Stark State College
Digital Library Assessment Biennial Report

Program/Department Name: Digital Library
Individual Completing Report: Marcia Addison
Date: 5/31/13

Program/Departmental Self-Assessment Procedure and Action Plan

Purpose:
To self-identify the status of Program/Department in the outcomes assessment process as well as the action-steps and timetable for the development of assessment processes.

Procedure:
All programs and departments must complete the self-assessment process. Programs which do not demonstrate how the program/department meets each of the self-assessment criteria must submit an assessment plan documenting the proposed action steps and timelines along with the self-assessment form. A follow-up self-assessment report on the implementation of the assessment plan will be due the following academic year. Programs meeting effective assessment standards will be required to submit an assessment report on a biennial basis.

Directions:
Mark the appropriate response to the Yes/No items with an X. Provide a brief summary of action steps to meet the Criteria (for example, the department will meet twice a month over the next term to develop goals). Please note that it is critical that due diligence is given to the development of goals and associated outcome measures. Do not attempt to create goals, identify measures, and implement the assessment plan in the same term!

Assessment Criteria

1. Goals
Does the Department have specific student learning or academic/ student service goals which reflect the discipline or service area professional standards?

Yes _X_ No _____

2. Outcome Measures
Are direct and indirect outcome measures identified for each goal?

Yes _X_ No _____

3. Research
Is research systematically conducted to evaluate success or failure in achieving outcomes?

Yes _X_ No _____

4. Findings
Are research results analyzed and interpreted and findings determined?

Yes __X___  No _____

5. Review Process
Are findings are discussed and reviewed by appropriate groups and individuals and recommendations made for action?

Yes __X___  No _____

6. Proposed Actions
Are recommendations acted upon?

Yes __X___  No _____

If no, what are the proposed action steps to meet the Criteria? Actions will be based on the results of the assessment.

What is the proposed timetable for the action steps?
The timetable will be determined by the results of the assessment and available resources.

7. Improvements
Have actions result in documented improvements in student learning or academic/student services?

Yes __X___  No _____

If no, what are the proposed action steps to meet the Criteria? Improvements will be determined by the assessment results and recommendations.

What is the proposed timetable for the action steps? A timeline will be established once actionable recommendations are available.
**Assessment Measures Inventory**

**Purpose:**

To identify benchmarked outcome measures and the benchmarking level (internal, state, national, etc.).

**Instructions:**

Enter the appropriate response for each question. Place an X in the box that corresponds to the level/type of benchmarking data that is available for each measure. The table can be appended as needed by adding or deleting rows.

<table>
<thead>
<tr>
<th>Assessment Measures for Goals (Outcome measures from assessment report)</th>
<th>Is trend data available for the measure? (Yes or No)</th>
<th>Has a performance benchmark(s) been identified for the measure? (Yes or No)</th>
<th>SSC (Internal)</th>
<th>State-level (OACC, OBR, etc)</th>
<th>National (Professional Org., accrediting group, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal 1, Ohio link usage statistics (note – co-mingled w/ KSU)</td>
<td>No</td>
<td>No</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Goal 1, Point of Service usage statistics (face-to-face and online)</td>
<td>Yes</td>
<td>No</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Goal 1, 2 Library- research skills rubric for College Composition</td>
<td>No</td>
<td>No</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Goal 1, Student Point of Service Survey</td>
<td>Yes</td>
<td>No</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Goal 1, Satisfaction survey – faculty/staff</td>
<td>Yes</td>
<td>No</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Goal 2, Student Point of Service Survey</td>
<td>Yes</td>
<td>No</td>
<td>X</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Goal 2, Satisfaction survey – faculty/staff</td>
<td>Yes</td>
<td>No</td>
<td>X</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Goal 2, ACRL standards review</td>
<td>NA</td>
<td>Yes</td>
<td></td>
<td></td>
<td>X</td>
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<tr>
<td>Goal 2, ACT SOS</td>
<td>Yes</td>
<td>Yes</td>
<td></td>
<td></td>
<td>X</td>
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<tr>
<td>Goal 2, Focus Groups</td>
<td>NA</td>
<td>NA</td>
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</table>
Service 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

Summary Narrative

A product of the AQIP Action Project, Capitalizing on Information/Learning Resources to Foster Learning (2007-2009), the Digital Library has, by all reports, made a positive impact on Stark State College. HLC reports from 1990 and 2000 repeatedly referenced concerns about student and faculty use of the shared library resources, with Kent State University – Stark Campus, particularly noting a decline in technical subscriptions, SSC student driven circulation and SSC faculty participation in resource development/usage.

