Summary

April 10, 2012

Assessment in Academic Affairs
Summary

This report details particular initiatives and projects which were undertaken by the Evans Library staff during the 2011 calendar year. Included is detailed information on the implementation of the initiatives, as well as how they support the vision, mission and strategic goals and objectives of the campus and the Evans Library department.

While all have been valuable endeavors, several have recommendations that stand out in terms of strategic directions for the campus or for the library, as well as having possible budget impact considerations. These are:

Budget Considerations/Library Strategic Directions

- **Collections & Curriculum** – Like the high-budget impact of the Library Management System implementation of the late 1990's, when the library migrated from paper to an automated system, ‘discovery tools’ will have the same potentially significant increase in library funding needs. This new generation of search tool, modeled on the familiar Google-type search, will pull together individual database resources from across platforms to enable students a more streamlined search option. This is a vital tool that will change the nature of how we instruct our students and must be part of library strategic and budget planning.

- **Resources** – Electronic research resources require computerized equipment. Consideration of the computing needs of all academic support services must be made. Whether it is a spending plan for the 3-year update of hard-wired desktop computers or the implementation of portable equipment (tablets, iPads, and other mobile devices) into the Information Literacy program, funding will be needed to maintain access to our resources.

Campus Strategic Directions

- **Information Literacy/Assessment** – The library must continue to meet the information literacy (i.e. critical thinking) needs of its students. Working more closely with Institutional Research will provide both departments with valuable information that can be used to the benefit of all campus constituencies.

- **Community Outreach** – This ties in with the campus’ strategic initiative to foster an atmosphere of college/community engagement.
Library Strategic Directions

- **Academic Support** – The library has shifted from looking at what services and resources it provides to its users to looking at student learning outcomes and determining how best the library can help provide educational support. It is less about what we can give them than what they need from us. It is evident from the Academic Support project with the student-athletes that one direction that has great potential for success is working with special populations. Partnering with the Honor Program or particular academic departments (for example, the Nursing Department) is a direction that should be explored.
Institutional Assessment Report
Evans Library – Academic Support

Mission: Fulton-Montgomery Community College is the region’s partner for quality, accessible higher education; responsive programs; economic development; and cultural and intellectual enrichment.

1) Campus Mission/Strategic Goal/Objective

Goal 1. Prepare students to learn, live, and lead in a diverse and dynamic global culture

Goal 4. Foster a culture that encourages and embraces innovation and growth

2) Departmental Mission/Goal/Objective

Department Goal 6) Participate in students’ educational success outside of formal Information Literacy efforts.

Department Objective – Work with other campus departments in projects which positively impact student learning by offering specialized educational support services to target populations.

3) Background

Libraries in general and the Evans Library in particular have long been part of their communities’ educational processes. Whether by providing print and electronic resources to the campus in general or specific resources directed towards a particular curricula or project, the Evans Library is in the business of creating a learning environment that supports student success. Most of the work done by the Library in recent years has been to focus attention on Information Literacy programs which are developed, taught, and assessed by the librarian professionals in tandem with department faculty. However successful these efforts might be, it has become evident that the library must strive to do more to tie directly in with student learning to truly stay at the heart of the College’s educational mission.

In the 2010 publication titled “The Value of Academic Libraries” by Megan Oakleaf of the Association of College and Research Libraries, a number of recommendations were offered which help provide a framework for libraries attempting to work more integrally with campus faculty and student support services. Several recommendations referenced linking libraries to improved student retention & graduation rates, while others offered ways to develop the library’s impact on student learning and increased student achievement. These recommendations caused the professional librarian to re-evaluate the library’s presence in student learning outside of the Information Literacy classroom.

4) Actions

In the Fall of 2010 the Coordinator of Student-Athlete Academic Success Chris Rogers approached the library staff with a request to hold a supervised ‘study hall’ in the Information Literacy classroom of the Evans Library. During the week, athletes from the various sports teams came to the Evans Library to utilize the various resources and services, including the
computers and Writing & Math Lab tutoring. Students also received reference and research assistance by the librarians as needed. This project continued with minimal interaction from the library staff for the majority of the Fall 2010.

