The Evans Library
Fulton-Montgomery Community College

2016-2017 Assessment
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.

2016-2017 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. Faculty Development Program
   
   Facilitate communication with and among faculty on various classroom techniques and resource use
   
   Assessment Report

2. Financial Literacy Initiative
   
   Develop Financial Literacy content & programming for FM and the region
   
   Assessment Report

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 Report

4. Institutional Records/College Communications
   
   Develop & implement electronic document management protocols and provide faculty & staff training.
   
   Ongoing project, no report.

5. Learning Management System/Blackboard
   
   Integrate library educational resources seamlessly into the campus learning management system
   
   Assessment Report

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

7. Library Resources & Curriculum
   
   Identify and strengthen alignments between electronic resources, budget, and course curriculum
   
   Assessment Report
8. Program/Functional Area Review

Complete the first program/area review of the Evans Library
Assessment Report

9. SUNY Open Educational Resources

Encourage and facilitate use of Open Educational Resources in the classroom
Assessment Report
Faculty Development Program

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

**Responsible staff:** Mike Daly, Instruction/Public Services Librarian  
**Campus Partners/Stakeholders:** Instructional faculty: Michael Youngs, Assistant Professor, Humanities Division; Laurie Freeman, Professor, Science Division; Jason Radalin, Assistant Professor, Humanities Division; Steve Hymowech, Assistant Professor, Humanities Division; John van Bladel, Assistant Professor, Social Sciences Division. SUNY: Alexis Clifton, Executive Director, SUNY OER Services; Allison Brown, Digital Publishing Services Manager SUNY OER Services.

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 which, in turn, would encourage the development of stronger professional relationships and contribute to student learning.

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

The Library hosted monthly informational sessions for professional staff designed to increase awareness and use of alternative, varied

- September 20th - “Google Apps for Education Google Docs, Docktopus and Goobric" (Mike Youngs, others TBA)  
- October 11th - “Open Education Resources @ FM w/Open SUNY Textbooks’ OER Services (Allison Brown, OST, rep from Lumen and Librarians). Location TBD  
- November 8th - “Film and Video to Engage Students and Enhance Learning” (Jason Radalin and Steve Hymowech).  
- February 17th @ 12:00 in L100S with John van Bladel talking about: Mindfulness in the Community College Classroom  
- Friday, March 17 (Founders Day) OER 101 and OER Breakout Sessions with Alexis Clifton and Allison Brown, SUNY OER Services
E). Measurements

<table>
<thead>
<tr>
<th>Session</th>
<th>Attendance</th>
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<tbody>
<tr>
<td>September 2016</td>
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<tr>
<td>October 2016</td>
<td>12</td>
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<td>November 2016</td>
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<tr>
<td>February 2017</td>
<td>9</td>
</tr>
<tr>
<td>March 2017</td>
<td>25</td>
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- Indirect measures: No answers to email surveys; conversation and anecdotal evidence used for analysis

F). Results - Analysis & Conclusions

Aside from the two OER sessions which were attended by large numbers of faculty, the sessions had relatively low attendance. The Evans Library was only able to offer two sessions in Spring semester instead of the anticipated three due to an inability to confirm a presenter. Responses from attendees indicated appreciation for these sessions but marked a lack of time to commit to regular attendance and/or consideration of how resources might impact teaching and learning.

It is noted that sessions with presenters from outside FM were well-attended and responses noted that a new(er) perspective was appreciated. There was no discernable increase in the use of highlighted Evans Library resources. In sum, this program has not yet reached or established a communication platform that reaches a critical mass.

G). Future Actions or Recommendations

The Evans Library plans to transform this initial programming strategy into a more focused event. Under the leadership of Evans Library Director, Mary Donohue, a "College Reads" program will launch in Fall 2017 where members of the college community will be invited to read and discuss a book ("How College Works") in an effort to facilitate casual conversation that might lead to future meaningful changes at FM and the Evans Library.

~ Report written by Michael V. Daly
Financial Literacy Initiative

DEVELOPING FINANCIAL LITERACY CONTENT & PROGRAMMING FOR FM AND THE REGION.

Responsible staff: Mary Donohue, Library Director
Campus Partners/Stakeholders: Business Faculty, Student Affairs Faculty, Area library media specialists, and public librarians.

