

**ELIHU BURRITT LIBRARY ANNUAL REPORT  
2017-18**

**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. **Budget Analysis and Assessment:** As the State of Connecticut continues to deal with its financial crisis, the Burritt Library continues to be placed in a position to find new and creative ways to ensure that we are using library funds in a fair and equitable manner to purchase resources that support university curriculum and campus initiatives. During the coming year, we will continue to negotiate with library vendors to create subscription packages that meet our usage needs while allowing us to stay within the library budget. The Library Budget Committee will also continue to meet with the necessary stakeholders to ensure that resources provided by the State Library and the System 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. Dr. Carl Antonucci is the co-chair of the Connecticut Library Association's Legislative Committee. One function of this committee is to lobby the Connecticut State Legislature for funding that allows the State Library to fund databases for academic libraries.

- a. *The completion of the 25% budget reduction project was completed during FY2018. This reduction project of 25% was done over a two year period and academic departments were given the flexibility to do the 25% cut in the first year (FY2017) or split it between the two fiscal years (FY2017 and FY2018). This project has allowed us to align our library materials budget with our current fiscal reality and have helped to inform many of the CCSU faculty and administration about the nature of library subscription and inflation rates. This project also provided us with essential information about the direction and concerns that each department has in relation to library materials that are needed to support current curriculum.*
- b. *The library continues to work each year to negotiate the cost and assess the use of our library subscriptions to find ways to reduce the cost or get needed content at a reduced rate so that even in these hard financial times we are continuing to improve access and level of content in our electronic collections.*
- c. *During the past year, we found out that some of the electronic databases that we are currently getting through the Connecticut State Library were in jeopardy. Thankfully, they were able to cover the cost*

*and not pass it on to the individual academic libraries as was initially thought but they have indicated that in the coming year they will be reviewing the current subscriptions that they provide all academic libraries in Connecticut and possibly eliminating some or passing the cost of the databases onto the individual academic libraries.*

- d. *As a member of the CSCU Library Consortium, we receive some resources from the System Office which include our integrated library system (ALMA) and some databases. ALMA is used as the main system in which all library resources are made accessible as well as for administrative functions like circulation and acquisitions. In FY 2020, we will be expected to cover the cost of ALMA moving forward. In the past year, the System Office has stopped supplying access to a cataloging tool called RDA Toolkit. In the future, the System Office may not be able to continue to fund databases because of a reduced budget.*

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 consortia expert teams and Council of Library Directors to create policy and procedures that will benefit both the Burritt Library and the CSCU Library Consortium. The following is a list of the progress that we have made with the new system in the last fiscal year:
  - a. *The set-up of EDI invoicing: We are now able to load periodical invoices seamlessly from our vendor WT Cox eliminating the need to manually process the hundreds of periodical titles that we purchase each year.*
  - b. *Ordering API: We are now able to purchase books in batches using an API through our current book jobber, Proquest Coutts. The API allows for batch orders to be completed and information shared between our book jobber and ALMA to eliminate the manual entry of each book purchase we make during the fiscal year.*
  - c. *Implementation of State Library supplied e-resources in the Network Zone: This was completed in collaboration with other consortia libraries to ensure that access to all the resources provided by the Connecticut State Library are made available to all of the libraries within the consortium. ALMA's Network zone allows us to do this once for all the member libraries.*
  - d. *Clean up and manual updates of serials holdings records: During the migration of data from the previous ILS system to ALMA, the holdings information for our periodical collections were not able to be migrated seamlessly. Library staff made it a priority to fix this as soon as we migrated to ensure that library patrons were able to clearly see what periodicals we own in our print periodical collections.*

- e. *Review/testing, communications, and deployment of quarterly updates to the CentralSearch interface; CentralSearch Admin Back Office work were completed to improve customizations, responsiveness to user feedback requests, whenever possible, due to local control over some aspects – work done in CentralSearch Admin Back Office for branding/styles, navigational tabs, labelling, etc.*
- f. *Comparison and assessment of bibliographic record set quality and coverage in Alma’s Community Zone, OCLC’s WorldShare Collection Manager, and vendor sites. The information contained in our bibliographic records allow patrons to search in various ways to discover and find resources needed for their curriculum and research needs.*
- g. *Participation by library staff in each of the CCSU Primo Expert Teams and Affinity Groups, including the development of policies, configuration and design decision-making, documentation and work with user feedback and communications.*

*Burritt Library Expert Teams/Affinity Group Participation:*

- 1. *Acquisitions/E-Resources Expert Team: Kristin D’Amato, Kristina Edwards*
  - 2. *Resource Management Expert Team: Steven Bernstein*
  - 3. *User Experience Expert Team: Sharon Clapp*
  - 4. *Systems Expert Team: Dana Hanford*
  - 5. *Fulfillment Affinity Group: Kimberly Farrington*
  - 6. *Information Literacy Affinity Group: Martha Kruey, Susan Slaga-Metivier, Briana McGuckin*
- h. *The Digital Services Librarian, Sharon Clapp, engaged in usability work to improve the Primo “discovery tool”, which allows library users to search the physical and electronic materials available to them, both on behalf of CCSU and as part of the statewide library consortium's User Experience Expert Team.*

- 3. **Open Educational Resources:** The library will continue its work to raise awareness of the need for and opportunities presented by OERs. 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 OERs to cover the various parts of the research process. This change will allow us to see the fiscal reward of using OERs 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.

- a. *With the support of Access Services, Graphic Design, and Cataloging and Resource management departments, created a physical display for the OpenStax textbooks purchased by the Student Government Association.*
  - b. *Carl Antonucci is a member of the OER Subcommittee of the Council of Library Directors.*
  - c. *Carl Antonucci worked with the OER Subcommittee of the Council of Library Directors to plan and Open Educational Resources Conference for student government leaders that took place at NVCC on March 2<sup>nd</sup> 2018.*
  - d. *Sharon Clapp worked with the Curriculum Development Committee to integrate grant funding opportunities for faculty work with OERs into that process.*
  - e. *Sharon Clapp worked with the Center for Teaching and Faculty Development to provide OER advocacy, including presentations on OERs, coordination of a Learning Community Group (part 2) on OERs through a grant for the 2017-18 academic year*
  - f. *Sharon Clapp collaborated with the CSCU OERs Statewide Task Force to work with others to discuss use and future goals for open educational resources use in institutions across the CSCU consortium.*
  - g. *Sharon Clapp Worked with members of the SGA to help them identify their second annual “OERs Pioneer of the Year” among CCSU faculty using/adapting to OERs.*
  - h. *Sharon Clapp consulted with individual faculty members on their work with OERs, helping them locate openly-licensed materials for their courses.*
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 of 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 CSCU consortium to begin evaluating and creating a plan for collaborative collection development.
- a. *The Burritt Library is now an online only repository for government documents. We finished the first year of a 5 year process to deaccession and offer our print government documents to the Connecticut State Library, our local full repository, to fill in gaps within their collections. In the first year, we were able to deaccession close to 10,000 government documents with 1,500 currently being reviewed by the Connecticut State Library before providing us the approval to deaccession the latest batch of print government documents.*

- b. After considerable weeding of the print periodicals collection in FY16, a goal of FY17 was to shift the collection to realize the space saving benefits of the weed. This project was started in December 2017, organized by Kristin D'Amato with considerable help from the facilities department. Progress was made including the completion of the shift of the P-Z section of stack eight. The project was halted when facilities personnel suggested that the library look for more areas to weed to fulfill the need for additional space savings before proceeding with the complete shift of the collection. To this end, Kristin identified further titles to be weeded based upon one time purchases of JSTOR collections in June 2018. Kristin will pursue the final weeding and shift of the periodicals collection in FY19.*
5. **3<sup>rd</sup> Floor Information Commons:** President Toro met with Dr. Carl Antonucci, members of Facilities Management and the Faculty Senate Library Committee regarding future uses of library space. President Toro approved plans for the construction of an Information Commons on the 3<sup>rd</sup> floor of the library in the space that is now occupied by temporary classrooms. In FY19, Dr. Carl Antonucci will work with Facilities Management, The Faculty Senate Library Committee and library staff to start planning for the transformation of the 3<sup>rd</sup> floor of the Burritt Library into an Information Commons. The planning process will 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.
- a. As a result of the meeting with Dr. Toro, additional WI-FI access points were installed in the dead spots in the library.*
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.
- a. Sharon Clapp has worked with a few CCSU faculty members to set up OMEKA installations that are being used for individual digital humanities projects that are currently being worked on by CCSU faculty.*
- b. The search for the Digital Humanities Librarian has been completed and the candidate is expected to start in early FY2019.*
7. **Library Marketing/Outreach:** Dr. Carl Antonucci and library staff worked throughout out to learn more about marketing library services and find new ways to connect with the CCSU community.
- a. Dr. Carl Antonucci, Kristin D'Amato, Kristina Edwards, Martha Kruey and Susan Slaga-Metivier participated in the EXCITE! Transformation for Libraries Program, which included all three boot camps (in January, March and May), team conference calls with the program coordinator, planning meetings and most of the focus groups that the team conducted on campus.*

- b. *Dr. Carl Antonucci and Renata Vickrey worked with graduate students from Prof. Ben Tyson’s Strategic Communication class, on an extensive research project titled: “Promoting the Elihu Burritt Library in the 21st Century”.*
- c. *Dr. Carl Antonucci and Steve Kliger established a new Veteran’s History Project Partnership between the CCSU Center for Public Policy and Social Research and the Burritt Library. As a result of the new partnership, Briana McGuckin took over the Veteran’s History Project at the end of 2017. Briana is now responsible for training and supervising interns/student workers, coordinating with volunteers and veterans (setting up interviews, loaning recording equipment) and responding requests for information from various veteran organizations. Dr. Carl Antonucci, Steve Kliger and Briana McGuckin have a weekly meeting regarding the Veteran’s History Project.*
- d. *In October 2017, the Burritt Library held 4<sup>th</sup> Annual Trick or Treat event to promote our electronic resources. This event is coordinated by Kristin D’Amato. The event allows students to “Trick or Treat” from booth to booth to get candy and a brief tutorial on an electronic database that they can use for their research. Much like previous years, the October 2017 event included increased attendance and continued positive feedback from CCSU students.*

**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 FY2017-18, the Library Director and staff continued preliminary discussions 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 out of date (see <http://library.ccsu.edu/strategicplan/>) or see Appendix A of this document, we continue to work on meeting those goals and objectives until such time as we can create and implement a new library strategic plan. We have started to align our work to the Interim University Strategic Plan where possible until such time as a finalized version is created.

