

**ELIHU BURRITT LIBRARY  
ANNUAL REPORT  
2016-17**

**I. Past Year Activity**

**A. Progress in Meeting Annual Goals.** List the goals that you set for your unit last year and briefly describe your unit's progress in meeting each goal. Include any impediments encountered in achieving the stated goals and objectives. Present data concerning the level of activity.

**1. CSCU ILS Project**

At the beginning of FY2016, the RFP process to select a joint integrated library system with the other libraries in the CSCU system concluded with the selection of ALMA and a discovery layer, Primo. The work has already begun to prepare for the transfer of data from our current system to the new system as well as the configuration of features in the new system that allow us to provide innovative new library services in addition to traditional library services.

The implementation of the new system is currently scheduled for January 2016. Also, the implementation of a new authentication system, EZProxy, will be implemented in July 2016 to facilitate the access to our online resources to library patrons when they are off campus. A successful implementation will allow us to expand our services as well as provide students, staff, and faculty uninterrupted library services and access to library resources.

During 2016-17 the Burritt Library participated in the migration from the CONSULS library system with 5 institution (4 CSUs and the State Library) to a shared library system with 17 institutions (12 community colleges, State Library, 4 CSUs, and Charter Oak). Given the extensive functionality that a library system includes from checking books in and out to access to electronic resources, all library staff were affected by this change and needed to take an active part in the migration of the data from one system to the other. The staff continues to work with students and faculty to minimize the negative effects presented by the change. Given the frustrations on the part of faculty and students, it is important to understand that library staff are still working to eliminate the current negative effects of the system as well as plan to ensure that additional ones do not occur as the library system is updated.

Each library department was responsible for the maintenance and migration of data and services from the old library system to the new system, ALMA. In some cases, we were able to clean up the information in the older system before migration but overall given the significant difference in the structure of the older system to ALMA, much work is currently taking place and will continue in the coming years to optimize the system. The following is a breakdown of the most extensive work done by library staff related to migration and implementation of ALMA.

- Dr. Carl Antonucci serves on the Council of Library Director and serves and the representative for CCSU within the CSU Library Consortium. In this role he and his colleagues discuss the various policies that are needed on the consortium level.
- Dr. Carl Antonucci worked throughout the process to advocate for the needs of CCSU faculty, students, and staff at the system level to ensure the new library system would benefit the CCSU community.

#### Access Services:

- Migration of circulation, fines/fees data, and patron data while ensuring the privacy of library patrons
- Migrated Course Reserves (both physical and electronic) as well as implemented the use of a new digital environment (ALMA-D) that holds the electronic reserves found within the library catalog that faculty use to support curriculum
- Served as a point of contact for library users needing to report technical issues and provide feedback on the new system.
- During the migration, it was discovered that the consortial loans (books loaned to other CSU libraries) would not be migrated seamless into ALMA. Kim Farrington worked with other CSU librarians to locate and make sure that materials made it back the owning library
- Currently working to clean up fines/fee data and set up a new procedure for billing patrons in collaboration with Bursar's Office

#### Acquisitions, Serials, & Electronic Resources:

- Implementation of EZproxy
- Set up of necessary components such as SUSHI harvester and uploading COUNTER statistics to ensure that usage data is continuous collected for electronic resources for decision making processes
- Migration of financial data from Millennium to ALMA
- Served as a point of contact for library users needing to report technical issues and provide feedback on the new system.
- Set up of all electronic resources to ensure availability through the new CentralSearch
- Set up and integration of license information for electronic resources and electronic journals for use by interlibrary loan staff filling requests and for use in decision making
- During the migration it was discovered the migration of serials holdings data would be found confusing and unhelpful to library users which resulted in the need to update all serials holdings (over 4,000 journal titles) to ensure students and faculty could clearly distinguish the years available for a particular journal

- Work is ongoing in creating serial prediction patterns, which allows us to provide library users what the most recent issue of a journal that we have received

ISAR (Information Systems and Resources):

- Dana Hanford served as the Project Lead for CCSU and was responsible for overseeing the migration and implementation at CCSU. This included disseminating communication, compiling and completing mapping and configuration forms, compiling data files and assisting other departments with compiling files, troubleshooting data issues, and providing status updates on behalf of CCSU to the CCSU Project Managers.
- Migration of bibliographic data for all physical and electronic materials that are apart of library collections
- Served as a point of contact for library users needing to report technical issues and provide feedback on the new system.
- Sharon rebuilt aspects of the web presence to support the new catalog interface, as well as ensuring that LibAnalytics was set to handle ticketing for issues with the new system.
- As needed, Sharon Clapp met with faculty members and Systems Office personnel to deal with user experience concerns related to the system.

Reference:

- Updated our online subject guides (Libguides) to provide correct links to the new CentralSearch as well as updated links to the old library catalog to reflect the new link for the same resource in ALMA
- We also provided training/workshops to the CCSU community on how to use the new system
- Briana McGuckin and Nicole Rioux made several new video tutorials on how to use the new system and updated previous tutorials
- Served as a point of contact for library users needing to report technical issues and provide feedback on the new system.

