The Evans Library
Fulton-Montgomery Community College

2017-2018 Assessment

Assessment in Academic Affairs
October 2018
FM’s mission statement identifies the college as providing “accessible higher education and quality programs with a focus on student success.” The Evans Library’s own mission statement supports that by “facilitating teaching and learning through services and access to information.” Additional information on both the college’s and library’s goals, learning outcomes, department objectives and corresponding alignments can be found in the updated Evans Library Academic Plan, 2017-2020.

### 2017-2018 UPDATE

The initiatives detailed in the 2016-2017 assessment report provided a framework for the creation of the Library’s 2017-2018 objectives. A review of last year’s recommendations and subsequent action follows:

1. **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. *No report*

2. **Faculty Development Program**
   Facilitate communication with and among faculty on various classroom techniques and resource use. *Assessment*

3. **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. *Assessment*

4. **Institutional Records/College Communications**
   Develop & implement electronic document management protocols and provide faculty & staff training. *No report*

5. **Library Aide/Student Worker Learning Outcomes**
   Determine value of library employment through alignments with institutional learning outcomes. *Assessment*

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

7. **SUNY Open Educational Resources**
   Encourage and facilitate use of Open Educational Resources in the classroom. *No report*

8. **User Experience**
   Develop & implement a systematic approach to gather information from stakeholders regarding library services and resources. *No report*
Faculty Development Program

FACILITATE COMMUNICATION WITH AND AMONG FACULTY ON VARIOUS CLASSROOM TECHNIQUES AND RESOURCE USE

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

**Campus Partners/Stakeholders:** Administrators, Student & Academic Services Faculty, & Teaching Faculty

A). Campus Strategic Goal/Objective

- FM Goal 1. Improve Student Success and Retention

B). Background and Rationale

The library wished to play a greater role in facilitating academic discourse on campus, discourse which would encourage the development of stronger professional relationships and contribute to student learning. A program was developed for the 2016-2017 academic year consisting of five lectures primarily directed at teaching faculty relating to Open Educational Resources (OER) and classroom strategies. Due to the limited participation, the objective for the following academic year was revised to include the wider campus community. The intent was for the library to host a book club program in the Fall 2017 where members of the college professional staff would be invited to read and discuss a book of academic interest. The anticipated outcome was more meaningful academic conversations across disciplines and departments.

C). Departmental Goal and Objective

- Library Goal #1. Expand and enhance on-campus and virtual services and resources
- Library Goal #4. Expand and enhance cross-campus & off-site partnerships

D). Action

In moving to a wider audience via a shared reading experience, the book "How College Works" by Daniel Chambliss & Christopher Takac was chosen as the inaugural book read. This was due to Mary Donohue’s having attended a book talk by author Chambliss at the Albany College of Pharmacy library a previous year. She found the discussion engaging and informative, and the fact that the book discussed small changes all college professional staff could enact made it a perfect choice for FM.

While the original plan was to meet during the Fall, it wasn’t until December 2017 that an email was sent to the college community to gauge interest. Twenty-nine staff members indicated interest, their names and affiliation are as follows:
Ultimately twenty two of the twenty nine professional staff members chose to attend one or more book discussions.

To facilitate participation, the Library offered to purchase titles for all interested staff utilizing Library Foundation funds. Twenty print books were purchased for a total of $505.00. Additionally, an online version of the title was available through the library database ProQuest eLibrary [https://ebookcentral.proquest.com/lib/fmcc-ebooks/detail.action?docID=3301384]. This resource was available full-text through an unlimited simultaneous user license.

The intent for the Spring 2018 semester-long book club was to meet at least twice a month for 1-1.5 hours to discuss themes and chapter content. In addition, the hope was to have an online discussion continue between meetings utilizing the Evans Library’s Facebook account.

The six meetings were held from February 6th to May 11th with discussion broken into chapters or multiple chapters as time and topic dictated.

While it was hoped that the participants would bring questions and discussion points with them, the library facilitator brought prepared comments & questions as well as content from the Chronicle of Higher Education’s Book Club. This online discussion on Chambliss’s work appeared in the in August & September 2014 editions of the journal and were used to jump-start chapter discussions.

