

ANNUAL REPORT TEMPLATE 2019-20
FOR ACADEMIC UNITS

May 12, 2020

The pandemic has disrupted our typical work. In this report, you have the opportunity to chronicle your unit's progress towards reaching our institution's, our division's goals, and your unit's goals. You should also look ahead and set targets for the upcoming academic year, despite our uncertain future. Operate on the best knowledge available.

To continue our efforts to increase transparency and encourage collaboration, annual reports will be published in [a shared repository on Sharepoint](#). The repository is still under construction; its organization will change as we add annual reports.

Within your report, please respond to the following prompts and structure your report using these headings.

Progress in 2019-20

The Elihu Burritt Library faculty and staff were on target to meet the majority of the department's goals before the pandemic shut down the entire campus during the mid-term break of the Spring 2020 semester. The day after the immediate evacuation of the campus on March 12, 2020, the library staff met for its first Webex meeting to migrate as many in-person library services to the virtual environment as possible. The first requirement was to create a guide for Remote Library Services. The guide will continue to exist and evolve as the CCSU community needs new and different ways to access information sources.

I. Institutional Goals

Enhancing Academic Excellence and Preparing Graduates to Thrive in a Changing Economy

Promote a student-centered environment to ensure success

The "Book a Librarian" program was proposed as a project in the Fall 2019 semester to the Retention Grant Program. This program allows students to schedule one-on-one research consultations with a reference librarian for increments of a half-hour. This program is, in many respects, an expansion of the library's embedded information literacy program that increases student exposure to the information literacy process and librarians over the course of a semester instead of just one time. Thus, this service enables instruction librarians to provide information literacy instruction that is more intensive and tailored to individual students' needs. Librarians migrated this service to the online environment in March that nine people took advantage of, including graduate students and teaching faculty members. Please see the following metadata table for evidence of this data:

Value	Count	%
NoData	0	0%
In Person	0	0%
Telephone	0	0%
Email	1	8%
Chat	2	17%
Appointment	9	75%

This data is based on reference questions lasting for 30 minutes for the date ranges of March 1 through June 30, 2020. The three other questions reported in the table reflect reference queries channeled through other reference conduits.

The following tables demonstrate the relevant data for all reference transactions for the 2019-2020 academic year. Please see the Information Literacy Annual Report for more detailed data and data relevant to formalized instruction efforts in the 2019-2020 academic year.

Transactions by Location – Full Year

Value	Count	%
No Data	64	4%
Reference Desk	1475	87%
Curriculum Lab	3	0%
Circulation Desk	125	7%
4th Floor	4	0%
Office	21	1%

The Reference Transactions by Location data in the 2020-2021 Annual Report will likely demonstrate whether or not students differentiate the services provided at the Reference Desk versus those provided at the Circulation Desk, as this might determine

where students are best served by reference librarians (i.e., at separate or collaborative service desks).

In regards to the type of contact point for students to access reference librarians, the “Transactions by Contact Type” tables (following) demonstrate that not as many students took advantage of the online chat tools as expected, despite the transfer of many reference touchpoints to the virtual library environment to enable easier student access to research guidance. Drawing more students to the online chat tool will be critical for AY 2020-2021 in order to guide as many students as possible to the reference services, thereby ensuring increased academic success in the online educational environment. Anecdotal evidence suggests that many students prefer the in-person class experience to the online experience because they lose track of homework assignments and suffer other time-management issues. This contradicts, however, the evidence demonstrating that students ask more in-person questions of reference librarians (than via remote reference access).

Transactions by Contact Type 2019-2020

Value	Count	%
NoData	7	0%
In Person	1250	74%
Telephone	207	12%
Email	96	6%
Chat	109	6%
Appointment	23	1%

Transactions by Contact Type 2018-2019

Value	Count	%
NoData	2	0%
In Person	1880	81%
Telephone	300	13%
Email	60	3%
Chat	76	3%
Appointment	2	0%

Although the data (above) for AY 2019-2020 electronic transactions (e.g., email and chat modes) reflect an increase of double the percentage points for the same types of transactions conducted in AY 2018-2019, this is not as significant as it might have been. The cause for this likely lies in the rapid nature of the transition from the physical/in-person campus environment to the remote environment. A comparative study between reference services at an online campus like Charter Oak and those at CCSU might reveal the reference services commonly used by students in the virtual academic environment.

