

**ANNUAL REPORT TEMPLATE 2018-19
FOR ACADEMIC SUPPORT UNITS**

I. Past Year Activity for Your Unit

A. Institutional Strategic Goals (Interim Strategic Plan).

- List up to three ways¹ your unit worked to (1) grow enrollment, (2) support and/or enhance academic excellence, (3) engage with the community, and (4) grow revenue. When possible, provide quantitative and/or qualitative evidence supporting claims.
- Did your unit make any changes that improved safety for faculty, staff, or students? If so, please describe these changes.

(support and/or enhance academic excellence)

Digital Humanities: The library is well-positioned to work with the campus' faculty to develop and create a digital humanities major and/or minor here at CCSU. The Burritt Library will work with faculty to raise awareness of the importance and benefits related to digital humanities. The new Digital Humanities Librarian will be reviewing the current climate and needs for digital humanities on campus and working with faculty to see what ways digital humanities can be integrated into the curriculum.

- The new Digital Humanities Librarian, Brian Matzke started in August 2019.
- Over the course of the academic year, a new course called Digital Humanities (DH 100) was developed and will be held in Fall 2019
- Brian Matzke will also work with faculty that have digital humanities projects as part of their courses

(support and/or enhance academic excellence)

Enhancing and Expanding Library Electronic Collections: The library has an extensive list of electronic collections that are available for the CCSU community. The process of maintaining and providing access involves reviewing the current electronic collections to remove unnecessary materials and plan for the addition of materials that we don't currently have but are necessary to support current and future curriculum.

- The Burritt Library was able to evaluate and purchase several valuable new collections to support curriculum and academic excellence. The library purchased several archives from Gale, including the Archives of *Sexuality and Gender 1: LGBTQ History Since 1940*, Archives of *Sexuality and Gender 2: LGBTQ History Since 1940* and *Women's Issues and Identities*. The collections were purchased as a one-time cost, with no recurring subscription or hosting fees. These archives contain primary source materials that support many disciplines and programs, as well as the CCSU LGBT Center. Another archive that was purchased in this academic year was the *American Antiquarian Society Historical Periodicals Collection*, another one-time expenditure which added over 6,500 periodicals titles, dating from 1684 – 1912, to our collection. One new subscription package was added to the library's online periodicals collection this year, the *Springer All*

¹ You are not expected to list three ways your unit has made progress towards each element of the interim strategic plan. It is understood that units have priorities that align with some, but not all elements of the interim strategic plan.

package. This package contains nearly all of the publications of Springer, a reputable scholarly publisher that produces content often requested by our faculty.

- A total of 123 CCSU student theses were cataloged and digitized. The digitization of student work allows us to provide greater access to the research our students do through the course of their graduate work here at CCSU to those outside the CCSU community. By digitizing this content, we are also providing better access to our current students that use these previous works to help them construct their own thesis or dissertation. As part of our mission to collect and provide access to content created by our students and faculty, the theses and dissertation digitization project currently underway continues to expand our electronic collections with a focus on research completed here at CCSU.
- Dr. Carl Antonucci started discussions with representatives of Gale/Cengage regarding the digitization of several collections in the GLBTQ Archives. Gale/Cengage has agreed to digitize these collections for inclusion in an international database called the Archives of Sexuality & Gender Part IV: Global Perspectives on Sexuality & Gender. Gale/Cengage will also pay 10% royalties based on the revenues collected by Gale for the purchase of this database by libraries around the world. Once the licence is signed Gale/Cengage will send staff to the Burritt Library to start the digitizing the collections.

(support and/or enhance academic excellence)

Expand and Enhance Information Literacy Library Programs: The Association of College and Research Libraries (ACRL) has determined that information literacy “forms the basis of lifelong learning,” as it applies to all academic, professional and vocational disciplines and empowers students at all educational levels to “master content” and expand their research processes. This conception of both the theory of information and its effect on student success and retention has driven the framework of the Information Literacy Program at the Elihu Burritt Library to expand the scope of delivery systems for information literacy instruction from a program that consistently included a one- credit library skills course (LSC-150) and the traditional “one-shot” bibliographic instruction sessions to one that now involves embedding librarians into the core curriculum for a widening scope of academic disciplines and a set of online information literacy tutorials.

- The Elihu Burritt Library provided instruction and research support to teachers from across the state from the After-School Network based out of Branford, Connecticut and to professionals from the Connecticut Department of Mental Health and Addiction Services.
- Martha Kruey, Briana McGuckin, Susan Slaga-Metivier, Nicole Rioux and Nicolo Telesca developed and delivered a series of information literacy classes for two separate TRiO programs. The first series of classes occurred on two consecutive days and was prepared for the Young Engineers summer camp experience in engineering for students who would be entering high school in the fall of 2018. The second series of information literacy classes was for the TRiO Upward Bound Math Sciences program. This program ran for six weeks, with four information literacy classes delivered per week (two classes for two different sections). Each library instructor taught at least one week of classes with Nico Telesca assisting each librarian in developing a high school curriculum for information literacy. The information literacy curriculum that was developed complemented the theme of “Rivers” as the scientific and mathematical focus for primary and secondary research.

- The Embedded Librarian program helped improve information literacy and research skills in WRT 105 and 110 classes with professors Elizabeth Brewer Olson, Clementina Verge, Amanda Greenwell, Brian Folker, Amanda Fields, Jennifer Lavoie and Kelly Jarvis.

For further information see Appendix A for the 2018-2019 Information Literacy Program Assessment Summary.

Safety

Signage:

During FY2019, Dr. Carl Antonucci met with and had discussions with facilities and IT about the addition of digital signage in the Burritt Library. It was important to us to work closely with IT and facilities so that any digital signage that was purchased for the library would be consistent with digital signage that is used around campus. The implementation of digital signage in the library will allow us to ensure that students, staff, faculty, and community members understand where things are within the library as well as help inform them about emergency routes out of the building in case of fire or another campus emergency. Given the size of the building, there are always concerns that emergency instructions will not make it to everyone so having digital signage will at least provide a location where library patrons can check for emergency instructions or guidance. We also wanted to make sure that the digital signage purchased would allow us some flexibility in order to use it to also market library events and make library announcements. We will purchase our first digital signage in FY2020.

In August 2018, the library began working with Facilities Management to improve directional and ADA compliant signage. Feedback was sought from Library stakeholders and a preliminary signage plan was developed by Sign Pro. We will start to implement this plan in FY2020.

Building Safety:

Building maintenance is monitored daily, and information is shared from one shift to another. Repair items are logged according to Facilities Management protocol, then monitored and followed up on as needed. All front and rear stairwells (particularly banisters and improved lighting) are candidates for future safety improvement.

B. Annual Goals.

- List up to three goals that your unit pursued this year. If your unit has a multi-year plan, describe how the goals aligned with your plan. Please attach a copy of the plan as an appendix.
- Briefly describe your unit's progress in meeting each goal. When possible, quantify the level of activity. (If you have already reported these goals in previous responses, please go to the next point.)
- What obstacles, if any, did your unit encounter while pursuing these goals? How did your department overcome said obstacles?

Budget Analysis and Assessment: As the State of Connecticut continues to deal with its financial crises, the Burritt Library continues to be placed in a position to find new and creative ways to ensure that we are using library funds in a fair and equitable manner to purchase resources that support university curriculum and campus initiatives.

During the coming year, we will continue to negotiate with library vendors to acquire subscriptions that meet our usage needs while allowing us to stay within the library budget. The Library Budget Committee will also meet with the necessary stakeholders to ensure that resources provided by the State Library and the Systems office continue to be funded as they represent core electronic resources essential to CCSU's curriculum, examples of these resources include PsycInfo, CINAHL, and ABI-Inform.

