The Evans Library
Fulton-Montgomery Community College

Summary
October 1, 2012

Assessment in Academic Affairs
Evans Library, January – August 2012

Summary

This report details particular initiatives and projects which were undertaken by the Evans Library staff during the first part of the 2012 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 evidenced-based assessment, budget considerations, and campus strategic directions. These are:

Evidence-based assessment

- **Collections & Curriculum/History**
  - Action: Decision to discontinue a particular educational database.
  - The assessment on the use of resources (book circulation, database usage) in conjunction with an evaluation of current history course assignments resulted in the revision and re-focus of collection development efforts.

- **Information Literacy**
  - Action: Developed and utilize rubric based on previous and current assessment efforts that can be applied across disciplines and programs.
  - Assessed various rubrics utilizing Syracuse iSchool’s Project Rails and then tailored several of the rubrics to existing practices at FM. Utilized this rubric in conjunction with English Information Literacy efforts and determined that it can be applied across the curriculum.

Budget Considerations

- **Discovery System**
  - Evans Library has identified a shift in the organization of knowledge that will require the implementation of more sophisticated discovery tools that will allow students to meet their educational objectives.

- **Computer resources**
  - Evans Library has identified need for multiple and varied mobile computing devices as students and the educational resources they utilize adapt to the rapidly changing digital environment.
  - Evans Library has identified the need to focus on professional development that provides same-discipline and cross-curriculum instruction in use of new technologies.

- **Science models**
  - Evans Library, working with academic faculty, have identified the need to provide non-traditional resources in the form of anatomical models.

Campus Strategic Directions

- Prepare students to learn, live, and lead in a diverse and dynamic global culture
  - Assure curricula meets the needs of a dynamic world through continuous assessment
    - Information Literacy – Developed and utilize rubric based on previous and current assessment efforts that can be applied across disciplines and programs.

- Foster a culture that encourages and embraces innovation and growth, and

- Expand resources of the college
  - iPad mobile classroom - The Evans library has purchased a 30-unit mobile iPad classroom for instructional use in and out of the library setting.
The Evans Library
Fulton-Montgomery Community College

Initiatives

October 1, 2012
Institutional Assessment Report
Evans Library – Collections & Curriculum/History

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
   a) Objective: Assure curricula meets the needs of a dynamic world through continuous assessment

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
5) 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

Two of the “Future activities or recommendations” from the 2011 Library Institutional Assessment report were to: 1) Develop the comprehensive collection of all assignments across the curriculum & 2) Continue to assess all resources utilized by the college community.

4) Actions

It was quickly determined that these recommendations were too broad to be undertaken in a single semester or even one academic year, it was decided that a systematic evaluation of resources of a particular subject area was to be undertaken. For Spring/Summer 2012, the academic discipline “History” was chosen to be the inaugural subject for consideration. This subject was chosen due to the significant turnover in faculty and the belief that this change has contributed to the types of assignments being required of students and the subsequent changes in collection development strategy necessary.

For a number of years first and second year History courses required a research paper based on independent research utilizing library resources. Books were the preferred resource for most instructors, journal and magazine articles were also allowed, while internet resources were accepted but not encouraged. It was evident to the librarians that a change was occurring in the types of assignment required, most likely due to the arrival of two new full-time instructors and several new adjuncts. As part of this assessment, a review of the assignments was undertaken as was an evaluation of current educational materials for this particular discipline.
5) Measurements

- Circulation Counts – 3 year range (see Appendix A)
- Curriculum Guides – 3 year range
- Material costs (purchases, database access fees, etc.)
- HIS course assignments

6) Results/Conclusions

Assignments from the two full-time instructors and several adjuncts showed that while some traditional research is still being done there is less need for the types of resources the library has been purchasing in the recent past. While adjunct instructor Friery still requires an annotated bibliography utilizing “journal articles, scholarly books, and authoritative scholarly websites”, full-time instructor Bliel assigns multiple essays throughout the semester which test the students’ understanding of primary source documents – these assignments state clearly that no outside research is to be done. Other full-time and adjunct instructors assignment fall within similar parameters with assignments allowing for a variety of resources (i.e. not focusing on print or periodical resources) or requiring none at all.

