The Evans Library Academic Plan

A three-year plan for strategic direction, assessment, and vision

2017-2020

Revised Plan adopted by:
Evans Library Staff: 10/2017
Updated: 10/2018
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Service + Resources = Information & Learning

This four-word tag line utilized in library documentation encapsulates the very nature of an academic library in the 21st century. The Evans Library’s ongoing mission, to facilitate student success through the exchange of ideas and the acquisition and creation of knowledge, is about services and resources which we believe leads to information and learning. This is done via the variety and breadth of projects undertaken by the staff over the course of many years, as well as through those day-to-day activities that have such a positive impact on students’ academic endeavors and personal lives.

INTRODUCTION & SCOPE

This report is designed to detail the services and resources offered by the Evans Library to students, faculty, staff, and community users. Everything the library does, how the strategic plans are developed, the service plan is realized, action taken to fulfill goals & objectives and how that information is assessed and shared with the community is done with under the auspices of the Fulton-Montgomery Community College (FM) and following the guiding principles of academic libraries professional organization the Association of College & Research Libraries (ACRL), as detailed in the graphic below.

The subsequent report, comprised of strategic, service, action, and assessment plans, will detail all the library is, provides, and aspires to as it fulfils its role in the education and enlightenment of the community.
STRATEGIC PLAN

FM/ORGANIZATIONAL STATEMENTS

Mission/Vision/Values

Statements that outline an organization’s purpose, future, culture and plans are vital in ensuring that resources are allocated in an appropriate and consistent manner and that long-term goals and objectives coincide with those of the institution. In concert with the FMCC 2016-2021 Strategic Plan (revised 3/2018) and the updated Academic Affairs plan, the Library has fashioned department-specific mission, vision, and value statements. These statements, first written in 2006, were revised and updated in 2014.

MISSION

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.

VISION

The Evans Library is dedicated to serving our community through instruction in the development of research and critical thinking skills, access to an inclusive and comprehensive collection of materials, staff who support active learning, and an environment that encourages collaboration, diversity, and discovery in the pursuit of knowledge. This we do through a variety of partnerships locally, statewide, nationally, and internationally.

VALUES

Aligning with the College’s values, the Evans Library has identified the following as core library values:

- To Empower learning and facilitate teaching
- To Offer user-centered Service
- To Maintain quality collections
- To Provide accessible resources
- To Encourage a respectful learning environment
- To Forge additional academic partnerships
- To Foster an appreciation for the written word and knowledge in its varied formats

EVANS LIBRARY STATEMENTS

Library Goals (LG)

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 were updated for this 2017-2020 plan.

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

Library Student Learning Outcomes (LSLO)

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 original library 2014-2017 plan, two sets of learning outcomes were defined – one for the library in general and another for the Information Literacy program specifically. Subsequent assessments indicated that combining the two better served the students and allowed for a more integrated approach to learning by the library faculty.

The Information Literate student 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

Library Strategic Objectives

After ensuring that links exist from Library goals to FM College and Academic Affairs 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 are used to guide projects, initiatives, and long-range planning for all Library operations for the coming year.

Annual objectives can be found in Appendix A.

National Professional Standards and Values

ACRL Standards & Principles

In addition to coordinating and aligning with a parent institution’s strategic direction, libraries must also be guided by core principals of the library profession. ACRL, the professional organization that provides leadership and direction for academic libraries, provides a variety of tools and documentation designed to assist libraries in their efforts to stay abreast of library trends and best practices. One of the most significant of these tools was mentioned earlier in this document, ACRL’s Standards for Libraries in Higher Education (2011). This resource, in addition to identifying principles and performance indicators, provides sample outcomes, benchmarking and peer comparisons. These tools are utilized to assess the effectiveness of an academic library, its resources and services, campus roles and contributions to student learning. The recently updated Standards is now organized into nine categories as listed below:

Principles

- 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.

**ACRL Information Literacy Framework**

The Evans Library uses the ACRL Framework for Information Literacy in Higher Education [http://www.ala.org/acrl/standards/ilframework](http://www.ala.org/acrl/standards/ilframework) to structure the Information Literacy Program. The Framework is organized into six frames, each consisting of a concept central to information literacy, a set of knowledge practices, and a set of dispositions. The six concepts that anchor the frames are presented alphabetically:

- Authority Is Constructed and Contextual
- Information Creation as a Process
- Information Has Value
- Research as Inquiry
- Scholarship as Conversation
- Searching as Strategic Exploration

This Framework as well as other information literacy standards and benchmarks are used to design specific learning outcomes for the library’s 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.
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.

Crosswalks

To ensure that these relationships exist, library goals and the more focused information literacy-specific goals have been measured against professional principles and values and campus and division strategic initiatives, as can be seen in the crosswalks below.
# Academic Affairs Departmental Goals & Student Learning Outcomes aligned to College Mission, Strategic Plan, and Institutional Learning Outcomes

**UPDATED Fall 2018**

## Mission

| A. Provide accessible higher education with a focus on student success |
| B. Provide quality programs with a focus on student success |
| C. Partners with the community through engagement in economic development |
| D. Partners with the community by providing cultural opportunities |
| E. Partners with the community by providing intellectual opportunities |

## Strategic Plan*

1. Improve Student Success and Retention
2. Enhance and Market the FM College Experience
3. Strengthen Communications
4. Engage the Community
5. Expand the Resources of the College

## ILOs

I. Demonstrate critical thinking, problem solving, and creativity.

II. Proficiently select and apply appropriate communication skills in a variety of settings.

III. Apply appropriate technology in order to effectively research, communicate and learn.

IV. Demonstrate self and cultural awareness, civic responsibility and an appreciation of the natural world.

## Academic Plan 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.

<table>
<thead>
<tr>
<th>Department Goals (operational) or Department SLOs</th>
<th>Mission</th>
<th>Strategic Plan</th>
<th>ILOs</th>
<th>Academic Plan Goals</th>
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<tbody>
<tr>
<td>Library</td>
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<tr>
<td>LG1. Expand and enhance on-campus and virtual services and resources</td>
<td>X X X X</td>
<td>X X X</td>
<td>X X X</td>
<td>X X X</td>
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<tr>
<td>LG2. Improve and enhance the Information Literacy program</td>
<td>X X</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<td>LG3. Participate in students’ educational success initiatives outside formal Information Literacy efforts</td>
<td>X X</td>
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<td>X</td>
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<tr>
<td>LG4. Expand and enhance cross-campus and off-site partnerships</td>
<td>X X X X</td>
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<td>X X X</td>
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<tr>
<td>LG5. Provide ongoing support for staff development efforts</td>
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At FM, information literate (IL) students (S) will be able to:

| LSL01. Determine the need for information | X X X X |
| LSL02. Access sources of information | X X X X |
| LSL03. Evaluate information | X X X X |
| LSL04. Use Appropriate information | X X X X |
| LSL05. Maintain ethical and legal standards when using information | X X X X |

