The Evans Library
Fulton-Montgomery Community College

2015-2016 Initiatives

Assessment in Academic Affairs
October 25, 2016
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 own mission statement supports that by “facilitating teaching and learning through services and access to information”. Additional information on both the college’s and library’s goals, learning outcomes, department objectives and corresponding alignments can be found in the Evans Library Academic Plan, 2014-2017.

**2015-2016 UPDATE**

The initiatives detailed in the 2015-2016 assessment report provided a framework for the creation of the Library's 2016-2017 objectives. A review of last year’s recommendations and subsequent action follows:

1. **Financial Literacy Programming**
   
   **Objective** – To develop Financial Literacy content & programming for FM and the region.
   
   *Assessment Report*

2. **Functional Area Review**
   
   **Objective** – To complete a Functional Area Review of the Evans Library.
   
   *Assessment: This project is ongoing and a full report will be included in the 2016-2017 Institutional Assessment Report.*

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

4. **Institutional Records/College Archives**
   
   **Objective** – To revise college archives procedures.
   
   *Assessment Report*

5. **InterLibrary Loan Review**
   
   **Objective** – To assess InterLibrary Loan policies and procedures.
   
   *Assessment Report*

6. **SUNY Open Educational Resources: Improving Faculty Discovery & Adoption**
   
   **Objective** – To pilot a program to increase use of OERs.
   
   *Assessment Report*
Financial Literacy

Developing Financial Literacy content & programming for FM and the region.

A) Campus Strategic Goal/Objective

Mission Statement: Fulton-Montgomery Community College is the region’s partner for:

III) Responsive programs

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

Institutional Learning Outcomes:
1) Apply appropriate technology in order to effectively research, communicate, and learn;
3) Demonstrate critical thinking, problem solving, and creativity;

B) Background and Rationale

In the Spring of 2014, the Student Affairs library liaison attended a monthly staff meeting where the Financial Aid office expressed their ongoing concerns about the lack of general financial knowledge of both FM’s current students and of potential students seen on a yearly basis at local high schools. As a group, these individuals appear to have very little real understanding of money management in general and of the complexities of paying for college – particularly the implication of student loan debt and repayment. Individuals entering college usually don’t know how to budget whatever money they may make, they file late for financial aid, they pay for check cashing since they don’t have bank accounts, and, most disturbing, approximately 17% of them ultimately default on their student loans. The Financial Aid office was in the process of developing a plan to address these issues.

It appeared to the liaison that the Evans Library was ideally poised to participate in the effort as a mission of the library is to facilitate learning through access to information and, although the primary focus has been on classroom support, the library also develops other types of programs with the entire campus and community in mind. As part of the academic affairs department, the library provides instruction in Information Literacy as defined by ACRL: “a set of abilities requiring individuals to recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information.” Moving forward to providing instructional resources and program in support of financial literacy was therefore very much in step with the role the library plays on campus.
Previously the library had been invited by and unsuccessfully applied for a American Library Association (ALA) 2-year FINRA®/smart investing @ your library® financial literacy grant. The library director contacted the organization and was invited to apply for the 2015-2017 grant cycle.

The submitted grant targeted FM students as well as juniors, seniors, and parents served by libraries in the high schools and public libraries. The goal was to develop resources and programming for financial literacy education. The college was awarded the grant in the amount of $91,000 for action from February 2015 to February 2017.

C) Departmental Goal

Goals

#1. Expand & enhance on-campus & virtual services & resources

#4. Participate in students’ educational success outside formal Information Literacy efforts

D) Actions to meet the Goal and Objective

- In Fall 2015, Library & Business faculty will develop a website with age-appropriate content for use by ALA/FINRA grant project stakeholders and partners (FM librarians, Community librarians, High School librarians and High School Guidance Counselors).

- In Fall 2015, project leader will engage in professional development efforts to increase stakeholder knowledge of financial literacy resources. At least one training session in Fall 2015 & Spring 2016 will be offered and will detail the library’s new site as well as provide stakeholders with suggestions for site use in presentations.

- In Spring 2016, financial literacy of FM students will be increased by targeted and culturally relevant programming aimed at sub-groups consisting of: residential students, first-generation college students, returning adult students and veterans to prepare them for transition to college life and management of student debt. Workshop will be provided to targeted students such as residential, veterans, TRiO, and those transferring; 45% of workshop participants will demonstrate increased knowledge of general financial literacy topics (measured via pre/post-test).

Fall 2015

Work begun at the start of the grant 2-year term in Spring/Summer 2015 (i.e. meetings with the Business Faculty, Coordinator of Financial Aid, & Librarians and drafting of Financial Literacy website) continued in Fall 2015 with the resumption of bi-monthly meetings with the project team to finalize & implement the website design and content. The “$tep Up to $mart Money” website was ready for debut by mid October 2015 and was assigned a unique URL to facilitate discovery: <http://smartmoney.fmcc.edu>. In addition to the website development, the campus held a Financial Literacy Fair on September 10 which included a daytime event for students with area banks and credit unions (college-sponsored) as well as an event with a financial literacy comedian during the noon hour. The skills of the comedian were utilized that evening to teach FM personnel
(librarians and student affairs personnel), area high school guidance counselors & library media specialists and local public librarians how to speak about money with students and patrons.

