The Evans Library
Fulton-Montgomery Community College

2014-2015 Initiatives

Assessment in Academic Affairs
October 30, 2015
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.

2014-2015 UPDATE

The initiatives detailed in the 2014-2015 assessment report provided a framework for the creation of the Library’s 2015-2016 objectives. A review of last year’s recommendations and subsequent action follows:

1. Collection Review
   Objective: To evaluate and assess the relevancy of the collection, both print and digital, in coordination with campus academic program review schedule.
   
   *There has been no formal assessment of this item; the project is ongoing and will be included in the Library’s 2014-2015 Annual Report.*

2. Community Relations
   Objective – Implement new partnership programs with local libraries to increase cross-registration between regional public and academic libraries.
   
   *There has been no formal action on this item; plans have been made to address community relations through the 2015-2016 Financial Literacy project.*

3. Digital Content
   Objective – Increase access to unique local historical documents by adding 25 digital records to the online digital repository New York State Heritage.
   
   *Assessment Report*

4. Diversity Resources
   Objective: To acquire a language media resource that assist in the integration of diversity into the curriculum and for use by the campus population.
   
   *There has been no formal assessment of this item; a short report will be included in the Library’s 2014-2015 Annual Report.*

5. Information Literacy/Instruction
   Objective - Public Services/Instruction Librarian will complete the OpenSUNY COTE (Center for Online Teaching Excellence) Instructional Design Competency Development Program during the fall 2014 semester.
   
   *There has been no formal assessment of this item; a short report will be included in the Library’s 2014-2015 Annual Report.*
6. Information Literacy/Student Success
   
   **Objective:** The Library will pilot the online testing system TRAILS (Tools for Real-time Assessment of Information Literacy) as a replacement for the current in-house pre/post tests that are currently administered.

   *Assessment Report*

7. Instructional Technology Curriculum Support
   
   **Objective** – Provide additional professional support of instructional technology by repurposing a part-time Reference Librarian to assist faculty in the development of digital instructional resources to be used in traditional on-campus, blended, and online courses.

   *Assessment Report*

8. Library Management System Review
   
   **Objective:** To assess staff use of the local Library Management System (LMS) and, as needed, to update settings to improve functionality and streamline operations.

   *There has been no formal assessment of this item; a short report will be included in the Library’s 2014-2015 Annual Report.*

9. Professional Development
   
   **Objective** – Ensure each staff member attend one professional development activity/program during the 2014-2015 academic year.

   *There has been no formal assessment of this item; the project is ongoing and will be included in the Library’s 2014-2015 Annual Report.*

10. Strategic Planning & Assessment
    
    **Objective** – Review and revise Library Plan, including new assessment plan.

    *There has been no formal assessment of this item; a short report will be included in the Library’s 2014-2015 Annual Report.*

11. Student Success
    
    **Objective** – Partner with the Student Affairs Department/Retention Officer in a pilot program to target at-risk students and assist in their academic success.

    *Assessment Report*

12. Technology
    
    **Objective** – Improve access to online resources by partnering with IT in a pilot program.

    *There has been no formal action on this item; plans have been made to implement pilot program during the 2015-2016 academic year.*
2014-2015 ASSESSMENTS

This 2014-2015 Institutional Assessment Report highlights four of the initiatives undertaken by the Evans Library, some in collaboration with other Fulton-Montgomery Community College (FM) departments’ faculty, students, and staff. While these significant initiatives are reported in detail in the body of this report, other endeavors identified as library objectives for this time period are reported upon in lesser detail in the Library’s Annual Report.

Digital Content

Digitizing historical materials from the Dorn Regional History Collection

1) Campus Strategic Goal/Objective
   - Strategic Goal #1. “Prepare students to live and lead in a diverse and dynamic global culture
   - Strategic Goal #4. “Foster a culture that encourages and embraces innovation and growth -- Better communicate available resources that support innovation”
   - Strategic Goal #5. “Increase the resources of the college.”

