FUNCTIONAL AREA/PROGRAM REVIEW

Evans Library @ FM

Abstract
A 6-year program review which provides an overview of programs and services, identifies directions & vision, & identifies goals & resources needed in support of teaching & learning at FM

Mary Donohue, Library Director

Completed on March 10, 2017
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Introduction

This review is a result of over a year’s exploration of the Evans Library and the role it plays in teaching and learning at FMCC. It pulls together academic plans, assessment reports, organizational documentation and other sources to inform this comprehensive review of the library. The review concludes with recommendations that will provide guidance as the library strives to fulfill its mission to support the educational aspirations of the community.

This review is organized in two sections, Section 1 an overview of the library and its mission, goals, services and strategic plans. Section 2 contains information on the library’s assessment efforts, measures, data, contributions to the institution and suggestions for the future.

Appendices are at the end of the narrative and include items referenced throughout the document. These documents either contain information significant to the review or are not readily available online.

Resources follow the appendices and refer to web-based resources readily accessible to the reader. The references are parenthetical (i.e. 1.6 or 2.1b).

Section 1: Current Overview

1.1 Brief History

The Library at Fulton-Montgomery Community College was organized in the summer of 1964 by Mrs. Eleanor Sutliff who, later as Eleanor Reppenhagen, become Head Librarian and held that position for over 24 years. The collection she developed was of “basic college-level materials”, specifically reference books which would be used by students in the library, rather than those that would be loaned out. Magazine subscriptions followed and soon a collection of 3,000 books were ready for use by the first enrolled class of 362 students in September 1964.

From that modest beginning at the old campus through to the late 1980s there were changes in the library and there was growth. In 1969, the staff moved the now 20,000 volume collection to the new Educational Resources building where the collection grew to include circulating as well as reference books, magazines, records, filmstrips, microfilm and 16mm film. One of the library’s greatest strengths during those decades and particularly in the 1990s was Bibliographic Instruction or in layman’s terms, library class. In addition to this instruction for enrolled students which familiarized students with library resources and services, the library hosted a number of regular visits from regional high schools.

In the late 1980s and early 90s the introduction of the computer changed not only the FM library, but libraries around the world. The addition of the FMCC online library catalog in 1993 was instrumental in bringing an internet connection onto campus. This link provided unexpected opportunities for growth both inside and outside the library and changed the way students learned, FM faculty taught, and staff worked. In 1995, FMCC’s library was one of the first libraries in the state officially designated as an Electronic Doorway Library (1.1a) for its “pioneering use of computers and telecommunications technology”. The library staff were early adopters of campus technology and even maintained one of the earliest campus webpages in 1996. In 1998, the generosity of The Richard and Rebecca Evans Foundation resulted in the naming of the first building on campus and FM’s library became The Evans Library.

The next two decades saw a paradigm shift in the way students utilized libraries, with the solitary use of physical
in-house materials bowing to the now-ubiquitous desire to work collaboratively in a virtual environment. The creation of the Learning Commons on the Library’s first floor in 2008 facilitated the creation of both physical and virtual spaces where students could work on class projects in groups or individually as needed. Faculty assignments shifted from the basic research paper to more visual endeavors such as poster presentations and video storytelling, with the Library evolving to ensure those changing needs were met. Library instruction, now Information Literacy shifted the dynamic of the instruction from teaching students how to locate information to encouraging and facilitating their use and assessment of all (not just library) resources in the creation of knowledge. In serving as an academic support space, the Evans Library is home to complementary academic support services such as the Learning Center (tutoring & alternative testing), the Math Lab, the Writing Center and TRiO (federally funded grant providing academic support to at-risk students). Current information on the Library can be found in the College Catalog (1.1b) and the Student Handbook, the Source (1.1c).

In 2014 the Library created *The Evans Library Academic Plan 2014-2017: A three-year plan for strategic direction, assessment, and vision.* This document, subsequently referred to as the Plan, is undergoing a revision for 2017-2020; the 2016-2017 update can be found in Appendix A. The Plan serves as a guiding plan which includes an overview of library operations as well as the following plans: service, strategic, action and assessment. The remainder of this document includes references to more detailed information on specific topics that can be found in the Plan.

1.2 Organizational Flow Chart
The Library is a department in the Academic Affairs Division and all staff report to the Provost & Vice President for Academic Affairs.
1.3 Job Descriptions
The Evans Library consists of full time faculty librarians, clerical support staff, student workers, and volunteers. There are three full-time librarians; all are members of the Fulmont Association of College Educators (FACE), the collective bargaining unit for FM faculty members. The librarians are Student and Academic Services Faculty who hold academic rank and serve the college on a 39-week schedule. Each librarian has responsibility for their particular area (i.e. Public Services or Systems/Electronic Services) with the Library Director overseeing all aspects of library operations.

The three support staff members belong to the Education Support Personnel (ESP) collective bargaining unit and work the calendar year. For several recent years, the library shared a support staff with the Learning Center; this is no longer the case and that work is now done by the three library clerical staff. Library Aides, students hired on a yearly basis and funded either through work study or budgeted funds, work in the public areas during all open library hours. Details on job responsibilities are located on the library’s website (1.3). Various volunteer groups from the local ARCs (services to the community’s special needs population), BOCES (shared educational program/services to school districts), and other community organizations serve the library at various times throughout the academic year.

The Library has created internal job descriptions for library support staff, in addition to their Civil Service job descriptions. The full time library faculty and civil service (i.e. support staff) job descriptions are housed on the FM SharePoint intranet. All library job descriptions, college and internal, can be found in Appendix B.

1.4 Mission statement, Vision, and Enduring Values
In 2013, the Evans Library began the construction of an academic plan, a roadmap document that would help document all library services, better articulate the goals and objectives in relationship to campus strategic directions and to assist in the development of better assessment processes. The Evans Library Academic Plan, 2014-2017 was reviewed by library staff and approved by the Library Advisory Committee in February 2015. This three-year plan, updated on a yearly basis with the current academic year’s strategic objectives, informs the library, campus, and communities as to the principles and values of the Evans Library and the steps taken to fulfill the mission so clearly stated:

Service + Resources = Information & Learning
The Evans Library is committed to supporting the mission of the Fulton-Montgomery Community College by facilitating teaching and learning through services and access to information.

The Library’s current Vision and Values statements are part of the Plan, p.8 (Appendix A).