A). Campus Strategic Goal/Objective

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

III) Responsive programs

Strategic Goals:
1. Improve Student Success and Retention -- Strengthen Educational Support Services
4. Engage the Community -- Increase Student Club and Learning Activities in the Community
5. Expand Resources of the College

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

B). Background and Rationale

In 2015, FM was awarded a $91,000 two-year financial literacy grant from the American Library Association & FINRA to bring personal finance management programming to FM and the surrounding communities. This year’s objective was to conclude the 2nd year of the grant by working with project staff & partners in professional development activities, presentations and online activities to increase financial literacy of FM & community students.

C). Departmental Goal and Objective

- Library Goal #1. Expand and enhance on-campus and virtual services and resources
- Library Goal #4. Participate in students’ educational success outside formal Information Literacy efforts

D). Action

Fall 2016 –

Smart Money Walk – Educational information and online activities for college students to coincide with Information Literacy Month (November). General Student Population
A $mart Money Walk on November 21 & 22 (Monday & Tuesday)

- The initial event was located in the classroom building (O’Connell Hall) and offered during Common Hour, when no classes are in session (12-1 on M/W, 12:30 to 2 on Th).
- Students registered in the lobby and received an informational ‘roadmap’ showing what financial topic was in each of the 5 rooms.
  - Each room was staffed by a Librarian or Business Faculty who had the corresponding $mart Money webpage on display along with informational handouts on the specific topic.
  - These topics coincide with the $tep Up to $mart Money (http://smartmoney.fmcc.edu) pages and include: assessing financial health, creating a budget & reviewing spending habits, understanding credit & getting out of debt, Student Aid debt management, investment basics & saving for the present and the future.
- Students walked from room to room, gathering information on each financial topic and completing activities as time allowed.
- That week and for the remainder of November, we will also provide the opportunity for activities to be done outside of the 3-days (as some students have other obligations during Common Hours and we want to provide multiple opportunities for participation).

A subsequent Virtual $mart Money Walk on November 28th to December 2nd.

- The initial event was located in the classroom building (O’Connell Hall) and offered during Common Hour, when no classes are in session (12-1 on M/W, 12:30 to 2 on Th).

Mary Donohue (Project Leader) gave a presentation at the regional School Library System’s Combined Council/Communication Coordinators Meeting on October 6, 2016 @ 11:30. Approximately 15 area middle and high school library media specialists attended.

Spring 2017 –

April is Financial Literacy Month – Presentations and sessions lead by library and campus Student Services faculty.

April 2017 – Money Mondays

- 3rd - Track your spending
- 10th - Let's talk Financial Aid!
- 17th - Learn about Budgeting
- 24th - Finding $$$ for college

Targeted workshops in April:

- Campus Veteran population - April 27th session highlighting veteran-specific resources
- C-Step – 1st generation college students - April 25th FinLit workshop

Business Faculty (Henderson & Swain) continue to utilize the $mart Money website for Business & Accounting classes.
Summer 2017 -

- Mohawk Valley Library System – Attended the June 1st public library directors meeting to share $mart Money website and promotional items with area public libraries, especially those who had not yet been scheduled for a visit.
- Freshman Orientation – For the first time, Financial Literacy was incorporated into new student orientation. The newly developed extended orientation program, a student success “boot camp”, included components of Freshman Year Experience coursework and was mandatory for all new residential students. As part of this program, students participated in daily workshops and activities with topics that included Financial Aid & Financial Literacy which utilized $mart Money resources.
- New/existing partner visits – Included overview and exploration of website, distribution of promotional and marketing materials and offer to facilitate FinLit programming in the future.

E). Measurements

Programming & Attendance

November 2016

- 62 Students participated in event
- 40 incidents of online activities completed

April 2017 – 6 sessions, 52 student participants, 45 unique student participants

- 18 students participated in April Money Monday sessions
- 9 veterans participated in the Veteran’s event
- 25 students participated in the C-Step workshop

Indirect measures

Students’ perceptions of learning following session attendance have been collected, since direct measures are not possible in a one-shot session setting. Session assessments were collected which asked students if 1) They had learned something and if so, what and 2) If they plan on making a change based on what they heard and, if so, what.
69.2% attendees indicated that they had learned something in one of the sessions.
57.7% attendees indicated that they will attempt to make a change regarding their financial health.

Student comments on anticipated future behaviors:
- 10 discovered better ways to investigate/apply for scholarships and loans,
- 6 found ways to better track spending,
- 5 mentioned utilizing the discussed apps to help with spending/budgeting,
- 4 indicated that they would start keeping a budget,
- 2 mentioned they would now look for no-fee ATMs.