2) Departmental Mission/Goal/Objective
   Objective – Increase access to unique local historical documents by adding 25 digital records to the online digital repository New York State Heritage

3) Background
   A key role for the Evans Library, as an institute of higher education and particularly as a community college that maintains close ties with its community’s heritage, it to assumed some responsibility for preserving and providing access to various historical documents of regional import. This role is evidenced by the dedication of the Ken R Dorn Regional History Studies Room with a collection of over 1200 titles, the creation of the digital archive Fulton-Montgomery Photographic Archives showcasing digital collections from the Fulton & Montgomery County communities, and the acceptance of materials pertaining to local and regional community individuals, businesses, and organizations.

   To provide unique materials to New York citizens and historical scholars, the library has partnered with the local library council for digitalization software and training. In 2007, the Capital District Library Council obtained a federal Library Services and Technology Act grant to digitize material from selected organizations throughout New York State’s Capital Region including Albany, Fulton, Hamilton, Montgomery, Rensselaer, Saratoga, Schenectady, Schoharie, Warren, and Washington counties. Several years ago, CDLC’s site merged with other Library councils’ into one state-wide collection called the New York Heritage Digital Collections <http://www.newyorkheritage.org/>.
The website contains items from over 160 distinct digital collections that reflect New York State’s long history.

In 2011, the Evans Library proposed adding the Nestle Railroad materials to this resource. This collection, donated to the Evans Library’s Kenneth R. Dorn Regional History Studies Center in 2001, is comprised of the historical records of the Fonda, Johnstown, and Gloversville (FJ&G) Railroad. It provides a history of commercial transportation in the Mohawk Valley during the 19th and 20th centuries and is unique in its focus on a local railroad industry and business. Senior Library Clerk Trish Battisti was trained in the software and processes used to digitize these historic items and, prior to 2014, input 20 unique records which were made public when the site went live in March 2011.

It became evident, however, that the current pace of record input was not optimal, and so a concerted effort was made, via articulation in the Library’s strategic plan, to increase the number of records input in one academic year.

4) Actions
Trish Battisti, Senior Library Clerk, has primary responsibility for record input and, with the help of local historian Peter Betz and railroad expert Paul Larner, focused her attention on the scanning and cataloging of a targeted 25 records from the Nestle collection. Scanning includes creating a .tif and .jpg image of the record and then creating a record for that image which includes information such as a title, description, subject headings and other information that will assist those interested in locating the item.

5) Measurements
- ContentDM® statistics indicating the size of the FM collection.
- Content visible on New York State Heritage website

6) Results/Conclusions
At the start of the 2015 academic year, Trish reported that 80 records had been input into the Content DM® system. These records ranged from a ticket to carry cream from Gloversville to Fonda on the FJ&G railroad to a 1933 article touting the rail line as a “modern business miracle” due to a 86% decrease in the deficit from the previous year (while still quite high, since the loss that year was $78,336.77).

In April of 2015, CDLC announced that they had been collaborating with the Empire State Digital Network (ESDN) to facilitate the sharing of their New York Heritage digital records to the Digital Public Library of America (DPLA, http://dp.la). DPLA strives to contain the full breadth of human expression, from the written word, to works of art and culture, to records of America’s heritage, to the efforts and data of science. Since launching in April 2013, it has aggregated over 10 million items from libraries, archives and museums nationwide.
On September 1, FM was notified its records had been mapped and were now available via the DPLA system. Inclusion in the DPLA places FM on a national stage and provides a greater opportunity for access to FM’s resources from researchers and users around the world.

http://cdm16694.contentdm.oclc.org/cdm/landingpage/collection/fmcc

http://dp.la/search?partner[]=Empire+State+Digital+Network&provider[]=Fulton-Montgomery+Community+College

7) Future activities or recommendations
- Continue to input Nestle records into the system
- Train additional support staff to assist in record creation and digitization of images
- Investigate converting FMPA images to Content DM® format for inclusion into the DPLA.