*3/2018 Strategic Plan revision removed #2 Enhance and Market the FM College Experience & #4 Engage the Community
### ACRL Standards & Principles/Evans Library Goals Crosswalk

<table>
<thead>
<tr>
<th>ACRL Standards &amp; Principles</th>
<th>Evans Library Goals:</th>
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<tbody>
<tr>
<td><strong>Collections</strong></td>
<td><strong>Discovery</strong></td>
</tr>
<tr>
<td>1. Expand and enhance on-campus and virtual services and resources</td>
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<tr>
<td>2. Improve and enhance the Information Literacy program</td>
<td>X</td>
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<tr>
<td>3. Participate in students’ educational success initiatives outside formal Information Literacy efforts</td>
<td>X</td>
</tr>
<tr>
<td>4. Expand and enhance cross-campus and off-site partnerships</td>
<td>X</td>
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<tr>
<td>5. Provide ongoing support for staff development efforts</td>
<td>X</td>
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### Library Objectives

To ensure that proposed objectives are properly aligned, during their development they are aligned with the appropriate library goal and/or student learning outcome, campus goal and/or institutional learning outcome, as well as any SUNY or ACRL standard, principle or outcome.
SERVICE PLAN

The Evans Library* is an integral part of the Fulton-Montgomery Community College (FM) campus and academic culture. Resources and services offered to all users by the Library support 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 plan detailed below is organized by the principles/standards of library service as identified by the Association for College & Research Libraries (ACRL) in their Standards for Libraries in Higher Education. This grouping facilitates assessment by providing common language and synonymous data points to allow comparison and benchmarking against other academic libraries.

*The library building houses academic support services that operate outside of the purview of library administration and therefore are not included in this service plan.

COLLECTIONS

Libraries provide access to collections sufficient in quality, depth, diversity, format, and currency to support the research and teaching mission of the institution

As an academic library, the Evans Library provides resources in a variety of formats and locations. Physical materials such as books, periodicals, DVDs, & CDs are available at the library, while virtual materials are accessible via the library’s website. These virtual resources include periodical databases, ebooks, streaming media, and other online resources that support college curriculum and provide entertainment and information to students, faculty & FM’s community.

In addition to general-topic books, periodicals and media resources, the library offers various special collections to its patrons which are shelved separately from the primary circulating collection. Special collection include:

- Reference and Desk reserve collection
- Course reserve materials
- Oversized art and architecture materials
- Children’s picture and chapter books
- Poetry volumes including anthologies
- Popular book and DVD titles
- Campus repository – Student and faculty work reside in SUNY D-Space.

The Ken R Dorn Regional History Collection is housed in a studies room on the second floor and serves as a collection for research and study on subjects related to the history of the Mohawk Valley from colonial times to the present. It includes:

- 1400 print volumes including maps.
• *Fulton-Montgomery Photographic Archives* – online photographs and other historical documents from the Fulton & Montgomery County area which contains records from various local historical and government organizations, digitized and organized to assist researchers and all those interested in our region’s past.

• *David F. Nestle Memorial Collection* - historical records of the Fonda, Johnstown & Gloversville Railroad. A finding aid is available. This collection is in the process of being digitized and entered into the New York Heritage repository.

• *Eber H. Davis Jr. Collection* - twenty-six photo albums and scrapbooks as well as three large manila folders, but the most important part of the collection is the group of ten volumes of photographs and other ephemera documenting the Fonda, Johnstown and Gloversville Railroad (FJ&G).

In addition to resources purchased for direct use by FM students and faculty, the campus community has access to over 18 million volumes in the State University of New York (SUNY) system as well as countless other print and non-print materials available world-wide through InterLibrary Loan from the Capital District Region, New York State and worldwide.

**Collection Development.** Funding for materials is not allocated by division, department or program. Every effort is made to ensure that every department has the resources necessary to support teaching and learning within the discipline. Purchase of and online access to resources are determined by Library staff and Faculty based on curriculum, need, and availability of funds when materials are requested. These requests routinely come through the division library liaison or via the online form. All requests require the request to include justification tied to curriculum which is valuable in library and division assessments. Faculty play an integral part in the Evans Library’s collection development efforts; all titles and resources recommended by faculty are purchased if funds are available. If budget monies have been depleted for a particular academic year all requests are held until funding becomes available, either in a subsequent academic year or from other sources. Consultation occurs throughout the academic year through academic division library liaisons as well as ongoing email contact, librarian reviews of current syllabi, and discussions with librarians at other institutions. The Evans Library reviews its print and electronic holdings on an on-going basis, balancing the relevancy and currency of its holding with respect to programs and courses offered at FM.

Purchasing is done throughout the academic year with policies concerning types of materials purchased regularly reviewed to ensure that the ever-evolving nature of information and the changes in the learning styles of 21st century students are considered when acquisitions decisions are being made. Due to faculty turnover and course evolution, less print items are being purchased than in the past, with the emphasis on instruction in the use and evaluation of all resources, both physical and online. For periodical and database resource purchases, policy is in place to ensure that, whenever possible, online resources are purchased with simultaneous user licenses.

**Collection Review.** The print book collection is evaluated on a rotating basis, in concert and just prior to 6-year campus academic program reviews. The cycle rotates so that all items in the collection are
evaluated over a six-year time span. At the time of the program review, electronic resources for each discipline are reviewed and assessed for currency & relevancy to offered curriculum. Other collections are reviewed cyclically with inventory occurring during the quieter summer months.

**DISCOVERY**

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

The Evans Library is open 6 days and four evenings a week with professional and support staff available to assist students, faculty, staff and community users. Library resources are available through the library’s website [http://fmcc.edu/library](http://fmcc.edu/library) which includes a discovery tool: a google-like search with provides users with the ability to search all FM holdings – print and digital – at one time. In addition to this aggregator tool, searches can be done for print book titles - shelved according to the Library of Congress classification schedule – periodicals and media via a local catalog and for materials from libraries across the state and from libraries worldwide via WorldCat. The library website also provides links to area public library print and online materials catalogs.

On-campus use of all library computers requires that users log in; all users are educated in the use of these credentials through information on the website as well as assistance from any library faculty or staff. Members of the community can also have access to library resources by signing up for library cards which provide users with the means to access print materials and online resources, but not library databases that require authentication. Members of the FM community use their campus credentials – the same ones they use to access Blackboard or their schedules – to access library materials that require authentication, both on and off campus.

Research guides found on the home page provide patrons and particularly students with access to information on a variety of topics and disciplines. The website platform LibGuides provides the library faculty with the flexibility and ease-of-use necessary to ensure all guides, particularly those created for specific courses or curricula, are kept relevant and current. Guides have been created to direct users to all library resources and services and are accessible through a user-friendly interface.

Reference services, in addition being available in-person, are provided via telephone, email, and text reference whenever the library is open. For those hours the Library is closed, online reference services are provided through AskUs 24/7, a nation-wide Virtual Reference service which provides FM students with 24/7 access to professional librarians who assist with research or reference questions. A pro-active chat service has been implemented which consists of a pop-up chat triggered by particular website user actions. This service is staffed during the week-day, usually during the hours of 8am to 4pm.