**Community Partner participation**

Spring/Summer visits were made to current and new public and high school libraries:

**Public Library Community**
- Canajoharie Library & Art Gallery
- Fort Hunter Free Library
- Frothingham Free Library (Fonda)
- Lake Pleasant Public Library
- Margaret Reaney Memorial Library (St Johnsville)
- Northville Public Library
- Schoharie Free Library

*Additional visits to current partners: Amsterdam Free Library & Johnstown Public Library*

**School Media Center Library Community**
- Broadalbin-Perth Jr/Sr. High School
- Canajoharie High School
- Fonda-Fultonville High School
- Mayfield High School
- Northville High School
- Wells Central School High School

**Materials Circulation**

The Evans Library purchased 5 titles as part of this grant program; these items circulated ten (10) times.
Facebook Posts – Other sessions’ statistics can be found in Appendix A

Website Usage – Other web metrics can be found in Appendix A

F). Results - Analysis & Conclusions

Programming & Attendance

Objectives/benchmark - To increase FM unique student participation in Spring events by 10%.
Unique student participation:

- Spring 2016 - **35 unique participants** for in-library information sessions. This resulted in a 2.1% attendance of the student population of 1679, based on Spring 2016 Headcount data, not FTE. This number has been used as the benchmark for 2016-2017 year Financial Literacy initiative.
- Spring 2017 - **45 unique participants** for the library Financial Literacy sessions. This was 2.98% of our student population of 1511, based on the Spring 2017 Headcount Data.

**Analysis:** Based on participation figures from recent and previous years, unique participation increased by **38.65%**, well above the **10%** increase originally targeted.

**Student Learning Assessment**

**Analysis:** Since greater than 50% of those attending felt they learned something and/or indicated they would make a change, the library feels that the sessions have been a success. For future Financial Literacy activities, these percentages will be utilized as benchmarks.
Community Partner participation

- Objective - To increase current partner participation to 100%
- Objective - To add/include additional eleven (11) Public Libraries and seven (7) High School media centers as part of project (Added in March 2017).

Current Partners - The Library was unable to meet the goal for 100% increase in partner participation. While 16.6% participation increase was accomplished (i.e. Johnstown Public Library scheduled a session for May 17th), no sessions were offered by any of the other five participating libraries. Attendance in the one scheduled session was zero, as no residents attended. It has been difficult over the past two years to engage our grant partners in financial literacy activities. Over the two years of the grant, several events have been planned and/or scheduled with the result of no participants.

New libraries – The project director was able to visit 7 out of 11 targeted public libraries, resulting in 63.6% of targeted group. 62.5% (5 out of 8) school media centers were visited; one visit included a Business teacher in addition to the media specialist.

Analysis: The initial contacts were considered a success, since over 50% of the targeted institutions were open and interested in learning more about Smart Money and campus resources.

*Note: Additional visits were completed in the first weeks of the Fall 2017 semester (prior to submission of this report) to school libraries (Canajoharie High School, Fort Plain Jr/Sr High School, & Oppenheim-Ephratah-St Johnsville Jr/Sr. High School) and public libraries (Fort Plain Free Library, Middleburgh Library, Sharon Springs Free Library, & The Community Library @ Cobleskill-Richmondville). This brings the contact with both public and school libraries to 100%.

Materials Circulation

Analysis: The number of print titles being circulated to students have continued their downward trend, so the low circulation is not surprising. In an effort to increase visibility, these titles will be used as part of Financial Literacy library displays in the future.

Facebook Posts

Analysis: While an average of 162 individuals were reached with the paid-for Facebook promotions, there was no interaction: no likes, comments, or shares. Also, it appears that the views did not translate into attendance at the four April events; in fact, the first three events averaged only 1.5 people. Therefore, although Facebook is a widely utilized social media platform, doesn’t appear to be the optimal way to promote or anticipate participation in the library’s Financial Literacy activities. In the future, the library will explore other options to drive up attendance and participation in library activities.
Website Usage

Analysis: While Smart Money website visits are most significant during the “April is Financial Literacy Month” activities, there was also a spike in November, due to the “Financial Literacy Walk”. Of note is the increase in the Financial Literacy page during October – likely from use by the Business Faculty in their classes.

Other website items of note: There was a re-evaluate of the website layout and front-end changes were made based on usage.

G). Future Actions or Recommendations

While the ALA/FINRA grant funding has been completely expended and additional funding is not anticipated, the Evans Library will continue to provide Financial Literacy resources and services to the FM community. As part of the campus strategic plan goal to “Engage the Community” by creating “opportunities for Faculty and Staff to Provide Expertise to the Community”, the library will continue to communicate with area schools, public libraries and other community groups in offering personal finance resources. The Smart Money website will continue to be maintained and updated and the library faculty will continue to provide Financial Literacy programming to the FM community as deemed necessary.