The Digital Library (SSC Library Services) officially began in January 2010 with two professional librarians and a dedicated space for library instruction and student assistance. The first three years of library service have been devoted to the needs of the Stark State community expanding well beyond the AQIP project mandate. This included staffing and maintaining the physical, albeit bookless, library presence on the Stark State campus. The physical space is unique to the campus populated with computer pods and multiple flat screen wall-mounted screens for instruction purposes enclosed in a richly colored room just off the Atrium. Although signage states otherwise (Stark State College Digital Library), the room is essentially a very nice teaching/computer lab.

Assessment instruments used for this report are point-of-use student surveys, faculty surveys, daily library traffic count, daily reference count, Academic, College, and Research Library Association (ACRL) Standards, the ACT Student Opinion Survey, and the Support Services Survey.

Students are the primary stakeholders when it comes to Library Services. Surveys soliciting student opinion are administered annually but to date have produced very little actionable feedback. Response to point-of-use surveys has been poor (fewer than 20 respondents for each survey). However, the comments received have been overwhelmingly positive. SSC Library Services directly supports the College General Learning Outcome of Information Literacy Skills by working with students, either individualized instruction or class/assignment-based instruction, to help them utilize ALL available resources. Regrettably, it is the face-to-face student who benefits most from SSC Library Services at this time. Due to resource (technical, physical, human) limitations, online and satellite students receive limited instruction and assistance.

Faculty constitute the other major stakeholder in Library Services. The librarians work directly with faculty creating and adjusting research assignments and providing supplemental classroom instruction. Faculty are encouraged to consult librarians when faced with copyright and plagiarism questions. Faculty are regularly surveyed in an effort to improve and expand existing services as well as develop new services.

In the original AQIP Action Project, the purpose of the Digital Library was to leverage existing information resources to enhance the teaching and learning environment. Evidence of success is visible in two areas: the growth of library instruction and online access. When the Digital Library began in January 2010, Kent State University-Stark Campus had been providing library instruction for Stark State College classes. (SSC faculty would reserve a time with KSU-Stark library staff and take whole classes for library and research instruction.) In the 2009-10 year, KSU taught 36 classes for SSC. In January of that school year (2010) SSC hired two professional librarians and began Digital Library operations including library instruction. SSC librarians taught 49 classes in the Spring 2010 semester alone. By the 2011-12 school year, KSU-taught classes dropped to 0 while SSC-taught classes were reaching between one and two thousand students in 90-130 classes per year. At this same time, online access was refined with the introduction of LibGuides which allowed
the creation of subject-specific guides for resource access. LibGuides were introduced Fall 2010 and for the 2010-11 school year produced 40749 individual “hits” or “clicks” that lead SSC students to appropriate OhioLINK online resources as well as other free and public resources on the Internet. By the 2012-13 school year, LibGuide online usage had almost doubled growing by 94%. Both services, library instruction and LibGuides, are evidence of some degree of success in meeting the intent of the original AQIP Action Project.

In general, the Digital Library’s first three years has been met with positive feedback from the Stark State College community. The first few years of this (or any) service is a time of benchmarking and discovery. Initiatives such as IM and Text-a-Librarian have grown slowly along with overall library use. Library instruction and librarian assistance services are growing steadily. Library Services will continue to evolve by focusing on newer trends in academic libraries like content creation and embedded librarians and library services. Nationally, libraries and the library profession are in a state of overwhelming change as technology replaces traditional library services. By virtue of its unique position of not being fettered by centuries of tradition and bound to a physical paper collection, the Digital Library is poised to take advantage of the new wave/new age of academic library information service, and initial feedback reveals the SSC community is ready to take that step.
Assessment Results Report

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 department/unit on an annual basis. As a historical record of assessment activities, the report provides for and supports the systematic assessment of academic support outcomes.

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. Mark the term of assessment with an X (for example, if a survey is conducted in the fall term, mark fall for that measure). Provide a brief summary of key findings, either as bulleted points or in short paragraph form. Provide a brief summary on the review committee/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/academic year. Please note that not all findings result in actions. Provide a brief summary of any improvements from the previous year (this does not apply to new measures the first year). Finally, Goals and/or Outcome Measures can be added (or deleted) as needed by copying and pasting.