Obj. 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.

*We continue to provide embedded librarians for various English and History classes being offered. The embedded librarian program provides students a direct contact within our Reference and Instruction department to allow students easy access to a librarian when they have questions or need assistance with a given assignment. This*

*year additional classes were added to our embedded librarian program. (Please see the information in assessment report for further details.)*

Obj. 1.4: Make campus academic support services more accessible to students through collaboration with the Writing Center, Learning Center, and the Center for Advising and Career Exploration.

*Members of the library staff provided information and co-presented on Transfer Day with John Duron, Academic Articulations & Partnerships to strength our partnership with the Office of Transfer & Academic Articulations. Collaborating with this department has opened the door to future collaborations and helped the Library understand better the needs of CCSU transfer students.*

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

1.5 b: the provision of additional staff training or redevelopment opportunities.

*Several of the Reference/Instruction staff attended the Kaltura workshops offered by ITDRC and various annual library conferences covering topics related to student engagement and outreach. The Burritt Library also hosted one of the ACRL NELIG Instruction Swaps, organized by Martha Kruy, here at the Burritt Library. Dana Hanford also attended ELUNA, a conference on our integrated library system, to learn more about ALMA and how to ensure that our metadata is being used optimally to enhance searching functions in CentralSearch for library patrons.*

*Dr. Carl Antonucci, Kristin D'Amato, Kristina Edwards, Susan Slaga-Metivier and Martha Kruy are part of the State Library's EXCITE library training grant program and attended several boot camp/training sessions at the Middletown Library Service Center. The EXCITE program is a professional development training opportunity that helps librarians move the focus to programming that students, faculty and staff need and want rather than providing programming that we feel might serve their needs. This project also secured \$5,000 in IMLS grant funding for part-time staffing and to support a program developed by the Burritt Library Excite team to be implemented in the fall of 2018 for CCSU faculty.*

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

*We collected some pre- and post-assessments of one-shot instruction sessions, and embedded lessons during FY2018. (Please see the information in assessment report for further details.)*

This goal and its objectives align with the following Interim University Strategic Plan (approved in June 2017) objectives:

- 1.1: Student Learning Outcomes
- 2.1: Retention rate
- 2.2: Graduation rate for first-time full-time students
- 2.3: Graduation rate for transfer students
- 3.7: IT proficiency

Goal 4: Expand the library's reach through broader engagement with the campus community and beyond.

*As a result of data generated from an extensive research study entitled: Promoting the Elihu Burritt Library in the 21<sup>st</sup> Century, the following Library Marketing and Communication Plan was developed for FY19. The research study was completed by graduate students from Professor Ben Tyson's Strategic Communication class.*

Marketing and Communication Plan for 2018/19

1. *Create a brochure about library technologies and services to be disseminated to all audience groups. The brochure will be in print and online. The online version will be available on the library website and to students via the university's electronic pipeline. Assistance in the development of the brochure will be secured from the University Marketing Communication Office. The brochure will be completed and printed by August, 2018.*
2. *Develop a Meet Library Staff campaign. A key component of the campaign will be short two minute videos showcasing the talents of at least 10 library staff and how they can help patrons, including faculty, with their research. These videos will help patrons identify the right person to help them and describe how they can be contacted. Assistance in the development of these videos will be secured from the university's Media Center. These videos will be available on both the university website and the library website. Filming, editing and posting will be completed by the end of the fall semester, 2018.*
3. *The Director of Library Services, the university Outreach Librarian, and at least four additional library staff will be selected to liaise with university academic departments. These staff will contact their assigned departments and request time to address their faculty concerning the library services that are available to them and their students. This task will be initiated at the beginning of the fall semester, 2018. Planning will begin in June, 2018.*
4. *The Director of Library Services and the University Outreach Librarian will meet with the university's Student Learning Center to further develop collaborative efforts supporting instruction sessions for students concerning research techniques during the 3<sup>rd</sup> and 4<sup>th</sup> week of each semester. Planning will begin in June, 2018.*
5. *At least three library staff will be assigned to develop working relationships with selected student clubs and offer instruction on library services that can support the clubs' mission.*



*This task will be initiated at the beginning of the fall semester, 2018. Planning will begin in June, 2018.*

- 6. In an effort to better brand the Burritt Library as a source of expert assistance, technology and services with all audience groups, including university administration, the library logo will be included on all external communication, publications, and postings to all audience groups. Stationery and folders printed with the library logo and contact information will be obtained. In addition, a more robust social media presence will be developed and run through the official CCSU social media account. This will be an ongoing task throughout the year.*
- 7. The Director of Library Services and the University Outreach Librarian will work with the university's Community Engagement committee to develop ways to educate members of the surrounding community about the technology and services available to them at the library. These outreach efforts should also help build the donor base and facilitate fundraising. This will require active participation in campus/community events, alumni association events, open houses, and campus tours. A social media component will be developed to complement these efforts. This task will be initiated at the beginning of the fall semester, 2018. Planning will begin in June, 2018.*
- 8. In an effort to improve the relevance and popularity of special events held at the library (e.g., guest speakers and exhibits), a survey will be launched at the beginning of each academic year to assess what topics would be of greatest interest to students, professors and community members. These topics will be prioritized and efforts will be made to organize events for the year based on this input. These events will be widely promoted well in advance. Planning for the initial survey will begin in August, 2018. A calendar of events will be produced and disseminated each semester.*
- 9. A survey will be distributed in September, 2018 to students asking about their preferred hours of operation for the library. Based on the findings, a pilot program extending the library's hours of operation will be run during the spring 2019 semester. An assessment of the results of the pilot program will be conducted at the end of the semester and future plans developed accordingly.*
- 10. The Director of Library Services and four librarians recently completed the EXCITE Transformation for Libraries Training program (Connecticut State Library, 2018). Starting in September, 2018 the Burritt EXCITE team will work with the university's Center for Teaching and Faculty Development on a program titled "CONNECTU: Fall Into the Library." In an effort to cultivate closer connections between the faculty and the library, the program will bring faculty together three times each semester in a relaxed atmosphere at the library to discuss issues that are important to them. Part of the funding for this program will be provided by an Institute of Museum and Library Services Grant that was obtained by the State Library of Connecticut. The Friends of the Burritt Library will provide additional funding.*

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

*Our relationship with ITDB continues to be strengthened each year as members of the library staff, Martha Kruy and Sharon Clapp, work closely with ITDB to provide instruction for workshops to local area students through TRIO and YWCA workshops.*

*This year the Reference/Instruction Department partnered with the Journalism Department to create and hold Fake News workshops for CCSU students and the general public. The Fake News workshops highlighted the importance of evaluating resources you find online as well as served as a forum to have a conversation about current issues related to “fake news”.*

*One of our reference librarians, Briana McGuckin, oversees the Veterans History Project and works closely with the Library Director and the Director of the Center for Public Policy and Social Research to manage and continuously add new materials to the national project overseen by the Library of Congress.*

*Our Human Library event was held for the first time this past spring semester. It involved the library staff coordinating and working with departments on campus and members from the general community to create an event that allows the CCSU community to speak with individuals from all walks of life. We were also very happy to have President Toro join us and be one of the “books” to be “checked out”.*

Obj. 4.5: Continue to support collaboration with Connecticut academic library organizations with similar missions and goals.

*All members of the library staff work with colleagues across the CSCU consortium to troubleshoot and create best practices for library services and processes. As we all become more and more familiar with ALMA, it has been essential for us to learn from each other to make the most effective use of ALMA to streamline workflows and enhance access to library resources and services.*

*Several members of the library staff (support staff, librarians and the Library Director) participate regularly with the Connecticut Library Association. The library staff helps the association by volunteering to put together programming as well as hosting events as space is available. Some of the essential events that we participate in are the Connecticut Information Literacy conference, Connecticut Library Association Leadership Institute, and CLASS (Connecticut Library Association Support Staff Section) Annual Conference. The Library Director and some librarians also serve on the Connecticut Library Association’s Executive Board.*

Obj. 4.7: Continue the library’s participation in campus-wide community engagement initiatives including outreach to schools, hosting public lectures, and other educational events.

*Our relationship with ITBD allows us to continuously be involved with community engagement initiatives. During the past year, we worked with on a program called UBMS (Upward-Bound Math Science), and Young Engineers; both programs involved one of our Reference/Instruction Librarian, Martha Kruy, working*

*with ITBD staff to create a curriculum to instruct local area students in the areas of STEM research.*

*The Fake News workshops that were held on campus were taken on the road and provided at various public libraries across the state of Connecticut. The program was modified so that it would appeal to the different audience but stuck with the aim of discussing the evaluation of online information and the topic of “fake news”.*

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

During FY2018, three of our librarians were granted tenure; Kristin D’Amato, Martha Kruy, and Renata Vickrey. It is great to know that these three librarians will continue to serve and contribute to the Burritt Library and CCSU Community as they have these past 6 years. This will leave the library with only three library faculty members that are untenured.

