

Section Header	Description
Institution Name	Eureka College
Institution Characteristics	Small Private Liberal Arts College located in a small town in central IL. The spring 2020 FTE student population was close to 500, with 34 FTE Faculty and 24 adjunct faculty teaching at least 1 course. There is 1 full-time faculty ranked librarian, 1 full-time paraprofessional staff and 7 part-time student workers for a total staff FTE of 3.75.
CARLI Counts Participant Name + Job Title	Kelly A. Fisher, Public & Access Services Librarian / Associate Professor
Project Name/Title	Melick Library Staff's Role in Supporting the Eureka College Faculty during their Spring 2020 Pivot to Online Teaching
Single Sentence Abstract	Eureka College's Public & Access Services Librarian conducted an investigation into the faculty's impressions of their experiences and of the support they had received during the transition to online only teaching halfway through the spring semester and found that library's staff played a key role in the faculty's success.
Motivation(s) for Project	Melick's Public & Access Services Librarian plays a dual role on campus, serving as the campus' faculty LMS Administrator and trainer. This survey was needed to prove that the librarian's dual role of supporting faculty via library resources and LMS instruction/support played a key role in their success. This project proves that librarians are integral supporters of teaching and learning on college campuses.
Partners and Stakeholders	I partnered with the college's Provost who approved my idea and provided feedback on the survey's draft before it was sent to the campus Institutional Review Board for approval. The Provost supported the survey idea, as it will serve as assessment evidence that the college may use for our next accreditation visit. Stakeholders include the faculty and the administration who were able to review the results and make changes to their teaching and student technology support for the fall 2020 semester.
Inquiry Question	What impact did library staff have on the success of the Eureka College Faculty's transition to online teaching during the spring 2020 semester?
Study Participants/ Population	The participants were full-time faculty and part-time instructors who taught during the second half of the spring 2020 semester at Eureka College.
Method(s) of Data Collection and Analysis	Data was collected via a 34 question survey. The survey covered participants' demographic information (no names) and prior college-level teaching experience, impressions of the move to online instruction and their experiences during the online instruction period. A second section asked them to assess the support they received from the IT department and the library staff, including the campus LMS Administrator. Survey questions were all optional to answer. The survey questions may be viewed in this document's appendix.

	<p>The survey was administered using Google Forms, which provides some data analysis. Other analysis was done using a Google Sheets spreadsheet to compare answers and draw conclusions.</p>
<p>Findings</p>	<p>Although 90% of the responding faculty had never taught a course in an online environment, they were successfully able to do so with a quick turnaround time due to the support they received from peers, library staff and IT services.</p> <p>Instructors were very anxious and overwhelmed by the sudden shift. Many had been using the Brightspace LMS in a limited capacity, but were not experienced with the majority of the tools, especially the quiz and discussions tools. They also had never used Zoom as a host and needed to learn how quickly.</p> <p>The Public & Access Services Librarian’s role as the campus Learning Management System Administrator took precedence during the transition. Her advice and help was sought on many technology topics and she served in an Instructional Designer’s role in the absence of a professional ID on campus. The librarian’s ability to learn new concepts and technologies and also teach them highlighted her importance to a campus in a very challenging time. Eighty-one percent of respondents used at least one of the resources she provided, with 39% viewing one of her resources as the most helpful in their transition. Her over 150 one-on-one interactions with faculty were deemed the second most helpful support resource with 29% of the response.</p> <p>Although only 29% of the survey takers answered the library support section of the survey, all responses were positive. The library staff as a whole were lauded for their support through securing trial resources, assisting with research and providing article-level interlibrary loan services.</p>
<p>Use of Findings</p>	<p>The summary of the findings were presented to the college’s Board of Trustees during their June 2020 meeting and served as evidence of the faculty’s success in the spring semester of 2021. The findings will also be used as assessment evidence for the college’s upcoming HLC accreditation process.</p> <p>The survey’s findings have been used to improve faculty’s teaching skills. During an August 2020 Learning Management System training session, the Public & Access Services Librarian presented a summary of the survey’s findings and held a discussion of best practices among the faculty. Discussion topics were cultivated from comments made to long answer questions in the survey, particularly questions related to desired further training areas, what they learned from the experience and what they would have done differently if asked to teach online in the future. Two new online streaming video resources that had been offered on trial in the spring were also added to the collection following positive faculty feedback garnered from the survey.</p> <p>Data collected about issues with students’ access to technology also inspired the administration to seek grant funding to purchase mobile wifi hotspots and</p>

