The Evans Library
Fulton-Montgomery Community College

2013-2014 Initiatives

Assessment in Academic Affairs
November 1, 2014
FM’s mission statement identifies the college as “the region’s partner for quality, accessible higher education; responsive programs; economic development; and cultural and intellectual enrichment.” The Evans Library’s statement supports that mission by “providing our community with resources, knowledge, and skills to support their educational objectives and facilitate life-long learning.” Additional information on the campus and libraries goals, learning outcomes and objectives can be found in the Evans Library Academic Plan, 2014-2017.

2012-2013 UPDATE

The initiatives detailed in the 2012-2013 assessment report provided a framework for the creation of the Library’s 2013-2014 objectives. A review of those recommendations and subsequent action follows:

1. The Evans Library & Curriculum Development
   
   There has been no formal assessment on this item; use of the Library Services Curriculum Impact Form continues as indicated in last year’s report. Anecdotal evidence shows that the librarians feel more involved in the curriculum process and are pleased to see the increased contact with faculty in a substantive way, as each course/program change provides the opportunity to communicate with colleagues on curriculum issues. The librarians will continue to utilize the form and work with faculty on ensuring that the library provides academic support with resources and services for all FM courses and programs. A formal assessment will be planned for the future.

2. The Evans Library, Curriculum, Instruction, & Technology
   
   See the iPads & Information Literacy section below for details on this item.

3. The Evans Library Collection Review - Media Resources
   
   See the Collection Review, Periodicals section below for details on this item.

4. The Evans Library Curriculum Support – Models
   
   See the Curriculum Support, Models section below for details on this item.

5. The Evans Library, iPads, & Information Literacy
   
   See the iPads & Information Literacy section below for details on this item.

6. The Evans Library Equipment - Scanner
   
   There has been no formal assessment on this item; use of the scanner continues as indicated in last year’s report. This item will be reviewed when the lease contract expires next year.

7. The Evans Library & Specialized Study Spaces
   
   There has been no formal assessment on this item; use of the new health professions study room has been formalized by providing users with the opportunity to schedule the room and have that
reservation visible on the Library online calendar. A formal assessment will be planned for the future, using student satisfaction surveys and focus groups.

8. **The Evans Library, Collections, & Curriculum – Discovery**

While this year’s report contains no formal assessment of this item, all but one of the recommendations have been achieved. The Evans Library implemented the Discovery tool with a soft launch in Fall 2013 and a full implementation in Spring 2014. The 2014-2015 year will be the first year of campus-wide use, therefore the assessment of the service is ongoing and will be reported on in the next assessment report.

9. **The Evans Library & Community Relations**

There has been no formal assessment; use of the revised community registration form continues. A 2014-2015 objective follows the recommendation to ‘determine other community information needs”, this item will be assessed in next year’s report.

### 2013-2014 Objectives

This 2013-2014 Institutional Assessment Report highlights three of the initiatives undertaken by the Evans Library in collaboration with other Fulton-Montgomery CC (FM) departments’ faculty, students and staff. While these significant initiatives are reported in detail in the body of this report, other endeavors undertaken by the Evans Library such as operational and routine activities are not included in this report.

- **Collection Review, Periodicals**: To review the size and scope of the periodical collection in light of decreased use and the increasing availability of online resources.
- **Curriculum Support, Models**: To facilitate students study opportunities by providing additional non-print resources in the form of models for science and nursing students.
- **iPads & Information Literacy Assessment**: To utilize mobile technology in the classroom to facilitate student’s ability to locate and utilize information effectively.
ASSESSMENT

The Evans Library Collection Review - Periodicals

Collection Relevance in the Digital Age

1) Campus Mission/Strategic Goal/Objective

Goal 4. Foster a culture that encourages and embraces innovation and growth
Goal 5. Expand resources of the college

2) Departmental Mission/Goal/Objective

The Evans Library values providing users and members of the FM community with:

• A balanced collection of information which supports the students’ educational, as well as general, needs
• Space, both physical and virtual, designed to accommodate different teaching and learning styles

Objective: To review the size and scope of the periodical collection in light of decreased use and the increasing availability of online resources.