By the Spring of 2011 however, it became apparent there was potential for greater student success by expanding the program past the mere study hall currently being offered. Discussions between the library professionals Mike Daly and Daniel Towne and the program coordinator resulted in a more interactive role for the library. The desire for additional programming was also precipitated by the athletes’ high use of the library, coupled with minimal interactions with the librarians that had been observed over the years, well before the study hall implementation. This development relationship between the athletics department and library staff usage led to a presentation in the summer 2011 by Daly and Towne at the State University of New York Librarians Association summer conference. The session, entitled “Finding a Level Playing Field & Blurring the Lines: How Two Librarians’ Love of Sports Built a Relationship with the Athletic Department and Student-Athletes”, detailed the ever-evolving relationship between the library and the athletics department and set the stage for a targeted outreach plan with greater library staff involvement for the Fall 2011 semester.

September 2011 began with a concentrated effort by the Coordinator of Student-Athlete Academic Success and Librarians to highlight the dedicated library study time by implementing the two-day a week, 1.5 hour ‘study hall’ at the first opportunity, in this case on the second day of classes. In addition to this monitored time, students were also encouraged to act on their own and utilize the other academic support services in the Library throughout the week, particularly the tutoring offered in the Math and Writing Labs as well as TRiO. The library staff was made aware of the expansion of the program outside of the regular study hall. The Librarians and Coordinator of Student-Athlete Academic Success continued to meet throughout the semester to monitor the progress of the program.

5) Measurements
   - GPA & attendance data collected by Coordinator of Student-Athlete Academic Success
   - Observation of student academic activities by library staff

6) Results/Conclusions
The data gathered throughout the length of the program was presented to the coaches by the Coordinator of Student-Athlete Academic Success. A comparison of Fall 2010 with Fall 2011 showed that there had been some measurable increased academic performance by students athletes, with 64.2% of FA 2011 students achieving in the “A through C” range, up from 59.3% for the Fall of 2010.
7) **Future activities or recommendations**

- The program will continue to develop with ongoing and regular conversations between the Coordinator of Student-Athlete Academic Success and the library professionals.
- More formalized Information Literacy offerings will be explored for this special population in coordination with the existing program.
- Different methods of assessing program success will be explored: i.e. portfolios, tutor evaluations, additional academic performance measurements, etc.
- Determine if other ‘special populations’ can be better served; either the Honors Program or the Nursing Department should be approached.

Mary Donohue/Chris Rogers

**Resources**


Institutional Assessment Report
Evans Library – Collections & Curriculum

**Mission:** Fulton-Montgomery Community College is the region’s partner for quality, accessible higher education; responsive programs; economic development; and cultural and intellectual enrichment.

1. **Campus Mission/Strategic Goal/Objective**
   - **Goal 1:** Enable students to reach their goals through quality education & support services.
   - **Goal 7:** Expand resources to meet the mission of the College

2. **Departmental Mission/Goal/Objective**
   - **Department Goal 1:** Expand and enhance on-campus & virtual services and resources
   - **Department Goal 2:** Improve assessment efforts in all areas of the library & its services
   - **Department Goal 6:** Participate in students’ educational success
     - **Department Objective:** To evaluate and assess current collection development policies in accordance with changing needs of students and faculty.

3. **Background**
   The Evans Library has always utilized a variety of measures to assist in decision-making and towards achieving their goals and objectives in the service of students, faculty and community members. Door turnstile counts, class attendance, circulation statistics and other quantitative measures have long been the staple of libraries in general and FM’s library in particular.

   However in recent years, emphasis has been placed on utilizing more qualitative measures in the pursuit of academic success. Student learning outcomes, while always a consideration in library’s determination of which services and resources to provide, has risen in importance as colleges assess how all organizational departments and division work together to educate students.

