Kent State University
Stark Campus Library
Annual Report, 03/04

Prepared by

Rob Kairis
Library Director
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Hiighlights

The most important news to report this year is that statistics in virtually every area of service are showing that the library’s programs and initiatives are paying off. From basic information, such as an attendance rate that is the second highest since hourly people counts were initiated 8 years ago, to the more subtle increase in faculty purchases, last year showed measured improvement and indications that the library is on the right track.

Strategic decisions were made a few years ago when the measures of library success were not so positive. At that time the discussion involved maintaining the library’s relevance in an increasingly online information environment where web-based information was feared to take the place of libraries for users’ information needs. While the fear still exists, current indicators seem to show that the library pays an extremely important role on campus. However, the nature of that role has changed. Those discussions led to questions such as:

How does the library promote its services?
What is its role in teaching/learning?
What is the purpose of its local collection?
How does the library serve those at a distance (or should it even provide or promote services outside the library)?

Along with these important questions, underlying themes were presented that served to connect these discussions by questioning the roles of librarians, library staff, teaching faculty, and even student workers in terms of library services.

Promotion of Services
It was felt that direct marketing of library services would not be very effective. While a campaign to promote the library in a more traditional, business-like manner (bookmarks, posters, coffee shop service, etc.) was discussed and certainly employed by many other libraries facing a reduction in usage of library services, the decision was made to promote services by more systematically energizing relationships with arguably the most influential campus constituency, faculty. In addition, direct reference service was reevaluated, particularly in light of comments received from a marketing survey called LibQUAL+, conducted in 01/02 and 02/03 that pointed to dissatisfaction with the quality of service provided by student workers. By moving student workers further away from services more appropriate for professionals (reference) and establishing regular reference assignments for campus librarians, more contact hours (in fact, more than double the contact hours) for interactions between librarians and library users (mostly students) were established. It is hard to quantify the effects of marketing. It was decided that promotion of the use of the library was better accomplished by having increased faculty involvement in library activities and by having greater interaction between the library’s greatest proponents (librarians) and its users.
Teaching/Learning
More attention was paid to the library’s role in teaching and learning than any other area. Again, this activity involved greater involvement by teaching faculty on campus. The First Year Information Literacy program necessitated a great deal of cooperation and collaboration between librarians and teaching faculty, particularly with English faculty. In addition, faculty in Geology and Middle Childhood Education continue to be partners in an effort to expand information literacy competencies into specific disciplines using web-based technology. More recently student workers have been employed to assist librarians in their teaching efforts. The library has been blessed over the past few years with extremely competent student workers, some pursuing graduate degrees in library science. In addition, some Kent Campus Library School graduate students have performed their practicums in the Stark Campus Library. These students perform preparatory work for instructional classes taught by librarians. Scripted searches are developed as well as advance bibliographies and even assistance during the instructional sessions.

Other academic libraries have used other models for developing library instruction. Some offer open workshops for any students to enroll in, some simply respond to the needs presented by specific faculty or departments, and some even create for-credit courses for teaching library skills. The Stark Campus Library has developed a comprehensive teaching program that first targets most (if not all) first year students and then supplements that instruction with discipline-specific instruction tailored to specific courses and assignments (as well as the development of web-based information literacy modules). The approach is to try to integrate library skills into existing courses in a systematic way, reaching as many students as possible.

The library has placed an emphasis on teaching. So much so that job descriptions for all librarians were updated last year to reflect that teaching is the primary responsibility of all librarians. Each job description includes the following statement:

“Provides presentations to classes on information literacy concepts as well as instruction on using specific library resources relevant to the course study or assignments either as part of a designed library program or by appointment for individual classes.”

Local Collection
With OhioLINK a well established component of library services both as a provider of electronic content in terms of databases and its shared catalog of library holdings with its ability to allow users to request materials and have them delivered by an efficient ground delivery service, the Stark Campus Library began modifying its role as a collector of print information. Statistics now show that Stark Campus users receive more of their printed materials from other libraries and not from the campus’ local library collection. This calls into question the nature of the library’s collection as a core resource. For the past few years the library has implemented an approval plan for the primary purpose of generating more involvement by faculty in collection development decisions. Another change to collection development practice has been to build a local collection in balance with the OhioLINK shared collection. When materials requested for purchase are determined to be widely available in OhioLINK, unless they are deemed a necessary inclusion in the local collection, they are not generally purchased. This has created a local collection of more unique titles. From a local perspective, this indicates a continued reliance on OhioLINK borrowing for Stark Campus users. From an OhioLINK perspective, this
means that the local collection has become more attractive to OhioLINK users and has in fact created a greater demand for Stark Campus materials (an increase of 45% in book lending to be exact). The two keys in changes in strategic directions for collection development are a greater involvement by the subject experts on campus that generate most of the use of library materials (faculty) and a greater reliance on the OhioLINK shared collection for local collection development decisions.