3) Background

The changing academic and digital environment, as well as the increasing number of online courses, a greater usage of Angel/Portal for access to academic materials, and a significant number of newer faculty, has necessitated a comprehensive review of the library’s physical collection, with the media collection being selected for the 2012-2013 year. This follows the significant weeding that was done in the previous two years to decrease the in-house Reference Collection in favor of a more accessible and potentially higher-use online collection.

4) Actions

The librarians at the Evans Library conduct an annual review of the print periodicals the library offers. The process is initiated by the Systems/Electronic Services Librarian in November of the previous year by requesting a print periodicals usage report from SUNY’s Office of Library & Information Services.
The report is organized in an excel spreadsheet that shows the most used through the least used titles. Titles that do not appear on the report are added as “zero use” titles.

“High use” titles are first identified to be renewed for the following year. “Zero use” titles are then examined. If zero use titles are available via one of the library’s many database subscriptions, it is designated for possible cancellation. Titles that fall between the high use and zero use categories are also examined to determine their availability in the library databases. The number of uses to be considered a “high use title” varies from year-to-year. What the library staff does not want to do is to delete a title that has had the most use in the previous year.

5) Measurements

Of the 81 titles included in the evaluation, one was used 20 times. Two titles were used 12 times, one was used 10 times, one was used 9 times, five were used 8 times, two were used 6 times, one was used 5 times, ten were used 4 times, ten more were used twice, and 13 were used once in the previous academic year. Twenty-six titles were not used. The remaining nine titles were considered separately. Those nine titles are either professional (library and/or college industry specific); regional history; or in one case, a title attached to another title but considered to be separate from that title by the library staff.

Of the main group of 72 titles, 16 were not covered electronically in the library’s database subscriptions. Six titles had limited coverage in the databases. All others were covered to the current date/issue.

6) Results/Conclusions

The data indicates that the library has several periodical subscriptions in at least two formats. That data also indicates that a significant portion of our print periodical offerings are not being used on a regular basis.

Since it is easier and less disruptive to our student’s access to information to discontinue a single print title than it is to cancel a database, the data further indicates that print periodical subscriptions should be canceled where adequate access is provided through one of the library’s databases.
7) **Future activities or recommendations**

Based on the data outlined above and through thoughtful discussion among the librarians, a total of 55 print periodical subscriptions will be canceled over the next year. Since start/stop dates for individual titles vary, the actual dates that titles will be removed from the collection will occur over the course of the current academic year.

The assessment of this process and the data involved in the process is dynamic. The process is an annual event. Moving forward, input will be sought from academic division to add new print subscriptions that support curricula.

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**The Evans Library Curriculum Support – Models**

*Non-traditional instructional materials efficacy*

1) **Campus Mission/Strategic Goal/Objective**

   **Goal 1.** 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

   **Goal 4.** Foster a culture that encourages and embraces innovation and growth
   - Better communicate available resources that support innovation

   **Goal 5.** Expand resources of the college

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

   The Evans Library values providing users and members of the FM community with:
   - A balanced collection of information which supports the students’ educational, as well as general, needs
   - Services to meet students’ educational and personal information needs.

   **Objective:** To facilitate students study opportunities by providing additional non-print resources in the form of models for science and nursing students.
3) **Background**

This item was part of the Evans Library Institutional Assessment January-August 2012 and the 2012-2013 Annual report. Those reports detailed the Library’s partnership with the Science Faculty in the lending of scientific models and proposed additional models and review of alternate statistics.

4) **Actions**

Last year additional models were purchased to supplement those given to the Library by the Science Department and those purchased previously; no new models were purchased in this report’s time frame.

The means of collecting data for model use was a topic of discussion between the library and science department, with the determination that additional student data for each use would be collected. For every use of a model, all students utilizing the models as well as the amount of time each model was in use would be maintained and added to the assessment process.