Goal 1: To provide digital resources to the College community

Outcome Measure 1: OhioLINK usage statistics (note: numbers co-mingled with KSU)

Terms of Assessment: Summer _____ Fall _X___ Spring _X__ Annual _____

Findings: N/A

Review Committee/Process: N/A

Proposed actions for next term/academic year: The current arrangement for sharing physical library space and services with Kent State University at Stark (KSU) includes purchase into the OhioLINK digital resources. This arrangement results in Stark State Digital Library usage statistics and KSU usage statistics being combined. We will work directly with OhioLINK to gain independent access and statistics.

Improvements: N/A

Outcome Measure 2: Point of service usage statistics (face-to-face and online)

Terms of Assessment: Summer _____ Fall _X___ Spring _X__ Annual _____

Findings: Library traffic has evolved since library services were implemented in January 2010. Initially the face-to-face (physical space) usage grew dramatically from Spring 2010 to Fall 2010 with traffic increasing by 92% as faculty and students became accustomed to having librarians available. Because the physical space is limited (31 workstations) and the student population is spread across numerous satellite sites as well as a third of enrollment being online, the strategic plan was always to focus on online resources and services. 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%. Online usage has grown by over 94% since Fall 2010. As online services have grown, face-to-face use has declined. We expected face-to-face numbers to decline as online services increased and the Stark State community became more familiar with the convenience of online library services accessible from their own computers and tablets. Further analysis...
showed inconsistencies among library staff and student workers when counting face-to-face usage. The sharp drop in Fall 2012 may reflect a 100% change in student workers.

Review Committee/Process: Reports reviewed with library staff, Provost, and Library Advisory Group

Proposed actions for next term/academic year: Expand subject offerings including mathematics and economics. Increase faculty focused services including copyright and plagiarism guides.
Improvements: Use LibAnalytics to standardize usage documentation. Increase marketing of Ask-a-Librarian services including real-time chat and texting. To be assessed next cycle.

Outcome Measure 3: Library- research skills rubric for Comp I Classes

<table>
<thead>
<tr>
<th>Terms of Assessment: Summer _____</th>
<th>Fall <strong>X</strong></th>
<th>Spring <strong>X</strong></th>
<th>Annual _____</th>
</tr>
</thead>
</table>

Findings: In Fall 2011 Library Services piloted imbedded library instruction by creating Basic Library Research Skills Modules for College Composition I classes (ENG124). These 2-4 minute online lessons were to take the place of library class visits for these specific class sections. Due to use and imbedding issues, statistics could not be pulled from ANGEL; however, the number of students with direct access to library instruction increased each year after the pilot. In 2012, College Composition II instructors requested access to the instruction modules as a review for research skills.

![Basic Library Research Skills Modules](chart.png)

Review Committee/ Process: Reviewed with library staff, e-Learning staff, Provost, English Department Chair, and composition instructors.

Proposed actions for next term/academic year: Revise modules. Select a sample of classes and work directly with instructors to gather statistical data as well as learning assessment. By working closely with e-Learning and College Composition faculty, we expect to improve the function and content of the modules including detailed usage information for faculty.

Improvements: To be evaluated next cycle.
Outcome Measure 4: Student Point of Service Survey

Terms of Assessment: Summer _____ Fall ___X__ Spring _____ Annual _____

Findings: Fewer than twenty student surveys were returned each semester and no online surveys completed. Although the responses were few, the surveys returned were positive. The number one comment showed that the majority (90%) of the respondents liked the availability of the quiet study space in the Digital Library. Of the respondents, 17% took advantage of the one-on-one research assistance and rated the service as helpful or extremely helpful.

Review Committee/ Process: Assessment results will be reviewed with Library staff Fall and Spring semesters and with the Provost annually. Findings reviewed with Assistant Library Advocacy Group.

Proposed actions for next term/academic year: Work with Director of Research to design a more robust point of service survey. Market individualized research assistance to students and faculty. The Advocacy Group suggested print marketing (bookmarks for orientation packets, posters for notice boards, and table tents for cafeteria and other student areas) in addition to electronic (CCTV and web) campaigns to promote Digital Library space and services to students.

Improvements: To be evaluated next cycle.

Outcome Measure 5: Satisfaction survey – faculty/staff

Terms of Assessment: Summer _____ Fall _____ Spring ___X__ Annual _____

Findings: the Spring 2012 Support Services Survey returned a high grade (GPA 3.6 or A-) for the Digital Library. The point of improvement that can be found from this survey is that most faculty and staff are unfamiliar with the Digital Library. Of the 49 responses, 24 were “unfamiliar” with the service; however, 17 said the service was helpful/excellent.