- During spring 2019, we met with the new Program Manager for Library Consortium Operations, Patrick Carr. This new position is responsible for managing the library resources provided to us by the Systems office. We discussed our concerns about the resources that are currently being provided and the sustainability of the funding for those resources. He will also be representing the system on the statewide committee that evaluates that resources provided by the State Library giving a continued connection to the decision making on the essential resources: PsycInfo, CINAHL, and ABI-Inform.
- The library was able to negotiate a deal that expanded our Springer periodicals content from 38 titles to over 2,000 titles, restoring 23 faculty-requested journal titles that were cancelled during previous budget reductions, for less than the total cost of the journals previously cancelled. This is an ongoing subscription, which means that the library's ability to continue to offer this multidisciplinary journal package will be reliant on future budget allocations.

CSCU ILS Project:

At the beginning of January 2017, we migrated from CONSULS library system to the CSCU Consortium library system. While the system still has some problems, we continued to further our expertise and develop workflows to maximize the use of ALMA and its features to allow the library to provide the best library services possible. This will include working with each of the consortia expert teams and Council of Library Directors to create policy and procedures that will benefit both the Burritt Library and the CSCU library consortium.

- The desired outcome of this goal was to successfully set up the Alma authority control process and establish a routine for periodic review and corrections. Each month there should be a process to review and make necessary record corrections required for unauthorized headings. Alma allows for authority control processing at the institution level via the Network Zone and Community Zone. Dana Hanford is currently working with the Resource Management Expert Team with the goal to create consortium-wide workflows and best practices. Up to date, cohesive authority control for access points in bibliographic records provides consistency within the catalog for an optimal searching experience for the user. After a review of Alma's authority control features and reports, Dana submitted a report of her findings to the consortium's Resource Management Expert Team in January 2019. Discussion about the report and further action for consortium level workflows are still in progress. At the institution level, Dana Hanford conducts monthly authority control checks and corrections in Alma using the Authority Control Task List.
- Print serials holdings records in Alma/Primo were updated in a project to correct migration errors and ensure all holdings are accurately represented, both for ease of use for our library users and to optimize workflow for serials library staff. This project also standardized the language used to convey retention schedules.

- Electronic serials holdings records were another branch of the holdings project. There were a number of errors in the migration to Alma that resulted in incorrect holdings information and broken links displayed in Primo. Progress was made in correcting all of the errors in the Wiley and Cambridge packages; significant work was also done to correct the Elsevier Science Direct package.

“Rightsizing” the Library Physical Collections: Over the next few years, the process of evaluating and assessing the current physical collections that currently reside in the Burritt Library continued. The beginning of the process involves reviewing the current collection to remove unnecessary materials and plan for the addition of materials that we don’t currently have but are necessary to support current and future curriculum.

- In May 2019, we conducted physical inventory of 5897 volumes of monographs and 717 issues of periodicals from the Special Collections Insurance lists of monographs and periodicals; 9 volumes of monographs and 17 issues of periodicals were not found and marked as missing
- During FY2019, we were able to deaccession approximately 1,424 government documents. During the course of the fiscal year a new system called the FDLP Exchange was put into place to help automate the process of reviewing print government documents by the local full repositories. Due to the new system the number of items offered to the Connecticut State Library monthly was reduced. There were also some delays throughout the year in submitting print documents for consideration when the FDLP Exchange was being updated or we had issues uploading the latest batch of items into the system.
- Special Collections continues to expand and provide access to local and unique content: During FY2019 200 bound volumes of New Britain Herald and New Britain Record from years 1882-1921 were received from the New Britain Public Library. These volumes complement our existing holding that we already own and provide scholars and local citizens access to news in the area going back to 1882.
- The Reference/Instruction department plans on completing a review of the content within the print reference collection by the end of July 2019. Inventory of the collection was completed in June 2019 and over 100 new eBooks were added to supplement to the print reference collection providing better access to resources designed to assist students when beginning their research. A collection development policy is currently in draft form and will be approved in Fall 2019.
- The final shifting of the periodicals collection on stacks 7 and 8 was completed in FY2019. Facilities assisted with the physical movement of the periodicals, following a 15-year growth map that allowed the collection to be condensed with the appropriate amount of space allotted for active titles. The oversize periodicals collection was also relocated from stack 7 to stack 8 for better utilization of library space. The print periodicals collection now occupies a significantly smaller footprint in the library, a reduction that allowed for new student seating to be installed on stack 7. In addition to creating new student work/study space in the library, this shift and growth plan also allows for more streamlined workflow for periodicals and circulation library staff and improved ease of use for faculty and students.

C. Special Initiatives (if applicable).

- List up to three special initiatives not captured above that you consider important to document. What was the goal of each initiative? When possible, present quantitative and/or qualitative evidence of their impact or effectiveness.

Authentication

With the debut of the Alma/Primo system in January 2017, the CSCU Systems Office implemented SailPoint for use to authenticate users for licensed or protected services. In 2018, it was decided that the SailPoint license would not be renewed. A new authentication tool would need to be used. Unlike the SailPoint product that was implemented to be used by all the CSCU libraries, each individual CSCU library would need to implement their own product. In March 2018, Dana Hanford formed an Authentication Team at the Library with the goal to investigate, recommend, test, and implement a new authentication tool. The goals of the Team were met, and in August 2018 Microsoft's Azure authentication tool was successfully and seamlessly launched in time for the start of the fall semester. The implementation of Azure improved and enhanced the access to online library services. This tool has the advantage of being "single sign on." This means that users only need to sign in once per session to access all protected library services, as opposed to having to sign in at each protected service. This tool also simplified the sign in procedure by making the username the user's CCSU email address.

Electronic Collections License Updates

The goal of this initiative is to update each license to be reflective of current library standards, which included advocating for the inclusion of significant terms of use such as interlibrary loan, course packs, reserves, scholarly sharing, ADA compliance, and data privacy. This has been a multi-year effort that was fast-tracked in FY2019 to accommodate a new procedure in licensing initiated by Business Services. Twelve licenses that cover twenty-five resources were negotiated and updated in FY2019. A minimum of six additional licenses will be updated in FY2020. The next phase of this project will be updating all of the new terms in Alma/Primo, so that users are aware of the terms of use that pertain to each resource. This will be particularly useful to library and teaching faculty, in putting this information at the point of need when they are working on assembling course materials.

D. Significant Accomplishments.

- For members of your unit who have engaged in creative activity, please list such activity. If you wish, use subheadings in the [CCSU Promotion and Tenure Policy for Tenure-Track Teaching Faculty](#). For consistency, activities should be listed in APA format; however, we're providing an easy way to accomplish the formatting. For assistance with formatting, please access the Excel file attached to this document; enter information in the requested fields and Excel will automatically produce the citation in the proper format. Please designate student collaborators with an asterisk.
- Identify significant contributions members in your unit have made in service to the university or to the unit. Highlight leadership roles and special initiatives not otherwise described above.
- Identify significant contributions that members in your unit have made to professional organizations (e.g., serving on a Board of Directors or Executive Committee, editing a journal).

- List the top three most significant accomplishments in your unit this past year. Such accomplishments can involve individual members or the unit as a whole. Explain why you consider these accomplishments significant. Attach appendices as needed.

TOP THREE MOST SIGNIFICANT ACCOMPLISHMENTS:

EXCITE Program: During the 2018 calendar year, a team of librarians from CCSU, including the Library Director, completed the Excite Transformation training program to learn innovative methods of developing library events that speak to the functional and emotional drivers of our library users. This project also secured \$3,000 in IMLS grant funding to support a program developed by the Burritt Library Excite team that was implemented in the Fall of 2018. The program called, “ConnectU: Fall Into the Library”, was a book discussion group for CCSU faculty members. The discussion centered around a book called the “Slow Professor: Challenging the Culture of Speed in the Academy” and allowed faculty to come together to discuss the book and various topics including time management, pedagogy, and collegiality. This allowed the library to engage with faculty in a different way to better understanding their needs and ultimately provide information for the library to better serve faculty and their current needs.

