



Co-curricular Assessment Report

Office/Department Name: Digital Library

Year of CAR Completion: 2020-21

CAR Cycle: 2018-19 to 2020-21

Co-curricular Assessment Report

Organization of Program Review Materials:

- ◆ Component I: Response to Previous Co-curricular Assessment Report
- ◆ Component II: Review of Assessment Data
- ◆ Component III: Criteria for Co-curricular Assessment Report
- ◆ Component IV: Recommendations and Executive Summary
- ◆ Appendix A: Co-curricular Office/Department Summary Work Plan
- ◆ Appendix B: Assessment Council Review Form

NOTE: Please spell out any acronym the first time it is used.

NOTE: Whenever possible, link answers to supplemental documentation that you are providing.

Component I

Response to Previous Co-curricular Assessment Report

Based on your previous CAR review, identify strengths, areas of improvement, opportunities, threats, and progress to date. *****If you are referring to supplemental documentation that you are including in this CAR, please identify that documentation clearly in your answers below.***

Program/Department: Digital Library

Strengths:

- Professional Experience
- Technological Savvy
- Strong understanding of Community College student and faculty information needs
- No other library in state is completely digital
- Dedicated teaching space
- Serving Online Students
- Embedded in Courses

Areas of improvement:

- Extremely understaffed for school this size
- Underfunded resource budget
- Misconceptions by students and faculty about what the Library and Librarians do
- Serving Satellites
- Inability to meet faculty requests for classes due to staffing issues

Opportunities:

- OhioLINK
- Accreditations
- Academic Library Association of Ohio (ALAO) presence and reputation
- Kent State-Stark Campus Library

Threats:

- Student Expectations of Instant Gratification
- Weak Information Literacy Skills – Students and Faculty
- Public misconception that all libraries are irrelevant in an Information Age
- Kent State-Stark Campus Library

Progress to Date:

We have directed our strengths to focus areas of improvement and leveraging opportunities.

To date we have...

- Brought David Giffels, author of **The Hard Way on Purpose: Essays and Dispatches from the Rust Belt**, to campus for the first SSC Common Read event on November 15,

2018. The program supported the College's General Learning Outcomes 1 (Effective Communication: Written/Oral/Reading/Listening) and 6 (Civic, Professional, and Ethical Responsibility)

- Introduced a Faculty and Staff Common Read featuring **Bandwidth Recovery; Helping Students Reclaim Cognitive Resources, Lost to Poverty, Racism, and Social Marginalization** by Dr. Cia Verschelden. The program supported the College's DEI (Diversity, Equity, and Inclusion) initiatives including *Strategic Priority: Our People* of the 2020-2022 College Strategic Plan
- Focused staff technical skills on building tutorials to reach online and remote students
- Used Collaborate and Zoom to teach live library instruction sessions for remotely located classes including W4 synchronous classes, Akron classes, and College Credit Plus classes in area high schools.
- Expanded the development and use of video tutorials to cover introductory information enhancing the library/research experience for students in SSC101, ENG011, ENG124 allowing library staff to focus on point-of-need instruction that addresses specific research assignments and other student research concerns as a result of required COVID-19 protocols.
- Began updating technology in Digital Library physical space, replacing 2 of the outdated teaching monitors with plans to replace one a year until all equipment is updated. (Paused due to COVID-19)
- Been an active presence in the Academic Library Association of Ohio (ALAO) including statewide leadership and planning within the organization. The Assistant Director of Library Services, Sara Klink currently serves as Interest Group Coordinator and on the Conference Planning Committee.
- (Sara Klink) Collaborated with Kent State librarian, Melissa Bauer and authored a research article, *Two Libraries, One Synchronous Workshop Series: Creating a Shared Learning Experience*, published in Technical Services Quarterly (See: *Peer Reviewed Article* in Additional Information)
- Refined a general library resource statement for program accreditations and proactively contacted faculty involved in accreditations
- Took advantage of professional development opportunities offered online due to COVID-19 including the **Virtual 2020 American Library Association Annual Conference** in June 2020 and the **National Summit for Educational Equity Conference in April 2021**
- Presented *Tilting at Google: Infusing Information Literacy into the First-year Experience* (Marcia Addison, Director of Library Services) at the **39th Annual Conference on the First-Year Experience**
- Shifted focus to library instruction and strengthening online presence while taking full advantage of the Memorandum of Understanding (MOU) with Kent State University and began utilizing the physical presence of the Kent Stark Library by factoring in their hours of operation into our service plan

Component II

Review of Previous Assessment Data

*****If you are referring to supplemental documentation that you are including in this CAR, please identify that documentation clearly in your answers below.***

1. What changes have been recommended that have had a positive effect on your outcomes? (Please be specific.)

Per the previous CAR Summary Work Plan, partial replacement of aging instructional technology in the Digital Library space has been met with positive comments from faculty. Replacing the first two teaching display monitors with larger screens significantly enhanced the ability for students to view and understand the lessons during live instruction sessions. Unfortunately, the schedule is on hold due to the financial issues associated with the COVID-19 pandemic.