Special Collections:

- Reviewed, within the new library system, how each of the Special Collections are represented in CentralSearch to ensure accuracy and maximize discoverability.
- Troubleshooting and collaboration with ISAR to deal with various display issues within the new library system related to language material and non-traditional library resources represented in CentralSearch

During the Implementation and Migration period, functional groups were created in which procedures for migrating data and testing data from the old system to the new system were developed so that we could successful migrate data and set up the systems configuration on a local level.

Representation on the Functional Groups:

- Systems: Dana Hanford
- Technical Services: Steven Bernstein
- User Experience/Outreach: Sharon Clapp (Co-Chair), Kim Farrington

Also during the implementation, Dana Hanford (Resource Management) and Kim Farrington (Fullfillment), participated on the Training Team that provided in person training and documentation on the various functions in ALMA before the system went live in January 2017. Several of our librarians provided the in-person training for various aspects of ALMA to our colleagues within the system:

- Acquisitions: Kristina Edwards, Dana Hanford
- Fullfillment: Kim Farrington
- Resource Management: Steven Bernstein

As part of the consortial project, Expert Teams were created allow librarians and library staff throughout the consortium to come together and create policies and procedures that would help all library staff in each of the 17 institutions get the most out of ALMA. Currently, we have representation on all of the expert teams and work extensively in ALMA both on the institutional and consortial levels.

Representation on current Consortial Expert Teams:

- Acquisitions/Resource Management: Kristina Edwards, Steven Bernstein
- E-Resources Management: Kristin D'Amato
- Fullfillment: Kim Farrington
- Primo/Discovery: Sharon Clapp
- Systems/Network Zone: Dana Hanford

Alma General Administrator Certification completed by Steven Bernstein, Sharon Clapp, and Dana Hanford allowing us further ability to customize and utilize all the functionality in our new consortial integrated library system.

Sharon Clapp completed Primo Administrator Certification during the past year to better enable the Burritt Library to be responsive to user feedback to further improve our discovery tool, CentralSearch.

With all areas of the system, there has been a steep learning curve and we are still in learning mode. There are still several major software issues that need to be addressed, but we are currently working on fixing them systematically, usually with consultation with our counterparts at other institutions. Sharing ideas and extensive collaboration has become the norm across all areas of the library and library consortium.

## **2. Budget Analysis and Assessment**

As the State of Connecticut continues to experience further reductions in funding to higher education, it continues to place the Burritt Library in a position to find new and creative ways to ensure that we are using library funds and resources that illustrates our commitment to supporting university curriculum and campus initiatives in a fair and equitable manner. This year we would like to meet with every academic department to review and update them on the current issues related to acquiring/subscribing to electronic resources. Our hope is that we can use this process to connect with faculty and make sure that we are subscribing only to things that are truly used and necessary to support curriculum.

The librarians responsible for the library materials budget including Dr. Carl Antonucci, initiated a complete review of resources supporting academic departments with a goal of reducing spending for each department by 25% over a two year period, beginning in fiscal year 2017 and ending in fiscal year 2018. During this process, members of each academic department were consulted for input, resulting in the collection of valuable information pertaining to curriculum and information needs.

This project was handled in two parts, the first part allowed the library to stay within its budget for the FY2017 fiscal year. Some departments decided to reduce the academic department spent by the entire 25% rather than the needed 12.5% which was essential to keeping our budget on track for the current fiscal year. The second part involved reaching out to each of the departments that would still need to reduce the departmental spend for the FY2018 fiscal year.

Through this process library materials that were considered essential to various departments and were highly interdisciplinary were not touched as they make up the core of the library materials that we provide to support the university curriculum. As part of the conversations that we had with various departments, it was important for us to mention that there are essential library resources that are currently being paid for by the systems office and the Connecticut State Library so that faculty understand that there are other entities in the state that help us provide the resources that they need for their research and curriculum. It was important to make sure that faculty understood that should those entities get a decrease in funding it would mean that we will have to either pick up the cost of the resource(s) they can no longer provide or that we will lose the resource.

We are hoping that this project will allow us to maintain library resources for the next couple of years without having to do an additional reduction in library

resources for another two years. Though we would have preferred to not have to do this project, it was very helpful to meet with departments as their schedules to allow us a better understanding of the current and future curriculum that the various departments are developing. We hope to build upon the many conversations we have had to allow us “right-size” all our collections to ensure that they meet the needs of the research and curriculum offered here at CCSU.

### **3. “Rightsizing” the Library Physical Collections**

Over the next 3 years, the process of evaluating and assessing the current physical collections that currently reside in the Burritt Library will begin. 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. Doing this will also involve working closely with faculty within each department. In the first year the Acquisitions Librarian will touch base with 8 academic departments throughout the year.

Unfortunately, due to the extensiveness of the migration to the new library system, ALMA, and our budget project, the Acquisitions Librarian has not been able to create the initial policies for any academic departments. Initial work was done to start gathering information from faculty about their use and needs from the physical library collections through the departmental meetings held about the library budget issues. Moving forward with “right sizing” our physical collections, will also need to be conscious of the future possibility of collaborative collection development across the CSCU consortium.

