Maximizing the Impact of the In-Person One-Shot:
The Case for Targeted Library Instruction Outreach in Community Colleges

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Introduction

Course-integrated library instruction, which supports student attainment of information literacy and other general education competencies, is a critically important educational intervention offered by nearly all community colleges. Regional accrediting bodies, such as SACS and HLC, address library instruction in their standards, as do some program accreditors. Because library instruction is aligned with multiple institutional goals, the growth of face-to-face, "one-shot" library instruction programs is an operational objective for the majority of community college libraries. Some community colleges pursue an unfocused library instruction outreach approach, inviting all teaching faculty to participate. Often, the reasoning behind this type of blanket library instruction outreach is that we want to reach as many students as possible. However, if community college libraries are not expanding library instruction programs in a way that is strategic and sustainable, then they may not be reaching the students who need them the most. Moreover, when community colleges encourage all faculty to participate in the face-to-face, "one-shot" library instruction program, the demand for library instruction has the potential to quickly exceed available resources. Community college libraries—like *all* academic libraries—have a limited number of resources to support their library instruction programs. Accordingly, the library instruction outreach avenues that community colleges choose to pursue have a direct bearing on the library instruction program's potential to influence student learning and student success.

In the context of the typical community college curriculum, one-shot library instruction programs maximize their impact on student learning and achievement when they target specific courses, most often the first- and second-semester freshman composition courses, but also a limited selection of program courses aligned with program outcomes that address information literacy skills. Choosing program courses for targeted library instruction outreach entails carefully considering program accreditation standards, program outcomes, program sequence, course learning outcomes, and the nature of course research assignments. For most community colleges, the program courses selected for inclusion in the library instruction outreach plan should consist of core courses in designated health sciences programs, such as nursing and dentistry.

By analyzing the community college curriculum, community college libraries can offer an informed and robust justification of which courses present the best opportunity to improve student performance of information literacy skills across the curriculum—from entry to completion—and which courses present the best opportunity

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to influence student achievement. This paper provides a rationale and method for selecting courses to target for library instruction. It will also examine a case study of a community college that pursued targeted library instruction outreach over the course of three academic years, beginning with AY 2014–2015 and ending with AY 2016–2017.

In addition to maximizing the library instruction program's impact on student learning and student success, targeted library instruction outreach results in close working relationships with academic departments that yield opportunities to further improve teaching and learning. These opportunities include the sequencing of library instruction learning outcomes across courses and access to student work products for authentic library instruction assessment.

Case Study
Selecting the General Education Courses for Targeted Library Instruction Outreach
Germanna Community College (GCC) is a comprehensive, regionally accredited community college with an FTE of 4300 and a service region encompassing both suburban and rural areas.

Germanna offers 9 transfer degrees and 10 technical/occupational degrees. All transfer degrees require the completion of two freshman composition courses, English 111 (ENG 111) and English 112 (ENG 112). 6 of the 10 technical/occupational degrees also require the completion of both freshman composition courses, with the remainder of the technical/occupational degrees requiring completion of the first composition course in the sequence, ENG 111. All of the one-year technical certificates at Germanna also require completion of ENG 111.

The first semester freshman composition course is the gateway English course at community colleges across the United States. In most cases, students are unable to progress down the pathway for a given degree program without completing the first semester freshman composition course. The freshman composition *sequence* is also a common feature of community colleges. At GCC, students in the vast majority of degree programs are advised to take ENG 111 in their first semester and ENG 112 in their second semester.

At GCC, both courses in the freshman composition sequence support information literacy learning. Both course descriptions—which are standard course descriptions used throughout the Virginia Community College System (VCCS)—indicate that students will have assignments requiring them to demonstrate information literacy skills. Moreover, an examination of GCC's standard course outlines for ENG 111 and ENG 112 reveals that both courses include information literacy learning outcomes among the course learning outcomes that students are expected to achieve. Further, both courses in the freshman composition sequence have historically been assessed for information literacy learning per the College's course-embedded General Education Assessment Plan, which mandates the creation of common assessments among all sections of a general education course to ensure that students are given the opportunity to demonstrate the skills associated with a given general education competency. Accordingly, the course outlines for ENG 111 and ENG 112 also list general education outcomes associated with the information literacy competency.