A visit by the author was also arranged for April 13, 2018, with the Library as well as the Barto Committee providing financial support, as certain events during the day were offered to the wider campus community. The schedule was as follows:

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<thead>
<tr>
<th>TIME</th>
<th>ACTIVITY</th>
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<tbody>
<tr>
<td>10:30</td>
<td>Dr. Chambliss Arrives</td>
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<tr>
<td>10:30 am to 11:00 am</td>
<td>Tour &amp; Conversation with Mary Donohue (Library Director)</td>
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<tr>
<td>11:00 am to 12:00 noon</td>
<td>Leadership Team Meeting</td>
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</table>
12:00 noon to 1:30 pm  FM Reads! Book Club Luncheon – 15 members will attend
1:30 pm to 2:00 pm  Break
2:00 pm to 3:00 pm  Retention Committee
3:00 pm to 4:30 pm  Meet the Author! Campus Conversation
4:15 pm – 4:30 pm  Wrap-up conversation with Mary Donohue (Library Director)

Leadership Team Meeting – Dr. Dustin Swanger (President), Dr. Greg Truckenmiller (Provost), Ms. Jane Kelley (VP of Student Affairs), Ms. Lesley Lanzi (Foundation Director/College Advancement)

Book Club Luncheon
- Julie Lindh - Human Services
- Charlene Dybas - Business
- Mark Swain - Business
- Jason Radalin - Theatre
- Lena Andersson - English
- Ellie Fosmire - Academic Services - Learning Center/Alt Testing
- Bill Bonner - Academic Services - IT Infrastructure
- Mary Donohue - Academic Services/Library
- Lourdes Thebaud - Student Services/CStep
- Ryoko Sekiguchi - Student Services/Quest
- Arlene Spencer - Student Services/Admin/International Students
- Michelle Bilodeau-Lanne - Student Services/Quest
- Mary DelSavio - Student Services - Admin/HPOG
- Audrey Egelston - Student Services - TRiO
- Christie Davis - Student Services/Advisor/Early Admission
- Jean Karutis - Student Services/Admin/Retention

Retention Committee
- Michelle Bilodeau-Lanne - Student Services/Quest
- Mary DelSavio - Student Services/ Admin/HPOG
- Audrey Egelston - Student Services/TRiO
- Nicoy Pusey – Student Services/FCA/Residence Life
- Ryoko Sekiguchi - Student Services/Quest
- Courtney Wilson - Student Services/TRiO
- Melissa Bynum - Student Services/HPOG

Open Campus Forum - ~16 attendees

E). Measurements
- Direct measures: Attendance
  Benchmark: Attendance by at least 3% of instructional, 3% of Academic/Student Services faculty, & 1% administration & support staff.
- Indirect measures: Impact/Perspective
  Benchmark: 50% of participants felt the exercise had positive impact/provided them with means to better serve students.

F). Results - Analysis & Conclusions
  Attendance
  • ADM: Administration
- SASF: Student & Academic Services Faculty
- TF: Teaching Faculty
- Other: Adjunct Teaching Faculty

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<th>Interest/Participation by Title</th>
<th>Expressed Interest</th>
<th>Participated</th>
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<tr>
<td>SASF</td>
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<td>TF</td>
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<td>Total</td>
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**Participation by Meeting**

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**RESULTS.** The benchmark participation was exceeded in all three units: Administration by 16%, Student & Academics Services Faculty by 30% and Teaching Faculty by 11%.

**Impact/Perspective**

Author Visit Survey.
**Question:** Please choose the answer that best reflects your thoughts on the session/sessions you attended. [Two responses were offered, as was an “other” choice]

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<tr>
<td>0</td>
<td>I didn't find it useful, i.e. I should have/could have spent the time in a more productive way.</td>
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<tr>
<td>3</td>
<td>It was OK and a nice visit with someone outside the campus. But nothing new there.</td>
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**Other:** Please offer one comment on something heard, discussed, or subsequently reflected-upon; i.e. what was your one take-away?

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<td></td>
<td>The power of your relationship with each student.</td>
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<td></td>
<td>Pointed out things I had not considered</td>
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<td></td>
<td>The first semester is critical to success and a student needs to have at least one really good class and make one connection with faculty or staff during their first semester.</td>
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<td></td>
<td>Yes! The author was very engaging and thoughtful. He didn't just comment on his text/theory, but used it to help us frame our challenges and successes here at FM.</td>
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<td>Doesn't matter the institution...students who connect are going to be more successful than those who do not. Multiple connections trumps limited connections.</td>
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<td>Find something that works and do more of it - even simple things can make a big difference</td>
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Final Survey.

