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**Information Literacy Instruction Services at Rural Community Colleges, Fall
2019 through AY 2021/22**

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Information Literacy Instruction Services at Rural Community Colleges, Fall 2019 through AY 2021/22

This exploratory study examines the instructional practices of two-year institutions located in rural areas during the onset of the Coronavirus pandemic in 2020 and the two academic years that follow. Since the virus commonly known as COVID-19 first made its way to the United States in March 2020, three classes of community college students have had an introduction to higher education unlike any other in living memory. The mixed method approach consists of a survey aimed towards rural college librarians and subsequent in-depth interviews. This study identifies attempts to retain connections with faculty and students, as well as adjustments in instructional practices created both during the pandemic and in response to the return of in-person instruction.

Keywords: COVID-19; community colleges; pandemic, rural academic libraries, instruction, information literacy, online service, college librarians

Introduction

Approximately 25%, or 4.6 million, of all post-secondary students were enrolled at one of the 936 public community colleges in the United States in 2020 as the coronavirus, or COVID-19, pandemic swept across the globe (Duffin, 2021; Hanson, 2024). During this time, librarians and instructors have noticed an increase in student absences, decrease in productivity and engagement. Such trends have made some question how prepared students are for college level work compared to prior years and for those transitioning to four-year institutions. Also, what the quality of work would be compared to upperclassmen or graduate students who may have had an easier time navigating through their courses due to having an already established foundation of learning through a traditional path of their choosing.

The effects that the COVID-19 pandemic has had on education has been one of the more significant topics of concern, but most of the focus has been on K-12 schools. Research that does study higher education gives broad data that, while useful, is not one size fits all. The study of rural academic librarianship has been limited, with research on rural community college library practices during the COVID-19 pandemic even more so.

While students were unable to drop by the library on the way to or from class, and library instruction in classrooms came to an extended halt, librarians were experiencing their own issues of access, or rather access to those they serve. And though academic libraries differ among institutions, the biggest charge of academic libraries has always been to serve the educational as well as recreational needs of students, faculty, and the community at large. This charge seems more imperative as the pandemic was almost immediately followed by a newfound wave of misinformation. The challenges of being separated from students has forced rural academic librarians to be more proactive in their services and connecting with users in different ways.

However, the focus of information literacy and librarians focus on the information literacy education of college students at rural institutions has yet to be explored.

In the United States, rural areas make up nearly two-thirds of the country's land (Davis, 2022). While geographically speaking this would imply that more than half of the population resides in that space, only 14% of the population live in rural communities. According to the National Center for Education Statistics, of the 6,125 academic institutions in the United States, 516 are considered rural with 245 being two-year institutions (National Center for Education Statistics, n.d.). Research about rural student needs and rural two-year institutions, though, are relatively understudied. Literature that does discuss rurality is typically done by researchers at urban institutions who lack firsthand experience of rural academic librarianship or community college librarianship.

This study aims to answer the following research questions: What problems, if any, have rural community college librarians (who, for the purposes of this study will be referred to as librarians) noticed as far as the information literacy needs of students and the demand of faculty for information literacy instruction? How have instruction services at rural community colleges adapted since the pandemic began in Spring 2020? And has there been any reversal of those changes now that COVID restrictions have loosened and students are back in the classroom?

Background

Since 2020, the Center of Community College Student Engagement conducted a study exploring the ongoing impact of COVID-19 to incoming students (CCCSE, 2021). Through this study, they determined that COVID-19 possibly exacerbated challenges for students with 25% feeling withdrawal and difficulty completing coursework due to digital inequity and an additional four percent having no home internet access at all. Since this study does not differentiate institutions

by population, it cannot be determined how many of those students were living in low-income communities or attending rural institutions. The report implies an increased awareness of support services, reflecting the same varying needs of traditional and non-traditional students that attend 2-year institutions.

A study of college librarians' views of information literacy instruction (ILI) and the use of the ACRL Framework during COVID, noted that respondents' access to students using the typical one-shot method declined significantly during the pandemic (Gross et al, 2022). The sudden pivot to online learning had librarians increasing efforts to provide online and embedded library services, for some out of concern students would "fall through the cracks" due to struggles with access and technology. This concern is amplified in rural institutions where digital equity is an ongoing concern for the entire community.