~ Report written by Mary Donohue
Information Literacy Instruction

STUDENT WILL: APPLY APPROPRIATE TECHNOLOGY IN ORDER TO EFFECTIVELY COMMUNICATE AND DEMONSTRATE CREATIVITY

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

SUNY Information Management Outcome: "locate, evaluate and synthesize information from a variety of sources"

ACRL Information Literacy Outcome: Access

Institutional Learning Outcomes

Institutional Learning Outcomes

- 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.

B). Background and Rationale

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

The 2014-2015 and 2015-2016 Information Literacy assessment reports, as part of the 2014-2017 Information Literacy Assessment plan with the 2014-2017 Evans Library Academic plan note operational and instructional adjustments, which where relevant are noted herein.
C). Departmental Goal and Objective

- Library Goal #3: Improve & enhance the information literacy program

D). 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>

E). Measurements

Fall 2016

- 181 students in twelve sections of ENG103 at FM completed the TRAILS pre-test
  - The mean score for this cohort was 57%
- 37 students in two sections of CHS ENG103 completed the TRAILS pre-test
  - The mean score for this cohort was 66%
- Over 1,000 citations for research papers and projects from all ENG103 sections were assessed using the Evans Library’s Information Literacy rubric “Evaluating Information” with the following results: Developing - 27%; Competent - 54%; Proficient - 19%

Spring 2017

- 72 students in seven sections of ENG104 completed the TRAILS post-test; the mean score for this cohort was 56%
Group presentations, comparative essays and digital productions (n=67) were assessed using the Evans Library’s Information Literacy rubric area of “Evaluating Information” with the following results: Developing - 19%; Competent - 61%; Proficient - 20%.

F). Results - Analysis & Conclusions

- Library’s presence in the college’s learning management system have proven to be widely popular; More data available in the assessment report specific to this initiative.
- Efforts to expand the sample size were successful in that for the first time students in the CHS ENG103 took the pre-test in Fall 2016; Similar success was not repeated in Spring 2017 making a comparison difficult.
- In both Fall 2016 and Spring 2017 cohorts, FM and CHS students fared better than the most recent (2015-2016) published data from TRAILS against a nationwide (54.3%) cohort.
- The TRAILS test delivered to FM students is designed however for high school seniors. Thus, FM students in a college level English do only slightly better than high school seniors; Students in CHS ENG103 do only marginally better on this same test.
- The use of a wide variety of credible and reliable sources as evidenced in the citation analysis give evidence to FM students ability to demonstrate creativity.
- FM students - no growth in the basic information literacy competency to evaluate information from ENG103 to ENG104.
- Lacking an institutional repository, or student portfolio system, the gathering of “finished products” is becoming increasingly difficult and may impact future effective use of the Evans Library rubric.
- With limited data there continues the trend noted in 2015-2016 that students in face-to-face EN104 sections scored better than peers in web-based ENG104 courses.
- Librarians were able to successfully alter teaching methods and web content based on student responses to quick survey questions.
- The role of librarians in lab sections of ENG103 has proven to be minimal to non-existent; Consultation with faculty members teaching these sections yielded the conclusion that students demonstrate more immediate needs (reading, writing) other than information literacy at this juncture.
- Librarians were able to secure a slot for one section of EDR110 – Research for Success on the Fall 2017 schedule.
- TRAILS has been demonstrated as an improved mechanism to administer tests, store results and share data; the former process had become burdensome in terms of the amount of time students take to complete the tests.
G). Future Actions or Recommendations

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

*Operational Adjustments:*

- The ten-questions making up the pre/post TRAILS test will be broken down to sets of three-four questions. FM faculty will be asked to have students complete these questions prior to information literacy sessions. It is hoped this new practice: 1) Reduces the amount of instruction time devoted to answering these questions and 2) Provides a higher level of relevancy for students, 3) Offers librarians insight into class composition and ability prior to information literacy session.
- Initial successful efforts to being CHS ENG103 sections into the assessment fold should be strengthened and included CHS ENG104, when offered.
- With changes to ACRL’s Information Standards – now the Framework for Information Literacy - and the five years since it was last revised, time should be devoted to updating the Evans Library’s Information Literacy Rubric.