1. **Unit**
   - 3 Administration
   - 8 Student & Academic Services Faculty
   - 7 Teaching Faculty

2. **How helpful did you think the book itself was to you in doing your job?**
   - 5 Extremely helpful
   - 6 Very helpful
   - 7 Somewhat helpful
   - 0 Not so helpful
   - 0 Not at all helpful

3. **How helpful did you think the group discussions were in helping you do your job?**
   - 6 Extremely helpful
   - 5 Very helpful
   - 1 Somewhat helpful
   - 0 Not so helpful
   - 0 Not at all helpful
   - 6 N/A - I was unable to attend most/any of the discussions

4. **Comments**
I really enjoyed the book, the discussions, and the capstone author visit. I thought it was a great way to build collaboration across divisions and departments. My only suggestion would be to pass ideas generated along to the leadership team. Many of the great ideas that were discussed would require the support of college leaders.

I feel it was a great experience. I believe we were able to break down some of the silos between academic and student affairs for productive, non-threatening discussions. Thank you for facilitating this Mary!!!

Hoping FM Reads continues in the Fall! Thank you and great work!

I always enjoyed the discussions however my schedule made it difficult to attend each time.

I found the simplicity of the author’s main message about how and why students tend to be successful in college. These themes are not new, but were helpful as they echoed what we are already striving to do with our students.

I thought the book was a good choice to start a discussion. It was nice having the author visit us.

Being based on a private college, some of the ideas aren't workable here. I liked the discussions and getting together with people across campus.

I enjoyed the book quite a bit even though I really didn't participate in the discussions as I had hoped.

Great book and wonderful discussions! Thank you so much Mary for organizing the group and hosting the discussions. These are the conversations all of us on campus should be having.

I thought it was great that we had participants from both academic affairs and student affairs to have conversations we don't normally get to have together. I hope this will be a stepping stone in having future opportunities to talk and work collaboratively to make FM a better place for the students, staff/faculty, and the community. It was also nice that the author was able to come to campus! We can, perhaps, choose another book to continue the book club in the upcoming year?

I love this idea. Its a wonderful way to enhance professional development and build a sense of community on the campus. Having the author come to campus was a nice bonus.

I really enjoyed the book, meeting with Dan, and our discussions. I really would like to keep this discussion going because it’s been fun and informal way to connect with other people on campus. We need more opportunities to come together and the book club has been a great space for us to have discussions across departments.

I loved the visit from the author. Maybe a consistent time to meet to facilitate regular attendance. nice job leading the discussion Mary!

Thanks so much for doing this. I think it is super important that we have cross-discipline/department discussions on how best to serve our students. It helps to have conversations about these topics so we can better understand our role and the role of others on campus.

**RESULTS.** The benchmark of 50% satisfaction was met as 82% of the participants indicated that the book was helpful in their job and 55% indicated the discussions had value. Particularly telling were the 15 comments which showed appreciation for the effort and hopes that the program would be continued in the future.

**G). Future Actions or Recommendations**
While it is evident that this activity contributed to the academic discourse on campus, it is unclear if the success could be duplicated. This is due to the following factors:

1. **Availability** – the most difficult aspect of this endeavor was finding times for meetings. Common Hours are filled with other meetings and office hours for teaching faculty, instruction is taking place from 9 to 3pm most days, and staff calendars can get quite full at various times over the semester. Interest isn’t an issue, however finding a compatible time to meet proved challenging.

2. **Book choice** – this academic book, while focused on four-year undergraduates, was a perfect blend of pragmatic advice and inspirational stories. Finding another such title that would fit into a semester might be difficult. Dr. Chambliss did have a suggestion that might be an option if the Library were to offer the program in the future.

3. **Staffing** – the Library has experienced a decrease of two full time staff. The addition of a part-time librarian has helped, but it is unclear if time can be made for a subsequent offering to the campus.

~ Report written by Mary K. Donohue
Information Literacy Instruction

**TRAILS and Using Appropriate Information**

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

**Campus Partners/Stakeholders:** College in High School instructors

### A). Campus Strategic Goal/Objective

Strategic Goals:
1. Improve Student Success and Retention
   - Employ strategies that teach students how to succeed in college early in the process
   - Review and improve data collection and analysis that demonstrates how the institution meets its mission and institutional learning outcomes
   - Strengthen Educational Support Services

Institutional Learning Outcomes
- II. Proficiently select and apply appropriate communication skills in a variety of settings.