In addition to reviewing HIS assignments, a review of current HIS resources was undertaken. In addition to the print collection, consisting of approximately 5,500 titles in the LC Classification D, E, & F, there are a variety of online paid-for databases containing primary source materials, journal, magazine, trade publications and newspaper articles as well as multimedia resources, both in-house and online. Specialized databases include History Studies Center (HSC) and ProQuest History Package (PHP), and general databases Academic Search Premier and ProQuest Research Library provide additional resources for history research.

Taking into account the trend in HIS assignments (which has also been seen by Librarians working with faculty in other disciplines) and the subsequent decrease in use of both print and electronic paid-for resources, a determination has been made to discontinue the History Study Center database at the next opportunity. The recent purchase the ProQuest Curriculum package in the past few years, while intended to add online media content for the Nursing Department, resulted in the acquisition of additional resources for a number of other disciplines. PHP was one such resource and allows access to 865 scholarly journals as well as over 430 magazines, trade publications and newspapers. Although a worth-while product which in the past provided a rich variety of historical research materials, it is evident that HSC no longer serves the current needs of the students or instructors.

7) Future activities or recommendations

- Discontinue “History Studies Database” in light of findings and determination that other library resources provide sufficient coverage for student research needs.
- Focus collection development efforts on adding authoritative internet resources to course/subject-specific LibGuide pages. Much of this responsibility can be assigned to part-time librarians with guidance from full-time professional staff in terms of Information Literacy instruction and collection development policies.
*See Information Literacy recommendation regarding application of rubric and HIS 101/103.

Investigate ‘discovery/integrated search tools’. Library consensus tells us that the ownership of materials has become secondary to the provision of access to resources in both the virtual and physical worlds. (From 2011 report).

Undertake the same evaluation for one other campus Department to ensure that educational resources, materials, and services continue to meet the changing needs of the curriculum.
## Appendix A – Collections & Curriculum/History

### Print Resources

<table>
<thead>
<tr>
<th>Print Book Collection</th>
<th>Print Book Circulation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2978 titles in LC Classification “D”</strong></td>
<td></td>
</tr>
<tr>
<td><strong>2217 titles in LC Classification “E”</strong></td>
<td></td>
</tr>
<tr>
<td><strong>578 titles in LC Classification “F”</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Year</strong></td>
<td><strong>Circulation</strong></td>
</tr>
<tr>
<td>2011-2012</td>
<td>346</td>
</tr>
<tr>
<td>2010-2011</td>
<td>181</td>
</tr>
<tr>
<td>2009-2010</td>
<td>391</td>
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</table>

### Electronic Resources

**History Study Center**

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Sessions</th>
<th>Searches</th>
<th>Cost/Search</th>
<th>No Hits</th>
<th>Records Accessed</th>
<th>Cost/Access</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011-2012</td>
<td>194</td>
<td>474</td>
<td>$8.47</td>
<td>116</td>
<td>595</td>
<td>$6.75</td>
</tr>
<tr>
<td>2010-2011</td>
<td>155</td>
<td>360</td>
<td>$11.15</td>
<td>58</td>
<td>461</td>
<td>$8.71</td>
</tr>
<tr>
<td>2009-2010</td>
<td>239</td>
<td>609</td>
<td>$6.59</td>
<td>67</td>
<td>774</td>
<td>$5.19</td>
</tr>
</tbody>
</table>

**ProQuest History Package**

<table>
<thead>
<tr>
<th>1</th>
<th>Cost/Abstract</th>
<th>FT Format</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>ProQuest Research Library: History</td>
<td>302</td>
<td>773</td>
</tr>
<tr>
<td>3</td>
<td>ProQuest Historical Newspapers: Th</td>
<td>4</td>
<td>21</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4</th>
<th>ProQuest Research Library: History</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Jan-12</td>
</tr>
<tr>
<td>6</td>
<td>Total Searches run</td>
</tr>
<tr>
<td>7</td>
<td>Searches-federated and automated</td>
</tr>
<tr>
<td>8</td>
<td>Total Sessions</td>
</tr>
<tr>
<td>9</td>
<td>Searches-federated and automated</td>
</tr>
<tr>
<td>10</td>
<td></td>
</tr>
</tbody>
</table>
Institutional Assessment Report
Evans Library – Curriculum Support/Models