There were also additional staffing changes to the Burritt Library staff including:

- Sarah Lawson, Electronic Resources Specialist (part time), left CCSU in May 2018.
- Mary Jo El-Hachem was hired to fill the Electronic Resources Specialist position and after training with Sarah Lawson, began work on May 29, 2018.
- Alberto Cifuentes Jr., our Stacks Maintenance/Evening Circulation Supervisor ceased employment with the library on August 24, 2017.
- David Bretthauer (replacement for Alberto Cifuentes Jr.) started on January 19, 2018.
- Additional part-time adjunct library faculty; Nicole Rioux, Sarah Zaccardi, and Mary Jo El-Hachem were added as needed throughout the year to help with shortages in staff as positions were being filled.
- The search for a new Digital Humanities Librarian has been completed and will start in early FY2019.

**C. 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.

**Board Game Collection:** Last summer Briana McGuckin, Kimberly Farrington, and Steven Bernstein proposed the creation of a Board Game Collection for Burritt Library. It excludes classic board games that are already in different places on campus. The collection includes card games (e.g., Timeline), dice games (e.g., Dungeon Roll), niche board games (e.g., Ticket to Ride), and innovative games that require only instructions and index cards (e.g., Microscope). It is our hope that by allowing students to borrow games from the library, and periodically holding gaming events, we will form connections between librarians and student clubs/wider campus community, supplement coursework with games with academic value (e.g., Microscope for Creative Writing minors, Pox for Social

Justice Issues, 1960 and Timeline for history, etc.) The collection is available to circulate now, but an event will be planned for the Fall 2018 semester.

**Course Reserves Textbook Project :** During FY 2018, 51 textbooks were added to the Textbook Collection, for a total of 196. We continued our work to enhance and market this collection by creating a LibGuide (website guide) to the collection and information about the collection. The textbook reserve collection LibGuide was created and shared in October 2017. The LibGuide includes information about materials that are currently available in the collection as well as a collection development policy that outlines the criteria and processes used to select and maintain the textbooks that are included in this collection. We currently have more than 190 textbooks in the collection covering a variety of subject areas with most being in the areas of psychology, business, physics, English, sociology, and engineering. Future work will include working more closely with SGA and looking for additional subject areas that typically have the most expensive textbooks to ensure the greatest impact. Currently this collection is one of the highest circulating library collections with the areas of business, engineering, and psychology being the areas used the most extensively by CCSU students.

**Fake News Workshops** – Over 70 people attended the three public library events. The program evaluations showed that the workshops met the expectations of 60 of the attendees. The workshop was a collaboration between our reference and instruction librarians and the Journalism Department. It covered topics such as evaluating resources for quality and topics related to media given the current climate. Those attendees that assessed the workshop as poor mentioned problems related to technical difficulties and some misunderstandings about the extent that politics would be discussed in the workshop. The workshop was informational and aimed to keep the discussion focused on appropriate information seeking behaviors.

**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.).

- Susan Slaga-Metivier planned managed and executed (with the help of Briana McGuckin, Renata Vickrey and several other librarians) Elihu Burritt Library's first Human Library event which included students and participants from several CCSU departments.
- Martha Kruey, Briana McGuckin, and Susan Slaga-Metivier with Theodora Ruhs from the Journalism Dept., presented "Fake News: Taking News Evaluation Out of the Classroom and into the Fire" (2018 ACRL NEC Annual Conference, May 4, 2018).
- Martha Kruey and Nicole Rioux presented "Collaborative Curriculum: Co-teaching as Librarian Professional Development" (2018 Connecticut Library Association Annual Conference, April 23, 2018).
- Dr. Carl Antonucci, Briana McGuckin, Matthew Rhoades, and Steven Klinger presented at the Association for the Study of Connecticut History Conference (5/19), themed "Using Oral History and Popular Culture to Teach Connecticut's Past;" the presentation, "Oral History at Central Connecticut State University," comprised reflection upon the O'Neill Archives, the Veterans History Project, and the value of oral histories in universities.

- Kristina Edwards presented on “right-sizing” and weeding library collections at the CLA (Connecticut Library Association) Technical Services Section program and CCALD (Council of Connecticut Academic Library Directors) February meeting.
- Kristina Edwards was elected to be the Treasurer for the Connecticut Library Association for FY2019-2020.
- Laurie Colburn received a Service Award for 20 years of dedicated service to CCSU.
- Steven Bernstein Served as Peer Reviewer for the Journal of Library Metadata, July 2017 & February 2018.
- Burritt Library hosted and added our materials to the exhibit commemorating 100<sup>th</sup> anniversary of the end of WWI exhibit.
- Special Collections selected and loaned historical Polish Christmas carols publications for the exhibit organized by the Knights of Columbus Museum in New Haven.
- Special Collections received a donation and prepared an inventory of William J. Mann papers related to GLBTQ Hollywood history and materials for several biographies (10 archival feet).
- Renata Vickrey Worked with the President’s Office on translation of several flyers promoting CCSU among the Polish community.
- Dr. Carl Antonucci and Renata Vickrey worked with Dr. Maria Passaro to plan the Eccellenze d’Italia event that took place in Welte Auditorium on October 12, 2017.
- Renata Vickrey and Dr. Carl Antonucci collaborated with the Italian Resource Center and the Modern Language department on preparation of the Spring 2018 Lecture titled *What Italy has given to the World*.
- Dr. Carl Antonucci and Professor Kenneth DiMaggio (Capital Community College) presented “To Fight for Italy, to Fight for America: For Italians in Connecticut, it was a Flight for Liberty” at “Cross-Culture Courage: Connecticut’s Response to WWI”. This event was held in the Burritt Library on November 17, 2007.
- Dr. Carl Antonucci continued to serve as the Connecticut Chapter Councilor for the American Library Association.
- Dr. Carl Antonucci continued to serve as the co-chair of the Connecticut Library Association’s Legislative Committee.
- Dr. Carl Antonucci was the state-wide coordinator for National Library Legislative Day which took place in Washington, DC on May 7, 2018.
- Renata Vickrey together with the Polish Studies Advisory Board, organized a yearlong celebration and a conference commemorating the Centennial of Poland’s Regained Independence. Conference will take place in October, 2018.
- Renata Vickrey developed/managed the fundraising campaign for the symposium commemorating the 100<sup>th</sup> anniversary of Poland’s Independence.
- In collaboration with Richard Mullins, Executive Assistant to the President for ITBD, Renata Vickrey prepared a new MOU with partnering institutions in Poland at Wroclaw and Krakow Technical Universities, maintain correspondence with both institutions, and work on financial details with the business office on campus.
- Renata Vickrey worked with Bailey Netsch, assistant to Christopher Hill, US Ambassador to Haiti on sharing archival materials related to Ebenezer D. Bassett for upcoming documentary.
- Renata Vickrey attended, chaired a session, and presented a paper titled *The Ethnic Identity of Children of post-WWII Polish Immigrants to New Zealand* at the annual PIASA conference, Columbia University, New York City.

- Ewa Wolynska participated in the Polish Genealogical Society of Connecticut and the Northeast Annual Conference, presented our special holdings and reference materials.
- Ewa Wolynska prepared two pre-screening presentations and introduction to two Polish movies during our Polish Film Festival in the Fall 2017.
- Ewa Wolynska and Renata Vickrey served as faculty advisors to the CCSU Polish Club students and serve of the Polish Studies Advisory Board.
- Sharon Clapp received an OER Learning Community Group part 2 Grant from the Center for Teaching and Faculty Development.
- Sharon Clapp collaborated with CCSU faculty (Dan Kirby & Ravindra Thamma) for Coding/Raspberry Pi workshops incorporated into successful Community Engagement Grant program proposal
- Sharon Clapp was selected to represent CCSU on the CSCU Statewide OER Task Force.
- Dr. Carl Antonucci and Sharon Clapp co-edited a book called *The LITA Leadership Guide*, that was selected as a title “to give new library leaders context and help experienced ones keep things fresh” in June 12, 2018’s “Read to Lead” article.
- Dana Hanford presented [Respect for Authority: Authority Control Processing at Central Connecticut State University.](#) Ex Libris Northeast Users Group Conference, October 2017.
- Dana Hanford presented [Build Better Data: Best Practices for Catalog Cleanup.](#) Conference Report for Connecticut Library Association Annual Conference, April 2018.

**F. Assessment.** Please append the assessment report that covered 2016-17 activities and the corresponding feedback from the Academic Assessment Committee if your report was reviewed this year.

The Burritt Library Assessment Committee met during the year to discuss and evaluate the use of the university BlueTrak system to help collect quantitative data on library events and services to help the library better find ways to connect library resources and services to student success and retention. We will implement this system in FY2019.

See Appendix A for the Information Literacy Assessment Report 2017-18, for detailed information about the Burritt Library’s progress with information literacy instruction in its various forms.

## II. Planning for 2018-19

**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 in a fair and equitable manner to purchase resources that support university curriculum and campus initiatives. During the coming year, we will continue to negotiate with library vendors to acquire subscriptions

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

## **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 consortia expert teams and Council of Library Directors to create policy and procedures that will benefit both the Burritt Library and the CSCU library consortium.

Activities will include:

- Implementation and assessment of Alma's authority control processes. Up to date, cohesive authority control for access points in bibliographic records provides consistency within the catalog for an optimal searching experience for the user.
- Complete write up and publication of user research on Primo usability
- Continue to optimize Alma/CentralSearch (including license features, Serials Holdings, etc.)

## **3. "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 of 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 CSCU consortium to begin evaluating and creating a plan for collaborative collection development.

Activities will include:

- Coordinate an inventory project of all physical monograph collections (Access Services, ISAR, and Acquisitions/Serials)
- Create collection development policies for the Reference and Curriculum Lab Collections
- Reduce the number of print government documents by continuing the withdrawal of government documents that are currently available online.
- Continue to update and transition reference monographs to eBook format where possible
- Shift print periodicals collection
- Assess the preservation needs in the Rare Book Collection and the archives

#### **4. Digital Humanities:**

The library is well-positioned to work with the campus' faculty to develop and create a digital humanities major and/or minor here at CCSU. The Burritt Library will work with faculty to raise awareness of the importance and benefits related to digital humanities. As of the end of FY2018, a search for a Digital Humanities Librarian has been completed and the person will start early in FY2019. The new Digital Humanities Librarian will be reviewing the current climate and needs for digital humanities on campus and working with faculty to see what ways digital humanities can be integrated into the curriculum.