   At the same time, the library world has changed dramatically from a building which warehouses books and magazines to a dynamic space where teaching and learning occurs in not just a physical location but increasingly in the virtual world. And librarians, educators who traditionally assisted students and other patrons in the location of information, now serve a vital role in information literacy instruction, teaching students to critically think about the information they locate and how to utilize it effectively in their coursework and in their lives.

   Steps must be taken, therefore, to comprehensively assess the resources purchased by the library to determine the validity of the selection criteria and the future of these resources. In
tandem with these efforts, the validity of existing services must also be evaluated as to how these are offered in conjunction with supporting resources...

4. Actions
In an effort to understand exactly how the college library environment has evolved and to determine how these changes impact our ability to serve students, faculty and other users to the full extent possible, a number of projects were developed in 2011 that are designed to place the Evans Library at the forefront of academic support on the FM campus.

The current library and education literature was first reviewed. It is a dynamic time for libraries and the literature accurately reflects the sea changes experienced by libraries of all types. Standards for Libraries in Higher Education by the Association for College and Research Libraries was designed “to guide academic libraries in advancing and sustaining their role as partners in educating students, achieving their institutions’ missions, and positioning libraries as leaders in assessment and continuous improvement on their campuses.” Another valuable resource, Redefining the Academic Library: Managing the Migration to Digital Information Services, while not specifically geared towards community colleges, provided valuable information that will help the library and the college prepare students for advanced studies and/or entrance into the 21st century workforce. These resources and several others utilized during this time are documented at the end of this section.

Next, a series of conversations among the librarians and faculty occurred, both formally (division and department meetings) and informally in regular staff meetings. At the same time, an analysis of print materials circulation statistics was undertaken to determine how educational materials has been used over the course of several years. The final step (still taking place) is to review research assignments

5. Measurements
- Literature review
- Circulation Counts – 5 year range (see attachment)
- Curriculum Guides – 3 year range
- Cost of materials (materials purchases, database access fees, etc.)

6. Results/Conclusions
An analysis of the circulation statistics show that materials circulation has gone down dramatically. This in part is due to the significant increase in electronic resources available to students, as well as the turn-over of faculty, the rapid adoption of the newer technologies by students, and the kinds of tools that provide access to the library's resources. It is difficult, however, to determine if this trend will continue and, if so, how our collection development policy should evolve over time. More investigation regarding our purchasing patterns, particularly in conjunction with assessment of the curriculum, and the availability of online resources must be done.
7. Future activities or recommendations

- Develop the comprehensive collection of all assignments across the curriculum. This has been done with some success in the English classes, since that faculty and the Information Literacy librarian work in tandem for all the ENG 103 assignments. However, here are a number of other ‘information literacy’ rich assignments that are embedded in coursework that have not yet been identified by the library professionals. Having access to all assessment assignments will give the librarians the ability to assess the information literacy components in all assignment (their discipline specialty) and tie this work to Middle States competencies.

- Continue to assess all resources utilized by the college community. Statistics from interlibrary loan services, online databases, as well as web analytics and in-depth conversations with faculty members about the intended course outcomes will only serve to paint a more complete picture of the academic library landscape.

- Investigate ‘discovery tools’. Library consensus tells us that the ownership of materials has become secondary to the provision of access to resources in the virtual world. Integrated search tools are being designed that pull together resources of all types of resources (books, periodicals, media, and online/web-based materials). These tools are expensive and have a variety of features that may or may not be conducive to undergraduate studies. The library professionals should keep abreast of the latest developments, partner with other higher education institutions whenever possible, and be prepared to implement the tool (or tools) that those that best provide access to the wide variety of authoritative, educational resources.

RESOURCES

http://search.proquest.com/docview/855474467?accountid=38806

Redefining the Academic Library: Managing the Migration to Digital Information Services (2011)  


Institutional Assessment Report
Evans Library – Community Outreach

Mission: Fulton-Montgomery Community College is the region’s partner for quality, accessible higher education; responsive programs; economic development; and cultural and intellectual enrichment.

