Kent State University
Stark Campus Library
Annual Report, 12/13

Prepared by
Rob Kairis
Library Director
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Introduction

This report serves several purposes:

1. Reporting important information to campus constituents so that they have a greater understanding of the services provided by the library
2. Serving as an historical record documenting the growth of the library, tracing its development over time
3. Providing a means for analyzing library activities so that effective strategic plans can be drawn and services improved over time
4. Assessing the value and effectiveness of the services provided by the library

While it can be a time-consuming task, the report is a valuable tool that helps the library not only reflect on the past, but provide important information that contributes to planning the future of the library.
Highlights

This year’s report Highlights section focuses on the library’s strategic plans to deliver services in an online environment. While some important initiatives are already well-underway, much more needs to be done. When considering both the emergence of online courses and hybrid courses (courses taught both online and in-person), providing library services for students enrolled in such courses can be challenging but essential. In some ways this is still a plan for the future in that most students taking online courses are also taking in-person classes. For them there is still the opportunity to come into the library and gain the benefit of information literacy instruction from a Stark Campus Librarian (either in a one-on-one or class setting). Although hard to quantify at this stage in the development of online teaching at Kent State Stark, knowing just how many students are engaged in an online-only education and how to reach out to them is largely unknown. Still, considering the number of students the Stark Campus Library provides class information literacy instruction to each year, and assuming most students take many (if not most) of their courses in-person, the following statistics show the library is doing a pretty good job providing library instruction to students enrolled at Kent State Stark:

<table>
<thead>
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<th>Average Enrollment</th>
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<td>Classes</td>
<td>Students</td>
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<tr>
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<td>2914</td>
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<tr>
<td>-45</td>
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</tr>
<tr>
<td>91</td>
<td>1969</td>
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This seemingly simple chart took some time to create. It provides the average number of enrolled students (not FTE) who receive library instruction each year for the past five years. For the past five years, enrollment at the Stark Campus has averaged 4,592. The average number of KSU Stark students provided classroom library instruction (either in the library’s Teaching Area, or in some cases in their regular classrooms) before accounting for duplication is 2,914. However, some of those students are provided this type of instruction more than once either because their instructor requested more than a single information literacy session or more than one of their classes was provided information literacy instruction. Our tracking system can identify those courses receiving more than one session of library instruction. To estimate how many students receive instruction more than once because two or more of their classes received library instruction is next to impossible. So a simple 10% was calculated for that measure (which is likely high—anecdotal evidence would indicate that Stark Campus librarians notice fewer than 10% of the students receiving instruction more than once for multiple courses). As a result, it is estimated that 43% of enrolled students (nearly 2,000) receive library instruction on the Stark Campus each year. That is a significant number and a good starting point for addressing the problem of providing library instruction to students in online courses. On one hand the library should consider attaining the objective of increasing the number of enrolled students taught each year in-person to above the 50% threshold. This would better ensure that students taking both in-person and online courses are being provided library instruction. On the other hand, a strategic plan needs to be developed to provide library instruction to students enrolled solely in online courses. At the very least, students need library assistance (even if they
get library instruction for their in-person classes) when they have specific assignments in online courses that require library research.

**Efforts to Provide Library Services Online**

The Stark Campus Library has a long history of providing online services through its website. It has the most extensive and most functional website on campus. From its early development using HTML coding to generate web pages, to the creation of interactive database interfaces (for such tasks as requesting library instruction, computer cart reservations, retrieving information about recent acquisitions, etc.), then creating webpages with the university’s content management system (CommonSpot), the library has invested a great deal of resources providing content and services in an online environment. More recent efforts directly related to library instruction include the creation of Libguides. For the past few years the library has used this web development service for asynchronous content (content available anytime, anywhere, to anyone connected to the internet). Libguides have also been used as the foundation for in-person class instruction. In some cases Libguides have been developed for a single course with a specific instructor. Being able to customize an information literacy session for a specific class with a research assignment provides a unique learning experience for students in that course.

**Resources by Subject Guides**

The library recently converted the dozens of subject-specific webpages it has long-maintained (as a means to provide access to only those resources designed for a specific discipline) to Libguides. This was done because Libguides have more features and are easier to create than CommonSpot webpages. It is also a content management system administered by library staff, as opposed to CommonSpot, which is administered by staff on the Kent Campus. Only two individuals working in the Stark Campus Library can edit content in CommonSpot. For Libguides, all library staff, practicum students, interns, and even some student workers have been given authorization to edit Libguides. This has allowed the library to distribute content development among a variety of individuals, who often collaborate on Libguide creation and updating, making creation of webpages more efficient and less time-consuming. It also allows the library to assign components of larger Libguides (like subject-specific guides) to individuals with special expertise, making the guides broader in scope and deeper in detail.