5) **Measurements**

- Circulation Statistics for models
- Course grades/GPA for BIO181, BIO181, SCI136

6) **Results/Conclusions**

This year the opportunity was there for analysis of course grade, GPA and model use. The preliminary findings are that, due to the small sample size, it is not possible to find a link between use of models and GPA. One observation that can be made, however, is that a higher percentage of those students who used the models attained passing grades, at least in BIO181, the introductory Anatomy & Physiology course for which the models were primarily purchased. It can also be said that those students who failed the course were not heavy model users, at least for the Fall 2013 semester:
### BIO181 (FA 2013)

<table>
<thead>
<tr>
<th>Grade</th>
<th>Models used</th>
<th>No use</th>
</tr>
</thead>
<tbody>
<tr>
<td>A-C</td>
<td>23</td>
<td>26</td>
</tr>
<tr>
<td>D</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>F</td>
<td>1</td>
<td>14</td>
</tr>
<tr>
<td>Total</td>
<td>27</td>
<td>44</td>
</tr>
</tbody>
</table>

### BIO181 (SP 2014)

<table>
<thead>
<tr>
<th>Grade</th>
<th>Models used</th>
<th>No use</th>
</tr>
</thead>
<tbody>
<tr>
<td>A-C</td>
<td>8</td>
<td>33</td>
</tr>
<tr>
<td>D</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>F</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
<td>11</td>
<td>37</td>
</tr>
</tbody>
</table>
Use of the models, however, was significant. In the two semesters of the 2013-2014 academic year, 73 unique users were documented for a total of 492 hours and 9 minutes, with total circulations topping 268. Fall 2013 saw 152 circulations of almost 281 hours, with Spring 2014 having less with 116 circulations and just over 211 hours. The instances of group, paired and individual use is also interesting and can be seen below with the breakdown of use:

### Group, Pair, & Individual Work with Models, all classes

<table>
<thead>
<tr>
<th></th>
<th>Fall 2013</th>
<th>Spring 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Groups</td>
<td>39%</td>
<td>45%</td>
</tr>
<tr>
<td>Pairs</td>
<td>21%</td>
<td>28%</td>
</tr>
<tr>
<td>Individually</td>
<td>39%</td>
<td>28%</td>
</tr>
</tbody>
</table>

### Group/Team Work

<table>
<thead>
<tr>
<th></th>
<th>Fall 2013</th>
<th>Spring 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students worked in groups</td>
<td>60</td>
<td>52</td>
</tr>
<tr>
<td>Hours</td>
<td>170:29:00</td>
<td>98:19:00</td>
</tr>
<tr>
<td>Students worked in pairs</td>
<td>32</td>
<td>32</td>
</tr>
<tr>
<td>Hours</td>
<td>34:32:00</td>
<td>52:28:00</td>
</tr>
<tr>
<td>Students worked individually</td>
<td>60</td>
<td>32</td>
</tr>
<tr>
<td>Hours</td>
<td>75:50:00</td>
<td>60:31:00</td>
</tr>
<tr>
<td>Students</td>
<td>152</td>
<td>116</td>
</tr>
<tr>
<td>Hours</td>
<td>280:51:00</td>
<td>211:18:00</td>
</tr>
</tbody>
</table>
While at first of concern was the subsequent non-use of models after an initial semester, a discussion with campus administration indicated that the content of BIO182 and SCI136 did not necessarily require the type of study as is seen in BIO181. The models, in essence, were designed to be used almost exclusively by BIO181 students. This is encouraging, as the steep decrease was noted and action being determined. However, as the students who were targeted are being reached, no additional action with marketing, aside from continued communication with BIO181 instructors, will be undertaken.

In spite of the additional information gathered, it is still too early to assess the impact of model availability in the Library and to determine the impact to student success with only one year’s worth of enhanced data. Further collection and analysis will be needed for any real impact to be assessed.

7) Future activities or recommendations
   • Continue to work closely with the Science Faculty to determine which resources best provide students with the resources need for academic success.
   • Compare and assess data on the use of the A&P Science Lab models to determine the necessity of each resource and location.
   • Work with IR to aggregate the data to determine if academic success is related to use of models.