1.5 Strategic Planning - Goals, Objectives, & Learning Outcomes
1.5.1 Goals
In order to fulfill its mission and better serve students as they pursue academic and personal goals, the Evans Library has adopted goals and objectives that guide library actions and set the direction for the distribution of resources and services. These department goals and objectives are an integral part of the library mission and
serve as a starting point for library assessment efforts. These goals, following a process of staff, faculty and advisory committee strategic planning sessions, were updated in 2014:

1. Expand and enhance on-campus and virtual services and resources
2. Strengthen library assessment efforts*
3. Improve and enhance the Information Literacy program
4. Participate in students’ educational success outside formal Information Literacy efforts
5. Expand and enhance cross-campus and off-site partnerships
6. Provide ongoing support for staff development efforts

* A goal review, done in advance of the 2017-2020 Plan revision, determined that assessment had become an embedded and intrinsic part of all library services. Therefore, the decision has been made to remove this goal from the library’s revised plan.

1.5.2 Learning Outcomes
As part of the Academic Division, it is incumbent upon the Evans Library to adopt learning outcomes that provide a roadmap by which library actions and activities are assessed. In the 2014-2017 Plan, two sets of learning outcomes were defined – one for the library in general and another for the Information Literacy program specifically. The information literacy outcomes were constructed utilizing the Association for College & Research Libraries (ACRL) Information Literacy framework for Higher Education (1.5.2).

LIBRARY LEARNING OUTCOMES

LLO 1 - Students will demonstrate an appreciation and respect for learning environments in order to succeed academically and contribute as global citizens.

LLO 2 - Students will apply critical thinking skills to:

2.1 - determine the value of academic resources in support of academic goals
2.2 - select appropriate technologies that provide access to information and leads to the their contributions in the creation of knowledge
2.3 - differentiate the complex, varied, and vast assortment of information available for life-long learning

INFORMATION LITERACY OUTCOMES

At FM, information literate students will be able to:

1. Determine the need for information
2. Access sources of information
3. Evaluate information
4. Use Appropriate information
5. Maintain ethical and legal standards when using information
6. Demonstrate competency in personal computing

A reevaluation of both Library Learning and Information Literacy outcomes during the 2016-2017 year has resulted in the acknowledgement that all library services to patrons can result in learning. Learning can occur not just in the library classroom, but during reference sessions in the Writing Lab or even via casual conversation with the student waiting for the print job to finish. Since learning is integral in each patron/staff interaction, the librarians
have determined that the learning outcomes could be combined into one set of Library/Student Learning Outcomes. These will be updated in the revised 2017-2020 Plan.

1.5.3 Objectives
After ensuring that links exist from Library goals to both current College goals and updated academic library principals, strategic objectives and learning outcomes are formulated, taking into account current campus initiatives and institutional focus.

These objectives, taken from library and information literacy learning outcomes, are updated yearly and guide projects, initiatives, and long-range planning for all Library operations for the coming year. The objectives below reflect both new and ongoing library initiatives as identified for 2016-2017*.

NEW

- **Faculty Development Program** - Facilitate communication with and among faculty on various classroom techniques and resource use
- **Institutional Records/College Communications** - Develop & implement electronic document management protocols and provide faculty & staff training
- **Learning Management System/Blackboard** - Integrate library educational resources seamlessly into the campus learning management system
- **Library Aide/Student Worker Learning Outcomes** - Determine value of library employment through alignments with institutional learning outcomes
- **Library Resources & Curriculum** - Identify and strengthen alignments between electronic resources, budget, and course curriculum.
ONGOING

- **Financial Literacy Initiative** - Develop Financial Literacy content & programming for FM and the region
- **Information Literacy Instruction** - Students will surpass the national and state averages for TRAILS and show at least a 3% improvement in competency from ENG103 to ENG104
- **Program/Functional Area Review** - Complete the first program/area review of the Evans Library
- **SUNY Open Educational Resources** - Encourage and facilitate use of Open Educational Resources in the classroom.

Meeting library objectives require a plan of action, stakeholders/campus partners, criteria for success, and an implementation and completion timeline to ensure clear expectations of the changes being sought. The estimated timeline for the completion of these projects, it should be noted, will in some cases span a semester, an academic year, or even several years. More specific details on the current year’s objectives can be found on p.15, while objectives from previous years are located in the Plan, pp.35-35 (Appendix A).

### 1.5.4 Strategic Alignments

It is vital that library’s goals are aligned with professional library values and standards as well as with the institutional mission, strategic goals and learning outcomes. Without this association, all library services and programs would be disconnected from the ever-changing library landscape and environment and the reality of the campus as a teaching and learning institution. This, in turn, would result in a negative impact on students’ academic success.

When originally written, the library goals were aligned with the college mission and strategic goals as identified in the 2011-2016 FMCC Strategic Plan (Appendix C); they were aligned, as well, with the Institutional Learning Outcomes as approved by the Board of Trustees in 2014:

FM graduates will:
1. demonstrate critical thinking, problem solving, and creativity.
2. proficiently select and apply appropriate communication skills in a variety of settings.
3. apply appropriate technology in order to effectively research, communicate and learn.
4. demonstrate self and cultural awareness, civic responsibility and an appreciation of the natural world.

By the summer of 2015, Academic Affairs had identified their own set of department goals:

A. **CURRICULUM**: Provide leadership in establishing and assuring quality academic programs through the oversight of curriculum development and review. The curriculum development and review focuses on a response to labor market trends and meeting the needs of our diverse student population.

B. **ACADEMIC STRUCTURE**: Utilize regular assessment that reviews and revises processes, procedures, and infrastructure to:
   1. Sustain the integrity of all records;
   2. Promote and support grant activities and development;
   3. Support faculty, staff, and students; and,
   4. Review and develop new and existing programs.

C. **STUDENT SUCCESS**: Provide quality services and a learning environment for students that are innovative, celebrate diversity, collaborate with other areas of the college and community, and focus on student learning outcomes, retention, and graduation.
At that time, the library updated the crosswalks to ensure that library goals mapped seamlessly to not only campus goals, but also to the newly articulated Academic Department goals. The first chart on the next page shows the Library goals as mapped to campus initiatives. It should be noted that the original Library Plan only contained mappings to campus goals/objectives; the revised 2017-2020 Plan will realign library goals and re-map including the Academic Affairs plan with its recently revised objectives and outcomes.