As a trial run and in preparation for more comprehensive programming in the Spring, a session “Are you financially fit?” was offered by Business Faculty Alex Henderson to a small group of residential students at the FM campus housing on October 21. Due to the small attendance (10-12 students), no formal assessment was made, although anecdotal evidence showed that the students thought the presentation went well and that they appreciated working with their smart devices to access the information we provided. There was a tentative scheduling for a veterans activity for the Fall which was later postponed.

The grant resulted in a Special Topics one-credit course which provided instruction in the key aspects of financial literacy to a target group of first-year, remedial students. Topics included budgeting, credit, and financial aid and planning; content consisted of resources gathered in the creation of the $mart Money website and in particular the FDIC lessons.

Winter 2016
A January 22 training session was attended by community librarians and campus student affairs faculty, with additional one-on-one training sessions for additional participants. The sessions included a debut of the website and commitments were made for Spring presentations/sessions. The Grant Project Team discussed the importance of learning objectives and long-term impact of short sessions vs series, as well as marketing and assessment. There was a scheduled SUNY Financial Aid day that was cancelled due to weather, and a Financial Aid session at Amsterdam High School that was attended by 23 juniors/seniors and their parents. An after-the-event assessment for these participants was not successful.

Spring 2016
Spring was devoted to developing programming, scheduling sessions, presentations and assessments. Early February involved coordinating with college staff on well-established college sessions such as scholarship & FAFSA sessions with added $mart Money resources. The Project Leader’s participated in a February Veteran’s Roundtable which served to identify educational and informational resources to the Fulton & Montgomery County veteran community; an additional February session was held for International Students by the Library staff. March presentations included targeted FAFSA sessions for TRiO and Campus View students lead by Student Affairs and Business Faculty, respectively. April was Financial Literacy Month and the varied and many offerings included in-library and on-campus sessions as well as 31 days of online educational information and activities. Attendance, participation, and assessment information on these sessions can be found in the E) Measurements and F) Results sections later in this report.

The 2015-2016 academic year’s financial literacy events wrapped up with an off-campus session in Gloversville Middle School and tentative plans to hold a series of events in the Fall during November, Information Literacy Month.
E) Measurements

**Website Usage Statistics**

_Benchmark_: Website Development & launch

_Accomplishments:_

- $mart Money website &lt;[http://smartmoney.fmcc.edu](http://smartmoney.fmcc.edu)&gt;
- **Usage Statistics**
- **April Highlights**
  - 1139 - Page views
  - 802 – Unique Page views
  - _Financial Literacy pages showed greater traffic than Financial Aid pages_

**Programming Participation**

_Benchmark_: Training sessions in Fall 2015 & Spring 2016

_Accomplishments:_

- **Training activities**: 25 participants, 2 sessions with 20 participants, 5 individual training sessions
  - 13 participants on September 10, 2015
    - Four FMCC librarian faculty, Two high school media specialists, two guidance counselors, two public librarians, four student affairs faculty and one business faculty.
    - Session run by Financial Literacy Behaviorist – Colin Ryan.
  - 7 participants on January 22, 2016
    - Two high school media specialists, one public librarian, and four student affairs faculty.
    - Session run by Project Leader Donohue and Business Faculty Henderson.
  - 5 individuals in January 2016
    - Individual sessions with two public librarians, one school media specialist, two Student Affairs faculty.
    - Session run by Project Leader Donohue.

- **Instruction**
  - 11 Students attending 7 Financial Literacy-specific sessions during the one-credit $aving Yourself (ST): Technology-Money Management course.

- **Presentations**
  - **Highlights:**
    - 54 students took the pledge to be financially responsible at the April 1st kickoff event.
    - 64 individuals attended 8 general audience sessions
    - 33 students attended 3 grant-specified target audiences
    - 10 students participated 44 times in 31 online activities
  - 25 students attended the Financial Literacy Fair on September 10th, 12:30 to 2:00.
    - Banks and Credit Unions were on hand to distribute literature and discuss options; Financial Literacy Behaviorist Colin Ryan presented an informative and witty session on finances targeted at the twenty-something crowd. (No assessment was attempted, although there was a positive response from the “$aving Yourself” course students who attended).
April 2016. Various presentations through Fall & Spring. Greatest amount of activities/presentations were in April as part of “April is Financial Literacy Month” celebration with 30 Days of Online Activities and eight informational sessions.

<table>
<thead>
<tr>
<th>Topic</th>
<th>Speaker</th>
<th>Date/Time</th>
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<tbody>
<tr>
<td>Credit Reports</td>
<td>Alex Henderson (Business Associate Professor)</td>
<td>5th 1-2pm</td>
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<tr>
<td>Income</td>
<td>Michelle Fernandez (Adjunct Librarian, Instructor)</td>
<td>7th 12:30-1:30pm</td>
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<td>Goal: Saving for Retirement</td>
<td>Lisa Queeney, CFP (Guest Speaker)</td>
<td>11th 12-1pm</td>
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<td>Paying off Financial Aid Debt</td>
<td>Rebecca Cozzocrea (Coordinator of Financial Aid)</td>
<td>13th 12-1pm</td>
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<td>Retirement/Investments</td>
<td>Mark Swain (Business Instructor)</td>
<td>15th 1-2pm</td>
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<td>Tracking Spending</td>
<td>Dan Towne (Librarian, Assistant Professor)</td>
<td>18th 12-1pm</td>
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<tr>
<td>Spending Plan</td>
<td>Michael Daly (Librarian, Assistant Professor)</td>
<td>21st 6-7pm</td>
</tr>
<tr>
<td>Understanding Credit</td>
<td>Mary Donohue (Librarian, Professor)</td>
<td>27th 1-2pm</td>
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- 35 Unique participants for in-library information sessions. This results in a 2.1% attendance in student population of 1679 (based on Spring 2016 Headcount data, not FTE). This number will be used as benchmark for 2016-2017 year Financial Literacy initiative.

