going, every-other Fall to DIRE, post-test delivered following spring</td>
<td></td>
</tr>
</tbody>
</table>

...in order to be information literate

*TRAILS – Tools for Real-time Assessment of Information Literacy Skills

- **Formative Assessments**

Understanding and responding to the efforts, needs, and success of students is the underlying goal of formative assessments. While the chart below details the common assessment measures used in the Evans Library’s information literacy program it is not exhaustive. In all cases formative assessments map to at least one information literacy outcome. Results of formative assessments are used primarily in the moment of teaching and learning to cultivate student success toward any number of goals in specific research assignments. Formative assessments that track common elements of instruction and use (Plus Delta, for example) can be viewed over a number of semesters to gain an understanding of typical barriers to students learning. Online tools such as SurveyMonkey® and the FMCC-sponsored Google Docs® are utilized to both collect and store assessment data.
<table>
<thead>
<tr>
<th>Measure</th>
<th>IL Outcome(s) Addressed</th>
<th>Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tracking of classes</td>
<td>n/a</td>
<td>Click here for data</td>
</tr>
<tr>
<td>Screenshots via AB Tutor</td>
<td>1, 2, 4</td>
<td>Click here for example</td>
</tr>
<tr>
<td>Plus Delta</td>
<td>1, 2, 3, 4, 5</td>
<td></td>
</tr>
<tr>
<td>Pre-Evaluation Survey</td>
<td>2, 6</td>
<td></td>
</tr>
<tr>
<td>(Meta) Evaluation Survey</td>
<td>2, 6</td>
<td></td>
</tr>
<tr>
<td>Research Builds</td>
<td>1, 2, 3, 6</td>
<td>Click here for example</td>
</tr>
<tr>
<td>Faculty Response to Information Literacy</td>
<td>n/a</td>
<td>Click here for example</td>
</tr>
<tr>
<td>Course Outcome Tracking</td>
<td>n/a</td>
<td>Click here</td>
</tr>
</tbody>
</table>

Taken separately, formative and summative assessment of information literacy outcomes have the potential to be reduced in meaning. The timeline ([found earlier in this document](#)) details the cooperative nature of both areas, addressing both the need for immediate information and feedback as well as a long-view of students’ progression toward information literacy, library and institutional learning outcomes.

Adopted by Evans Library Advisory Committee: 2/4/2015
Adopted by Evans Library Staff: 10/10/2014

2015-2016 Update: 9/2015

Most recent editorial revision: 10/30/2016
Referenced Documents

National

ACRL Program Assessment (2013)

Local

Evans Library Spring 2012 Information Literacy assessment report

FMCC 2011-2016 Strategic Plan

FMCC 2016-2021 Strategic Plan

FMCC Institutional Assessment Plan

Template for Institutional Assessment

Unit Planning Steps Document – Academic Affairs Dept. /J. Snyder
RESOURCES

Books

Journals
Taylor, M., & Heath, F. (2012). Assessment and Continuous Planning: The Key to Transformation at the University

Web - General


**Web - Special Topics, Information Literacy**


RAILS: Rubric Assessment of Information Literacy Skills (RAILS). http://railsontrack.info

SUNY General Education requirements of Information Management and Critical Thinking.

**HISTORICAL INFORMATION**

### 2014-2015 Objectives

After ensuring that links exist from Library goals to both current College goals and updated academic library principals, strategic objectives and learning outcomes are formulated, taking into account current campus initiatives and institutional focus. These objectives, taken from library and information literacy learning outcomes, are updated yearly and guide projects, initiatives, and long-range planning for all Library operations for the coming year.