Information Literacy/Student Success

Pilot of TRAILS and Developing a Topic

1) Campus Strategic Goal/Objective
- Strategic Goal #1. “Prepare students to live and lead in a diverse and dynamic global culture -- Assure curricula meets the needs of a dynamic world through continuous assessment”
- Strategic Goal #4. “Foster a culture that encourages and embraces innovation and growth -- Better communicate available resources that support innovation”
- Institutional Learning Outcome #1. “FM graduates will demonstrate critical thinking, problem solving, and creativity”

2) Departmental Goal/Objective
- Evans Library Goal #3 to, “Improve and enhance the Information Literacy program”
- Evans Library Learning Outcome #2.2, “select appropriate technologies that provide access to information and leads to the contribution and creation of knowledge.”
- Evans Library Information Literacy Outcome #1, “Determine the need for information” By employing a nationally utilized tool, the Evans Library will contribute to the larger understanding of college students’ competency of information literacy outcomes, better understand where FM’s students succeed and/or need reinforcement and have relevant data to share with teaching faculty. This aligns with the Evans Library’s Information Literacy Assessment five-year plan to assess each information literacy outcome.
3) **Background**

The Evans Library, with Public Services/Instruction Librarian Michael V. Daly recognized the need to move away from an in-house series of pre/post tests. The nationally recognized Tools for Real-Time Assessment of Information Literacy (TRAILS) was selected as a replacement instrument. The development of the Evans Library Information Literacy Assessment plan furthered the need for a systematic approach to assessing student competency.

4) **Actions**

**Fall 2014**

- During the Fall 2014 semester a ten-question pre-test was delivered in ten face-to-face sections of ENG103 participating in a librarian-lead information literacy session.
- Three sections of ENG103 were selected for cross-analysis and validation; student produced work in these sections was assessed by librarians using the Evans Library information literacy rubric’s criteria for ‘determining the need for information.”
- Results from each section were shared with corresponding faculty members during the information literacy session, during the Humanities Division’s November 2014 meeting and in an email to participating instructors on January 29, 2015.

**Spring 2015**

- During the Spring 2015 semester the same ten questions were delivered as a post-test to nine face-to-face sections of ENG104 participating in a librarian-lead information literacy session. One web-based section of ENG104 was also included in the results.
- Four sections of ENG104 were selected for cross-analysis and validation; student-produced work in these sections was assessed by librarians using the Evans Library information literacy rubric’s criteria for “determining the need for information.”
- Results from each section were shared with corresponding faculty members during the information literacy session and were shared with the Humanities Division during the September 2015 meeting.

5) **Measurements**

**Fall 2014**

- 142 students in ten sections of ENG103 completed the pre-test
- The mean score for this cohort was 55%
- Sixty-six research papers and digital projects were assessed using the Evans Library’s Information Literacy rubric for cross-analysis and validity with the following results:
  - Developing: 23%
  - Competent: 62%
  - Proficient: 15%
Spring 2015

- 164 students in ten sections of ENG104 completed the post-test
- The mean score for this cohort was 57.5%
- Sixteen group presentations and thirty digital projects from four ENG104 courses were assessed using the Evans Library’s Information Literacy rubric for cross-analysis and validity with the following results:
  - Developing: 19%
  - Competent: 67%
  - Proficient: 14%

6) Results/Conclusions

- In both Fall 2014 and Spring 2015 cohorts, FM students fared better (55%) than the most recent (2014-2015) published data from TRAILS against a nationwide (49.2%) cohort.
  - The TRAILS test delivered to FM students is designed, however, for high school seniors. Thus, FM students in a college level English class do only slightly better than high school seniors.
- FM students show improvement in the basic informational literacy competency to develop a topic from ENG103 to ENG104.
- With limited data it appears that students in face-to-face EN104 sections scored better than peers in web-based ENG104 courses.
- The validity of TRAILS was established as alternative measurements (Evans Library Information Literacy rubric) produced similar results.
- There is a large group missing in both cohorts: web-based students and students participating in FM’s College in the High School program.