1. Campus Mission/Strategic Goal/Objective
   Goal 3: Foster an atmosphere of college/community engagement that recognizes FM as an invaluable resource to our region
   Objective 2: Faculty/staff address at least six community forums annually

2. Departmental Mission/Goal/Objective
   Department Goal 3) Improve Information Literacy program
   Department Goal 5) Improve resource-sharing services across the community
   Department Objective: To meet with area media specialists and teachers in an effort to bridge the knowledge gap in terms of the research-based projects typically assigned to first-year college students and those assigned at the high school level to better prepare students for success when they enter college.

3. Background
   The Evans Library and Hamilton-Fulton-Montgomery School Library System (HFM-SLS) has enjoyed a long and fruitful relationship for over 20 years. Many of the librarians who have worked at FM have ties to the local school districts and particularly the HFM-SLS; the Evans Library Director has been a standing member of the SLS Advisory Council since 1990. Over FM librarians have participated in SLS programs and activities, showcasing the work being done at the College in terms of library development as well as information literacy.
   An opportunity to revitalize past partnership efforts arose when a new Public Services Librarian hired in 2009 used ongoing EN103 assessment results to determine that incoming Freshman had a relatively weak initial grasp of basic research skills and terminology. It was determined through literature searches and peer-to-peer conversations that a stronger relationship between not just the high school media specials and FMCC librarians was desirable, but that this should be expanded to include subject teachers.

4. Actions
   On October 25, 2011, the Evans Library hosted area school library media specialists and English teachers in a workshop on how research methods change from high school to college. The workshop, developed by Mike Daly with input and permission from the FM faculty, was focused around past and current college research assignments. Mike explained to the attendees how these assignments had changed over time and how they were still constantly evolving. He also
talked about various online and in-house resources and stressed the importance of original content production by college students. Workshop attendees were encouraged to return to their schools and begin conversations about how research might be re-thought in today's rapidly changing and demanding world.

5. **Measurements**
   a. Count of attendees
   b. Subsequent conversations with FM librarian to evaluate presentation and reception.

6. **Results/Conclusions**
   Twenty-five school library media specialists and English teachers attended the afternoon presentation held in the Information Literacy Classroom. There was obvious interest in what is going on in the college level by those attending. It is difficult to assess what the result will be – the intent was to begin the conversation and strengthen the ties between the local schools and the college; this was accomplished as is evident by the high attendance.

7. **Future activities or recommendations**
   Future workshops are being planned with an invitation being extended to other disciplines including history (scheduled for Spring 2012)

   Public Services Librarian will work with SLS and area Media Specialist to develop local information literacy standards utilizing ACRL and AASL standards.
Institutional Assessment Report
Evans Library – Information Literacy/Assessment

Mission: Fulton-Montgomery Community College is the region’s partner for quality, accessible higher education; responsive programs; economic development; and cultural and intellectual enrichment.

1. Campus Mission/Strategic Goal/Objective
   Goal 1: To Prepare Students to Learn, Live and Lead in a Diverse and Dynamic Global Culture
   Objective 6: Assure curricula meets the needs of a dynamic world through continuous assessment

2. Departmental Mission/Goal/Objective
   Department Goal 2) Improve assessment efforts in all areas of the library & its services;
   Department Goal 3) Improve Information Literacy program.
   Longitudinally assess the effectiveness of librarian-lead Information Literacy sessions as it relates to student’s demonstrated abilities within ACRL defined Information Literacy standards and SUNY General Educational Requirements for Information Management.
   Department Objective: Determine the growth and impact of student’s continued engagement with Information Literacy and Management standards over a three-year period as they transition from ENG103 to ENG104.