Similar struggles were noticed in a study of online learning experiences in Sri Lanka, as some students and academics alike were forced to use smartphones due to both lack of digital access and limited financial means to acquire devices and tools for remote learning (Buvanendra & Senathiraja, 2023). Low engagement of students, inadequate technology and training are listed as the top challenges, but the potential in online learning shows that benefits that can be found by taking advantage of the flexibility and various features that utilization of online platforms can provide.

Subject librarians experienced challenges during campus closures as well. An examination of the lived experiences of health science libraries during the COVID-19 pandemic showed that there was not sufficient emergency planning to equip all for working from home (Ragon et al., 2022). The multi-phase study showed how responses and themes changed and

evolved throughout the pandemic, showing the lingering impact of how their positions were affected and how libraries sought to develop “local solutions to complex problems” (p. 246).

Online learning, particularly among asynchronous courses, have historically presented difficulties which are typically not present in a classroom environment, including a lack of social connection and community (Withorn, 2023). Factors such as time and technology significantly impact dialog among students and instructors, which can be varied as students may be located in more remote locations. Approachability has also been seen as important for effective information literacy instruction when examining the perceptions of librarians by students, faculty and fellow librarians (Fagan et al., 2021b).

Methods

This study was developed during the 2022 Institute of Research Design in Librarianship workshop. The data gathered utilized a mixed method approach of qualitative and quantitative data, focusing on academic librarians at rural community colleges who had instruction duties during the 2019/2020, 2020/2021, and 2021/2022 academic years. Dates were determined due to the academic terms’ correlation to the known origins of the coronavirus known as COVID-19 and following the Center of Disease Control Museum’s timeline of the pandemic (CDC, 2022). Multiple agencies have determined their own parameters for categorizing rurality, depending on population size or proximity to urban areas (Thier et al., 2021). For the purposes of this study, “rural” will be defined as institutions where the population is under 50,000, as defined by the Federal Office of Rural Health Policy and the United States Census Bureau (*Defining Rural Population*, 2024; Hirsch, 2020).

Participants completed a Qualtrics survey and were given the option to schedule a follow-up interview. After receiving IRB approval from the Fort Hays State University’s Institutional

Review Board, a recruitment post was sent out in September 2022 through the American Library Association communication platform ALA Connect, with cross postings appearing in multiple listservs, including the Association of College and Research Libraries (ACRL), Community and Junior College Libraries Section, College Libraries Section (CJCLS), Library Instruction Round Table (LIRT), Distance and Online Learning Section (DOLS), the ACRL Instruction Section, and the Library Research Round Table (LRRT).

The survey contained questions asking respondents information about their institution, their position, instruction modalities as well as their interactions with students and faculty from the Fall 2019 semester through the Summer 2022 term. There were 38 responses across 18 states, with 11 indicating interest in a follow-up interview, who were sent invitations via email to set up interviews through the scheduling platform YouCanBook.me. Of the 11 potential interviewees, 8 participated in individual semi-structured interviews. The interviews took place remotely via Zoom and participants were given a copy of the interview questions in advance to assist them in chronicling the past 3 academic years. The questions expanded on information received in participant's surveys, asking about their library's presence in the institution, relationships with faculty and students, and their instructional practices during the COVID-19 pandemic. The interviews were less than 60 minutes and included perspectives from librarians, library staff, and those in administrative positions such as directors. Qualitative data was coded and analyzed through the data analysis software Dedoose.

Results

The participants of the Qualtrics survey were comprised of 9 library directors, 12 faculty librarians, 4 library staff members, 1 library administrator, and 7 who selected "other," but later self-identified with the title of librarian.

Timeline

The results of the initial quantitative survey showed that of the 38 respondents, 32 claimed to have worked in a rural library between August 2019 and August 2022. The majority answered yes when asked if they taught instruction during that time frame, with 26 stating that instruction is specifically part of their job description, as shown in Table 1. While most instruction consisted of one-time library instruction, commonly known as “one-shots,” 10% of survey respondents also reported teaching at least one-credit bearing course.