**Online Reference**

All Kent State University libraries, including the Stark Campus Library, have typically contributed to various versions of online chat-based reference. Early online reference service was provided through OhioLINK, so scheduling was actually done statewide. This was followed by a service local to Kent State, called Meebo. Most recently, Kent State began subscribing to a service provided by the same company that offers Libguides called LibAnswers. All of these services provided real-time, mostly text-based communication to users needing help in an interactive, online reference setting.
Strategic Plans for Online Library Instruction

Online Learning Librarian

Perhaps the most important strategic effort with regards to online library instruction was the creation of a new librarian position. During the summer of 2012 the library hired Melissa Bauer as the new Online Learning Librarian. When the opportunity to hire a new librarian arose, input was sought from various constituents such as the teaching faculty at Stark, librarian colleagues at the other Kent University Campuses, as well as the Stark Campus and University Libraries administrations. At the end of those discussions it was clear that the desire was to hire someone not only devoted to teaching information literacy but someone with an understanding of the use of technology for translating that teaching to an online environment.

Tutorials

In addition to using Libguides for the creation of web-based content, an important tool for online learning is the development of online tutorials. Although there are generic tutorials for providing online instruction of fundamental information literacy concepts available on the internet, creating them locally allows for more customization. Specific concepts can be put in the context of a course assignment, using appropriate sample topics. This also allows the library to demonstrate specific navigation techniques and licensed resources of most value to Stark Campus students. Finally, the in-house generation of online tutorials can take advantage of institutional/campus branding so that students recognize logos and even people presented in the tutorials. Here is an example of the type of online tutorials under development:

https://ksutube.kent.edu/playback.php?playthis=04w4517ye

Menu-Driven Approach

In addition to providing online instruction using the subject-specific Libguides, which will provide instruction to students independent of any specific in-person or online course, the library is planning to provide menu-driven options to teaching faculty who would like to incorporate online library instruction into their online courses. This approach allows faculty to choose how intensely the library is involved in their course. This multilevel approach can be described from least intensive involvement by the library to most intensive as follows:

Level 1 (Least Intensive)

Faculty can simply provide a link to their students (in their Blackboard Learn or other course management system) to a library Libguide containing general concepts and instruction without discipline-specific tutorials.
Level 2 (Moderately Intensive)

Faculty can ask the library to develop a Libguide specific to their course that contains a mixture of customize generated content specific to their course and general information literacy content not specifically developed for the course.

Level 3 (Most Intensive)

Faculty work closely with the library in creating content and even assignments with the intent to infuse information literacy as a critical component in the course. Created content could be incorporated directly into the course management system, linked to a Libguide from the course management course, or a combination of access methods. In addition, librarians could participate in online discussion forums, provide feedback for submitted assignments, and schedule online chat sessions to work individually with students enrolled in the course.

The library has begun creating content and plans to market this menu-driven approach to online library instruction in the coming year. A draft Libguide developed for informing faculty of our efforts has already been created: http://libguides.stark.kent.edu/resources
The following includes a description of some specific highlights of library activities during the academic year 12/13:

**Reference Statistics**

With Sitescripter (the service previously used to record reference transactions) going away, KSU libraries decided to subscribe to LibAnalytics, a service provided from the same company that provided Libguides, our web content management tool. Although the service was equivalent to Sitescripter, we obtained a single subscription for all KSU libraries. Setting up a method for tracking transactions by library across the system was difficult, but it was accomplished. The bigger problem was getting some staff to use the service. Of the total transactions recorded for last year across the system only .12% (85 total) were recorded by Stark Campus librarians and staff. In reviewing statistics for individuals, some staff never recorded a single transaction. Given the low number of recorded transactions, the information is of little value. The question becomes, if there is so much reluctance to use the service, is it worth using? That question will be investigated during the coming year.

**Student Feedback Proposal**

As mentioned in last year’s report, a student, Zach Eckels conducted a survey and focus group to get student opinions on library services. The responses were interesting and the library was able to implement new services based on the results of the survey and focus group:

1. Students indicated a desire for more non-academic resources to be added to the library collection (the library already maintains a Bestsellers collection). Last year the library began providing audio-books for bestsellers, and created a video collection (housed on the first floor) of academy award nominated movies, box office hits, critically acclaimed TV series, and staff picks.