	<p>loaner laptops for student use. This loaner program was established in November of 2020 prior to students finishing their semesters online following Thanksgiving break.</p> <p>The findings related to library staff have been used as support in the Public & Access Services Librarian's bid for promotion to the rank of full Professor during the 2020-21 academic year.</p>
Next Steps and Other Results	<p>The Public & Access Services Librarian will continue to serve in the role of Learning Management System Administrator and trainer until an Instructional Designer is hired in the unknown future. Therefore, she will continue to help support the college's faculty with their instruction efforts. Although the Eureka College campus was open during the fall 2020 semester, the spring semester may have remote only learning due to shutdowns. The library staff will need to remain flexible to help accommodate the needs of the campus.</p> <p>The Public & Access Services Librarian will also share her project with others and has already presented on the survey during the SPARK: Trial by Fire webinar sponsored by the Illinois Association of College and Research Libraries on 12/09/20.</p>
Additional Reflections	<p>No resources, aside from Google Forms, were needed to conduct this study. The survey was created in response to issues and challenges imposed during a global pandemic and demonstrated how members of the Eureka College community persevered and overcame these challenges in order to help our students succeed.</p>
Timeline	<p>3/23/20 - Online only courses began. 4/1/20 - Idea of survey was proposed to the Provost and approved. 4/27/20 - Survey was approved by IRB. 5/6/20 - Survey sent out to instructors. 5/31/20 - Survey closed. 6/9/20 - Summary of results report was created and submitted to the Provost. 6/25/20 - Provost presented information at the college Board of Trustees meeting. 8/13/20 - Additional faculty LMS & Zoom training sessions conducted using feedback from the survey to help guide lessons. Survey results were also presented and an open discussion about the teaching experience was moderated.</p>
Bibliography/ Works Cited	n/a
Appendices	See below.

Appendix:

Online Course Transition Experience Survey
Created April 2020 by Kelly A. Fisher, MSLIS

Q1 Division

1. Arts
2. Education
3. Humanities
4. Math & Science
5. Social Science & Business
6. Other

Q2 How many total years have you taught college-level courses?

1. 0-1
2. 2-4
3. 5-7
4. 8-10
5. 11-15
6. 16-20
7. 21-25
8. 26+

Q3 Did you teach full-time or part-time during the spring 2020 semester?

1. Full-time
2. Part-time
3. Other

Q4 Prior to the second half of the spring 2020 semester, how many class sections had you ever taught entirely online?

1. 0
2. 1-2
3. 3-4
4. 5-6
5. 7+

Q5 When you learned that you would need to transition your in-person courses to online through at least April 13 just before the extended spring break week, what were your initial feelings, thoughts or concerns? (Long Answer)

Q6 When you learned that the rest of the semester would remain in an online only format, what were your initial feelings, thoughts or concerns? In what ways did they differ from your reaction to the initial announcement during spring break? (Long Answer)

Q7 What was the most difficult part of the transition? (Long Answer)

Q8 What curricular changes (if any) did you make after transitioning to online?

1. Reduced the amount of reading(s) that had been originally assigned.
2. Reduced the amount of assignments or exams.
3. Changed the kinds of assignments or exams.
4. Added online discussions to replace in-class discussions or to confirm students completed readings.

Q9 BEFORE you began teaching online, what were your overall expectations about your students' abilities in an online course setting? Were they lower, equal to or higher than your in-person class environment expectations in the following areas? (Matrix question featuring these options - Lower, Equal, Higher, N/A)

1. Quality of the homework completed
2. Quantity of the homework completed
3. Quality of participation
4. Quantity of participation
5. Performance level on tests
6. Timeliness of work completion

Q10 Now that you have FINISHED teaching online for the semester, what were the overall RESULTS of your students' abilities in your online courses? Were they lower, equal to or higher than your in-class expectations in the following areas? (Matrix question featuring these options - Lower, Equal, Higher, N/A)

1. Quality of the homework completed
2. Quantity of the homework completed
3. Quality of participation
4. Quantity of participation
5. Performance level on tests
6. Timeliness of work completion

Q11 What method(s) of communication did you utilize when communicating with your class?

1. Synchronous (live chat, Zoom or Virtual Classroom live meetings, etc.)
2. Asynchronous (Discussion posts, emails, etc.)
3. Both

Q12 Please provide any comments regarding what you learned about the opportunities and/or challenges of communicating with students in an online only environment. (Long Answer)

Q13 PRIOR to this semester's required shift to online only teaching, how willing would you have been to develop and teach an all online course? (Scale of 0 to 5 with 5 being extremely willing)

Q14 Now that you have COMPLETED your online teaching this semester, how willing would you be to teach an online only course in the future? (Scale of 0 to 5 with 5 being extremely willing)

Q15 What would you do differently if you were to teach a fully online course in the future? (Long Answer)

Q16 What did you learn that you did not expect to from the online teaching experience? (Long Answer)

Q17 Overall, how successful do you feel your classes were after the online transition? (Scale of 0 to 5 with 5 being extremely willing)

SECTION BREAK

New Topic: Online Transition Support

Q18 What resource(s) did you use to help you transition? (please select all that apply)

1. Instructor Video Tutorials Course in Brightspace
2. Eureka College Online Teaching Resources Google Doc
3. One-on-one assistance via email, chat, in-person or phone with (librarian) Kelly Fisher
4. One-on-one assistance from an IT representative
5. Assistance from fellow faculty member(s)
6. Self-discovered guides/videos found on the Internet
7. Other _____

Q19 What type of resource did you find the MOST HELPFUL during the transition?