3. Background
   The impetus for this assessment comes from a desire to understand the impact of individual information literacy sessions from the viewpoint of the librarian in regards to a pedagogical shift to active learning; what was the base level of understanding of information literacy concepts and strategies and how did that understanding change as students progressed in their academic career at FM In the Fall 2009 semester the Office of Institutional Research asked students to complete a similar measurement within other courses as means of meeting SUNY GEN-ED reporting standards for Information Management competencies. Subsequent conversations with the Evans Library’s staff determined that the tool being used was outdated and led to a change in policy wherein the library professionals would assume control for measuring and teaching SUNY GEN-ED standards. These included the Information Management competency, 1) to “understand and use basic research techniques”; and 2) “locate, evaluate and synthesize information from a variety of sources”. http://www.suny.edu/provost/academic_affairs/LearningOutcomes.cfm). A meeting with the Director of Institutional Research and Effectiveness and the Public Services Librarian in the Winter of 2010 established the platform (Survey Monkey) on which the measurement would be offered and settled on the questions that students would be asked.
4. **Actions**

Continuing the established practice of randomly selecting sections of ENG 103 and ENG104 to complete a pre-test and post-test respectively, the Public Services Librarian set-up web links from Survey Monkey within the Information Literacy page (libguides.fmcc.edu/infolit) designed to be used by any librarian leading an Information Literacy session. These web links are then sent to students via the AB Tutor classroom control software prior to the start of a session. As students enter the Information Literacy classroom (L-207) they are instructed to complete the survey to the best of their ability. The pre-test is offered to ENG103 sections during both the Fall and Spring semesters. The post-test is offered to ENG104 sections during the Spring semester only. The data from these surveys are compiled within Survey Monkey and the Public Services Librarian downloads that data at the end of each semester.

5. **Measurements**

Available as Appendix A and Appendix B of this document, the data for the pre-test and post-test is offered in Excel format with graphical representation of the same data included therein. Appendix A (pre-test) presents data for over four-hundred students (406) in ENG103 sections who took the pre-test during the Fall 2011, Spring 2011, Spring 2010, Fall 2009, and Spring 2009 semesters, with answers to eight questions. Appendix B (post-test) presents data from close to three-hundred (287) students in ENG104 sections who took the post-test during the Spring 2011, Spring 2010 and Spring 2009 semesters with answers to eight questions.

While five of the questions from the pre/post-test may be considered having a one-to-one relationship (Citation Identification, Purpose of Article Abstract, Boolean Logic, Plagiarism, and student's prior experience in an Information Literacy session), the three remaining questions scaffold in such a manner that the post-test provides students the opportunity to demonstrate understanding and competencies with higher-level critical thinking and information related research strategies. As ENG103 focuses on teaching students to employ critical thinking, it can be expected that students would be able to demonstrate that ability in an ENG104 course.

6. **Results/Conclusions**

Analysis of the data from the past three years suggests two major themes:

1. Despite the fact that almost two-thirds of the students who took the pre-test had no experience in an FM Information Literacy session prior to that session, their ability to correctly identify basic, common Information Literacy concepts and terms is evident. They had little problem with answering questions related to citation styles, plagiarism, abstracts, and the capability of the Library’s online databases. They struggled however in higher-level areas such as understanding how the implementation of Boolean logic in a search would affect the results.

2. Seventy-eight percent of the students who took the post-test indicated that they had previously participated in an Evans Library Information Literacy session. Encouragingly, their ability to retain concepts introduced in previous sessions came across in the results from the post-test. Students were still able to aptly identify basic, common information literacy concepts such as plagiarism, citation styles, abstracts and library holdings. Where
students continued to struggle was in higher-level research skills areas. While students could correctly identify what resources would be best suited for a task (book catalog to find books, a library database to find scholarly journals) they were unsuccessful when asked to employ strategies that would allow them to effectively use those resources. Across semesters, students struggled with identifying keywords from a topic sentence or implementing a subject search in an online catalog.

Comparison of the data across semesters within each test as well as direct comparison of similar questions between the pre and post-test indicates the FM's students are capable of providing correct answers to direct questions in regards to Information Literacy and research skills. FM's students struggle however in actively employing those concepts in real-life scenarios. The gap between understanding the steps of the research process and knowing when and how to locate and utilize information efficiently and appropriately must continue to be addressed through instructional design in Information Literacy sessions and specific courses.