2. In an effort to address a demonstrated desire for more student-centered events in the library, a Book Club (named “Jam Sessions”) started meeting monthly and has regularly drawn 15-20 participants (faculty, staff, students, and members form the local community). In the spring, the library hosted an event to support a locally written and performed play titled *Voices from Hurt Street*, which featured original vignettes by students on campus.

The library plans to continue to address student responses to the survey and focus group by continuing to investigate adding food service to the library as well as welcoming (hopefully electronic) kiosks for quick reference to library services and further solicitation of users’ opinions and ideas about the Stark Campus Library.
Business Classes
Over the course of a couple of semesters, Dr. Victor Berardi assigned groups of students in his Business Consulting class to investigate how they might improve library services. A number of projects were proposed and a couple of ideas were implemented and are part of the library’s permanent operations. One simple idea was assisting students when looking for books in the general collection. A diagram/grid of the layout of the collection by Library of Congress Classification System was created in a spreadsheet such that typing in a call number resulted in locating the shelf on the grid where the book should be shelved. Another, perhaps more practical application was the re-design of recording attendance by users in the library. Historically (and annually reported in the Library Usage section of this report) the library has recorded how many users are in the building by taking a count every hour on the half-hour. This allows the library to keep track of how many users are in various locations in the building and provides data for staffing and services. It is worth noting that students taking this course filled a fundamental need and the library now uses the result of their ingenuity and hard work to enhance a task that is performed on a daily basis. The students also improved the reporting mechanisms for this task, making the generation of this report much easier and more accurate. The library hopes to continue collaboration with Business students and benefit from their talents.

Open House
The library hosted an open house on August 22, 2012. Although promoted as an event targeted for faculty, it was well-attended by faculty, staff, administrators and even some students. Attendees were provided with marketing items (pencils, Post-its, etc.) along with an information guide. It was encouraging to see faculty (both returning and those new to our campus) mingle with library staff and ask questions about the services we offer them. The library has a Faculty Services webpage devoted to describing the services offered specifically for teaching faculty at the Stark Campus.

Plagiarism Initiatives
Dating back to 2004 the Stark Campus library has been involved with initiatives to educate students about plagiarism. Started locally only on the Stark Campus, the library began offering a session on plagiarism to FYE/Destination Kent State classes (although at the time the course was called University Orientation). In addition, around the same time the concept of “Plagiarism School” was developed at Stark. This provided an alternative to just catching and sanctioning students who were accused of plagiarizing. Over the years, these practices gained some awareness across the university, resulting in the adoption of new university-wide policies and practices that require a plagiarism session as a fixed part of the FYE course and Plagiarism School as an option offered on all KSU campuses. The new policy was enacted in the fall of 2012. Libraries on all KSU campuses played an important role in implementing the new policy. With 250 students sanctioned for plagiarizing during the past academic year, librarians conducted 86 Plagiarism School sessions, provided 57 workshops to FYE classes, 25 general presentations/workshops, and 9 presentations to faculty. Finally, the Stark Campus Library was featured in a WKYC newscast focusing on plagiarism initiatives.
New Librarian
After consulting with the Stark Campus Faculty Council, University Libraries’ CAC (College Advisory Council) and conducting a short survey of all Stark Campus faculty, the position of Online Learning Librarian was created. The campus hired Melissa Bauer, who started work in the fall of 2012. Although it is not typical to point to specific contributions by library staff in this report (the document serves to describe a group effort with all library staff taking credit for the initiatives and services described here), it is rare that the library has the opportunity to hire a professional. With teaching (information literacy) being identified as the primary concern for hiring a new librarian, and using the library’s Reference Librarian, Maureen Kilcullen as the model for this position (due to her excellent reputation for teaching library instruction to Stark Campus students) the library was fortunate to hire Melissa, who has a great understanding of how technology relates to library instruction.

Microform Scanner
With the old microform reader/printer costing about $1,000 a year for a maintenance agreement alone, the library purchased a new microform scanner. While it does have a fairly significant learning curve, the scanner, which is connected to a PC, costs virtually nothing to maintain, provides better quality images, and has a variety of output options. Scanned images can be printed (the only capability for output by the old reader/printer), sent via email, or saved to a USB flash drive.