At the end of every semester faculty who have booked library sessions for their students as well as faculty who have contacted the library with library/reference/copyright questions are sent a brief survey. The survey asks about faculty and student access to relevant resources, faculty access to professional library services, and requests for improving library services used. The response has been overwhelmingly positive with all faculty responses falling into either the “Agree” or “Strongly Agree” categories about access.

Review Committee/ Process: Findings reviewed with Library personnel and Administration.

Proposed actions for next term/academic year: Reevaluate the questions on the Support Services Survey to determine if the meaning is clear and relevant to assess Library Services.

Improvements: Expand and improve marketing of Library Services to the Stark State College community.

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

Outcome Measure 1: Student Point-of-service survey

Terms of Assessment: Summer _____ Fall ___X__ Spring _____ Annual _____

Findings: Inconclusive due to the poor response. (Fewer than 20 face-to-face surveys completed each spring; however, the limited student responses were positive focusing particularly on availability of quiet study space and librarian assistance with research.
Review Committee/ Process: Surveys reviewed with Library personnel.

Proposed actions for next term/academic year: Work with IRP and Computer Services to develop and deliver a more effective student survey.

Improvements: To be evaluated in the next cycle.

Outcome Measure 2: ACRL standards review

Terms of Assessment: Summer _____ Fall _____ Spring __X__ Annual _____

Findings: A point-to-point review of ACRL standards Full report can be found here: S:\Peter Trumpower\Library\ALA Standards

Review Committee/ Process: Reviewed with library staff.

Proposed actions for next term/academic year: Align ACRL standards with Strategic Plan and GLOs. Prepare an ACRL standards marketing campaign, especially points connected to Information Literacy and Critical Thinking, for faculty to explain how partnering with the library helps them meet College wide General Learning outcomes.

Improvements: To be evaluated next cycle.

Outcome Measure 3: Satisfaction survey – faculty/staff

Terms of Assessment: Summer _____ Fall _____ Spring __X__ Annual _____

Findings: At the end of every semester faculty who have booked library sessions for their students as well as faculty who have contacted the library with library/reference/copyright questions are sent a brief survey. The survey asks about faculty and student experience, perceived/observed student benefit, and requests for improving library services used. The response has been overwhelmingly positive with all faculty responses falling into either the “Agree” or “Strongly Agree” categories. Faculty have utilized comments and suggestions leading to improvements in library instruction every semester.

An example of instructor observed improvement in students: “I think these exercises completely help them with their research project. The last research papers were much improved.”

Review Committee/ Process: Findings reviewed with Library personnel.

Proposed actions for next term/academic year: (survey recently administered)

Improvements: Faculty collaboration assignments and info lit/critical thinking GLO, embed “tech version of librarian” in specific courses, review and enforce library instruction guidelines (for student success)

Outcome Measure 4: ACT SOS

Terms of Assessment: Summer _____ Fall __X__ Spring _____ Annual _____

Findings: The 2011 ACT shows limited use of the KSU-Stark Learning Resource Center, 41% (up from 40% in the 2008 ACT). Of those who did use the service, the survey shows an 81% satisfaction rate (down from 95% in the 2008 ACT). While reviewing the survey results for Library Services, a possible issue was discovered. The standard ACT refers to the library as the “Learning Resource Center.” However, in the 2008 survey SSC added questions included a question about usage and satisfaction with the “Learning Center” on the SSC campus. The Learning Center still exists and is featured in student orientation at SSC. It is possible that
students who responded to questions about each of these areas may not have known the difference between the two services. To further highlight the possible disconnect, students may have between the Learning Resource Center and the “library,” students responding to the 2011 survey used the term “library” specifically in comments while the phrase “learning resource center” was not mentioned by students. This could mean that many students do not identify the ACT terminology meaning library (learning resource center) as being actual library services.

Review Committee/ Process: Administration

Proposed actions for next term/academic year: Clarify the questions.

Improvements: Again, marketing must be improved to raise awareness of Library Services.

Outcome Measure 5: Focus Groups

Terms of Assessment: Summer _____ Fall _____ Spring _X___ Annual _____

Findings: As needed. Not conducted during this assessment cycle.

Review Committee/ Process: N/A

Proposed actions for next term/academic year: N/A

Improvements: N/A
Assessment Report Review Rubric

Purpose:

A rubric is a guide that differentiates between levels of development in outcomes assessment. The rubric is designed to clearly show departments/units how the assessment report will be evaluated and where further action may be needed.

