Introduction

The Library’s annual reports are filled with different types of statistics. Because of the high level of activity in several areas of library service, this past year was the busiest ever recorded. Although the specific statistics will be discussed in more details in other areas of this report, it is worth noting upfront in this year’s report that the library recorded the highest level of activity in the following areas:

1. **Attendance.** At 61,522, more users visited the library last year than any other year. This marks a 37% increase from the previous year.
2. **Library Instruction Classes.** The library taught more classes (208) and more students (4,361) than ever before.
3. **General Collection Circulation.** More books (7,016) circulated last year than any previous year.
4. **Book Lending.** The library loaned more of its books (5,082) to other libraries than ever before.
5. **Database Searches.** More searches (94,283) of selected library databases were conducted last year than any other year searches were analyzed (since 2002/2003).
Highlights

In recent years the Highlights section of this report has mainly focused on public service activities (library instruction in particular). This has been the case because of the importance the library places on instructing users how make best use and sense of its varied resources. In addition, library instruction has evolved greatly over the course of the past several years. This year’s Highlights focus on a different aspect of library service. With the rising costs of print materials and the proliferation of electronic equivalents or replacement for traditional print resources, this year’s Highlights section addresses the relative use and costs of print resources vs. electronic resources. It is divided into three parts:

1. Print vs. Online Periodicals Subscriptions
   a. Usage
   b. Cost per Use
2. Moving Print Standing Orders Online
3. Ebooks

Print vs. Online Periodicals Subscriptions

While realizing the benefits of electronic journals over print journals for many years (particularly for those journals the library has free access to through its connections with the Kent Campus, JSTOR, for example, and OhioLINK, with thousands of journals available at no cost), the library began an investigation of the use and cost per use of both print and electronic periodicals. It would be unfair to compare the costs and usage of the library’s print collection with free resources. Therefore, this discussion only includes the online resources (databases) the library actually pays a license fee to access.

Usage

Tracking use of print materials can be difficult. The library regularly counts the number of times items are taken off shelves as its only viable means to indicate when an item was used. It is important to note that the simple need to re-shelve an item is no indication of the extent the item was used or useful. Still, it is the only measure available. Likewise, the only way to detect use of online information is tracking the number of times something is downloaded. The library also tracks this information on a monthly basis. A visit to the library’s About the Library webpage:

http://www.stark.kent.edu/Library/AboutTheLibrary.cfm

includes database usage information towards the bottom of the page.

Since KentLINK, the library’s online integrated management system, only keeps cumulative statistics, a baseline needs to be set to establish yearly usage information. This was done in the year 05/06. The library now has two years worth of usage
information for its periodicals collection. The data presented in the table below shows some significant information:

<table>
<thead>
<tr>
<th>Year</th>
<th>Usage</th>
<th>Items</th>
<th>% Used</th>
<th>% change</th>
<th>Ave use/week</th>
</tr>
</thead>
<tbody>
<tr>
<td>05/06</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>06/07</td>
<td>561</td>
<td>21983</td>
<td>3%</td>
<td></td>
<td>11</td>
</tr>
<tr>
<td>07/08</td>
<td>475</td>
<td>23968</td>
<td>2%</td>
<td>-15%</td>
<td>9</td>
</tr>
</tbody>
</table>

Of note is the fact that only 2% of the nearly 24,000 volumes were used last year. This means that, on average, library users pulled print periodicals off of the shelf 9 times a week. Statistics for the year for the online databases licensed by the library show a different story:

<table>
<thead>
<tr>
<th>Database</th>
<th>Sessions</th>
<th>Searches</th>
<th>Full Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gale Literary</td>
<td>478</td>
<td>535</td>
<td>467</td>
</tr>
<tr>
<td>InfoTrac Custom</td>
<td>56</td>
<td>69</td>
<td>54</td>
</tr>
<tr>
<td>Lexis/Nexis Academic</td>
<td>1642</td>
<td>13560</td>
<td>6212</td>
</tr>
<tr>
<td>Opposing Viewpoints</td>
<td>2120</td>
<td>632</td>
<td>395</td>
</tr>
<tr>
<td>Standard's &amp; Poor's</td>
<td>286</td>
<td>112</td>
<td></td>
</tr>
<tr>
<td>Wall Street Journal</td>
<td>181</td>
<td>670</td>
<td></td>
</tr>
<tr>
<td>Biography Plus</td>
<td>2654</td>
<td>16905</td>
<td>9777</td>
</tr>
</tbody>
</table>

In comparison, library users downloaded nearly 10,000 articles during the course of the year or, on average, 188 articles per week. In other words 95% of the articles used were downloaded from licensed library databases and only 5% came from print periodicals. When access to free databases is included (EBSCOHost, for instance), the use of print resources compared to electronic resources is barely perceptible (just over 1%).