Whether in a traditional face to face, fully online or blended course, faculty and students have access to these resources within the Evans Library, as accessed through the Library’s web portal, from FM’s learning management system, Blackboard and from off-campus 24 hours a day/7 days a week.
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.

Learning is at the heart of all community colleges and as such, Information Literacy is the heart of Evans Library services. ACRL identifies Information Literacy skills as those requiring individuals to “recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information.” Information Literacy standards are widely recognized by SUNY and accreditation agencies such as Middle States. Developing a usable set of information literacy skills allows students to accurately navigate their world; a world that demands the accessing, evaluating and using of information from an ever-increasing number of places. The Information Literacy & Critical Thinking page is located @ http://library.fmcc.edu/infolit.

The Evans Library offers a wide-range of Information Literacy services in support of campus courses and programs. The Library provides a general orientation and tour that includes an overview of the physical space, a highlighting of services available, as well as a quick “walk through” of the Library’s web site. The general Information Literacy sessions highlight active learning and introduce students to the concept of searching for and evaluating information of all types. Subject-specific working research sessions are also offered for all disciplines and assignments; the librarians work with faculty to develop this comprehensive approach so that students can more successfully complete their work. Embedded Information Literacy services for courses using the campus online learning management system as well as a one-credit library course EDR110: Research for Success are also offered.

The library strongly supports use of technology for instructional and research purposes and, in partnership with the Institutional Technology Department, serves as Instructional Technologists to classroom faculty. They do so by assisting in the use of the library’s online resources, ensuring classroom technology performs appropriately and delivers content when needed, and in working with faculty as they populate course websites and the campus’ online learning management system (LMS) Blackboard. The library faculty has been able to push library content into the CMS with the assistance of IT and SUNY.

Additional partnerships have developed through the campus’ General Studies program as well as the ongoing adoption of Open Educational Resources (OER). The information literacy librarian works closely with the Humanities Division and the Institutional Research administrator to develop assessments for the General Studies Program. In addition to this ongoing work a librarian has been named as a permanent member of the General Studies Council, an advisory council charged with the ongoing development and assessment of processes pertaining to the General Studies Program and Certificate. As to OER, the Library has taken a leadership role in the adoption of open educational resources within the FM community and spearheaded the resolution that was approved by the College Senate in 2014. This resolution recognized the adoption of OERs as a “viable solution” to the increasing costs of higher education materials and advocated for the use of such materials on campus. Since that time, the library has participated in SUNY-
wide projects including IITG grants and SUNY OER services to encourage and facilitate the use of OERs by campus faculty. Additional details on OER and the Library can be found: http://library.fmcc.edu/oer.

EXTERNAL RELATIONS

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

While the primary role of the library is to provide services and resources to students and faculty in support of teaching and learning, the importance of serving the larger community in which FM resides is evident by the long-standing goal to “Expand and enhance cross-campus and off-site partnerships.”

Evidence of ongoing campus partnerships can be seen in the library staff’s participation and role in various campus leadership groups, for example, the College Senate and their membership on committees that impact students and campus life, such as civility & the veterans club. The library faculty are assigned to a specific academic department and serve as a liaison to the division through regular communication and attendance at the monthly academic division meeting. A librarian also attends monthly Student Affairs meetings and the Library Director now has a seat at the Division Chairs’ monthly meeting with the Dean.

The library is often looking for projects that provide opportunities for collaborations. Some recent examples of collaboration include library faculty working with the Financial Aid department on a grant-funded “Financial Literacy” initiative, the partnership with the Retention Officer on a “Personal Librarian” project that matched at-risk students with a personal librarian, and the development of quick 15-minute “Quick Skills” workshops to special populations such as Quest, C-Step, TRiO, & the student athletes.

Service to the greater Fulton & Montgomery county community can be found on the community and alumni page (http://library.fmcc.edu/community) and includes test proctoring services, access to specific databases for alumni, library user/borrowers cards and printing services. The library faculty are also involved in off-campus groups; librarians serve on the Advisory Board of HFM BOCES School Library System, on the local public library Board of Trustees and routinely offer presentations and workshops on topics of common interest. Additionally, outside volunteers from the community, namely the local ARC’s Liberty and Lexington, regularly provide services to the library.

Communication of library services and resources are routinely shared with the community through articles which is shared with the campus community as well as being printed in the local papers.

INSTITUTIONAL EFFECTIVENESS

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

The Evans Library has a long history of identifying and assessing resources and services to ensure student and faculty needs are well served. The library has had policies and procedures in place since its creation in 1968, but only developed its first mission statement in 2006 with corresponding vision and value
Assessment of library resources and services is a priority, with it being identified in 2014 as one of six goals: “Strengthen library assessment efforts.” This goal has since been removed, as it became evident that assessment is and will continue to be an integral part of all library operations. The Library’s annual institutional assessment reports routinely receive praise from their reviewers with indications that they provide exemplary examples of ‘closing the loop’ when it comes to assessing a strategic initiative.

In addition to the culture of assessment evident through the library’s ongoing strategic planning, institutional effectiveness can be found in the campus projects and initiatives in which the library is involved. Some examples include:

- Library faculty’s service on a variety of campus committees and councils – from being involved in the development of the most recent campus Strategic Plan to participating as team leaders in the most recent Middle States Self Study Reviews. The librarians are willing and able to serve in whatever capacity needed and are often called upon by campus colleagues to participate in student and organizational efforts;
- Implementation of a Library Curriculum Impact form which, since 2013, has been required as part of the approval process for all new and revised programs and courses;
- The acquisition of responsibilities related to the College Archives. In addition to the management of physical records, this includes the organization of digital content and communiqué. Organization of such materials provides the college community with the ability to better access documents needed for planning and assessment.

MANAGEMENT/ADMINISTRATION

*Libraries engage in continuous planning and assessment to inform resource allocation and to meet their mission effectively and efficiently.*

The creation of the library’s first three-year Academic Plan in 2014 continued the work begun years prior when the library’s mission, vision, and value statement as well as the goals and objectives were developed. The plan provides the opportunity for the library to document their plans and to appropriately assess efforts in order to meet the library mission. All library plans are made in coordinate with campus strategic plans and are reviewed by a wide audience, including library faculty, staff and advisory committee.

The Library operations and activities are managed by the Library Director who reports directly to the Provost & Vice-President of Academic Affairs. There are two full time librarians who are responsible for specific areas of library operations, Public & Technical services, services of which often overlap. Because
there is so much interdependence within library operations, and because all librarians are faculty members, it is vital that the individuals in charge work together to successfully implement library plans in support of the library & college’s mission.