#### **5. Enhancing and Expanding Library Electronic Collections:**

The library has an extensive list of electronic collections that are available for the CCSU community. The process of maintaining and providing access involves reviewing the current electronic collections to remove unnecessary materials and plan for the addition of materials that we don't currently have but are necessary to support current and future curriculum. Over the next year, we will continue our work to enhancing and expanding our electronic collections to ensure the best access to these resources.

Activities will include:

- Research and establishing a formal process to track electronic journal entitlements, including publisher transfer titles. Once documented, this work will be ongoing and ensure that the library maintains connectivity to all electronic holdings with perpetual access rights.
- Continue to digitize the most unique holdings and publicize them through publications, academic papers, etc. In 2018/2019 we will focus on digitizing our unique materials in local history, GLBTQ history, university archives and continue to expand the Polish American digital collection.
- Increase and improve access to CCSU theses and dissertations.
- Add new EAD finding aids to the Connecticut Archives Online.

#### **6. Expand and Enhance Information Literacy Library Programs:**

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



the next year, we will continue to work towards enhancing information literacy online tools and collaborating with CCSU faculty to make additional strides to ensure information literacy is a part of the curriculum.

Activities will include:

- Streamline and update LibGuides and tutorials to improve online presence and assist students with finding and evaluating information sources
- Expand embedded program within English and History departments
- Create new assessment methods for single instruction sessions.

#### **7. Continue to work with The Friends of the Burritt Library to raise funds for the Elihu Burritt Library**

Dr. Carl Antonucci and Renata Vickrey meet 4 to 6 times each academic year with this group which is chaired by Dr. Gilbert Gigliotti. The purpose of the group is to assist in organizing community events that promote the mission of the Elihu Burritt Library and to raise funds for the foundation. This committee helps to organize and promote 2-3 events each semester.

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

#### **1. Library Budgetary Needs:**

The 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. We completed a budget reduction project during the FY2017 and FY2018 to realign our library resources with our fiscal reality. This required reducing each academic department's subject specific budgets by 25% over the two fiscal years. Inflation was the primary reason for undertaking this project and this is largely due to the lack of an increase in the library budget over the years that would compensate for inflation related to library materials.

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.

In terms of emerging needs for the future, we are looking forward to working with the various stakeholders to create an Information Commons on the 3<sup>rd</sup> of the Burritt Library building once campus renovations have been completed. Initial plans for the space would

include additional technology, furniture, and partnerships with others on campus to create an Information Commons that would fulfill the needs of the CCSU community.

A general increase budget (beyond covering inflation) to the library budget would allow us to start to work on the following initiatives:

- The transitioning and enhancing our book collections with 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.
- Funding to support a streaming media initiative is particularly needed, as this is one of our most requested information resources by teaching faculty.
- Increased funding is needed for professional development for staff. This funding would supplement funding provided by the different unions and would allow any staff member interested in attending local or national conferences to be able to do so.

## **2. Library Staffing Needs:**

- Approval of an 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 as well as assist with expanding and enhancing instruction programs such as the embedded librarian program, one-shot library instruction, and our one credit LSC 150 class called Library Research in the Digital Age.

## **C. Feedback on This Process**

### **A. Question 1: How could this annual report process be more useful to you?**

In the past, the staffing needs and budget needs mentioned in the report were never discussed. Many goals are attached to having adequate staffing and budget dollars and it would be helpful to have a discussion of these needs when discussing the annual report.

### **B. Question 2: What changes in the process do you recommend be considered?**

It would be easier for the library if the due date was at the end of July. Since we operate year around some activities are still going on as we start to write the report. The later due date would also give us more time to compile our assessment data.

### TABLE OF CONTENTS

Mission Statement.....	p. 2
Vision Statement.....	p. 2
Goals and Objectives.....	pp. 3-6
Appendix I:	
Environmental Scan and Works Consulted.....	pp. 7-10
Appendix II:	
CCSU Mission and Vision Statements, Strategic Plan.....	p. 11
Appendix III:	
Excerpt from <i>2010 top ten trends in academic libraries</i> .....	p. 12
Appendix IV:	
Committee Assignments - Year One.....	p. 13

**MISSION STATEMENT**

The Elihu Burritt Library at Central CT State University satisfies the 21<sup>st</sup> century learning and research needs of its community of learners by facilitating knowledge creation and inspiring intellectual curiosity and lifelong learning.

**VISION STATEMENT**

In 2015, the Elihu Burritt Library will, for the campus community, be:

- An information laboratory for knowledge discovery, creation, sharing, and curation.
- Thoroughly integrated into the fabric of the University through innovative collaborations with teaching faculty, information technology, academic support services, and the community.
- A public commons equipped with flexible learning spaces for group interaction, educational programming, and individual pursuits.
- A catalyst for developing the habits of mind that enable critical thinking and the ethical use of information to support student academic excellence and lifelong learning.

## GOALS AND OBJECTIVES

### **GOAL 1: Fully integrate the library's collections and services with the University's curriculum and strategic priorities.**

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

Objective 1.2: Make library collections and services available in CCSU's Course Management System (e.g., reserves, tutorials, collections, etc.).

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.

Objective 1.4: Make campus academic support services more accessible to students through collaboration with the Writing Center, Learning Center, and the Center for Advising and Career Exploration.

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

1.5a: Identify and develop strategies for reviewing the library's organizational structure and staff assignments;

1.5b: the provision of additional staff training or redevelopment opportunities;

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

Objective 1.6: Reach students at their point of need by embedding real-time, 24/7 reference service in course management systems, research databases, and other library web services.

This goal and its objectives align with the following University Strategic Plan objectives:

1.1: Student Learning Outcomes

2.1: Retention rate

2.2: Graduation rate for first-time full-time students

2.3: Graduation rate for transfer students

3.7: IT proficiency

**GOAL 2: Facilitate the seamless, timely delivery of scholarly materials in the format desired by students, faculty, and staff through a multiplicity of delivery channels available to a 21st century library.**

Objective 2.1: Create a 21<sup>st</sup> century collection development policy that addresses collection building strategies for all library resources and that balances the traditional “just in case” model with “just in time”/on demand models. (*See Appendix 4*)

Objective 2.2: Complete a study that determines the feasibility of transitioning to shelf-ready services for print monographs.

Objective 2.3: Change the library’s current internal line item budget formulas to best support strategic initiatives and reflect the reality of 21<sup>st</sup> century collection building and information access for our students and faculty.

Objective 2.4: Support student and faculty scholarship by developing a digitization-on-demand program for the library and by centralizing library-wide digitization projects and initiatives.

Objective 2.5: Pilot a Patron Driven Acquisitions project for the purchase of electronic books with the other CSU libraries.

Objective 2.6: Determine the feasibility of instituting purchase on demand through interlibrary loan.

Objective 2.7: Determine, with the other Connecticut State University/Connecticut Community College libraries, the viability of implementing a discovery service that is not cost prohibitive and simplifies the discovery and delivery of materials in our collections.

Objective 2.8: Increase student and faculty self-service and seamless delivery capabilities through the implementation of an RFID (radio frequency identification) system that allows for self check-out of materials.

This goal and its objectives align with the following University Strategic Plan objective:

4.3: Internal support for scholarship

**GOAL 3: Leverage the library's existing space to create a variety of flexible, welcoming learning spaces that fulfill the educational and social needs of the campus community.**

Objective 3.1: Identify cost-effective options to continue building renovation and refurbishment and discuss those options with the University's Chief Administrative Officer.

Objective 3.2: Create additional student space through the development and implementation of a weeding policy and/or off-site storage of underutilized materials.

Objective 3.3: Meet the demand for collaborative and social networking workspaces with additional group study rooms.

Objective 3.4: Meet the demand for quiet space designed to support those students who prefer to work individually and in an environment that promotes focus, concentration, and thought.

Objective 3.5: Redevelop space on the second floor as a Learning Commons with high-end media production and printing capabilities.

Objective 3.6: Build a versatile high-tech computer classroom that invites our students and faculty to avail themselves of library instruction services as well as, when feasible, fulfill the teaching faculty's need for computer classroom space.

Objective 3.7: Remedy the lack of assistive and adaptive technologies for students and faculty who require them through identification and purchase of said technologies.

This goal and its objectives align with the following University Strategic Plan objectives:

3.7: IT proficiency

7.1: Academic space

**GOAL 4: Expand the library's reach through broader engagement with the campus community and beyond.**

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.

Objective 4.2: Develop a library marketing and outreach plan to promote the library's collections, facilities, and services to the campus community.

Objective 4.3: Transition from the current library liaison arrangement to a proactive program that clarifies responsibilities and expectations for program participants, strengthens the role of the librarian as teacher, and improves communication and outreach to academic departments.

Objective 4.4: Gain a better understanding of our students' needs and information-seeking behaviors using student focus groups, surveys, and ethnographic techniques.

Objective 4.5: Continue to support collaboration with Connecticut academic library organizations with similar missions and goals.

Objective 4.6: Collaborate with the University's Office of Institutional Advancement to create a vibrant "Friends of the Library" group that serves to significantly increase the Library's endowment.

Objective 4.7: Continue the library's participation in campus-wide community engagement initiatives including outreach to schools, hosting public lectures, and other educational events.

Objective 4.8: Gain a better understanding of the needs of our faculty and staff through improved communication, conducting faculty/staff library information sessions and focus groups, and through regular interviews with library stakeholders.