### B). Background and Rationale

The Information Literacy Instruction assessment report provides an annual summary, using direct and indirect measures to ascertain FM students’ competency in national information literacy frameworks and standards, SUNY information management competency within the General Education requirements as well as Evans Library’s learning outcomes.

### C). Departmental Goal and Objective

- Library Goal #2: Improve & enhance the information literacy program
- Library Learning Outcomes: Use Appropriate Information

By employing a nationally utilized tool (TRAILS), the Evans Library will contribute to the larger understanding of college student’s competency of information literacy outcomes, better understand where FM’s students succeed and/or need reinforcement and have more data to share with teaching faculty. Seeking to understand better the level of competency with which students enter FM this assessment of specific library/information outcome takes place over the course of one academic year, utilizing students in Fall ENG103 sections and Spring ENG104 sections. This aligns with the Evans Library’s Information Literacy Assessment Plan five-year plan to assess each library/information literacy outcome.
D). Actions

Fall 2017

In addition to the timeline of activity related to this assessment, as recommended in the 2016-2017 Information Literacy Assessment report these following actions occurred:

- The ten questions making up the pre/post TRAILS test were reconfigured into three groups of questions
- One section of EDR110: Research for Success was made available on the Fall 2018 schedule but due to low enrollment did not run
- Librarians explored alternative, free or low-cost information literacy assessment tools that were 1) appropriate for community college students and 2) mapped to ACRL’s Framework for Information Literacy.

<table>
<thead>
<tr>
<th>Month</th>
<th>Actions</th>
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<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>
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<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>
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<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>
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August | Select courses/assignment to apply IL rubric; review IL rubric vis a vis updates to information standards**

**due to a lack of final research projects being made available for review and use with IL rubric this portion of the assessment plan was unable to be completed in 2017-2018**

E). Measurements

See Appendix A – Information Literacy, section E

F). Results - Analysis & Conclusions

- Due to low enrollments offerings of EDR110: Research for Success did not take place in either Fall 2017 or Spring 2018
- No data exists for the summative assessment of student’s finished research products. This unfortunate gap in data was initially suggested in the 2016-2017 Information Literacy report that, “lacking of an institutional repository or student portfolio system...may impact future effective use of the Evans Library rubric.”
- While intended to reduce the amount of time students spent answering assessment related questions during information literacy sessions the dividing of TRAILS questions into smaller groups created an unequal distribution, with large chunks of data missing for post-tests. Only 60% of the questions have pre and post-test data.
- Within that limited data, on average FM students show limited growth in the basic information literacy competency to use appropriate information from ENG103 to ENG104
- After reviewing several options Librarians selected The Information Literacy Assessment and Advocacy Project (ILAAP; http://ilaap.ca/), “an assessment tool designed to investigate the information literacy skills of first and second-year post-secondary students,” for its ability to allow librarians:
  - The ILAAP Assessment Tool is a customizable tool that responds to the unique needs of undergraduate information literacy instruction. The tool is web-based, offering multiple-choice and qualitative questions that have been mapped to the both the ACRL Standards and the Framework (TRAILS was not aligned to these college-level standards).
  - Evans Library will be able to tailor questions to more accurately and efficiently assess our five outcomes, more often.
  - Questions mapped in Appendix A - Information Literacy, section F

G). Future Actions or Recommendations

- It is recommended that the Evans Library begin utilizing the ILAAP web-based test questions as a replacement for the TRAILS questions beginning in Fall 2018. A new assessment tool is required, as TRAILS will no longer be available after Spring 2019.
With request to the time needed to complete these questions librarians might consider working with teaching faculty to have students complete these questions prior to initial information literacy session.

- It is recommended, with consideration given to problems posed by the lack of an institutional method of accessing student’s completed research projects, the reduction of full-time librarians, and its time-intensive nature, that the Evans Library consider replacing or removing the Information Literacy rubric as part of its information literacy assessment efforts.

~ Report written by Michael V. Daly
Library Aide/Student Worker Learning Outcomes
DETERMINE VALUE OF LIBRARY EMPLOYMENT THROUGH ALIGNMENTS WITH INSTITUTIONAL LEARNING OUTCOMES

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

**Campus Partners/Stakeholders:** Coordinator of Assessment; Assessment Committee

A). Campus Strategic Goal/Objective

- FM Goal 1. Improve Student Success and Retention

B). Background and Rationale

- Following a Middle States site visit in March 2016, the team report included the recommendation that FM more fully demonstrate students’ competency of FM’s Institutional Learning Outcomes. In consultation with Student Affairs, Academic Affairs leader and the Director of Assessment, Accreditation and General Education, a decision was made by the Evans Library to determine if established job requirements and competencies for Library Aides could be mapped to FM’s Institutional Learning outcomes.