**Distance Services**
The last strategic debate has probably been given the least consideration. The library now recognizes the need to provide its services beyond the walls of the library building. However, accomplishing this task is not so easy. Technology is not as far along as necessary to seamlessly translate the services performed in person to an environment where the user is not physically present. Chat Reference is a service that librarians on campus have participated in. Still, this OhioLINK based service is not available 7 days a week or for 24 hours a day. It would seem that the library community as a whole has not fully explored this strategic change to the way libraries offer their services. It should be recognized that the divide between the comprehensive array of services provided when a user comes into the library and those more limited services available to off-campus users will likely narrow. When the difference between on and off campus library services becomes negligible from the user’s perspective (they may already be imperceptible to some users), the library needs to provide a presence. This presence will likely be in the form of interactive, real time assistance (such as an expansion of Chat Reference) as well as off-campus delivery of print materials. It may well be that, as library instruction becomes a more established part of the library’s services, library services at a distance will become the next frontier of concentrated efforts for improving and promoting the library of the future.
The following includes a description of some specific highlights of library activities for the academic year 03/04:

Materials Booking on KentLINK

Starting in the fall, the library began “booking” AV materials (mostly videocassettes) for library users. Having already implemented online borrowing, this feature allows the patron to reserve in advance the use of a video, guaranteeing that the video will be available when needed. This feature was particularly useful for faculty wanting to show videos in their classes. Specific difficulties were uncovered for inter-campus booking (booking a Kent Campus video for example). KentLINK was not designed with a multi-campus environment in mind. A task force was established to address this and other potential problems with the booking and lending of AV materials. The library will establish a tracking mechanism for documenting problems associated with materials booking.

Approval Plan

The YBP Approval Plan completed its second year with some measure of success. As illustrated in the Collection Development section of this report, the use of the approval plan has stimulated faculty book purchases. Before the introduction of the approval plan, faculty typically accounted for about 20% of materials purchases (mostly videocassettes). During the first year of the plan, faculty purchases rose to approximately 30% of all library purchases. Last year, faculty accounted for 40% of library purchases, double the amount attributed to faculty before the introduction of the approval plan. This does not take into account the $5,000 allocation provided by the Kent Campus, which is assigned to a specific faculty member to develop the library collection in his or her discipline. Previous allocations were spent by faculty in Geology, Journalism and Mass Communication, and (last year) in Art.

Chat Reference

Last year, Kent State participated in online reference service from two perspectives. It continued its involvement as an OhioLINK member. However, instead of each campus contributing individually, all 8 campuses participated as a single group. As a result, smaller libraries were able to contribute time to this service; OhioLINK requires a minimum 2-hour commitment for participation. In addition, Kent State established its own “seat,” providing online reference service outside of its OhioLINK time commitment. With nearly all campuses providing online help to users over the internet, this is likely to emerge as an important service to people not able to physically come to the library or for those taking distributed learning classes.
Web-based Information Literacy Modules

With the awarding of a $5,000 grant to develop discipline-specific online information literacy modules, the library began working on creating modules for Geology and Middle Childhood Education. The framework for this work includes a facility called the InfoWizard developed at Bowling Green State University. The library, in collaboration with faculty in those departments, has added written and media content to these modules using the Infowizard. Although still under development, the modules can be explored at:

http://infowizard.lms.kent.edu

It is hoped that these two modules will be fully functional in the coming academic year.