The library is supported by a campus budget in addition to grants that are either received on a regular basis or for a particular purpose. Funds are utilized for staffing of full and part time positions, supplies, & educational resources including print and online materials as well as for operating expenditures. The library coordinates computer technology needs with the campus IT department to ensure technology is available to support teaching and learning.

PERSONNEL

Libraries provide sufficient number and quality of personnel to ensure excellence and to function successfully in an environment of continuous change

The Evans Library includes professional and support staff as well as student workers and volunteers who provide library and academic support services. Professional staff have advanced degrees and include librarians who manage all library services as well as academic support personnel who administrate tutoring and other academic support services. Support staff manage both public and technical areas and assist the professionals in providing services for all users. Students who work at the library are hired either through work-study or budget monies. Library Aides perform a variety of traditional library tasks including lending materials, shelf reading and shelving, and general pickup duties. Additionally, they have responsibility for the Learning Commons and help to maintain the 100+ computers located in the Library by assisting students and computer users with basic support. The library gives hiring preference to 2nd year students with a 2.5 or higher GPA.

Permanent staffing is as follows:

**Faculty**
- Mary Donohue, Library Director (Evans Library Liaison to Science Division)
- Daniel Towne, Systems/Electronic Services Librarian

**Support Staff**
- Ginny Briggs, Clerk Typist
- Trish Battisti, Senior Library Clerk

*Fall 2018 update:* Enrollment decreases and the corresponding decrease in across the board budget lines resulted in the loss of the full-time Public Services Librarian as well as a full-time Senior Library Clerk.
PROFESSIONAL VALUES

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

The Evans Library has a long history of espousing the professional values that form the core of library service; the importance of educating faculty in appropriate copyright practices can be found in library policy manuals as far back as 1977. 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; 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 and the Library Director serves as the campus Copyright Officer. A recently adopted statement on library use was adopted by the Board of Trustees highlights the campus’ and library’s commitment to library values:

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.

User-centered service is evident in the library’s ongoing efforts to provide students with the resources they require to be academically successful. The library has taken a leadership role in the adaptation of Open Educational Resources (OER) on campus, 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 continuing with participation in SUNY-wide OER endeavors. Library webpages have been developed which provide faculty with information on locating, utilizing, & creating OER’s for use in their classes.

Memberships in the following professional organizations have been maintained on an ongoing basis: American Library Association, New York Library Association, and the Capital District Library Council.

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.

The Evans Library & Learning Commons supports an environment where academic success is encouraged through collaborative learning, quiet conversation, and independent study. While in the past zoning space helped to facilitate and direct activity, behavior, and noise, the current “Always Academic” culture is promoted as a way to best accommodate students educational and intellectual needs.

The Evans Library offers areas for academic engagement on two floors, highlighted by a Learning Commons on the first floor. All areas include computer tables, individual carrels, study tables as well as mobile stools and upholstered furniture in various group, quiet, and open study spaces. Also available are a broad range of materials in various formats including print, media, and electronic.
The Evans Library services, resources, and spaces serve various student and college community users’ needs. The Learning Commons on the first floor provides access to over computers, collaborative study space, electronic research resources, and a Writing Center. Services include in-house reference, as well as academic and technical assistance from professional, support and student workers. The second floor includes an Information Literacy classroom equipped with twenty-five student computing stations and available for Librarian-lead information literacy sessions, course-specific research sessions facilitated by Librarians and/or faculty or as reserved group or class working space when not utilized for classwork. Other second floor resources include 15 computer workstations, a professionally staffed Math Lab and Alternative Testing Center, a specialized Academic Computing Lab with computers, TRiO academic support services, the Ken Dorn Regional History Studies room and quiet and silent study space. The Evans Library also loans mobile devices including laptops, e-readers, and tablets. The portable 30-station iPad classroom provides instructors and students with the ability to create learning spaces anywhere, anytime.
ASSESSMENT PLAN

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.

6-YEAR LIBRARY PROGRAM/FUNCTIONAL AREA REVIEW
As a key academic service provider and a member of the Academic Affairs department, it behooves the library to participate in comprehensive assessments on a regular basis, much like the campus “Assessment of the Major/Program Review” undertaken by the academic departments every six years. In 2017, the library completed the first full Functional Area/Program review. This process, modeled on Jamestown Community College’s “Functional Area Review Template” provided the opportunity for library staff and the college community to review library programs and services, identify directions & vision, & identify goals & resources needed in support of teaching & learning at FM. At the completion of the review, the library hosted a day-long visit of external reviewers where they were given the opportunity to speak with library faculty and support staff, teaching and student & academic faculty, Institutional Technology staff, and the Provost and Vice President of Academic Affairs. The reviewers subsequently submitted a written report which provided feedback on the review document and the visit, as well as providing recommendations for future actions. The next review will occur in 2022-2023.

Library Goal Review
The 2017 program review resulted in the determination that while the Library’s robust assessment cycle ensured that annual objectives were addressed in a systematic and comprehensive way, there was a need to confirm that the same held true for the library goals. The chart below was created to detail the instances in which annual objectives corresponded to library goals, as specified in their respective strategic plans. As an assessment tool, it will serve to ensure that all goals are addressed within the 6-year review period and will facilitate in the updating and creation of new library goals.

<table>
<thead>
<tr>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>#1. Expand &amp; enhance on-campus &amp; virtual services &amp; resources</td>
<td></td>
<td>4</td>
<td>5</td>
<td>2</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>#2. Strengthen library assessment efforts</td>
<td>5</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>#3. Improve and enhance the Information Literacy program</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>#4. Participate in students’ educational success outside formal Information Literacy efforts</td>
<td>1</td>
<td>5</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>#5. Expand &amp; enhance cross-campus &amp; off-site partnerships</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>#6. Provide ongoing support for staff development efforts</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
</tbody>
</table>
ANNUAL LIBRARY ASSESSMENT

The Evans Library has long prided itself in its ability to collect data on the use of resources and services. Since its inception on May 4, 1964, information has been compiled, reports have been written, and state and federal reports have been filed, all with the purpose of showing the campus and the world at large that the Library is accomplishing its goals of providing library services to its community.

It became clear, however, that the mere fact of counting (i.e. number of books, amount of study space, and attendance in the information literacy classes) was not adequate and did not provide the kind of evidence-based assessment required to determine the role of the library had in the education of FM students. Attendance at a state-wide strategic planning workshop “Continuous Assessment and Continuous Improvement” in 2004 resulted in the creation of the library’s first mission, vision and value statements which were later updated in 2006 & 2014. These guiding principles, along with the college’s guiding statements and academic library standards set forth by the Association of College and Research Libraries (ACRL), resulted in the creation of the goals and objectives that guided the operations of the library. These goals serve as a roadmap for action and, in turn, informs the library’s assessment plan.

In addition to assessment cycle articulated below, a more focused and detailed assessment of the Library’s Information Literacy Program, a service that is at the heart of the library’s service to its primary constituency, has been developed.