**Programming Assessments**

**Benchmark:** 45% of participants demonstrate increased Financial Literacy knowledge

**Accomplishments:**

61 assessments were completed for eight informational sessions:

- 20 out of 31 participants (64.5%) in Financial Aid-specific sessions completed their FAFSA by May 1st
- 57 attendees indicated they heard something they didn’t previously know about finances and managing money.
- 38 attendees indicated that they would consider taking action on what they learned in their sessions.

*While knowledge (via demonstration of skills) is difficult to track when offering ‘one-shot’ sessions, it should be noted that awareness of financial literacy increased in 93.4% of participants and 62.3% of attendees intended on taking action based on session information.*

**F) Results & Conclusions**

The objectives to develop financial content was met through the creation and maintenance of the $mart Money website ([http://smartmoney.fmcc.edu](http://smartmoney.fmcc.edu)). The information contained on the site was gathered from a variety of verified and expert sources: Financial Industry Regulatory Authority (FINRA), National Endowment for Financial Education (NEFE), the National Financial Educators Council (NFEC), to name just a few. The site has several sections and is organized to target specific audiences: college and high school students, veterans, trainers/librarians, and even the pre K-16 population (outside the scope of the grant which sparked this endeavor). $mart Money is evaluated and reviewed on a regular basis by library and business faculty to ensure quality information is
readily accessible. Not surprisingly, site/page usage is highest when programming was being offered. The increase in website use was also likely due to the online activities that were part of the April initiative. While we can and did count submitted activities (see above for counts), it was not possible to track the use of non-$mart Money financial resources or if off-site content was of any value to the users.

The objective regarding general and target-specific financial literacy programming on campus was not as well-met as we had anticipated. This was due to a variety of circumstance, some outside of the ability of the Library to alter, some due to inexperience. For example, programming was successfully planned and implemented for residential students as well as veterans and 1st generation college students. However, the target audience of returning students were more difficult to reach, as we found it difficult to specifically identify returning/older students to provide targeted programming. In spite of that it was evident that returning students did indeed attend several of the general sessions.

As to programming in local high schools and public libraries, we were unable to meet even our baseline target of one in-library session at each of the 6 locations. While several meetings were held throughout the year with the area librarians and media specialist, via phone, email and in person, no sessions were scheduled during the target Spring 2016 semester. On a more positive note, we did have one in-class session held at a participant high school which was taught by one of the project team members in a consumer education class for 10th to 12th graders.

Training of library and college staff was more successful, as there were meetings and trainings held with partner librarians/media specialist in which the content of the web pages were explored and discussions held about utilizing them in the future.

Regarding outcomes involving differing attitudes or behaviors, this type of data is more difficult to collect or track. The assessments that we did collect in sessions showed that a majority of students who attended programs indicated that they learned something they didn’t previously know and that their intent was to follow through on some aspect of what they had learned. This is a similar finding to those assessments taken at the staff training sessions – attitudes about using and talking about financial matters were changed and there was an intent to utilize the resources provided.

G) Future Actions or Recommendations Guiding questions

While it is evident that much has been accomplished: a multi-layered website populated with expert and valid financial literacy information for targeted audiences was created and has been introduced to grant partners and college personnel. Additionally a series of informational sessions were offered over the course of the semester and students at FM have been exposed to financial literacy as a topic of conversation.
However, the data indicates work to be done to determine how best to reach a greater number of students and to reach a wider audience in a more significant way; i.e. to address the almost non-existent participation of the local community.

To that end, a 2016-2017 objective will address the most basic of these items: session offerings and participation: To increase partner participation from Spring 2016 by 100% and FM unique student participation by 10%.

Other items that will be addressed in the upcoming academic year include:

- Website re-evaluation of layout, organization, and content
- FM Programming – work more closely with Student Affairs/Activities departments; work more closely with Faculty to embed financial literacy content in existing classes; explore greater opportunities to reach students virtually, as community college students are traditionally less-likely to have unstructured time for in-person workshops.

- Community Programming –
  - Schools - Develop relationships with school administration to facilitate increased programming in school media centers and classes; to expand communication with wider community (non-grant participant media centers)
  - Public Libraries – continue to communicate with librarians to facilitate once/twice a year program scheduling; expand offerings to Pre-K programming to encourage life-long understanding of money and finances; to expand communication with wider community (non-grant participant libraries).

Mary Donohue
Information Literacy Instruction

TRAILS and Accessing Sources of Information

A) Campus Strategic Goal/Objective

Mission Statement: Fulton-Montgomery Community College is the region’s partner for:

III) Responsive Programs

Strategic Goals:
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
4) Foster an atmosphere of college/community engagement that recognizes FM as an invaluable resource to our region.
   Better communicate available resources that support innovation

Institutional Learning Outcomes:
2) FM graduates will proficiently select and apply appropriate communication skills in a variety of settings.