First Year Information Literacy Program

This is the cornerstone of the library’s instructional efforts. With all sections of University Orientation classes receiving library instruction, usually during the fall semester, the library began introducing information literacy instruction to College English II classes during the spring of 2003. Last year the library targeted half of ENG 10002 sections for this instruction. The eventual goal is to test students in the fall when they are enrolled in Orientation and again after the ENG 10002 instruction to assess their progress with information literacy skills using the SAILS (Standardized Assessment of Information Literacy Skills) test. However, last year SAILS was moved to a strictly online (web-based) environment. Without sufficient planning, this change resulted in minimal participation in SAILS by Orientation students. Instead, the sections of ENG 10002 offered in the spring were tested as three groups (those receiving the 2-class period information literacy instruction, those receiving a single-class period of library instruction, and those receiving no instruction from the library). The library expects results by the end of the summer 2004.

Librarian Office Hours

In an effort to shift more reference service from student workers to professional librarians, last year the library began establishing office hours for the four librarians on staff. Librarians were assigned an 8-hour shift once a week to be “on call” to answer user reference questions. While there has been some confusion over the boundaries marking what services student workers were expected to provide and what services librarians were expected to provide, there has been some success. With a greater expectation of librarian involvement in direct services to library users, statistics show a 129% increase in the number of reference questions answered by librarians. It is important to note that this change has resulted in less than half the number of staff previously providing reference service assisting more than twice the number of users needing help. The library is also looking at the specific hours where activity is high.
Changes to Student Worker Assignments
The library has been investigating the work performed by student workers (as indicated in the previous highlight). Through increased automation, making more information available online and other library collections accessible to Stark Campus library users, the activities traditionally assigned to student workers have diminished (users are ability to perform much of this work themselves). As a result, the library began shifting hours previously allocated to circulation desk duties to more advanced work assisting librarians with professional activities such as the development of subject bibliographies and preparations for class instruction. The library was fortunate to have Education majors on staff and students preparing for graduate work in library science. With the increase in teaching responsibilities for all librarians and the establishment of office hours for answering reference questions, it was important to redirect resources to support these professional activities. To demonstrate this shift with numbers, before this change was implemented approximately 80% of student worker hours were devoted to circulation deskwork. After this change, that figure was reduced to about 66%.

New Online Services
With budgets tightening, it was difficult to justify new online services last year. OhioLINK conducted a process to evaluate canceling or shifting costs to member libraries for various online databases (a process that is likely to repeat in the future as database costs increase and budgets decrease or remain stable). Although there are no significant changes to note here, two new services were begun last year:

- **LearningExpressLibrary**
  This database provides a completely interactive online learning platform of practice tests and tutorial course series designed to help patrons, students, and adult learners succeed on academic or licensing tests.

- **Nature and Encyclopedia of Life Sciences**
  All Kent State University libraries now have access to the online version of the journal *Nature*, the international weekly journal of science, and the *Encyclopedia of Life Sciences*, the most comprehensive reference work ever published in the biological sciences.
Staff

The following individuals comprised the library staff for the 03/04 academic year:

- Rob Kairis  Library Director (Associate Professor)
- Judy Kooistra  Collection Development Librarian (Associate Professor)
- Maureen Kilcullen  Reference Librarian (Associate Professor)
- Roger Davis  Serials Librarian (Assistant Professor)
- Mary Birtalan  Cataloging and Interlibrary Loan (Library Associate)
- Mary Lou Hester  Circulation/Student Worker Supervisor (Senior Library Assistant)
- Jeanne Hawley  Acquisitions (Clerical Specialist)

The library continued its participation in a program to help mentally and physically challenged high school students transition from high school to work. Sandra Rock from Southgate High School completed her fourth year, working on Fridays assisting library staff with some basic duties. It would appear that the campus will no longer be participating in this program in the future. This will end an eight-year commitment to the program.

During the spring semester a former student worker, Mandy Welch completed her Masters of Library Science Practicum at the Stark Campus Library. Mandy worked closely with Judy Kooistra on collection development initiatives. She also assisted in the preparation of instructional classes.

Judy Kooistra was granted a sabbatical during the summer 2003.
Interlibrary Borrowing and Lending

For a campus the size of the Stark Campus, interlibrary borrowing and lending have an enormous impact. There are nearly 10,000 students enrolled for classes at Kent State and Stark State combined. There is a vast array of disciplines represented by both schools. Meeting those needs with a modest collection of about 70,000 volumes and less than 300 periodical print subscriptions is difficult. As a result, exposure to electronically available information and (more particularly) the ability to obtain materials from other libraries quickly and efficiently has made the Stark Campus Library more of a broker of information than an owner of information. To demonstrate this, the following graph shows that for the past 5 years, interlibrary borrowing has out-paced usage of the library’s own materials (when course reserve usage is excluded):

![Graph showing interlibrary borrowing and lending data]

*These figures exclude course reserve circulation

It is also important to point out that there are two types of materials associated interlibrary activity, books and articles. The reason this is important to note is that technological developments have impacted both types in dramatically different ways.