Table 1

Academic Term	Provided Instruction	Did Not Instruct	Unsure	Total
Fall 2019	19	4	2	25
Spring 2020	19	4	2	25
Summer 2020	12	12	0	24
Fall 2020	24	1	0	25
Spring 2021	14	11	0	25
Summer 2021	13	11	1	25
Fall 2021	22	4	0	26
Spring 2022	21	4	0	25
Summer 2022	14	11	0	25

Table 1. Survey respondents’ Information Literacy Instruction by Academic Term.

Academic Year 2019-2020

At the start of the 2019-2020 academic year, nearly all study participants were working in-person and on-campus regularly, with 76% providing information literacy instruction. Of the 35 instruction sessions reported to take place during Fall 2019, more than half were taught in the classroom. A total of 25 instructors said they provided library instruction during that academic term.

For the Spring 2020 academic term, there was a noticeable shift in modalities as COVID-19 began to impact learning institutions worldwide. While there was no significant change to the amount of information literacy instruction and the number of instructors teaching compared to Fall 2019, the instruction modalities were almost evenly divided, with 12 instruction sessions conducted in-person, 12 online synchronous sessions and 13 asynchronous. By the end of Spring 2020, 89% of respondents said they were working at least part-time remotely.

The summer of 2020 had more librarians (44%) conducting remote work full-time and 22% stating they did not work at all during that time frame. Of the 24 respondents who taught instruction, 71% were conducted online, with 11 reporting instruction sessions taking place asynchronously.

During this time, the flow of communications between librarians and faculty became significantly one sided, with librarians taking more time to contact their faculty regarding both increased resources and as an ongoing reminder of library services still available to them.

2020-2021 Academic Year

In the Fall 2020 academic term, 46% of respondents reported being back on-campus working full-time in their library, a 35% increase from the summer term. Information literacy instruction increased significantly as well, with a total of 44 instruction sessions conducted by nearly all participants, with 72% of sessions taking place online. Only one librarian reported not teaching in the Fall.

During this time, several institutions began practicing a flex model of instruction, in which half of enrolled students would be physically present on campus and the other half

attended remotely while instructors taught synchronously to both. Librarians providing information literacy instruction were also required to adjust to this model.

Spring 2021 saw a dramatic drop in remote work. With all survey respondents working at least part-time, the number of librarians back to full-time, in-person work rose to 53% and 11% working in a hybrid capacity. Instruction demand dropped, with only 27 information literacy instruction sessions taking place that spring and 44% of sessions taking place in the classroom. When it came to online library instruction during the spring, the majority of sessions were conducted asynchronously.

2021/2022 Academic Year

The 2021-2022 academic year saw more growth in library instruction, with 84% of librarians conducting information literacy instruction in Fall 2021. As most institutions began practicing masking and other COVID restrictions, librarians had to be prepared for a shift in modalities. In cases of significant absences due to illness, some would have an originally scheduled in-person class suddenly require becoming an online session. This required a great deal more flexibility in librarians' lesson planning and is reflected in the modalities of instruction requests, shown in Figure 1.

Figure 1

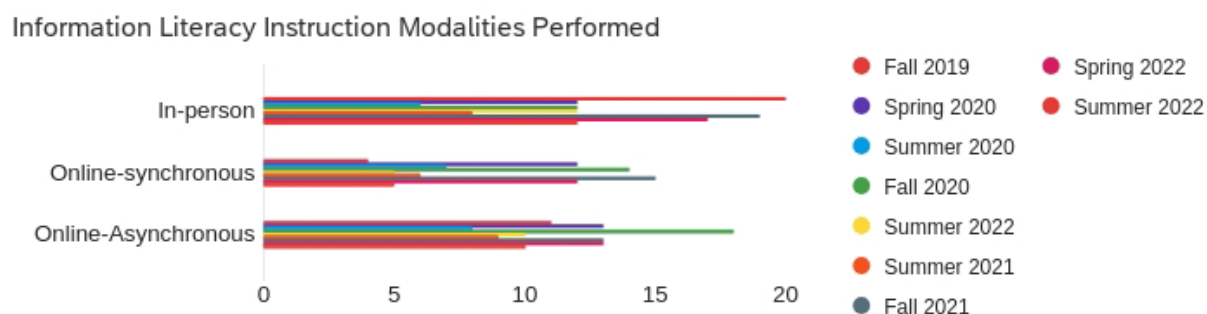


Figure 1. Information Literacy Instruction conducted by academic term and instruction modality.