Cost per Use

The following table shows the costs of print vs. electronic resources broken down for the past two years:

<table>
<thead>
<tr>
<th>Year</th>
<th>Print</th>
<th>Online</th>
</tr>
</thead>
<tbody>
<tr>
<td>05/06</td>
<td>$44,993.06</td>
<td>$40,259.67</td>
</tr>
<tr>
<td>06/07</td>
<td>$43,246.78</td>
<td>$29,741.48</td>
</tr>
</tbody>
</table>

When dividing this cost information by the usage shown above, the contrasts are startling:
It cost the library over $90 per use of print periodicals. That figure does not even include the costs related to maintaining a print collection:

- Staff resources
- Binding costs
- Shelving needs

On the other hand, electronic subscriptions pay off at a rate of just 73 cents per use. Aside from the collection of usage information (which is also a cost for print periodicals), there are no related costs for electronic databases. What is even more telling is that while costs for the use of print periodicals are going up at a rate of 14%, costs for the use of electronic databases are going down at twice that rate.

The data are compelling. There should be no question that costs for print periodicals far out weigh the costs for electronic periodicals (when usage is part of the calculation). It is clear that users prefer electronic resources of this nature and the library should respond accordingly by strategically moving away from print periodicals in favor of electronic databases. Efforts have been made to identify print titles that are duplicated online. However, there is some reluctance to deeply cut the library’s print subscription, even when online equivalents exist. Perhaps the problem is not as simple as stated here. It is also a challenge for a library to dramatically and definitively alter (or eliminate) such a traditional service. Still, the library will be looking at ways to make this strategic change in a way that makes sense to the user and to the library’s budget.

**Moving Print Standing Orders Online**

Last year the library was approached by the Kent Campus with regards to a deal to replace print versions of the Gale Literature Criticism with their online equivalents. The series contains 10 titles, 8 of which the Stark Campus subscribed to in print. The deal was for the Kent Campus to pay on-going subscription costs and the Stark Campus to pay the on-time fee for the backfile (spread out over the course of 3 years). Since the Stark Campus paid over $17,000 last year and the backfile costs just under $15,000 for just three years, the deal was financially sound. The problem was that the online content was incomplete. Although we knew this at the onset of the deal, the library was prepared to retain print volumes for missing online articles with the expectation that future online volumes would be complete. However, after ending our print subscription it was discovered that some online content was still missing.

This recent experience demonstrates two things. First, that it is possible to save money by migrating from a print version of a resource to the online version. Second, libraries need to be careful about the coverage between print and online version of the same resource. It is true that there are advantages for users with the electronic version in terms
of searching and accessibility. Those advantages can be easily minimized when it turns out the user can not get to the information because of copyright restrictions that do not allow the publisher to put online what it has license to put in print. As a result, the library will still make efforts to migrate to online equivalents of standing orders such as this literature criticism series, but will do more research with regards to the content before making the change.

Ebooks

As part of a collaborative collection development initiative, all KSU campuses agreed to purchase an ebook collection of over 1,700 nursing books with the company ebrary. This is a fairly new development. What is interesting is the decision to favor the licensing of electronic books over purchasing the books. When the option for licensing is selected, the library loses the rights to access the books when the license is over. When libraries choose to purchase an electronic book it is the same as when they buy a print book; they will always have access to the electronic book. Since nursing books tend to become outdated sooner than books in other fields, KSU librarians felt that paying an average of $1 per book was a good deal, even if a later decision to unsubscribe to ebrary were made and the content for these 1,700 books goes away.