Initial conversations have been held with a vendor, OCLC, to explore their collection analysis software called Green Glass to help create a plan to make our physical library collections correspond to our curriculum and research needs. The Acquisitions Librarian has worked to keep informed of the EAST Project, a collaborative book project in which partners work to ensure that the scholarly record is maintained while allowing libraries to downsize their physical collections to gain student space locally.

### **4. Library Space Planning (with further evaluation and planning for a Learning Commons)**

It has been important that the library work towards creating the most inviting and collaborative space. Given the moving around of various departments in the library and the new residents who will soon share the library building with us, we would like to spend next year reviewing and updating previous plans to create a Learning Commons within the library. With the addition of the Engineering building in a few years, which will include a connector that will house ITS, we will recommence the planning, together with Provost Carl Lovitt, to create a Learning Commons that expands the spaces, services and technology necessary for each student to innovate, develop and create the knowledge bases necessary to be successful at CCSU and in the workforce.

Though there have been some administrative changes that have changed the approach to creating a Learning Commons, work continues to be done to brainstorm and find ways to fund the transformation the 3<sup>rd</sup> floor of the Burritt Library. Initial conversations included the inclusion of a Math Emporium or a Chinese Cultural Center on the 3<sup>rd</sup> floor to be more inclusion of concepts pulled from success at other institutions. Through work involving the ITBD, university administration, and community partners, a concept of using the space for expanding the CCSU Innovation and Education Center in conjunction with some of the concepts of a Learning Commons is currently seeking grant funding. This project would allow the library and its staff to take a more active role in creating and staffing a space in which students, faculty, and staff can come together to collaborate and learn from each other with research and library resources all in one location.

Some initial work on library space planning involved the thorough analysis of our print serials and the extent of overlap that we have with electronic journal archive back files. Our Serials Librarian, Kristin D'Amato, reviewed our print serials and has created a plan for the removal of print serial volumes where perpetual and secure access is available for any given print serial that we have to see if we can safely withdraw the volumes without loss of content. Given the extent of this project, it will likely be done in phases so that we can communicate with faculty and staff to ensure they are aware of the project and that our main focus is to maintain the level of content that we have available for students, faculty, and staff.

## **5. Grants Committee**

In the new fiscal year, we would like to create a Grants Committee so that the library can more actively locate and apply for grants that will support the goals and objectives of our strategic plan. This process will include creating a stronger partnership with the Grants & Funded Research department. It is important that we research and bring additional funding into the library through grants to facilitate accomplishing our goals.

Given the time commitment needed to implement and troubleshoot the new integrated library system with our CSCU colleagues to ALMA as well as the extensive work to analysis the library materials budget, we were unable to create a Grants Committee. Though, we were unable to create a Burritt Library Grants Committee, Dr. Carl Antonucci and librarians here continue to work on various grants as opportunities have presented themselves.

Currently, work is underway to work with ITBD to gain grant funding for expansion of the CCSU Innovation and Education Center and the development of a Venture Capital Fund that would be located on the Elihu Burritt Library's 3<sup>rd</sup> floor after the removal of the classrooms. This would combine the needs of further developing the CCSU Innovation and Education Center as well as create a

Learning Commons space that would truly provide students, faculty, and staff a place to innovate, collaborate, and create. This grant would not only provide resources to transform the space but help staff (faculty fellows and library staff) the space to provide the best in research and library services to the CCSU community. We are very excited about this opportunity and how it will allow us to further collaborate within the CCSU community as well as community partners.

We have also recently applied for a grant from OpenStax (Rice University) to help us explore and expand the use of open educational resources here at CCSU. Unfortunately, we were unsuccessful this time but hopefully we can learn from our experience with this grant application process and reapply again in the future.

## **6. OERS & Digital Infrastructure**

The library is well-positioned to lead the campus' faculty to awareness, discovery, development, and publication of OERs. The library will work to raise awareness of the need for – and opportunities presented by – open educational resources through establishment of a learning communities group and programming/events/tutorials around the topic. As the library further develops its information literacy program, it will find, use, create and publish its own OER as supporting materials. The scholarly publishing crisis with its attendant inflation in the cost of acquiring information resources while library budgets continue to be reduced makes OER leadership key to the organization's long-term survival. The library's experience with raising OER awareness and interest among faculty members will help to inform strategic planning for digital infrastructure.

The Digital Services Librarian has been coordinating the charge forward to use of Open Educational Resources here at CCSU. The Burritt Library staff is working to support faculty whenever possible to identify open educational resources that allow faculty can update or modify themselves to better serve their curriculum. OERs typically carry no licensing costs and allow for modification based on the needs of the faculty member using them in curriculum. OER has the added benefit of providing the ability for faculty to help reduce the cost of textbooks and other resources students commonly need to purchase for any particular class.

In conjunction with members of the Reference and Instruction department, we successfully received a CTFD grant that allowed us to run an OER Lunch-n-Learn workshop, and a Learning Community Group that met throughout the spring semester and will continue in the coming year. This culminated in a \$300 mini-grant program for the spring semester which the library is awarding to incentivize faculty use and development of OERs. The learning community group also has been working on a faculty survey to gain further knowledge of the various concerns and practical stumbling blocks related to greater use of OERs here at CCSU.