Voices from Hurt Street
In April of 2013, the Theater Department put on a play written and performed by Stark Campus students, who jointly enrolled in a Theater course taught by Prof. Brian Newberg and a Creative Writing course taught by Dr. Robert Miltner. During the prior academic year the library supported the play *Plumfield Iraq* by creating a web interface for those who have served in our armed forces and by hosting an event for the visiting Playwright, Barbara Lebow. This year the library created an interactive display on the second floor (largely designed by library student worker Grant VanScoder, as part of a course assignment), and hosted a “preview” for the play, where students performed some short scenes and readings.
The following individuals comprised the library staff for the 12/13 academic year:

- Rob Kairis, Library Director (Professor)
- Maureen Kilcullen, Reference Librarian (Associate Professor)
- Roger Davis, Serials Librarian (Assistant Professor)
- Melissa Bauer, Online Learning Librarian (Assistant Professor)
- Mary Birtalan, Cataloging and Interlibrary Loan (Library Associate)
- Jeanne Hawley, Acquisitions (Senior Library Assistant)
- Barbara Potts, Circulation/Student Worker Supervisor (Senior Library Assistant)

After going through some tough times during the previous academic years, some stability was brought into the library through the hiring of Melissa Bauer as the new Online Learning Librarian. Having an opening for a professional position has not happened often, so after consulting with teaching faculty at Stark and Kent librarian colleagues, the Stark Campus Library was extremely fortunate to hire Melissa. She came to the library with excellent experience and awareness for teaching information literacy skills. Two employees, Barbara Potts and student assistant Kara Carowick, began graduate school in Kent State’s School of Library and Information Science. Both have volunteered to take on professional work activities in a variety of areas, such as collection development, development of Libguides, and information literacy instruction.
Interlibrary Borrowing and Lending

Both ILL and circulation activity decreased slightly again last year. The gap between users borrowing materials from other libraries and using local resources widened. As the following chart indicates, when combining the circulation of the local collection and interlibrary (ILL) circulation, users checked out about the same number of materials last year as they did ten years ago (a decline of less than 2%). However, 70% of the materials came from other libraries. This is the highest ratio of ILL materials checked out to local materials checked out ever recorded for the library. This indicates an interesting change in user behavior. Local resources present a convenience to users; they are able to immediately find and check out materials of interest to them. ILL activity involves searching through a vastly superior set of resources (college and university collections throughout the state, for example) but take much longer to acquire (usually 2-3 working days). It is apparent that users prefer choosing from a wide range of resources that locate better information over the convenience of obtaining local sources quickly.

* These figures exclude course reserve and laptop circulation

Borrowing
The Stark Campus Library is a “net borrower” (a library whose users tend to borrow more materials from other libraries than it lends to other libraries). The past ten years shows steady activity ranging between 5,400 and 6,500 filled requests a year. Borrowing (as well as lending) is one of the fundamental services our library offers. There is a steady flow of materials coming in and going out of the library year-round, averaging 40 items a day.

**Lending**

After peaking in 07/08 (surpassing 5,000 loans), there has been a steady decline in lending (about 27% less last year than the total in 07/08). Considering the size of the library’s print collection and staff, this does amount to a significant workload. Although the last 5 years saw a decrease in activity, it should be noted that lending has actually increased by 38% since 02/03. Despite the perception that users are relying more and more on electronic resources and a great deal of focus seems to be on electronic books, overall ILL activity remains a major service and users are still very interested in print resources.
Information Literacy

Since Stark State College hired two librarians and began providing library instruction in-house, both overall statistics and (obviously) statistics for instruction of information literacy have dropped significantly. However, as the broken line in the chart below indicates, Kent State Stark library instruction activity continues to increase. It is somewhat interesting to note that, even with this decline in classes taught, the average class size increased slightly over the past ten years. The chart below only shows class activity. But the average number of students attending library instruction sessions increased from just fewer than 19 students per class in 02/03 to just over 20 last year. While not a dramatic change, it does illustrate a trend worth noting.

In fact, an analysis of the important role the library plays in instruction indicates that it is reaching a large percentage of students each year (as reported in the Highlights section of this report).