Transactions by Time Spent Answering Questions

2019-2020

Value	Count	%
NoData	765	45%
<10	570	34%
10	162	10%
15	97	6%
20	41	2%
25	15	1%
30	17	1%
>30	25	1%

2018-2019

Value	Count	%
NoData	1258	54%
<10	616	27%
10	228	10%
15	116	5%
20	51	2%
25	12	1%
30	10	0%
>30	29	1%

The comparison of times spent answering reference questions reveal a significant decrease in the number of transactions for which no time spent answering reference questions, demonstrating progress in reporting statistics at the reference desk. The uptick in number of transactions lasting 30 minutes reflects the newly established Book a Librarian consulting services. Although the data only show an increase of seven students requiring at least a half-hour reference consultation, the pandemic skewed the process through a loss of direct communication and marketing to students and faculty.

Drive academic transformation through innovation

The Digital Humanities 100 course provides a broad introduction to the field, and covers topics including digital publishing, digital archives, metadata, algorithms, textual analysis, and data visualization. Students propose research projects and design a website to exhibit their original research. They add to this website through weekly assignments that are designed to introduce them to different DH tools and concepts, and they also keep a blog where they reflect on the assignments.

Increasing Access to Higher Education and Ensuring Student Success

Develop a culture of accessibility

The best way for an academic library to increase access to high-quality education for all students is to provide as many course-related resources to its constituent students and faculty members. The Elihu Burritt Library faculty and staff has been purchasing selected physical textbooks for the Course Reserve collection to help students underwrite the cost of textbooks. These library materials are among those that students use most often as they are considered required reading in campus-wide curricula.

The circumstances evolving from the pandemic presented the challenge of providing access to the physical collection in the Course Reserves. The Access Services and Circulation department staff worked with other library departments to resolve access to required sources as quickly and efficiently as possible without any access to the library resources, themselves. Plans are currently underway for locating required information sources in electronic/digital formats to replace as many physical resources as possible to support online learning. Statistics for circulation and purchased (physical) resources are attached.

One resolution to the problem with providing access to physical texts in the virtual educational environment has been maintaining and providing links to open educational resources (OER). These educational resources have been proven to save students money, enhance academic freedom, and to improve the quality of the curriculum in many instances. Remarkably, the OER collection of twelve titles, currently held in the library, was purchased by the SGA several years ago. The physical books have never circulated a lot, suggesting that students might be using the electronic/digital versions of the textbooks. Because usage statistics of OER's have never been available, it is impossible to qualify or quantify the impact of providing links to these types of academic sources.

The evolution of OER usage by either faculty members or students had stalled on campus up until February of 2020, when the members of a newly established library OER team conducted a campus-wide Lunch and Learn presentation about what these resources mean for faculty and students. There is evidence that students might have been using open access resources continuously throughout the pandemic as a result of either not having access to the physical items in the library or not knowing how to access proprietary resources provided through the library or other CCSU venues.

Other innovative methods used by the librarians to provide easier access to students includes the library's 6th annual Trick or Treat e-resources event that was held in the library on October 29, 2019. 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. Ninety students participated in this year's Trick or Treat event.

Foster an Inclusive and Safe Campus Culture That Values and Encourages Individuals to Participate in a Free and Respectful Exchange of Ideas

Integrate diversity into the curriculum, pedagogical methods, professional development, and co-curricular activities that contribute to cultural competency

Dr. Shelley Jones and Dr. Jesse Turner invited reference and instruction librarians to work with them on a grant that will add print resources about teaching diversity in both early education and math education curricula and be housed in the library's Curriculum Laboratory. This initiative will also expand the collaboration between instruction librarians and faculty within the education degree programs.

The Reference and Instruction Department also worked collaboratively with Center for Teaching and Faculty Development on an ongoing Book Discussion Group for faculty and staff members across the curriculum. The book discussed in the second semester was *Why Are All the Black Kids Sitting Together in the Cafeteria?* by Beverly Daniel Tatum. Although only three book discussions occurred, out of the scheduled five meetings, the discussions were apropos of what would happen three months after the last discussion, in March.

[The Veterans History Project \(VHP\)](#)

This ongoing project serves both to preserve history and honor Connecticut's veterans by sharing their stories. Members of the CCSU community have used the VHP's database to find photos and information about loved ones and to reconnect with fellow veterans with whom they served. Instagram and Twitter accounts were created alongside the existing Facebook account to increase public engagement VHP collection during the 2019-2020 AY. Efforts are also being made to conduct interviews with veterans from underrepresented communities.

In the fall semester of 2019, VHP librarians collaborated with the Public History Department to preserve posters created by CCSU students and providing biographical and military information on soldiers whose names are listed on the Iwo Jima Memorial near campus. The VHP also participated in the Iwo Jima Survivors Group of Connecticut's 75th Anniversary celebration of the flag raising at Iwo Jima at which the students' poster collection was shared with attendants by a CCSU professor.