The second chart shows a crosswalk of the library and information literacy learning outcomes as mapped to campus ILOs. This provides evidence that learning outcomes were aligned and that library efforts were in sync with campus-wide initiatives and goals.

<table>
<thead>
<tr>
<th>Evans Library Goals/ College Mission, Strategic Plan, Institutional Learning Outcomes, &amp; Academic Plan crosswalk</th>
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<tbody>
<tr>
<td><strong>Mission Reference</strong></td>
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<td><strong>Strategic Goals</strong></td>
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<td><strong>Institutional Learning Outcomes</strong></td>
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<td>Strengthen library assessment efforts</td>
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<td>Improve &amp; enhance the Information Literacy program</td>
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<td>Participate in students’ educational success outside</td>
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<td>Expand &amp; enhance crosscampus &amp; off-site partnerships</td>
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<td>Provide ongoing supports for staff development efforts</td>
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1.6 Services, Programs and Processes

As an integral part of the Fulton-Montgomery Community College (FM) campus and academic culture, the Evans Library provides resources and services in support of teaching and learning. The Library supports the college curriculum, campus programs and community endeavors through access to educational resources in print and electronic formats, Information Literacy instruction and support, an environment that supports teaching and learning, and staff who provide personal guidance and demonstrate an ongoing commitment to learning and research. The service plan in its entirety can be found in the Plan pp.4-7 (Appendix A); all library services are organized by corresponding ACRL Standards for Libraries in Higher Education principles and performance indicators (1.6a). This grouping facilitates assessment by providing common language and synonymous data points to allow for benchmarking against other academic libraries. This report will provide a general overview and highlight items of particular note or import.

Collections – As an academic library, the Evans Library provides resources in a variety of formats and locations. Print materials such as books and periodicals are available at the library, while virtual materials are accessible via the library’s website. In the past 6 years, the number of print volumes held has continued to decrease, from a high of 65,000 in 2000 to the current count of approximately 29,000. This decrease is in line with academic library best practices as it coincides with the significant increase of the acquisition of digital and online resources. A policy change in 2014 resulted in the determination to purchase, whenever possible, online resources with licenses that allow for simultaneous users. This provides access to the greatest number of students possible. In terms of collection review, a determination was made several years ago to perform ongoing and subject-specific collection

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**Institutional Learning Outcomes aligned to Evans Library & Information Literacy Learning Outcomes**

<table>
<thead>
<tr>
<th>Name of Unit: Evans Library</th>
<th>Contact Person: Mary Donohue, Library Director Michael Daly, Public Services</th>
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<tbody>
<tr>
<td>Library Learning Outcomes</td>
<td>A Students will demonstrate an appreciation and respect for learning environments in order to succeed academically and contribute as global citizens.</td>
</tr>
<tr>
<td>Informations Literacy</td>
<td>b Access sources of information</td>
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<td>c Evaluate information</td>
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<td>d Use appropriate information</td>
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<td>e Maintain ethical and legal standards when using information</td>
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<td>f Demonstrate competency in personal computing</td>
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<tr>
<th>InstitutionLOs</th>
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<tbody>
<tr>
<td>1. Demonstrate critical thinking, problem solving, and creativity</td>
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<td>2. Proficiently select and apply appropriate communication skills in a variety of settings</td>
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<td>3. Apply appropriate technology in order to effectively research, communicate, and learn</td>
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<td>4. Demonstrate cultural awareness, civic responsibility, and an appreciation of the natural world</td>
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reviews in advance of each six-year academic program reviews. This allows for constant maintenance of the 
collection to ensure resources effectively support the college’s current curriculum.

Some collection statistics from the 2015-2016 ACRL Academic Library survey:

- 29,317 print books and access to over 33,311 ebooks.
- 239 DVD/VHS video recordings & 18,000 digital media titles.
- 30 printed periodicals.
- Access to the full text of over 26,000 journals, magazines, and newspapers.
- 50 subscription based academic databases.
- A 100+ print collection of Regional History books, additional materials include over 50 digital items on NY 
  Digital Heritage/DPLA & 2 (1.6b) and 2,000+ on Fulton-Montgomery Photographic Archives (1.6c).
- A growing digital campus repository collection in SUNY D-Space (1.6d).
- Course reserve materials (books, articles, media, models, software, etc.) in the Library and on Blackboard 
  to support classroom instruction.
- Popular Fiction, non-academic DVDs, and audio CDs.
- Participation in IDS which provides access to interlibrary loan resources from 103 institutions.
- Special collections of popular fiction & DVDs, poetry, & children’s literature.

**Discovery** - The library is open 6 days, 65.5 hours a week, down from 7 days a week and 68.5 hours/week beginning 
Spring 2016, as well as a 24/7 virtual presence @ [http://library.fmcc.edu](http://library.fmcc.edu). Library can be found through the EDS 
Discovery tool which serves as a Google-like search for all library resources.

In addition to access to materials, the library provides research and reference services in person, by phone, via 
email, through chat, text and a consortial service called AskUs 24/7 which provides around the clock reference 
assistance to library patrons.

**Educational Role** - Learning is at the heart of all community colleges and as such, Information Literacy services are 
the heart of Evans Library services. As indicated earlier, the Evans Library uses the ACRL Information Literacy 
Framework for Higher Education as well as other academic standards and benchmarks to design specific learning 
outcomes for information literacy sessions, to assess the level of attainment of those learning outcomes, and as 
a means of creating an information literacy program that works across FM’s curriculum. Additional information
on the library’s educational role can be found on the Information Literacy and Critical Thinking (1.6e) webpage.

The library has also taken a leadership role in the adaptation of Open Educational Resources (OER) on campus, starting with participation in a SUNY IITG grant in 2014 and continuing with a partnership membership in the newly created SUNY Open SUNY Textbooks’ OER Services (1.6f) in Fall 2016. FM webpages have been developed which provide faculty with information on locating, utilizing, & creating OER’s for use in their classes:

![Open Education Resources (OER) @ FM](image)

The library faculty have also served as instructional technologist and assist teaching faculty in the discovery and integration of online tools and resources. For the past several years, the library has also provided the instructional faculty Division Chairs with information in support of their six-year Program reviews. Each year, the library updates the narrative in support of academic program review (Appendix D) which serves as an overview of the library resources and services. For each review, the Library Liaison includes information specific to the program (i.e. specialized resources such as books, online databases, media, library programming) so that outside evaluators are aware of the educational support services provided.