7. Future activities or recommendations
It is recommended that the Evans Library Information Literacy program continue to offer this pre/post-test model. However, given that the questions being asked in both instruments has not changed since 2009, it is also recommended that a review of those questions by the Librarians be undertaken and new questions implemented for the Fall 2012 semester. Librarians might also consider a move from the pay-service Survey Monkey to a free-service like Google Forms. The pros and cons of each should be considered in terms of return on investment as well as access to data and privacy. Further, IT currently provides for support for the classroom management software (AB Tutor) used in Information Literacy assessment. Continued IT support for this and future products will ensure a timely assessment cycle, which in turn directly influences improvements in learning opportunities for our students.

That this longitudinal study also works to provide FM with data related to SUNY GEN-ED requirements it is also recommended that the relationship between the implementation, collection and analysis of this data be formalized between the Evans Library and FM's Office of Institutional Research. It should be clear for all parties where this data should be stored, who has access and when it needs to be reported to the Office of Institutional Research. There is also the very real opportunity for the Evans Library to capitalize on much of the student-specific data that is gathered from these instruments. Using student ID numbers of those students who have participated in one (or more) Information Literacy session could potentially lead to a deeper understanding of how that participation contributes to student success in terms of retention, GPA and student's achievement of stated educational goals. A rubric based on ACRL's Information Literacy Standards as well SUNY's General Education Information Management competency is also being developed. Beginning the Spring 2012 semester, Library professionals will use this rubric to score student's finished research projects, reports and presentations

Michael V. Daly
Institutional Assessment Report
Evans Library – Resources

Mission: Fulton-Montgomery Community College is the region’s partner for quality, accessible higher education; responsive programs; economic development; and cultural and intellectual enrichment.

1. Campus Mission/Strategic Goal/Objective

   Goal 1. Prepare students to learn, live, and lead in a diverse and dynamic global culture
   Goal 3. Foster an atmosphere of college/community engagement that recognizes FM as an invaluable resource to our region
   Goal 4. Foster a culture that encourages and embraces innovation and growth
   Goal 5. Expand resources of the college

2. Departmental Mission/Goal/Objective

   Department Goals:
   1) Expand and enhance on-campus & virtual services and resources
   2) Improve assessment efforts in all areas of the library & its services
   6) Participate in students’ educational success

   Department Objective: To improve access to educational resources by evaluating and assessing current policies and practices and revising as indicated.

3. Background

   It is sometimes difficult to understand the forces that result in the addition of services or resources in a library. While most decisions stem from a long process of careful evaluation of existing services coupled with a review of current curricula, student and faculty needs and a careful library environmental scan, others seem to be reaction to a real (or perceived) issue that arises. The latter manner of doing business, ‘just do it’, can be a successful way of moving to serve the library users in a pro-active manner, due to the rapid explosion of resources available remotely, the economic climate, and the very sea-change experienced by academic libraries on what seems a daily basis. Being able to assess the situation quickly and then act appropriately, then just as quickly to assess the results can make the difference between adequate library services and those that satisfy the ever-changing information needs of their users.

4. Actions

   One situation that merited swift action was in the matter of electronic books and readers. In 2011, the library decided to further enter the e-book market by purchasing a subscription to the product Overdrive in addition to purchasing Kindle e-readers with subsequent e-content. Until then, most of the libraries electronic resources had been periodical articles available via
databases, a shared collection of e-books purchased years ago by SUNY and the recent addition of one hundred online reference book titles. These items in no way reflected the growth of e-book content over the past few years and did not satisfy our patron's growing desire for online book content. A recent suggestion box comment had us grappling with the question of e-books, trying to decide if purchase should wait until some standardization in format occurred among publishers and keeping an eye on the copyright and other legal issues that were being articulated in the library media.

The Library decided to take a two-prong approach to e-books in 2011 by utilizing the services of Overdrive, an e-book (as well as audio) service which allowed for individual selection of materials. This practice was similar to our purchase of print books, while not the same for our periodical databases which are packaged by vendors with no mechanism for choosing particular titles. It was decided to concentrate on academic rather than popular fiction purchases at the beginning. At the same time, 5 Kindles were purchased with free content from Project Guttenberg loaded on in addition to several titles suggested by the Humanities Faculty.