[LGBTQ Digitization Project with Gale Research](#)

The library negotiated the license for the Gale Group Inc. to digitize some collections in the GLBTQ Archives for inclusion in the database called the North American LGBTQ Communities. This collection is part of the Archives of Sexuality and Gender. Gale will begin digitizing collections in the latter half of 2020.

[Special Collections and Archives](#)

The Special Collections and Archive department's assistance was required throughout the 2019-2020 academic year for two projects related to Connecticut LGBTQ history: the Connecticut LGBTQ Timeline and a documentary, produced by Jerrimarie Liesegang and Richard Nelson. Special attention was devoted to finding objects related to

transgender history which was overlooked in the first timeline that was produced years ago.

II. Academic Affairs Goals

Information Literacy

The Information Literacy program at Central Connecticut State University has been led throughout its history by the Reference and Instruction Department at the Elihu Burritt Library. The addition of two new instruction librarians in AY 2019-2020, one of whom is an Instruction Design Librarian, is rounding out the full process of teaching the information literacy process and, subsequently, assessing the students' learning outcomes in order to improve upon their abilities to find, evaluate and use information in ethical and legal manners. The addition also brought the department back to a full complement of five full-time reference and instruction librarians, which enables the team to create more student-focused instructional and reference services through direct modes (e.g. the Book a Librarian consultation service) and indirect modes (e.g., redesigning and adding Instruction Request forms for better communication with faculty members seeking library instruction for students). This reference and instruction team seized the opportunities presented by the challenges of transitioning to a virtual educational environment in March by repurposing many of the online platforms already used by the department (e.g., LibGuides, LibAnswers, Webex, and Microsoft Bookings) to maintain or improve upon its services to students and faculty members.

III. Creative Activity

Please see Creative Activity Formatter spreadsheet.

IV. Other Notable Accomplishments & Challenges

Accomplishments & Challenges Irrelevant to Pandemic

Radio-Frequency Identification (RFID) Project

20,653 Books were tagged before the library was closed on March 12, 2020. The following challenges delayed tagging 340,423 books (original goal for AY 2019-2020) for electronic inventory control methods:

- i. Technical difficulties with required equipment;
- ii. Staffing of project was intermittent; and
- iii. Physical book collection requires further weeding of damaged materials. This problem was worsened by loss of acquisitions librarian.

Assessment of Library Services and Information

A librarian was elected to represent CCSU on the Transfer and Articulation Program's Framework Implementation and Review Committee (TAP FIRC) and was subsequently appointed to facilitate the Continuing Learning/Information Literacy working group in our charge to amend the student learning outcomes for the community college information literacy assessments. The benefits to both the library department and to CCSU of working with these two groups include sharing models for teaching and assessing information literacy proficiencies with teaching faculty members across the

CSCU system. More specifically, this accomplishment reflects the challenges posed by the following issues:

- A general resistance on all academic campuses to assessment;
- Resistance to the “Students First” movement directive from the CSCU systems office;
- Movement to an online environment by all educational institutions on a global basis; and
- The overall misunderstanding of the academic library’s purpose on campus in regard toward imbuing information literacy in the collegiate population.

Community Outreach

Before the pandemic, the library continued to expand our reach through broader engagement with the campus community and beyond. We established many connections during the year. The connections that we have established include connecting with our students at the annual Trick or Treat event, connecting with donors at the First Annual Friends of the Library Recognition Reception, and establishing international connections during a visit to the library by the President and First Lady of Poland. In addition, we received a donation from longtime supporters, Dr. Roger T. and Mary Ann Zieger, of three first edition books by Mark Twain.

Accomplishments & Challenges Relevant to Pandemic

One of the chief issues considered in creating the Library’s guide to Virtual Library Services During Emergency Campus Closure in March was aligning electronic resources with anticipated faculty and student needs for the online environment for the second half of the 2020 spring semester. Following are three of the initiatives encompassed within the provisions of electronic resources for faculty members and students:

Four librarians volunteered to assist the Instructional Design and Technology Resource Center with answering faculty questions about using Blackboard Learn and other online teaching platforms in the spontaneous transition to the virtual classroom. This collaboration included expanding the use of the library’s chat service, Springshare’s LibAnswers product, to include a separate chat line for the IDTRC’s purposes. Librarians responded to Blackboard chat and email questions from faculty alongside their IDTRC colleagues.