We also worked closely with the Student Government Association to purchase and create a public outreach display of OpenStax textbooks that can circulate and



demonstrate to faculty and students the quality of both print and online materials that are now available to support common core courses in the curriculum at CCSU. We presented our work at the annual Faculty Day. In coordination with this presentation, the SGA awarded recognition in the form of a public proclamation and certificate to a member of faculty who has demonstrated leadership as an “OER Champion”, a project that they will continue in coming years.

We also recently applied to a very competitive program with OpenStax, an open educational resource publisher, to become a “partner institution” for OER development at CCSU. Reference and Instruction Librarians here at the library are currently using various OER materials for their LSC-150 one credit course. Our hope is that by moving information literacy instruction materials to OERs, when possible, will provide another way for librarians to support faculty by answering questions about the use of OERs in our curriculum and the various ways they can be integrated within Blackboard as an instructor.

### **7. Development/Expansion/Extension of Information Literacy Program**

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, a Freshman Year Experience course, and a set of online information literacy tutorials.

The foundation of information literacy – as opposed to bibliographic instruction, which is nothing more than training students to use library resources – is an evolving educational process. This process has been established through the embedded librarian program with the English composition program over the past three academic semesters and will continue to expand through the application of current curriculum best practices, assessment instruments and processes as supported and practiced by the Central Connecticut State University Academic Assessment Committee and the Office of Institutional Research and Assessment. The Reference and Instruction Department of the Elihu Burritt Library has instituted student learning outcomes for its one-credit information literacy course – LSC-150, its embedded librarian programs, and in the 2016-2017 academic year, the individual information literacy workshops that are instructed by librarians for all academic disciplines – a.k.a. “one-shots.”

Ten “one-shot” information literacy classes will be assessed by applying a selection of assessment instruments and strategies, including a revised library instruction request menu that will be created for the beginning of the 2016-2017 academic year. This menu will allow

librarians to develop appropriate lesson plans and assessment instruments that will create meaningful data about CCSU students' information literacy competencies. Incoming student surveys, self-assessments and scoring of student-created artifacts will be tested for possible future use by all instructional librarians for the spring 2017 semester.

- Implemented an assessment program with standardized pre-course tests using threshold achievement test for information literacy (TATIL) in order to determine level of IL competency of incoming students.
- Librarians revised the library instruction request menu to allow them to gather better information from faculty in order to better understand what level of instruction they are interested in having their classes receive when visiting the library. It allows librarians and faculty to work together to find out if the best course of action includes a tour of the library, instruction on basic database use, or instruction related to evaluating websites.
- Librarians and Library Director worked together to rename and update the description and learning outcomes of LSC-150 course for the catalog. The LSC-150 course is now titled: "Library Research in the Digital Age" which more accurately describes the class and its outcomes.
- Librarians promoted/market information literacy instruction modes throughout CCSU community. Because time is often limited for instruction, the reference & instruction librarians continue to create and promote the resources that we have and that have been created to help faculty and students enhance their information literacy skills.
- Several of our reference librarians were actively embedded as information literacy instructors in ENG 105/110 courses during the Fall 2016 semester; and assessed student artifacts from embedded and single-session classes in Spring 2017 semester.
- Applied analysis of data and comments from AY2015-2016 evaluations related to embedded information literacy courses in fall 2016 in order to improve instruction.
- Further information about the various information literacy assessment activities can be found in Appendix A.

#### **8. Integration of Information & Digital Literacy Integration into the First Year Experience**

The Library will continue to provide leadership in the areas of Information & Digital Literacy, which are key areas of learning for 21<sup>st</sup>-century student success. "Threshold concepts" for digital literacy within the Information Literacy framework defined by ACRL will be developed by the library's instructional/reference staff in collaboration with the Digital Services Librarian in 2016.

During the 2016-17 academic year, a new FYE program was piloted to include various modules that would enhance students skills in various areas such as information literacy, digital literacy, financial literacy, etc. Students would receive the curriculum through Blackboard using a template shell to allow faculty integrate all the modules into their FYE courses. The curriculum related to information literacy skills was largely created by our Reference & Instruction Librarians with assistance from the Digital

Services Librarian, subcommittee chair for the information & digital literacy portions of the FYE pilot program. In the coming year, our Digital Services Librarian will meet in the coming year with the coordinators of the redesigned FYE in order to assess the outcomes and build upon the prior work, as soon as the information for each of the segments of the course become available.

Additionally, the Digital Services Librarian has been in discussions with the English and History departments at the College of Liberal Arts & Social Sciences as they work to establish a more digitally oriented humanities program. This would further expand the library's role in instruction and support of faculty in digital and information literacy, which ultimately should improve the digital literacy of all CCSU students, particularly those attracted to non-technologically oriented majors.

Note: A Campus-wide FYE initiative has been extended for another year, so more information literacy activity will occur in next academic year.

**B. Progress with Strategic Planning.** If applicable, summarize progress with your unit's strategic plan and any changes in the plan. Please attach a copy of the plan as an appendix.