Selecting the general education courses to target for library instruction outreach is among the most important decisions a community college library instruction program will make. By targeting the freshman composition sequence, community college libraries aim to create an impactful, de facto "first year" library instruction experience. Moreover, much of the research conducted in freshman composition courses is interdisciplinary in nature, which makes these courses a good match for foundational information literacy instruction. A "first year" library instruction experience centered on freshman composition courses also ensures that students receive information literacy instruction that has the potential to influence course grades in both their first and second semesters. A study by Vance, Kirk, and Gardner found a small correlation between library instruction and undergraduate GPA in the first year.[1]

Library instruction in the first year of college may also have an impact on student persistence, both from fall to spring and fall to fall. In addition, reaching students in their first year is likely to improve the odds of student success in second year courses that require students to demonstrate information literacy skills. Finally, by targeting a sequence of courses taught by the same department—and many of the same instructors—the Library is well positioned to make the case for sequencing library instruction learning outcomes across both courses in the sequence. When library instruction learning outcomes are sequenced across two courses, librarians can design and facilitate instructional experiences that reinforce and expand upon information literacy learning.

The alternatives to targeted library instruction outreach increase the chances that limited resources will be allocated in a way that does not optimize the library instruction program's influence on student learning and success. Consider, for example, the scenarios that may unfold when a library instruction program pursues an unfocused outreach strategy. Courses that require minimal demonstration of information literacy learning skills for course success may participate in the library instruction program. For example, GCC requires degree-seeking students to take a one-credit, college success course that requires limited demonstration of information literacy skills. Instead, the course learning outcomes in the college success course address money management, stress management, and awareness of learning styles and career interests. Accordingly, the college success course is a poor candidate for targeted library instruction outreach—despite being a requirement for all degree programs that is intended to be taken in the first semester. A library instruction program that devotes extensive resources to scheduling, designing, and teaching course-integrated "one-shot" sessions for sections of a college success course that is poorly aligned with information literacy necessarily has fewer resources to devote to teaching one-shot sessions in other courses, such as the freshman composition sequence.

Selecting the Program Courses for Targeted Library Instruction Outreach

An examination of the program outcomes associated with each degree program may reveal a program that is likely to contain courses that are suitable candidates for library instruction. Germanna offers an Associate of Applied Science in Nursing that contains a program outcome listed as "Spirit of Inquiry."[2] The program outcome stipulates that students will be able to "incorporate evidence based practice, critical thinking and the nursing process in the provision of safe patient care in a comprehensive and concise manner verbally, in writing, and through the use of information technology."[3] This is an example of a program outcome that is unequivocally aligned with information literacy skills.

Examining an institution's listing of program accreditations, and the associated program accreditation standards, can also confirm that a program contains courses that should be targeted for library instruction. This information can be found in the catalog for any community college. For example, the Accreditation Commission for Education in Nursing (ACEN) is the program accreditor for Germanna's Associate of Applied Science in Nursing. In the *ACEN Accreditation Manual, 2017 Standards and Criteria*, Standard 5.3 is relevant to library instruction:

> 5.3 Learning resources and technology are selected with faculty input and are comprehensive, current, and accessible to faculty and students.[4]

The *ACEN Accreditation Manual* also provides a definition of learning resources, which entails library instruction.

> **Resources, Learning**—The materials, activities, and technologies that facilitate the development of students' knowledge, skills, and behaviors necessary to ensure the achievement of the end-of-program student learning outcomes and program outcomes.[5]

Another ACEN Standard to which the library contributes is 6.1, which states that "there is ongoing assessment of the extent to which students attain each end-of-program student learning outcome," and "there is analysis of assessment data and documentation and the analysis of assessment data is used in program decision-making for the maintenance and improvement of students' attainment of each end-of-program student learning outcome."[6] This ACEN Standard provides a basis for connecting library instruction assessment activities with nursing program accreditation.

Targeted Library Instruction Outreach

Targeted library instruction outreach requires community college libraries to make careful decisions about when and where the library instruction program will be marketed. It necessarily involves intentionally pursuing certain avenues for outreach, while intentionally excluding others. Initially, the idea that an academic library would intentionally forgo *any* outreach opportunity may seem counterproductive and unwise. Moreover, the concept that forgoing certain outreach opportunities will enhance the impact of the library instruction program on students may, upon first consideration, seem counterintuitive. But a careful analysis of the community college curriculum reveals that, if the goal is to maximize the library instruction program's impact on student learning and student success in the context of a limited set of departmental resources, certain courses are a better match for library instruction—and therefore library instruction outreach—than others.