Assessment Cycle

Library assessment activities, like all departments and academic divisions on campus, are outlined in the campus’ Institutional Effectiveness Plan; reporting on these activities is done according to the assessment committee’s Template for Institutional Assessment. The library also uses ACRL’s “Cycle of Assessment” as adapted from the “Assessment in Action: Academic Libraries and Student Success” 2015 presentation http://connect.ala.org/files/ACRL%20open%20forum%20Feb%202015%20web.pdf:

![Diagram of Assessment Cycle](image-url)
• **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*)

---

**Planning**

The Evans Library follows the campus evidence-based assessment process and timeline as detailed in the [FMCC Institutional Assessment Plan](#). This plan details the timeframe for completion of reports that ultimately are sent to the Institutional Assessment committee and in turn shared with the Board of Trustees and campus at large.

It should be understood that not all library activities and programs would follow these steps in order; projects are often organic in nature and can arise from a variety of instance (i.e. reflection on another project, actions taken by others, opportunities that present themselves, etc.). Due to integral role the Library has in campus academic endeavors and student life, assessment efforts start with detailed planning as is detailed in the [Library’s Strategic Plan](#). This plan includes library goals and objective that are mapped to campus strategic directions via crosswalks that detail how library endeavors correspond with those of the campus.

Participation in projects, i.e. the “business of the library” and the subsequent assessment that follows is an ongoing process that involves the entire library staff. While the Library Director coordinates all Department assessment efforts and pulls together the campus’ annual Institutional Assessment reports, the library’s professional staff have responsibility for assessment efforts within their areas of responsibility. The Public Services Librarian heads public services efforts, including Information Literacy assessment; the Systems/Electronic Services Librarian has responsibility for reporting on the technical services items. The Library director contributes to all remaining aspects of assessment not covered by the other professionals and coordinates the dissemination of library efforts.

The remaining aspects of the planning stage, “defining outcomes” and “setting criteria” will be found in this document’s Action Plan, which provides details on each individual objective undertaken by the library in the current academic year.

**Acting**

With a strategic plan in place, the next important aspect of ensuring that the Library fulfils its mission is the detailing of the actions taken in accomplishing the department’s objectives for a given year. The Action Plan does just that. It provides outcomes, criteria, actions and measures by which we identify success. This plan includes a timeline and sets the stage for action in any given academic year.

**Measures/Methods**

The collection of quantitative data used to assess library services to its community has long been a standard practice for libraries; this has not changed. However, what has evolved in the profession is the collection and subsequent use of quantitative data and the increased use of both direct and indirect
measures. Quantitative measures include periodic library student satisfaction and campus SAS surveys, demographics, budgeting, and collection statistics gathered for NCES and ACRL statistical reports, information literacy class and student counts, and library patron door and room counts. These have long been used and remain standard data utilized to improve services. Qualitative data has found a new place in library assessment efforts through efforts to codify the libraries value to the campus community and its impact on student learning. This data includes student comments from surveys and conversations, dialog taken from online reference interviews, discussions with faculty about student use of library services and resources, and conversations with SUNY library peers about the changing nature of libraries role in academics. Direct measures are those more likely found in the Information Literacy instruction and are gathered with the assistance of the course instructor, indirect measures include the surveys given regularly as well as conversations and focus group findings. These and other means as indicated in library literature and suggested by professional organization help us continue to assess our programs to ensure they meet the changing needs of our students and college constituencies.

Statistics are gathered on a daily, weekly, monthly, yearly and as-needed basis. The library follows standard practices for data gathering, storage, access and reporting that protects the rights and privacy of students and librarians. The following list is by no means exhaustive, but represents the data points routinely utilized to assess library value to the institution and its students:

- Circulation Statistics – Print, Digital, Models, Equipment, ILL
- Budget reports
- Reference Services/Customer Service metrics
- Collection Statistics
- Attendance and class counts
- Information Literacy statistics
- Web analytics
- Course/Program impact forms
- Program review points
- Student satisfaction Surveys

Library data, forms, statistics and other documentation in print format are located in staff and department office file cabinets; digital content can be found in these online systems:

- Google
  - Evans Library (FMEvansLib) department account
  - FM google mail accounts – individual access only; documents are shared
- Office 365
  - OneDrive - individual access only; documents are shared
  - SharePoint - Evans Library library (under “Academics”)
- LibWizard – Library web management/Content Management System
- FM Campus Network
  - Library (Y drive) - \fs1\dept_shares\library\n  - My Documents – individual access only; documents are sent or moved as needed
**Reflecting**

Traditionally, once individual projects are completed or a semester or academic year is over, the library professionals take the opportunity to reflect on the action taken and evaluate its relative success or failure. Other stakeholders, including faculty, student services professionals, library staff and administration are included when the analysis of projects is underway, depending on their level of involvement in the action and the need for a non-library perspective. There are times, however, that waiting until the conclusion of an established period or conclusion of a particular project is not warranted. Instances such as this will be assessed as needed, with the objectives being reviewed and amended as necessary.

This important step of analyzing the evidence collected and reflecting on the project/service as a whole serves to assist in the revision of the original objectives and/or outcomes or serves as a basis for the development of new ones.

**Sharing**

In accordance with campus procedure, a formal report is written every fall, detailing all assessment activities for the previous academic year. This report is compiled by the library professionals, reviewed during the month of October by the library staff and Library Advisory Committee, and then presented to the Institutional Assessment committee in November. An identification of possible budget implications, based on these assessments is also created to be added to the following year’s budget when it is submitted to the Provost in January.

The implementation of an Academic Affairs Division will result in an additional opportunity to share the report and receive feedback from peers and colleagues. When the internal review is complete, the Library Director will present the report to this new department for feedback and inclusion into a Division report, similar to the one currently submitted by the campus’ Student Affairs Division.

The library report itself will also be used internally, to inform the upcoming academic year’s strategic objectives. Success and failures, unexpected opportunities, changing educational landscapes as well as the feedback from the campus community will inform the creation of the subsequent years report, which will be drafted in late Spring, edited over the Summer and finalized during the last week of August by the library professional staff.

**INFORMATION LITERACY ASSESSMENT**

Due to the importance of Information Literacy in any academic library’s assessment efforts, this section is designed to detail efforts specific and unique to the Evans Library instructional program, outside of the library’s general assessment plan.
The design and delivery of the Evans Library’s information literacy program allows instruction librarians to co-facilitate, with teaching faculty, courses across the curriculum. While the number of sessions librarians are involved ranges from one to ten or more, the outlined assessment plan allows for a wide (summative) view and assessment of progress toward learning outcomes and more focused, in the moment (formative) assessments informing both teaching and learning. Information literacy outcomes scaffold to the Evans Library’s Learning Outcomes which in turn derive from FM’s Institutional Learning Outcomes (See Strategic Plan section).