7) Future activities or recommendations

The resulting actions from this assessment will be broken into two distinct categories

Operational Adjustments

- TRAILS has been demonstrated as an improved mechanism to administer tests, store results and share data. The use of TRAILS as an integral part of the Evans Library’s Information Literacy Assessment Plan will continue.
- The dearth of College in the High School students in pre/post-test results must be immediately remedied. Public Service/Instruction Librarian, Michael V. Daly has begun coordinating more closely with the Chair of the Humanities Division, Ken Vennette to identify and reach out to instructors in that program so that assessments can be more effectively delivered. Similar efforts are being identified to remedy the lack of web/blended courses in information literacy assessment efforts.
- As the Evans Library transitions to the new website during the Summer 2015 space will be made available for the presentation and public sharing of information literacy assessment results.
The Public Services/Instruction Librarian will buttress established efforts with HFM BOCES School Library Media Specialists and join the American Library Association’s Library Instruction Roundtable National Network for Transition to College as means to better understand best practices for ensuring success as students move from high school to college.

Instructional Adjustments

- Public Services/Instruction Librarian is leading a pilot EDR110: Research for Success course that will provide an opportunity for students to more fully develop college-level information literacy competencies before taking ENG103.
- One-shot and embedded information literacy sessions are being modified to include more time devoted to librarians and students engaging in processes related to (re)defining research questions and thesis statements.
- Evans Library’s Information Literacy classroom (L207) was reconfigured during summer 2015 to enhance group learning possibilities and organic learning opportunities.
- Evans Library’s part-time Instructional Technology Coordinator will be utilized to research level-appropriate, web-based materials, tutorials and exercise to enhance face-to-face and online courses in pursuit of the previous point.
- Public Services/Instruction Librarian will implement direct contact through ANGEL with every student in web-based/blended ENG103 and ENG104 to ensure a consistent approach and delivery of services and learning opportunities.

Instructional Technology Curriculum Support

Pilot restructuring Public Services Reference services

1) Campus Strategic Goal/Objective
   - Strategic Goal #1. “Prepare students to live and lead in a diverse and dynamic global culture -- Assure curricula meets the needs of a dynamic world through continuous assessment”
   - Strategic Goal #4. “Foster a culture that encourages and embraces innovation and growth -- Better communicate available resources that support innovation”

2) Departmental Goal/Objective
   - Evans Library Goal #1. Expand & enhance on-campus & virtual services & resources
   - Evans Library Goal #4. Expand & enhance cross-campus & off-site partnerships
**Objective:** Provide additional professional instructional technology support by repurposing a part-time Reference Librarian to assist faculty in the development of digital instructional resources to be used in traditional on-campus, blended, and on-line courses.

3) **Background**
The Evans Library professional faculty have long been an integral part of the teaching and learning environment at FM. Due to various changes in the nature of how instructional content is being delivered, librarians have increasingly been called on to participate more directly in providing assistance in the development of curriculum and the delivery of educational content via technology. Conversely, the students’ need for direct professional librarian assistance in the Public Services area has been in decline as students have become less likely to approach library staff for assistance, opting instead to work independently or request help via available technology. This increase in faculty needs with the corresponding decrease in student research assistance, coupled with the lack of an Instructional Design/Technology staff position on campus, resulted in a re-evaluation of library professional services and the reassignment of the part-time library professional staff.

4) **Actions**
This assessment that resulted in a decision to revise the Reference Desk service model changed one that has been a traditional library service for over 40 years. The part-time librarian, previously situated at the reference desk, moved off the Desk in Spring 2015 for the majority of her shift to provide increased faculty and curriculum support, with student reference services shifting to a distributed model. All librarians still provided Reference Services via email, voice, and chat research assistance as well as reference interviews to students and faculty on an as-needed basis from their offices. Chat services were provided utilizing the new chat service Zopim; librarians monitored online users and answered questions as they were texted. Additionally, triggers were employed which alert librarians to users who visit library web pages and provide pro-active service. In one such interaction, a librarian initiated a chat with a patron who was noted to be moving from page to page in the library’s website, seemingly searching for information. This contact resulted in a prolonged reference interview where the librarian assisted the student in research for their English classes. In addition to virtual library services, librarians performed walk-arounds, canvassed the public areas, and assisted library support staff in-person during Commons Hours.