External Relations - In accordance with FM community college mission, the library has long partnered with other library departments and divisions as well as providing academic library services to the residents of Fulton and Montgomery County communities.

In terms of college partnerships, the librarians serve as liaisons to not only the eight academic divisions but to the Student Affairs division as well. These partnerships have resulted in enhanced communications regarding program research needs as well as the opportunity to develop lasting professional relations that ultimately benefit the students. Participation in academic and student division meetings have resulted in the development of new initiatives; one recent example is the receipt of a 2-year, $90,000 American Library Association/FINRA grant to increase students’ financial literacy in an effort to combat the ever increasing rate of student loan default (Appendix A, p.17). Additional inter-campus partnership efforts, with both instructional and student departments can be found in all of the library’s Institutional Assessment reports.

Service to the community is evidenced here:
- Community borrowers cards issued through the campus’ MIS system (with photo IDs)
- Providing InterLibrary loan services for community members who require works of an academic nature
- Proctoring community learners who require test-taking services,
- Serving in leadership positions in community organizations – Board of Trustee for local public libraries, Advisory Council for local School Library System
- Provide volunteer opportunities for local ARC organizations.
- The library faculty are regular writers of the FM weekly article in the local newspapers. Over 12 articles have been written since 2011; samples can be found in Appendix E.

Institutional Effectiveness - The library contributions to institutional effectiveness are evident through the development of goals and objectives that demonstrate the library’s contributions to teaching and learning on campus. Goals 3 (Information Literacy) and 4 (Student Academic Success) relate to library initiatives in both academic and non-academic programs. It is through the development of objectives that specifically address both student learning and student academic success that the library fulfills its mission.

Space - Library & Learning Commons supports an environment where academic success is encouraged through collaborative learning, quiet conversation, and independent study. The creation of ‘zones’ in 2010, which facilitated and clarified activity, behavior, and noise parameters throughout the building evolved into the “Always Academic” catchphrase and atmosphere students and other users enjoy today.

The Evans Library resources and services exist on two floors as follows:

<table>
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<tr>
<th>1st Floor</th>
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<tbody>
<tr>
<td>Learning Commons</td>
<td>46 pcs – carrels and tables</td>
</tr>
<tr>
<td></td>
<td>6 laptop (powered) stations</td>
</tr>
<tr>
<td></td>
<td>Misc. tables, chairs, sofas</td>
</tr>
<tr>
<td></td>
<td>Scanning station</td>
</tr>
<tr>
<td>Circulation Desk</td>
<td>Course reserves (books, articles, equipment, models)</td>
</tr>
<tr>
<td></td>
<td>Material circulation (books, equipment, magazines, media)</td>
</tr>
<tr>
<td></td>
<td>Informational assistance</td>
</tr>
<tr>
<td></td>
<td>Library aide station</td>
</tr>
<tr>
<td>Writing Center</td>
<td>Professional &amp; peer tutors</td>
</tr>
<tr>
<td>Special Collections</td>
<td>Current fiction, non-fiction, magna, graphic works</td>
</tr>
<tr>
<td></td>
<td>DVDs - Popular movie and television shows</td>
</tr>
<tr>
<td></td>
<td>DVD/VHS - Professional collection of physical media</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>-----------------------------</td>
<td>------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Children’s Literature – Caldecott &amp; Newbery award winners, popular titles</strong></td>
<td></td>
</tr>
<tr>
<td>Printers</td>
<td>Pay-for-print kiosks (2)</td>
</tr>
<tr>
<td>Staff areas</td>
<td>Librarians’ offices</td>
</tr>
<tr>
<td>Claatical workroom</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>2nd Floor</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Main Area</strong></td>
<td>25 tables, 30 chairs, 20 carrels for general study</td>
</tr>
<tr>
<td>Information Literacy Classroom (L207)</td>
<td>24 student, 1 instructor station classroom with projector, smartboard, additional non-computer working space, chairs, multiple wheeled stools</td>
</tr>
<tr>
<td>Regional History Room (L211)</td>
<td>Over 1200 printed items relating to Tryon County (pre/post Rev. war) and surrounding areas. 10 study carrels. Serves as silent study area</td>
</tr>
<tr>
<td>Health Professions Studies Room (L209)</td>
<td>Mobile furniture includes 8 tables, 20 chairs, 4 computers, 2 cushioned benches, 2 white boards which allow for creation of two separate working spaces. Supports Health professions programs, also utilized by general student population upon request</td>
</tr>
<tr>
<td>Small Study Room (L205)</td>
<td>2-computer study room shared with Alt Testing</td>
</tr>
<tr>
<td>Specialized Computer Lab (L217)</td>
<td>15 pcs, 1 Apple Mac – supports graphic arts, multimedia, &amp; computer science programs</td>
</tr>
<tr>
<td>Periodical Area</td>
<td>8 special-use pcs – supports office technology programs</td>
</tr>
<tr>
<td></td>
<td>30 Print periodicals</td>
</tr>
<tr>
<td>Special Collections</td>
<td>Poetry – collections and individual works</td>
</tr>
<tr>
<td></td>
<td>Oversized – primarily art titles</td>
</tr>
<tr>
<td>Equipment</td>
<td>Pay-for-print kiosks (1)</td>
</tr>
<tr>
<td></td>
<td>Pay-for-print copier (1)</td>
</tr>
<tr>
<td></td>
<td>Microfilm reader/printer</td>
</tr>
<tr>
<td>Learning Center/Alt Testing</td>
<td>4 rooms assigned to student success services</td>
</tr>
<tr>
<td>Staff area</td>
<td>Librarian’s offices</td>
</tr>
</tbody>
</table>

More detailed information on all library services and resources can be found on the Library website [http://library.fmcc.edu](http://library.fmcc.edu) or in the Plan, pp.4-7 (Appendix A).
1.7 Standards of ethical & professional practice
The Evans Library, staffed by ALA accredited library faculty, is guided by national professional standards and guiding principles, primarily those of the ACRL, a division of the American Library Association (ALA) which provides resources and guidance for higher education libraries. Throughout the 50+ years of operation, the changing and evolving standards and principles of this national group have been used to guide the development and implementation of services that the library provides to FM students and staff as well as the community.