Providing library information sessions for Jump Start and developing informational bookmarks distributed during Welcome Week has increased library awareness

2. What changes to your office/department were made based on findings from the previous CAR?

Of the four recommendations from the previous CAR one change, the aging physical and technological infrastructure, was partially addressed. Working with the budget office, we developed a schedule to update the teaching monitors in the Digital Library space. The initial replacement monitors are significantly larger and received a positive reaction from faculty and students participating in live instruction sessions. Unfortunately, the schedule is on hold due to the financial issues associated with the COVID-19 pandemic

Additionally, we have developed informational research “bookmarks” explaining college-level research and how to get help along with a breakout session on the pitfalls of using Google/the Internet for college research assignments for the Jump Start event for first year students. These are first steps in addressing misconceptions, marketing, and branding from the previous CAR Summary Work Plan.

Component III

Criteria for Co-curricular Assessment Report

Criterion 1.0 Mission, Values and Goals

Mission: It is the mission of the Stark State Digital Library to provide to the Stark State College community reliable digital resources and professional library information services in support of research, teaching, and learning.

Vision: The Stark State Digital Library will be a catalyst for academic discovery, an agent for collaboration, and persistent advocate of responsible information use

Values: The Library is committed to promoting and strengthening information literacy and critical thinking skills as a foundation for college, career and civic engagement

Goals:

Goal 1: To provide digital resources to the College community

Goal 2: To provide high-quality library information services to students, faculty and staff

*Goals should align with current SSC Strategic Plan.

***Note if any changes have been made to the mission, vision, values, and/or goals since the last CAR.**

Criterion 2.0 Longitudinal Data

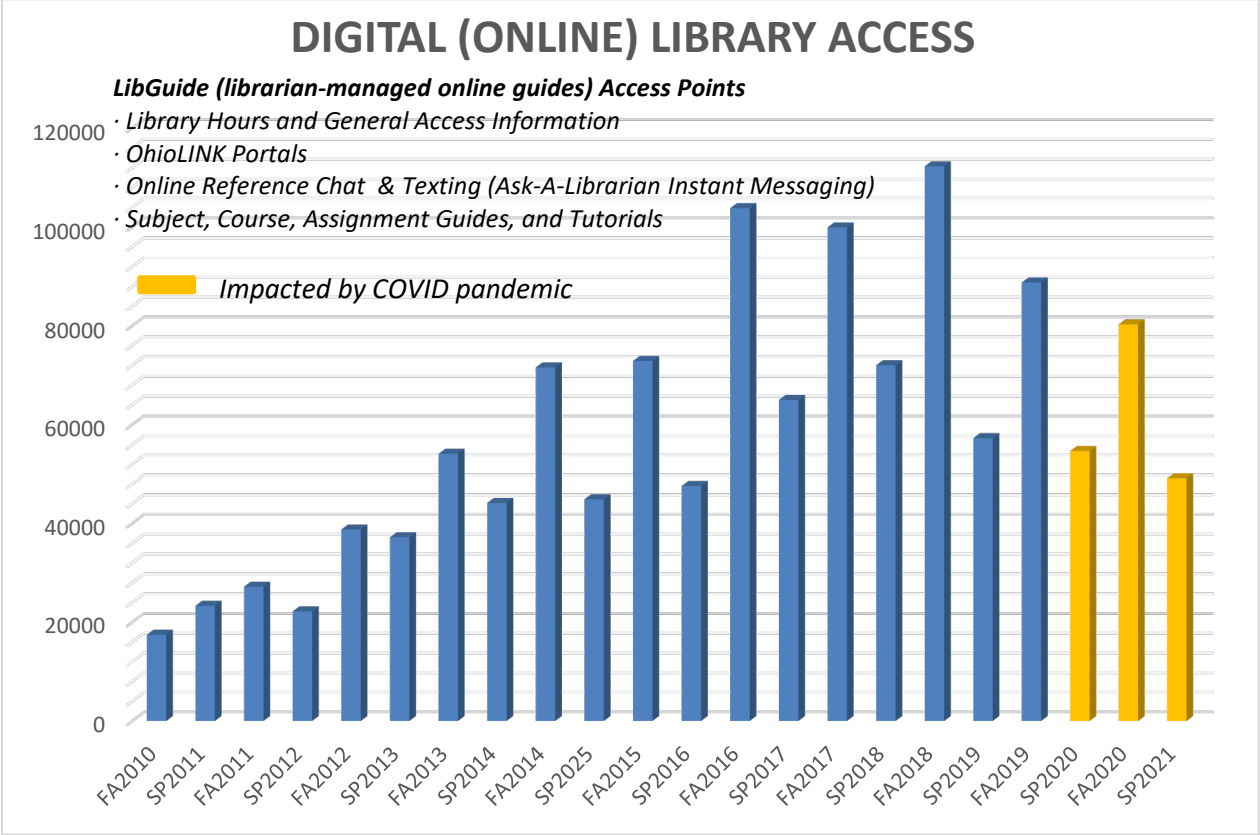
1.) What longitudinal data has your Office/Department collected during this CAR term?