The cooperative collection development project goes beyond just the ebrary initiative. Still, it will be interesting to see how this collection of ebooks is used over time. It will also be interesting to see if KSU libraries can model this nursing initiative for other subject areas and expand the ebrary collection to include other disciplines.
The following includes a description of some specific highlights of library activities for the academic year 07/08:

New Initiatives

The library began several initiatives during the summer of 2007. Web development was a key element of these initiatives as new pages were created to emphasize the importance of the library’s teaching efforts as well as promoting the library’s print collection. While progress was made, as with many projects planned for the year, the work was not fully completed. Being short one full-time staff member until November 2007 while at the same time experiencing a significant increase in service needs (see the Library Usage section of this report) made it difficult to finish work on enhancing the library’s website. This work will continue during the course of the next year.

Cooperative Collection Development

The Kent State Regional Campus Library Directors Council decided to devote most of their efforts to a cooperative collection development project. The subject area piloted was nursing, since each campus has a commitment to that program. Working closely with the Kent Campus, several important components of this project were implemented. First, a study of spending habits by each campus was conducted, resulted in the establishment of a fund committed to project with contributions from each campus. Then several ebook vendor products were examined to create a shared collection of electronic books. As mentioned previously, ebrary was selected. In the spring a shared approval plan was developed based on specialized programs and a mechanism for storing and sharing print books across all 8 campuses. There is still much work to do. What has been accomplished so far is a testament to the ability of KSU librarians to work well together at solving problems and creating opportunities.

Printing

When the library began charging a fee to print from its public workstations, Stark State users were required to use generic cards, checked out at the circulation desk (since the process required the use of a Flashcard). This was an awkward solution and the library had to monitor the account associated with the generic cards, making sure there was an adequate balance in the account at all times. Before the start of the spring semester, Cashnet was installed in the library. In addition to allowing all users to pay fines with a credit card, it also allowed the library to distribute guest Flashcards to Stark State users. Although getting used to yet another computer application and adapting to a new financial reporting process was a challenge, the library now has a better solution for printing from public workstations.
Serials Cancellations
A full discussion of the issues involving print and electronic serials information has already been presented. Over the years the library has been diligent about canceling print subscriptions for periodicals that are duplicated in online resources. However, the decision to cancel has always been based on whether or not the online resource was permanent. For example, the OhioLINK Electronic Journal Center contains journals that the library will have access to in perpetuity. So when titles the Stark Campus subscribed to in print would be added to the EJC the library would cancel the print subscription. In the spring the library staff reviewed each print subscription for the following purposes:

- to determine how often it was used
- to review how much it cost
- to see whether or not it was available online (as part of a permanent service such as the EJC or another licensed database that was not owned in perpetuity)

Although the cost related issues are somewhat dramatic and the library is in a position to significantly reduce its print subscriptions, other factors (faculty input, stability of non-permanent resources, strategic initiatives to move to online periodicals on the Kent Campus) need to be considered before the library acts with regards to serials cancellations. Decisions like this signal a major shift in how the library provides service and should be done with great care.

Public Workstations on the Second Floor
With more and more users coming into the library to use computers, the decision was made to add 16 more PCs on the second floor of the library. Replicating the pod configuration of the first floor, 4 pods each containing 4 PCs were wired and put into operation during the spring semester. They turned out to be a convenience when Student Services staff needed a small lab for SCORE students in early summer; the Main Hall was being renovated and the air conditioning was turned off. In addition to the 17 laptop computers available for use when the library is not using them for teaching purposes, this brings the total number of public PCs available in the library to 41 (25 on the first floor and 16 on the second floor).

Teaching Area Proposal
The library has been evaluating how it provides instruction to classes over the past several years. An outcome of that assessment has been the realization for the need to have students participate during instructional sessions, not just sit and watch a librarian demonstrate resources. The introduction of laptops has made a significant improvement. The library now is in the process of proposing some changes the area used for library instruction. The basic idea is to expand the area behind the reference collection, add some movable desktops (iMacs), and adopt the use of smaller, mobile internet devices (Asus EeePCs). With the aid of the campus ET Designer, Jason Piatt, the library will seek external funding (if possible) to create a configurable teaching area that could be used for many purposes including library instruction and staff training.
Staff

The following individuals comprised the library staff for the 07/08 academic year:

- Rob Kairis, Library Director (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)
- Jeanne Hawley, Acquisitions (Senior Library Assistant)
- Jeffery Moore, Circulation/Student Worker Supervisor (Senior Library Assistant)