The 2011 ACRL Standards for Libraries in Higher Education (mentioned earlier in section 1.6) offer guidance to academic libraries “in advancing and sustaining their role as partners in educating students, achieving their institutions’ missions, and positioning libraries as leaders in assessment and continuous improvement on their campuses.” (ACRL, Standards, para1). Of particular note is how these most current standards have been revised to address library contributions to institutional effectiveness as well as providing guidance in the form of an outcomes-based framework that can be customized for each library. The ACRL core principles are as follows:

- **Institutional Effectiveness**: Libraries define, develop, and measure outcomes that contribute to institutional effectiveness and apply findings for purposes of continuous improvement.

- **Professional Values**: Libraries advance professional values of intellectual freedom, intellectual property rights and values, user privacy and confidentiality, collaboration, and user-centered service.

- **Educational Role**: Libraries partner in the educational mission of the institution to develop and support information-literate learners who can discover, access, and use information effectively for academic success, research, and lifelong learning.

- **Discovery**: Libraries enable users to discover information in all formats through effective use of technology and organization of knowledge.

- **Collections**: Libraries provide access to collections sufficient in quality, depth, diversity, format, and currency to support the research and teaching missions of the institution.

- **Space**: Libraries are the intellectual commons where users interact with ideas in both physical and virtual environments to expand learning and facilitate the creation of new knowledge.

- **Management/Administration**: Libraries engage in continuous planning and assessment to inform resource allocation and to meet their mission effectively and efficiently.

- **Personnel**: Libraries provide sufficient number and quality of personnel to ensure excellence and to function successfully in an environment of continuous change.

- **External Relations**: Libraries engage the campus and broader community through multiple strategies in order to advocate, educate, and promote their value.

The alignment between these principles and Evans Library goals are crosswalked in the Plan as follows:
Additional standards followed by the library include those pertaining to Information Literacy, instruction in the discovery, access and effective use of information. Information Literacy standards are widely recognized by SUNY and accreditation agencies such as Middle States. FM Information Literacy Programming looks to the ACRL Framework for Information Literacy for Higher Education (mentioned in 1.6) for guidance in the development of a plan tailored to FM student and faculty programs and curriculum. Developing a usable set of information literacy
skills allows FM students to accurately navigate their world; a world that demands the accessing, evaluating and using of information from an ever-increasing number of places. Details on the Evans Library information literacy program can be found on the library’s Information Literacy webpage (mentioned earlier in 1.6).

Finally, the College Board of Trustees has adopted policies in support of library use by the community. Board policy 5030 addresses the use of the library by the community, SUNY, and stipulates user responsibilities while 5040 supports the values espoused by the American Library Association Bill of Rights and to “provide services and operate the Evans Library as a forum for information and ideas”. The Library has recommended the updating of these policies as part of the Board’s ongoing review of all campus policies. The new statement blends the two into one comprehensive policy which includes the statement:

Consistent with the ALA Library Bill of Rights and Freedom to Read statement, FM will operate the Evans Library as a forum for information dissemination and creation and for the exchange of ideas which are essential to the preservation of a free society and a creative culture. (Appendix F).

Librarian faculty had significant input into the creation or updating of other campus policies: faculty were members of the team that updated the FM Technology & Computer Use Guidelines (1.7a); the original policy development was spearheaded by the library in the mid-1990s. The Library Director and adjunct faculty were responsible for the creation of the campus Copyright Policy (1.7b); the Library Director serves as the campus Copyright Officer.

In terms of adherence and awareness of professional practices, there are various instances where library faculty’s participation in national, and international efforts provide sufficient evidence of importance of maintaining awareness in the direction of the profession. Two examples include the presentation of the Public Services librarian at the 12th Annual International Open Education Conference in Vancouver, B.C. on November 19, 2015, highlighting FM’s Evans Library’s role in helping teaching faculty find, modify, adopt and use open educational resources (OERs) as a lower-cost alternative to traditional textbooks. And since 2010, the Library Director has been a Portfolio evaluator for the ALA Library Support Staff Certification Program (1.7c) in the following areas: Foundations of Library Service, Communication and Technology, Access Services, Cataloguing and Classification, Collection Management, Reference and Information Services, and Supervision and Management.

1.8 Current trends & best practices
The library constantly strives to stay abreast of the trends and best practices in the Library and information field. In addition to following the latest research through the ongoing review of library professional journals and periodicals, the library faculty maintain membership in various professional organizations and have participated in and presented at regional, state, national, and international conferences.

One example of keeping abreast of current trends was the 2012 purchase of a 30-station iPad mobile classroom which provided the faculty with the flexibility of having Information Literacy sessions directly in the classroom, rather than moving the class to the library. The use of mobile technology was a reflection of students’ increasing use of mobile technology and allowed the library to be flexible in the delivery and method of information literacy sessions. Additional information on this and other library projects will be provided in Section 2: Assessment Process, Analysis, & Recommendations.
The library has partnered with other departments on various projects that attest to an awareness and understanding of trends in academic library services. In 2015, the library applied for and was accepted into the ACRL Assessment in Action program (1.8a) and implemented a pilot program with the Retention Department to serve at-risk students by providing academic support through the services of a personal librarian. In concert with the Student Services faculty and local public and high school libraries, the library applied for and was awarded a two year funded grant from ALA and FINRA through their smart investing @ your library program (1.8b). This program was designed to provide financial literacy services, which are part of the SUNY Excels initiative, (1.8c) to FM and community students through online resources and in-person sessions.

Additionally library faculty has taken a leadership role in campus OER initiatives, beginning with the proposal to the college senate that was adopted in Fall 2014 to “endorse the exploration of alternate learning materials and the adoption, whenever possible, of open educational resources as an essential part of the FM learning environment,” and the championing of a Board of Trustees motion at the December 15, 2016 meeting supporting the adoption of a student course fee to sustain OER adoption and use at FM (Appendix G). The library continues to provide ongoing and pro-active support in the development and use of OER learning materials, as it has been shown that early and ubiquitous access to educational materials is a key factor in student success.
Section 2: Assessment Processes, Analysis, & Recommendations

A Culture of Assessment & Engagement

In choosing to seek a higher education degree, students exhibit a desire to improve themselves and their circumstances through hard work and commitment to a plan of action towards a goal. The Evans Library supports and echoes those desires by continuously working to improve services and enhance resources that lead to student success. This is accomplished by our ongoing commitment to assessment efforts of the services and resources that support student learning which are articulated in this plan.