Point of service Data (Goal 1)

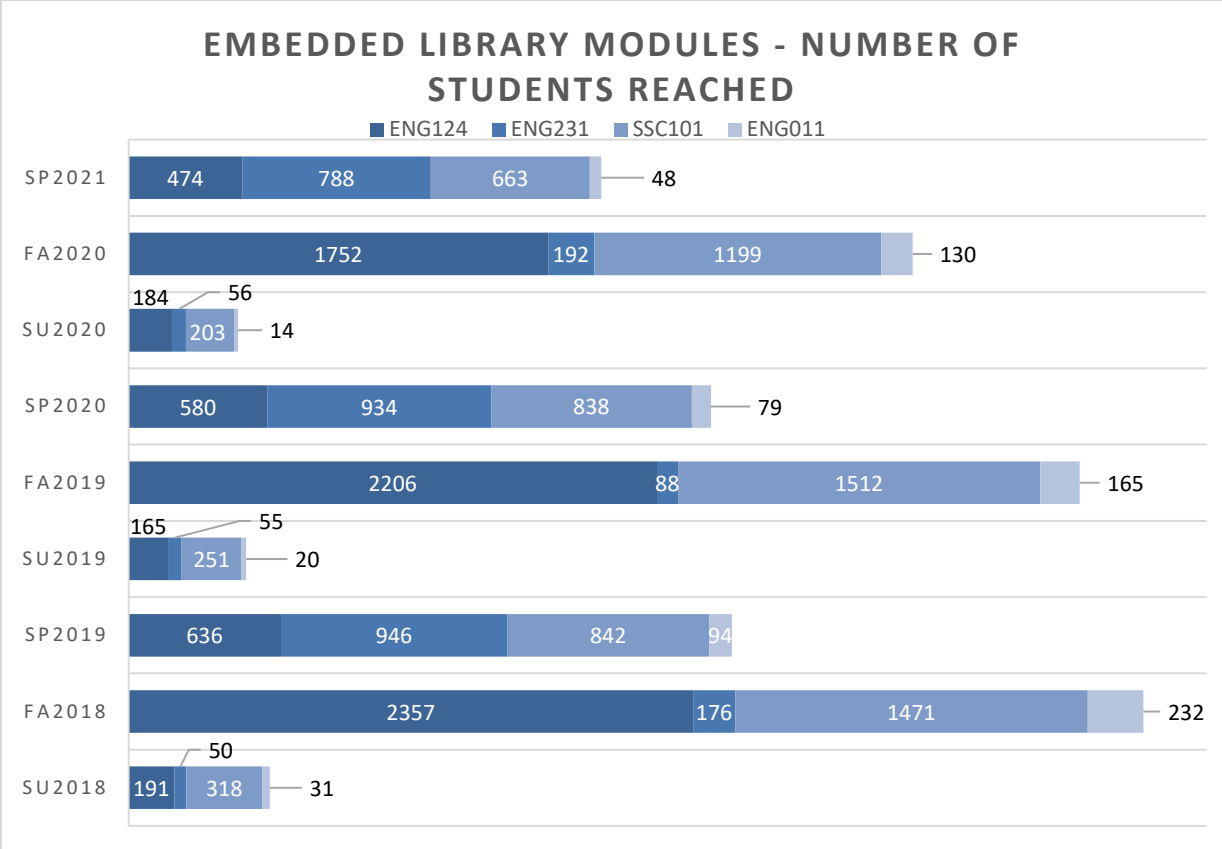
- LibGuide (Librarian-managed online guides and resources) Access Point Data including everything from General Access Information (looking for service hours), OhioLINK resource portals, online reference chat & texting, and library guides and tutorials.

Online library access is a more relevant indicator of library usage than a door count for the physical library space. The digital library room (B123) is used primarily for instruction and quiet study, activities not primarily library related.

Until 2019, online library usage has shown steady growth. The decline in usage corresponds with the drop in enrollment.



- Embedded library module access data allows us to know how many students are introduced to library and research basics through library lessons embedded in targeted courses: ENG124, ENG231, ENG011, and SSC101. Librarians are not given access to student scores in these lessons; therefore, the metrics are an indicator of exposure and not impact of the library on the students.