During the FY2016-17, the Burritt Library Assessment Committee discussed plans for a new library strategic plan. Ultimately, we felt it better to wait until the new administration was in place and created a new university wide strategic plan to ensure that we create goals and objectives that are in line with those in a new university wide strategic plan. Though our library strategic plan is two year old (see <http://library.ccsu.edu/strategicplan/>), we continue to work on meeting those goals and objectives that had not been reached until such time as we can create and implement a new library strategic plan.

Objective 1.1: Integrate information literacy competencies into the general education curriculum.

Reference Librarians along with our Digital Services Librarian worked with the FYE program to create a curriculum that could be used in the FYE program to enhance student's information literacy competencies. At this time we are unaware of how the information literacy curriculum was used during this past year (pilot year of the new FYE curriculum). Once feedback or assessment measures for the FYE curriculum, have been shared further work can be done in the next year to fine tune and adjust the curriculum to be more effective.

Objective 1.3: Build strong relationships with students and faculty through modes of engagement such as embedded and personal librarians as well as other personalized library services.

Reference Librarians continue to work with various classes as embedded librarians. See Appendix A, which feature further information about the embedded librarian program as well as assessment of the past year's efforts.

Our librarians continue to work one on one with faculty and students whether it is a student or faculty members needing assistance in our MakerSpace or a faculty member needing assistance to build library collections in support of a new program such as the Nurse Anesthesia Program. All CCSU community members are always welcome to setup an appointment with one of our Reference Librarians to get research assistance or develop resources/instructions for their curriculum.

Objective 1.5: Ensure the fulfillment of student-centered strategic objectives through:

1.5c: Assessment of student learning that takes place in information literacy instruction sessions and the LSC 150 course.

See Appendix A, for more information on the past year's efforts related to updating and assessing information literacy instruction sessions as well as our LSC 150 course.

Objective 4.1: Support and increase our community engagement efforts through partnerships with community organizations and academic departments, as well as archival and digitization projects.

Librarians collaborated with the Journalism department to hold "Fake News" workshops that were open to the CCSU community and general public. These workshops involved conversations between the Journalism faculty and librarians about how to present the topic of "Fake News" as well as ways the public could use in order to evaluate news for themselves and distinguish "Fake News" from accurate news during this unique time in which news media is being scrutinized more than ever. These workshops have been repeated in several public libraries in Connecticut.

**C. Administrative Changes.** Summarize any significant changes in budgetary, staffing, and infrastructure conditions in your unit in the past year.

During the 2016-17 fiscal year, the library started the year with two unfilled librarian positions as well as one paraprofessional position. Dr. Carl Antonucci, working with the Provost, was able to get a temporary full time appointment role filled by Sarah Lawson (eResources Specialist), splitting time between the Acquisitions, Serials and E-resources department and the Reference department.

Additionally to support the Reference Department, Nicole Rioux was hired as an adjunct/part-time Reference and Instruction librarian to help with reference desk coverage, instruction, making tutorials, etc. We had an intern, Mary Jo El-Hechman who also assisted with reference, instruction and tutorials. She was hired part-time for the summer and fall as well.

Rolande Duprey continues as an adjunct librarian working nights and weekends during the academic year for Access Services. Additionally, Sarah Zaccardi started as an adjunct librarian starting in Spring and Summer 1 sessions to provide additional support for Access

Services by assisting the Head of Access Services with various projects related to updating and maintaining circulation functions in ALMA.

During the year, we started the search for a Digital Projects Developer Librarian which was eventually frozen. We hope to resume the search once the hiring freeze is over. This position is important since we need additional librarians skilled with digital and web technologies to support faculty, colleagues, and students as they grow and evolve in their digital capabilities.

**D. Special Initiatives.** Describe changes in current initiatives, any new initiatives, or initiatives beyond the normal scope of your unit's activities. Present evidence of their impact or effectiveness.

**OERs and Digital Literacy** are two major areas of growth that might otherwise seem to be "beyond the normal scope" of the library's traditional role, however, they fit with the skillsets and advocacy work of the Digital Services Librarian in the "open" (e.g., "open source") and web spaces. These are important areas of growth for CCSU's mission, and areas wherein the library can make an important difference although the library will require additional capacity to meet the growing demands for information and digital literacy instruction and faculty support. For example, the Digital Services Librarian, Sharon Clapp, being well-versed (and having access to) the installation and administration of web open source software was able to implement an Omeka instance for the Digital History 511 course taught by Heather Prescott. Sharon was able to provide instruction on digital libraries, copyright / intellectual property, and Omeka / web design (and most importantly, student support on the use of the tool) in the fall of 2016. This reminded faculty to look to library participation in discussion of the creation of a digital humanities major.