In the beginning of the academic year, 59% of information literacy instruction was being conducted online, 19 of which being conducted synchronously. Librarians were almost completely back on campus at that time, with 64% returning to their offices in the fall. By the end of the Summer 2022 academic term, only 1 librarian reported to still be working remotely.

Qualitative Results

At the conclusion of the initial survey, participants were asked about their interest in follow-up interviews. Of the 27 that answered the question, 16 indicated that they would be open to an interview to discuss their library instruction experience further. Invitations for private virtual meetings were sent and half responded, meeting via Zoom for an average of 40 minutes. Eight interviews were conducted with librarians with institutional experience ranging from 2 to 23 years.

Throughout the interview period several topics were mentioned regarding adjusting to student social-emotional needs, the difficulty of remote work in rural areas, and the intersectionality between their instruction duties and reference work, among other topics. More

than 30 codes were used to identify overarching themes of librarian experience during the first two years of the COVID-19 pandemic. The subjects that received the most response were categorized among faculty relationships, adjustments made to information literacy instruction content, and addressing student needs as well as the needs of those in an atypical learning environment. The categories which received the least response were intrapersonal conflict, in-person instruction, departmental support, and administrative support.

Librarian & Faculty Relationships

As most community college librarians do not have credit-bearing courses that they teach, many depend on requests from instructors to provide library information literacy instruction directly to students. Prior to the pandemic, librarians indicated a mostly positive relationship with faculty, stating that they received “good support” from instructors. The shift to remote learning during the COVID-19 pandemic, though, seemed to create more of a challenge establishing new relationships with faculty and weaken established relationships with faculty that would normally teach on-campus. One participant stated that library instruction “sort of dropped from their radar.” Similar responses were given by other librarians, who claim that it took more time to build rebuild relationships with both individual faculty and entire departments. However, more faculty did appear to agreeable to library instruction around the 2021-2022 academic year once classes returned to campus.

Though classes have resumed taking place in-person, getting back into the habit of utilizing library support requires more effort from librarians in reminding faculty of what is available to them as far as information literacy and library instruction is concerned. One study participant described fostering faculty relationships as “concerted, intentional community organizing.” And with new faculty being introduced, librarians found themselves relying on the

already established trust of faculty they had worked with prior to the pandemic to receive buy-in from incoming faculty. Having an instructor act as a de-facto advocate helped a few librarians obtain more instruction opportunities, particularly with senior faculty and those who felt that due to their own experience and expertise “had it handled.”

When asked about the level of librarian involvement in academic coursework, the responses were varied. One participant believed they were less involved in instruction as students and faculty were all doing coursework from home, implying an extra effort required to maintain pre-COVID plans. Another participant saw requests for embedded librarianship more than double in the Spring 2020 semester. With the sudden change to remote instruction, course requirements across institutions were adjusted, as one librarian noted. Fewer research-based assignments were given compared to years past, effectively taking away the perceived need for students to receive library instruction. Another reported that in lieu of library instruction, academic department faculty would often advise their students to either contact a librarian on their own or utilize digital learning objects (such as video tutorials) to assist them.

Any collaboration in coursework was claimed to be “minimal at best.” Departments which seemed more open to collaboration seemed to be English, Communications, and First-Year Experience courses, which historically have requested the most information literacy instruction. The perceived importance of library instruction sessions to students, though, has yet to recover, as reflected in reports shared by multiple participants during their interviews. “There is still this disconnect with instructors. It’s hard to get them to think about library skills as being a priority in their classes.” While understandable to some participants, considering the uncertainty of the Spring 2020 semester, other librarians reported feelings of frustration when classes were fully remote. Several believed the resistance for library instruction to be an attempt

to “have a sense of control” during the height of the pandemic. “So much was happening at once for faculty beyond their classes,” stated one librarian. “It wasn’t the only cause of their distress.”