The Evans Library, iPads & Information Literacy Assessment:
Part II

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

1) Campus Mission/Strategic Goal/Objective
   Goal 1. 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
**Goal 4.** Foster a culture that encourages and embraces innovation and growth

Objective: Better communicate available resources that support innovation

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

The Evans Library values providing users and members of the FM community with:

- The skills to locate and utilize information in this Library and all other libraries.

**Objective:** To utilize mobile technology in the classroom to facilitate student’s ability to locate and utilize information effectively.

**Information Literacy Outcomes** - FM students will:

- determine the need for information
- evaluate information and
- demonstrate competency in personal computing

3) **Background**

With support from the Provost’s Office the Evans Library purchased 30 iPads and a charging/sync cart in the summer of 2012. The initial assessment of these units and the subsequent impact on teaching and learning in the library’s information literacy program as well as regularly scheduled courses was detailed in the 2013 Evans Library Academic Report, with the sub-section: “The Evans Library, iPads & Information Literacy.”

This assessment provides analysis of recommendations provided in the initial assessment vis-à-vis the increased use of iPads by instructors, particularly in three sections of ENG104 during the spring 2014 semester.

- “...as requests for use will increase in the future...a more permanent procedure and system for drop-off/pick-up of iPads must be put in place.”
- “It is...imperative to inform teaching faculty of the practical implications of using iPads as well as demonstrating sound [pedagogy]”
- “As librarians trend toward being instructional technologists, attention should be paid and assessments implemented to measure how these new responsibilities affect other job duties”

This assessment also offers new insights into how students in a specific course perceived semester long-use of iPads in terms of course/content delivery, impact on learning and overall satisfaction with educational technologies available at FM
4) Actions

Leveraging instructor’s positive experiences and word-of-mouth recommendations with the continued use of established lines of communication through the library’s liaison program with academic divisions, the publicizing of the availability of iPads was supplemented in the Fall of 2013 with a more systematic, course/assignment-specific approach to use and librarian involvement. Additionally, based on feedback from the Humanities Division, keypads were purchased for all units in Fall 2013 to offer the iPads more flexibility and utility for students when creating information products.

Michael Youngs, Assistant Professor of English, approached librarians in the Fall of 2013 with the proposal to use iPads in three sessions of ENG104 during the Spring 2014 semester instead of requesting to have a computer lab assigned to those sections. Through discussions and a review of the course learning outcomes for ENG104 librarians, reviewing a slightly downward trend in iPad use for the Fall 2013 semester, concluded that a guaranteed use of iPads totaling nine hours a week for the entire semester was better than waiting for potential requests. Librarians spent considerable time collaborating with Michael Youngs to ensure access of apps on iPads the supported course outcomes and syllabus requirements. During the semester Michael Daly, Instruction/Public Services Librarian, visited each section of the sample ENG104 section using iPads four times to 1) review basic functionality and operational tip of iPads 2) introduce the course research guide (http://libguides.fmcc.edu/eng104youngs) and 3) assist students in the creation of digital stories derived from analysis of poems using the Little Story Creator app. Published digital stories were assessed using the Evans Library’s Information Literacy rubric.

In March of 2014, Michael Daly attended the 3Ts 2014: Teaching, Technology and Transliteracy Conference at SUNY Geneseo in an effort to further develop an awareness and skill-set of mobile teaching and learning, librarians as instructional designers and digital storytelling. One positive take-away from that conference was the Little Story Creator app mentioned as being an assessed information creation.

At the end of the Spring 2014 semester students in those ENG104 sections were asked to complete a ten-question survey regarding iPad use, deployment of technology in classrooms and students preferred use of technology that was developed in consultation between Michael Youngs and Michael Daly.