*Total number of students reached since library modules introduced in Fall 2011: **65854***

Noel-Levitz SSI 2017 (Goal 2)

- The Digital Library performed within acceptable parameters based on Midwestern peer comparison in the Noel-Levitz SSI 2020. The Digital Library has consistently performed favorably in this survey. Additionally, the Digital Library generally meets or exceeds rankings of our peer libraries.
- Item 14. Library resources and services are adequate. The Digital Library registered a 6.25 for importance and 5.95 in satisfaction, which was .05% below peer institutions as reflected in the numbers reflected by the Midwestern segment of the National Community Colleges combined results of 6.28 for importance and 6.00 in satisfaction.
- Item 26. Library staff are helpful and approachable. The Digital Library registered a 6.22 for importance and 6.04 in satisfaction, which was slightly above peer institutions as reflected in the numbers reflected by the Midwestern segment of the National Community Colleges combined results of 6.16 for importance and 5.97 in satisfaction.

2.) How is that data used to evaluate the Office/Department?

Point of service data are used as follows:

- Usage data on LibGuide use is used to determine if the library users actually access resources. Adjustments are made regularly to make sure appropriate Digital Library online access points are obvious to and accessible by the students.
- Embedded module data is used to determine if the students in targeted courses are accessing necessary library foundational material. Adjustments are made based on instructor feedback and usage data to make sure the embedded lessons remain relevant.
- The Digital Library strives to maintain or exceed the standard set by results of the previous Noel-Levitz SSI survey. This survey assesses student satisfaction with and importance of various dimensions of the college experience. Data from the survey indicates the Digital Library consistently maintains a satisfactory level of service for the students and keeps pace with peer libraries.

Criterion 3.0 Assessment Measures Inventory

***The matrix should contain all goals as they pertain to the CAR.**

Assessment Measures for Goals (Outcome measures from assessment report)	Is trend data available for the measure? (Yes or No)	Has a performance benchmark(s) been identified for the measure? (Yes or No)	Type of performance benchmark (Mark Internal, State-level [OACC, OBR, etc.], and/or National [Professional org., accrediting group, etc.])
Goal 1, OhioLink Usage statistics	No	No	Internal
Goal 1, Point of Service usage statistics (face-to-face and online)	Yes	No	Internal
Goal 1, 2 Library- research skills rubric for both ENG Composition courses and SSC 101	No	No	Internal *
Goal 1, Noel-Levitz SSI (item 14)	No	Yes	National: Maintain or exceed standard of previous survey
Goal 1, Satisfaction survey – faculty/staff	Yes	No	Internal
Goal 2, Satisfaction survey – faculty/staff	Yes	No	Internal
Goal 2, Noel-Levitz SSI (item 26)	No	Yes	National: Maintain or exceed standard of previous survey
Goal 2, Library Advisory Committee Feedback	NA	NA	Internal*

* COVID-related changes impacted; limited survey data (to be reviewed and revised for 2021) COVID-related changes impacted; limited survey data (to be reviewed and revised for 2021)

Criterion 4.0: Assessment Results Report

Office/Department Name: Digital Library
Individual Completing Report: Marcia Addison
Individual(s) Reviewing Report: Peter Trumpower, Fedearia Nicholson-Sweval
Date:5/28/2021

Purpose:

The report is a summary compilation of key assessment methods, findings, review processes, actions, and improvements related to the academic, student service, or learning goals of the Office/Department.

A follow-up assessment report on the implementation of the assessment plan will be due at the end of the following academic year. Offices/Departments meeting effective assessment standards will be required to submit an assessment report on a three-year cycle.

Instructions:

Enter the outcome measure in the space provided. Please note that for each goal it is expected that a mix of quantitative and qualitative as well as direct and indirect measures are employed.

Provide a brief summary of baseline data collected by the Office/Department and how that data has been used during the current CAR cycle.

Provide a brief summary of *key findings*, either as bulleted points or in short paragraph form.

Provide a brief summary on the review committee/review process (for example, Findings are reviewed by the Director and staff on a per term basis and recommendations are forward to the VP for further review).

Provide a brief summary of any proposed actions for the next term/CAR cycle. Please note that not all findings result in actions.

Provide a brief summary of any improvements from the previous CAR cycle (this does not apply to new measures the first year).

Goal 1: To provide digital resources to the College community

Outcome Measure 1: Point of service usage statistics

Terms of Assessment: Fall 2018-20 Spring 2019-21 Annual 2018-20

Findings: OhioLINK is the statewide network of shared library resources. All state institutions of higher education are members, and many private institutions purchase membership.