This goal and its objectives align with the following University Strategic Plan objectives:

- 2.1 Retention rate
- 2.2 Graduation rate for first-time full-time students
- 2.3 Graduation rate for transfer students
- 2.4 Community engagement



## Appendix I: Environmental Scan

As part of the Burritt Library's strategic planning process the committee members were asked to participate in an environmental scan. There is a list of works consulted at the end of this document. In addition to these resources members visited the library websites of CCSU's peer institutions as well as several inspirational libraries. Additionally, the committee held several meetings with key campus stakeholders in order to gain insights into their departmental priorities and to gain a deeper understanding of the library's place within the context of the larger university mission. This document is divided up as follows:

1. Insights gained from readings and website reviews
2. Report of stakeholder interviews
3. Report on Academic Library Trends
4. Works Consulted

### *Reports of Environmental Scans of Readings and Websites*

The Committee met to discuss readings and evaluation of websites and, over a series of discussions, certain trends did emerge:

- Our website is quite good relative to our peers
- The library needs to diversify its definition of itself in order to stay relevant
- Our staff technology skill sets are lacking
- There is a strong need to develop a sense of place as well as student-centered services
- The warehousing of physical materials is no longer a primary function and we must transform in order to survive in a digital age.

### *Report of Stakeholder Interviews*

Campus Stakeholders interviewed by the Strategic Planning Committee:

Paulette Lemma, Associate Vice President for Academic Affairs and Dean of Graduate Studies

Carl Lovitt, Provost and Vice President for Academic Affairs

James Estrada, Chief Information Officer

Richard Bachoo, Chief Administrative Officer

Laura Tordenti, Vice President for Student Affairs

Zdzislaw Kremens, Dean of the School of Engineering and Technology

Susan Pease, Dean of the School of Arts and Sciences

*Campus Trends Identified by Stakeholders*

Dr. Bachoo and Dr. Lemma placed much emphasis on improvement of the physical plant. Deans Kremens and Pease both focused on growing academic programs and an increased need for resources, especially electronic resources. Dr. Tordenti gave the Committee valuable information on the **changing** needs of students. Overall, several themes emerged:

- An increased demand for electronic resources that provide our increasingly busy students with the most current information that can be accessed from any place and at any time.
- A need to weed our collections thoroughly to remove underutilized or outdated materials.
- An increased desire for group study space.
- A desire for integrating Information Literacy into the larger curriculum, especially in the General Education component.
- An increased use of the library for lectures, symposia and other cultural and educational activities.
- A need to be sensitive to the challenges facing a new generation of students.

*Academic Library Trends*

- Learning Commons
- Patron Driven Acquisitions (Greater emphasis on meeting community needs)
- Mobile Computing including the increased use of tables and smartphones
- Augmented Reality
- Print on Demand
- More students fewer books (Greater emphasis on programs and services rather than acquisition of materials)
- Offsite Storage for low use materials
- Integration of academic support services (Career Services, Media Services, Instructional Technology, etc.)
- Virtual Reference services
- RFID and self check-out
- Changing staff skill sets

## Works Consulted

### Works Consulted

*2010 top ten trends in academic libraries*. Retrieved 7/7/2011, 2011, from <http://crln.acrl.org/content/71/6/286.short>

*ACRL value of academic libraries | an initiative from the association of college and research libraries* Retrieved 7/7/2011, 2011, from <http://www.acrl.ala.org/value/>

Anderson, R. (2008). Future-proofing the library: Strategies for acquisitions, cataloging, and collection development. *Serials Librarian*, 55(4), 560-567. Retrieved from <http://0-search.ebscohost.com.www.consuls.org/login.aspx?direct=true&db=lxh&AN=38897141&site=ehost-live&scope=site>

Davidson, S., & Mikkelsen, S. (2009). Desk bound no more: Reference services at a new research university library. *Reference Librarian*, 50(4), 346-355. doi:10.1080/02763870903143591

Herring, S. D., Burkhardt, R. R., & Wolfe, J. L. (2009). Reaching remote students. *College & Research Libraries News*, 70(11), 630-633. Retrieved from <http://0-search.ebscohost.com.www.consuls.org/login.aspx?direct=true&db=aph&AN=47844129&site=ehost-live&scope=site>

Ipri, T. (2011). Where the cloud meets the commons. *Journal of Web Librarianship*, 5(2), 132-141. doi:10.1080/19322909.2011.573295

Lankes, R. David, *The atlas of new librarianship*, Cambridge, Massachusetts: MIT Press; [Chicago]: Association of College and Research Libraries, c2011  
<http://www.consuls.org/search/?searchtype=X&searcharg=atlas+of+new+librarianship>

Levine-Clark, M. (2010). Developing a multiformat demand-driven acquisition model. *Collection Management*, 35(3), 201-207. doi:10.1080/01462679.2010.486965

Lippincott, J. K. (2010). Information commons: Meeting millennials' needs. *Journal of Library Administration*, 50(1), 27-37. doi:10.1080/01930820903422156

*Perceptions of libraries, 2010: Context and community [OCLC - reports]*. Retrieved 7/7/2011, 2011, from <http://www.oclc.org/us/en/reports/2010perceptions.htm>

*Taiga forum provocative statements* Retrieved 7/7/2011, 2011, from <http://taigaforumprovocativestatemnts.blogspot.com/>

Way, D. (2009). The assessment of patron-initiated collection development via interlibrary loan at a comprehensive university. *Journal of Interlibrary Loan, Document Delivery & Electronic Reserve*, 19(4), 299-308.

## **Appendix II: Central Connecticut State University Mission and Vision Statements**

### **II. A. Mission Statement**

Central Connecticut State University is a community of learners dedicated to teaching and scholarship that emphasizes development and application of knowledge and ideas through research and outreach activities, and prepares students to be thoughtful, responsible and successful citizens. As a comprehensive public university, we provide broad access to quality degree programs at the baccalaureate, master's, and doctoral levels.

Elements of distinctiveness:

CCSU identifies the following as distinctive elements within the Connecticut State University system of four constituent universities:

- International Education
- Workforce and State Economic Development
- Community Engagement
- Interdisciplinary Studies and Cross-Curricular Initiative

### **II. B. Vision Statement**

Central Connecticut State University aspires to be recognized for:

- graduating broadly educated, culturally and globally aware students who will contribute meaningfully to their communities as engaged professionals and citizens;
- contributing to knowledge through scholarship; and
- fostering societal improvements through responsive and innovative programs.

### **II. C. University Strategic Plan**

Follow or copy and paste this link to the CCSU Strategic Plan in PDF:

[http://www.ccsu.edu/uploaded/departments/AdministrativeDepartments/Presidents\\_Office/CSUStrategicPlan2011FINAL.pdf](http://www.ccsu.edu/uploaded/departments/AdministrativeDepartments/Presidents_Office/CSUStrategicPlan2011FINAL.pdf)

**Appendix III: Excerpt**

Excerpt from:

*2010 top ten trends in academic libraries*

*A review of the current literature*

ACRL Research Planning and Review Committee

<http://crln.acrl.org/content/71/6/286.short>

*Academic library collection growth is driven by patron demand and will include new resource types.* Budget reductions, user preferences for electronic access to materials, limited physical space, and the inability to financially sustain comprehensive collections have led many academic libraries to shift from a “just-in-case” to a “just-in-time” philosophy. This change has been facilitated by customized patron-driven acquisitions programs from some major library book distributors, improved print-on-demand options for monographs, patron desire for new resource types, and resource sharing systems, such as RapidILL, offering 24-hour turnaround time for article requests. Still to be determined are the long-term effects of this change on the ability of academic libraries to meet their clientele’s information needs, the stability of some of the new access methods, and implications for future scholarship. Increasingly, libraries are acquiring local collections and unique materials and, when possible, digitizing them to provide immediate, full-text online access to increase visibility and use. Access to full-text sources, not the discovery of the sources, is a major issue for scholars.

These materials may include special collections, university archives, and/or the scholarly output of faculty and students. Libraries also recognize the need to collect, preserve, and provide access to digital datasets.

## Appendix IV: Committee Assignments – Year One

### Strategic Plan – Year 1

#### Committee Assignments as Developed by Carl Antonucci, Director of Library Services

Library Staff Assessment Committee- Carl, Kim, Dana, Chip, Barbara

Objective 1.5a – Identify and develop strategies for reviewing the library’s organizational structure and staff assignments

Collection Development and Weeding Policy Committee – Kristin, Lynn, Coleen, Alberto, Laurie, Steven, Rick

Objective 2.1 – Create a 21<sup>st</sup> century collection development policy that addresses collection building strategies for all library resources and that balances the traditional “just in case” model with “just in time”/ on demand models.

Objective 3.2 – Create additional student space through the development and implementation of a weeding policy and/or off-site storage of underutilized materials

Space Committee – Carl, Theresa, Renata, Edward, Norm, Sarah Lawson, Susan, Steven

Goal 3 - Leverage the library’s existing space to create a variety of flexible, welcoming learning spaces that fulfill the educational and social needs of the campus community

Information Literacy Assessment Committee – Nick, Barbara, Susan, Andy

Objective 1.5c – Ensure the fulfillment of student-centered strategic objectives through assessment of student learning that takes place in the information literacy instruction sessions and the LSC 150 course

Digitization Committee – Dana, Arianna, Ewa, Renata, Jaime, Edward

Objective 2.4 – Support student and faculty scholarship by developing a digitization on-demand program for the library and by centralizing library wide digitization projects and initiatives

Patron Driven Acquisitions Committee – Chip, Dana, Steven, TzouMin, Lynn

Objective 2.5 – Pilot a Patron Driven Acquisitions project for the purchase of electronic books with the other CSU libraries

Electronic Reserves Committee – Kim, Heidi, Jaime, Susan, Kristin

Objective 1.2 – Make library collections and Services available in CCSU’s Course Management System (e.g., reserves, tutorials, collections, etc.)