The library welcomed Jeffery Moore into the position of Circulation/Student Worker Supervisor in November of 2007. Jeffery had a great deal of experience and familiarity with how our library runs after working in the Kent Campus Main Library for several years. Jeanne Hawley was inducted into the 20-Year Club at Kent State. Congratulations Jeanne!
Interlibrary Borrowing and Lending

Both circulation and interlibrary loan activity increased last year. While circulation has remained somewhat consistent over the past years, interlibrary loan activity has shown more fluctuation, peaking in 04/05 at nearly 7,500 transactions. Still the gap between the two has stayed fairly consistent at a ratio of about 6:4, ILL to circulation.

This is the first year that information for article borrowing and lending will be omitted. With the introduction of Illiad, an online interlibrary borrowing system, Stark users now interact directly with Kent Campus staff when placing ILL requests. The library has not received any data specific to Stark users regarding article ILL requests. So there is nothing to report.

Book borrowing and lending did increase significantly. As the chart below shows, both activities increased at about the same rate; book borrowing increased by 20% and book lending increased by 26%
Book lending has shown a steady increase over the past ten or more years, culminating with last year being the highest year recorded. Borrowing on the other hand has gone up and down over the course of the same time period. Last year’s figures, while an increase from the previous year, are typical of the average over the time span. Reiterating past reports, the link between this activity and collection development practices is the best way to explain this trend. As the library carefully selects the books it adds to its collection, checking first to see the availability of any particular title within the Kent State or OhioLINK systems, users rely more on the materials owned by other libraries (since they can be delivered relatively quickly). In addition, adding materials not widely owned across the state of Ohio means there is more likelihood that users from other libraries will select Stark Campus materials more often, creating the increase in lending. The last general comment about interlibrary borrowing and lending activity is that the gap between borrowing and lending continues to decrease (54% borrowed compared to 46% loaned). This was mentioned last year and worthy of noting again. It would be very unusual for a library the size of the Stark Campus Library to be considered a net-lender—a library that lends more materials to other libraries than borrowers from other libraries on behalf of its users. This would have to be reflected by the unusually high level of lending (not a low level of borrowing, since borrowing is also on the rise and higher than average over the course of the past ten or so years).

Books

Borrowing

As previously noted, book borrowing increased by 20% last year. With 2 straight years of decreases preceding last year, there was some concern that a trend towards less reliance on other libraries’ books was beginning. It will be important to see if the trend continues upwards.

Lending

Not only was last year the third straight year of increased lending of books (by 26%), it marked the highest level of lending ever recorded. The correlation between collection development practices (buying books that are owned by fewer libraries in the state) and book lending has been discussed previously. The trend shown in the chart below clearly shows an increase of over 150% in lending over the course of the 13 years these statistics have been analyzed. This amounts averages to nearly 100 books loaned per week.
Articles

This annual report marks the first for which no article borrowing or lending statistics are provided. With the implementation of Illiad on all KSU campuses, there is little if any reason for Stark Campus Library staff to initiate interlibrary transactions for borrowing articles for Stark users. Illiad allows users to place those requests themselves and the articles are emailed directly to the user, making Stark Campus staff unnecessary for filling those requests. There may be a way for the Kent Campus, where Illiad is maintained, to extract borrowing statistics for the Stark Campus. That information has been requested but not received as of the writing of this year’s report. As for article lending, with activity so low last year (22 articles loaned altogether), this year there is nothing to report. Whether or not future reports will include article borrowing or lending will depend on the availability of information provided to library from the Kent Campus.
Information Literacy

For the second straight year there were increases in every aspect of library instruction:

- 5% more Kent State classes were provided library instruction
- 19% more Kent State students were provided library instruction
- 51% more Stark State classes were provided library instruction
- 70% more Stark State students were provided library instruction

Overall, classes were up 19% and the number of students given instruction went up 32%. The large increases are mostly due to Stark State activity. Still, there does seem to be a tendency to provide instruction to larger classes.

As the chart above indicates, teaching by the library hit an all-time high last year. Stark State has an on-going initiative to increase library use by its students. This is likely a major contributing factor in the large increase. Another factor may be the library’s effort to bring classes in for more than just a single instructional session. Several classes came in for an orientation type class where the librarian demonstrates searching techniques and resources and then followed up with a session devoted to helping individual students and small groups of students find information specific to their topic.