- Looking for a more balanced assessment of library aide’s ability a new rubric, based on seven job competencies was developed during Summer 2017 that asks evaluators to select from detailed descriptions for “developing,” “competent,” and “proficient.” This rubric was based on a model found in: Michael, J. B. (2013). *Our Student Workers Rock! Investing in the Student Staff Development Process*.

- Six of these seven competences map to FM Institutional Learning Outcomes with a chart developed demonstrating those links (Appendix B – Library Aide, section B).

- A new web-based training tool was also developed over the 2017 summer. (http://library.fmcc.edu/libraryaides) to provide more in-depth training for library aides on these competencies. Within this training are four assessments that provide real-time data for library staff to understand library aide’s mastery of some competencies.

C). Departmental Goal and Objective

- Library Goal #1: Expand & enhance on-campus & virtual services & resources
- Library Goal #5: Provide ongoing support for staff development efforts

D). Actions

- Fall 2017
  - New web-based training tool launched for Library Aides
  - New rubric utilized in semester evaluation of Library Aides
• Spring 2018
  o Continue to explore links between student employment through training and discussions with returning employees.
  o Rubric utilized in semester evaluation of Library Aides
  o Evaluations of Library Aides working Fall and Spring semester were analyzed for growth in skill development

E). Measurements

• Web-based training tool of Library Aides provided Library staff with more immediate feedback of where/how understanding of job expectations and performance of all/any Library Aide could be improved.
• Performance reviews were utilized with a target/benchmark of 50% of students working for the library be “competent” in each assessed area (Appendix B - Library Aide, section E)
• Twelve unique Library Aides were assessed during AY 2017 – 2018.
• Five Library Aides were assessed during both Fall 2017 and Spring 2018.

F). Results - Analysis & Conclusions

• ILO rubric shows that at least 50% Library Aides as “competent” in all areas, exceeding established benchmark.
• Library Aides working and evaluated during Fall 2017 and Spring 2018 did not show any declines in any skill area assessed; with limited growth in some areas
• Revised evaluation rubric and application thereof along with mapping to FM Institutional Learning Outcomes (ILOs) provides direct evidence of assessing ILOs in areas outside of credit-bearing courses

G). Future Actions or Recommendations / Budget implications

• The web-based training tool for Library Aides should continue to be utilized as a means of reducing time spent by Library Staff training Library Aides
  o A schedule for updating the web-based training should be developed by Library Staff. Returning Library Aides could be tasked with reviewing content of training for accuracy and currency
• Rubric-based evaluations on a semester basis should continue to be utilized as means of assessing Library Aide’s job performance and link to ILOs.

~ Report written by Michael V. Daly
Staff Development

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

Responsible Staff: Mary Donohue, Library Director
Campus Partners/Stakeholders: Library professional & support staff

A). Campus Strategic Goal/Objective

FM1. Improve Student Success and Retention
FM3. Strengthen Communications

B). Background

During the update of the 2014-2017 Library Academic Plan, it was noted that the department goal addressing staff development had not had significant attention paid to it in the past five years:

The two items indicated above were as follows:

- 2012: A recommendation from the 2011 assessment report “to encourage staff to develop ideas that improve and enhance services to all library users” resulted in action during the 2012 calendar year to encourage and support clerical personnel in the participation of regional user groups for the interlibrary loan/IDS project.
• 2016-2017: The objective “Determine the value of Library employment through alignments with institutional learning outcomes” was devoted to further development of student staff, rather than support or professional staff.
While librarian faculty routinely participate in professional development activities related to their primary responsibilities as well as in their professional areas of interest, the clerical/support staff have not necessarily been afforded sufficient opportunities for job development or improvement. The objective identified for the 2017-2018 academic year rectifies this situation.

C). Departmental Goal/Objective

- Library Goal #1: Expand and enhance on-campus and virtual services and resources
- Library Goal #5: Provide ongoing support for staff development efforts.