In 2014 OhioLINK reevaluated and as a result rewrote the MOU with participating institutions. This has lead to a closer working relationship with the new OhioLINK leadership. By June 2016, independent access from the previous Kent-Stark connection was finally realized; however, the

technical separation of our two institutions remains problematic. Usage is indirectly measured through access point data in the form of LibGuide access numbers, while actual OhioLINK usage statistics remain inaccessible due to issues related to the required co-location agreement or Memorandum of Understanding (MOU) with Kent State University – Stark Library.

In Fall 2010 Library Services implemented LibGuides and began creating interactive access points for library instruction and research assistance. In the first year, online usage grew by 21%. Since the 2010-11 academic year online usage has grown by over 321% from 40759 in 2010-11 to 184037 in 2020-21, with an increase of 7% over 2017-18 usage.

While the numbers showed a slight rebound in Spring 2018, library usage has continued to follow the decline in enrollment. While the 10.5% decline in enrollment accounts for much of the decline in Digital Library usage, another factor in the decline is a shift in library instruction in Fall 2018 from instructing students to begin research from the main library page to teaching students how to manipulate search queries within databases thus further reducing the number of times LibGuides are utilized in the research process. Additionally, the impact of the COVID pandemic is evident in declining usage numbers. The overall change in Digital Library access from 2017-18 (172,183 hits) to 2020-21 (129,897 hits) is a decline of 24.5% with 9.4% of the reduction occurring during the COVID pandemic.

As online services have grown, face-to-face use continues to decline. Being a “digital” library, we expected face-to-face numbers to decline as the Stark State community became more familiar with the convenience of online library services accessible from their own computers and tablets. As of Fall 2013, we discontinued keeping physical gate count statistics as they were inaccurate, cost-prohibitive to gather, and did not reflect actual library usage. The students in the library space typically use the space as a computer lab and quiet study space.

Review Committee/Review Process: Although usage data are co-mingled with Kent and overall state numbers, access points indicate users are finding the resources. At this time, the librarians look at these numbers to see if usage patterns indicate a means of more meaningful data collection. The data are then discussed with the Dean of Student Success to determine additional usefulness of the information and if changes can/should be made to access points.

Documented Improvements: At the time of the last CAR, we intended to use a LibGuides enhancement product, LibAnalytics, to collect usage data for specific resource database access points; however, the implementation was delayed due to training issues and ultimately the COVID pandemic. Our plan is still to use LibAnalytics in a pilot to target our top (based on anecdotal information) three databases (Academic Search Complete; SocINDEX; and Health Source-Nursing/Academic Edition) to determine of the collection process functions as anticipated.

We expect enrollment to continue to impact our numbers in the next assessment cycle. If funding is available, library services will build online reference usage by working with the College marketing department to promote online reference options of chat and texting as well the options to make face-to-face and online (virtual) research appointments with a librarian.

Outcome Measure 2: Library Research Skills Rubric

Terms of Assessment: Fall X Spring X Annual _____

Findings: Face-to-face and synchronous virtual library instruction meets the goal of moving students from “Lacks Skills” to “Developing” or higher in the areas of research skills and information literacy.

Review Committee/Review Process: This rubric is based on the Academic, College, and Research Libraries (ACRL) Framework and threshold concepts. Our objective is to have the bulk of the students fall in the Developing category with some crossing the threshold into Advanced. As a community college, we often work to move students from Lacks Skill to the Developing range.

A lack of staffing combined with limited faculty buy-in makes it difficult to expand the use of the assessment rubric to more than one or two classes in a semester. Since developing the rubric in 2016, we have attempted to assess at least one class that has received face-to-face library instruction. The results are reviewed by the instructional librarian, participating faculty, and the library director to determine effectiveness of library instruction then reviewed with the Dean of Student Success. (See: *SSC Digital Library Workshop Summary* under Additional Information)

Instructors who regularly utilize synchronous library instruction in their courses were asked to survey their classes during the spring 2021 semester. The objective was to determine if students apply what they learn in library instruction. Students overwhelmingly responded positively. From delivered library instruction, 100% of the students surveyed said they learned information that may help them in other classes, 100% believed the information was helpful with the assignment in the class where the instruction was delivered, and 73% had no problems using the digital library or finding information needed after the class. (18% said they did not need to use library resources, and 9% had difficulty accessing resources.) The small sample size surveyed makes the results more anecdotal than evidence of a norm. However, the feedback is positive and points to continued offerings of synchronous library instruction.

Documented Improvements: Although limited opportunities for application of the rubric were available, the students who were evaluated regularly moved from “Lacks Skills” to “Developing” within the ACRL Framework. Student comments from the surveys were consistently positive (See below).