## Appendix B

### **2017-2018 Information Literacy Program Assessment Summary**

The Information Literacy Instruction Program for the 2017-2018 Academic Year focused on the Library Instruction classes (a.k.a., “one-shots”). The following instructional delivery methods have been or will be assessed by the commencement of the Fall 2018 semester:

- 1) Library Instruction Classes (a.k.a., “One-Shots”) were assessed in both semester using brief student surveys (Spring 2018) and information literacy exercises (Fall 2017);
- 2) Embedded Librarian Classes, in which a librarian was embedded into an English 110/105 Composition class, using student artifacts that are scored against an AAC&U Value Rubric; and
- 3) LSC-150 Credit-Bearing Information Literacy Course student artifacts, which will be scored against the same AAC&U Value Rubric that is used for the Embedded Librarian Classes.

While the following method was in transition:

- 4) Online Information Literacy Tutorials

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

Those students attending a one-time workshop on information literacy/use of the library’s resources in four ENG110/105 sections during the fall of 2017 were assessed for information literacy competency using the post-workshop assessment instrument, “Library Instruction Assessment Exercise.” Please see the attached sample of the exercise. The exercise required students to briefly recount and/or reconstruct the search strategies taught during the one-shot library class by Briana McGuckin.

Since we have not captured data regarding students’ abilities to conduct effective searches after a one-shot workshop before this academic year, the raw data will act as a baseline assessment for future search strategy assessments. The data (please see the spreadsheets that follow the sample exercise) was created by scoring all the students’ completed exercises using a Likert scale (1 to 5, with 1 being the lowest score). The outcomes of this assessment demonstrate that students have an average understanding of how to find the library’s list of databases, select an appropriate subject-specific database and find an appropriate resource about a general current topic or event. The average score for the combination of the four search questions was a score of 3.23. The students have an above average score of 4.22 for properly identifying and copying the citations of the sources they found about their given topics.

Plans for a more thorough assessment of the one-time information literacy workshops (one-shots) include use of the Library Instruction Assessment Exercise in a quiz format that will be located in a library guide for both pre- and post-workshop assessment for the Fall 2018 semester. The Kaltura Program will be used to create the quiz and data from the completed quizzes will be downloaded, reviewed and used for further assessment of student learning outcomes for other information literacy competencies in the Spring 2019 semester.



In the Spring 2018 semester, another type of assessment instrument was used in two writing composition classes: one 200-level composition class and one 105/110 level writing class. This assessment instrument was a “one-minute essay” that acted more as a survey of what the students expected to learn from the one-shot workshop (pre-class) and what they actually learned from the class upon completion of the workshop. The data from this assessment was more qualitative/anecdotal than quantitative. Only two of the total 24 students completing the surveys did not respond with any post-workshop comments. None of the students responded with negative learning experiences.

While this survey does provide strong evidence that the students are learning information literacy skills and competencies through the workshops, the qualitative data is not as useful in terms of quantitative assessment methods for summative evaluation purposes. It is, however, meaningful for formative evaluation during the process of teaching the one-shot workshops, when given more time (such as in the embedded-format workshops) to ensure that the students are engaged in the process of learning effective information literacy practices.

### **Embedded Librarian Information Literacy Program**

The instructional librarians continued to teach information literacy skills as embedded librarians in the Introduction to College Writing (ENG105/110) Program during the entire 2017-2018 academic year. During the fall 2017 semester, four different sections of the ENG105/110 course included an embedded librarian through the entire semester. Briana McGuckin was embedded in two different sections, one of which had a control class that was taught by the same faculty member as one of the sections with an embedded librarian. Susan Slaga-Metivier and Martha Kruey each taught as an embedded librarian in two different ENG105/110 sections, as well.

During the Spring 2018 semester, Briana McGuckin was embedded in one ENG105/110 section, while Susan Slaga-Metivier was embedded in a different ENG110 section. The decrease in composition classes with an embedded librarian during the spring semesters is due to the overall decrease in composition classes taught during the latter semester every year.

The assessment of student artifacts has been completed in previous years by the conclusion of the financial year (by June 30). This year, however, the assessment has been postponed until the Fall 2018 semester due to a personal leave taken by the composition program director, Dr. Elizabeth Brewer.

## **Online Information Literacy Tutorials**

The Online Information Literacy Tutorials have been partially revised due to the loss of the subscription to ProQuest Research Companion for the 2017-2018 Academic Year. The Reference and Instructional Department replaced these modules with open educational resources. With upgrades and changes to both the library infrastructure/system and the LibGuides program, new videos have been created to replace some of the previous Information Literacy Tutorial content. In addition, each module unit will have a self-assessment quiz or tool against which the students will measure their comprehension. These self-assessment quizzes will be implemented along with the one-shot pre- and post-workshop assessment tools through the use of Kaltura software.

The entire online information literacy tool tentatively are scheduled to be available for the Spring 2019 semester as the units are often used within the LSC-150 credit-bearing course.

## **LSC-150 Credit-Bearing Information Literacy Course – 2017/2018 Academic Year**

In the two previous academic years, 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.

Due to the rising costs of using the TATIL tool, a standardized test with questions based on the Association of College and Research Libraries (ACRL) Information Literacy Framework, we are no longer using this assessment instrument.

The students' mid-term and final research projects will be assessed by a team of instruction librarians, the Library Director and other assessment-focused librarians during the summer break in 2018. The assessment instrument will be the AAC&U Value Rubric for Information Literacy competencies to score the student learning outcomes measured throughout the student artifacts. The artifacts to be scored will most be annotated bibliographies written by the students. The assessment period will begin with a norming session and then follow with the scoring of a sampling of student work. These artifacts will also be included in the assessment process at an Academic Assessment Committee retreat to be held either before the Spring 2019 semester or before the beginning of the 2019-2020 Academic Year.

The 2017 National Survey of Student Engagement for the Central Connecticut State University incoming freshmen included a section on their information literacy practices. The data drawn from this survey imply that students generally are aware of the research process as demonstrated by reporting that they often used supplementary resources for completing assignments, wrote more than just a final draft for an assigned paper or project and received feedback from the instructor that improved their use of information resources. Beyond these lower-level information literacy skills, the students need more assistance, instruction or motivation to practice the higher-level information literacy practices, including using more scholarly resources, evaluating the sources that they select, evolving a thesis statement and using a source's bibliography as a resource for more relevant information on a topic.

The information gleaned from the NSSE instrument will be applied to the curricula for all information literacy instruction for the 2018-2019 Academic Year. The NSSE instrument can be found with the other data samples at the end of this summary.

It is worth mentioning 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 2018-2019. Martha Kruey will be working with Multi-State Collaborative Program to further develop an appropriate scoring rubric for information literacy student learning outcomes assessment. This work is scheduled to begin during the Fall 2018 semester. In addition, the information literacy competencies are scheduled to be assessed, using student artifacts from across the CCSU disciplines in the next retreat (as mentioned earlier in this report summary).

### **Library Instruction Assessment Exercise**

Imagine that you're researching for a paper on whether college is too expensive, and you're looking for studies that provide some data on this issue. Using the skills you learned today:

1. Choose an appropriate library resource (e.g., the library catalog, or name a specific database) to search:
2. List the steps you followed to access that resource.
3. List search terms that you could use for searching that library resource:
4. Show your most successful search "string" (e.g., \_\_\_\_ AND \_\_\_\_ AND \_\_\_\_):
5. Write down the citation of a relevant article for this research topic:

Fall 2017 Semester

One-Shot Information Literacy S.L.O. Competency Assessment

ENG 105/110 - Introduction to College Writing

Professor G. Elterich

Post-Class Assessment Exercise

**Exercise Questions**

1. Choose an appropriate library resource (i.e., name a specific database) to search.
2. List the steps you followed to access that resource.
3. List search terms that you could use for searching that library resource on this topic.
4. Show your most successful search "string" (e.g., \_\_\_\_\_ AND \_\_\_\_\_).
5. Write down the citation of a relevant article for this research topic.

\*1, poorest; 5 most successful

**AY 2017-2018 One-Shot Information Literacy S.L.O.  
Competency Assessment**

**Fall 2017 Semester**

**ENG 110 - Introduction to College Writing**

Library Instruction Assessment Exercise  
Distributed to four sections of ENG105/110  
Sections in Fall 2017

Total Student Population Completing Assignment:  
57

\* Majority of students completing assignment were  
in first/freshman year of college.

**Student Average Scores**  
**1-5 Likert Scale\***

**Information Literacy Component**

Searching as Strategic Exploration; Research as Inquiry  
Searching as Strategic Exploration  
Searching as Strategic Exploration  
Searching as Strategic Exploration; Research as Inquiry  
Information Has Value; Authority Is Constructed and  
Contextual; Scholarship as Conversation

**Student Learning Outcome: Student**

Recognizes diversity of databases for multiple  
subjects and that databases are named  
Is able to navigate to the databases  
Selects appropriate search terms

Searches databases effectively by combining terms  
Locates and recognizes citations

Raw Data

**Course Section 1: 19 Students**

Question #1 Total Scores: 92; Avg. Score: 4.8  
Question #2 Total Scores: 63; Avg. Score: 3.31  
Question #3 Total Scores: 60; Avg. Score: 3.15  
Question #4 Total Scores: 58; Avg. Score: 3.05  
Question #5 Total Scores: 80; Avg. Score: 4.21  
Total Scores: 333.64; Avg. Total Score: 17.56

**Course Section 2: 15 Students**

Question #1 Total Scores: 56; Avg. Score: 3.73  
Question #2 Total Scores: 55; Avg. Score: 3.60  
Question #3 Total Scores: 48; Avg. Score: 3.20  
Question #4 Total Scores: 49; Avg. Score: 3.30  
Question #5 Total Scores: 70; Avg. Score: 4.6  
Total Scores: 268.95; Avg. Total Score: 17.93

**Course Section 3: 17 Students**

Question #1 Total Scores: 68; Avg. Score: 4.00  
Question #2 Total Scores: 58; Avg. Score: 3.40  
Question #3 Total Scores: 51; Avg. Score: 3.00  
Question #4 Total Scores: 56; Avg. Score: 3.30  
Question #5 Total Scores: 79; Avg. Score: 4.6  
Total Scores: 318; Avg. Total Score: 18.70

**Course Section 4: 6 Students**

Question #1 Total Scores: 11; Avg. Score: 1.90  
Question #2 Total Scores: 14; Avg. Score: 2.30  
Question #3 Total Scores: 18; Avg. Score: 3.00  
Question #4 Total Scores: 17; Avg. Score: 2.83  
Question #5 Total Scores: 21; Avg. Score: 3.5  
Total Scores: 81; Avg. Total Score: 13.5



---

# **NSSE 2017 Topical Module Report**

## **Experiences with Information Literacy**

Central Connecticut State University

---



This page intentionally left blank.