Additional Seating for Students: One of the benefits of the print periodical shift projects that we completed during the past year was that it allowed us to remove several ranges of books shelves on Stack 7 in order to create new spaces for students to study and collaborate on student projects. Dr. Carl Antonucci worked with library staff in the Acquisitions and Serials Department on a project to clear space on stack 7 and then worked with the Administrative Assistant to the Director to order furniture to create a comfortable space that would allow students to feel productive. The process required a thorough review of the serials print collections and communications with faculty to make sure that we didn’t lose any access to content necessary to support curriculum and research here at CCSU. Once this was completed, Dr. Carl Antonucci worked with facilities to have shelving safely removed to clear the space and then have the new furniture assembled in the new space. This area will also have carpeting installed. This also involved starting the process and discussions with facilities of having carpeting installed on stack 7. This project allowed us to regain much of the student seating that we have lost in past years due to renovations and changes taking place in the library due to campus wide changes. Library spaces are always in high demand throughout the year but especially during the weeks of midterms and finals in which students are looking for space to study and finish projects for their classes.

Progress on the 2018/2019 Marketing/Communications Plan: During FY2019, we were able to work on 5 of the 10 goals we created in the Marketing/Communications plan. The plan was created at the beginning of the year with an extensive list of goals that would help streamline and focus our marketing and communications efforts on internal stakeholders. Several of these efforts were success including the “Meet the Library Staff” videos and the survey on the library hours. The collaboration with Dr. Ben Tyson and his students in the communication department, provided us suggestions and feedback that we will continue to use to enhance our marketing/outreach efforts to better understand the needs of our students, faculty, and staff. We will continue to use this plan in the coming year to refine our current efforts and create new more effective was to market and communicate library services and programs to the CCSU and surrounding communities. For more information about our progress see Appendix E. Being able to make some progress in addressing the goals on our Marketing/Communications Plan is very important to us because it allows us a structure with which to focus our efforts and be able to

illustrate the value that the library provides the university and surrounding areas while being conscience of time and resource constraints. This plan also encompass many of the suggestions that we were provided by Dr. Ben Tyson's student project on the Burritt Library to better improve our outreach and marketing of library services showing that the library is making efforts to listen to the needs of the CCSU students.

Additional Marketing/Outreach Accomplishments:

- Dr. Carl Antonucci, Renata Vickrey and the Friends of the Burritt Library Board created and developed the first Friends of the Library donor reception scheduled for September 27, 2019.
- Renata Vickrey and Dr. Carl Antonucci organized Fall and Spring lectures in collaboration with Italian Resource Center.
- Renata Vickrey worked with the Geography Department on the state Geography Bee. The Burritt Library was host to 100 students and teachers from across the state of Connecticut.
- Renata Vickrey collaborated with Prof. Marion Anton on a book discussion on the book, "5 Elements of Effective Thinking".
- In collaboration with Richard Mullins, Executive Assistant to the President for ITBD, Renata Vickrey worked on preparing materials and translating an evaluation for a session taught in Poland by CCSU faculty in the IBS academic program.
- Renata Vickrey represented the Library during the Academic Resource Fair organized by SGA and the Student Center. She also represented the library during two Admitted Students Day, fall and spring graduate and undergraduate open houses.
- The library's 5th annual Trick or Treat e-resources event was held in the library on October 30, 2018. This event brings together library staff from all departments to host a fun event that introduces students to many of the library's electronic databases and resources and teaches them tips and tricks to using these resources for their class assignments. This allows library staff from both public services and technical services departments the opportunity to engage with students in a friendly and informal way, helping to create connections that will boost students' confidence in approaching librarians for assistance and making for a friendly and positive experience that will ultimately improve their academic/research success. Seventy-eight students participated in this year's Trick or Treat event.
- Susan Slaga-Metivier planned, managed and executed (with the help of Renata Vickrey and Nicole Rioux) the Human Library event which included students, faculty and staff from several CCSU departments. It is an event where people share their stories in one on one or small group conversations, so attendees can learn and ask questions about different subjects and break down stereotypes.
- Kimberly Farrington, Steven Bernstein and Brianna McGuckin, hosted library's first Gaming Night Event. The event highlighted some of the new games within the Board Game Collection created in FY2018. The addition of the board games is to provide access to students to games that are both fun, educational, and help build critical thinking skills.
- Renata Vickrey created an exhibit of archival materials illustrating the contribution of Connecticut Polish Americans to the regaining of Poland's independence in 1918 that included materials from our Connecticut Polish American Archives and from private collection of Mr. Niebrzydowski.
- The Burritt Library hosted - and moved it for the various events around the campus – an exhibit called "A Brief History of Connecticut's LGBTQ Community: A Traveling Exhibit and Digital Timeline" prepared by the Connecticut Historical Society.

Additional Significant Accomplishments

- Dr. Carl Antonucci served as a co-chair of the Legislative Committee for the Connecticut Library Association.
- Dr. Carl Antonucci serves as Chair of the Grants and Development Committee for the Connecticut Library Association.
- Dr. Carl Antonucci serves as a member of the EBSCO College and University Advisory Board.
- Dr. Carl Antonucci serves as a member of the WT Cox Advisory Board.
- Dr. Carl Antonucci serves as a member of the American Library Association's Scholarships and Study Grants Committee.
- Dr. Carl Antonucci serves as a member of the Board of the Connecticut Digital Newspaper Project.
- Dr. Carl Antonucci serves as a member of the Board of the Association for the Study of Connecticut History.
- Dr. Carl Antonucci serves as a member of the Southern Connecticut State University Information and Library Science Advisory Board.
- Sharon Clapp served on the statewide OER Advisory Council on behalf of CCSU, surveyed faculty, updated database of CCSU OER users and creators, consulted with individual faculty members in support of OER work, presented report on the #NoLo catalog labelling option at Faculty Senate in Spring 2019. She also requested and received permission to add another representative for CCSU to the statewide board and recruited an instructional faculty member. Sharon also helped SGA find their third annual OER Pioneer award recipient and supported two CCSU faculty members through addition of their OER to Alma-D/Primo-based repositories.
- Martha Kruey has been part of the Multi-State Collaborative Subcommittee of the Faculty Academic Assessment Committee. This subcommittee is responsible for coordinating the retreats at which faculty members read and score student artifacts in reference to AACU Value Rubrics to determine General Education student learning outcomes for the Central Connecticut State University. She led the information literacy scoring group, which scored student artifacts against the AACU Value Rubric for the General Education competencies for information literacy. Due to a paucity of artifacts from upperclassmen and/or seniors, this group will continue to score new artifacts at the next MSC session.
- Martha Kruey has been working on a Scoping Review Project with Counselor Education Program faculty member, Margaret Donohue. She has participated in monthly conference call meetings, provided search strategies, database titles and collected scholarly journal articles on the topic of school-based family counseling programs within the United States. This team is comprised of faculty from Loyola University in Chicago and a faculty member from National Scientific and Technical Research Council, Buenos Aires, Argentina. The faculty members are currently reviewing the collection of information sources found by Susan Wardzala of Loyola University, Chicago, and myself. Recently, Martha has been assisting the faculty researchers with accessing the library's databases. The research conducted by the faculty members will be presented at a conference in August in Great Britain.
- Renata Vickrey served as a member of the organizing committee for the Connecticut Immigrant Day and Polish Day at the Capitol.
- The Veterans History Project (VHP) serves to both preserve history and honor Connecticut's veterans by sharing their stories. Members of the community use the VHP's database to find photos and information about loved ones and to reconnect with fellow veterans with whom they served. The project also maintains an active social media presence, posting to its Facebook page on a daily basis to remember Connecticut's veterans and fallen soldiers. These posts typically receive over 1,000 engagements. The VHP has recorded several new interviews in the past year

and most recently recorded an interview with Sergeant Steve Harris about his service in Vietnam, conducted by Congressman John Larson. Dr. Carl Antonucci and library staff continued to work with Steve Kliger on the Library and Center for Public Policy & Social Research Veterans History Project Partnership.