- “Everything was great!”
- “It was easy to access what I needed”
- “I’ve found it most useful for all my essays”
- “I think it was pretty good”
- “Good lesson on fake news. Helped me find good credible sources.”

Outcome Measure 3: Noel Levitz SSI, item 14

Terms of Assessment: Fall 2020 Spring _____ Annual _____

Findings: The Noel-Levitz SSI is conducted every three years and is sent to the entire student body. This survey assesses student satisfaction with and importance of various dimensions of the college experience. The survey is norm-referenced and SSC results are compared to the Midwest Community Colleges norm

group (campus specific items are not norm-referenced). There are two norm-referenced items in this survey that relate to the library, item #14 pertains to this goal.

Item #	Item	2017 Importance	2017 Satisfaction	2017 Gap	2020 Importance	2020 Satisfaction	2020 Gap
14	Library resources and services are adequate.	83%	71%	12%	79%	72%	7%

Item #14 Library resources and services are adequate

	Importance	Satisfaction	SD	Gap	Difference
2020 SSC SSI	6.25	5.95	1.48	0.3	-0.05
2020 Midwest CC's	6.28	6	1.26	0.28	

Review Committee/Review Process: The librarians and the Dean of Student Success review the results and comments to determine if changes can/should be made in library services.

Documented Improvements: Note the gap between importance and satisfaction dropped from 12% to 7% between 2017 and 2020. When compared to Midwest user norms, the Digital Library is comparable with a statistically insignificant difference of -0.05.

Outcome Measure 4: Satisfaction survey – Employee Support Effectiveness Survey

Terms of Assessment: Fall _____ Spring 2020 Annual _____

Findings: Staff and faculty were surveyed on eight aspects of the effectiveness of the Digital Library as a college department with the rest of the college. Two of these, highlighted below, address Goal 1. The following were results of the survey.

		Meets personally with you	Speaks by phone with you	Provides help when needed	Exhibits solid understanding of issues	Provides accurate, helpful information	Shows courtesy and respect	Demonstrates appropriate level of confidentiality	Responds in timely manner
Digital Library	2016	3.68	3.71	3.74	3.71	3.74	3.79	3.83	3.77
	2018	3.36	3.42	3.54	3.51	3.56	3.53	3.54	3.51
	2020	3.57	3.55	3.59	3.62	3.64	3.66	3.66	3.61
Digital Library	2016	A-	A-	A-	A-	A-	A	A	A
	2018	B+	B+	A-	A-	A-	A-	A-	A-
	2020	A-	A-	A-	A-	A-	A-	A-	A-

The Digital Library received high scores for the two items that address Goal 1. The Digital Library consistently provides adequate digital resources, including access to professional librarians, to the College community.

Review Committee/Review Process: The librarians and the Dean of Student Success review the results and comments to determine if changes can/should be made in library services.

Documented Improvements: Note the dip in scores to a B+ for 2018. Scores rebounded to an A- in 2020 reflecting the level of professionalism and student-centric practices the librarians provide for the College community.

Goal 2: To provide high-quality library information services to students, faculty, and staff

Outcome Measure 1: Satisfaction survey – Employee Support Effectiveness Survey

Terms of Assessment: Fall _____ Spring 2020 Annual _____

Findings: Staff and faculty were surveyed on eight aspects of the effectiveness of the Digital Library as a college department with the rest of the college. This survey assesses employee satisfaction with the quality of customer services received from co-workers in other departments which provide support to employees. The goal for the Digital Library is to maintain at least a 3.5 (A-) for each item. The following were results of the survey.

		Meets personally with you	Speaks by phone with you	Provides help when needed	Exhibits solid understanding of issues	Provides accurate, helpful information	Shows courtesy and respect	Demonstrates appropriate level of confidentiality	Responds in timely manner
Digital Library	2016	3.68	3.71	3.74	3.71	3.74	3.79	3.83	3.77
	2018	3.36	3.42	3.54	3.51	3.56	3.53	3.54	3.51
	2020	3.57	3.55	3.59	3.62	3.64	3.66	3.66	3.61
Digital Library	2016	A-	A-	A-	A-	A-	A	A	A
	2018	B+	B+	A-	A-	A-	A-	A-	A-
	2020	A-	A-	A-	A-	A-	A-	A-	A-

The Digital Library received high scores for all eight items. The Digital Library meets and maintains very high customer service standards.

Review Committee/Review Process: The librarians and the Dean of Student Success review the results and comments to determine if changes can/should be made in library services.

Documented Improvements: Scores in all eight areas remain high and reflect the level of professionalism and student-centric practices the librarians exhibit in daily interactions.