1. Instructor Video Tutorials Course in Brightspace
2. Eureka College Online Teaching Resources Google Doc
3. One-on-one assistance via email, chat, in-person or phone with (librarian) Kelly Fisher
4. One-on-one assistance from an IT representative
5. Assistance from fellow faculty member(s)
6. Self-discovered guides/videos found on the Internet
7. Other _____

Q20 What tools did you utilize when you moved online? (please select all that apply)

1. Brightspace Activity Feed
2. Brightspace Announcements

3. Brightspace Assignments
4. Brightspace Chat
5. Brightspace Content
6. Brightspace Discussions
7. Brightspace Grades
8. Brightspace Quizzes
9. Brightspace/Bongo Virtual Classroom
10. Zoom
11. MS Powerpoint
12. Google Drive
13. Other _____

Q21 On a scale of 0 to 5, with 5 as most comfortable, how comfortable were you with using the following tools PRIOR to the online only transition? (Matrix Question)

1. Brightspace Announcements or Activity Feed
2. Brightspace Assignments
3. Brightspace Chat
4. Brightspace Content
5. Brightspace Discussions
6. Brightspace Grades
7. Brightspace Quizzes
8. Brightspace Virtual Classroom
9. Google Drive
10. MS Powerpoint
11. Zoom meeting software

Q22 On a scale of 0 to 5, with 5 as most comfortable, how comfortable ARE YOU NOW with using the following tools at the completion of spring's online only teaching? (Matrix Question)

1. Brightspace Announcements or Activity Feed
2. Brightspace Assignments
3. Brightspace Chat
4. Brightspace Content
5. Brightspace Discussions
6. Brightspace Grades
7. Brightspace Quizzes
8. Brightspace Virtual Classroom
9. Google Drive
10. MS Powerpoint
11. Zoom meeting software

Q23 What additional types of training or resources would you like to have before teaching possible future online courses? (Long Answer)

Q24 Please write any comments on the support you received prior to the transition and/or during the online teaching experience. (Long Answer)

SECTION BREAK

New Topic: IT Support

Q 25 Did you receive support from Eureka's IT department during the Online course transition process? (Yes/No)

Q26 If yes, please indicate the type of support below (select all that apply)

1. Received physical equipment to support online teaching (laptop, webcam, etc.)
2. Received help via support on using physical equipment such as webcams
3. Received help via access to Zoom
4. Received help via support for using Zoom or other educational technologies such as creating narrated PowerPoint recordings
5. Received help via EC network/Brightspace login support for self or students

Q27 Please provide any comments you may have on the quality or level of support you received from Eureka College's IT department. (Long Answer)

SECTION BREAK

New Topic: Library Support

Q28 Did you seek assistance from library staff members regarding research or resources to support your curriculum during the online only teaching period? (Yes/No)

Q29 Did you encourage your students to contact a library staff member for research assistance during this time? (Yes/No)

Q30 Did you encourage your students to utilize the library's online resources for research support during this time? (Yes/No)

Q31 If you and/or your students explored or utilized any of the online resource trials obtained and shared by the library during this time, please check which sources below.

1. Academic Video Online (Alexander Press)
2. Sage Videos
3. Sage Research Methods Videos
4. Bloomsbury Plays
5. Broadway HD
6. L.A. Theatre Works
7. National Theatre Collection

8. Duke University Press E-Collection
9. University of Michigan Press E-books
10. MIT Press E-Books
11. Sage Knowledge E-Texts
12. Euclid Prime
13. RILM Music Encyclopedias
14. Music Past & Present (Die Musik in Geschichte und Gegenwart)
15. Acland's Video Atlas of Human Anatomy
16. LWW Health Library

Q32 If you selected any databases above, would you recommend the library seek a permanent subscription or continue to provide access? If so, which title(s) and why/why not? (Long Answer)

Q33 Do you have any recommendations for adding other resources to the collection, particularly electronic resources to support online learning in the future? (Long Answer)

Q34 Please provide any comments you may have about the quality or level of support you received from library staff. (Long Answer)