The reassigned part-time librarian (now called the *Instructional Technology Coordinator*) provided services primarily to faculty rather than students. In this role, the library professional provided curriculum support and served as a liaison between teaching faculty, librarians, and the IT department and assisted with embedding content in the online environment and utilizing classroom technology to its full potential.

To gain a greater understanding of what all campus faculty needed or wanted the most help with, an instructional technology survey was developed and sent to all teaching faculty. After analyzing the responses it was determined that most faculty wanted training on the interactive whiteboards that are available in most classrooms on campus. Meetings were set up to give instructors the opportunity to have
hands on training with the Instructional Technology Coordinator. These times were also used as an informal way to discuss enhancing an instructor’s class through the use of other technologies. Any other faculty requests for assistance with technology were facilitated through communication with the Public Services/Instruction Librarian. Instructors asked for help with features and materials used in ANGEL, on the iPads, or any other web based technologies they wanted to use in their classrooms. Because of instructors high use of and need for the iPads, the units were updated, a spreadsheet of available Apps and any corresponding information was created, and apps that had been requested by instructors were loaded onto the iPads using new device management software.

Instructor participants*:

- Mark Swain
- Mike Youngs
- Jean Karutis
- Steve Hymowech
- Tom Skowronek
- Nalene Vanderpoel
- Kate Rhodes
- Marlene Guiffre
- Robin Devito
- Courtney Pulver
- Laurie Lazinski

* Laurie Freeman &and Susan MacLeod (only through email about the google apps workshops)

5) Measurements
   a) Instructional Technology Survey
   b) Email communication with instructors
   c) iPad update log
   d) iPad apps spreadsheet

6) Result/Conclusions
   The instructional technology survey and further communication showed that instructors wanted help with the technology they had access to but did not know how to use. Some instructors posted specific problems or circumstances for which they needed help finding resources. Providing introductory instruction or suggestions gave instructors some background knowledge but not all of them were able to “play” with or implement the technology beyond the initial session or contact.

   Updating the iPads and using the new device management software made the iPads more organized when being used in the classroom during instruction.

7) Future activities or recommendations
   - Provide additional opportunities for instructors to work “hands-on” with varied instructional technologies.
   - Gear the sessions to departments, skills, or outcomes.
   - Continue to monitor student services to ensure responsiveness and level of service provided does not decrease due to the new model.
Student Success

Pilot program to provide personal librarians to at-risk students

1) Campus Mission/Strategic Goal/Objective
   - Campus Goal #1: Prepare students to learn, live and lead in a diverse and dynamic global culture.

2) Departmental Mission/Goal/Objective
   - Evans Library Goal #1: Expand and enhance on-campus and virtual services and resources
   - Evans Library Goal #3: Participate in students’ educational success outside formal Information Literacy efforts
   - Evans Library Goal #4: Expand and enhance cross-campus and off-site partnerships
     Objective – Partner with the Student Affairs Department/Retention Officer in a pilot program to target at-risk students and assist in their academic success.

3) Background
   Development of project. 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 librarians to re-evaluate the library’s presence in student learning outside of the Information Literacy classroom. One action taken was for the Library to establish a liaison program with the Student Affairs division, similar to the long-time practice of librarians as liaisons to academic divisions.

   The Proposal. This new and developing relationship came on the heels of a call for program proposals from the “Assessment in Action: Academic Libraries and Student Success” (AiA) program. This program is coordinated and run by the American Library Association/Association of College and Research Libraries
(ALA/ACRL) in partnership with the Association for Institutional Research and the Association of Public and Land-grant Universities and the Institute of Museum and Library Services. Participation in the program culminates in the presentation of a project poster during the summer ALA annual meeting.