The department’s objectives for the **2014-2015** academic year were as follows:

- **Collection Review. Objective** - To evaluate and assess the relevancy of the collection, both print and digital, in coordination with campus academic program review schedule.
- **Community Relations. Objective** – Implement new partnership programs with local libraries to increase cross-registration between regional public and academic libraries.
- **Digital Content. Objective** – Increase access to unique local historical documents by adding 25 digital records to the online digital repository *New York State Heritage*.
- **Diversity Resources. Objective** - To acquire a language media resource that assist in the integration of diversity into the curriculum and for use by the campus population.
- **Information Literacy/Instruction. Objective** - Public Services/Instruction Librarian will complete the OpenSUNY COTE (Center for Online Teaching Excellence) Instructional Design Competency Development Program during the fall 2014 semester.
- **Information Literacy/Student Success. Objective** - The Library will pilot the online testing system TRAILS (Tools for Real-time Assessment of Information Literacy) as a replacement for the current in-house pre/posttests that are currently administered.
- **Instructional Technology Curriculum Support. Objective** – Provide additional professional support of instructional technology by repurposing a part-time Reference Librarian to assist faculty in the development of digital instructional resources to be used in traditional on-campus, blended, and online courses.
- **Library Management System Review. Objective** - To assess staff use of the local Library Management System (LMS) and, as needed, to update settings to improve functionality and streamline operations.
- **Professional Development. Objective** – Ensure each staff member attend one professional development activity/program during the 2014-2015 academic year.
- **Strategic Planning & Assessment. Objective** – Review and revise Library Plan, including new assessment plan.
- **Student Success. Objective** – Partner with the Student Affairs Department/Retention Officer in a pilot program to target at-risk students and assist in their academic success.
- **Technology. Objective** – Improve access to online resources by partnering with IT in a pilot program.

### 2015-2016 Objectives

After ensuring that links exist from Library goals to both current College goals and updated academic library principals, strategic objectives and learning outcomes are formulated, taking into account current campus initiatives and institutional focus. These objectives, taken from library and information literacy
learning outcomes, are updated yearly and guide projects, initiatives, and long-range planning for all Library operations for the coming year.

**Evans Library 2015-2016 Strategic Objectives:**

- **Financial Literacy Programming. Objective** – To develop Financial Literacy content & programming for FM and the region.
- **Functional Area Review. Objective** – To complete a Functional Area Review of the Evans Library.
- **Information Literacy Instruction. Objective** – Students will surpass the national and state averages for TRAILS and show at least a 3% improvement in competency from ENG103 to ENG104.
- **Institutional Records/College Archives. Objective** – To revise college archives procedures.
- **InterLibrary Loan Review. Objective** – To assess InterLibrary Loan policies and procedures.
- **SUNY Open Educational Resources: Improving Faculty Discovery & Adoption. Objective** – To pilot a program to increase use of OERs.

**Evans Library Goals aligned to FM Mission & Strategic Plan, 2014-2016**

<table>
<thead>
<tr>
<th>Name of Unit:</th>
<th>Evans Library</th>
<th>Contact Person:</th>
<th>Mary Donohue, Library Director</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mission Reference</td>
<td>Fulton-Montgomery Community College is the region’s partner for:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I</td>
<td>Quality</td>
<td></td>
<td></td>
</tr>
<tr>
<td>II</td>
<td>Accessible higher education</td>
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<tr>
<td>III</td>
<td>Responsive programs</td>
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<tr>
<td>IV</td>
<td>Economic development</td>
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<tr>
<td>V</td>
<td>Cultural and intellectual enrichment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Strategic Goals</td>
<td>1 Prepare students to learn, live and lead in a diverse and dynamic global culture.</td>
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<td></td>
<td>2 Create a campus culture that attracts and celebrates diversity.</td>
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<td></td>
<td>3 Foster an atmosphere of college/community engagement that recognizes FM as an invaluable resource to our region.</td>
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<tr>
<td></td>
<td>4 Foster a culture that encourages and embraces innovation and growth.</td>
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<tr>
<td></td>
<td>5 Expand the resources of the college.</td>
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<tr>
<td></td>
<td>Dept. Goals</td>
<td>I</td>
<td>II</td>
</tr>
<tr>
<td></td>
<td>Expand &amp; enhance on-campus &amp; virtual services &amp; resources</td>
<td>X</td>
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<td></td>
<td>Strengthen library assessment efforts</td>
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<td></td>
<td>Improve &amp; enhance the Information Literacy program</td>
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<td>Participate in students’ educational success outside formal Information Literacy efforts</td>
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<td></td>
<td>Expand &amp; enhance cross-campus &amp; off-site partnerships</td>
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<td></td>
<td>Provide ongoing support for staff development efforts</td>
<td>X</td>
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