For articles, users can now easily access most of these information sources online in real time by searching aggregated databases. In addition, OhioLINK provides access to thousands of electronic journals. The Stark Campus created an Article Finder online facility that allows users to quickly find out where an article might be online (or in print). Recently, OhioLINK developed Olinks, a similar online facility that links full text to databases containing only citations to articles. As a result, users can more readily find the article type information they need right at the desktop. These developments in technology have caused a decrease in interlibrary borrowing and lending.

Interlibrary activity for books has seen a completely different result from technological changes. Users can search combined catalogs like the OhioLINK Central Catalog and instantly see the
holdings in institutions of higher education throughout the state. After finding books they are interested in reading, users can also request that those books be sent to their local library, quickly and efficiently. This, along with significant changes in collection development policies, has resulted in major increases in interlibrary borrowing and lending.

Interlibrary borrowing by Stark Campus users has increased to an all time high:

![Graph of Total ILL Borrowed]

The above graph shows that right after Kent LINK and OhioLINK borrowing was introduced (95/96) the numbers were extremely high but declined towards the end of the century. Since the turn of the century, however, activity has steadily increased.

Last year’s report indicated an 8-year high for lending. This year’s activity climbed to a new all time high, surpassing the previous year by more than 41%:

![Graph of Total ILL Loaned]

This huge increase is attributed to book lending (statistics that include the lending of audiovisual materials). Article lending was actually down by more than 25%. Although the lending of audiovisual materials was a new activity last year, it is more likely that changes made to collection development practices caused this increase.
Books

Borrowing

Book borrowing went up by 21% last year:

Filled

This represents the highest level of borrowing experienced by the library. It is hard to point to a specific reason for the increase. Several factors are likely to have contributed to this increase. In general, along with ever-increasing enrollment, activity in the library is up. Perhaps with more librarians providing direct reference service to users, the idea of requesting books via KentLINK and OhioLINK is being promoted more consistently. Then there is the demonstrated link to collection development. As the library purchases fewer copies of books widely available at OhioLINK, Stark users are required to get those books (that previously might have been added to the local collection) by borrowing them from other Kent State or OhioLINK libraries.

Lending

Last year it was reported that book lending was up dramatically (35%), reaching an 8-year high. This past year the activity is up again, reaching a new all time high and up from the previous year by an astonishing 45%:
A couple of years ago it was speculated that changes to collection development practices might be an influencing factor. At that time the library began two initiatives. One was to try to increase involvement by faculty for collection development by employing an approval plan. The other was to check each potential purchase against the OhioLINK Central Catalog to see if the title was widely available there. If it were, the title would not be purchased. This second practice resulted in a local collection that was more unique and therefore more likely to be requested by other OhioLINK users (since it was less likely that their own library would own a copy of the title). After more than doubling the number of items loaned to other libraries since that theory was suggested, it seems that there is good reason to believe that this link between building a less duplicative, more diverse collection and increased lending (and borrowing, for that matter) is a reality.

Articles

Borrowing
In looking at article borrowing over the past 9 years, the trend seems clear:

![Graph showing article borrowing over 9 years](chart.png)

Except for a spike around the turn of the century, requesting has steadily decreased to a point where it is now less than half what it was 9 years ago. This was expected. As previously mentioned, the proliferation of online content in databases, electronic journals, and the World Wide Web in general has placed less reliance in what has traditionally been a slow service (getting articles copied and sent from other libraries).
Lending
Just as the lending of books has sky-rocketed, the lending of articles seems to be decreasing at a similar rate (down by more than 24% from last year):

Just as local patrons make more use of online resources, other libraries’ users are doing the same. In addition, the library now has less than 300 periodical subscriptions making its journal collection barely noticeable to other libraries.
Information Literacy

It can be argued that the most important function of the library is to teach its users to effectively and efficiently find and use information. This is a somewhat primitive definition of Information Literacy. In the past, the specific goal for instruction was to teach students how to use specific resources for a specific purpose (course paper, for example). This practice was typically labeled Bibliographic Instruction. Now, the focus is on specific competencies that lead to life-long learning abilities. So the instruction is not so specific but broadly based to instill those skills that should allow users to find information across a wide range of disciplines for any number of purposes.