At GCC, a targeted library instruction outreach strategy was implemented beginning with AY 14–15. At the start of each fall and spring semester, the schedule of classes was reviewed, and an informational email addressing library instruction was sent to every faculty member scheduled to teach ENG 111 and ENG 112. The English Department Chair was also included in the list of recipients. In some cases, faculty members responded directly to the informational email and requested to schedule library instruction sessions. In other cases, faculty members clicked on the scheduling link within the informational email and filled out a library instruction request form. In both AY 15–16 and AY 16–17, a follow-up email was sent directly to individual English faculty members whose classes were not on the library instruction calendar by the middle of the regular (16 week) semester.

Collaboration with the English Department Chair was a critically important component of the targeted library instruction outreach plan. Opportunities for communication and collaboration with the English Department Chair were enthusiastically pursued. In Fall 2014, an opportunity for collaboration occurred when the English Department Chair communicated with the Library regarding access issues that dual enrollment students were having with "Connect for Success," an online information literacy tutorial used by many colleges in the Virginia Community College System (VCCS) and to which a link is provided on the library homepage. Another opportunity for collaboration arose in Spring 2015, when the English Department Chair communicated with the instruction librarian and the Dual Enrollment Coordinator to schedule library instruction for two ENG 111 dual enrollment sections. In Spring 2015, the instruction librarian also met with the English Department Chair to discuss the relevance of library instruction to the College's information literacy general education competency, the library instruction program's targeted outreach plan, and the benefits of standardizing and sequencing library instruction learning outcomes across ENG 111 and ENG 112. Beginning in AY 2015–2016, library instruction learning outcomes across ENG 111 and ENG 112 were standardized and sequenced, and feedback from English faculty has been overwhelmingly positive.

In Fall 2015, the instruction librarian and the English Department Chair began preliminary discussions about changes to the English Department's course-embedded, general education assessment instruments for critical thinking and information literacy. Conversations about general education assessment were a natural

extension of the existing collaborative relationship. During Spring 2016, the English Department Chair invited the instruction librarian to participate in meetings of the English Department's assessment subcommittee, which was in the process of revamping the common, course-embedded general education assessment used for the critical thinking general education competency. Critical thinking is one of three general education competencies addressed in the freshman composition sequence. In December 2016, the English Department Chair invited the instruction librarian to assist in scoring student work products collected for the critical thinking general education assessment.

As part of the library instruction program's targeted outreach strategy, collaboration with the Dean of Nursing and Health Technologies was also pursued. In AY 15–16, the instruction librarian served on a search committee with the Dean of Nursing and Health Technologies, which created many opportunities for formal and informal communication. In addition, the Nursing Program underwent its reaffirmation of accreditation during AY 15–16, a process that entailed considerable communication between librarians and nursing faculty. The instruction librarian also contributed several library instruction assessment reports to support the Nursing Program's reaffirmation of accreditation.

The two foundational nursing courses, Nursing 111 (NUR 111) and Nursing 112 (NUR 112), had participated in the library instruction program prior to the start of the targeted library instruction outreach plan and remained the focus of nursing library instruction after its implementation. After implementation of the targeted library instruction outreach plan, the instruction librarian redesigned the nursing library instruction sessions with a focus on active learning, and sessions were moved from a lecture hall to a classroom with student computers. In addition, library instruction learning outcomes were sequenced across NUR 111 and NUR 112. The response of nursing faculty to the changes was resoundingly positive.

Results of Targeted Library Instruction Outreach

Pursuing a targeted library instruction outreach plan successfully expanded the reach of the library instruction program with respect to freshman composition courses.

TABLE 1 Percentage of ENG 111 and ENG 112 Sections Participating in a "One-Shot" Library Instruction Session by Academic Year				
	AY 14–15	AY 15–16	AY 16–17	% Change from AY 15 to AY 17
% of ENG 111 sections participating	32%	38%	46%	+14%
% of ENG 112 sections participating	21%	31%	26%	+5%
ENG 111 and ENG 112 as a % of all library instruction sessions	62%	69%	69%	+7%
Note: AY numbers exclude summer sessions.				

The targeted library instruction outreach plan was successful in helping librarians to reach campus-based sections of English 111 and English 112. Dual enrollment instructors were not included in the targeted library instruction outreach plan. At present, dual enrollment sections of ENG 111 and ENG 112 rarely participate in the library instruction program. However, dual enrollment students receive information literacy instruction through their usage of research guides containing screencasts and other digital learning objects.

TABLE 2 — Percentage of ENG 111 and ENG 112 Sections Participating in a "One-Shot" Library Instruction Session by Academic Year, Excluding Dual Enrollment Courses				
Data Point	**AY 14–15**	**AY 15–16**	**AY 16–17**	**% Change from AY 15 to AY 17**
% of all ENG 111 sections participating, excluding dual	41%	49%	65%	+24%
% of all ENG 112 sections participating, excluding dual	31%	41%	38%	+7%
Note: AY numbers exclude summer sessions.				