B) Background and Rationale

Beginning in 2014-2015 the Evans Library’s Information Literacy program began using the nationally recognized Tools for Real-Time Assessment of Information Literacy (TRAILS) in conjunction with a rubric applied to student’s work as indirect and direct assessment of student competency of national information literacy standards as well as SUNY’s information management competency within General Education requirements.

The 2014-2015 Information Literacy assessment report noted operational and instructional adjustments in future activities and recommendations. Where relevant those actions are delineated in this report.

C) Departmental Goal/Learning Outcomes

Goals
#3. Improve and enhance the Information Literacy program

Library Learning Outcomes
LLO 2.2. Select appropriate technologies that provide access to information and leads to the their contributions in the creation of knowledge

Information Literacy Outcomes
ILO 2. Access sources of information
Seeking to better understand the level of competency with which students enter FM this assessment of one specific information literacy outcome takes place over the course of one academic year, utilizing students in Fall ENG103 sections and Spring ENG104 sections.

D) Actions

Fall 2015

- As recommended in Operational Adjustments in last year’s report, results from the 2014-2015 Information Literacy assessment were made public on the Evans Library website (http://libguides.fmcc.edu/about/mission).
- As recommended in Instruction Adjustments in last year’s report, Public Services/Instructional Librarian Michael Daly taught a section of EDR110: Research for Success to a pre-selected cohort of students co-enrolled in ENG040.
- During the Fall 2015 semester, a ten question pre-test was delivered in twelve face-to-face sections of ENG103 students participating in librarian lead information literacy sessions.
- The twelve sections were taught by six instructors, four full-time faculty members and two adjunct instructors.
- As recommended in last year’s report as an instructional adjustment, students in all of those sections were provided a direct link to a course research guide in ANGEL.
- Instructors of six sections of ENG103 were asked, and compiled, to provide copies of student’s final research projects. Those projects were then scored by Public Services/Instruction Librarian, Michael Daly, using the Evans Library’s Information Literacy rubric for “accessing sources of information.”
- Results from TRAILS pre-test were shared during a December 2015 Humanities Division meeting.
- Results from the post-test/rubric were shared via email to collaborating faculty members in February 2016.

Spring 2016

- EDR110: Research for Success was canceled due to low enrollment.
- During the Spring 2016 semester the same ten questions as provided in Fall 2015 were delivered as a post-test to eight sections of ENG104; six of those sections were delivered during librarian-lead information literacy sessions.
- The eight sections were all taught by full-time teaching faculty members.
- As recommended in last year’s report as an instructional adjustment, students in all of those sections were provided a direct link to a course research guide in ANGEL.
- Instructors of four of those sections shared student’s final research projects which were in turn scored by Public Services/Instruction Librarian, Michael Daly, using the Evans Library’s Information Literacy rubric for “accessing sources of information.”
- Results from the TRAILS pre and post-test were shared with Humanities Division during a May 2016 meeting.
• Results from the post-test/rubric were shared via email with collaborating faculty in September 2016

E) Measurements

Fall 2015
• 173 students in twelve sections of ENG103 completed the TRAILS pre-test
• The mean score for this cohort was 48%
• Research papers (n=74) from six ENG103 sections were assessed using the Evans Library's Information Literacy rubric “accessing information sources” with the following results:
  o Developing: 32%
  o Competent: 56%
  o Proficient: 12%

Spring 2016
• 117 students in eight sections of ENG104 completed the TRAILS post-test
• The mean score of this cohort was 50.5%
• Group presentations, comparative analysis essays and digital productions of poem analyses (n=102) from seven ENG104 sections were assessed using the Evans Library's Information Literacy rubric area of “accessing information sources” with the following results:
  o Developing: 27%
  o Competent: 48%
  o Proficient: 25%

F) Results/Conclusions
• In both the Fall 2015 (48%) and Spring 2016 (50.5%) semesters FM students scored below the most recent published data (2015-2016) from TRAILS of a nationwide cohort (51.8%).
• The TRAILS test delivered to FM students is designed however for high school seniors. Thus, FM students in a college level English course do perform at a level below that of high school seniors.
• FM students show slight improvement in their ability to “access sources of information” from Fall ENG104 to Spring ENG104. This improvement, 2.5% does not meet the expectation set in the Evans Library's Information Literacy Assessment Plan of 3% improvement.
• This slight improvement in ability, which does not meet established expectations, has occurred for two straight years.
• Indirect evidence gathered through the use of a rubric positively suggests students improving in these same skills; from Fall 2015 to Spring 2016, there are less students in the developing and competent categories and significantly more (13%) in the proficient category.
  o The conflict of data between the direct and indirect measures may be explained in how and when students take the TRAILS test; in information literacy sessions where it is without a grade assigned or other personal responsibility on the part of the student.
Further exacerbating this problematic trend is that Fall 2015 ENG103 and Spring ENG104 sections, with the expectation of two ENG104 sections, all visited the Evans Library for a librarian-lead/assisted information literacy session more than once.

As in 2014-2015 there is a large number of students missing in both cohorts: web-based students as well as students participating in FM’s College in the High School program were not part of these assessments. This trend is especially troubling given the 1) rise in number of students completing ENG103 through College in the High School and 2) the importance of this lack of data was stressed in the 2014-2015 Information Literacy Assessment report.

The application of the rubric to student’s finished work continues to rely heavily on the established collegial relationships between the Evans Library and full-time teaching faculty member in the Humanities Division and lacks institutional support structures.