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

The Library has always had a positive relationship with faculty in maintaining a collection of in-house resources for student use. Course reserves, both in print and electronic, have always been provided to the students as academic support. While at times the Library purchases those materials, many times they are given to the Library during the semester and placed on reserve for the students.

It has become apparent over the years that increasing use of one particular kind of ‘course reserve’ – models – required a closer look at the way the Library provided this particular kind of academic support.

4) Actions

Science faculty whose courses support the Nursing program (i.e. Anatomy & Physiology) have over the years provided the Library with models – skeletons, skulls, brains, muscle images, etc. These items are then placed on reserve for use by students inside the building and have enjoyed significant use over time.

Recently, a new science faculty member approached the Library with a proposal that a skeletal model be purchased by the library. Traditionally, such purchases were made by the department
and the items merely loaned to the Library for a given semester. However, the idea of facilitating academic success in such a manner, particularly since the Library is open 70 hours/7 days a week, was appealing and the idea of purchasing this unique type of resource was well within the scope of the Library's mission.

5) Measurements

- Circulation statistics for models (Appendix B).

6) Results/Conclusions

Statistics on past model use by students indicated that, however unconventional for us, as an educational resource they were utilized enough to warrant an investment. One issue that is not apparent in the circulation numbers that contributed to this decision was the observed fact that while one student checks out the model, a number of students will join them to use it at the same time. For example, one circulation could mean as few as 1 or as many as 10 actual students using the model at a given time. This fact did play a significant role in the decision to pursue the model purchase.

A faculty member suggested a particular model (skeleton) and a purchase was made over the Summer 2012. The faculty member assembled it with a student aide and it was placed on reserve for the Fall 2012 semester.

7) Future activities or recommendations

- Continue to work with Science faculty in the purchase of additional models that will facilitate academic success.
- Consider other avenues of acquiring academic resources, particularly for those too costly to be absorbed by the Library's current budget (Foundation, grants, etc)

Appendix B

<table>
<thead>
<tr>
<th></th>
<th>Pre-2012</th>
<th>SP 2012</th>
<th>SU 2012</th>
<th>SU 2012</th>
<th>Fall 2012*</th>
</tr>
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<tbody>
<tr>
<td>Brain</td>
<td>46</td>
<td>6</td>
<td>2</td>
<td></td>
<td>n/a</td>
</tr>
<tr>
<td>Heart</td>
<td>25</td>
<td>3</td>
<td>n/a</td>
<td>n/a</td>
<td></td>
</tr>
<tr>
<td>Muscle</td>
<td>77</td>
<td>15</td>
<td>5</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>Skeleton</td>
<td>103</td>
<td>22</td>
<td>n/a</td>
<td>121</td>
<td></td>
</tr>
<tr>
<td>Skull</td>
<td>109</td>
<td>n/a</td>
<td>2</td>
<td>22</td>
<td></td>
</tr>
<tr>
<td>Vertebrae</td>
<td>16</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td></td>
</tr>
</tbody>
</table>

*(Sept 2012 only)*
Institutional Assessment Report
Evans Library – Information Literacy

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: Assure curricula meets the needs of a dynamic world through continuous assessment

2) Departmental Mission/Goal/Objective

Department Goal 2 & 3: Continue to develop a culture of assessment in the Evans Library Information Literacy Program that measures ACRL Information Literacy Standards, SUNY General Education Outcomes and course-specific objectives.

Department Objective: Create a rubric based on the above standards and outcomes that can be applied across disciplines and programs.