*Instructional Adjustments:*

- Librarians will teach EDR110: Research for Success in Fall 2017 and Spring 2018 in an attempt to allow students to more fully develop college-level information literacy competencies before taking ENG103.
- Efforts will continue to re-work and revise one-shot and embedded information literacy sessions include more time devoted to librarians and students engaging in processes related to (re)defining research questions, drafting thesis statements and evaluating information.
- Librarians will continue to engage with faculty requiring research-based assignment to provide specific library resources in Blackboard as a means for providing students with a more tailored and applicable information literacy experience.

~ Report written by Michael V. Daly
Learning Management System/Blackboard

INTEGRATE LIBRARY EDUCATIONAL RESOURCES SEAMLESSLY INTO THE CAMPUS LEARNING MANAGEMENT SYSTEM

Responsible staff: Mike Daly, Instruction/Public Services Librarian
Campus Partners/Stakeholders: IT (Denise Passero), SUNY Blackboard Administrators, Faculty and students

A). Campus Strategic Goal/Objective

Strategic Goals:

- FM Goal 1: Improve Student Success and Retention - *Strengthen Educational Support Services*
- FM Goal 5: Expand the Resources of the College

Institutional Learning Outcome III – “FM graduates will apply appropriate technology in order to effectively research, communicate and learn.”

B). Background and Rationale

With the upgrade to a new version of Springshare’s LibGuide suite of services the Evans Library had the opportunity to further integrate specific learning resources (based on discipline, course and/or instructor) in the College’s LMS, Blackboard. After consulting with FM’s IT Department during the Spring 2016 semester a decision was made to leverage Springshare’s Automagic LTI functionality to seamlessly provide teaching faculty and students consistent access to library resources in all Blackboard shells.

C). Departmental Goal and Objective

- Library Goal #1: Expand & enhance on-campus & virtual services & resources
- Library Goal #5: Expand & enhance cross-campus & off-site partnerships

D). Actions

Topic and course-specific library content were seamlessly embedded in all FM course Blackboard shells during Summer 2016. In 2016-2017, librarians focused on expanding communication with faculty on new implementation, refining content pages and soliciting faculty feedback for Spring 2017 semester implementation. Librarians assessed use (i.e. satisfaction of faculty and students) at the completion of Spring 2017 and made adjustments as needed for Fall 2017 implementation.
E). Measurements

Fall 2016:

- 1,267 links were activated by faculty and/or students
- 5.7 activations per course shell
- 30 course shells had greater than 10 link activations
- 0 course shells had greater than 100 link activations

Spring 2016:

- 3,354 links were activated by faculty and/or students (+67%)
- 11.7 activations per course shell (+52%)
- 107 courses had greater than 10 link activations (+72%)
- 2 courses had over 100 link activations (+100%) and a third had 96 link activations

Benchmark: To increase faculty participation by 5%.

F). Results - Analysis & Conclusions

The integration of topic and specific library content in FM course Blackboard shells during the 2016-2017 year was a success both in terms of implementation and utilization. These increases are attributed to these factors:

- Increased awareness of library resources in Blackboard via information literacy sessions, division meetings and growing campus comfortability with Blackboard
- Librarians reviewed statistics during the Winter sessions and re-created and/or created new, specific resources and guides for Anatomy & Physiology, Electrical Technology, Business, Marketing and History courses
- With the increased use of OER in course across the curriculum, where learning material is available on day one in Blackboard, students are spending more time in that environment
- Librarians continues to leverage LibGuides and permissions settings to serve as an ad-hoc course e-reserve platform
- Both shells with over 100 links had instructor requested reserve readings. Not measured fully was whether the increased availability of library resources has an impact on student learning.

G). Future Actions or Recommendations

Librarians should continue to closely monitor usage of LTI links to library resources in Blackboard in coming semesters. Based on data from two semesters it is apparent that content specific to courses and course assignments works to drive link activation. Librarians should continue to increase faculty awareness of the real-time ability to change content seamlessly and proactively adjust available library resources at the beginning of and during each semester. More consideration should be given to increasing the use from
faculty and students in blended or web-based courses, insofar as this entry point is the most logical for students in those sections. Further investigation should also be conducted as to how best measure (and assess) the relationship between use of library resources and student retention and success.

Maintain awareness of the cost implications/ongoing payment for LibGuides CMS suite of services and subsequent impact on other library expenders.

~ 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 requirement and competencies for Library Aides could be mapped to FM’s Institutional Learning outcomes.

C). Departmental Goal and Objective

- Library Goal #1: Expand & enhance on-campus & virtual services & resources
- Library Goal #6: Provide ongoing support for staff development efforts.