Our library archivists, Ewa Wolynska and Renata Vickrey, are very involved with the **Polish community in New Britain as well as the Polish Studies program**. They continue to work closely with the Polish community in New Britain. With the arrival of President Zulma Toro, our Outreach Librarian worked closely with the President's office to provide opportunities for our new president to meet and speak with various members of the Polish community in New Britain. Renata Vickrey organized a meeting between President Zulma Toro with the Polish community as well as arranged for a Polish local newspaper to interview President Toro to help provide the Polish community more information about the new CCSU President and future plans for CCSU. Renata Vickrey also worked with Rick Mullins, ITBD, to prepare new memorandum of understanding with [two](#) partnering institutions in Poland, Wroclaw and Krakow Technical Universities by serving as a liaison by corresponding with both institutions and taking care of the necessary logistical issues locally. Also, Renata Vickrey was able to organize a visit of Poland's Ambassador to CCSU to visit campus and meet with President Toro. Our library archivists serve as faculty advisors to the CCSU Polish Club students and serve of the Polish Studies Advisory Board. Also, Ewa Wolynska created the itinerary and organized the Passport to Global Citizenship trip to Poland in June 2017. Participating CCSU students visited

four Polish cities and several dozen museums, sites, and cultural institutions, took part in local celebrations.

Dr. Carl Antonucci has also continued working with Renata Vickrey and the Library Marketing Committee to collaborate with members of the campus community to plan events at the library that would benefit the students, faculty, staff and community members. Some examples of these programs:

- CCSU iPad Ensemble, under the direction of Dr. Charles Menoche, a combined concert and forum in the Special Collections Room in the Elihu Burritt Library.
- CCSU Guitar Ensemble concert in Special Collections Room
- Memorial Symposium for the late Professor Martha Wallach
- Book talk with William Mann for his book, "War of the Roosevelts: the Ruthless Rise of America's Greatest Political Family"
- Trick or Treat E-Resources Fair which allows students to "trick or treat" while becoming more familiar with the electronic resources accessible to students for their research
- Ice Cream Breaker program which allows students the opportunity to become more oriented to the library and get quick tips for navigating the library and its services like how to use course reserves, interlibrary loan, and how to print at the library
- Tension Prevention week, which is held every semester just before finals that includes coffee breaks, cookies, therapy dogs, adult coloring books, and puzzles to help students de-stress before the most stressful part of the semester

Also, as a thank you to the Friends of the Library for their continued support and donations throughout the year, the library sponsored a book talk called The Art of the Con by Anthony Amore on his latest book on art forgery that President Toro was able to attend.

**E. Significant Accomplishments.** Provide a bulleted list of the most significant accomplishments in your unit this past year (e.g., accreditations, honors, new programs approved, milestones, etc.).

- Dr. Carl Antonucci was able to work the Library Faculty Advisory Committee to host a meeting for faculty library liaisons which allowed librarians and faculty to better understand faculty needs and find new ways to build better communication and collaboration between faculty library liaisons and library liaisons.
- Dr. Carl Antonucci serves as the American Library Association Chapter Councilor from the State of Connecticut representing CT librarians and their needs within the core national association for librarians. He also serves as the Statewide Coordinator for National Library Legislative Day which is essential to advocating for CT libraries.

- Dr. Carl Antonucci serves as an advisor on two boards for two major library vendors; WT Cox Information Services Advisory Board and EBSCO Information Services Academic Libraries Advisory Board.
- Dr. Carl Antonucci a member of the Information and Library Science Advisory Board at Southern Connecticut State University.
- Renata Vickery and Dr. Carl Antonucci worked with the CCSU Advancement Office and the Friends of the Burritt Library to create a fundraising campaign for print textbooks for our reserve shelf.
- The Burritt Library in collaboration with CTFD provided a new internal grant to allow CCSU faculty to explore and participate in using OER (open educational resources) in their curriculum.
- Sharon Clapp has recently been selected for inclusion in discussions on the proposed creation of a digital humanities major at CCSU.
- Completed the digitization of the Polish American Historical Association Newsletter (1940-present)
- Completed the digitization of several volumes of Burritt's Christian Citizen (1844-1848)
- During the Fall semester, two scholars from the most prestigious Polish universities spent a week each in the Connecticut Polish American Archives here at CCSU. Magdalena Lasinski from Warsaw University did research in CPAA collections for her book on the influence and involvement of Polish Americans in the democratization process in Poland in the 1980s and early 1990s. Marcin Gabrys from the Jagiellonian University in Krakow, researched and digitized Solidarity Information Office in Toronto, Canada records, a large collection of archival materials from the 1980s for his new book on Polish Canadians' political activities in late 20th century.
- Library Archivists, Renata Vickrey and Ewa Wolynska, continue to work with faculty to use the Elihu Burritt Library to showcase exhibits on various topics including Bertrand Russell, Women's Political activism through the ages, and a Chinese Paintings Exhibit from Shenandong University.
- Renata Vickrey worked with the Polish Embassy in Washington DC and the Polish Consulate General in New York on funding and programmatic assistance for the Polish Studies Program.
- Kristin D'Amato reviewed the libraries serials big deal packages (publisher such as Oxford, Cambridge, and SAGE) including both cost and license terms, resulting in the renegotiation of three publisher packages to provide additional cost savings.
- Kristina Edwards served as co-chair of the Connecticut Library Association Library Conference.