3) Background

From Fall 2011 assessment recommendation:

“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”

4) Actions

Librarians researched the use of rubrics at other institutions and determined that the Rubic Assessment of Information Literacy Skills (http://railsontrack.info/) (RAILS) project from Syracuse University’s iSchool allowed for the greatest access to the largest number of rubrics currently being used. Rubrics available in RAILS are available for customization and use by any library. With still maintaining locally used information literacy instruments (i.e. the ASPECT evaluation system), librarians identified parts of the University of Kentucky’s and Southern Oregon University’s rubrics as addressing ACRL information literacy standards while allowing for flexibility to include local priorities (SUNY General Education Information Management Standards). Through several drafts, a final version was created and is available in this document as Appendix C and online at http://libguides.fmcc.edu/infolit

Librarians then worked directly with the instructors of two sections of a general education science course – SCI-135 Introduction to Biology to apply the rubric to student’s annotated bibliography
prepared as part of a larger oral presentation. Through Google Docs, Instructors shared 15 annotated bibliographies with librarians. Librarians were tasked with scoring the criteria for 2 (Accessing), 3 (Evaluating), 5 (Ethically & Legally Incorporating Information) and 6 (Personal Computing). Librarians entered their scores using an online form (http://libguides.fmcc.edu/infolit). The Instruction/Public Services Librarian compiled all the scores and assigned an average score to each category evaluated. These final scores were shared with in the SCI-135 instructors (Appendix D).

5) Measurements

As a means of establishing a baseline level of information literacy skills and knowledge which could be compared to application of those skills in the annotated bibliographies, students in one section of SCI-1335 were asked to complete a pre-test consisting of three questions (Appendix E). This was completed prior to working with a librarian during a three hour information literacy session. Data from the pre-test helped to determine the structure and focus of the information literacy session. That same group of students was later asked to complete a post-test (Appendix F), again, three questions that were worded differently but directly addressed the same concepts and skills as the pre-test.

6) Results/Conclusions

The pre-test data indicated that students had trouble determining that evaluation of all and any sources should be an on-going part of the research process (Appendix D). Pre-test results also indicated student's difficulty with determining how to thoroughly evaluate a web-based source. While the post-test data for those of these areas showed a positive double-digit percentage increase, the data from the aggregated rubric scores clearly demonstrate that students struggled with applying these new skills and knowledge. For 13 of the 15 annotated bibliographies, students scored were “developing” these skills and the other two were “competent.” Students were slightly better, on average at accessing information and integrating that information, split evenly between “developing and competent.” On the whole students easily demonstrated the ability to use personal computing to complete the assigned task. This data demonstrates a clear break between what students know and what they do. Students disconnect between understanding how to evaluate information and then applying that knowledge is clear. Future information literacy efforts should be tailored to more strongly address this deficit. The Information Literacy Rubric was determined to be an effective measure by the three librarians utilizing it for this trial assessment project. Scores of the annotated bibliographies trended in a manner that indicated the assigned categories were representative of librarian’s understanding and determination of the particular skill set.

7) Future activities or recommendations

Specific to SCI-135 courses, future cooperative efforts should draw directly from the data available in this pilot assessment. Shifting information literacy session from teaching students to find information to facilitating student’s ability to actively evaluate any found information will require pedagogical re-designs on the programmatic level. On a macro-level, completing the research and
development of the Evans Library’s rubric for scoring student’s understanding and demonstration of information literacy skills allows for a wider deployment of this tool. Beginning in the Summer 2012 semester and continuing through the Fall 2012 semester, librarians will seek out opportunities to apply this rubric to a wider range of disciplines and research-based projects. Targets include:

- ENG103 - research papers
- ENG103 – digital storytelling projects
- ENG104 - literacy analysis papers
- ENG132 - persuasive/argumentative speeches
- PSY101 - critical response papers
- EDU171 - research papers
- HIS101 - annotated bibliographies
- HIS103 - annotated bibliographies

Librarians should continue to meet to discuss the use of the rubric and its effectiveness throughout these semesters. Data gained from the rubric should also be standardized and stored in a manner that allows for institutional access. Finally, it is noted that the Information Literacy Rubric should continue to be used in conjunction with other assessment tools, particularly those that provide initial, baseline levels of student’s comprehension and competency. This practice allows for analysis of student’s growth in specific area and helps drive changes in teaching.