5) Measurements

- Statistics related to course and student use of iPads from Fall 2012 - Spring 2014 (Appendix)
- Results of survey from 43 students in three sections of ENG104 (Youngs) (Appendix)

6) Results/Conclusions

It was proposed in past assessments that Learning Commons Assistants (LCAs) be charged with the delivery and retrieval of iPads. On numerous occasions during the Spring 2014 semester LCA were tasked with this job, leaving librarians available for in-person assistance to others in the library. Recent changes
in how student-workers are staffed in the Evans Library has temporarily delayed a permanent procedure for delivering and picking-up of iPads from spaces outside of the library. The Fall 2014 has seen two new instructors request the use of iPads for extended lengths of time in three distinct courses; HUM180, PHI150 (Hymowech) and HLT101 (Warner and Heroth). As intensive, semester-long use of iPads by instructors continues, the consideration of time spent deploying and retrieving units from various classrooms on campus should be part of the Library’s plan for pro-active public service.

Student in ENG104, whose digital stories were assessed showed slight improvement in determining the need for an evaluating information and overall students scored higher in demonstrating competency in personal computing than previous assessments of the same course. The five questions below, pulled from the results of the survey given to students offer evidence that sustained, focused use of technology in this course were of benefit to students.

**How helpful to your learning and work habits were the available iPads in the course this semester?**

- Very helpful: 16 (37%)
- Moderately helpful: 22 (51%)
- Not helpful: 4 (0%)
- Other: 1 (2%)

**Do you prefer to read electronic or paper texts?**

- Electronic texts: 23 (53%)
- Paper texts: 13 (30%)
- Other: 7 (16%)
As mentioned in previous assessments, a new role for librarians within the library’s information literacy program besides being a conduit for students is as a real-time and much-needed collaborator/instructional technologist with teaching faculty. Reviewing the data from iPad use as well as time spent by all librarians working with instructors to find, create and develop technology-based teaching and learning opportunities. To that end, two specific outcomes derive from this assessment:

1) Public Services/Instruction Librarian, Michael Daly, will complete the Open SUNY COTE Instructional Design Competency Development Program during the fall 2014 semester.

Corresponding Outcome: All librarians will gain new knowledge and strategies for collaborating with teaching faculty in face to face, blended and online courses to research, develop and guide effective
research assignments that focus student learning on developing competencies in local, state and national information literacy standards.

2) Revising the current part-time reference position. The intent is to re-work what is currently a student-based, desk-bound referent librarian position and create a more focus and nuanced faculty-based position with a title of Instructional Technology Coordinator. This position will assume some of the work currently being done by both library and IT staff and provide the opportunity to work closely with classroom faculty in the use and development of online resources. This will result in a new service model for reference services in the public services areas. It is expected that the Evans Library will recruit for this position during the Fall 2014 semester with an anticipated start date of Spring 2014.

**Instructional Technology Coordinator Professional Position (Part-time)**

**Responsibilities:** The Instructional Technology Coordinator will assist faculty in the development of digital instructional resources to be used in traditional on-campus, blended, and online courses. This position will work from the Evans Library and coordinate with librarians, IT professionals, and teaching faculty to assist in the use of classroom & instructional technology, the creation of classroom management system content and the assessment of technology integration in the curriculum. The position will be required to articulate, demonstrate, and apply best practices in the use of digital resources for teaching and learning. Position may also be required to assist students in the use of technology, both in the library and in a classroom setting.

The results from this assessment, particularly the data gleaned from the survey completed by students clearly demonstrate a desire on the part of students to 1) have access to and 2) engage productively with a variety of educational technologies. Perhaps most importantly, students doing the above in one course would overwhelmingly recommend experiencing that mode of course delivery to their peers. As college enrollment and retention efforts continue, attention should be paid to student’s preferred learning environment and content delivery methods. As librarians work with faculty members proposing course/program revisions and proposals, this assessment should be included in those conversations. Librarians will work with instructors using iPads to support course outcomes during the Fall 2014 semester and have students complete the same survey in an effort to gather more data in support of these initial assertions.

**Appendix**

Entire survey:
https://docs.google.com/a/apps.fmcc.edu/forms/d/1bTXkDn7geMeEvw1pz8QUHoVFaTNmQ21od_WyrW_PdLE/viewanalytics
SUPPORTING DOCUMENTATION

Model Assessment, 2013-2014

Periodical Statistics Report, zero use