In addition to repurposing the LibAnswers platform, reference librarians also redeployed WebEx, Microsoft Teams, and Zoom for online consultation meetings with students and faculty members needing reference and research help. And, when covering online reference desk questions, librarians employed screen sharing along with new and recycled online research guides and tutorials. With input from the staff and student focus groups, the library webpage was updated to make it easier for faculty and students to find our LibGuide for Remote Library Services.

Planning for 2020-21

I. Departmental goals for Academic/Financial Year 2020-2021

- Provide access to physical and virtual resources in the online/pandemic environment.
- Provide any and all access services in most effective and safest methods possible.
- Tag first quarter of library collection for RFID Project work.
- Expand the department's marketing and outreach/collaborations work (i.e., recruit more teaching faculty to include embedded librarians in course sections, increase student usage of library services like Book a Librarian, and collaborate with campus-wide departments on curricular projects and community-focused initiatives). *Please see Information Literacy Annual Report for further instruction and assessment goals.*
- Continue to migrate the content of the library's digital repository, CONTENTdm, to the Connecticut Digital Archives.
- Meetings with all academic departments regarding their future needs for electronic resources. These meetings will guide future policy for collection development, both for acquisitions and in instances in which the library needs to scale back collections.
- Review of activities and restructuring of tasks among the AAUP Faculty Librarians in order to generate improved performance of the entire library and improve the role of the library at CCSU.
- Continue working with the Friends of the Burritt Library Advisory Board to continue to expand the library's reach through broader engagement with the campus community and beyond.

II. Anticipated Challenges

Identify the three most substantial challenges you expect in the upcoming academic year

Challenges Indirectly Related to Pandemic

1. Due to current fiscal limitations, the position of acquisitions librarian will likely not be filled during the 2020-2021 academic year. Thus, transferring the acquisitions responsibilities during a time of transition in terms of workflow, budget and collection development will present substantial issues to the entire library staff. Not only does this present a challenge in establishing new protocols without an acquisitions librarian to advise during the process, but it also creates a burden in terms of workload as this is going to be a busy year with many other challenges to respond to due to the pandemic and budget difficulties that necessitate difficult collection decisions.
2. Determining the library's role in supporting faculty research versus the research needs to support the curriculum will impact the library in the following ways:
 - a. The library has historically built its physical and electronic collections to support both curriculum and faculty research; however, the current budgetary limitations do not allow us to comfortably sustain both. As such, the library has focused review efforts on preserving resources that directly

support curriculum, however, more research needs to be conducted to determine the library's current role in supporting faculty research. In addition, yearly inflation on the cost of library resources needs to be factored into the University budget decisions.

- b. Reference and instruction services would likely be impacted by expectations from faculty members seeking OER's, reference sources and research services (e.g., Mendeley training for both faculty and students).
- c. Access Services would be impacted by increased interlibrary loan requests for faculty research projects, weeding of outdated materials in order to determine necessary replacements of information sources and continued access to all library collections.
- d. In addition, the library building's space would be impacted by a shift toward supporting the curriculum when more student study group spaces are created by weeding outdated resources.

Challenges Directly Related to Pandemic

1. Providing safe, efficient and effective access to the physical library collection by the campus community will be a challenge when classes transition to the online environment due to current health risks to the library staff in light of the current pandemic.
2. Continued work on collaborative projects (e.g., the RFID project) involving the physical collection and/or space will create challenges due to limited staffing and safety requirements (e.g., self-distancing policies).
3. Maintaining staff health and safety, while performing excellent customer service for our students and faculty, will present both the challenge of sustaining services (i.e., the more librarians fall ill, the fewer librarians will be available to provide services to the entire campus) and the risk of infecting students and faculty members will increase.
4. Marketing most library services to academic departments in order to impact more student success in the online-only environment will be particularly difficult in the online-only environment. *Please see the Information Literacy Annual Report for further details on this challenge.*

Describe how you intend, at this time, to meet them.

1. Closing the building to only the library staff would allow for safer distribution of circulating resources and the scanning of content from non-circulating resources as needed and/or provide electronic versions – either proprietary or openly accessible – to students and faculty.
2. Collaborative work, such as the RFID project will continue as time allows, depending on how the campus and the library building is reopened and used by the community for the fall semester.
3. In order to maintain safety for the library staff as well as for library users, while providing the best possible customer service for our students and faculty, the staff must continue quarantine procedures for the indefinite future to safeguard everyone

as they use the physical collections. This will include identifying online options of course materials to assist students.