## About This Topical Module

Developed in collaboration with college and university librarians, this module asks students about their use of information and how much their instructors emphasized the proper use of information sources. This module complements questions on the core survey about higher-order learning and how much writing students do.

## Comparison Group

This section summarizes how this module's comparison group was identified, including selection criteria and whether the default option was taken. This is followed by the resulting list of institutions represented in the 'Info Lit Pub Master's' column of this report.

Group label	Info Lit Pub Master's
Date submitted	5/5/17
How was this comparison group constructed?	Your institution customized this group by selecting institutional characteristics as follows: Basic Classification (Master's L, Master's M, Master's S); Sector (Pub)
Group description	Institutions participating in Experiences with Information Literacy & are Public Master's Level institutions

## Info Lit Pub Master's (N=20)

California Polytechnic State University-San Luis Obispo (San Luis Obispo, CA)  
 California State University San Marcos (San Marcos, CA)\*  
 California State University-Stanislaus (Turlock, CA)  
 California State University, Monterey Bay (Seaside, CA)  
 Cameron University (Lawton, OK)\*  
 Chadron State College (Chadron, NE)  
 Christopher Newport University (Newport News, VA)  
 Eastern Connecticut State University (Willimantic, CT)  
 Ferris State University (Grand Rapids, MI)\*  
 Grand Valley State University (Allendale, MI)\*  
 Longwood University (Farmville, VA)  
 Northwestern Oklahoma State University (Alva, OK)  
 Southern Utah University (Cedar City, UT)\*  
 State University of New York at Geneseo, The (Geneseo, NY)  
 SUNY Empire State College (Saratoga Springs, NY)  
 Towson University (Towson, MD)  
 University of Baltimore (Baltimore, MD)\*  
 University of Montevallo (Montevallo, AL)\*  
 West Chester University of Pennsylvania (West Chester, PA)\*  
 William Paterson University of New Jersey (Wayne, NJ)\*

### First-Year Students

Item wording or description	Variable name	Values <sup>c</sup>	Response options	Frequency Distributions <sup>a</sup>				Statistical Comparisons <sup>b</sup>		
				CCSU		Info Lit Pub Master's		CCSU	Info Lit Pub Master's	Effect size <sup>d</sup>
				Count	%	Count	%	Mean	Mean	
<b>1. During the current school year, about how often have you done the following?</b>										
a. Completed an assignment that used an information source (book, article, website, etc.) other than required course readings	INL01a	1	Never	9	5	124	2	<b>3.0</b>	3.1	-.14
		2	Sometimes	42	22	1,130	23			
		3	Often	86	46	1,974	39			
		4	Very often	53	27	1,831	35			
		Total		190	100	5,059	100			
b. Worked on a paper or project that had multiple smaller assignments such as an outline, annotated bibliography, rough draft, etc.	INL01b	1	Never	8	4	264	5	<b>2.7</b>	2.9 ***	-.25
		2	Sometimes	76	41	1,302	27			
		3	Often	70	37	2,008	40			
		4	Very often	36	18	1,464	28			
		Total		190	100	5,038	100			
c. Received feedback from an instructor that improved your use of information resources (source selection, proper citation, etc.)	INL01c	1	Never	16	9	246	5	<b>2.8</b>	2.8	-.08
		2	Sometimes	51	27	1,444	30			
		3	Often	79	42	2,074	40			
		4	Very often	43	23	1,274	25			
		Total		189	100	5,038	100			
d. Completed an assignment that used the library's electronic collection of articles, books, and journals (JSTOR, EBSCO, LexisNexis, ProQuest, etc.)	INL01d	1	Never	42	21	827	17	<b>2.3</b>	2.5 **	-.21
		2	Sometimes	73	39	1,731	35			
		3	Often	54	29	1,470	29			
		4	Very often	21	11	1,021	20			
		Total		190	100	5,049	100			
e. Decided not to use an information source in a course assignment due to its questionable quality	INL01e	1	Never	53	27	1,203	23	<b>2.2</b>	2.2	-.03
		2	Sometimes	66	36	2,120	42			
		3	Often	57	29	1,219	24			
		4	Very often	14	8	496	10			
		Total		190	100	5,038	100			
f. Changed the focus of a paper or project based on information you found while researching the topic	INL01f	1	Never	34	18	814	16	<b>2.3</b>	2.3	.00
		2	Sometimes	74	40	2,237	45			
		3	Often	64	35	1,479	29			
		4	Very often	16	8	505	10			
		Total		188	100	5,035	100			
g. Looked for a reference that was cited in something you read	INL01g	1	Never	35	17	784	16	<b>2.4</b>	2.4	-.04
		2	Sometimes	71	38	1,956	39			
		3	Often	61	33	1,605	32			
		4	Very often	22	12	690	14			
		Total		189	100	5,035	100			
h. Identified how a book, article, or creative work has contributed to a field of study	INL01h	1	Never	40	21	1,029	21	<b>2.2</b>	2.3	-.05
		2	Sometimes	77	42	1,978	40			
		3	Often	57	28	1,454	28			
		4	Very often	15	9	561	11			
		Total		189	100	5,022	100			

\*p<.05, \*\*p<.01, \*\*\*p<.001 (2-tailed); Refer to the endnotes page for the key to triangle symbols.

### First-Year Students

Item wording or description	Variable name	Values <sup>c</sup>	Response options	Frequency Distributions <sup>a</sup>				Statistical Comparisons <sup>b</sup>		
				CCSU		Info Lit Pub Master's		CCSU	Info Lit Pub Master's	Effect size <sup>d</sup>
				Count	%	Count	%	Mean	Mean	
<b>2. During the current school year, how much have your instructors emphasized the following?</b>										
a. Not plagiarizing another author's work	INL02a	1	Very little	3	2	73	2	<b>3.5</b>	3.6	-.15
		2	Some	19	11	368	8			
		3	Quite a bit	52	29	1,174	24			
		4	Very much	114	59	3,412	67			
			Total	188	100	5,027	100			
b. Appropriately citing the sources used in a paper or project	INL02b	1	Very little	5	3	86	2	<b>3.3</b>	3.5	-.14
		2	Some	21	11	462	10			
		3	Quite a bit	64	34	1,488	30			
		4	Very much	97	52	2,989	58			
			Total	187	100	5,025	100			
c. Using scholarly or peer-reviewed sources in your course assignments	INL02c	1	Very little	12	7	184	4	<b>3.1</b>	3.3 **	-.21
		2	Some	34	18	678	14			
		3	Quite a bit	61	33	1,617	33			
		4	Very much	81	42	2,543	50			
			Total	188	100	5,022	100			
d. Questioning the quality of information sources	INL02d	1	Very little	10	6	279	6	<b>3.0</b>	3.1	-.11
		2	Some	40	22	972	19			
		3	Quite a bit	71	38	1,690	34			
		4	Very much	65	34	2,078	41			
			Total	186	100	5,019	100			
e. Using practices (terminology, methods, writing style, etc.) of a specific major or field of study	INL02e	1	Very little	14	7	414	8	<b>2.9</b>	2.9	-.04
		2	Some	52	29	1,325	27			
		3	Quite a bit	64	34	1,562	31			
		4	Very much	56	30	1,696	33			
			Total	186	100	4,997	100			
<b>3. How much has your experience at this institution contributed to your knowledge, skills, and personal development in using information effectively?</b>										
	INL03	1	Very little	9	5	124	3	<b>2.9</b>	3.0 **	-.22
		2	Some	47	25	1,011	21			
		3	Quite a bit	89	48	2,343	46			
		4	Very much	41	22	1,546	30			
			Total	186	100	5,024	100			

\*p<.05, \*\*p<.01, \*\*\*p<.001 (2-tailed); Refer to the endnotes page for the key to triangle symbols.