D). Actions

- Fall 2016 - Align skills with campus learning outcomes and library goals.
- Spring 2017 - Continue to explore links between student employment through training and discussions with returning employees.

E). Measurements

Library Aide performance reviews were utilized with a target/benchmark of 50% of students working for the library to “meet expectations.” A rubric-based evaluation was also utilized. Data from Fall 2016 & Spring 2017 reviews were compiled and reviewed:
Ability to Follow Directions – Attentive to written and oral instructions

*Fair indicates that the student needs improvement*
Additional statistics and graphics can be found in Appendix B

F). Results - Analysis & Conclusions

- In both the Fall 2016 and Spring 2017 semester library aide surpassed the targeted 50% of aides at least "meeting expectations" in all areas.
- Growth from semester to semester was demonstrated in aides that worked in Fall 2016 and continued worked in Spring 2017. That evaluation method was using a basic selection evaluation.
- 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.
- A new web-based training tool was also developed over the Summer 2017 (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.

G). Future Actions or Recommendations / Budget implications

Both the new rubric-based evaluation as well as the web-based training for library aide will be reviewed for effectiveness with the understanding the population being assessed changes every semester. Data from library aide competencies that map to ILOs will be shared with FM’s Assessment Committee as a method of demonstrating assessment of FM’s ILOs.

~ Report written by Michael V. Daly
Library Resources & Curriculum

*To evaluate and assess electronic resource collection in accordance with changing needs of students and faculty*

**Responsible staff:** Daniel Towne, Systems & Electronic Resources Librarian  
**Campus Partners/Stakeholders:** Instructional faculty

A). **Campus Strategic Goal/Objective**

- FM Goal 1: Improve Student Success and Retention

B). **Background and Rationale**

Although library resources are evaluated on a regular basis and as part of annual academic program reviews, it became evident that a comprehensive and systematic review of databases would be beneficial in determining if the collection holistically supported the current curriculum. To do that, all library databases and online resources purchased were reviewed in light of current course and program offerings. Reviewing and aligning the library’s resources ensures that the library is supporting academic curricula at an appropriate level and focusing resources on relevant materials.

C). **Departmental Goal and Objective**

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

D). **Action**

*Review of Library Curriculum Impact Forms* - A systematic review of 23 Library Curriculum Impact forms submitted for librarians’ review from February 2016 to May 2017 was conducted. Of the 23 forms reviewed, 14 were for course revisions, 7 were for program revisions, and 2 were for new course submissions. When a Library Curriculum Impact form is submitted and the subsequent librarian and faculty member review is conducted and completed; there are four possible outcomes concerning curriculum changes and their impact of the library’s support of learning objectives. The four potential outcomes are:

1. The library’s current services & resources will adequately support this proposal.  
2. The library does not presently have adequate materials and/or services to support this proposal; however the suggested items/changes have been identified and will be made available in support of the curriculum.  
3. The library presently does not have adequate materials to support this proposal and obtaining the necessary materials is not feasible.
4. Upon review of the curriculum proposal under consideration, the Evans Library has determined that all changes are such that no independent review of library resources or services is required at this time.

Of the 14 course revisions, seven forms indicated that “The library’s current services & resources will adequately support this proposal.” “No independent review of library resources or services” was required for the remaining seven course revision forms examined.

Of the seven program revision forms examined:
- four indicated adequate library support;
- two required no independent review; and
- one indicated “the library does not presently have adequate materials and/or services to support this proposal; however the suggested items/changes have been identified and will be made available in support of the curriculum.”

While not having adequate materials and/or services” to support a proposal may seem like a negative outcome; it is, in fact, common with new course proposals. In these instances, the form alerts the librarians to the need for new/additional materials and gives the library staff the ability/opportunity to develop the collection in support of new courses.

One of the two new course proposal forms indicated adequate library support and the other indicated the library had inadequate support for the new course but materials have been identified to support the course.

Review of Academic Program Reviews - The librarians also participate in and contribute to Academic Program Reviews. As part of program review, the library provides the Dean of Academic Affairs and the Division Chair with a detailed library narrative highlighting library services in support of academic programs. The narrative gives the librarians a chance to review its offerings for specific programs and a chance to highlight databases connected to those programs. Part of the library narrative is a detailed list and description of databases aligned with the program.

Review of Databases - In June 2017, a spreadsheet indicating all of the library’s electronic resources was updated. The spreadsheet information includes the database title, databases vendor, how the subscription is obtained, whether the databases is currently offered; the funding source for each resource; the renewal date & license term of service; and a direct URL to the resource.