Outcome Measure 2: Noel Levitz SSI, items 14, 26

Terms of Assessment: Fall 2020 Spring _____ Annual _____

Findings: The Noel-Levitz SSI is conducted every three years and is sent to the entire student body. The Survey is norm-referenced and SSC results are compared to the Midwest Community Colleges norm group. There are two norm-referenced items both of which pertain to this goal. The Digital Library results have been generally good all three years with a solid A- across the board for 2020.

Item #	Item	2017 Importance	2017 Satisfaction	2017 Gap	2020 Importance	2020 Satisfaction	2020 Gap
14	Library resources and services are adequate.	83%	71%	12%	79%	72%	7%
26	Library staff are helpful and approachable.	79%	69%	10%	77%	74%	3%

Item #14 Library resources and services are adequate

	Importance	Satisfaction	SD	Gap	Difference
2020 SSC SSI	6.25	5.95	1.48	0.3	-0.05
2020 Midwest CC's	6.28	6	1.26	0.28	

Item #26 Library staff are helpful and approachable

	Importance	Satisfaction	SD	Gap	Difference
2020 SSC SSI	6.22	6.04	1.34	0.18	0.07
2020 Midwest CC's	6.16	5.97	1.29	0.19	

Review Committee/Review Process: The librarians and the Dean of Student Success review the results and comments to determine if changes can/should be made in library services.

Documented Improvements: Note the gap between importance and satisfaction for #26 dropped from 10% to 3% between 2017 and 2020. The Digital Library scores slightly higher than the Midwestern user norms.

Outcome Measure 3: CCSSE 12K. Library Resources and services: use, satisfaction, importance.

Terms of Assessment: Fall _____ Spring 2021 Annual _____

Findings: Delayed due to COVID pandemic. The survey was conducted in Spring 2021 in a web-based format. The results will not be available until fall 2021.

Review Committee/Review Process: N/A

Documented Improvements: N/A

Outcome Measure 4: Library advisory committee feedback

Terms of Assessment: Fall _____ Spring _____ Annual N/A

Findings: Not possible under COVID pandemic conditions.

Review Committee/Review Process: N/A

Documented Improvements: With only two librarians on staff organizing regular advisory meetings is difficult. External partners have been nonexistent. Beginning Fall 2018, the SSC Library Services entered into a collaborative partnership with Akron Summit County Public Library (ASCPL) to boost library services for Stark State Akron. The initial meeting and training for ASCPL staff was held summer 2018. Follow-up meetings were difficult to arrange due to time constraints of SSC librarians and ASCPL administration. The COVID pandemic made any further collaborations impossible. We will reevaluate how to arrange and manage an advisory committee process and attempt to recruit participants from area public and academic libraries.

Criterion 5.0 Office/Department members are qualified by professional background, experience, and continuing professional development and meet the needs of the Office/Department.

Yes	No	DNA		
X			5.1	Employee (full-time and part-time) credentials meet college requirements.
X			5.2	Annual Employee Performance Evaluations are on record in Human Resources.
X			5.3	Employees (full-time and part-time) are involved in professional organizations, presentations, and/or other professional works.
X			5.4	Employees are involved in the development of initiatives that support the College Mission.

3. Additional Comments: (Please explain any “No” selections.)

Reflective Narrative Questions:

1. Describe how Performance Evaluations are being used to enhance the Office/Department.

Due to the fact we have a two-person department and communicate daily (almost hourly), the annual Performance Evaluation is just an annual summary and overview of our regular communication process. The one thing we do to keep up with professional activity is to request an updated resume/CV during the annual Performance Review. We also use the Performance Evaluation to identify skill gaps related to the rapidly changing library profession.

2. Describe how professional development benefits the Office/Department.

Being a staff of only two professional librarians, external library professional development is critical to network with and learn from other library professionals and keep up with new developments in the profession allowing us to continue to provide quality and relevant library service to the College community. These activities benefit the college as well as demonstrate the necessity of access to reliable information resources within college functions. This in turn highlights the benefits of having professional librarians on staff as well as increases library visibility in the College community.

The library profession has been in a state of rapid change since the early 1990s. The pace has not slowed, and Stark State College has a unique library situation – 90% digital (online) library services including resources, reference, and instruction. The librarians keep up with these changes and new trends in online services by attending the American Library Association annual conference, the Academic, College, and Research Libraries conference, and being active in the

state professional organization, Academic Library Association of Ohio. The librarians regularly collaborate with the Kent librarians and attend OhioLINK/State Library training opportunities in order to maintain and enhance the existing digital (online) library at the College.

3. Describe how employees are involved in the development of initiatives that support the College Mission.

The library staff are involved in and provide extensive support in multiple College committees and initiatives including: Jump Start, Sound-Off, Curriculum Committee, President's Cabinet, Student Success Workshops Program, Diversity Programming and Workshops, and the Common Read Program. The librarians have taken leadership roles in Sound-Off, Curriculum Committee, Student Success Workshops Program, Diversity Programming, and Workshops, and the Common Read.