D). Actions

At the last staff meeting of the 2016-2017 academic year (May 15, 2017), the Library Director shared with staff the next year’s strategic objective for clerical staff professional development. This would include the librarians’ exploring online training/development opportunities and discussing them with the clerical staff as the new semester progressed. Providing this advance notice was a means to inform staff that this was an objective for the coming academic year and that there would be plenty of time to locate appropriate training/educational opportunities of the most value to the staff and the Library.

At the first staff meeting of the 2017-2018 academic year (September 1, 2017) the Library Director indicated that she would be meeting with the three clerical staff to discuss staff training. This training would primarily be virtual (i.e. online workshops, videos, etc.) since being off campus would be difficult due to continuing financial concerns. The Director would ensure that each of the staff had sufficient time at their desk to attend training found to be informative and germane to their jobs.

Library Director met with 2 of the 3 staff members on September 5, 2017 to show them the Staff Development page: https://library.fmcc.edu/librarystaff/profdev. It provided links to training/educational opportunities on library and technology topics; the director indicated that additional links could be added as resources are found. There were follow-up meetings in November 2017 with individual support staff to review online page and discuss potential training/educational options.

At various times during the Spring 2018 semester the staff were again reminded of the objective for professional development training. In spite of the retirement of one clerical staff, which resulted in decreased time for additional tasks, the Director believed in the value of the project and sought to ensure time was allocated for professional development efforts.

E). Measurements

Benchmarks: 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.
F). Results/Conclusions

Benchmark met - The target benchmark of 100% participation in one activity during the academic year was met.

Benchmark exceeded - The additional benchmark of 50% participation in two or more activities was exceeded as 66.6% participated in two activities and 33.4% participated in four activities, resulting in 100% additional participation.

Information regarding the value of participation can be seen in the staff survey replies:

<table>
<thead>
<tr>
<th>Staff</th>
<th>Activity/Lesson</th>
<th>Reason lesson was chosen</th>
<th>What was learned/How it will be used</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff 1</td>
<td>Take Control of Misbehaving Bullets &amp; Numbering</td>
<td>Because you sent it to me, you are never too old to learn something new</td>
<td>I will use the information and practice.</td>
</tr>
<tr>
<td></td>
<td>Mobile-Block Annoying and Unwanted Calls</td>
<td>For my own personal cell phone</td>
<td>cell phone information available for the Do Not call registry for land line and you can register your email address to reduce spam which I did not know</td>
</tr>
<tr>
<td></td>
<td>EXCEL - Use the Indent Feature in Lists</td>
<td>To challenge myself to see if I could master this task, I did</td>
<td>not sure if I will ever use it</td>
</tr>
<tr>
<td></td>
<td>EXCEL-Easy Way to Change All Cap Text</td>
<td>Anything excel seems to catch my eye - try to challenge myself</td>
<td>possible for the student application process</td>
</tr>
<tr>
<td></td>
<td>Internet Phishing</td>
<td>I wanted to know what &quot;Phishing&quot; was</td>
<td>I will be more careful about what I open up in email and how to deal with phone calls.</td>
</tr>
<tr>
<td></td>
<td>Conversation Clean-up (Inbox)</td>
<td>to find an easier way to clean up my email</td>
<td>I only need to click one button, I will use it when my emails are overwhelming</td>
</tr>
<tr>
<td></td>
<td>Changing text in Excel</td>
<td>I use Excel a lot, and this was a useful tip</td>
<td>Changing caps to lower case and back uses a formula, or you can also cut and paste to Word and do it</td>
</tr>
<tr>
<td>Staff 3</td>
<td>Updating table of contents</td>
<td>Having trouble with the tables of contents in Policy/procedure manual</td>
<td>The styles in Word determine the way the info appears in the table of contents</td>
</tr>
</tbody>
</table>

It is clear that even brief and compact virtual lessons can have both personal and professional value.

G). Future activities or recommendations

The retirement and subsequent retrenchment of a clerical position necessitated that this objective will not be carried over as an objective for the 2018-2019 academic year. However, due to the staff response the Director will continue to encourage staff to participate in online training activities as time and responsibilities allow.
### E: Measurements