Summative Assessment

The Evans Library’s summative assessment information literacy uses a two-prong approach. Of primary use is an information literacy rubric based on the Association of College & Research Library’s (ACRL) Information Literacy Standards and developed in large part from established rubrics of the University of Kentucky and Southern Oregon University as included in the Rubric Assessment of Information Literacy Skills (RAILS) project. The rubric’s creation was itself part of the Library’s assessment efforts. Details on the development, design, implementation, vetting and initial uses of the rubric are documented in the library’s Spring 2012 Information Literacy assessment report. Librarians apply this rubric to projects, presentations and assignments across the curriculum as a method of assessing FM student’s competencies in the standards and the first two components of the SUNY General Education requirements of Information Management and Critical Thinking Competencies. Librarians share these results and conversations ensue with teaching faculty during division meetings. Ensuing conversations may influence changes to course design, assignment requirements as well as library services. Pre-Test and Post-Tests using the online tool TRAILS (Tools for Real-time Assessment of Information Literacy Skills), 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. These web-based tests are administered during fall semesters to ENG103 students with the results being shared with librarians, teaching faculty, academic divisions and the Coordinator of Assessment and Accreditation in support of evidence toward FM’s meeting SUNY’s General Education Information Management and Critical Thinking requirement as well as FM’s Institutional Learning Outcomes.

An outlined summative assessment process of information literacy outcomes follows*
<table>
<thead>
<tr>
<th><strong>Evans Library Information Literacy Outcomes</strong></th>
<th><strong>ACRL Framework for Information Literacy</strong></th>
<th><strong>SUNY General Education Information Management Competencies</strong></th>
<th><strong>FM Institutional Learning Outcomes</strong></th>
<th><strong>Year Assessed</strong></th>
<th><strong>Measures</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Determine the need for information</td>
<td>Research as Inquiry</td>
<td>Understand and use basic research techniques</td>
<td>Demonstrate Critical Thinking</td>
<td>2019-2020</td>
<td>Il Rubric Pre-Test (ENG 103) Post-Test (ENG 104)</td>
</tr>
<tr>
<td>Access sources of Information</td>
<td>Searching as Strategic Exploration</td>
<td>Understand and use basic research techniques</td>
<td>Demonstrate Problem Solving</td>
<td>2020-2021</td>
<td>Il Rubric Pre-Test (ENG 103) Post-Test (ENG 104)</td>
</tr>
<tr>
<td>Evaluate Information</td>
<td>Scholarship as a Conversation Authority is Constructed and Textual</td>
<td>Understand and use basic research techniques</td>
<td>Demonstrate Creativity</td>
<td>2016-2017</td>
<td>Il Rubric Pre-Test (ENG 103) Post-Test (ENG 104)</td>
</tr>
<tr>
<td>Use Appropriate information</td>
<td>Information Creations as Process Authority is Constructed and Textual</td>
<td>Understand and use basic research techniques</td>
<td>Proficiently Select Appropriate Communication Skills in a Variety of Settings</td>
<td>2017-2018</td>
<td>Il Rubric Pre-Test (ENG 103) Post-Test (ENG 104)</td>
</tr>
<tr>
<td>Maintain ethical and legal standards when using information</td>
<td>Information has Value</td>
<td>Understand and use basic research techniques</td>
<td>Demonstrate Civic Awareness</td>
<td>2018-2019</td>
<td>Il Rubric Pre-Test (ENG 103) Post-Test (ENG 104)</td>
</tr>
</tbody>
</table>

* All assessments are for 100+ course levels
Formative Assessments

Understanding and responding to the efforts, needs, and success of students is the underlying goal of formative assessments. While the chart below details the common assessment measures used in the Evans Library’s information literacy program it is not exhaustive. In all cases formative assessments map to at least one information literacy outcome. Results of formative assessments are used primarily in the moment of teaching and learning to cultivate student success toward any number of goals in specific research assignments. Formative assessments that track common elements of instruction and use (Plus Delta, for example) can be viewed over a number of semesters to gain an understanding of typical barriers to students learning. Online tools such as LibGuides’ surveys and forms as well as FM’s-sponsored Google Drive are utilized to both collect and store assessment data.

<table>
<thead>
<tr>
<th>Measure</th>
<th>IL Outcome(s) Addressed</th>
<th>Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tracking of classes</td>
<td>n/a</td>
<td>Click here for data</td>
</tr>
<tr>
<td>Screenshots via AB Tutor</td>
<td>1, 2, 4</td>
<td>Click here for example</td>
</tr>
<tr>
<td>Plus Delta</td>
<td>1, 2, 3, 4, 5</td>
<td></td>
</tr>
<tr>
<td>Pre-Evaluation Survey</td>
<td>2, 6</td>
<td></td>
</tr>
<tr>
<td>(Meta) Evaluation Survey</td>
<td>2, 6</td>
<td></td>
</tr>
<tr>
<td>Research Builds</td>
<td>1, 2, 3, 6</td>
<td>Click here for example</td>
</tr>
<tr>
<td>Faculty Response to Information Literacy</td>
<td>n/a</td>
<td>Click here for example</td>
</tr>
<tr>
<td>Course Outcome Tracking</td>
<td>n/a</td>
<td>Click here</td>
</tr>
</tbody>
</table>

Taken separately, formative and summative assessment of information literacy outcomes have the potential to be reduced in meaning. The timeline (found earlier in this document) details the cooperative nature of both areas, addressing both the need for immediate information and feedback as well as a long-view of students’ progression toward information literacy, library and institutional learning outcomes.

This section was revised during Summer 2018
Every Library objective has a corresponding action plan which starts with the articulation of the alignment between that specific objective, library department goals, campus goals and objectives, and SUNY and library professional organizational standards. These interdependent relationships are presented visually for each library objective, utilizing the graphic provided earlier in this document (p.10).

These library objectives, reviewed and renewed annually, require a plan of action that provides direction and guidance to ensure they are implemented systematically and effectively. All action plans, one for each annual objective, includes the following components:

- Background
- Responsible Staff
- Campus Partners/Stakeholders
- Action
- Measures/Criteria
- Timeline*

*Estimated timelines for the completion of some of these projects, it should be noted, will in some cases span a semester, an academic year, or even several years.

Detailed action plans for the library’s current annual strategic objectives can be found in Appendix B.
REFERENCE & RESOURCES

FMCC – campus documents

FMCC 2016-2021 Strategic Plan
FMCC Institutional Assessment Plan
Template for Institutional Assessment


APPENDIX A – STRATEGIC OBJECTIVES

2018-2019

- **Library Service Platform**
  Successfully implement an upgrade of the Library Management System (LMS) to a Library Services Platform (LSP)

- **User Experience**
  Develop & implement a systematic approach to gather information from stakeholders regarding library services and resources.

*Programs continuing without detailed assessments:*

- **Information Literacy**
  Redesign the TRAILS pre and post-tests to reduce class time spent on delivery, increase the number of students answering questions and potentially provide more meaningful data.

- **OER**
  Develop consistent measures on the impact on FM student’s learning, success, and retention vis a vis the use of OER.
2017-2018

NEW

- **Academic Learning Space Renovation**
  Create a vibrant learning & creating space that encourages student success, facilitates faculty development and collaboration, and provides services & resources to its community.