G) Future activities or recommendations

Operational Adjustments

- Mechanisms for reaching students in web-based/blended ENG103 and ENG104 must be solidified and those students made part of on-going information literacy assessments.
- Mechanisms for reaching students in College in the High School iterations of ENG103 and ENG104 must be solidified and those students made part of on-going information literacy assessments.
- Utilizing the Evans Library’s content management system (LibGuides) and FM’s new learning management system (Blackboard) specific content will be seamlessly added to all courses.

Instructional Adjustments

- Given the trending data that shows FM students demonstrating an inability to meet expectations for growth in information literacy competencies from ENG103 to ENG104 consideration should be given to librarian offering sections, face-to-face and blended, of EDR110: Research for Success on a more consistent basis.
- FM’s trial of an optional one-credit research lab in conjunction with ENG103 in Fall 2016 provides an opportunity for librarians to further reach a population of students who may be struggling with baseline information literacy expectations.
  - Public Services/Instruction Librarian will, during Summer 2016 and Fall 2016, coordinate with the instructors of those lab sections to tailor specific sessions and lessons for that population.
- The welcome and persistent request for librarian-lead information literacy sessions for both ENG103 and ENG104 should be leveraged to the institution’s advantage. Specifically:
  - Public Services/Instruction Librarian will create, for Fall 2016, micro-growth expectations for students in each session while maintaining an active learning pedagogy. Using short direct and indirect measures during these sessions, it is hoped that librarians and instructors will more quickly and fully understand students’ comprehension/non-comprehension, ability/non-ability of defined information literacy outcomes.

Michael Daly
Institutional Records/College Archives

To revise college archives procedures

A) Campus Strategic Goal/Objective

Mission Statement: Fulton-Montgomery Community College is the region’s partner for:
V) Cultural and economic enrichment

Strategic Goals:
5) Expand the resources of the college

B) Background and Rationale

In April 2015 the determination was made to reassign responsibility for the College Archives to the Evans Library. Until 2005, one of the library faculty had the title of Archivist; that individual managed the items that pertained to the history and culture of the college while the Business office managed the college's business records. When the faculty member retired, all responsibility for the Archives, both historical and business, fell to the Director of Business Affairs. In 2010 the college was awarded a Local Government Records Management Improvement Fund (LGRMIF) Grant which provided for the organization of the physical items located in the archives room. This included placing materials in new archive boxes, labeling these boxes with identifying information, and creating loose-leaf catalog with descriptive information that would be used by those wishing to add and locate items to the room.

It became clear by 2015 that a change was needed, as the system devised for managing the archive collection had not been maintained and there was minimal ability for college personnel to locate information in a timely manner.

C) Departmental Goal and Objective

Goals
#1. Expand & enhance on-campus & virtual services & resources
#5. Expand & enhance cross-campus & off-site partnerships

D) Actions to meet the Goal and Objective

Once the request was made by the Provost’s Office to assume responsibility for the collection, the Library Director initiated a conversation with the Director of Business Affairs and visited the archive room to review the contents of the collection. After review of the literature, conversations with Library Director colleagues who had responsibility for their college archives and discussions with library staff, an advisory committee was formed from the campus’ data stakeholders. These included Registrar, Bursar, Director of Business Affairs, Financial Aid Officer, Director of Facilities, Infrastructure Administrator, and Human Resources and Library staff.
The advisory committee met each month during the Fall 2015. Discussion included articulation of the records management schedule (MI-1) as well as conversations regarding departmental concerns about the storage and discovery of records. These meetings, in addition to resulting in an updated policy document, served to provide the impetus for the creation of a College Archives Database (CAD) which allowed all campus departments to input metadata for each box of records stored in the college archives room.

E) Measurements

Benchmark: Policy revision

Accomplishments:
- Minutes to advisory committee
  https://fulmont.sharepoint.com/academics/library/Shared%20Documents/College%20Archives
- College Archives Physical Records Management Policy
  https://fulmont.sharepoint.com/academics/library/_layouts/15/guestaccess.aspx?guestaccesstoken=7cvIjptK9A%2BhBPYb%2beXnW1woX9Nsdcji%2fYpd0tb1alD1o%3d&docid=12eb82e070c97459e9d7b04ae4a7b7da5&rev=1

F) Results and Conclusions

The minutes of monthly meetings prove the successful establishment of Archives Advisory Council. The finished College Archives Physical Records Management Policy were approved by the Advisory Committee on February 22, 2016. Since this was a revision of an existing college policy, no formal approval by the Senate was necessary. The policy was given to the Provost & Vice President for Academic Affairs for presentation to the Leadership Team.

G) Future Actions or Recommendations

With the policy in place, the Library will plan on offering a series of training sessions for college staff. This will serve to disseminate the policy statement to all those involved in maintaining campus records, ensure ongoing compliance in maintaining the integrity of the collection, and will facilitate the discovery of information pertaining to the business of the college as well as its cultural history.

In addition to training staff and refining the policy, the maintenance of digital records and content will be explored with the intent of creating a policy for digital records management.

Mary Donohue
InterLibrary Loan Review
To assess InterLibrary Loan policies and procedures.

A) Campus Strategic Goal/Objective
Mission Statement: Fulton-Montgomery Community College is the region’s partner for:
II) Accessible higher education

Strategic Goals:
5) Expand the resources of the college.