- Dr. Carl Antonucci represented Connecticut and Connecticut Libraries for the American Library Association's Advocacy Fly-In – Washington, DC – February 24th – February 26th 2019.
- Dr. Carl Antonucci worked with Professor Brian Real from Southern Connecticut State University to bring an intern from the SCSU School of Information and Library Science to the Burritt Library for the Spring 2019 semester. Another intern from SCSU will work in the Burritt Library during the Fall 2019 semester.
- Dr. Carl Antonucci and Susan Slaga Metivier worked with CCSU Professor Amanda Fields to add a Satellite Writing Center to the 2nd floor of the Burritt Library.
- Dr. Carl Antonucci and Renata Vickrey worked with representatives from Gale/Cengage to decide which collections in the LGBTQ Archives would be digitized and included in the Archives of Sexuality & Gender Part IV: Global Perspectives on Sexuality & Gender database
- The Course Reserves Textbook Collection was created in FY2014 to help offset the price of textbooks for students. During FY 2019, 19 textbooks were added, one title was withdrawn from collection since it was no longer being used, for a total of 213 textbooks. This collection continues to be one of the highest circulating collections we have in the library. The most checked out textbook is currently, "Management" by John Schermerhorn, Jr.
- ISAR continued its partnership with the Consolidated School District of New Britain's C.L.I.M.B. Program. Our C.L.I.M.B. student was a valued member of our department and provided excellent assistance with several tasks and projects.
- Sharon Clapp was promoted to Associate Librarian and tenure approved.
- Dana Hanford was promoted to the rank of Librarian.
- Ewa Wolynska and Renata Vickrey served as faculty advisors to the CCSU Polish Club students. During the Spring break, Ms. Wolynska took a group of students from this club to Chicago to explore the Polish American heritage there.
- Kristina Edwards serves as Connecticut Library Association Treasurer from 2018-2020. She is responsible for managing the fiscal policies and procedures to ensure the proper documentation and payment of expenditures for the Connecticut Library Association.
- Kristin D'Amato serves as Co-Chair of the Electronic Resource Management Interest Group/Association for College and Research Libraries: New England Chapter, 2018-2020.
- Kristin D'Amato served on the Conference Planning Committee for the annual conference of the Association for College and Research Libraries: New England Chapter.
- Martha Kruy served as acting co-chair for the 2018-2019 academic year for New England Library Instruction Group, NELIG (Subcommittee of Association of College and Research Libraries New England Chapter).
- Steven Bernstein served as Peer Reviewer for the *Journal of Library Metadata*.
- Dana Hanford received a recognition plaque for exemplary partner on behalf of the C.L.I.M.B. Program, June 2019.
- Sharon Clapp was selected by President Toro to serve on the Executive Search Committee for the new Chief Information Officer for CCSU, a search process that was completed successfully in May 2019.
- Renata Vickrey served as a member of a search committee for a position within the Theater Department.

Service to University and Library - Committee Membership:

- CCALD – Council of Connecticut Academic Library Directors (Dr. Carl Antonucci)
- Council of Directors for the CSU System (Dr. Carl Antonucci)
- Faculty Senate Library Committee (Dr. Carl Antonucci, Ex Officio)
- Academic Integrity Committee (Renata Vickrey)
- Polish Studies Advisory Board (Renata Vickrey)
- University Promotion and Tenure Committee (Ewa Wolynska)
- Information Technology Committee (Dana Hanford, Kristina Edwards)
- CCSU Safety & Health Committee (Laurie Colburn)
- Academic Assessment Committee (Martha Kruey, Sharon Clapp)
- Faculty Senate (Steven Bernstein, Renata Vickrey)
- Diversity Committee (Dana Hanford)
- Sabbatical Leave Committee (Dana Hanford)
- CSU Expert Teams: Steven Bernstein (Resource Management); Dana Hanford (Systems & Network Zone/Resource Management); Sharon Clapp (User Experience/Primo); Kristin D'Amato (E-Resources/Acquisitions); Kristina Edwards (E-Resources/Acquisitions)
- Library Budget Committee (Carl Antonucci, Theresa Mastrogiovanni, Kristin D'Amato, Kristina Edwards)
- URCAD (University Research and Creative Achievement Day) Elihu Burritt Library Research Award Selection Committee (Susan Slaga Metivier, Nicole Rioux, and Kathy Steadman)

See Appendix D for list of 2018-2019 Library Faculty Elections to highlight additional service to the University and department

E. Administrative Changes.

- Summarize any significant changes in budgetary, staffing, and infrastructure conditions in your unit over the past year.

Budgetary: During FY2017 and FY2018, the library worked on a budget reduction project that would allow the Burritt Library to realign our expenditures with our fiscal reality. In the process, we were able to reduce our expenditures allowing us to cover the inflation of database and periodical subscriptions up until FY2019 given a flat budget. We continue to work to negotiate all pricing for resources but given the current strategic goal to “support and/or enhance academic excellence” it was important that we evaluate our current situation to start planning for the future. For FY2020, we asked for the cost of inflation related to database and periodical subscriptions to ensure that we express the true cost of library resources so that we never have to do another budget reduction project in the future and we can maintain the needed resources to support curriculum and research here at CCSU.

Staffing: During FY2019, we lost two full time Reference/Instruction Librarians requiring the library administration to seek emergency appointments until such time as they could be filled. Given the extensive work our Reference/Instruction Librarians do with library instruction and providing research assistance to CCSU students, faculty, and staff; getting the emergency

appointments (Nicole Rioux and Mary Jo El-Hachem) was essential to allowing us to maintain the library services and instruction we provide throughout the year.

At the beginning of the fiscal year, Brian Matzke started as our new full time Digital Humanities Librarian filling a position that was previous vacated in the Reference/Instruction department in FY2018.

In addition to changes in full time staffing, several changes were made to our part-time library faculty. Nicolo Telesca and Briana McGuckin joined the Reference/Instruction department to assist with various reference duties such as teaching library instruction and covering the reference desk. Also, Sarah Lawson returned to the Burritt Library to serve as the Electronic Resources Specialist handling technical issues with electronic resources provided by the library.

The library was given permission to search for a Reference and Instructional Design Librarian and a Reference and Instruction Librarian. The searches started in the Spring 2019 semester and the two new library faculty members should start at the beginning of August 2019.

Infrastructure: Due to construction on campus, the Burritt Library building has been subject to many different changes over the past 3 years. After a shift and consolidation of print periodical holdings, we were able to clear over half of one of the Stack Level floors of shelving. This area is currently being cleaned up and prepared to provide much needed additional student seating on Stack Level 7.

II. Planning for 2019-20

A. Goals.

- What are your unit's top three goals for the upcoming academic year?
- If your unit's goals help us make progress towards our institutional strategic goals, describe how.
- What does success look like for each goal? In other words, how will you know when you achieve the goal?

1. Collections Maintenance for Improved Accessibility and Inventory Control

- a. **RFID Tagging the library collection:** RFID stands for Radio Frequency Identification. When this is used in a library collection, each RFID tag is tied to a specific item in that collection. Our current system is based on technology from the 1960's, using magnetic strips and it has no association to our library system that identifies it. Tagging the collection will help streamline inventory control and update our security system. This is a major project that will require every item that is currently barcoded to be tagged. Conservatively, the project will run at least until the middle of FY 2021. With well over 400,000 items to be tagged, we would be on track if we could get 200,000 items tagged next fiscal year. By the time we get 300K-325K items tagged, it would make sense to change the gate over to the new gate. This installation of an upgraded gate will help with inventory control and will lower the sound level on the first floor. The new gate will be purchased and installed as part of the second phase of this project. Continued discussions with facilities will also take place in to discuss the possibility of reconfiguring the main entrance to the library.

- b. **Inventory/Reclamation Project:** The goal of this project is to reconcile the library's holdings with OCLC's Connexion database. This will improve the accuracy and relevance of the library's collection as it is available via OCLC's WorldCat and interlibrary loan services. With over 400,000 titles in the Burritt Library, we would hope to complete this project in its entirety by FY2021. In order to stay on track, we would need to complete the inventory of approximately 200,000 items by the end of FY2020. Throughout this project collection development policies for each academic discipline will be created collaboratively with faculty as well as a plan for budgeting for future resources to update these areas.

- c. **Assessment of Rare Book Collection:** The goal of this project is to conduct a thorough review of all the titles in the Rare Book Collection. The titles that do not meet the standards of "rare" will be moved to regular circulating collection. Currently the shelves are overcrowded and the leather bound books in particular can be inadvertently damaged while being handled. Our goal is to complete this by the end of FY2020. This project will also allow us to report more accurately the needed statistics to inform insurance assessment for the collection. As part of this project, other spaces in the library will also be considered to house the Rare Book Collection.