One participant claimed that directly approaching faculty to convince them of the importance of information literacy library instruction for student success was very common with those serving rural communities. This seemed to be more so with full-time faculty as it was noted that adjunct faculty are more likely to ask for input. “They might say ‘I’d like my students to do research project. What do you think about this kind of a project?’ And I might suggest a different perspective.” Other librarians also noted how the role of library instruction in course plans can vary based on the faculty in position.

Impact of remote learning on library instruction content

With the shift on learning modalities also came a change in focus at the request of instructors, with one participant saying that faculty would ask students receive more individual work with students beyond teaching “basic library skills.” In response, they are now utilizing the ACRL Framework for Information Literacy in Higher Education to bring better focus on information literacy to students.

Another participant observed that while faculty are now willing to incorporate more into their coursework, “no one was really asking much that was new from us.” This combined with some librarians who would only receive contact from select faculty only interested in a class tour, implied a continued misconception of library services, despite the increasing interest in online resources. Much like students, one observed, faculty must be “met where they are,” finding a balance between the traditional and more regimented, and those willing to test the waters with their pedagogy. Another librarian found that going beyond the specific class they

might be speaking to and discussing the benefits of the support and guidance librarians offer, particularly when reading and utilizing peer review articles was not always well received by some faculty members.

One thing that was impacted was a newfound demand to pivot one's instruction session on the chance that a class that had been set to be conducted in person had to move online due to COVID restrictions and institutional policy regarding quarantine. Librarians noted with the increased online courses and decreasing demands for library instruction during the pandemic, a "missed opportunity" evolved. Librarians were forced to backtrack to ensure students are at the appropriate level for someone returning for their second year, and "pushing two semesters worth of content into one class session." Clearer and simplified language was also emphasized, mainly due to the traditionally wide demographic community colleges are known for. Typically, a class body could include traditional age students (ages ranging from 17-22), adult learners, and high schoolers participating in dual enrollment course credit. "You can't educate them with college library vernacular like they are university students," stated one librarian.

A standard tool used, particularly in asynchronous learning, is digital learning objects. As librarians used this time to focus on digital resources, the development of new objects, such as research guides, and informational content were sometimes missed by faculty teaching remotely. One claimed that while instructors "knew how to get to the databases, they didn't know about everything else that was available to them." Digital learning objects, such as libguides or video tutorials, are often used as an alternative for library instruction. One participant found this to be the case by faculty in the sciences, who understand the value of librarians' expertise, but due to heavy course content, did not feel like they had to time to spare for library instruction.

Addressing Student Needs

Librarians found that building rapport with students, which can be challenging in the community college landscape given that a student body typically has two years at the institution, was more difficult over the course of the COVID-19 pandemic. One librarian described faculty and students as having “their own hive” where librarians were not involved unless for a specific task determined by faculty. During the height of the pandemic in late spring/early summer 2020, many libraries saw requests drop to zero. One librarian noted that faculty expressed concern more for their students more than themselves regarding internet accessibility, which has historically been an issue in rural areas.

According to one librarian, students who were in high school during the pandemic seemed to almost be restless during on-campus library instruction classes, noting “it seemed like they were so eager to leave because they are so used to instruction happening through a screen.” Students also leaned more on zoom consultations, even when on campus. “That’s something we weren’t doing before”, said one participant “but now everybody’s comfortable with it and is something we will continue doing.”

In the community college environment, the student demographic has historically been more diverse than found in 4-year institutions, which requires librarians to accommodate learners of various skill levels. The interviews reflected that during COVID, need was not impacted. However, due to the extenuating circumstances of the pandemic and remote learning, all students, regardless of age, location, class and skill level, received a non-traditional experience only previously seen by distance students. One participant, who works at an Alaskan institution, mentioned that in 2020, the governor of Alaska prohibited travel between communities at the same time schools were closing and all instruction began moving online. The confusion for students was significant. “I couldn’t even send books out. Everything just came to a halt.”