B) Background and Rationale
InterLibrary Loan (ILL) is a staple of library service. The ability to borrow and the responsibility to lend materials to and from local libraries as well as those around the world has long been an indispensable means of providing the widest variety of research materials to numerous students and faculty members. Due to the nature of the service and the impact it can and does have on staff time and library resources, evaluation of ILL services is an ongoing issue. Evans Library 2010 Assessment Report outlined the process the library undertook to provide better ILL customer service by decreasing wait-times and increasing the amount of resources available to library patrons. The move to a more user-centered online system resulted in the library joining the IDS Project <https://idsproject.org> which originated in SUNY Geneseo. IDS is a resource-sharing cooperative in New York with the goal to “Continually implement and objectively evaluate innovative resource-sharing strategies, policies and procedures that will optimize mutual access” to information.

It was evident last year that the time had come for another assessment of the service. The explosion of information access made possible by the growth of the World Wide Web has called into question the necessity of this service, due to the increasing costs associated with this type of materials exchange and in light of the greater availability of no and low cost alternatives. Spring 2016, therefore, was chosen as the best time to explore the InterLibrary Loan service to determine if it was a necessary and vital service operating at its peak efficiency.

C) Departmental Goal
#1. Expand and enhance on-campus and virtual services and resources
#2. Strengthen library assessment efforts
#5. Expand and enhance cross-campus and off-site partnerships

D) Actions to meet the Goal and Objective
The assessment of the InterLibrary Loan (ILL) service began with a review of how the current service operates, an assessment of our peer library services and an analysis of what other options are available to continue to provide to library patrons.
In April 2016, we reached out to similar sized community colleges that are not members of the IDS Project to see how they are handling ILL. The request went to Library Directors and people identified as working with ILL at five (5) SUNY community colleges of similar size to FMCC. The contacted libraries were Clinton Community College, Herkimer Community College, SUNY Adirondack, North Country Community College, and SUNY Ulster.

We asked those libraries:
1. What ILL processing software/program are you using (i.e. WorldCat, FirstSearch, etc.)?
2. Is that software/program hosted locally?
3. How many items are you processing in an academic year?
4. How do you handle material delivery?
5. Any associated costs that you would be willing to share?

We also asked for any additional relevant information that they were willing to share. We received responses from two libraries; Herkimer and Ulster. Via those responses, we discovered that they were operating in a similar manner to our operations here at FM.

The Library Director and the Systems/Electronic Services Librarian reviewed the responses from the other libraries and reviewed our own current costs. Additional information was supplied to the Director from the IDS Project. In addition to speaking directly to our peers, we explored national statistics to see how our services and cost measured against state and peer groups. We also pulled data from our ILL system ILLIAD to see if any trends were visible which would help us with our assessment.

The Library Director also reviewed work being done by SUNY's Office of Library and Information Services (OLIS), who coordinate system-wide services, including delivery (EDS - Empire Delivery Service), and are currently exploring options for the next iteration of the shared Library Management System. The choice of the new system will likely have an effect on the way materials are shared across SUNY and other libraries.

E) Measurements

**NCES 2012 statistics**

*Highlights:*
- 32% of national average loans provided
- 16% of national average loans received
- 66% of national average ILL costs

**InterLibrary Loan “Turnaround” Statistics**

In these metrics and for all ILL (borrowing and lending), patrons have experienced an increase in turnaround time in 16 instances while they have experienced a decrease in time in 8 instances.
InterLibrary Loan Statistics, 3-years

Our total items processed has been approximately 1000-1100 items per year over the past 3 years. The vast majority of those items are articles (both borrowed and lent). This year, we are on pace to process fewer non-article items than in the previous 3 years.

F) Results & Conclusions

After consideration of this information and understanding that the landscape of library services, particularly in regards to sharing information, is changing rapidly, it was determined that no significant changes to our current interlibrary loan operations were possible at this time. The lack of comparable processing software/programs; consortia obligations to the IDS Project; and an indication that our processes are in-line with at least two other college libraries of similar size lead to the decision.

G) Future Actions or Recommendations Guiding questions

While we will continue on our current path, we will continue to monitor our ILL operations and external/industry developments, including consortia obligations. We will also identify the need and opportunity for alternative methods of delivering interlibrary loan services to our patrons.

IDS Project – The Systems/Electronic Services Librarian will contact IDS Project personnel and discuss options to better utilize the services and resources provided in our membership. Of particular interest is monitoring statistics to decrease time lapse from request to material delivery.

EDS Delivery – The Library Director will pursue the possibility of reducing the frequency of the delivery service to 2 or 3 days a week and will continue to monitor campus and system issues.

Daniel Towne
SUNY Open Educational Resources: Improving Faculty Discovery & Adoption

To pilot a program to increase use of OERs

A) Campus Strategic Goal/Objective

Mission Statement: Fulton-Montgomery Community College is the region's partner for:

II) Accessible higher education
III) Responsive programs

Strategic Goals:
1) Prepare students to learn, live and lead in a diverse and dynamic global culture.
4) Expand the resources of the college.

B) Background and Rationale

As part of a SUNY-sponsored Innovative Instruction Technology Grant (IITG), FMCC and the Evans Library were invited to join SUNY partners (University of Buffalo, Colleges at Geneseo, Brockport, Buffalo, Suffolk, Environmental Science and Forestry, Tompkins Cortland Community College) to collaborate with industry partner Lumen Learning to design and deploy a library service model to increase faculty participation in SUNY Open Educational Resources (OER) & improve OER adoption system-wide. During the Fall 2015 & Spring 2016, selected faculty (Paula Brown-Weinstock, Michael Youngs, Lou Fagan and Genevieve Aldi) will embed OER in various courses. Results were targeted to be brought to the Advisory Committee and a plan of action for SUNY and local institutions implemented by Fall 2016.