This program has three broad goals, two relevant to this proposal: goal 2: Build and strengthen collaborative relationships with higher education stakeholders around the issue of library value and goal 3: Contribute to higher education assessment work by creating approaches, strategies, and practices that document the contribution of academic libraries to the overall goals and missions of their institutions.

The Evans Library submitted a proposal for year 2 of the project in Spring 2014 to: “Develop a concerted, coordinated effort with FM’s Office of Retention, Residential Life Services, and Office of Institutional Effectiveness to identify those students experiencing academic difficulty in one or more course and market specific library resources to them including the availability of a personal librarian, in order to gauge the impact of those interactions on student persistence in courses and retention.” In March 2014 Evans Library was notified that it was one of 73 institutional teams selected to participate with implementation slated for the 2014-2015 academic year.

As part of the project, the project coordinator (Library Director) researched topics including student success factors, academic libraries role in learning, libraries and retention, and community colleges, to determine learning outcomes desired. After discussion with library professionals and the retention officer, the following outcome was created: Students utilizing the personalized library services will persist in their courses, pass the semester, and have greater confidence/increased engagement in using library resources. The intent was not to indicate that there was a causal relationship, but that the library, via the program, had an impact on the students’ persistence, success, and engagement.

4) Actions

Spring 2014 – met with team to explain roles. Librarians establish personal relationships with students on Warning or Probation (names provided by Retention Office) and would offer academic support as well as direct students to resources or services (learning center, Writing Center, Math Lab, assist them directly with library research as needed, study space, even Student support services) as needed.

Summer 2014 –
- Retention: Probation/Warning student names/contact information sent to librarians from Retention Officer. List updated weekly through summer. Also updated the “Mandatory Education Plan” (MEP) – form every student signs with Advisor – to include line: “Student will meet with their assigned librarian”
- Library: Librarians divided names during last weeks of August – 261 names, avg 65 names each. Paper letters (US Mail) with introductory letter (about the project from the Retention Officer) with the librarian’s letter (see below). Sent week prior to class start (August).
Fall 2014 – When students met with their advisor, they signed the MEP and were reminded that they should see their librarian. Librarians sent out occasional emails – attempting to connect with students. Met with Retention Officer a few times to discuss options. Kept track in a spreadsheet of what visits did occur.

*Analysis of data - Indicated several areas of concern:

1. Sent out too many letters & too early – summer lists were of all eligible students, not those who actually attended
2. Sent out via US mail – students “don’t do mail” – we needed to reach them where they were.
3. Not so great record-keeping. We had a spreadsheet that we logged visits. Not a great way of keeping track.
   a. 161 students eventually enrolled who were warning/probation
   b. 128 minutes estimated of contact – mostly initial visits describing project.
4. Nobody really came – only 12 unique visits; of the 16 total, 2 of those only stopped by a second time to try to (and fail) to connect with a librarian.
   a. Maybe we needed bigger numbers so there was enough data to analyze?

Spring 2015

- Retention:
  - Getting students to library
  - We learned having advisors walk the students to meet with their librarian, was much more effective toward them using this service regularly.
  - Advisors mediated the dissonance between what students expected from the library environment and what they experienced.
  - When the students feel anxious or overwhelmed they tend not to follow through. This small step helped to ease the anxiety.

- Library:
  - Waited until we were into the first week of classes to see who was actually enrolled before first contact.
  - Sent out emails (campus email accounts) from our own email account with flyer explaining project – 168 students on P/W
    - Followed initial email with an email every week (usually Friday, sometimes Monday). General email if we hadn’t seen them yet; something personalized if we did
    - Special email around mid-terms with study information, etc.
    - Established text service (Remind) to send out blasts to students who agreed to be contacted that way.
  - Set up a Google Form for librarians to input contact information; better kept time spent with student, easier to keep track of who was coming and what the conversations were about.
  - Added ENG040 students – Added 4 sections of ENG040 (names given to two librarians). 27 of the 93 enrolled students were already on P/W.
5) Measurements