Michael V Daly
## Literacy Rubric

<table>
<thead>
<tr>
<th>Student is...</th>
<th>Developing</th>
<th>Competent</th>
<th>Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Determining the need for information:</strong></td>
<td>At what level does the student focus the project and determine the adequacy of resources for its successful completion?</td>
<td>a) difficulty defining the scope of the research questions or thesis (broad/narrow) b) difficulty determining key concepts and descriptors c) does not articulate key concepts</td>
<td>a) adequately defines the scope of the research question or thesis and shows promise toward completion b) determines some/most of the key concepts and descriptors c) articulates key concepts adequately</td>
</tr>
<tr>
<td><strong>2. Accessing information sources:</strong></td>
<td>At what level does the student access information sources pertaining to the topic?</td>
<td>a) accesses information using random search strategies b) accesses limited information from scholarly sources c) difficulty refining search to locate needed information</td>
<td>a) accesses information using simple search strategies b) accesses sufficient information from scholarly sources c) recognizes and employs strategies to refine search results</td>
</tr>
<tr>
<td><strong>3. Evaluating information sources:</strong></td>
<td>At what level does the student include high quality, highly relevant information sources in their project?</td>
<td>applies limited evaluative criteria (ASPECT)</td>
<td>applies some evaluative criteria (ASPECT)</td>
</tr>
<tr>
<td><strong>4. Using appropriate information:</strong></td>
<td>At what level does the student succinctly balance original thoughts with retrieved information to complete the project as assigned?</td>
<td>a) shows an emerging awareness of own assumptions b) begins to identify some contexts when presenting a position</td>
<td>a) identifies and questions own and others’ assumptions b) identifies and finds relevant context when presenting position</td>
</tr>
<tr>
<td><strong>5. Ethically and Legally Integrating Information Sources:</strong></td>
<td>At what level does the student demonstrate knowledge of or follow the required/recommended citation protocols or conventions?</td>
<td>a) broadly distinguishes between common knowledge and ideas requiring attribution b) includes few end-of-text and in-text citations and references c) does not follow style guide conventions</td>
<td>a) distinguishes between common knowledge and ideas requiring attribution b) includes some end-of-text and in-text corresponding citations and references c) follows style guide conventions with errors</td>
</tr>
<tr>
<td><strong>6. Competent in Personal Computing:</strong></td>
<td>The student fulfills the technology requirements/expectations for this project. (e.g. personal computing usage; navigating digital environments; multimedia project components; web-based technologies, etc.)</td>
<td>No</td>
<td>Yes</td>
</tr>
</tbody>
</table>

### Appendix C – Evans Library Information
### Appendix D – Aggregated Rubric Scores for SCI-135 Spring 2012

<table>
<thead>
<tr>
<th>Assessment Code</th>
<th>2. Student's Ability to Access Information Sources</th>
<th>3. Student's Ability to Evaluate Information Sources</th>
<th>5. Student's Ability to Ethically and Legally Integrate Information Sources</th>
<th>6. Competent in Personal Computing?</th>
</tr>
</thead>
<tbody>
<tr>
<td>SCI135-1</td>
<td>Developing</td>
<td>Developing</td>
<td>Competent</td>
<td>YES</td>
</tr>
<tr>
<td>SCI135-2</td>
<td>Developing</td>
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<td>Developing</td>
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</tr>
<tr>
<td>SCI135-3</td>
<td>Competent</td>
<td>Developing</td>
<td>Competent</td>
<td>YES</td>
</tr>
<tr>
<td>SCI135-4</td>
<td>Developing</td>
<td>Developing</td>
<td>Developing</td>
<td>YES</td>
</tr>
<tr>
<td>SCI135-5</td>
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<tr>
<td>SCI135-6</td>
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<tr>
<td>SCI135-7</td>
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<tr>
<td>SCI135-8</td>
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</tr>
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<td>SCI135-9</td>
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<tr>
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<tr>
<td>SCI135-11</td>
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<tr>
<td>SCI135-12</td>
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<tr>
<td>SCI135-13</td>
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<td>YES</td>
</tr>
<tr>
<td>SCI135-14</td>
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<td>Competent</td>
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</tr>
<tr>
<td>SCI135-15</td>
<td>Developing</td>
<td>Developing</td>
<td>Developing</td>
<td>NO</td>
</tr>
<tr>
<td>Class Average</td>
<td>Developing/Competent</td>
<td>Developing</td>
<td>Developing/Competent</td>
<td>YES</td>
</tr>
</tbody>
</table>