C) Departmental Goal

Goals
#1: Expand & enhance on-campus & virtual services & resources
#4: Participate in students' educational success outside formal Information Literacy efforts
#5: Expand and enhance cross-campus and off-site partnerships

Objective
To encourage & facilitate use of Open Educational Resources in the classroom

D) Actions to meet the Goal and Objective

Fall 2015

- Librarians provided back-end support to ensure instructor and student access to OER material
  - Links to OER were provided through ANGEL/LMS
  - Print versions were made available in Evans Library reserve holdings
  - eBook versions were installed on lending iPads available in Evans Library
• Librarians researched and reviewed literature on OER adoption, use and scalability in an effort to increase local awareness and knowledge
• **Instructors/courses utilized OER** as part of cohort were:
  o Brown-Weinstock/PSY101/OpenStaxx
  o Fagan/ENG132/Stand Up: Speak Out
  o Aldi/ENG103/
  o Youngs/ENG132/Public Speaking Project
• Librarians coordinated with instructors to have students complete a survey (administered by Monroe Community College) on their experience using OER
• Instructors completed a similar survey (administered by Monroe Community College) on their experience using OER
• Results of both surveys were sent to Monroe Community College for inclusion in SUNY-wide OER survey results
• FM’s Director of Institutional Research and Enrollment Analysis reviewed and approved an IRB proposal from Monroe Community College related to data collection and sharing of students enrolled in OER cohort courses
• Reminders were provided to all instructors at division meetings of available OER support through Evans Library
• Librarians provided assistance to instructors and students in HFM-BOCES PTECH program in locating, evaluating and adopting and OER textbook for an Introductory Business course
• Public Services Librarian, Michael V. Daly attended and presented at the 2015 Open Education Conference on the role librarians can and do play in supporting faculty adopting OER

**Winter 2016**

• FM’s Director of Institutional Research and Enrollment Analysis provided data related to FM students enrolled in OER cohort courses during Fall 2015. That data was then shared with Monroe Community College as part of IITG
• Librarians nominated Fall 2015 OER cohort of instructors for FM’s “Innovation Matters” award

**Spring 2016**

• In an effort to provide better measures, the Spring 2016 cohort utilized the same instructors as Fall 2015 with slightly varying courses:
  o Brown-Weinstock/PSY101/OpenStaxx
  o Fagan/ENG132/Stand Up: Speak Out
  o Aldi/ENG132/Stand Up: Speak Out
  o Youngs/ENG103
• Librarians provided back-end support to ensure instructor and student access to OER material
• Links to OER were provided through ANGEL/LMS
• Print versions were made available in Evans Library reserve holdings
• eBook versions were installed on lending iPads available in Evans Library

- A meeting was called by FM’s Academic Dean in February to discuss the evolving role of OER with Public Services Librarian and System Librarian. Outcomes of that meeting were:
  • The institutional textbook approval form would include an option for faculty to indicate OER use
  • Faculty indicating OER use on textbook approval form would be reminded of available Library services related to OER
  • Librarians would provide a review of faculty chosen OER and communicate results with Academic Deans office

- Recognizing need for transparent review process of OER material, librarians developed an open OER rubric for use in conjunction with faculty

- A meeting was held in February with the Provost/Academic VP, Academic Dean, librarians and representatives from the Raider Trader Bookstore to coordinate a campus approach to growing OER use and student’s expressed desire in surveys to have the opportunity to purchase print versions of OER

- Instructors in the Fall 2015 cohort were recognized at Founders Day with the “Innovation Mattes” award for their efforts in using OER

- Librarians held group and individual consultations and provided support in OER research efforts to instructors in:
  • Social Sciences (Psychology, Sociology and Early Childhood Education)
  • Humanities (English/Foreign Languages)
  • Science (Anatomy & Physiology and Chemistry)
  • Business (Business and Career Exploration)
  • Technology (Media Communications, Electrical Technology)
  • Math

- Librarians received and reviewed OER/textbook approval requests from new form for eight instructors/six unique courses
- Librarians coordinated with instructors to have students complete a survey (administered by Monroe Community College) on their experience using OER

**Summer 2016**

- Public Services Librarian Michael V. Daly lead a workshop and presented on OER use at community colleges at SUNY’s annual Conference on Instruction and Technology
- Director of Evans Library, Mary Donohue, began conversations related to FM’s partnering with Open SUNY Textbook’s OER Services (OST/OER)
- OST/OER in collaboration with Lumen Learning created and made available a catalog of OER courses that FM faculty will utilize in Fall 2016
E) Measurements

Fall 2015

- Student survey
- Faculty survey
- Data from students participating in OER cohort

Spring 2016

- FM Student survey (n=18)
- SUNY survey
- Librarians received and reviewed OER/textbook approval requests from new form for eight instructors/six unique courses
- Fifteen faculty members request OER consultation and support services from librarians

F) Results & Conclusions

The operationalizing of a sustainable OER framework at FM is highly dependent on four interrelated groups. The results/conclusions of the efforts made toward OER use during 2015-2016 are as follows:

Students

- When compared against data from SUNY students for the same time period, results from FM students completing OER use surveys follow similar trends in terms of cost savings, perception of quality, access to materials and comfort with technology.
- While there was a vastly larger number of respondents for Fall 2015 (n=183) than Spring 2016 (n=18) the totality of results remains viable.
- A similar low response rate for faculty (25%) taking the survey renders interpretations of results problematic but initial indications of the free/low-cost nature of OER coupled with the perception that OER contribute to student learning mirror student’s responses to survey questions.
- An inability to effectively track students from semester to semester proved detrimental to attempts at a longitudinal understanding of the impact of OER at FM. It is hoped that new initiatives to better utilize available data remedies this situation.
- Using conservative estimates for traditional book prices as well as the assumption that 100% of enrolled students purchase the book it is estimated that FM students saved $26,000 in Fall 2015 and $18,000 in Spring 2016. Given that 53% of survey respondents indicate that the cost of textbook impact their decision to take a course, this supports OER adoption as it address opportunity and access to education.
- Outside of cost savings, survey results indicate that FM students positively indicate that access to materials from anywhere, ease of use and ability to stimulate learning are advantages of OER.
- FM students also demonstrated a desire to have the option to access OER in as many formats as possible (digital, print, library reserves, etc.)
Given FM's focus on retention as a measure of students' success, further attention and institutional resources should be devoted to the institutionalizing of OER across the curriculum.

**Instructors/Librarians**

- Librarian’s involvement in campus OER efforts presents both a challenge to learn as well as an opportunity to be re-involved in student success. The latter is especially timely as traditional library services (collecting and circulating of materials) continues to decrease
- Librarians noted a distinct increase in faculty reaching, during division meetings as well as other avenues to request the assistance of librarians in OER related efforts
- The collection of OER data (from students and faculty) when combined with other OER support efforts proved cumbersome and time-consuming from Fall 2015 to Spring 2016. Revisiting what, when and by whom data is collected is critical to future endeavors
- The recognition of faculty’s purview over curriculum is supported by the structures inherent in OER whereby adopters can re-mix, revise and recreate teaching materials
- Faculty noted discernable trend in student's grades or course completion when comparing OER courses to past semesters' use of traditional textbooks.
- Both librarians and teaching faculty recognize the need for more on-going training related to the discovery, evaluation, use and assessment of OER
  - The Evans Library's participation in a SUNY-wide project of this scale provided a unique and welcomed opportunity to learn from and work with our peers.
  - The role of the LMS (Angel/Blackboard) in effective OER material delivery is key to FM's efforts; continued training for librarians and faculty on LMS-related curriculum design is essential

**Administration**

- Administration’s recognition of the increasing role OER has in FM's educational offerings is evidenced in the creation of OER options for instructors in the textbook approval form as well as initial conversations with other campus partners (Raider Trader Bookstore).
- The support of collaborative efforts between librarians and instructional faculty is acknowledged as a main pillar of FM’s OER efforts
- Continued support for OER efforts at FM will involve administration to higher degrees; especially considering sustainability models at other SUNY institutions involve an OER course fee.

**G) Future Actions or Recommendations Guiding questions**

- FM and the Evans Library should formalize an agreement of service with Open SUNY's Textbook OER Services as a means of stabilizing and sustaining current OER practices at FM
Given the expressed desire by FM students, which follows SUNY trends, to have the option to purchase OER material in print format, further conversations and investigations to make this a consistent option in the Raider Trader Store should be pursued
  - The availability of Open SUNY Textbook’s OER Services to collaborate with Amazon’s Createspace to publish print versions of OER on demand for purchase in the Raider Trader Store is one such possibility

As more FM instructors investigate and use OER trainings should be offered on an on-going basis that incorporate best practices, clear explanations of Creative Commons licensing and effective OER course design

The need of an on-site Instructional Designer, especially in light of the multi-faceted points of access OER offers and students demand, is critical

In line with FM's new strategic plan to use data more efficiently and to move beyond OER use, efforts should be made to measure the impact on FM student’s learning, success, and retention vis a vis OER material and courses

Librarians should continue to attend the OpenEd and CIT conferences considering their focus on OER, librarian-faculty collaborations and student success

An institution-wide, including students, discussion related to course fees for OER courses should be fostered by the Evans Library

Included Hyperlinks

- CIT Conference: http://cit.suny.edu/2016-conference/
- Combined SUNY OER 2015-2016 Survey Data: https://www.surveymonkey.com/results/SM-QH57GPHT/
- Fall 2015 FM Faculty Survey Responses: https://www.surveymonkey.com/results/SM-Z22PRNPT/
- Fall 2015 FM Student Survey Responses: https://www.surveymonkey.com/results/SM-L3K6HPHT/
- FM Fall 2015 OER Student Data https://docs.google.com/spreadsheets/d/1fc7i2O6TiYA_IfEtgg1EKuF4CxhrfLJL7w-0_Od6Dg/edit?usp=sharing
- FM OER Rubric: https://docs.google.com/document/d/1-GcMI6bY3GLa_ouv2rpxWjaC5j-e2WDQVTUbqG5FAXg/edit?usp=sharing
- Lumen Catalog: https://courses.candelalearning.com/catalog/fultonmontgomerycc
- OpenEd Conference 2015: http://sched.co/490Q
- OST OER Services: http://textbooks.opensuny.org/suny-oer-services/
- Spring 2016 FM Student Survey Responses: https://www.surveymonkey.com/results/SM-NX6RPPHT/

Michael Daly