These words, from the Evans Library Academic Plan, 2014-2017 (Appendix A), form the basis for a comprehensive library assessment plan.

2.1 Assessment Cycle & Frequency

As detailed in the Plan, beginning on p. 26 (Appendix A) the library has an assessment cycle as dictated by the college and informed by training and materials obtained in ACRL’s Assessment in Action program (earlier in 1.8a).

Library Assessment

- **Planning** – Campus Strategic Goal/Objective; Background; Departmental Goal/Objective including defining learning outcomes
- **Acting** – Methods/Measures (Gathering Evidence); Setting criteria, Actions (Performing actions);
- **Reflecting** - Results/Conclusions (Analyzing evidence)
- **Sharing** - Future activities or recommendations (Planning Change; Resource allocation decisions)

Additional and more detailed information regarding library assessment can be found on pp. 27-29 (Appendix A)
Information Literacy. Due to the importance of Information Literacy instruction in academic libraries’ assessment efforts, this section is designed to detail specific and unique aspects of the Evans Library Information Literacy assessment plan. This plan is broken into two sections: Summative and Formative, each with details regarding the assessment endeavors during the three years encompassed in the library’s Plan. pp. 29-31 (Appendix A)

General Education. One aspect of the assessment plan includes the creation of a performance/learning rubric which is applied to Information Literacy instruction (i.e. projects, presentations and assignments across the curriculum) as well as being utilized as a method of assessing FM student’s competencies in the standards and the SUNY General Education requirements of Information Management and Critical Thinking (2.1b).

Results are shared with librarians and conversations ensue with teaching faculty during division meetings that may influence changes to course design, assignment requirements as well as library services. Pre-Test and Post-Tests using the online tool TRAILS (2.1c), which has been found to be more adaptable to community college undergraduates, are used to gauge students initial and eventual comprehension and application of ACRL information literacy standards.
2.2 Budget support

Staffing – the library has long been provided with the staff it requires to fulfill its mission and provide quality services to its community. In addition to the three full-time librarian faculty who staff the library, since 2000 a part-time librarian has staffed the Reference Desk for 12 - 20 hours a week, providing not only reference assistance but maintaining web pages, working with faculty on instructional technology, performing information literacy instruction and serving in whatever capacity needed. In 2013, the clerical staff grew by .5 as an additional clerk was added who provided afternoon services to the Learning/Testing center and evening services to the library. This past year (2016-2017), the part-time daytime staffing was cut due to decreasing enrollment and across the board funding cuts. Full time staff, both librarian and support, are filling in as needed to provide the same level of service to students and faculty experienced previously.

Educational Resources – the increased availability of online resources and the changing nature of academic instruction and research expectations has resulted in a shift of collection development policies. While once acquisition of print and physical materials utilized the bulk of the budget, now funding is spent on access to digital resources and on the tools that help support the technology infrastructure. The library professionals seek to maintain access to any and all resources needed for FM student to experience success in their studies and in their lives.

Technology - The library is one of the greatest consumers of institutional technology on campus. The library added a significant number of student units when the Learning Commons was created in 2008, and has continued to provide technologies as they become available. One significant addition was a 30 station iPad mobile classroom, in the summer of 2012 which provides for Information Literacy instruction outside the confines of the library building. Additional details on this project can be found later in Section 2.4. While the campus has a Technology Plan that addresses the cycling of equipment in a timely manner, the library has not been a recipient of technologies monies in the recent past, besides an upgrade in 2012-2013 of aging computers with the replacement to solid state hard drives (Appendix H). Upcoming technology funds, tentatively available Summer 2017 and beyond, are slated to be utilized for Library Commons and Information Literacy computers. Additional mobile solutions will be part of this plan.

Facilities – The library was slated to be included in the master plan several years running, however due to competing campus priorities and fiscal impact has not had a significant renovation since a 1994 campus master plan, which essentially repurposed almost ⅔ of the first floor space away from the library’s purview. The creation of the Learning Commons in 2008, funded by the Evans Family grant, provided an opportunity to re-envision the first floor working space through the addition of modular furniture, network ports, flexible seating and a more streamlined look. The 2nd floor has not been renovated significantly in almost 50 years, aside from the addition of networking cabling in the 2000 creation of the Information Literacy classroom.

Overall and in spite of the lack of funding for significant building renovations, the administration has been supportive and strives to provide the library with the resources and backing needed to maintain timely and student-centered services.
2.3 Placement within institution’s organizational structure
The library is organizationally well-placed as part of the Academic Affairs division and a direct report to the Provost and Vice President of Academics. As evidenced in the ACRL stance of the importance of faculty status for academic librarians (2.3), placement on the academic side benefits the students, faculty, library and college as a whole.

As members the Fulmont Association for College Educators (FACE), FM’s faculty union, the librarians are considered Student and Academic Services Faculty (formerly Non-Teaching Professionals) and serve a 39-week schedule and have specific job descriptions, unlike Teaching Faculty. However, like the Teaching Faculty, the librarians hold academic rank and enjoy the same compensation, tenure, promotion and academic freedom rights and privileges.

Curriculum Development. The 2012-2013 assessment report includes details on the campus governance changes which resulted in a significant change to a historical role the library long held in curriculum development on campus (Appendix I). The creation of a College Senate necessitated the reconfiguration of various college committee. The new Curriculum Committee (formerly Academic Policy) membership changes saw the removal of the Education Resources Department professional staff (librarians) from the committee. This essentially cut the library faculty off from direct involvement in the revision of existing and creation of new courses and programs. Alternate means of participating in the curriculum process were therefore deemed necessary and a “Library Services Curriculum Impact Form” was created. The assessment report details the creation and initial use of the form. Since the assessment report was written, the form has been changed to include additional options and has been used in for all academic program and course creation and change requests to a total of 71 times.

2.4 Budget alignment with mission, vision, values, goals, & objectives
The college budget process provides divisions, both operational and academic, with the ability to align goals and objectives with annual budget requests. The Institutional Effectiveness Plan includes an appendix which includes the FM budget process which details the cycle by which the campus’ budget is developed (Appendix J). In terms of the Library’s unit budget, while the majority of the library’s budget (83%) is directed at the maintenance of staff lines (a situation found in all FM budgets), approximately 8% of the remaining monies are dedicated to physical and digital education resources that support library programs and services. The remaining 9% is for either professional development, supplies, or bibliographic tools that allow the library to operate effectively and efficiently.