### Appendix E – Information Literacy Pre-Test Questions/Responses SCI-135

23 **When is the best time to evaluate information you find during your research?**
   A 21% At the end of the research process when you have all your materials
   B 48% As an on-going part of the research process (as you are searching)
   C 9% At the beginning of the research process before you get too involved in searching
   D 3% At the point when you start putting together your references (works cited)
   E 18% I don't know

24 **Which of the following is true about evaluating web sites?**
   A 3% You do not need to evaluate sites that are from organizations.
   B 39% Sites with a domain of ".edu" are from educational institutions and are all OK to use.
   C 33% You need to evaluate every web site before using the information.
   D 24% I don't know.

25 **What is the best place to find a scholarly article?**
   A 3% Magazines
   B 55% Library database
   C 3% Internet
   D 3% Newspaper
   E 0% Other
   F 32% All of the above
   G 3% I don't know
Appendix F – Information Literacy Post-Test Questions/Responses

Response Report
Session: post info lit questions
Class: Intro Bio sp12
Class Points Avg: 6.51 out of 10.00 (65.08%)
(Includes only students who took assessment)

1 When is the best time to evaluate information you find during your research?
A 19% At the end of the research process when you have all your materials
B At the beginning of the research process before you get too involved in searching
10%
C 67% As an on-going part of the research process (as you are searching)
D 0% At the point when you start putting together your references (works cited)
E 5% I don’t know

2 Which of the following is true about evaluating web sites?
A 0% You do not need to evaluate sites that are from organizations.
B 76% You need to evaluate every web site before using the information.
C Sites with a domain of “.edu” are from educational institutions and are all OK to use.
19%
D 5% I don’t know.

3 What is the best place to find a scholarly article?
A 0% Newspaper
B 24% Internet
C 52% Library database
D 0% Magazine
E 0% Other
F 24% All of the above
G 0% I don’t know
4/17/
Institutional Assessment Report
Evans Library – Resources/e-Content

**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
Goal 5. Expand resources of the college

2) **Departmental Mission/Goal/Objective**

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

3) **Background**

The “Future activities or recommendations from 2011 Report”: 1) Continue to review the literature to determine the most advantageous direction in terms of e-content 2) Continue to explore virtual resources.

4) **Actions**

While use of Overdrive materials is not anywhere near the circulation of print or electronic database title volume, the library continued to believe in the importance of online books in an academic setting and to explore avenues of providing online content to users. The question of access becomes important as the College develops additional online courses and programs.

Since the Library’s Overdrive purchasing shifted primarily to popular literature acquisition, our collection development efforts changed to searching for vendors and products which provided our students and faculty with online book content primarily for academic purposes. Two vendors rose to the surface, Ebsco and ProQuest. Ebsco offered over 60 book collections from some of the world’s most renowned STM publishing houses, including Springer, Taylor & Francis and Wiley InterScience; additionally there was also already Ebsco content through SUNY that FM patrons had access to. ProQuest’s product ebrary offered a Community College version with access to over 26,000 titles geared towards first-second year undergraduate audiences.
Based on the content, interface, and cost, the librarians decided to purchase ebrary in late Spring 2012.

5) Measurements

- Usage Statistics
- Course assignments

6) Results/Conclusions

It is still too early to determine the implications of the addition of this collection of eBooks to the library’s academic offerings. Usage statistics gathered from January to August of 2012, (Appendix G) do however, show that students and other FM patrons have found and are utilizing the resource. 3,789 pages have been viewed, with 290 of them unique titles. 205 pages have been copied/printed and 24 titles have seen chapter or full title downloads.