#### 2017-2018 Information Literacy Assessment

<table>
<thead>
<tr>
<th>Correct answer</th>
<th>Fall 2017 (% Correct)</th>
<th>Spring 2018 (% Correct)</th>
<th>% Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TRAILS 1</strong></td>
<td><strong>You have finished studying force and motion in Physics class and must use your knowledge to build a model roller coaster with supplied materials. To research the design aspects, you will need to consult several sources. Of the sources listed, which would be the least helpful in building your model?</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Streaming video footage that shows the development of a new coaster</td>
<td>40%</td>
<td>31%</td>
<td>-9%</td>
</tr>
<tr>
<td>• A diagram from a science database</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• The chapter in your textbook on force and motion</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• A science and technology encyclopedia</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| **TRAILS 2** | **Your U.S. Government teacher assigned a research project that requires you to analyze and compare voter registration data across the country to your state’s voter registration. Your assignment includes comparing two states to your own state. Which of the following sources will provide you with the data necessary to make your comparison?** | | |
| U.S. government textbook | 33% | 40% | +7% |
| Local voter registration office | | | |
| U.S. Census Bureau website | | | |
| Newspaper archives from each of the states | | | |

| **TRAILS 3** | **You have been studying local, state and national government in the United States. You have learned that in the U.S. all forms of government create records that are accessible to the public. You have just been assigned a research project involving information from public records about public education in your state. Which source below would you use to find your information?** | | |
| Online encyclopedia | 45% | 45% | - |
| General search engine | | | |
| Your state department of education website | | | |
| A book about your state in the library | | | |
TRAILS 4
You are researching the effects of dieting for a unit on nutrition in your science class. You decide to focus on comparing two particular diets and want to learn more about people’s personal experiences while on them. Besides personal interviews, since you only know one person who used one of the diets, which of the following Internet sources could give you some personal insight
- An online forum about each of the diets
- Studies on the diets from .edu sites
- A hospital website
- A health database, such as Medline

24% 24% -

TRAILS 5
In economics, students use virtual money to invest in a stock market simulation project. Students use investment information to make wise investment decisions. Each student works independently with the goal to earn the most through the stock market simulation investments. The winner receives a prize. If you were trying to win the stock market simulation, what sources would you consult for investment information and tips?
- A bank employee who is a family friend, business research database, a book on the stock market
- Local newspaper, online business journal, business research database
- Local newspaper, business journal, a book on the stock market

26% 37% +9%

TRAILS 6
Identify the statement that is true about a scholarly journal.
- Scholarly journals are peer-reviewed or refereed.
- Scholarly journals provide news alerts on discoveries.
- Scholarly journals always include biographical information about the author.
- Scholarly journal articles are always freely accessible through the web.

50% 50% -

TRAILS 7
Which of the following is a characteristic of a secondary source?
- The information is based on the author’s personal experience.
- The author cites several other published reports.
- The source is one of several narratives by the author.
- The source is a creative work about an event

52% No data -
### TRAILS 8
In preparation for writing a career exploration paper, you have gathered information about schooling, salary potential, and job outlook. However, you need to know what the job is like on a typical day. Which source would provide the best information?
- A research database
- An interview with a person in that career
- An interview with a college student studying in that field
- A website about the career

<table>
<thead>
<tr>
<th>Percentage</th>
<th>No data</th>
<th>-</th>
</tr>
</thead>
<tbody>
<tr>
<td>61%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### TRAILS 9
You are creating a newscast on the decade of the 1940’s for your drama class. Which of the sources below would not be helpful to you?
- News clips about World War II
- CDs containing 1940's music
- Online biographies
- Plays written about the 1940’s

<table>
<thead>
<tr>
<th>Percentage</th>
<th>No data</th>
<th>-</th>
</tr>
</thead>
<tbody>
<tr>
<td>22%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### TRAILS 10
You are doing a paper on the effectiveness of passenger screening at airports. You want data on what items and how many have been confiscated. Which of these websites would be the best place to get the data needed?
- Wikipedia article on passenger screening
- U.S. Transportation Security Administration (TSA), charged with airport security
- U.S. Dept. of Homeland Security, charged with protecting against terrorism
- National Association of Airline Passengers, dedicated to protecting passenger interests

<table>
<thead>
<tr>
<th>Percentage</th>
<th>No data</th>
<th>-</th>
</tr>
</thead>
<tbody>
<tr>
<td>48%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Appendix A – Information Literacy, Section F