5. Measurements  
- Circulation statistics  
- Discussions with staff, students and faculty  
- Literature review

6. Results/Conclusions  
Overdrive had a rough start with deployment not occurring until November 2011 due to the logistics of circulating the materials utilizing existing library patron library numbers. Another difficulty occurred in populating the site with materials – the process is essentially creating a library from the start and the choice of academic content was not as substantial as we had hoped. The book circulation in that time was 12 circulations from approximately 70 titles.

The Kindle units began circulating in late June and were checked out to 20 individuals. There were over 40 titles loaded on the Kindles, however, patrons were encouraged to load their own content as desired. An added feature of Overdrive provided for downloads of their content on to the Kindle and this practice was encouraged by signage and other marketing materials throughout the Library and campus.

Conclusions about the services to date are mixed. The Overdrive model with allows for only one circulation does not necessarily work as well in the academic world as it does in the public library sector. Various other e-products will be explored even as the library continues to support the Overdrive model for another year, adding audio content and providing better marketing.

The Kindles will continue to be circulated and content added as possible according to the Library's collection development policies. User suggestions will be taken into account and free content will be explored and added on an ongoing basis.
7. **Future activities or recommendations**
   - Continue to review the literature to determine the most advantageous direction in terms of e-content.
   - Continue to explore virtual resources; exploring SUNY consortial offerings when available and determining the value of “Patron Driven Acquisition”
   - Evaluate lending policies of both virtual resources and e-equipment (additonal Kindles, other readers, iPads, tablets?)
Institutional Assessment Report
Evans Library – Staff Development

Mission: Fulton-Montgomery Community College is the region’s partner for quality, accessible higher education; responsive programs; economic development; and cultural and intellectual enrichment.

1. Campus Mission/Strategic Goal/Objective

Goal 3. Foster an atmosphere of college/community engagement that recognizes FM as an invaluable resource to our region

2. Departmental Mission/Goal/Objective

Department Goal: 7) Provide ongoing support for staff development efforts
Department Objective: Encourage all staff to participate in campus initiatives and take a leadership role as they contribute to the educational environment in unique ways.

3. Background

The professional staff has long been involved in ensuring that services and resources provided by the Evans Library in support of our students, as well as our community, are widely advertised. Presentations at professional meetings and participation in state and national organizations provide an opportunity for the professional staff to share teaching and learning strategies with colleagues and provide those outside the immediate community with an idea of how we support the teaching and learning environment at FM., classes offered at regional venues, and articles in local papers have long been part of the library’s communications plan.

However, it became evident that the support staffs, which obviously play a vital role in providing services to the library users, were an untapped resource that could be better utilized.

4. Actions

Since one of the goals of the Library has always been to encourage staff development, annual staff reviews began to include tangible recommendations for staff development efforts as well as greater campus-wide and regional participation. The creation of the College Senate made this easier, since support staff representation was part of the organizational structure. Several of the clerical support staff were elected to represent their constituents for multi-year terms.

Additionally, the support staff themselves initiated another method of participation. In Summer 2011 Trish Battisti, Ginny Briggs, and Stephanie Price wrote an article for the local papers entitled “The Evans Library – Behind the Scenes”. The article detailed the different skills and responsibilities offered by both professional and support staff, as well as volunteers and student workers.
5. **Measurements**
   - Review of annual staff evaluations
   - Assessment of staff activities

6. **Results/Conclusions**
   Participation by all members of the library staff is vital to the development of services to all library users. The library support staff has long shown initiative in all matters of library operation – they have been an integral part of the creation and implementation of policy and procedure which help provide the best service to Library users. It is evident that the staff has continued to expanded this focus

7. **Future activities or recommendations**
   Continue to encourage staff to develop ideas that improve and enhance services to all library users.