- **Staff Development**
  Discover, encourage participation in, and assess value of on-site professional development opportunities for library support staff.

- **User Experience**
  Develop & implement a systematic approach to gather information from stakeholders regarding library services and resources.

CONTINUED

- **Faculty Development Program**
  Facilitate communication with and among faculty through the development of a book club highlighting strategies to support student learning and academic success

- **Information Literacy**
  Redesign the TRAILS pre and post-tests to reduce class time spent on delivery, increase the number of students answering questions and potentially provide more meaningful data

- **Institutional Records/College Communications**
  Develop & implement electronic document management protocols and provide faculty & staff training

- **Library Aides & Student Learning Outcomes**
  Determine value of library employment through alignments with institutional learning outcomes

- **OER**
  Develop consistent measures on the impact on FM student’s learning, success, and retention vis a vis the use of OER
**Library Service Platform**

Successfully implement an upgrade of the Library Management System (LMS) to a Library Services Platform (LSP).

**Background:**

Working with SUNY OLIS and SCL (The SUNY Library Consortium), the library will participate in the evolution of the library management system into a full-service library services platform.

**Responsible Staff:**

Daniel Towne, Systems & Electronic Services Librarian

**Campus Partners/Stakeholders:**

Institutional Technology Department (IT)

**Action:**

Develop & implement a plan to migrate from the book catalog Aleph and EBSCO Discovery system (EDS) to Alma, an integrated platform. This project includes the systems librarian as well as the director and the senior library clerk.

**Measures/Criteria:**

Deployment of the new LSP in Summer 2019; available for student use in Fall 2019.

**Timeline:**

Fall 2018 – Training; Spring 2019 testing; Summer 2019 implementation.
User Experience

Develop & implement a systematic approach to gather information from stakeholders regarding library services and resources.

**Background:**
The library hasn’t completed a user survey in over 5 years; stakeholder input is required for improved services & resources.

**Responsible Staff:**
Mary Donohue, Library Director

**Campus Partners/Stakeholders:**
Student Affairs faculty, Academic Affairs faculty, IR

**Action:**
Develop a process to offer a series of surveys on use & perceptions of library services and resources. All campus personnel will be included: non-library users as well as special populations – veterans, TRiO, adult and/or residential students, etc.

**Measures/Criteria:**
A draft 6-year plan of survey creation, dissemination and assessment. One survey deployed by SP 2018; process and results will be evaluated.

**Timeline:**
Fall 2017 – Chart will be developed to ensure all Library goals and ACRL principles are included within a 6-year time period. A test survey will be drafted & piloted to determine best distribution and collection methods. Spring 2018 – utilizing the results of the Fall launch, a Spring 2018 survey will be distributed based on the plan developed and answers will be utilized in library assessment efforts.
2017-2018
Academic Learning Space Renovation

Create a vibrant learning & creating space that encourages student success, facilitates faculty development and collaboration, and provides services & resources to its community.

*Background:* Library space is scheduled for a mid-level renovation beginning no later than Fall 2020. The next three years will be spent in planning with the focus on ensuring all tenants have appropriate spaces for their respective services.

*Responsible Staff:* Mary Donohue, Library Director

*Campus Partners/Stakeholders:* Writing Center (LC), Math Lab (LC), Course-specific tutoring (LC), Alternative Testing Center, TRiO, IT, & students.

*Action:* Hold meetings with library tenants to explore department services, identify like/similar services, identify unique services/resources, and draft an informal plan/space outline to be shared with the architects by 2019.

*Measures/Criteria:* At least two meetings with library building occupants each semester with the result of a document detailing library tenants, their services & resources by May 2018

*Timeline:* Preliminary survey of all building occupants in September 2017. Two meetings in Fall 2017, two in Spring 2018 of all occupants to detail services and resources provided to faculty and students.
Faculty Development Program

Facilitate communication with and among campus personnel through the hosting of a book club highlighting strategies to support student learning and academic success.

**Background:** Continues program from last year which offered presentations by other instructional faculty; this year’s offerings will be a book club to discuss “How College Works” by

**Responsible Staff:** Mary Donohue, Library Director

**Campus Partners/Stakeholders:** Campus personnel.

**Action:** Develop a program around the book to determine what aspects of it can be utilized at FM

**Measures/Criteria:** Attendance by at least 3% of instructional, 3% of Academic/Student Services faculty 1% administration & support staff.

**Timeline:** September/October – Develop plan and market; November – March - readings/discussions; April - lecture by author; May – assessment.
Information Literacy Instruction

Redesign the TRAILS pre and post-tests to reduce class time spent on delivery, increase the number of students answering questions and potentially provide more meaningful data.

**Background:**

**Responsible Staff:** Mike Daly, Instruction/Public Services Librarian

**Campus Partners/Stakeholders:** Students, Faculty, Institutional Assessment Committee (IAC), DIRE

**Measures/Criteria:** Trials

**Timeline & Actions:**

<table>
<thead>
<tr>
<th>Month</th>
<th>Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>September</td>
<td>Formative assessments in information literacy classes; every other year ENG103 students take pre-survey</td>
</tr>
<tr>
<td>October</td>
<td>Review fall assessment summary finding with appropriate teaching faculty and academic divisions; formative assessments in information literacy classes; every other year ENG103 students take pre-survey</td>
</tr>
<tr>
<td>November</td>
<td>Formative assessments in information literacy classes; every other year ENG103 students take pre-survey; respond to feedback from IAC on last years’ initiatives</td>
</tr>
<tr>
<td>December</td>
<td>Begin to apply IL rubric to selected fall courses/assignments; archive collected assessments (pre-survey and other formative measurements) in central location</td>
</tr>
<tr>
<td>January</td>
<td>Apply IL rubric to selected fall courses/assignments; select courses/assignments to apply IL rubric</td>
</tr>
<tr>
<td>February/March</td>
<td>Review fall assessment summary finding with appropriate teaching faculty and academic divisions</td>
</tr>
<tr>
<td>April</td>
<td>Formative assessments in information literacy classes; every other year ENG104 students take post-survey</td>
</tr>
<tr>
<td>May</td>
<td>Formative assessments in information literacy classes; every other year ENG104 students take post-survey; begin to apply IL rubric to selected fall courses/assignments; archive collected assessments (pre-survey and other formative measurements) in central location</td>
</tr>
<tr>
<td>July</td>
<td>Apply IL rubric to selected spring courses/assignments</td>
</tr>
<tr>
<td>August</td>
<td>Select courses/assignment to apply IL rubric; review IL rubric vis a vis updates to information standards</td>
</tr>
</tbody>
</table>
Institutional Records/College Communications

Develop & implement electronic document management protocols and provide faculty & staff training.

**Background:**
Continue the work done in 2015-2016 & 2016-2017 create policy for the organization and management of campus electronic records.