It should be noted that not all of the databases that the library has access to are actually offered for student use. This is due to a few different factors. Two important factors for offering databases is the number of databases offered in a particular disciple and the number of course offerings in a specific disciple to warrant offering a database. Simply put, if there are several databases covering a subject, a selected number of databases are offered for use. If the library has access to a database, but there is no academic program warranting offering access, the database would not be offered for use. The library has access to approximately 116 databases and it offers approximately 51 for patron use.
Additional database review was accomplished utilizing the library’s web platform LibGuides®. This tool provides access to the library’s resources through the creation of guides and pathfinders for student and other patron use. This platform provides tools which allow the librarians to map individual guides to college courses and programs to determine if resource coverage is adequate across the curriculum.

E). Measurements

Library Curriculum Impact forms, Program Reviews & spreadsheet with all electronic resources and aligned curriculum.

*Database – Subject coverage*

![Bar chart showing database subject coverage](chart.png)

Additional charts can be found in [Appendix C](#).

F). Results - Analysis & Conclusions

Results indicated that approximately 52% of the 23 Impact Forms examined showed adequate support of curricula. In nine cases, no review was required. When those nine cases are excluded from the measurement, the results indicated that 86% of the remaining 14 forms indicated adequate support of curricula. Since the criteria/benchmark was to have 75% of reviewed impact forms showing existing library support, it is clear that we have met that expectation.
Review of the subjects covered by the library’s purchased databases show that there is a wide range of subject coverages and that there are no gaps in support for the 44 degree and certificate programs offered at the college.

G). Future Actions or Recommendations

The updated spreadsheet is and will be a vital tool in the systematic review of databases/resources and aligning content with curriculum. The spreadsheet will be consulted when an inadequacy in support is identified. The inadequacy may be quickly rectified with one of the resources the library has access to but does not make available to students for use. It also assists the library to evenly distribute content access over multiple vendor platforms and prevents us from putting “all of our eggs” in one vendor’s “basket”.

~ Report written by Daniel Towne
Program/Functional Area Review

COMPLETE A FUNCTIONAL AREA REVIEW OF THE EVANS LIBRARY PROGRAM

Responsible staff: Mary Donohue, Library Director
Campus Partners/Stakeholders: Instructional & Student/Academic Services faculty, Library staff, Peer Library Directors

A). Campus Strategic Goal/Objective
   - FM Goal 5: Expand the Resources of the College

B). Background and Rationale
It is vital that campus programs and services receive systematic and regular review to ensure that student learning needs are served and campus resources are utilized in a way that supports the vision and mission of the college. As part of the ongoing assessment efforts on campus and in an effort to ensure that the Evans Library is serving students, faculty, staff, and the Fulton & Montgomery community to the best of its ability, a comprehensive program/area review was undertaken.

C). Departmental Goal and Objective
   - Library Goal #2: Strengthen library assessment efforts

D). Action
The library began the review process in late 2015 but was unable to complete the report until Spring 2017. The review included two sections: one an overview of the library, staffing, strategic planning, and services, the other focusing on assessment, student learning and major strengths, weakness, and recommendations for improvement.

The review was completed in early March after review by library staff, college assessment coordinator, and provost. A visit by a SUNY peer (MVCC) and an aspirational peer (College of St Rose) was arranged for early May 2017 with the review team touring the library, meeting with the Library Director as well as library faculty, staff, Institutional Technology staff, campus instructional and student services faculty and the Provost and Vice President. The visit resulted in two individual reports, outlining the reviewers’ perceptions of the library and suggestions for improvement.
E). Measurements

The following target activities were completed as on time and as anticipated:

- Report completion - Report was completed by Spring 2017;
- Site Visit - External Review was completed by Summer 2017;
- Recommendations embedded in planning documents: At least one recommendation resulting from report & or site visit was included in 2017-2018 strategic plans;
- Subsequent regular program reviews are performed on the same cycle as academic program reviews (every six years).

F). Results - Analysis & Conclusions

This Program/Functional Area review required the library staff to step back and take a critical and comprehensive look at all library services, campus relationships, and its role in student learning. This was the first such look initiated by the library as opposed to those that had occurred every ten years as part of Middle States self-studies. Taking this step and documenting what the library has accomplished over a six year period while having external reviewers from not only a peer library but an aspirational one was a valuable learning experience.

G). Future Actions or Recommendations

- Systematic reviews will be performed every six years, in a cycle comparable to the campus six-year academic program review process.
- Remove "improve assessment efforts" from the library’s goals. This item has been a library goal for over 5 years – with the implementation and updating of the Library Academic Plan, a consistent record of exemplary annual institutional assessment reports, and the completion of this Program/Functional Area review, it is evident that assessment has become embedded in the Evans Library culture and no longer requires a separate goal.