4. The Reference and Instruction librarians intend to target 10 department meetings to request an invitation to online department meetings of the fall semester in order to begin outreach program. This strategy could apply to all library departments in their outreach plans.
5. Add open educational resources and open access journal databases to LibGuides and begin guiding faculty and students towards these non-proprietary resources.

Understanding that we will be extremely limited, describe the resources you believe you would need to meet them.

1. The continued access of the physical collection will be a challenge when classes go online: This decision will be for the campus to decide.
2. In order to fulfill both the promise of excellent service and continue work on collaborative or department-wide projects, the student workforce will need to be rebuilt with work study students for non-professional library duties (e.g., tagging books for the RFID project).
3. A touch-less, self-checkout kiosk has been suggested in other library reports. It is expensive, but this unit would further eliminate staff intervention and extra touches of the physical materials in the building if the stacks are open to browsing.
4. Software to build self-paced tutorials with accompanying self-assessment instruments would provide more coverage of information literacy lesson plans, especially if presented as an option for flipped classroom teaching practices with the opportunity to embed librarians as guides within more coursework. Please see the Information Literacy Annual Report in Appendix A.

Appendix A

2019-2020 Information Literacy Program Annual Report

2019-2020 Information Literacy Program Assessment Report

Progress in 2019-20

The Elihu Burritt Library's Information Literacy Instruction department made strides in evolving information literacy instruction during the 2019-2020 academic year. The addition of two new reference and instruction librarians in the fall semester of 2019 enabled the department to serve more students, while reinvigorating the entire program with fresher teaching techniques, perspectives, and possibilities for the assessment process at both the reference desk and in any "classroom."

The Institutional Goals applied to the Information Literacy Program are mainly focused on the University's goal of "promoting a student-centered environment to ensure success. However, it is important to note that both high-impact practices and innovative pedagogy are also applicable throughout the Information Literacy Program curriculum. Information literacy interactive assignments and collaborative efforts between subject specialists and instruction librarians to assist transfer of research habits between various subjects are two examples of how these other strategic goals might be applicable to this academic support program.

V. Institutional Goals

Enhancing Academic Excellence and Preparing Graduates to Thrive in a Changing Economy

Promote a student-centered environment to ensure success

Information Literacy Workshops/"One-Shot" Sessions

The "one-shot" session is the most common information literacy instruction model for teaching college students, globally. This model involves faculty members requesting that an instruction librarian teach students various information literacy threshold concepts ranging from the creation of a topic statement to finding, evaluating and citing resources for a research paper. As a sign of progress, the instruction librarians increased its number of one-shots taught during the Fall 2019 semester.

Although a majority of one-shot IL sessions are requested for first-year student courses (e.g., WRT105/110), the 300/400-level classes for specific subjects (e.g., SW394 and HIS301) are also consistently requesting this instruction model for their students. By steadily increasing the number of students' exposures to the information literacy threshold concepts through direct application of library instruction to specific academic subjects, we will improve students' potentials for both academic and career success.

One-shots Conducted in AY 2019-2020

Semester Term	Date Range	Number of Classes Taught	Difference from Previous Year
Summer 2019	July 1 – August 25	9	0
Fall/Winter 2019/2020	August 26, 2019 – January 20, 2020	94	+22
Spring/Summer 2020	January 21 – July 1, 2020	34	-19

Embedded Information Literacy Program

The Embedded Information Literacy Program with the English Composition program began in 2015, when the instruction librarians were invited to embed information literacy instruction into one section of the ENG105/110 (now WRT105/110). The concept was to extend student exposure of information literacy threshold concepts from one class period to a series of three to four periods over the span of an entire semester so that students processed the abstract concepts and apply them more effectively to basic college research projects. As the Embedded Information Literacy Program has evolved and expanded, most WRT105/110 faculty members have experienced teaching with at least two different instruction librarians. This has diversified the lesson plans, assignments and (likely) the academic success of students in those sections with embedded IL content.

The Embedded Information Literacy Program was continued for the Fall 2019 semester with seven individual ENG110 sections instructed by a reference/instructional librarian in order to determine a practical curriculum and assessment process of the information literacy competencies. Two of the subject-specialist faculty members also taught a second ENG110 section, which should have allowed for a control group; however, the teaching faculty are resolute that all students should be given the same opportunities to learn information literacy skills from the librarians. Bearing this in mind, we will compare student artifacts between embedded IL composition course sections to those without any assistance or instruction from librarians.