**Responsible Staff:**
Mary Donohue, Library Director

**Campus Partners/Stakeholders:**
Trish Battisti, Managerial confidential staff, Leadership Team.

**Action:**
Develop a program around the book to determine what aspects of it can be utilized at FM

**Measures/Criteria:**
Policy/Procedures drafted with Advisory committee by December & approved by May 2018. Train at least 5% of staff each semester..

**Timeline:**
September-December – Develop plan w/committee; January – March – campus marketing; April to Senate/Leadership for action by May 2018.
Library Aide/Student Worker Learning Outcomes

Determine value of library employment through alignments with institutional learning outcomes

Background: Continue work begun in 2016-2017 by

Responsible Staff: Mike Daly, Instruction/Public Services Librarian

Campus Partners/Stakeholders: Library student aides.

Action/Timeline: Beginning in Fall 2017 all library aides will complete a web-based training program in addition to on-the-job training/guidance offered by Evans Library staff. Performance reviews – based on online and face-to-face training will be completed by Evans Library staff for all student aides approximately halfway through each semester.

For library aides working both Fall 2017 and Spring 2018 semesters growth will be measured.

For all library aides performance reviews will serve as a basis of understanding demonstration of institutional learning outcomes:
Measures/Criteria: Student/Library aid performance reviews. ILO rubric shows that 50% workers as “competent” in all areas.

<table>
<thead>
<tr>
<th>Institutional Outcome</th>
<th>Example of Library Aide Duty:</th>
<th>Library Learning Outcome</th>
<th>Evaluation Measure #</th>
</tr>
</thead>
<tbody>
<tr>
<td>FM graduates will proficiently select and apply appropriate communication skills in a variety of settings.</td>
<td>Directs patrons to appropriate staff as needed</td>
<td>Determine the need for information</td>
<td>1. Quality of Work, 2. Communication &amp; Interaction, 5. Attitude</td>
</tr>
<tr>
<td>FM graduates will proficiently select and apply appropriate communication skills in a variety of settings.</td>
<td>Answers phone and transfer call appropriately</td>
<td>Determine the need for information</td>
<td>2. Communication &amp; Interaction, 7. Technical Competency - Demonstrates Proficient Use of Computers and Appropriate Programs</td>
</tr>
<tr>
<td>FM graduates will proficiently select and apply appropriate communication skills in a variety of settings.</td>
<td>Proactively assists patrons with appropriate customer service protocols</td>
<td>Evaluate information</td>
<td>1. Quality of Work, 2. Communication &amp; Interaction, 3. Dependability, 5. Attitude, 6. Customer Service</td>
</tr>
<tr>
<td>FM graduates will apply appropriate technology in order to effectively research, communicate and learn.</td>
<td>Correctly shows students how to access and utilize college resources (MyFM, Blackboard, etc.)</td>
<td>Use appropriate information</td>
<td>6. Customer Service, 7. Technical Competency - Demonstrates Proficient Use of Computers and Appropriate Programs</td>
</tr>
<tr>
<td>FM graduates will apply appropriate technology in order to effectively research, communicate and learn.</td>
<td>Correctly shows students how to create, access and utilize WEPA</td>
<td>Access sources of information</td>
<td>6. Customer Service, 7. Technical Competency - Demonstrates Proficient Use of Computers and Appropriate Programs</td>
</tr>
<tr>
<td>FM graduates will demonstrate critical thinking, problem solving and creativity.</td>
<td>Demonstrates an ability to correctly shelve circulating collections using Library of Congress classification</td>
<td>Use appropriate information</td>
<td>1. Quality of Work, 2. Communication &amp; Interaction, 4. Initiative</td>
</tr>
<tr>
<td>FM graduates will demonstrate critical thinking, problem solving and creativity.</td>
<td>Demonstrates an ability to correctly shelve special collections using Library of Congress classification</td>
<td>Use appropriate information</td>
<td>1. Quality of Work, 2. Communication &amp; Interaction, 4. Initiative</td>
</tr>
<tr>
<td>FM graduates will demonstrate critical thinking, problem solving and creativity.</td>
<td>Properly circulates, using ALEPH, modal and other non-print reserve items</td>
<td>Use appropriate information</td>
<td>1. Quality of Work, 2. Communication &amp; Interaction, 4. Initiative</td>
</tr>
<tr>
<td>FM graduates will apply appropriate technology in order to effectively research, communicate and learn.</td>
<td>Correctly enters data as assigned</td>
<td>Maintain ethical and legal standards when using information</td>
<td>3. Dependability, 7. Technical Competency - Demonstrates Proficient Use of Computers and Appropriate Programs</td>
</tr>
</tbody>
</table>
SUNY Open Educational Resources

Develop consistent measures on the impact on FM student’s learning, success, and retention vis a vis the use of OER

Background:
Continue work begun in 2015-2016 & 2016-2017

Responsible Staff:
Mike Daly, Instruction/Public Services Librarian

Campus Partners/Stakeholders:
Instructional faculty, Librarians, Administration, students, Open SUNY Textbook’s OER Services, and Lumen Learning.

Action:

Measures/Criteria:

Timeline:
September 2017 – August 2018
Staff Development

Discover, encourage participation in, and assess value of on-site professional development opportunities for library support staff.

Background: The library objective to address support staff training has not had significant attention paid to it in the past five years; this objective rectifies this.

Responsible Staff: Mary Donohue, Library Director

Campus Partners/Stakeholders: Library professional & support staff

Action: Professional and clerical staff will work together to locate suitable webinars, as travel may be difficult due to budget restrictions, for clerical staff and provide opportunities for participation. Create an online form with which they can indicate takeaways and actions/changes to be taken based on these observations.

Measures/Criteria: 100% of clerical staff will participate in one professional development activity during the 2017-2018 academic year; 50% will participate in two or more activities.

Timeline: Fall 2017 – Library Director will coordinate efforts to locate and disseminate information on virtual professional development opportunities. End of Spring 2018 – staff will have participated in (at least) one activity and will submit accompanying form for review by area supervisor.
User Experience

Develop & implement a systematic approach to gather information from stakeholders regarding library services and resources.

Background: The library hasn’t completed a user survey in over 5 years; stakeholder input is required for improved services & resources.

Responsible Staff: Mary Donohue, Library Director

Campus Partners/Stakeholders: Student Affairs faculty, Academic Affairs faculty, IR

Action: Develop a process to offer a series of surveys on use & perceptions of library services and resources. All campus personnel will be included: non-library users as well as special populations – veterans, TRiO, adult and/or residential students, etc.

Measures/Criteria: A draft 6-year plan of survey creation, dissemination and assessment. One survey deployed by SP 2018; process and results will be evaluated.

Timeline: Fall 2017 – Chart will be developed to ensure all Library goals and ACRL principles are included within a 6-year time period. A test survey will be drafted & piloted to determine best distribution and collection methods. Spring 2018 – utilizing the results of the Fall launch, a Spring 2018 survey will be distributed based on the plan developed and answers will be utilized in library assessment efforts.