~ Report written by Mary Donohue
SUNY Open Educational Resources

ENCOURAGE & FACILITATE USE OF OPEN EDUCATIONAL RESOURCES IN THE CLASSROOM

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.

A). Campus Strategic Goal/Objective

- FM Goal 1. Improve Student Success and Retention
- FM Goal 5. Expand the resources of the college

B). Background and Rationale

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

During the 2016-2017 academic year, this model was localized to see if supporting structures identified during the grant year could sustain and grow OER efforts at FM.

C). Departmental Goal and Objective

- Library Goal #1. Expand and enhance on-campus and virtual services and resources
- Library Goal #3: Improve and enhance the information literacy program
- Library Goal #5: Expand & enhance cross-campus and off-site partnerships

D). Action

As more FM instructors investigate and use open education resources (OER), trainings will be offered on an on-going basis that incorporate best practices, clear explanations of Creative Commons licensing, and effective OER course design as means toward increasing student success.
E). Measurements

Data from FM Student Opinion Survey (SOS) related to course enrollment for OER sections, attendance at on-campus OER events, tracking of OER sections from semester to semester and year to year for growth trends:

\[
\begin{array}{|c|c|c|}
\hline
\text{Fall 2015} & \text{Fall 2016} & \text{Fall 2017} \\
\hline
\text{Instructors} & 4 & 10 & 12 \\
\text{Courses} & 3 & 11 & 18 \\
\text{Sections} & 8 & 19 & 28 \\
\hline
\end{array}
\]

F). Results - Analysis & Conclusions

The Evans Library was able to meet all expectations in this action plan: a formalized agreement with SUNY OER Services, a dedicated print platform (Amazon's Createspace) for students to purchase print OER in the College Store, an approved OER course fee for student enrolled in OER sections, two FM specific OER/Creative Commons training sessions in the Fall and Spring semesters for FM faculty and on-going discussions with FM's Coordinator of Assessment vis-a-vis how to best capture learning trends in OER sections.

G). Future Actions or Recommendations

- Review assessments, as available, as completed by instructors of OER sections focusing on noted trends related to successes in student mastery of learning outcomes and if OER played a role.
- Widen knowledge base of OER and OER-related issues within the Evans Library by increasing professional development opportunities for all librarians.
- Leverage available money for OER activities from SUNY to provide further, discipline specific OER training as requested by faculty.
- Continue to coordinate with area CHS institutions to raise awareness and pilot OER in College in the High School (CHS) sections.

~Report written by Michael V. Daly~
Appendix A – Financial Literacy initiative

*Facebook Posts*

**Website Usage**

$Smart Money homepage
Appendix B – Library Aide/Student Worker Learning Outcomes

Attitude towards Work - Degree of enthusiasm about work

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<tr>
<td>Spring 2017</td>
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<td>23</td>
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Cooperation - Ability to work with others

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Appendix B – Library Aide/Student Worker Learning Outcomes

**Dependability - Promptness and reliability in attendance**

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**Honesty - Integrity and trustworthiness**

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<td>Fair</td>
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Appendix B – Library Aide/Student Worker Learning Outcomes

Responsibility - Willingness to accept and perform assigned tasks

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Technical Competency – Demonstrates proficient use of computers and appropriate programs

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<td>Superior</td>
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Appendix B – Library Aide/Student Worker Learning Outcomes

Time Management - Uses work time effectively to accomplish priorities

**Fall 2016**
- Fair: 1
- Good: 5
- Superior: 24

**Spring 2017**
- Fair: 1
- Good: 2
- Superior: 24
Appendix C – Library Resources & Curriculum

**Business**
- Marketing: 32%
- Economics: 32%
- Business: 36%

**Health, Nursing, RadTech**
- Radiological Technology: 15%
- Nursing: 23%
- Health Studies: 35%
- Health: 27%

**Humanities**
- Speech: 21%
- Humanities: 21%
- ENG103/104: 22%
- History: 36%

**Physical Education & Recreation**
- Physical Education (HPER): 50%
- Recreation: 50%
Appendix C – Library Resources & Curriculum

Social Sciences

- Sociology: 20%
- Criminal Justice: 16%
- Social Sciences: 24%
- Psychology: 16%
- Early Childhood Education: 24%

S.T.E.M.

- Technology: 50%
- Science: 44%
- Mathematics: 6%