2. Web Discovery and Digital Assets Management

- a. Migration from CONTENTdm to CTDA: Through a collaboration of librarians in Reference, ISAR, and Special Collections the Burritt Library migrating the content of the library's digital repository, CONTENTdm, to the Connecticut Digital Archive. Librarians will work to extract the data and images from CONTENTdm, assist to create any necessary crosswalks and mappings, and successfully import the data and images into CTDA. This project will allow us to better share the unique digital holdings that we have here at CCSU as well as reduce the cost associated with maintaining our digital repository. Other members of the CSCU consortium are already using CTDA which takes us one step closer to centralizing digital repositories across the CSCU consortium creating better access to educational and research content held by public institutions in the State of Connecticut.
- b. Continue digitize the most unique holdings and publicize through publications, papers, etc. In 2018/2019 we will focus on digitizing our unique materials in local history, GLBTQ history, university archives and continue to expand Polish American digital collection.
- c. Increase and improve access to CCSU theses and dissertations. Approximately 1230 student theses remain that have yet to be digitized. We are currently investigating our options related to having a 3rd party vendor digitize the remaining student theses. During FY2019, Dr. Carl Antonucci started discussions with Proquest to learn about their

digitization process. In FY2020, we are hoping to work collaboratively with Graduate Studies to review the submission process of dissertations to Proquest and find ways the library can help improve and streamline processes to benefit both Graduate Studies staff and doctoral students.

- d. Deployment of the Resource Recommender in Primo
- e. Deploy the OER Digital Collection in Alma-D for posting openly-licensed digital resources, so that Primo discovery can highlight & faculty can easily integrate into their online course shells / websites (e.g., in Blackboard)

3. Library Instruction/Information Literacy:

- Update Instruction request form leading to better lesson plans and more reliable assessment instruments.
- Market instruction services to academic departments and increase one shot sessions by 5% (especially departments that haven't had sessions in a while such as Sociology and Ed.D)
- Add one extra session of LSC 150 by spring 2019 to reach more students and help them improve their information literacy and research skills.
- Teach a new Digital Humanities 100 - Introduction to Digital Humanities course starting the fall 2019.
- Develop a pilot program for embedded online librarians in blackboard shells.
- Begin promoting Veterans History project as a teaching and research tool.

4. Review of Activities and Restructuring of Tasks Among the AAUP Faculty Librarians:

- The Director of Library Services will analyze the tasks performed by each AAUP Faculty Librarian.
- Tasks will be redirected among the direct reports of the Director of Library Services in a manner consistent with their union contract.
- This review and restructuring of tasks will generate improved performance of the entire library and improve the role of the library at CCSU.

B. Needs.

- List up to three anticipated or emerging needs in staffing or budget. Justify such needs with quantitative and/or qualitative evidence.

During the budget request cycle for FY2020, we again asked for an increase in funding to cover the cost of inflation for our ongoing resources (journals and databases) and \$10,000 to fully implement the Kanopy streaming service that we piloted over the Spring 2019 semester. We are hoping that we will be granted the funding for both so that we continue to offer the library resources and services that we currently have without having to complete another cancellation project in the coming year. We continue to see strong usage across all of our resources and recently completed a successful pilot program with the Kanopy streaming media service. We were able to stay within our budget of \$5,000 for the semester and found that of the licenses purchased through Kanopy they were viewed at least 15 times for a cost per use of approximately \$10 per film. Also during FY2019, efforts and funding was reserved for new furniture for the library but unfortunately it was not able to arrive before the fiscal close. We would like to request \$53,000 in order to complete this order for

furniture in the FY2020 above our initial budget to ensure adequate seating before the start of the school year.

An additional position is needed in the Reference Department. A full-time Reference Instruction Librarian Night Supervisor is needed from 3pm – 11pm on Monday – Thursday evenings. The librarian would work an traditional day time schedule on Fridays. This position would assist the part-time reference librarians in the evening to cover the busy reference desk in order to provide better service to students. The librarian would also be available to teach evening information literacy sessions.

Increased professional development funding is needed to allow any staff member interested in attending training locally or nationally (ex. ELUNA) to be able to acquire or update skills. The additional funding would ensure that library staff is up to date with the functionality of the ExLibris system, ALMA, which will result in better efficiencies in using the system and helping our colleagues across the CSCU consortium.

III. Anything Else and Feedback (optional)

Please include other information relevant to the goals of this report that was not explicitly asked. Also, use this opportunity to provide feedback on the elements of the report and/or process.

If you have questions or require assistance with formatting, please contact Dr. Marianne Fallon via e-mail (fallonmar@ccsu.edu) or phone (860.832.3181).

2018-2019 Information Literacy Program Assessment Summary

Introduction

In 2017 the Reference Department librarians submitted changes to the Library Science 150 course title and description in order to reflect the curricular changes to the course. Specifically, the team of library instructors chose to emphasize the difference between the former bibliographic instruction lesson plans and the newly developed information literacy (IL) threshold concepts. This latter curriculum re-frames the “library instruction” process as a student-centered process that require students to develop their own strategies and effective processes for identifying problems, conducting informative searches, using newly found information to determine possible solutions and ethically report their data.

The Information Literacy Instruction Program for the 2018-2019 Academic Year focused on the summative assessment process for the full Information Literacy Program as we are submitting student artifacts from all modes of instruction delivery. The data from the IL Program for the 2018-2019 Academic Year will be collected from the next Multi-State Collaborative Program retreat and will be reported for AY 2019-2020.

The Information Literacy Instruction Program for the 2017-2018 Academic Year focused on the summative assessment process for the LSC-150 course student learning outcomes. That data can be found in the section for the LSC-150 program within this report.

Information Literacy Program

The Elihu Burritt Library’s Information Literacy Program is comprised of the following instructional delivery modes:

- 1) Online Information Literacy Tutorials for FYE classes
- 2) Library Instruction Classes (a.k.a., “One-Shots”);
- 3) Embedded Librarian Classes, in which a librarian was embedded into an English 110/105 Composition class; and
- 4) LSC-150 Credit-Bearing Information Literacy Course.

The following table summarizes the number of library instructors and classes/sessions for each type of instruction mode used within the IL Program for the 2018-2019 Academic Year. The sixth librarian noted as teaching during the Summer/Fall 2018 semester(s) was a graduate librarian student who assisted in developing the TRiO IL Programs that occurred during July and August of 2018. This student taught one-shot sessions during the Spring 2019 semester as an adjunct librarian. This quantitative summary is provided to demonstrate the dual impact of the Embedded Information Literacy Program and the Information Literacy Assessment Program on the entire Information Literacy Program provided by the instruction librarians. Furthermore, teaching faculty are now recognizing the value of information literacy due to the inclusion of IL competency assessment in the CCSU MSC Program.

Instruction Mode	# Instruction Librarians Teaching		Fall 2018	Spring 2019	Total
	Summer/Fall 2018	Spring 2019			
One-Shot	6	5	101	53	154
Embedded IL	5	4	20	35	55
LSC-150	2	2	28	28	56
Total			149	116	265

Please see the Appendix A for a summary of IL Program classes provided from 2014 to 2019.

Information Literacy Assessment Program

Past Assessment Practices

The following table outlines assessment instruments that have been used to determine the efficacy of the Elihu Burritt Library's Information Literacy Instruction Program.