The library also invested more time and effort in establishing instructional sessions that allow the students to perform activities (using laptops). In addition, other teaching techniques, such as Problem-Based Learning were introduced. These initiatives will continue in the coming year.
Collection Development

As noted last year, there seems to be a pattern of spending in the library. One year spending is up and the next it is down. There are no obvious reasons to account for this behavior. It would be understandable if specific, yearly costs were posted right around the fiscal year cutover (June/July). However, there are no major purchases typically paid at that time of the year; the major Swets-Blackwell serials invoice is paid in late fall. The library will look into this trend to see if there is an explanation. In addition, it will more closely monitor acquisitions throughout the year and try to balance purchasing activity, to try to maintain consistency from year to year.

The library did make some efforts to revitalize its approval plan. As a result, faculty purchases did increase by 16% (the only increase noted in last year’s activity). An initiative started last year to enhance the library’s webpages to promote its collection was put on hold. The library will complete this initiative during the course of the coming year. As part of this initiative, the library plans to:

- Highlight specific titles of interest
- Promote library displays
- Promote the Best Sellers collection
- Post subject bibliographies on the website
Library Usage

This section on usage focuses on four areas:

1. Head Count
2. Reference Statistics
3. Circulation
4. Database Searches

It should be noted that the library no longer tracks usage of KentLINK activity. It has become increasingly difficult to download this data, mainly because the information is temporary (only available for download for a certain amount of time). KentLINK searching was used as a measure for assessing how users search online databases. To replace this information, reports will now include database usage. However, since the library has too many databases available for use within the library and from off campus, it will only track key databases that it pays a direct license fee for, has an online administrator’s account to extract usage information, or considers an important resource and can derive usage for. Monthly usage of certain databases continues to be available at the bottom of the library’s About the Library webpage:

http://www.stark.kent.edu/Library/AboutTheLibrary.cfm

Head Count

It could be argued that the most important activity to report for this past year is the significant increase in attendance. The chart below shows that attendance in the library increased by 37%.

![Library Attendance Chart]

Annual Report 07/08, Stark Campus Library
As previously mentioned, there are now many more computers available to users in the library. It could also be speculated that having classrooms on the lower level is bringing more students into the building, causing students to recognize the library as a place they feel comfortable in when not attending classes on campus. It is difficult to know exactly why attendance went up and why it increased so dramatically. It does indicate that last year was the busiest (again, in terms of attendance in the library) than any other year that attendance was tracked.

**Reference Statistics**

Counting the number of times users need help has always been a challenge for the library. Perhaps the biggest difficulty is making sense out of the process of simply recording the number of times users ask for help and not taking into account the differences between a 5 minute reference session and a 30 minute session. In addition, the last few years have included reference statistics for just those questions answered by librarians and full-time staff, not including help given to users by student workers. Still, given the limitations to this data, the following chart demonstrates that users asked 23% more questions than the previous year:

![Reference Stats Chart](chart.png)

Recently, the library investigated new ways to record reference statistics. New forms (one for staff and one for student workers at the circulation desk) were created that will allow library staff to differentiate between various types of questions and the relative time investment (distinguishing between regular and difficult questions). The forms should also help the library track traditional library reference questions (how to find information to help the user complete an academic assignment for a course) and track more technical questions related to the use of the public computers (how to include an image in a PowerPoint presentation, for example).
Circulation

Overall circulation activity leveled off last year, as indicated by the chart below:

![KentLINK Checkouts Chart](chart1)

However, the chart above does not tell the entire story. When isolating only the general collection, the trend clearly shows a gradual increase in usage over the past 8 years. In fact, last year was the highest year of recorded circulation, marking a 25% increase in circulation of general collection materials from the previous year:

![General Collection Chart](chart2)
Database Searches

The library has regularly tracked the usage of some of the databases available to Stark Campus users. While users have access to over 100 different databases, the library is not able to track the use of all of them. Many, if not most, are licensed through OhioLINK and statistics are provided at the institutional level and not broken down by campus. Of those that the library can track, it selects the ones it feels are most useful for its users. Since each database reports activity in a different format, the library simplifies the data by placing them into three categories:

1. **Sessions**, the number of times users accessed the database
2. **Searches**, the number of unique searches entered during a session
3. **Full Text**, the number of full text articles downloaded during a session

The chart below shows a six-year trend for use of the databases tracked by the library:

![Database Usage Chart]

In general, the trends show a gradual increase in searches and full text while the number of sessions is fairly constant over the period. What is perhaps the most telling information is not so much the change in activity over the years, but the fact that the activity is so high compared to other forms of library usage (circulation, reference, usage of print journals, etc.). It should come as no surprise that users spend more of their time using online databases. In fact, most instructional sessions place emphasis on the use of electronic resources. Taking this information into account, the library should realize the dramatic shift from the use of traditional print resources to use of electronic resources. Recognizing that users prefer online resources to print resources is important for strategic planning. Over time the library will need to weigh the value of existing print resources (standing order reference titles, for example), with the benefits of equivalent electronic resources that provide the same or similar information.
Teaching Area Proposal
The library wants to enhance the area it uses for library instruction. Currently, students in classes brought to the library for instruction must use the 17 laptop computers designated for library instruction and general use by students (when classes are not being taught). Over the course the past year the library has made good use of the laptops and they have required minimal maintenance. However, laptop batteries are losing their power to last through a 50 minute session, requiring the need to plug in adapters. This creates considerable setup time for each session and a web of wires and extension cords spread out through the teaching area. The library proposes creating an environment where both movable desktops and small wireless devices could be employed at the same time. In addition, the area could be used for other purposes like:

- Workshops for staff development
- Traditional classroom lectures
- Group student preparation for classroom presentations

Cooperative Collection Development
Much work has already been accomplished with regards to the cooperative nursing project previously described. In the coming year, KSU librarians plan to:

- Develop an 8-campus unified approval plan profile
- Investigate other database packages in nursing
- Pursue the possibility of streaming videos related to the practice of nursing to all 8 campuses

It should be noted that a cooperative collection development plan like this is unique and somewhat ground-breaking. Libraries have been reluctant to share collection building responsibilities in the past. However, with a robust delivery system that places print resources in the hands of users in a matter of days (usually 2-3 working days), the time is ripe for new and inventive methods for creating shared, unduplicated collections.

Reference Statistics

<table>
<thead>
<tr>
<th>Hour</th>
<th>In-person Questions</th>
<th>Phone Questions</th>
<th>Email Questions</th>
<th>Complicated In-person Questions</th>
<th>Complicated Phone Questions</th>
<th>Complicated Email Questions</th>
<th>Directional</th>
<th>Remote Access</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00-9:00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

The library has struggled to make sense of its reference statistics gathering for years. For the coming year, the library has developed new forms for collecting this important data. Instead of
simply counting the number of times users ask a full-time staff member for assistance, the information recorded will be broken down in certain categories that should tell the library more about the types of questions being asked over the course of the year. One form will be used by full-time staff and one by student workers at the circulation desk.

New Student Worker Position

Recognizing that more users are coming to the library to use computers for non-library purposes, the library is experiencing the need to help users with more technical, computer software problems. In response to this growing problem, the library in conjunction with the campus ET Designer (Jason Piatt), who has relocated his office to the second floor of the library, created a new student worker position. A student will be hired for 20 hours a week and scheduled during the busiest times (based on current head count and reference statistics). The primary purpose of this position is to address the regular technical problems faced by students using public computers, the library’s laptops, as well as the user’s own laptop. In addition, the student will be trained to redirect library questions to qualified library staff. Activity related to this position will be assessed to determine if 20 hours a week is appropriate or if more time needs to be invested in this position.

New Webpages

The library will continue to work on enhancing and creating new webpages devoted to the following:

- Library Instruction
  Defining the types of instruction the library provides (orientation, information literacy, subject-specific, plagiarism, problem-based learning) as well as describing specific projects related to library instruction and collaboration with teaching faculty.
- Collection Development
  Promoting the on-going faculty purchases through the library’s approval plan; creating an interactive environment for allowing users to comment and share opinion on the Best Sellers collection; highlighting specific print titles.
- Newsletter
  As a way to communicate changes to the library’s services and website, the library will consider developing an online newsletter.