The library began a First Year Information Literacy Program two years ago. The goal was to provide instruction that improved the information literacy skills of students during their freshman year of college. The components of the program were a 1-class period library instruction for students enrolled in University Orientation and 2-class periods of information literacy instruction for student enrolled in College English II (ENG 10002). Since most students take Orientation in the fall and ENG 10002 in the spring, the program was designed such that after the student’s first year in college, he or she would have well-established skills in information gathering. To assess the effectiveness of the program the SAILS (Standardized Assessment of Information Literacy Skills) test was used; students were tested during Orientation in the fall and after the information literacy instruction in the spring.

While it is expected that the program be fully functional in the coming year, last year all Orientation classes were offered the library instruction (which was a basic introduction to the college library) and half of the sections of ENG 10002 were offered the 2-class period information literacy instruction. Problems were encountered with the use of SAILS. Originally a paper-based instrument, it was moved to a web-based environment in the fall of 2003. With less time to plan for this change, fewer students than anticipated completed the SAILS test (only about 35 in total). To compensate, it was decided that the effectiveness of the instruction would be measured by comparing three groups of ENG 10002 classes:

1. sections receiving the 2-class period information literacy instruction
2. sections receiving a single class period of library instruction
3. sections not receiving any instruction from the library

Results of this testing should be available by the end of the summer in 2004. Analysis of the SAILS data is important, as this program is an AQIP Action Project for the Stark Campus and assessment is a key component of the program.

For the coming year, some changes to the First Year Information Literacy Program are planned. While it is not surprising that students do not find library instruction very exciting, the library has noticed that when students are actively engaged in learning, through small group exercises, for example, they are more receptive to learning information literacy skills. Therefore, the library is working on developing more of these types of learning activities. Other changes are described in the last section of this report (Academic Year 04/05).
Although already mentioned in the Highlights sections, the library has been working on two web-based information literacy modules, one in Geology and one in Middle Childhood Education. The library has participated in the Faculty Learning Community for Information Literacy. This learning community was originally formed from the faculty and librarians awarded the OBOR grant that provided the financial support for creating these web-based modules. It has been an interesting challenge getting the content previously established to fit into the technology developed by Bowling Green State University, called the InfoWizard. The modules will have a combination of written and multimedia instructional content based on teaching information literacy competencies for the specific discipline. The multimedia content will consist primarily of videos created using the digital camcorder purchased with grant funds as well as screen captured instruction with narration, using Camtasia software. The plan is to finish these modules during the coming academic year. Future modules will present competencies in other disciplines, using the same format of the two under development.

All of the instructional efforts currently employed by the library are producing significant results. The following chart demonstrates dramatic increases in all aspects of library instruction:

The number of classes taught for both Kent State and Stark State reached record numbers last year (up nearly 30% from the previous year). With the anticipation of even greater teaching responsibilities expected for next year, these numbers are likely to increase again.
Collection Development

Overall spending for library materials was down by 18\% last year. However, the most important aspect of collection development was the continued increase in faculty involvement in library purchases. This is mainly due to the acceptance of the library’s approval plan. Each month slips are sent to faculty members in programs that contain bibliographic information for recent publications. Faculty review the slips and decide whether or not the library should purchase the title. If the book is felt to be a necessary addition to the library’s collection, the faculty initial the slip and send it back to the library. If the book is an important one but not essential, the slip is returned without initials. If the faculty member feels that the book is not one the library should own, the slip is discarded. When the library receives the reviewed slips, if a slip is initialed the book is ordered. If the slip is not initialed, the book is searched on OhioLINK to determine its availability for borrowing. If the book is widely available, it is not purchased. If there are no or few copies of the book available in the OhioLINK Central Catalog, the book is ordered.