While it is difficult to judge value based on previous statistical models, if the Library had purchased 24 academic titles, the cost could have been over $1,000, depending on the titles. While the $2,835.00 is well above that, it is important to realize that traditional library models purchase titles based on ‘perceived usage estimates’; these titles were actually used and therefore the value is evident.

As the titles continue to be loaded into the online materials catalog (an ongoing process) and marketing of the collection is increased as the academic year progresses, we are likely to see a significant increase in use.

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”
Institutional Assessment Report
Evans Library – Resources/Mobile Computing

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
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
5) Participate in students’ educational success

Department Objective: To improve access to educational resources by evaluating and assessing current resource needs.

3) Background

A “Future activities or recommendations” from the 2011 Library Institutional Assessment report was to “Evaluate … policies of both virtual resources and e-equipment (additional Kindles, other readers, iPads, tablets?)

From the December 2011 proposal submitted to Administration: The Information Literacy Classroom (InfoLit), located on the 2nd floor of the Evans Library, opened in early 2000 with twenty-two student computer stations and one instructor station. Since that time, the classroom has been used by numerous instructors for a variety of classes spanning the spectrum of academic offerings at FMCC. Over the years, the classroom technology has been upgraded and improved to accommodate the every-sophisticated electronic academic resources purchased by the College as well as the always-evolving Internet and its plethora of educational materials.

However, no amount of upgrading can improve a situation that has manifested itself over the past few years – increased class size coupled with increased requests for instruction at high-volume days/times. It is important to remember that the initial InfoLit classroom was configured along the lines of the campus’ traditional computer classrooms. While this was adequate for library instruction a decade ago, it no longer serves the needs of FM’s digital-natives and use of the computer-rich resources offered by the Library. And although several computers have been added
to the classroom since the original configuration, individual class sizes have continued to increase to the point where numerous classes have had to be broken up in order to deliver the InfoLit session.

Statistics for the last academic year (2010-2011) show that there were over 25 requests for Information Literacy instruction for classes with greater than 25 students. These requests strained the resources of the classroom as well as the ability of the student to work effectively and efficiently. In terms of double-booking, there were numerous requests for the InfoLit classroom during 'peak' times (9am to 3pm); last year, the librarian ceased to count after 20 such instances. Of course, accommodations were made whenever possible, student and faculty laptops were set up in separate areas of the Library, faculty re-worked their schedules, and librarians shifted the instruction from active-learning sessions to lecture-style sessions in the classroom building. However, a more pro-active solution is required as the situation continues to escalate.

The librarians investigated various options and finally determined that a mobile solution utilizing tablet technology was the most cost effective and flexible solution. The tablets exemplify the newest technology available to date and work towards exposing students to leading-edge technologies. As highlighted in the 2011 Horizon Report (New Media Consortium and EDUCAuSE, http://net.educause.edu/ir/library/pdf/HR2011.pdf) the use of mobile devices such as iPads in education "enable ubiquitous access to information, social networks, tools for learning and productivity" (5). The use of iPads as a new, critical component of the Evans Library's Information Literacy program will allow FM students to experience a reality in which access to information is not limited by the physical constraints of a library building. Engaging students where they are and where they might be, while instructing them in usable life-long skills (i.e. finding, evaluating and synthesizing information) will fulfill the College’s mission and epitomize a culture that encourages and embraces innovation and growth.

In terms of library resources and the compatibility of the tablet platform, the library professionals have investigated the library paid-for resources and have found that the majority of the databases work well with the iPad and, in fact, found several vendors with free and paid-for apps that can be utilized by our students. Additionally the mobile cart will allow for the librarians to take instruction directly into the classroom when the Library InfoLit room is booked. It should also be noted that when not in use for instruction, the iPads can be circulated to other Library patrons for use in the building.