Embedded Information Literacy Classes Conducted in AY 2019-2020

Semester Term	Date Range	Embedded WRT105/110 Classes	Difference from Previous Year
Fall 2019	August 26, 2019 – December 20	28	+8
Spring 2020	January 21 – July 1, 2020	12	-23

LSC-150: Library Research in the Digital Age

This one-credit course is offered in both semesters and has been offered as an online class, and as either a hybrid (partially online/on-campus) or on-campus-only class. Only one section each of the online and hybrid formats was offered due to a shortage of instruction librarians available to teach the course during the Fall 2019 semester. The course runs for 14 weeks and typically assigns an annotated bibliography as the final project as the assessment instrument for determining the success of its student learning outcomes.

All sections of LSC-150 share a common syllabus format and set of student learning outcomes in order to determine students' acquisitions and applications of information literacy threshold concepts. Instruction librarians have shared content, assessment instruments and teaching strategies throughout the history of the course. However, the formats have changed among instruction librarians, and the evolution of formatting from text-dense Blackboard Learn shells to an increased usage of Kaltura video tutorials (using screen captures and video footage of the instructors' faces and voices) occurred for the Spring 2020 semester, when the two newest instruction librarians taught the only two sections of LSC-150 in the online format. This formatting change has been requested by students for a few years but was never actualized due to the combination of a shortage of instruction librarians and lack of cohesion in the library's instruction department. The addition of the two new librarians has enabled the Information Literacy Program to reach its strategic goal of delivering consistent information literacy lesson plans. A third section of LSC-150 that was to be a hybrid format of both online and on-ground was canceled due to low enrollment.

The new audio/visual teaching delivery format has not yet been assessed by either the Library staff or the teaching faculty, during a scoring retreat of student artifacts. It will, however, be assessed during the next assessment retreat that will be scheduled for late summer/early fall of AY 2020-2021, when the Information Literacy student learning outcomes are expected to be assessed for a second time. All student artifacts have been forwarded to the CCSU Office of Institutional Research and Assessment as of the submission of this report.

Semester Term	Date Range	LSC-150 Classes	Difference from Previous Year
Fall 2019	August 26, 2019 – December 20	28	0
Spring 2020	January 21 – July 1, 2020	28	0

VI. Other Notable Accomplishments & Challenges

Accomplishments & Challenges Irrelevant to Pandemic

Information Literacy workshops, or “one-shots” are deemed the most difficult instructional delivery method in which to assess student learning outcomes by instruction librarians. When information literacy threshold concepts have been assessed, the process has been conducted by the subject specialist instructors teaching the students who have been introduced to the concepts in such library workshops.

As stated in previous Information Literacy Program reports, the following issues have made these IL classes very difficult to teach and assess in the past:

1. Students often “skip” or do not pay attention to the librarian during these class periods, deeming the class content is not as important as other content taught within the class by their primary instructors. This factor becomes more salient when faculty members either do not accompany the students to the library class or do not engage with the librarians’ lesson plans and students in relation to information literacy.
2. Discipline-specific teaching faculty generally misunderstand the roles of both information literacy (as a concept) and instructional librarians in the context of teaching a discipline. “Course instructors may feel pressure by the amount of content they need to teach and are loath to give up scarce instructional time. Many course instructors are not aware of all the library services that are available, or they worry that they are asking too much of the librarian.” (Buchanan, 6).
3. Teaching faculty often use the one-shot instructional workshops to pack all the “library resource information” into a one-hour class period, making the job of teaching and learning the threshold concepts behind information literacy virtually impossible to retain and/or apply to real-world problems; and even less possible to assess, since librarians can’t distinguish the information applied from the one-shot workshops versus course curriculum or other information resources.

It was with these issues in mind that in June 2019, before the arrival of the department’s two newest librarians, the reference and instruction department revised the Instruction Request

Form that teaching faculty are required to submit in order to schedule a library instruction session.

This form had previously included a very broadly defined set of learning objectives/session “type” options that led faculty members to request most, if not all, information literacy lesson plan options for one class period (i.e., 50 to 175 minutes).

Former IL One-Shot Lesson Plan Options (Prior to Summer 2019)	New IL One-Shot Lesson Plan Options (Beginning Fall 2019)
Library Tour [Approx. 15-30 mins]	Research scope and keyword concepts (approx. 20-30 minutes)
General Orientation (Library Catalog, Academic Search Premier, etc.) [Approx. 30-60 mins]	Overview of library website (approx. 30 minutes)
Subject Orientation (Overview of Subject-Related Library Resources, Databases, Websites) [Approx. 30-60 mins.]	How to evaluate information & its sources critically (approx. 30 minutes)
Course Integrated Instruction (Instruction related to specific assignment/project) [Approx. 45-60 mins]	Using information effectively (approx. 30 minutes)
Website Evaluation [Approx. 30-60 mins]	Research ethics (approx. 30 minutes)

This new, specific language reflects information-literacy focused learning objectives in order to make this delivery format much easier to assess with a number of different artifacts (e.g., student papers, oral presentations, or annotated bibliographies), using rubrics. In addition, faculty members are required to limit their choice of lesson plan types to only two options (as opposed to opting for all five lesson plans at one time), though they are also given the opportunity to request more than one library instruction session.