It is important to note that this method of shared collection development has had a major impact on the library. For a library the size of the Stark Campus Library, it is unrealistic to think that it can meet all of the needs of its users. In fact, it was demonstrated in the Interlibrary Borrowing and Lending section that, when course reserve usage is excluded, users are checking out more materials from other Kent State and OhioLINK libraries than from the Stark Campus Library. As a result, it can be argued that the KentLINK and OhioLINK online catalogs comprise the library’s core collection. With this premise in place, it is felt that the Stark Campus’ role in collection development is to build a collection that directly relates to the programs taught on campus (the initialed approval slips) as well as a collection that is not widely duplicated by other Ohio libraries. One aspect of the character of the collection is that there are many more titles not generally available in OhioLINK. As shown in the Interlibrary Borrowing and Lending section, this has resulted in significant increases in book lending over the past two years that the approval plan has been in place (up 35\% during the 02/03 academic year and another 45\% last year).

The Kent Campus $5,000 allocation was used to allow a faculty member in the Art department to strengthen that part of the collection. Molly Lindner selected books that were added to the library’s collection. However, without considering this allocation, the percentage of the budget spent by faculty went up again. In 01/02 the percentage of the budget spent by faculty was 22\%. In 02/03 that percentage rose to 31\%. Last year the percentage rose again to 40\%. These figures
are right on target with the library’s goal of increased participation by faculty in collection development. There is still room for increased participation, with a target of having library purchases by faculty reach at least the 50% mark.

<table>
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<th>Year</th>
<th>Faculty</th>
<th>Library</th>
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<td>01-02</td>
<td>22%</td>
<td>78%</td>
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<tr>
<td>02/03</td>
<td>31%</td>
<td>69%</td>
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<tr>
<td>03-04</td>
<td>40%</td>
<td>60%</td>
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Library Usage

This section on usage concentrates on three areas:

1. KentLINK Searches
2. Circulation
3. Head Count

Statistics for all of these areas were up last year from the previous year. More important is the fact that the trends for each of these areas show a clear pattern.

KentLINK Searches

It is expected that, as more information is available online and more users become comfortable using electronic resources, online searching statistics will increase. However, it is difficult to measure this activity. There are nearly 100 different databases available through OhioLINK or obtained locally by Kent State or the Stark Campus. Compiling all of these statistics is a monumental task. For databases providing regular statistics, those numbers are tracked on the library’s web site at:

http://www.stark.kent.edu/library/about.htm#STATISTICS

These annual reports have relied on KentLINK statistics more than any other as a measure of online usage. The nature of KentLINK (containing records for materials actually owned by Kent State libraries as opposed to databases that mostly provide access to information not always owned by libraries) is such that it is natural to expect most users to use KentLINK during their research. What is surprising is not that search statistics continue to increase. Instead, the amount of increase from year to year is quite amazing:

Although last year’s searching statistics represent a 36% increase, the amount of searching recorded last year is up 320% from six years ago.
Circulation

For the third straight year, users have checked out more materials from the Stark Campus Library than the previous year:

With library usage in general on the increase (more people in the building, more classes being taught, more online searching, etc.) it is natural to see an increase in circulation activity. It is also felt that collection development has a positive effect on usage of the library’s print collection. With more selections being made by teaching faculty, it is assumed that faculty participation and (as a result) awareness of the titles in the library’s collection has an influence on student circulation habits—it is likely that faculty are suggesting specific titles they have asked to be added to the collection as important reading for students in their classes, for example.

It is worth repeating here the impact of borrowing books from other libraries. Previous reports suggested that the balance of circulation between materials owned by the library and borrowed from other libraries favored the circulation of locally owned materials. However, those previous statistics included checkouts for course reserves, which are a specific extension of the classroom typically with loan periods of only 2 hours and arguably not equivalent to the usage of materials checked out for four weeks (or more) at a time. With the exclusion of course reserve checkouts, it has been shown (in the Interlibrary Borrowing and Lending section) that Stark Campus users have actually been requesting materials from other libraries more than using locally owned materials for the past 5 years. In fact, it appears the gap between those two activities is widening.
Head Count

The library continued its practice of physically counting the number of people in the building every hour (on the half hour).

One of the most important statistics from the 03/04 academic year is the significant increase in attendance in the library. While every year since 97/98 showed a gradual decrease in attendance (even though enrollment went up by record levels), the 02/03 academic year showed a slight increase (4.5%). It is always difficult to assess the importance of such a small change. This past year, however, showed a 16% increase in attendance:

In light of some of the other changes (book borrowing and lending, instructional classes, etc.) a 16% increase may not seem that significant. Still, since the decreases that have occurred over the previous years were also fairly slight, last year’s increase brought attendance back to the second highest level since 96/97 (only the 97/98 academic year showed a higher level of attendance than last year).