One librarian noted that by the 2021-2022 academic year, students had been away from the classroom for so long that, their anxiety from stress living through the pandemic seemed to fuel the research related insecurities known as library anxiety, making it very challenging for students to stay in a comfortable learning mindset. One librarian claimed that without the consideration of the social-emotional state of students, teaching information literacy wouldn't be effective, as it impacted classroom dynamics. Another librarian believed that with all the issues related to COVID and college, the idea of doing something new seemed to overwhelm them. "Students were just as traumatized as faculty."

Once back on campus, one participant who provided in-class instruction described the classroom environment as "very regulated and controlled" due to COVID protocols. From masking to assigned seats to class sized cut in half, the in-person experience was drastically changed. "Students don't interact, and librarians usually have to go to them and make them because the only thing they're connected with is their phones." The reduction of class size also troubled other librarians, particularly in first year courses which provide all incoming students with instruction on foundational information literacy skills that they will proceed to use for the rest of their academic career.

Discussion

The analysis of the various aspects of librarians' relationship with faculty during the pandemic showed an increased struggle in strengthening a collaborative partnership with departments and a renewed obstacle in convincing faculty of the value of information literacy instruction from librarians. Participant responses echo those in Fagan's studies that professional expertise on library and information literacy is arguably one of the most valuable skills that an academic

librarian can possess (Fagan et al., 2021a). This challenge pushed some librarians to find new ways to renew their focus and bring something new and innovative to their library instruction.

Conversations with faculty that were shared during interviews indicated that though faculty may not explicitly ask for a change from what librarians may have come to the classroom with prior to the pandemic, both they and students need something different. For students, their personal experiences during the onset of the pandemic and the following years have influenced how some librarians discuss topics such as in-class exercises or analogies. In the case of faculty, the unspoken belief that they are equipped to execute similar lessons as a one-shot inadvertently hinder a common goal of academic librarians to be seen as educational partners, as reflected in Fagan's study of academic librarian perception (Fagan et al., 2022). Such assumptions put upon librarians the extra task of having to show skeptical faculty the value of librarians' expertise and the intersectionality of teaching information literacy skills (such as learning to read and interpret peer-reviewed articles or understanding bias) to students, regardless of the course or their major.

While librarians may face the uphill battle of repeatedly showcasing their skillset, a challenge can become an opportunity to re-introduce themselves and the benefits of library involvement in the classroom and in online course shells. This could be accomplished through email correspondence or short presentations at department meetings, particularly at the beginning of the academic year when new faculty may be starting, or when 9-month faculty are returning. Asynchronous tools that can also be incorporated into online faculty's learning management system, such as a research skills assessment or a library orientation module (B. Gross, 2022). Not only can it be used for both first- and second-year students to determine if they have the skillset necessary to succeed in their coursework, but the results will show faculty where additional library assistance is needed.

Student expectations changed as well, especially incoming students who completed their third and final years of high school during the pandemic, seemingly having a vague assumption when it came to assignments and deadlines. Due to a relaxed grading system, the consequences for late or missing work appeared not to be as heavily enforced during the pandemic. Lack of awareness from incoming students reinforced the belief that community college students need specific skills such as constructing research question, citation and information evaluation in order to effectively produce academic work at the appropriate level (M. Gross et al., 2022). Though not directly related to library instruction, struggles such as this must be addressed to ensure that students understand their academic responsibilities and how their final grades could be impacted.

Since it is not always guaranteed that students are coming into their courses at the appropriate research skill level their assignments may require, a review of the fundamental information literacy concepts for returning college students can help close any gaps in knowledge. Librarians moving forward would do well to reexamine their information literacy instruction practices both in the classroom and online. COVID restrictions created noticeable obstacles, but in the case of teaching and learning also gave those providing instruction a chance to innovate in order to adapt to the flexibility required for a “new normal” (Buvanendra & Senathiraja, 2023). An example of this would be adjusting sessions to include topics relevant to daily life, which can help students see beyond their course assignment to real-world applications of research.