Assessment Instrument	Instruction Mode Applicability	Qualitative/Quantitative	Strengths	Weaknesses
Pre- and Post-Tests/Quizzes	<ul style="list-style-type: none"> One-Shot LSC-150 	Quantitative	<ul style="list-style-type: none"> Provide assessment of pre-instruction IL skills Multi-choice questions are faster to assess/score Can be loaded into Blackboard Learn shell 	Do not provide demonstration of students' application of IL threshold concepts to multiple academic subjects
One-Minute Paper	One-Shot	Qualitative	Useful as formative assessment tool before and during one-shots	Does not provide summative measurement of student learning outcomes
Faculty Satisfaction Survey	One-Shot	Qualitative	Strives to engage faculty members with information literacy process and instruction librarians	Only elicited appreciation or vague comments – not constructive criticism - from teaching faculty
Threshold Achievement Test for Information Literacy (TATIL) Online Tests	LSC-150	Quantitative	Provides meaningful data for each of six IL Threshold Concept	<ul style="list-style-type: none"> Subscription Price is costly Each test only measured one or two threshold concepts Tests took 30 to 60 minutes, each

Present Assessment Practices

In January of 2019, the CCSU MSC Retreat initiated the assessment of student learning outcomes using student artifacts from a narrow scope of courses for information literacy competencies using the MSC Program assessment model. The student artifacts were submitted by faculty members teaching a graphic arts course, WRT105/110 faculty members participating in the Embedded Information Literacy Program and Instruction Librarians teaching the one-credit, LSC-150 course. Due to the following two issues, further assessment of student artifacts for information literacy competency will continue to occur at the next CCSU MSC Program retreat:

1. Lack of artifacts from 300- and 400-level classes; and
2. Misalignment of many assessment instruments/student assignments with the Information Literacy VALUE Rubric used to assess the artifacts. (Please see Appendix C for VALUE Rubric.)

The following table briefly outlines the applications of this assessment instrument.

Assessment Instrument	Instruction Mode Applicability	Qualitative/Quantitative	Strengths	Weaknesses
Multi-State Collaborative Assessment Model	<ul style="list-style-type: none"> • One-Shot • Embedded IL • LSC-150 	Quantitative	<p>Provides meaningful assessments of student learning outcomes</p> <p>Assessed by teaching faculty/engages faculty in IL process)</p> <p>Provides information to develop better lesson plans, course content and curriculum</p>	<p>AAC&U does not yet provide training on scoring student artifacts for IL competencies (CCSU is ahead of schedule)</p> <p>IL artifacts will not be scored every year at MSC retreats</p>

Both the Information Literacy Assessment Librarian and the Office of Institutional Research and Assessment have continued soliciting appropriate student artifacts in order to resolve the issues discovered in the MSC Program retreat in January of 2019. This includes a request for student artifacts submitted by faculty members requesting “one-shot” library instruction sessions from junior and senior undergraduates.

The addition of an Assessment Coordinator within the Office of Institutional Research and Assessment presents more opportunities to longitudinally assess CCSU students, but possibly to include incoming community college and high school students, as well. Martha Kruey was selected to act as the chairperson of the Search Committee for this new OIRA position in June 2019.

The library instruction classes/one-shots, embedded librarian classes and LSC-150 courses have been and will continue to be assessed using the Multi-State Collaborative (MSC) assessment model either by the campus-wide MSC Program, or by the library instructors, during those years in which the MSC Program is scoring other General Education competencies.

Future Assessment Practices

The Reference and Instruction Department piloted the Blue Swipe assessment instrument in the 2018-2019 Academic Year. This new assessment instrument will be used to develop longitudinal assessments of all information literacy instruction modes, as well as assessing the impact of library programming, reference consultations and other library services.

One of the WRT 105/110 Program faculty members provided the class list of her students who participated in the embedded information literacy program in the Spring 2019 Semester. This list will be entered into the Blue Swipe records for a future longitudinal analysis of the students' academic success as a result of the Embedded Information Literacy Program.

Information Literacy Instruction Modes

Online Information Literacy Tutorials for FYE classes

During the summer of 2015, an online set of IL tutorials with assessment instruments was requested by CCSU's Associate Vice President Academic Affairs at that time. This full set of modules included the Elihu Burritt Library's video tutorials and ProQuest's Research Companion modules and self-assessment tools.

The FYE/FYS Program that was implemented for the 2016-2017 Academic Year included a revised set of the online Information Literacy tutorial modules. The assessment of the FYE program either did not include the information literacy component(s) or the IL modules were never assigned in any of the FYE course sections.

The online IL modules have been updated twice, the first time in 2017 to replace the ProQuest Research Companion software with open access sources, due to the cost of ProQuest's program. They have been reorganized in the Spring Semester of 2019 with updated CCSU videos and more relevant open source tools, information and videos. This newest version of these modules could now be transferred to the Blackboard Learn (BBL) environment in order to take advantage of the assessment tools available within the BBL system that are lacking in the LibGuides system in which the modules and videos currently reside.

These online modules could be applied to any of the one-shot classes or within the Embedded IL Program classes with a flipped-classroom lesson plan. They might also be used as separate components within any format of the LSC-150 sections (i.e., online, hybrid, or on-ground class formats).

Library Instruction Classes (a.k.a., “One-Shots”)

Due to the changes within the Reference and Instruction department, plans to tailor the Library Instruction Request forms in order to develop better assessment instruments for these brief, one-time information literacy classes were put on hold for the 2018-2019 Academic Year. The instruction librarians intend to revisit the evolution of the instruction request form once the Instruction Design Librarian and the new Reference and Instruction Librarian have been hired.

The current library instruction request form does not provide much guidance for librarians’ lesson plans in terms of student learning outcomes for the five “session types” offered to faculty as follows:

- Library Tour [Approx. 15-30 mins]
- General Orientation (Library Catalog, Academic Search Premier, etc.) [Approx. 30-60 mins]
- Subject Orientation (Overview of Subject-Related Library Resources, Databases, Websites) [Approx. 30-60 mins.]
- Course Integrated Instruction (Instruction related to specific assignment/project) [Approx. 45-60 mins]
- Website Evaluation [Approx. 30-60 mins]

These descriptions of information literacy have only slightly evolved from the bibliographic instruction topics that are now outdated. The instruction librarians are currently rewriting these descriptions as student learning outcomes that align more easily with the threshold concepts and provide guidance in designing information literacy instruction that can be assessed for more meaningful data than the number of students who grasp the concept of using databases over Google.

The addition of an Instruction Design Librarian will also improve and accelerate the process of assessing information literacy instruction programs offered by the library. The Reference and Instruction Department’s interview questions for this position’s candidates were carefully created to evoke each candidate’s understanding of and experience with designing student learning outcomes in order to improve both the instruction and assessment of information literacy threshold concepts.

Embedded Information Literacy Program

Academic Year 2018-2019 registered the largest number of WRT110/105 course sections with embedded information literacy instruction over the course of both the fall and spring semesters, this was most likely due to the turnover of the library instruction faculty. During the Fall semester, instruction librarians were embedded in nine sections of WRT105/110. During the Spring 2019 Semester, the instruction librarians were embedded in six different sections of WRT105/110 with faculty members who have already requested embedded information literacy instruction for the Fall 2019 Semester.

Because the nature of research requires a concentrated effort in academic writing, the Embedded IL Program has reinforced the practicality of introducing students to information literacy threshold concepts throughout the introductory composition curriculum. The data collected from assessing the student artifacts from this program in the next CCSU MSC retreat should confirm that this is the most successful approach for teaching information literacy threshold concepts. This data collected from the Embedded Information Literacy Program student artifacts will be reported in the 2019-2020 Information Literacy Assessment Report.

The one issue that is difficult to correct for in the Embedded Information Literacy Program is the lack of control group classes. The teaching faculty members who participate in the program tend to offset their lesson plans with additional information literacy content in those classes that only attend one library instruction class during the semester (compared to the three or four sessions of information literacy instruction that the classes with embedded librarians receive).

The Reference and Instruction Department librarians also are considering ways in which to apply the most successful teaching and assessment techniques from the Embedded IL Program to the one-shot and LSC-150 instruction methods and curricula. One possible way to more successfully teach the LSC-150 course curriculum would be structure each section of the credit course to a different CCSU school (e.g., Business, SEST, SEPT and CLASS). This would mimic the structure of embedding information literacy into discrete disciplines every semester. Since this curricular structure would require four librarians to cover the four schools, each teaching one section of LSC-150 per semester.