The nature of Digital Library Services supports the 2020-22 Strategic Plan Strategic Priority: Student Success (Stark State College will holistically support and engage students in academic success and provide a high-quality learning environment leading to completion, university transfer, and/or career) by providing enhanced library and librarian access through virtual appointments, chat and text reference services (including live weekend hours), and online research resources available 24/7.

The Digital Librarians meet this Strategic Priority by reviewing, revising and expanding embedded library instruction efforts as a foundation in research skills for SSC students. (See: *Embedded Library Modules* under Additional Information)

Fall 2018, Digital Library Services lead the Common Read Program and introduced students to reading as a means to create a common point of reference as well as illustrate real world applications of coursework through programming and faculty course adoption. The Common Read Program further supports the Strategic Priority by leveraging skills and talents among the academic community to engage students.

Criterion 6.0 The Office/Department is responsive to changes in current technology and has adequate resources.

Yes	No	DNA		
X			6.1	Office/Department changes are consistent with technological and scientific advances, and Office/Department content incorporates new developments in the field.
X			6.2	Employees work with supervisors to ensure adequate and current resources available to provide services.
X			6.3	Employees work with information technology staff to ensure availability of appropriate software and hardware components.

Additional Comments: (Please explain any “No” selections.)

Reflective Narrative Questions:

1. Explain the changing conditions within the field.

With the advent of the Internet and increased online connectivity, libraries do not look or function like they did 30 years ago. In the last decade more and more libraries have added a digital presence to more traditional practices. Stark State Digital Library was the first academic library to rely mainly on digital resources and virtual interaction with students, faculty, and staff in the state and remains a unique library among our peer libraries. New technology is introduced to the profession yearly providing improvements in resource and librarian access. We keep up with the technological changes and implement when they meet our College community needs and/or provide a greater level of access and reliability.

2. How are these changing conditions addressed within the Office/Department?

Through regular professional development opportunities and professional journals, we evaluate technological advancements and changes and determine if any changes would benefit the College community enough to request funding. We also look for free technology widely available through Google, Microsoft, and other online tech developers.

3. Explain how employees work with information technology staff to ensure availability of appropriate software and hardware components.

We regularly work with information technology staff to manage and troubleshoot the resource authentication EZproxy and the authentication system necessary to connect with OhioLINK managed resources, Shibboleth. In 2019 we worked with information technology staff to begin updating the teaching monitors in the Digital Library space, and more recently we worked together to move to the single sign in system information technology staff implemented to make online resources easier to access for SSC students.

Component IV

Recommendations and Executive Summary

Based on the results of this current CAR, list your strengths, areas of improvement, opportunities, threats, and recommendations.

Office/Department: Digital Library

Strengths:

- Professional Experience
- Technological Savvy
- Strong understanding of Community College student and faculty information needs
- No other library in state is completely digital
- Dedicated teaching space
- Serving Online Students
- Embedded in Courses
- Firmly embedded in the Division's Student Success Workshop Series with multiple workshops each semester

Weaknesses:

- Extremely understaffed for school this size
- Underfunded resource budget
- Misconceptions by students and faculty about what the Library and Librarians do
- Inability to properly serve Stark State Akron
- Inability to meet faculty requests for classes due to staffing issues

Opportunities:

- OhioLINK
- The polarization of news outlets and other publicly available information resources
- Academic Library Association of Ohio (ALAO) presence and reputation
- Kent State-Stark Campus Library

Threats:

- Social Media as an information resource
- Student Expectations of Instant Gratification
- Weak Information Literacy Skills – Students and Faculty
- Public misconception that all libraries are irrelevant in an Information Age
- The Internet-has-everything mindset

Priority Recommendations: *(For each area listed below, please number all recommendations as they will be prioritized on the Summary Work Plan - Appendix A. Sufficient support for the recommendations must be included, either by reference to responses in the components or specific Criterion or by additional information included with this program review.)*

1. Personnel: Hire additional Akron-based librarian.
2. Resources: Address aging physical and technological infrastructure.
3. Fiscal: Increase acquisitions budget.
4. Other: Address misconceptions-marketing and branding.
5. Other: Directly address polarization of news and use of social media as reliable information resource

Additional Information. On occasion, some programs may have additional documents that they feel should be included to complete the self-study. Supporting documents may include such things as program self-study reports, case study reports, survey statistics, focus group data, etc. All supporting documentation must be dated within this CAR period. Please list below the additional documents that you will be adding to this CAR in support of your recommendations.

- *Digital Library Access*
- *Embedded Library Modules – Students Reached*
- *SSC Digital Library Workshop Summary*
- *Instruction Satisfaction Survey*
- *Peer Reviewed Article*