The total number of "one-shot" sessions taught by the library instruction program increased in a sustainable manner over three academic years. Although there was a decline in the total number of library instruction sessions taught between AY 15–16 and AY 16–17, the library instruction program sustained an increase of 8% from the initial AY in which the targeted library instruction outreach plan was implemented.

TABLE 3 — Library Instruction Program Growth: AY 14–15*, AY 15–16*, AY 16–17*				
	AY 14–15	**AY 15–16**	**AY 16–17**	**% Change from AY 15 to AY 17**
Total Sessions	104	121	112	+8%
Percent Change		+16%	–7.0%	
*Note: AY numbers exclude summer sessions.				

Assessment Partnerships

By Fall 2016, the Library had also formed a solid partnership with the College's Organizational Planning & Assessment unit. The instruction librarian was a member of the General Education Assessment Committee, as well as a member of a committee charged with responsibilities related to the College's reaffirmation of accreditation. When a new Assessment Director joined the College at the start of the Fall 2016 semester, the Library reiterated its interest in supporting the College's general education assessment activities. Shortly thereafter, the instruction librarian was invited to join the Assessment Advisory Committee.

In November 2016, the Assessment Director began coordinating efforts to compile two reports related to the College's general education assessment activities. The Assessment Director enlisted the English Department Chair to be the lead author and editor of both general education reports. The instruction librarian was enlisted to contribute to selected sections of the reports, as well as to assist in coordinating efforts to compile the reports. Ultimately, the instruction librarian and the English Department Chair collaborated in inventorying available general education assessment data, selecting a template for the general education reports consistent with best practices in assessment, communicating with academic department chairs to obtain information for the reports, and writing selected sections of each report. The experience of collaborating on two "high-stakes" general education assessment reports, which constitute crucial pieces of evidence in the College's reaffirmation of accreditation, cemented professional bonds that are invaluable for the success of the library instruction program.

Finally, the Library's extensive collaboration with the English Department Chair has resulted in an opportunity for authentic assessment of student learning related to library instruction, as well as an opportunity for a correlational research project. At the end of AY 16–17, librarians will score a sample of student research logs and annotated bibliographies for information literacy learning. The student work products being scored for informa-

tion literacy learning represent the common general education assessment instruments used for critical thinking in ENG 111 courses. Librarians assisted in the design of the critical thinking assessment instruments, realizing that, with a few modifications, the critical thinking assessments might be able to function as information literacy assessment instruments. The criteria on the scoring rubric created by the Library will be aligned with the session-level learning outcomes that are addressed in the ENG 111 one-shot session. Ultimately, librarians will compare the scores of a sample of ENG 111 students who participated in the one-shot library instruction program with the scores of a sample of ENG 111 students who did not.

Conclusion

Targeted library instruction outreach at Germanna Community College has yielded impactful and sustainable library instruction growth that is likely to improve student learning and student success. First, the GCC curriculum was analyzed to select the general education and program courses targeted for library instruction outreach. Then, a highly focused approach to library instruction outreach was pursued. Targeted library instruction outreach promoted extensive communication and collaboration between the library and specific academic departments. In addition to shaping an impactful and sustainable library instruction program, targeted library instruction outreach facilitated the sequencing of library instruction learning outcomes across freshman composition courses, library involvement in the redesign of course-embedded general education assessment instruments, and library participation in an authentic assessment project.

Notes

1. Jason M. Vance, Rachel Kirk, and Justin G. Gardner, "Measuring the Impact of Library Instruction on Freshman Success and Persistence," *Communications in Information Literacy* 6, no. 1 (March 2012): 49–58.
2. Germanna Community College, "Nursing, Programs of Study," *Germanna Community College*, accessed March 1, 2017, http://www.germanna.edu/programs/nursing/.
3. Germanna Community College, "Nursing, Programs of Study," *Germanna Community College*, accessed March 1, 2017, http://www.germanna.edu/programs/nursing/.
4. Accreditation Commission for Education in Nursing, "Accreditation Manual Section III 2017 Standards and Criteria," *ACEN*, accessed March 1, 2017, http://www.acenursing.net/manuals/SC2017.pdf.
5. Accreditation Commission for Education in Nursing, "Accreditation Manual Glossary" *ACEN*, accessed March 1, 2017, http://www.acenursing.net/manuals/Glossary_August2016.pdf.
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