LSC-150 Credit-Bearing Information Literacy Course – 2018/2019 Academic Year

The two information literacy programs that provide the most amount of interfacing between students and instruction librarians are the Embedded Information Literacy Program and the LSC-150 Credit Bearing course. These are the programs in which the student learning outcomes, data, and analysis are easiest to determine, collect and process.

In July of 2018, a team of the three library instructors, an acquisitions librarian and the Library Director, Dr. Antonucci, scored 21 student artifacts submitted by the two instruction librarians who had taught LSC-150 during the 2017-2018 Academic Year. The collection of student artifacts consisted of annotated bibliographies that had been submitted by freshman and senior students as mid-term and/or final projects for the two LSC-150 sections during the Spring 2018 semester. These artifacts were also included in the assessment process at the MSC Project retreat that took place in January of 2019.

The process for this assessment followed the Multi-State Collaborative Project (<https://www.aacu.org/value/msc>) process:

- 1) Anonymizing and coding student artifacts for blind scoring;

- 2) Ensuring that none of the instruction librarians were scoring their own students' papers;
- 3) Close reading for consistent understanding of the Association of American Colleges and Universities (AAC&U) VALUE Rubric for Information Literacy;
- 4) Norming of two unique student artifacts by entire scoring/assessment team;
- 5) Scoring of each student artifact for IL student learning outcomes by at least two different raters on team; and
- 6) Reconciliation of disparate scores on specific student artifacts.

The scores of the LSC-150 students aligned with those previously recorded for students participating in a WRT105/110 course with embedded information literacy instruction. While the objective score for 400-level students is a "2," at the lower end of a milestone level of competency, these scores are indicative of a student population that is adept at analyzing information sources. The best possible scenario for our assessment purposes for LSC-150 would be to create a control group with which to compare IL competency scores.

The positive impacts of introducing this formalized assessment process to the assessment team included a deeper understanding and appreciation for intentional instruction design, the application of student learning outcomes to lesson plans, and the need for consistency across the IL instruction curriculum and delivery methods. One example of this positive impact is the development of a more effective instruction request form for the one-shot classes and the Embedded IL Program classes.

The 2017 National Survey of Student Engagement for the Central Connecticut State University incoming freshmen included a section on their information literacy practices. The data drawn from this survey implied that students generally are aware of the research process as demonstrated by reporting that they often used supplementary resources for completing assignments, wrote more than just a final draft for an assigned paper or project and received feedback from the instructor that improved their use of information resources. It is because this survey demonstrates our students' lack of understanding of critical information literacy threshold concepts that additional efficient assessment instruments must be created to clarify the causes and remedies for information illiteracy throughout the LSC-150 course curriculum. Please see Appendix B for the data from this first assessment initiative in July of 2018.

Conclusion

The assessment of the Information Literacy Program has evolved at an even pace over the past five years, mirroring the assessment process across the curriculum. The faculty status of CCSU librarians has provided us the opportunity to participate in the Academic Assessment Committee's process of assessing academic programs, thereby learning a more efficient, measurable way of assessing our instruction efforts with a more formal set of student learning outcomes, assessment instruments, reporting procedures and academic perspective.

The addition of an Instruction Design Librarian to the Reference and Instruction Department will inevitably improve the assessment efforts towards establishing more consistent student learning outcomes, specifically in the one-shot classes, as well as adding another librarian who is experienced in the symbiotic processes of instruction design and academic program assessment.

The goals of this assessment program for the 2019-2020 Academic Year will be the following:

- 1) Analyze a complete set of data for student learning outcomes from artifacts gathered from the entire spectrum of IL instruction modes and collected at the MSC Program retreat;
- 2) Redesign the Instruction Request Form for one-shot classes in order to structure the contents for those lesson plans in a more consistent manner (for all instruction librarians);
- 3) Solicit more student artifacts for the MSC Program retreat from 300- and 400-level classes; and
- 4) Develop a strategic plan for the Information Literacy Program's future assessment.

APPENDIX A

Information Literacy Program

Quantitative Summary of Classes Fall 2014 through Spring 2019

Instruction Mode	Semester										Total
	F14	S15	F15	S16	F16	S17	F17	S18	F18	S19	
One-Shot	82	54	79	55	98	58	86	42	101	53	708
Embedded	N/A*	4	12	6	10	0	12	8	35	20	107
LSC-150	56	58	56	43	42	30	42	42	28	28	425
Total	138	116	147	104	150	88	140	92	164	101	1240

F = Fall Semester, including any classes taught after June 30 of the calendar year.

S = Spring Semester, including any classes taught during the Winter Session of the academic year.

*The Embedded Information Literacy Program commenced in the Spring 2015 Semester.

APPENDIX B

Evaluating LSC-150 Student Learning Outcomes
July 30-31, 2018

<u>Scores Delineated by Competency/Component</u>	<u>Total Average</u>
Determine Extent of Information Needed	1.89
Access Needed Information	1.81
Evaluate Information and Sources Critically	1.40
Use Information Effectively to Accomplish a Purpose	1.66

INFORMATION LITERACY VALUE RUBRIC

for more information, please contact value@aacu.org



The VALUE rubrics were developed by teams of faculty experts representing colleges and universities across the United States through a process that examined many existing campus rubrics and related documents for each learning outcome and incorporated additional feedback from faculty. The rubrics articulate fundamental criteria for each learning outcome, with performance descriptors demonstrating progressively more sophisticated levels of attainment. The rubrics are intended for institutional-level use in evaluating and discussing student learning, not for grading. The core expectations articulated in all 15 of the VALUE rubrics can and should be translated into the language of individual campuses, disciplines, and even courses. The utility of the VALUE rubrics is to position learning at all undergraduate levels within a basic framework of expectations such that evidence of learning can be shared nationally through a common dialog and understanding of student success. In July 2013, there was a correction to Dimension 3: Evaluate Information and its Sources Critically.

Definition

The ability to know when there is a need for information, to be able to identify, locate, evaluate, and effectively and responsibly use and share that information for the problem at hand. - Adopted from the National Forum on Information Literacy

Framing Language

This rubric is recommended for use evaluating a collection of work, rather than a single work sample in order to fully gauge students' information skills. Ideally, a collection of work would contain a wide variety of different types of work and might include: research papers, editorials, speeches, grant proposals, marketing or business plans, PowerPoint presentations, posters, literature reviews, position papers, and argument critiques to name a few. In addition, a description of the assignments with the instructions that initiated the student work would be vital in providing the complete context for the work. Although a student's final work must stand on its own, evidence of a student's research and information gathering processes, such as a research journal/diary, could provide further demonstration of a student's information proficiency and for some criteria on this rubric would be required.

INFORMATION LITERACY VALUE RUBRIC

for more information, please contact value@aacu.org



Definition

The ability to know when there is a need for information, to be able to identify, locate, evaluate, and effectively and responsibly use and share that information for the problem at hand. - The National Forum on Information Literacy
Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Capstone 4	Milestones		Benchmark 1
		3	2	
Determine the Extent of Information Needed	Effectively defines the scope of the research question or thesis. Effectively determines key concepts. Types of information (sources) selected directly relate to concepts or answer research question.	Defines the scope of the research question or thesis completely. Can determine key concepts. Types of information (sources) selected relate to concepts or answer research question.	Defines the scope of the research question or thesis incompletely (parts are missing, remains too broad or too narrow, etc.). Can determine key concepts. Types of information (sources) selected partially relate to concepts or answer research question.	Has difficulty defining the scope of the research question or thesis. Has difficulty determining key concepts. Types of information (sources) selected do not relate to concepts or answer research question.
Access the Needed Information	Accesses information using effective, well-designed search strategies and most appropriate information sources.	Accesses information using variety of search strategies and some relevant information sources. Demonstrates ability to refine search.	Accesses information using simple search strategies, retrieves information from limited and similar sources.	Accesses information randomly, retrieves information that lacks relevance and quality.
Evaluate Information and its Sources Critically*	Chooses a variety of information sources appropriate to the scope and discipline of the research question. Selects sources after considering the importance (to the researched topic) of the multiple criteria used (such as relevance to the research question, currency, authority, audience, and bias or point of view).	Chooses a variety of information sources appropriate to the scope and discipline of the research question. Selects sources using multiple criteria (such as relevance to the research question, currency, and authority).	Chooses a variety of information sources. Selects sources using basic criteria (such as relevance to the research question and currency).	Chooses a few information sources. Selects sources using limited criteria (such as relevance to the research question).
Use Information Effectively to Accomplish a Specific Purpose	Communicates, organizes and synthesizes information from sources to fully achieve a specific purpose, with clarity and depth	Communicates, organizes and synthesizes information from sources. Intended purpose is achieved.	Communicates and organizes information from sources. The information is not yet synthesized, so the intended purpose is not fully achieved.	Communicates information from sources. The information is fragmented and/or used inappropriately (misquoted, taken out of context, or incorrectly paraphrased, etc.), so the intended purpose is not achieved.
Access and Use Information Ethically and Legally	Students use correctly all of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrate a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.	Students use correctly three of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.	Students use correctly two of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.	Students use correctly one of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.