The budget process as outlined above also allows for departments to include allocation requests for specialized funding for projects supported by assessment data. This has resulted in the purchase of additional resources by the library that support instructional efforts (Appendix K):

a. Assessment in Action® /Student Success - professional development funds and release time for the project focused on personal librarian services to at-risk students.

b. Collections/Curriculum & Discovery – improved and enhanced searches across educational resource formats with the addition of a Discovery layer.
c. **Curriculum Support/Models** – ongoing assessments of biological model use (2012-2013 & 2013-2014) resulted in the purchase of additional educational resources.

d. **iPad/Information Literacy** – A review of academic library literature, an evaluation of Information Literacy classroom use, and after numerous internal and external conversations resulted in the budget request and subsequent approval for the purchase of a 30-unit iPad mobile classroom.

The library is also the recipient of New York State Coordinated Collection Development aid which is used to enhance the Applied Sciences and Human Services collections. Additional support comes from donors who provide ongoing support for the Regional History collection.

### 2.5 Measures of progress

As described in the Assessment plan ([Appendix A, p.26](#)), a variety of measures and metrics are utilized to ensure library programs, projects and services are duly evaluated and assessed.

In the past, the Evans library utilized quantitative data, i.e. direct measures, to drive the majority of library decisions: i.e. number of people through the door, number of Information Literacy classes held, and number of books added to the collection in a given year. That methodology of collecting and utilizing data has changed significantly in the most recent ten years – qualitative assessments, i.e. indirect measures, have become just as important an indicator that positive outcomes are realized or that work must be done in order to meet a given goal. The library is more likely now to utilize data obtained in surveys, through analysis of academic work, or by direct inquiry of faculty and students to determine what outcomes were achieved or where plans or even objectives must be amended.

The specific measures change depending on the particular goal, as well as on what types of data and information is available. Looking at a sampling of objectives over the past 5 years, it is clear that multiple methods, both qualitative & quantitative are needed in order to determine the success, or lack thereof, of specific library initiatives. The updated library Plan will reflect the evolution in assessment measures and methodology.

A sample of data points utilized recently ([Appendix L](#)):

a. **Collection Statistics** – For collection development, we utilize various resource data points. Example: for a recent video collection review, circulation & copyright information were used to determine which materials were discarded or replace. Library liaisons will review materials identified for disposal or format replacement with their academic divisions and act accordingly. This review, done on a rotating basis, ensures the media collection is available in a current format (i.e. DVD or streaming) and that content aligns with current curriculum.

b. **Counts, door & attendance** – An analysis of door count is underway which compares FM FTE with library attendance. The comparison indicates that until the most recently documented year (2015-2016), the percentage of change aligned with the change in attendance, with slight variations. Trends will continue to be explored as well as reasons for the past years’ significant discrepancy.

c. **Information Literacy statistics** – a variety of statistics are collected by the librarian in charge of the Information Literacy program. Among basic counts of courses, instructors, and student numbers are more substantive information including perceptions of student learning by session, analysis of research paper citations, and data from the online system TRAILS. TRAILS data is derived from student (each respondent)
and class (all ENG103s, example) totals and informs the annual IL assessments in terms of directions we might take in the future. FM uses 12th grade U.S. aggregated numbers, provided by TRAILS as a baseline measure.

2.6 Change implementation due to assessments
The campus and library assessment cycle allows the library to plan for most significant changes that are to be undertaken. Reviews of most recent and past assessments have informed a number of the changes that have occurred in the Library. It should be noted that many initiatives detailed in the assessment reports began with pilot projects - a method by which many projects are started as scaled-down initiatives and serve as the groundwork effort for the subsequent larger, more intensive and overreaching projects.

In addition to projects identified earlier in section 2.4 Budget, the samples below are from assessment reports and show projects, assessments, and subsequent changes (Appendix M):

a. **Information Literacy** - On-going assessments of FM students enrolled in ENG 103 (English I) and ENG104 (English II) indicate that the vast majority of FM students enter college with the same or less ability in information literacy skills and abilities as 12th graders nationwide. Information literacy assessments have also highlighted a lack of direct assessments for FM students in capstone or proficient level courses which hinders a broader understanding of growth in skills as they transition to careers and other academic institutions. A sample of several years of these assessments are included.

b. **Student Athletes & Academic Support** – A determination that focused and targeted support for this population was beneficial resulted in scheduled ‘study halls’ in the library. This has resulted in ongoing efforts with additional special student populations such as TRiO and Quest (grant-funded initiatives).

c. **SUNY Open Educational Resources** – Library-lead investment in and assessment of OER has resulted in the adoption of a campus resolution, participation in the SUNY-sponsored Innovative Teaching Technology Grant (IITG), the ongoing adoption of these resources in FM classrooms, and the College supporting an OER course fee implementation.

There are multiple initiatives undertaken by the Evans Library that have budget and change implications. Annual assessment reports, submitted to the campus Assessment Committee, help the library faculty determine the acquisition of resources for and the direction of library services to its community. These Institutional Assessment reports from 2011 to 2016 can be found in their entirely in Appendix N.

2.7 Contribution to student retention
As part of the Academic Affairs division, the library focuses on student academic success and works to ensure that student retention and persistence are at the core of library goals and practices. Each goal, and particularly Goals 3 & 4, addresses the concept of student success by articulating that the library plays a role in students’ academic success. In addition to goals, the library has articulated learning outcomes, (in the past separate ones for the library in general and for Information Literacy specifically). In the updated 2017-2020 plan these outcomes were combined, showing that the mission of the library focuses on learning as a core principle and seeking to embed successful student learning in every facet of the library services and culture.

*Services & Resources*
As articulated earlier in this document, the library provides qualified and pro-active faculty & staff, on-campus space for student to utilize in studying individually or collaboratively, resources, both in-library and virtual that provide students with academic resources which support the curriculum and provide students with needed resources to successfully accomplish their goals.

Retention Initiatives
The Evans Library has longed worked, both internally and with other campus departments, to address student success and retention. The library’s Information Literacy program has supported student learning since the library was first created, both by providing library instruction directly to students and by assisting faculty in embedding information literacy skills into their curricula. Reference services provide students with one-on-one assistance, not just in their academic work but in learning to effectively use technology that help them in their classes and in their lives. The ongoing evaluation of educational resources ensures that student have current and timely information that supports their learning.