- Class persistence (attendance)
- Probation and Warning students’ final GPA
- Number of Librarian/Student contacts
- Number of Librarian/Student contact minutes
- Library/Student narratives/interactions

6) Results/Conclusions

At the conclusion of the Spring 2015 semester, we enlisted the help of Idamia Thomas, a Digital Communications and Transmedia student, who designed and developed the project poster. Her expertise and dedication provided the library with the ability to present the data in an attractive and informative manner. Idamia spent much of May and early June designing and creating a poster that would appropriately reflect the yearlong efforts in support of student learning. Her hard work resulted in an eye-catching & instructive poster that allowed FM to shine on a national stage <https://apply.alala.org/attachments/20521>. As the poster was being designed, the AiA final report was completed which, like projects for the previous year, is available for review and discussion online <https://apply.alala.org/aia/docs/project/10196>.

The poster, hanging in the Library during the 2015-2016 academic year, serves as a graphical representation of the work done during the 2014-2015 academic year to serve at-risk students. The poster, entitled “Building Bridges & Crossing Silos to Inspire Student Success” documents the following: research questions/problem, literature review, key & supporting staff, process & methods, data, claims and contributions and conclusions and recommendations. From that poster, the following highlights have been taken:

- Participation - We hoped to see significantly more students than we did! Even though our numbers were a bit up from the Fall (we saw 12 students in the Fall and 29 in the Spring), there was not enough participation that would allow for a valid analysis of librarian contact in relation to GPA. While we were able to look at the number of librarian/interactions and relate this to the student's subsequent dismissal or removal from warning/probation, we couldn't draw any conclusions from this information.
- Persistence (class attendance). This data is not readily available at the completion of the semester, except for those classes for which the student received either a failing grade, or one in which the student had withdrawn
- Feedback - it was difficult to gather data from students at the completion of the semester. Once the final week of classes were over, students tended to scatter and not necessarily respond to text or email. We sent a survey to all-at risk students; first to ask those who didn't participate why and if they thought it might have made a difference in their studies, second to ask those who participated what they thought of the program. To date, we received only 2 replies.
- The raw data has been captured in a spreadsheet.
**Project Communication:** Three presentations on the project were made:

- Assessment Network of New York’s conference, May 30, 2015. The hour-long presentation was given by the Library Project Director (Mary Donohue) and the Retention Officer (JeanMarie Reinke) and provided an outline of the project to that date. Conference attendees were given an outline of the development of the project as well as results noted after the initial semester’s completion.

- American Library Association (ALA), June 26, 2015. The Library Project Director participated in a poster session at ALA’s annual meeting in San Francisco. This session provided the opportunity for conference attendees from all over the country and the world to share assessment efforts undertaken through ACRL’s Assessment in Action project.

- FM Board of Trustees, July 16, 2015. The Educational Showcase provided the opportunity for the Library Project Director not only to inform board member about the year-long assessment effort, but also to highlight the work of one of the FM student who designed the poster.


7) **Future activities or recommendations**

In spite of the disappointing participation, we continue to believe there is merit in a project of this type. This belief is based not only on the research found through literature reviews, but due to the conversations and feedback we have had from students with whom we have established connections. We know that in addition to reaching students in the classroom via the library’s robust Information Literacy program, connecting with them on a more personal level is another avenue leading to student success.

Our core library values are to “Empower Learning” & “Offer User-Centered Service” -- this project is the essence of these concepts, as is evidence in one of the few comments we did receive upon completion of the project:

“It was nice having someone to talk to about my work load and advice on which task to tackle first and to have that overall support and push to get the job done.”

Therefore, in the Fall 2015, the library plans to:

- Work closely with Retention office/Advisors to develop strategies to more effectively communicate the project and its benefits to students;

- Assign personal librarians to at-risk students;

- Work with Faculty to encourage student use of personalized service;

- Provide ‘librarian mentor’ for new “Transitional/ Remedial” learning community project in Fall 2015;

- Work with IR and campus Assessment Coordinator to improve internal data collection as well as access to campus data sets; and

- Assign all incoming freshman a personal librarian.