In today’s distributed information environment, library attendance may seem less important than when library resources were exclusively available in house. So decreased in-person usage of library resources is almost expected. Having any increase is important to note. Demonstrating an increase that rivals the highest level of attendance is particularly noteworthy. It should be attributed to the attention paid by the library to direct services to users (increased instructional efforts, and changes to reference service, as specific examples).
Academic Year 04/05

Kent Campus Allocation ($5,000)
Since the Kent Campus began allocating money to regional campus in the 01/02 academic year, the Stark Campus Library has assigned the allocation to a specific faculty member to use to develop the library collection in his or her discipline. This has proven to be a worthwhile venture that has both strengthened ties to those departments and faculty members as well as significantly improve those aspects of the library collection. The library will allocate the $5,000 in the coming academic year to Jarrod Tudor, a faculty member in the Justices Studies program.

Materials Booking on KentLINK
This will be the second year of using the KentLINK Booking Module. This feature allows users (mostly faculty) to request that a particular AV item (videocassettes usually) be available at a time in the future, reserved for their use. Complications have arisen with AV items borrowed between KSU campuses. The system was not designed to accommodate delivering materials between separate geographical locations. As a result, the biggest problem has been in tracking a video sent from one campus to another. What has compounded this problem is that faculty are being charged for overdue AV items. Although KSU libraries have been waiving those fines, starting in the fall, the plan is to start collecting overdue fines from faculty for AV items requested or booked. The Stark Campus Library will closely track the problems associated with booked or requested AV materials during the coming year.

First Year Information Literacy Program (AQIP)
The First Year Information Literacy Program has been discussed in other places in this report. For next year, some changes are expected to this program, which is also a Stark Campus AQIP Action Project. One of the information literacy competencies not incorporated in the program so far involves understanding the ethical and legal issues surrounding the use of information. In particular, a problem for many institutions is plagiarism. The library plans to add a discussion of plagiarism to University Orientation instruction. This discussion will probably not be part of the library instruction, but be done in the regular classroom apart from the class period usually conducted in the library. For ENG 10002, one of the biggest problems is the logistics of covering two class periods with information literacy instruction. This poses both a resource problem for the library and a scheduling problem for the English faculty. The plan for next year is to develop a modular approach to teaching information literacy by having a menu of topics related to specific competencies that English instructors can choose from. This gives them the flexibility of having the instruction cover one or two class periods.
Web-based Information Literacy Modules

The library will complete work on the web-based information literacy modules for Geology and Middle Childhood Education. In addition, the library will continue to participate in information literacy discussions as part of the Faculty Learning Community for Information Literacy. In October, the library will be part of a panel discussion on these modules and the efforts of the learning community as well as a separate presentation on the First Year Information Literacy Program during the Georgia Conference on Information Literacy. Once these two modules have been completed, the library will look to partner with other faculty on campus to begin developing more web-based, discipline-specific information literacy modules.

Campus Center

The Stark Campus began constructing a new building on campus to house food services, the bookstore, student-related services (testing, career counseling, disabilities services, etc.) and student organizations. It will be interesting to see how the Campus Center impacts on the library. The Testing Center will be vacating the library and relocated in the new building. The Campus Center will create another building on campus where students can go in-between classes. With fewer departments housed in the library and another place on campus to “hang out” this may affect library attendance, which seemed to be on the rise.

Laptops

The library was rewired a few years ago. As part of that project, the capability for wireless networking was incorporated. The library now supports wireless networking and will begin circulating laptop computers for students to use throughout the building. In addition, plans are underway to extend the wireless network outdoors and also in the new Campus Center building. The laptops will checkout for 2 hours at a time (about the time limit for the battery). Users will be able to take the laptop any place in the building without having to plug it in. The laptops will have the same capabilities as the fixed workstations in the library, including printing to the library’s laser printer.

Scanning

With the university moving to an entirely online hiring process, the library volunteered to assist people applying for campus jobs. For those applicants wishing to submit a printed document (resume, for example), the library will need to scan the document in order to have it submitted electronically. With this new activity requiring more staff training in the use of scanning technology, the library also plans to more actively use the scanner to place course reserve items (that do not have copyright implications) online, alleviating the need to store and manually checkout those materials at the Circulation Desk.