4) Actions

In the late Spring of 2012, it was determined that there were adequate funds for the purchase of the Apple classroom. It was consulted and 30 iPads with a lockable mobile cart was purchased for use by students and faculty members. The carts arrived in July, were configured in August and were ready for use for Fall 2012.
5) Measurements

- Literature review
- Information Literacy Instruction statistics
- Equipment circulation statistics
- User satisfaction survey results

6) Results/Conclusions

A comprehensive search of the literature over the Spring and Summer 2012 indicated that mobile computing technology is a necessary step in the evolution of our Information Literacy Program and that our purchase of such technology is in keeping with current best-practices for our discipline. We will continue to consult with our colleagues in the Library and Higher education field and engage FM faculty throughout the 201-2013 academic year in an ongoing effort to serve our students’ academic needs.

7) Future activities or recommendations

- Closely scrutinize the usage statistics from the Fall 2012 semester to help us determine additional steps to facilitate use of these new educational tools.
- Provide training opportunities for teaching faculty and library staff in order to maximize the effect these resources have on FM student’s academic success. Look for opportunities to focus on professional development that provides same-discipline and cross-curriculum instruction in use of these new technologies.
- Keep abreast of current literature on use of mobile technology for research.
- Consider additional purchases of mobile technology, possibly those that utilize different operating systems and provide alternative access to academic resources.
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
Goal 4. Foster a culture that encourages and embraces innovation and growth

2) Departmental Mission/Goal/Objective

Department Goals
4) Improve resource-sharing services across the community
6) Provide ongoing support for staff development efforts

Department Objective: Encourage all staff to take a leadership role in regional and/or statewide projects thereby contributing to the educational environment in unique ways.

3) Background

The “Future activities or recommendations from 2011 Report”: Continue to encourage staff to develop ideas that improve and enhance services to all library users.

4) Actions

The IDS Project is a mutually supportive resource-sharing cooperative within New York State whose 73 members include public and private academic libraries, the New York Public Library, and the New York State Library. Since 2003, it has continued to expand its resource sharing services and recently decided to provide an additional venue to support the adoption of best practices and development of professional skills by all member libraries and their staff. To that end, three regional IDS Project Users Groups were created and charged with leveraging the strengths of the existing mentor program with the extensive collective knowledge base of our members. Each user group meets quarterly to provide training, facilitate discussion and problem solving, and most importantly build stronger interdependent relationships among members. The Eastern Region Group consists of the following colleges: Binghamton; Broome; Cobleskill; Columbia-Greene; Delhi; Empire State; Fulton-Montgomery; Herkimer; Hudson Valley; Mohawk Valley; Morrisville; New Paltz; NY State Library; Oneonta; Onondaga; Plattsburgh; Schenectady; Sullivan; SUNYIT; College of St. Rose; Ulster; Utica College; Vassar.
FM, a member since 2008, has benefited from the collaborative in a variety of ways and believes in-person participation in these regional groups is imperative to facilitate a resource cognizant of user's ever-evolving needs.

They requested we identify one or more representatives from our library to attend these quarterly meetings. Since it was ideally a staff member actively participating in resource sharing operations, both Trish Battisti and Stephanie Price both qualified for the position. In an effort to take advantage of both staff members’ individual strengths, and to give them each the opportunity for staff development, it was decided that both would serve, with each attending every other meeting so that the library staff and students would not be inconvenienced.

5) Measurements

- Assessment of staff IDS activities on an ongoing basis
- Review of annual staff evaluations

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 expand this focus by becoming involved in not only local, but regional and even statewide initiatives. Their participation in the new IDS regional project groups is vital to the continued education of staff as well as the facilitation of resource-sharing endeavors undertaken by the Evans Library.

Both Trish Battisti and Stephanie Price attended the first Eastern Group meeting in Summer of 2012. They were partnered with a compatible library – Utica College – who they will keep in communication with in order to continue to improve interlibrary collaboration efforts.

7) Future activities or recommendations

- Continue to assess the efforts of IDS to ensure that staff resources are utilized effectively and efficiently.
- Continue to encourage staff to develop ideas that improve and enhance services to all library users.