- The Burritt Library is currently moving our government repository status to online only and starting the process of removing the remaining print government documents to online format and removing the print to provide additional space for students.
- The Burritt Library (Acquisitions Librarian and Reference staff) successfully moved the Reference collections from the 3<sup>rd</sup> floor to the 2<sup>nd</sup> floor of the Burritt Library to allow for the installation of classrooms during the Willard-DiLoreto renovation.
- Reference librarians reviewed entries and awarded the Elihu Burritt Library Research Awards for undergraduate research during the 19<sup>th</sup> University Research and Creative Achievement Day.
- During the past year, the bindery company (Bridgeport Bindery) previously used by the Burritt Library for the binding of library materials and theses and dissertations was purchased by ACME Bindery. Library staff trained and transitioned to the new bindery while ensuring minimal or no effect was felt by graduate students submitting their theses or dissertations.
- Publications:
  - Book edited by Dr. Carl Antonucci and Sharon Clapp called, “*The LITA Leadership Guide: The Librarian as Leader, Technologist and Entrepreneur*” published by Rowman & Littlefield.
  - Article published in Journal of Library Metadata titled, “Understanding the E-Book Plateau Through the RDA Model” (March 2017) – Steven Bernstein
  - An article Steven Bernstein had written titled, “MARC Reborn: Migrating MARC Fixed Field Metadata into the Variable Fields” was selected by the editors of Cataloging & Classification Quarterly as an example of Leading Scholarship for Cataloging Librarians. Free online access to the article was offered through December 31, 2016 at <http://explore.tandfonline.com/content/bes/ccq-freeaccess16> (July 2016)

**G. Assessment.** Please append the assessment report that covered **2016-17 activities (due fall 2017)** and the corresponding feedback from the Academic Assessment Committee if your report was reviewed this year.

The Burritt Library Assessment Committee met several times during the year to discuss moving forward with a new library strategic plan. Given the change in the university administration we felt it best to work on creating a plan in which to work on the strategic plan



but hold off on the work of creating a new strategic plan until a new strategic plan has been created for the university under the guidance of the new President and new Provost (once hired).

See Appendix A for the Information Literacy Assessment Report 2016-17, for detailed information about the Burritt Library's progress with information literacy instruction in its various forms.

## II. Planning for 2017-18

A. **Goals.** List your goals for the next academic year. Specify any appropriate numerical targets.

1. **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 and resources that illustrates our commitment to supporting university curriculum and campus initiatives in a fair and equitable manner. During the coming year, we will continue to negotiate with library vendors to create subscriptions that mean our usage needs while allowing us to stay within the library budget. The Library Budget Committee will also meet with the necessary entities 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.
2. **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 will use the coming year 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 consortial expert teams and Council of Library Directors to create policy and procedures that will benefit both the Burritt Library and the CSCU library consortium.
3. **Open Educational Resources:**  
The library will continue its work to raise awareness of the need for – and opportunities presented by – open educational resources. In the coming year, librarians will continue lead by example by transitioning, when possible, to open educational resources to provide information literacy instruction and tutorials. In the coming year, we will no longer be subscribing to Proquest Research Companion and moving to open educational resources to cover the various parts of the research process hopefully allowing us to see the fiscal reward of using open educational resources while maintaining current levels of information literacy instruction. The library will also collaborate further with faculty and SGA to raise awareness about the benefits of OERs and create a forum to address faculty concerns about the use of OERs in current curriculum.

4. **“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 will continue. 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. Doing this will also involve working closely with faculty within each department. During the next year, the Acquisitions Librarian will also work closely with members of the CCSU consortium to begin evaluating and creating a plan for collaborative collection development.

5. **CCSU Innovation and Education Center / Learning Commons:**

Working with ITBD, the Burritt Library will continue its work to seek funding to transform the 3<sup>rd</sup> floor of the Burritt Library into an expanded CCSU Innovation and Education Center / Learning Commons. Through the process of applying for the funding, Dr. Carl Antonucci and other librarians will work to help further conceptualize what this space will look like and how best to create a space that allows students, staff, and faculty to innovate, create, and collaborate to enhance learning within New Britain and CCSU.

6. **Digital Humanities:**

The library is well-positioned to work with the campus' faculty to develop and create a digital humanities major here at CCSU. The Burritt Library will work with faculty to raise awareness of the importance and benefits related to digital humanities. Sharon Clapp is on a committee that is at the beginning stages of developing this major.

**B. Needs.** Provide a list of anticipated or emerging needs in staffing or budget.

1. **Library Budgetary Needs:** Library continues to need additional funding to support the acquisition of library materials (database subscriptions, journal subscriptions, library tools, etc.). As additional students are recruited and new academic programs or initiatives are created here at CCSU, the need for new or expanded library resources will be requested and needed by faculty and students.

Our initial concern is related to the inflation of subscription costs. Electronic resources and journal subscriptions commonly increase by between 3%-5% for databases and 5%-7% for journal subscriptions each year. The other more recent concern is that most of our resources are priced based on our institution's FTE so it should be anticipated that as new students are admitted the price of library resources will rise. We foresee the result of not providing an increase in the library budget while admitting additional students will cause a decrease in the effectiveness of the library to respond to the needs of faculty and students curriculum and research needs.

An increased budget would also allow us to start the transition to moving our book collection to eBooks as well as updating the content available in our book collections. Though our responsibilities to preserving the academic record and the

needs of faculty and students will not make the need for physical books disappear there are certain subject disciplines that find eBooks more useful than the physical format.