<table>
<thead>
<tr>
<th>Classes</th>
<th>Students</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>136</td>
<td>2914</td>
<td>63%</td>
</tr>
<tr>
<td>-45</td>
<td>-945</td>
<td></td>
</tr>
<tr>
<td>91</td>
<td>1969</td>
<td>43%</td>
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The table above presents a review of the past five years of library instruction to Kent State students on the Stark Campus. Average enrollment for the five years is 4,592. Just including the raw data for classes taught and students taught would indicate that on average 63% of enrolled
students received library instruction each year. However, since some classes do come in on multiple occasions in the same semester and some students come in multiple times for different courses, an adjustment needs to be made. Accounting for courses that receive instruction more than once is not so difficult. To reduce the numbers to exclude students who come in multiple times for different courses is next to impossible. After calculating the number of repeat courses, an arbitrary reduction of 10% was added to the calculation to account for students who receive library instruction multiple times in a single year for two or more different courses. While that estimate is likely high, the results indicate that, after adjusting for repeat students, approximately 43% of enrolled students receive library instruction each year. An achievable goal for the next five years would be to raise that percentage to above 50%.
Collection Development

Spending for monographic materials dipped sharply by 36% last year:

While it is true that there have been cost shifts over the past decade (large amounts of money were spent to purchase print materials that are now online and available free to the library), the recent declines in spending indicate a pattern beyond simply shifting or eliminating certain costs. Faculty and library staff are not selecting as many print resources as in the past. The de-emphasis of print may be a result of the proliferation of electronic resources, a perception that the library has less money to spend, or a greater reluctance by faculty and staff to invest the time and effort in examining potential print titles for addition to the Stark Campus Library collection. In an attempt to make connections between various library services, one conclusion could be that selectors have a better understanding of user behavior in that (as indicated in the Interlibrary Loan section of this report) they are more reliant on materials owned by other others. With print materials available for delivery in a few short days, users are getting 70% of those materials (the highest rate in the library’s data collection history) from other Kent State or OhioLINK libraries. Saving money is not a bad thing. Still, it might be the right time to reevaluate the library’s approval plan profile and reinvigorate and reeducate selectors to ensure that the library’s collection remains strong in areas of programmatic strength.
Library Usage

This section on usage focuses on four areas:

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

Head Count

In looking at the past five years, attendance in the library has increased overall but was slightly down (by 6%) last year.

There does not seem to be any noteworthy trend in these numbers. Most of the decrease is from fewer people using the open spaces on the library’s first and second floors, as indicated in the chart below, showing a breakdown of attendance by location (attendance on the first floor went down 10% and attendance on the second floor went down by 5%).

In an effort to allow students to plan group study in advanced and in response to a request by students, the library is considering the implementation of a reservation system. Although on most days there does not seem to be a problem finding group study space for students studying together, some students have voiced concerns that all group study rooms are in use when they need them (for preparing for a group presentation for a class, for example) and that they are sometimes occupied by only one person. The library does post its policy, giving preference to groups over individuals; but it appears that students
are sometimes reluctant to exercise that policy. The library will be looking at ways to better manage the use of group study rooms next year.

Reference Statistics

As typically reported, gathering reference statistics was once again a problem. After implementing yet another online service for logging reference questions (LibAnalytics), it appears that there was reluctance by some staff to record reference transactions. As a result, out of all the transactions recorded across Kent State University libraries (LibAnalytics is a shared system, but has the capability of isolating where reference questions are asked), the Stark Campus logged only .12% of questions recorded or a total of 85 transactions throughout the year. Although the service was not started until the spring semester, some staff did not record even a single transaction. There is not enough data to make any informed analysis. The library will need to decide whether or not it makes sense to continue efforts to gather both quantitative and qualitative data about reference transactions when the systems employed are not used by staff.
Circulation

In 12/13 circulation of the Stark Campus Library’s collection reached its lowest point in ten years:

In fact, this is the lowest recorded circulation activity ever recorded. However, this statistic is not a measure of our users relying less on traditional (print and media) materials as it is their willingness to make use of resources not owned by the Stark Campus Library. As reported in the Interlibrary Loan section of this report, 70% of the materials Stark Campus users obtain comes from other libraries. This statistic measures the use of the Stark Campus Collection. Factors that likely drive the reduction of circulation of the libraries materials include:

1. Reliance on other libraries (via KentLINK and OhioLINK requesting systems) for materials (despite a typical 2-3 day delivery time)—reported in the Interlibrary Loan section of this report
2. Reduction of monographic purchases (buying fewer books to add to the Stark Campus Library collection, for example)—reported in the Collection Development section of this report
3. Increased focus and acquisition of electronic resources (some that replace print and media resources that circulated through our library in the past)

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Database Searches

The library has provided statistics for usage of online databases for as long as it has subscribed to them. They can be found on the library’s web site at the bottom of the About the Library web page:

http://stark.kent.edu/campuses/stark/academics/library/About.cfm

These statistics are only for a small fraction of the databases available to Stark Campus users. While users have access to nearly 400 different databases, the library is not able to track the use of all of them. Many 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 ten-year trend for use of the databases tracked by the library:

![Database Usage Chart](chart.png)

As the chart indicates, use of online databases is high. Starting in 08/09, searching nearly doubled. It seems to spike and then decrease in alternate years. A more detailed analysis of the relationship between sessions, searching, and full text retrieval might show some interesting user behavior. For the purposes of this report, it is sufficient to say (particularly in comparison to the use of print resources) use of online databases is the most significant resource available to Stark Campus Library users.
Academic Year 13/14

Coffee Service
In a continuing effort to address desires of students and as a result of the student survey and focus group conducted in the spring semester of 2012, the library is investigating various ways to provide food service in the library. Vending has been a problem, since the campus has a contract with a specific vendor on campus for providing vending machines. The current plan is to see if a single-serve coffee service could be implemented. The library is open many hours during long semesters when other buildings (and the Food Emporium) are closed. Even when they are open, students may be reluctant to leave the library and go to another building just to get a cup of coffee (particularly during winter months). Providing coffee seems like a good start to addressing this on-going concern.

Group Study Room Reservations
Another student concern that came up this past year was the use of group study rooms. The library has always provided these rooms on a first-come, first-served basis. The two problems brought to the library’s attention include:

1. Times when all rooms are in use and a group needs one
2. Times when a group needs to use a room and they are all in use, some by only one student

To address the first problem, the library started a reservation system for one of the group study rooms, #207. An online request form was created that allows groups to reserve room #207 in advance for up to 4 hours. The reservations are posted at the entrance to the room so that others wanting to use the room can be aware of the reservation. To address the second problem, the policy posted at each room was updated so that the library’s long-standing policy of giving precedence to groups was emphasized. It also states that groups needing a room when a single student is using one should inform library staff. In the past, groups were reluctant to ask individuals to relinquish a room. Having staff intercede will help ensure groups have precedence and individuals understand the policy.

Art in the Library
As a way to work more closely with the Art Department and to provide space on campus for displaying student art, the library began exhibiting artwork created by students in various art classes on campus. These classes included Sculpture, 3-D Composition, Photography, and Painting. A webpage to promote the exhibited artwork was created and the library, working with Prof. Carey McDougall, is planning to create yearly awards for students who display their artwork in the library. Students winning the awards will receive a gift card from the Bookstore and will have their art exhibited for a year in the library. Awards will be selected in early spring and announced at a special event hosted by the library.
Libchat
As mentioned in the Highlights section of this report, the library has been participating in various chat reference initiatives for many years. Up until now, the library’s participation has been within a larger group (OhioLINK, statewide, or as part of Kent State service, university-wide). With more students taking online classes or otherwise more likely to seek help online than in the past, the library will be considering its own chat “channel.” When students finding the chat interface on various Kent State University webpages wish the chat, they can select from a dropdown list of channels. When the service is available, students can choose to chat with a librarian who may be answering any question across the system or chat with a librarian identified with a specific library, like the Stark Campus Library. Determining how many hours each week, and how to man the service with only four professionals will be a challenge. Still, as the library provides more services to students in an ever increasing online environment, basic reference service should be included as a fundamental component of online services offered by the library.

iPads
The Faculty Technology Committee is hoping to expand equipment available to faculty and (eventually) students by having the library loan iPads as part of its equipment inventory. The library will start with four iPads. Faculty can check one out for up to two weeks to see how they might use this technology in the classroom. Some may choose to check out all four during a class period to have their students use them for a specific in-class assignment. The next step is for the Faculty Technology Committee to draft a proposal to purchase an iPad cart and have it delivered to classrooms across campus in the same manner that the library delivers the netbook cart.

Reference Area Redesign
With so many reference titles now duplicated online, particularly some the library’s larger sets of volumes (The Dictionary of Literary Biography, Contemporary Authors, the Gale Literature Criticism series, etc.), the library is in the process of withdrawing and discarding thousands of volumes from the reference collection. With a significant reduction in its footprint on the first floor, the library will be strategically planning to redesign the space. Once the volumes are gone and the shelving is reduced, the library will reposition the shelving units, creating more open space. No specific plans have been developed to use the space. Instead, one part of the planning process will be to solicit ideas from faculty, staff, and students on campus. The library is considering placing an iPad in the reference area after shelves are repositioned on a secure stand with an app that allows anyone to walk up and anonymously provide feedback on how the new space could be used. Although the library has redesigned spaces in the building in the past (the Teaching Area, for instance), this will be the first time “participatory design” will be an important part of that redesign.