*Corrected Dimension 3: Evaluate Information and its Sources Critically in July 2013

Appendix D

CENTRAL CONNECTICUT STATE UNIVERSITY RESULTS OF DEPARTMENTAL ELECTIONS SPRING 2019

Department: Library

Faculty Senator(s)	Steven Bernstein, 2017-2019	Years Already Served	
Alternate(s)	Renata Vickrey, 2018-2020	Years Already Served	2016-2018

CURRICULUM COMMITTEE - NO TERM LIMIT

Representative	Brian Matzke	2019
Alternate	Renata Vickrey	2017-2019

GRADUATE STUDIES COMMITTEE (If Applicable) - NO TERM LIMIT

Representative	Sharon Clapp	2017-2019
Alternate	Kim Farrington	2015-2017, 2017-2019

OTHER COMMITTEE ASSIGNMENTS IN DEPARTMENT:

Library Faculty Evaluation Committee

Steven Bernstein, Chair, 2016-2018, 2018-2020
Susan Slaga-Metivier, 2016-2018, 2018-2020
Martha Kruey, 2019
Renata Vickrey, 2018-2020

Library Faculty Personnel Committee

Kristin D'Amato, Chair, 2014-2016, 2017-2019
Kristina Edwards, 2016-2018, 2018-2020
Kim Farrington, 2018-2020
Dana Hanford, 2018-2020
Sharon Clapp 2014-2016, 2016-2018, 2019-2020

AAUP Spokesperson

Kristina Edwards, 2017-2018, 2018-2019

AAUP Liaison

Susan Slaga-Metivier, 2017-2018, 2018-2019

Please be sure to indicate number of years **already served** in the assignment.

Appendix E:

Marketing and Communication Plan for 2018/19

1. *Create a brochure about library technologies and services to be disseminated to all audience groups. The brochure will be in print and online. The online version will be available on the library website and to students via the university's electronic pipeline. Assistance in the development of the brochure will be secured from the University Marketing Communication Office. The brochure will be completed and printed by August, 2018.*
2. *Develop a Meet Library Staff campaign. A key component of the campaign will be short two minute videos showcasing the talents of at least 10 library staff and how they can help patrons, including faculty, with their research. These videos will help patrons identify the right person to help them and describe how they can be contacted. Assistance in the development of these videos will be secured from the university's Media Center. These videos will be available on both the university website and the library website. Filming, editing and posting will be completed by the end of the fall semester, 2018.*
 - During the summer and fall 2018 semesters, short videos of each department were created and released to the campus community. Each video featured a department in which the staff introduced themselves as well as stating their area of responsibilities, services provided, and contact information. The videos were posted on MediaSpace @ Central Connecticut State University by the Media Technology department who also helped us by filming and editing the videos. These videos were shared on University listservs, social media, and library website. Each video that has been released has more than 100 views with the most popular video being the first one featuring our Access Services staff.
3. *The Director of Library Services, the university Outreach Librarian, and at least four additional library staff will be selected to liaise with university academic departments. These staff will contact their assigned departments and request time to address their faculty concerning the library services that are available to them and their students. This task will be initiated at the beginning of the fall semester, 2018. Planning will begin in June, 2018.*
4. *The Director of Library Services and the University Outreach Librarian will meet with the university's Student Learning Center to further develop collaborative efforts supporting instruction sessions for students concerning research techniques during the 3rd and 4th week of each semester. Planning will begin in the summer of 2019.*
5. *At least three library staff will be assigned to develop working relationships with selected student clubs and offer instruction on library services that can support the clubs' mission. Planning will begin in June, 2018.*

- We invited club members to the Library to have a customized tour of the library and share information about library services that their student group might be interested in. Some of the departments that were invited during the year were the Polish Club, Men Enough Support group, and Gaming Club.
 - Library staff participated in Student Center Club Fair during the spring 2019 semester and shared information on library services. This provided a good opportunity for the library to do outreach with students as well as give us an opportunity to speak with various members of the existing student clubs about what kinds of events and programs they run for their group.
6. *In an effort to better brand the Burritt Library as a source of expert assistance, technology and services with all audience groups, including university administration, the library logo will be included on all external communication, publications, and postings to all audience groups. Stationery and folders printed with the library logo and contact information will be obtained. In addition, a more robust social media presence will be developed and run through the official CCSU social media account. This will be an ongoing task throughout the year.*
- To expand our social media presence our Outreach Librarian worked with the Alumni Association to share information on library news & Library services through the Alumni Association social media account.
 - We also continue to use our social media presence to market library events, new library services, and provide updates when there are technical issues with our electronic resources.
7. *The Director of Library Services and the University Outreach Librarian will work with the university's Community Engagement committee to develop ways to educate members of the surrounding community about the technology and services available to them at the library. These outreach efforts should also help build the donor base and facilitate fundraising. This will require active participation in campus/community events, alumni association events, open houses, and campus tours. A social media component will be developed to complement these efforts. Planning will begin in the summer of 2019.*
8. *In an effort to improve the relevance and popularity of special events held at the library (e.g., guest speakers and exhibits), a survey will be launched at the beginning of each academic year to assess what topics would be of greatest interest to students, professors and community members. These topics will be prioritized and efforts will be made to organize events for the year based on this input. These events will be widely promoted well in advance. Planning for the initial survey will begin in August, 2018. A calendar of events will be produced and disseminated each semester.*
9. *A survey will be distributed in September, 2018 to students asking about their preferred hours of operation for the library. Based on the findings, a pilot program extending the library's hours of operation will be run during the spring 2019 semester. An assessment of the results of*

the pilot program will be conducted at the end of the semester and future plans developed accordingly.

- During November and December 2018, we conducted a survey related to Library hours and OERs (Open Educational Resources). We received responses from 1000 students (both undergraduate and graduate). Based on the findings it was discovered that the hours of operation are adequate. Due to these findings, we choose not to run the pilot program of expanding the library hours during the 2019 spring semester.

10. The Director of Library Services and four librarians recently completed the EXCITE Transformation for Libraries Training program (Connecticut State Library, 2018). Starting in September, 2018 the Burritt EXCITE team will work with the university's Center for Teaching and Faculty Development on a program titled "CONNECTU: Fall Into the Library." In an effort to cultivate closer connections between the faculty and the library, the program will bring faculty together three times each semester in a relaxed atmosphere at the library to discuss issues that are important to them. Part of the funding for this program will be provided by an Institute of Museum and Library Services Grant that was obtained by the State Library of Connecticut. The Friends of the Burritt Library will provide additional funding.

- Library Excite team worked with the Center for Teaching and Faculty Development on a book discussion group program titled: "CONNECTU: Fall Into the Library."
- The book discussion group held three meetings in the Special Collections space in the Burritt Library in the Fall 2018. The book titled "The Slow Professor: Challenging the Culture of Speed in the Academy", was discussed and brought together senior and junior faculty from a variety of disciplines.
- This book discussion group was followed up by another book discussion group led by Prof. Marian Anton (Mathematical Sciences) on the book: The 5 Elements of Effective Thinking. Four sessions of the book group were held throughout the spring 2019 semester.