Other, more directed initiatives that support retention have been detailed previously in this document. They include the work with the Student Athletes, General Education assessment, the Assessment in Action project, and OER initiatives.

2.8 Major strengths and weaknesses and recommendations for improvement
Strengths
- Innovative, forward thinking, and invested staff
- The Evans Library’s Information Literacy program’s deep penetration and active role in ENG 103 and ENG104 allows for FM students’ exposure to and use of college-level research methods and tools. The dynamic program allows for parallel assessments of SUNY General Education Information Management Competencies and FM’s Institutional Learning Outcomes.
- Supportive Provost
- Collaborative relationship through liaison and instructional programs with instructional faculty and student affairs faculty.

Weakness
- A 21st century building is required for 21st century teachers and learners. The current building does not adequately support spaces needed to facilitate the newer pedagogies; students require flexible and varied learning spaces to support their academic efforts and facilitate their success.
- The Evans Library’s information literacy program is not yet involved with enough 200 level courses to adequately understand and meaningfully assess the growth of FM’s student.
- Librarian faculty support all teaching and learning activities at FM. To ensure that library resources and services are utilized to their full capacity, adequate staffing is needed. Recent budget cuts have decreased adjunct librarians, resulting in less time for the full-time library faculty to pursue pro-active or transformative services and projects.
Recommendations

- Continue to advocate for building renovations to be included in the campus Master Plan
- Enhance Information Literacy services by networking with on & off-campus faculty to explore options for integration into higher level courses
- Explore grant/outside funding
- Increase marketing and promotion of library resources and services

This functional area review was adapted from the Functional Area Review Template written by SUNY Jamestown Community College, Jamestown, NY.
APPENDICES


Appendix B – FACE/Civil Service job descriptions

a. Faculty
   i. Library Director
   ii. Systems/Electronic Services Librarian
   iii. Instruction/Public Services Librarian

b. Civil Service
   i. Senior Library Clerk
   ii. Clerk/Typist

c. Departmental Job Descriptions
   i. Senior Library Clerk/Public Services
   ii. Senior Library Clerk/Technical Services
   iii. Typist
   iv. Library Aides
   v. Unfilled
      a. Reference Librarian
      b. Instructional Technology Coordinator
      c. Senior Clerk Typist


Appendix D - Library Narrative for Academic Program Review

Appendix E – Six of the twelve articles from the Recorder (Amsterdam), Leader Herald (Johnstown/Gloversville) and campus online news page. All articles are available on the FM website at the addresses below:

- **2016**
  The Evans Library and the Open Movement. October 19, 2016 by Michael V. Daly
  http://www.fmcc.edu/2016/10/19/the-evans-library-and-the-open-movement/
  April is Financial Literacy Month @ the Evans LibraryApril 6, 2016 by Mary Donohue
  http://www.fmcc.edu/2016/04/06/april-financial-literacy-month-evans-library/

- **2015**
  FM’s Evans Library a vibrant place for learning (on website as: The Evans Library. Always Academic)
  April 30, 2015 by Mary Donohue http://www.fmcc.edu/2015/04/30/the-evans-library-always-academic/

- **2014**
  FM library has undergone changes, growth (on website as: Where We’re Going is Not Where We Started) April 28, 2014 by Mary Donohue http://www.fmcc.edu/2014/04/28/going-started/
College library always looking at improvement (on website as: A Culture of Continuous Improvement)  
January 16, 2014 by Mary Donohue  http://www.fmcc.edu/2014/01/16/culture-continuous-improvement/  

2011  

Appendix F - FM Board of Trustee Library-related policy statements, both current & proposed  

Appendix G –  
a. FM Senate OER Resolution  
b. FM Board of Trustee OER course fee motion  

Appendix H - Information Technology Assessment Report, October 2013  

Appendix I – Library & Curriculum Development pages from 2012-2013 Library Institutional Assessment report  


Appendix K – Pages from various Library Institutional Assessment reports  
b. Collections/Curriculum & Discovery (2012-2013)  
c. Curriculum Support/Models (Jan-Aug 2012)  
d. iPad/Information Literacy (2012-2013)  

Appendix L –  
a. Video shelf list sorted by copyright and circulation  
b. Library attendance & FM FTE longitudinal comparison  
c. TRAILS reports and Information Literacy course statistics  

Appendix M – Pages from various library’s annual Institutional Assessment Reports  
a. Information Literacy, ENG103, & ENG104 (2011, 2014-2016)  
b. Student Athletes & Academic Support (2011)  
c. SUNY Open Educational Resources (2015-2016)  

Appendix N - Library Assessments from 2011 to 2016. These can also be found online from the library “about” page:  
http://library.fmcc.edu/about/mission  
RESOURCES

Section 1: Current Overview

1.1 Brief History

1.3 Job Descriptions
Library Aide webpage: http://library.fmcc.edu/friendly.php?s=about/libraryaides

1.5.2 Learning Outcomes
ACRL Information Literacy Framework for Higher Education (2016)
http://www.ala.org/acrl/standards/ilframework

1.6 Services, Programs & Processes
   http://www.ala.org/acrl/standards/standardslibraries
b. New York Heritage https://nyheritage.org/
c. Fulton-Montgomery Photographic Archives http://fmpphotoarchives.org/
d. FMCC SUNY D-Space https://dspace.sunyconnect.suny.edu/handle/1951/67492
e. FM Information Literacy & Critical Thinking http://library.fmcc.edu/infolit
f. Open SUNY OER Services http://textbooks.opensuny.org/suny-oer-services/

1.7 Standards of ethical & professional practice
c. ALA Library Support Staff Certification Program - http://ala-apa.org/lssc/

1.8 Current trends & best practices
a. Assessment in Action: Academic Libraries and Student Success http://www.ala.org/acrl/AiA
b. ALA Smart Investing @ your library - http://smartinvesting.ala.org/
c. SUNY Excels - https://www.suny.edu/excels/

Section 2: Assessment Processes, Analysis, & Recommendations

2.1 Assessment cycle & frequency
a. SUNY General Education requirements of Information Management and Critical Thinking,
   http://www.suny.edu/attend/academics/genedreq/

2.3 Placement within the institution’s organizational structure
ACRL Standards for Faculty Status for Academic Librarians http://www.ala.org/acrl/standards/standardsfaculty