2. **Staffing:**

- i. Approval to resume the search or run a new search for a Digital Projects Developer Librarian who is comfortable with working with open source software, web design, and digital humanities topics.
- ii. Approval of additional reference/instruction librarian with experience with instructional design to allow the library to further collaborate with faculty to more extensively incorporate library resources when designing their courses
- iii. Approval to replace Alberto Cifuentes Jr., our evening and weekend and stacks maintenance coordinator who will be leaving CCSU as August 24, 2017. Alberto's position is crucial to our ability to keep the library open during the weekends and evenings (especially during finals week) and providing good customer service to students, faculty, and staff.

## **Appendix A:**

### **2016-2017 Information Literacy Program Assessment Summary**

The Information Literacy Instruction Program for the 2016-2017 Academic Year focused on the Embedded Information Literacy Program. The following instructional delivery methods were assessed:

- 1) Library Instruction Classes (a.k.a., “One-Shots”) were assessed in the Fall Semester using the student artifacts from the control groups in the ENG 110/105 classes; and
- 2) Embedded Librarian Classes, in which a librarian was embedded into an English 110/105 Composition class.

While the following two methods were in transition:

- 3) Online Information Literacy Tutorials; and
- 4) LSC-150 Credit-Bearing Information Literacy Course.

#### **Information Literacy Workshops/ “One-Shot” Sessions**

Those students attending a one-time workshop on information literacy/use of the library’s resources in one of two ENG110/105 sections during the fall of 2016 were assessed for information literacy competency. The faculty members selected an assignment that fulfilled four out of the five AAC&U competencies for Information Literacy. Five student samples were selected from the two classes and scored by Dr. Elizabeth Brewer and an instructional librarian against the AAC&U Rubric for Information Literacy.

Plans for a more thorough assessment of the one-time information literacy workshops (one-shots) have now been initiated for the 2017-2018 Academic Year. Learning outcomes for one-shots will be determined before the Fall 2017 semester in order to implement this assessment program.

#### **Embedded Librarian Information Literacy Program – Fall 2016 Semester**

The assessment methods for the embedded librarian program were more qualitative in nature this year as the results came from both a pre-instructional survey as well as the post-instructional student assignment that was scored by the faculty members. The instructional librarians in concert with the director of the CCSU. The average score for student IL competency for all of the IL skills was 1.64: a lower score than that of the 2015-2016 2.11 average score. The Control Group – a different section of the same course, taught by the same professor – comparatively reported an average score of 1.53% of all IL competencies mastered: a lower average score than the 1.8 reported for the 2015-2016 academic year.

The assessment instruments for the two successive academic years will be reviewed by the incoming English faculty and library instructors for the 2017-2018 academic year in order to realign the instruments with the assessment rubric. This should resolve the issues with the reduction in IL competency scores.

## Online Information Literacy Tutorials

The First Year Experience course curriculum for Information Literacy included this set of online instructional modules with several suggested assessment instruments. The Reference Department is currently awaiting any statistical data on the information literacy curriculum for the FYE course, specifically as it relates to the online tutorial modules.

Due to the cutting of the subscription to ProQuest Research Companions for the 2017-2018 Academic Year, the Reference and Instructional Department has decided to replace these modules with open educational resources. Although there are entire sets of information literacy online tutorials available, the instructional librarians have decided to replace each PQRC module with the best possible match from any of the OER online training modules available. In addition, each module unit will have a self-assessment quiz or tool against which the students will measure their comprehension.

The entire online information literacy tool should be available for the Fall 2017 semester as the units are often used within the LSC-150 credit-bearing course, along with the open textbook and other instructional tools that were provided by the ProQuest Research Companion.

## LSC-150 Credit-Bearing Information Literacy Course – 2016/2017 Academic Year

The formative assessment methods for the LSC-150 information literacy course included both the pre-course TATIL test as well as a student artifact – an annotated bibliography – completed by the students.

An assessment instrument was not used this year to determine a summative assessment on the LSC-150 course, as the instructional librarians spent the year updating the course description, title, and learning outcomes in order to reflect the newly instituted information literacy threshold concepts (as opposed to the defunct Information Literacy Standards). The decision to update the course information was due to the results from the AY2014-2015 and AY 2015-2016 in which achievement levels over the course of one semester could only be explained by the difference in curriculum as created by different instructional librarians.

Since the pilot assessment program for the fall 2015 semester was based on only one course section, it made more sense to assess the entire program for succeeding years. The baseline assessment method for the IL competency levels in AY 2016-2017 has been the Threshold Achievement Test for Information Literacy (TATIL); but the useful statistics against which we could measure the final student artifacts have yet to be reported.

It is worth considering that the current information literacy program is intending to pilot a university-wide assessment program with the Office of Institutional Research and Assessment (OIRA), beginning in the AY 2017-2018. An assessment retreat for January of 2018 is currently in the planning phases to score both information literacy and civic engagement competencies. This program will be based on the student artifacts that have already been sent to the OIRA for the AY 2016-2017. This program will also include the addition of an information literacy section on the National Survey of Student Engagement (NSSE), as proposed in the 2015-2016 Annual Report to the Provost.