### Seniors

Item wording or description	Variable name	Values <sup>c</sup>	Response options	Frequency Distributions <sup>a</sup>				Statistical Comparisons <sup>b</sup>		
				CCSU		Info Lit Pub Master's		CCSU	Info Lit Pub Master's	Effect size <sup>d</sup>
				Count	%	Count	%	Mean	Mean	
<b>1. During the current school year, about how often have you done the following?</b>										
a. Completed an assignment that used an information source (book, article, website, etc.) other than required course readings	INL01a	1	Never	17	6	132	2	<b>3.0</b>	3.3 ***	-.29
		2	Sometimes	63	22	1,081	17			
		3	Often	102	35	2,076	31			
		4	Very often	112	38	3,364	50			
		Total		294	100	6,653	100			
b. Worked on a paper or project that had multiple smaller assignments such as an outline, annotated bibliography, rough draft, etc.	INL01b	1	Never	40	14	488	8	<b>2.7</b>	2.9 ***	-.22
		2	Sometimes	78	26	1,686	26			
		3	Often	100	34	2,220	33			
		4	Very often	76	26	2,244	33			
		Total		294	100	6,638	100			
c. Received feedback from an instructor that improved your use of information resources (source selection, proper citation, etc.)	INL01c	1	Never	39	14	531	9	<b>2.6</b>	2.8 ***	-.22
		2	Sometimes	96	32	1,812	28			
		3	Often	98	34	2,444	36			
		4	Very often	60	21	1,836	27			
		Total		293	100	6,623	100			
d. Completed an assignment that used the library's electronic collection of articles, books, and journals (JSTOR, EBSCO, LexisNexis, ProQuest, etc.)	INL01d	1	Never	81	28	770	12	<b>2.3</b>	2.8 ***	-.50
		2	Sometimes	85	30	1,624	26			
		3	Often	67	22	1,803	27			
		4	Very often	61	19	2,439	35			
		Total		294	100	6,636	100			
e. Decided not to use an information source in a course assignment due to its questionable quality	INL01e	1	Never	90	30	1,756	26	<b>2.1</b>	2.2	-.09
		2	Sometimes	112	38	2,610	40			
		3	Often	60	21	1,479	22			
		4	Very often	32	11	793	12			
		Total		294	100	6,638	100			
f. Changed the focus of a paper or project based on information you found while researching the topic	INL01f	1	Never	82	28	1,069	17	<b>2.2</b>	2.3 **	-.17
		2	Sometimes	107	36	3,023	45			
		3	Often	71	25	1,731	26			
		4	Very often	33	11	804	12			
		Total		293	100	6,627	100			
g. Looked for a reference that was cited in something you read	INL01g	1	Never	52	18	860	13	<b>2.5</b>	2.6 *	-.13
		2	Sometimes	100	34	2,309	35			
		3	Often	93	32	2,103	32			
		4	Very often	48	16	1,360	20			
		Total		293	100	6,632	100			
h. Identified how a book, article, or creative work has contributed to a field of study	INL01h	1	Never	71	24	1,105	17	<b>2.3</b>	2.5 *	-.15
		2	Sometimes	97	34	2,392	36			
		3	Often	84	29	2,001	30			
		4	Very often	40	13	1,100	16			
		Total		292	100	6,598	100			

\*p<.05, \*\*p<.01, \*\*\*p<.001 (2-tailed); Refer to the endnotes page for the key to triangle symbols.

### Seniors

Item wording or description	Variable name	Values <sup>c</sup>	Response options	Frequency Distributions <sup>a</sup>				Statistical Comparisons <sup>b</sup>		
				CCSU		Info Lit Pub Master's		CCSU	Info Lit Pub Master's	Effect size <sup>d</sup>
				Count	%	Count	%	Mean	Mean	
<b>2. During the current school year, how much have your instructors emphasized the following?</b>										
a. Not plagiarizing another author's work	INL02a	1	Very little	8	3	204	3	<b>3.4</b>	3.5	-.09
		2	Some	32	11	629	10			
		3	Quite a bit	85	29	1,405	22			
		4	Very much	169	57	4,401	65			
			Total	294	100	6,639	100			
b. Appropriately citing the sources used in a paper or project	INL02b	1	Very little	16	6	205	4	<b>3.3</b>	3.4 **	-.18
		2	Some	40	14	636	10			
		3	Quite a bit	79	27	1,671	26			
		4	Very much	156	53	4,112	60			
			Total	291	100	6,624	100			
c. Using scholarly or peer-reviewed sources in your course assignments	INL02c	1	Very little	22	8	321	5	<b>3.1</b>	3.3 ***	-.27
		2	Some	49	17	796	13			
		3	Quite a bit	95	33	1,580	24			
		4	Very much	125	42	3,915	57			
			Total	291	100	6,612	100			
d. Questioning the quality of information sources	INL02d	1	Very little	31	10	566	9	<b>2.9</b>	3.0	-.08
		2	Some	64	22	1,424	22			
		3	Quite a bit	92	33	1,897	29			
		4	Very much	104	35	2,713	40			
			Total	291	100	6,600	100			
e. Using practices (terminology, methods, writing style, etc.) of a specific major or field of study	INL02e	1	Very little	21	7	361	6	<b>3.1</b>	3.2	-.08
		2	Some	54	18	1,179	18			
		3	Quite a bit	97	34	1,988	30			
		4	Very much	121	41	3,066	45			
			Total	293	100	6,594	100			
<b>3. How much has your experience at this institution contributed to your knowledge, skills, and personal development in using information effectively?</b>										
	INL03	1	Very little	14	5	164	3	<b>3.1</b>	3.2	-.10
		2	Some	40	15	927	15			
		3	Quite a bit	121	42	2,546	38			
		4	Very much	117	39	2,995	44			
			Total	292	100	6,632	100			

#### First-Year Students

Variable name	N	Mean		Standard error <sup>f</sup>		Standard deviation <sup>g</sup>		DF <sup>h</sup>	Sig. <sup>i</sup>	Effect size <sup>d</sup>
	CCSU	CCSU	Info Lit Pub Master's	CCSU	Info Lit Pub Master's	CCSU	Info Lit Pub Master's	Comparisons with: Info Lit Pub Master's		
INL01a	188	2.95	3.07	.06	.01	0.83	0.82	5,338	.054	-.14
INL01b	188	2.70	2.91	.06	.01	0.81	0.86	5,314	.001	-.25
INL01c	187	2.78	2.85	.07	.01	0.90	0.85	5,318	.302	-.08
INL01d	188	2.30	2.51	.07	.01	0.93	0.99	202	.003	-.21
INL01e	188	2.18	2.21	.07	.01	0.92	0.91	5,314	.681	-.03
INL01f	186	2.33	2.32	.06	.01	0.86	0.86	5,312	.958	.00
INL01g	186	2.39	2.43	.07	.01	0.91	0.91	5,311	.572	-.04
INL01h	186	2.25	2.30	.06	.01	0.88	0.92	5,302	.468	-.05
INL02a	185	3.45	3.56	.06	.01	0.75	0.70	196	.065	-.15
INL02b	184	3.35	3.45	.06	.01	0.79	0.74	5,301	.069	-.14
INL02c	185	3.11	3.29	.07	.01	0.93	0.84	5,300	.005	-.21
INL02d	184	3.01	3.11	.07	.01	0.89	0.90	5,293	.145	-.11
INL02e	184	2.86	2.90	.07	.01	0.93	0.96	5,273	.626	-.04
INL03	184	2.86	3.04	.06	.01	0.81	0.79	5,297	.004	-.22

## Seniors

Variable name	N	Mean		Standard error <sup>f</sup>		Standard deviation <sup>g</sup>		DF <sup>h</sup>	Sig. <sup>i</sup>	Effect size <sup>d</sup>
	CCSU	CCSU	Info Lit Pub Master's	CCSU	Info Lit Pub Master's	CCSU	Info Lit Pub Master's			
INL01a	293	3.05	3.28	.05	.01	0.91	0.82	6,948	.000	-.29
INL01b	293	2.71	2.92	.06	.01	1.00	0.95	316	.001	-.22
INL01c	293	2.61	2.81	.06	.01	0.96	0.93	6,914	.000	-.22
INL01d	293	2.33	2.85	.06	.01	1.08	1.04	6,929	.000	-.50
INL01e	293	2.12	2.20	.06	.01	0.96	0.96	6,928	.152	-.09
INL01f	292	2.18	2.33	.06	.01	0.97	0.89	6,916	.005	-.17
INL01g	292	2.46	2.59	.06	.01	0.96	0.95	6,921	.027	-.13
INL01h	292	2.31	2.46	.06	.01	0.98	0.96	6,886	.012	-.15
INL02a	293	3.41	3.48	.05	.01	0.79	0.81	6,932	.152	-.09
INL02b	291	3.27	3.42	.05	.01	0.91	0.82	310	.006	-.18
INL02c	291	3.10	3.34	.06	.01	0.94	0.89	6,898	.000	-.27
INL02d	291	2.93	3.00	.06	.01	0.99	0.99	6,890	.210	-.08
INL02e	292	3.09	3.15	.05	.01	0.94	0.92	6,882	.210	-.08
INL03	291	3.15	3.23	.05	.01	0.84	0.81	6,919	.093	-.10



## Endnotes

- a. Column percentages are weighted by institution-reported sex and enrollment status (and institution size for comparison groups). Percentages may not sum to 100 due to rounding. Counts are unweighted; column percentages cannot be replicated from counts.
- b. All statistics are weighted by institution-reported sex and enrollment status (and institution size for comparison groups). Unless otherwise noted, statistical comparisons are two-tailed independent  $t$ -tests. Items with categorical response sets are left blank.
- c. These are the values used to calculate means. For the majority of items, these values match the codes in the data file and codebook.
- d. Effect size for independent  $t$ -tests uses Cohen's  $d$ ;  $z$ -tests use Cohen's  $h$ .
- e. Statistics are weighted by institution-reported sex and enrollment status (and institution size for comparison groups). Categorical items are not listed.
- f. The 95% confidence interval for the population mean is equal to the sample mean plus or minus 1.96 times the standard error of the mean.
- g. A measure of the amount individual scores deviate from the mean of all the scores in the distribution.
- h. Degrees of freedom used to compute the  $t$ -tests. Values differ from  $N$ s due to weighting and whether equal variances were assumed.
- i. Statistical comparisons are two-tailed independent  $t$ -tests or  $z$ -tests. Statistical significance represents the probability that the difference between your students' mean and that of the students in the comparison group is due to chance.
- j. Statistical comparison uses  $z$ -test to compare the proportion who responded (depending on the item) "Done or in progress" or "Yes" with all who responded otherwise.
- k. Mean represents the proportion who responded (depending on the item) "Done or in progress" or "Yes."

### Key to symbols:

- ▲ **Your students' average** was significantly higher ( $p < .05$ ) with an effect size at least .3 in magnitude.
- △ **Your students' average** was significantly higher ( $p < .05$ ) with an effect size less than .3 in magnitude.
- ▽ **Your students' average** was significantly lower ( $p < .05$ ) with an effect size less than .3 in magnitude.
- ▼ **Your students' average** was significantly lower ( $p < .05$ ) with an effect size at least .3 in magnitude.

Note: It is important to interpret the direction of differences relative to item wording and your institutional context.