The instruction librarians created an Online Instruction Request Form as a response to the migration to online learning during the COVID-19 pandemic. This request form provides options to teaching faculty for librarians to be embedded in their course Blackboard Learn shell, a librarian-taught online IL lesson (either synchronously or asynchronously), or for information literacy lesson plans created by librarians for their students. There were minimal edits made to the time allotments offered on the in-person instruction request form (only the time required to cover each topic was changed) as demonstrated in this table:

New IL One-Shot Lesson Plan Options (In-Person Instruction Request Form)	IL One-Shot Lesson Plan Options (Online Instruction Request Form)
Research scope and keyword concepts (approx. 20-30 minutes)	Research scope and keyword concepts (approx. 10-15 minutes)
Overview of library website (approx. 30 minutes)	Overview of library website and application of search strategies (approx. 30 minutes)

How to evaluate information & its sources critically (approx. 30 minutes)	How to evaluate information & its sources critically (approx.10-15 minutes)
Using information effectively (approx. 30 minutes)	Using information effectively (approx.10-15 minutes)
Research ethics (approx. 30 minutes)	Research ethics (approx. 10-15 minutes)

However, the creation of a new instruction request form for all IL classes taught for subject courses (other than LSC-150) laid groundwork for future assessment practices. The language and description of lesson plan options on the previous instruction request forms was vague and required expanded communication between individual faculty members and instruction librarians in order to determine student learning outcomes to be met by each workshop/one-shot and thereby assess the students' abilities to learn the IL/research process and apply it effectively to college research papers and projects. This process also left most librarians with individual lesson plans that might or might not be assessable.

All new Instruction Request forms now offer options for lesson plans that directly align with the student learning outcomes as listed on the AAC&U VALUE rubric for information literacy. This further enables the entire reference and instruction department to create a bank of reusable lesson plans with assignments and/or activities that can be assessed throughout the semester.

Accomplishments & Challenges Relevant to Pandemic

Drive academic transformation through innovation

Instructional Development

The following instructional delivery methods were all employed, despite the immediate transfer to the online environment on March 12, 2020; at the same time, however, we have not been able to assess any of these instruction methods nor the student learning outcomes specified for the methods due to the restrictive virtual environment in which we have been working since the campus officially closed due to the pandemic.

1. Information Literacy/Library Instruction Workshops, a.k.a. "one-shots"

Due to the COVID-19 pandemic, only 34 one-shot classes were taught during the spring 2020 semester, a number significantly lower than that of Spring 2019. A few of these classes were taught during the second half of the semester in either synchronous online classes, or modified and tailored lesson plans for an asynchronous, one-shot lesson were shared with the teaching faculty members requesting the lesson for their class in the online environment. These modified teaching modes met the institutional strategic goals of providing high-impact practices and innovative pedagogy. However, the challenges of outreach to faculty in need of librarian assistance in teaching information literacy for the second half of the spring semester made the instructional tasks for the librarians

much harder. The irony that students needed more information literacy instruction during the closure of all physical information resources was not lost on the IL/instruction librarians.

2. Embedded librarian classes, in which librarians were embedded into ENG110/105 classes for three-four class sessions per course section

While this teaching mode could be effectively applied in a synchronous class session, it was applied as an asynchronous teaching format through links within Blackboard Learn course shells and shared lesson plans. Although student artifacts have been requested from teaching faculty in the embedded sections for Spring 2020, many faculty members have not yet responded with their artifacts. This was an example of how the transition to the online teaching environment posed a more difficult set of challenges to the instruction librarians: the inconsistency of communication between teaching faculty and instruction librarians has always been somewhat fragile, but the difficulty in conversing online made the relationship building all the more difficult.

3. Online information literacy instruction was delivered via Webex, Blackboard Learn or other electronic platforms (Spring 2020 in response to transitioning to online classroom formats across campus due to COVID-19). This instruction delivery mode was increasingly implemented and included some flipped-classroom teaching. Instruction librarians are in the process of creating more online IL lesson plans and assessment methods for the Fall 2020 semester as a result of the restrictive social conditions that will dictate teaching formats for the coming academic year. Additionally, these online IL instruction modes could be used in a future First Year Experience program curriculum.