Limitations

The study was created with the idea of rural colleges being disconnected from a more populated institution or 4-year institutions. The survey was distributed to mailing lists for

American Library Association members of various committees and round tables. Only respondents who stated that they were from a rural two-year institution were allowed to complete the survey. Results showed multiple participants working in satellite or rural community campuses affiliated with a larger university. Of those librarians at satellite campuses, several encountered similar struggles with access and engagement that those at non-affiliate institutions had experienced. Future research should have more specific parameters in identifying their audience as responses in the quantitative survey also included data from a librarian outside of the United States.

What was unclear both in the quantitative and qualitative data was the amount of instruction requests received for each academic term. Asking in the survey about the length of academic terms in respondent's institution could have helped in developing a more specific timeline as some participants worked at colleges that utilized a quarter system as opposed to a 16-week semester model. Finally, offering respondents a range as they may not have the exact number could offer more insight as to any patterns of the demand for information literacy instruction.

Conclusion

The events of COVID have given people across the globe a collective struggle that has affected them economically, socially, and culturally. In the field of librarianship, publications have discussed the impact of the Coronavirus pandemic, but this study chronicles the ongoing effects of serving students whose introduction into higher education is unprecedented to those before them. The significance of this and future studies would transcend community college librarianship as many students who attend such institutions go on to 4-year universities to complete their undergraduate degree. Rural and smaller academic libraries historically must

balance many responsibilities as their staffing. A number of participants interviewed were “solo librarians” with duties beyond instruction and for at least one, required to divide their time between multiple locations, something that four-year institutions do not typically face. The knowledge gained from research on the community college experience would benefit both college and university instructional librarians as results may provide evidence in ways information literacy needs might have changed due to the pandemic and its effect on their rural environment and community at the time.

Future researchers might consider expanding the population to either all two-year institutions or rural institutions of all types, including four-year colleges and universities, both public and private. This would allow for a more detailed comparison of other noticeable differences between library instruction practices across various geographic areas and institutional types, including larger institutions with satellite campuses located in rural communities, who though have some benefits being associated with their main campus, experience the struggles of other rural libraries such as accessibility issues, low staffing, and limited resources.

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Appendix A

Information Literacy Instruction at Rural Community Colleges Survey

1. Did you work in a rural two-year community college library between July 2019 and August 2022? **For the purpose of this study, "rural" is defined as a city or town with a resident population of 50,000 or less.*
 - Yes
 - No

2. Which rural institution(s) did you work at between the Fall 2019 and Spring/Summer 2022 academic terms?

3. Where is your library located? Please provide the city/state:

4. Did you provide instruction at any point between August 2019 and August 2022?
 - Yes
 - No
 - Unsure

5. What rank did you hold between academic years 2019/2020 and 2021/2022?
 - Library Director
 - Library Administrator
 - Library Faculty
 - Library Staff/Para-professional
 - Student Worker
 - Intern/Library School Student
 - Other:

6. Is instruction listed in your job description as part of your regular responsibilities?
 - Yes
 - No

7. Did you teach any credit-bearing courses between August 2019 and August 2022?
 - Yes, I taught a course(s) of at least 1 credit hour
 - No, I only provided one-shot instruction
 - No, I did not provide any instruction during that time frame

8. Please indicate where you were working during the following academic terms:

In the Library	Remotely	Hybrid	I did not work at this time
Fall 2019			
Spring 2020			
Summer 2020			

Fall 2020
 Spring 2021
 Summer 2021
 Fall 2021
 Spring 2022
 Summer 2022

9. When did you provide information literacy instruction at your institution?

	Did you provide information literacy instruction?			Modalities Taught		
	Yes	No	Unsure	In-person	Online-Synchronous	Online-Asynchronous
Fall 2019						
Spring 2020						
Summer 2020						
Fall 2020						
Spring 2021						
Summer 2021						
Fall 2021						
Spring 2022						
Spring 2022						

10. Would you be interested in participating in a follow-up interview via Zoom?

Yes

- a. Please provide your name and preferred contact information. A researcher will be in touch to schedule the interview.

Preferred Name:

Email:

No