<table>
<thead>
<tr>
<th>WASSIL/ILAAP Number</th>
<th>Question Text</th>
<th>ACRL Performance Indicator</th>
<th>ACRL Framework Alignment</th>
</tr>
</thead>
</table>
| 4225                | You have been assigned a paper on climate change mitigation methods in North America. You have decided to focus on the use of nuclear power as a possible alternative energy source in the United States. What group of key concepts best describes this particular topic?  
  - climate change, limitations, nuclear power  
  - effects, limitations, nuclear power  
  - United States, climate change, nuclear power  
  - I do not know                                                                                                                                                                                                                                                                                                                                  | 1.1 – Defines and articulates need for information | Research as Inquiry, Searching as Strategic Exploration                                |
| 4226                | You need to find information on what happened in Congress last week. The best source for this type of information is:  
  - Academic journal  
  - Course textbook  
  - News magazine  
  - I do not know                                                                                                                                                                                                                                                                                                                                  | 1.2 - Identifies a variety of types and formats of potential sources of information | Information Creation as a Process; Scholarship as a Conversation                     |
| 4056                | Your research question is “How have recent natural disasters in the Philippines affected the mortality rate of infants?” You enter this phrase into an article database and get zero results. Why?  
  - The library does not have any articles on this topic  
  - This type of information is unavailable to researchers outside the Philippines  
  - The question hasn’t been broken down into searchable keywords that the database can process  
  - I do not know                                                                                                                                                                                                                                                                                                                                  | 2.2 - Constructs and implements effectively designed search strategies | Searching as Strategic Exploration                                                      |
### Appendix A – Information Literacy, Section F

| 3908 | - You are writing a paper about gun violence and you use information from the National Rifle Association (NRA) website. In this case, which of the following website evaluation criteria is most important to consider?  
  - Accuracy, bias, objectivity  
  - Accuracy, functionality, relevance  
  - Accuracy, objectivity, website domain (.com, .org, .edu, .net)  
  - I do not know | 3.2 – Articulates and applies initial criteria for evaluating both the information and its sources | Authority is Constructed and Textual |
|---|---|---|---|
| 4061 | - Which of the following is the best piece of information to use in helping you evaluate the quality of a video you find on YouTube?  
  - Number of views  
  - Source of the video  
  - Viewer comments  
  - I do not know | 3.2 – Articulates and applies initial criteria for evaluating both the information and its sources | Authority is Constructed and Textual |
| 4062 | You're researching a paper on the psychological effects of stress on students and you've found some statistics. Which of the following statistics would be most useful for your topic?  
  - The percentage of students enrolled at your institution who report drinking alcohol to relieve stress  
  - The number of students reporting psychological symptoms of stress in a research survey  
  - The rate of students dropping out after their first year  
  - I do not know | 3.2 – Articulates and applies initial criteria for evaluating both the information and its sources | Information Creation as a Process; Research as Inquiry |
### Plagiarism

- Failing to use the correct citation style when citing your sources
- Including the ideas of another person in your writing without giving them credit
- Using the ideas of another person instead of using your original thoughts
- I do not know

### 5.2 – Follows laws, regulations, institutional policies and etiquette related to the access and use of information resources

### Information Has Value

### You are writing a paper on To Kill a Mockingbird as a coming of age novel. You are summarizing a journal article in which the author quotes another critic. Which of the examples below is an acceptable reference to a source referred to in another source?

- Ferguson called To Kill a Mockingbird the classic coming of age novel (qtd. in Stenson 220).
- Ferguson refers to To Kill a Mockingbird as "a classic example of the American coming of age novel" (Stenson 220).
- To Kill a Mockingbird is considered "a classic example of the American coming of age novel" (Stenson 220).
- I do not know

### 5.3 – Acknowledges the use of information sources in communicating the product or performance

### Information Has Value; Scholarship as a Conversation
Library Aide Duties mapped to Library and Institutional Learning Outcomes

<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>1</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>1</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>1</td>
<td>Properly circulates, using ALEPH, model 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>2</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, 6. Customer Service, 5. Attitude</td>
</tr>
<tr>
<td>2</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>3</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>3</td>
<td>Correctly show 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>3</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>
Appendix B – Library Aide, Section E

(n = 12)

Quality of Work (aligned with ILOs #1 and #2)

- Proficient: 28%
- Competent: 39%
- Developing: 0%
- Other: 33%

Communication and Interaction (aligned with ILOs #1 and #2)

- Proficient: 12%
- Competent: 66%
- Developing: 1%
- Other: 21%

Dependability (aligned with ILO #3)

- Proficient: 20%
- Competent: 50%
- Developing: 29%
- Other: 1%

Initiative (aligned with ILO #1)

- Proficient: 28%
- Competent: 49%
- Developing: 7%
- Other: 17%