The challenges posed to these instruction delivery modes include awkward and inconsistent platforms for delivering online, self-paced tutorials and self-assessment instruments that might allow for more fluidity in both teaching and learning of information literacy threshold concepts. While both proprietary and open-source tutorial and assessment platforms are available and have been used by other academic institutions for online IL instruction, the pandemic has radically decreased the budget necessary for either conducting more thorough searches and testing of the open access platforms or subscribing/purchasing the proprietary platforms. The transition to a thoroughly online environment has limited the staff in ability to thoroughly investigate platforms (either open access or proprietary). A thorough analysis of these tools has been planned for the near future, as time permits.

Assessment Development

All assessment instruments used during the 2019-2020 academic year implemented the [Information Literacy Threshold Concepts Framework](#) developed by the Association of

College and Research Libraries (ACRL) in 2015, along with the Association of American Colleges and Universities (AAC&U) VALUE Rubric for Information Literacy as the assessment documents to determine the core Information Literacy competencies.

The addition of the new instruction librarians required a slower pace for the evolution and application of the assessment practices for information literacy instruction.

Due to the timing of the campus closure, the department has been unable to gather all assignments from the multiple IL instruction sessions presented throughout the first and second semesters. Ordinarily, the assessment process for all assignments would have been completed in May and June, when teaching faculty members were still accessible. However, the pandemic did force a new issue on the assessment process, which is that classes have been forced into the online environment, prompting the need for a new Instruction Request form for online class instruction in Information Literacy.

Continuing the collaborative efforts with both the Office of Institutional Research and Assessment (OIRA), as well as the Academic Assessment Committee, the Information Literacy instruction team is maintaining the broader, more comprehensive assessment plan for the Information Literacy Program that was created in 2017. This program included the following initiatives for AY 2019/2020:

- 1) Final student projects from four LSC-150 course sections, along with student artifacts from WRT105/110 sections, in which an instruction librarian has been embedded, are forwarded to the OIRA from the Fall 2019 and Spring 2020 semesters for assessment by the Multi-State Collaborative retreat participants to occur in late summer/early fall of 2020; and
- 2) Information Literacy has been maintained in the General Education learning outcomes/objectives on the OIRA website for Central Connecticut State University.

Planning for 2020-21

I. Departmental Goals for Academic/Financial Year 2020-2021

- Expand the department's marketing and outreach/collaborations work (i.e., recruit more teaching faculty to include embedded librarians in course sections, increase student usage of library services like Book a Librarian, and collaborate with campus-wide departments on curricular projects and community-focused initiatives).
- Update and streamline LibGuides (online research guides), lessons and tutorials to be used in online information literacy instruction by librarians, teaching faculty members and by students in learning the research process.
- Further develop information literacy assessment process with the following:
 - Assessment training for librarians in any department; and

- Create new and more effective assessment instruments (e.g., self-paced tutorial quizzes and interactive assignments).

II. Anticipated Challenges

Identify the three most substantial challenges you expect in the upcoming academic year

Challenges Relevant to Pandemic

1. Maintaining three sections of LSC 150 to reach more students and help them improve their information literacy and research skills with smaller population of students due to pandemic requirements of online instruction for majority of courses;
2. Teaching the information literacy thresholds (with students discussing concepts like scholarship as conversation), which are highly abstract concepts, in the online environment; and
3. Delivering information literacy instruction in online environment, specifically for one-shots and embedded IL WRT105/110 sections, without effective platforms implemented before classes begin for Fall 2020 semester.

Describe how you intend, at this time, to meet them

6. Instruction librarians might either rotate teaching responsibilities for LSC-150 or two librarians might co-teach one section.
7. Create new online self-paced tutorials with self-assessment tools to teach students with flipped classroom approaches so that time in classes with students is spent clarifying more difficult threshold concepts and answering student questions about research process.
8. Update and/or recycle open access tutorials and quiz applications resources currently used and begin guiding faculty and students towards these non-proprietary resources.

Understanding that we will be extremely limited, describe the resources you believe you would need to meet them.

9. Software to build self-paced tutorials with accompanying self-assessment instruments would provide more coverage of information literacy lesson plans, especially if presented as an option for flipped classroom teaching practices with the opportunity to embed librarians as guides within more coursework.

Bibliography

Buchanan, H. E., & McDonough, B. (2014). *The one-shot library instruction survival guide*. Chicago: American Library Association.