Directions:

Mark the response to each item. If any item is not completed in its entirety the appropriate response is No. An Assessment Report review committee will use the same rubric to evaluate your assessment report.

Are the goals for the department/service area measurable?

Yes _X___  No _____

Comments:

Is a mix of quantitative and qualitative measures used to assess outcomes for each goal?

Yes _X___  No _____

Comments: After discussion and review with the Director of Institutional Research and Planning, the instruments used to measure will be revised to better fit the goal.

Was research conducted and findings determined for each goal?

Yes _X___  No _____

Comments:

Is there a review process in place for the department/service area?

Yes _X___  No _____

Comments:

Are action steps outlined where applicable?

Yes _X___  No _____

Comments:

Was the self-assessment and action plan completed?

Yes _X__  No _____

Comments:

Was the assessment measures inventory completed?

Yes _X___  No _____

Comments:
Key Assessment Terms

Competencies/Goals are clear, meaningful statements of purpose or aspirations for the academic program or support service. Programs and services typically have several goals.

Outcome Measures are direct or indirect measures of student learning or of support services. Direct measures provide evidence of actual learning, e.g. paper, exam, artistic performance. Indirect measures provide evidence about characteristics associated with learning, e.g., student perception surveys, focus group interviews, alumni surveys. See below for detailed examples.

Research is the systematic collection and evaluation of outcomes data.

Findings are the results of research.

Review Process is the method(s) by which findings are discussed and reviewed by faculty, staff, and administrators.

Proposed Actions are the result of the review process and are based on findings.

Improvements are positive changes in student learning or support services as noted through the assessment process. It takes at least two iterations of the research and review process to document systematic improvement.

Examples of Direct Measures of Student Learning/Services

- Scores and pass rates on standardized tests (licensure/certification as well as other published tests determining key student learning outcomes)
- Writing samples
- Score gains indicating the “value added” to the students’ learning experiences by comparing entry and exit tests (either published or locally developed) as well as writing samples
- Locally designed quizzes, tests, and inventories
- Portfolio artifacts (these artifacts could be designed for introductory, working, or professional portfolios)
- Capstone projects (these could include research papers, presentations, theses, dissertations, oral defenses, exhibitions, or performances)
- Case studies
- Team/group projects and presentations
- Oral examination
- Internships, clinical experiences, practica, student teaching, or other professional/content-related experiences engaging students in hands-on experiences in their respective fields of study (accompanied by ratings or evaluation forms from field/clinical supervisors)
- Service-learning projects or experiences
- Authentic and performance-based projects or experiences engaging students in opportunities to apply their knowledge to the larger community (accompanied by ratings, scoring rubrics or performance checklists from project/experience coordinator or supervisor)
- Graduates’ skills in the workplace rated by employers
- Online course asynchronous discussions analyzed by class instructors

Whenever appropriate, scoring keys help identify the knowledge, skills, and/or dispositions assessed by means of the particular assessment instrument, thus documenting student learning directly.
Examples of *Indirect* Measures of Student Learning/Services

- **Course grades** provide information about student learning *indirectly* because of a series of reasons, such as: a) due to the focus on student performance or achievement at the level of an individual class, such grades do not represent an indication of learning over a longer course of time than the duration of that particular class or across different courses within a program; b) grading systems vary from class to class; and c) grading systems in one class may be used inconsistently from student to student.

- **Grades assigned to student work in one particular course** also provide information about student learning *indirectly* because of the reasons mentioned above. Moreover, graded student work in isolation, without an accompanying scoring rubric, does not lead to relevant meaning related to overall student performance or achievement in one class or a program.

- **Comparison between admission and graduation rates**
- **Number or rate of graduating students pursuing their education at the next level**
- **Reputation of graduate or post-graduate programs accepting graduating students**
- **Employment or placement rates of graduating students into appropriate career positions**
- **Course evaluation items related to the overall course or curriculum quality**, rather than instructor effectiveness
- **Number or rate of students involved in faculty research, collaborative publications and/or presentations, service learning, or extension of learning in the larger community**
- **Surveys, questionnaires, open-ended self-reports, focus-group or individual interviews** dealing with *current students’* perception of their own learning
- **Surveys, questionnaires, focus-group or individual interviews** dealing with *alumni’s* perception of their own learning or of their current career satisfaction (which relies on their effectiveness in the workplace, influenced by the knowledge, skills, and/or dispositions developed in school)
- **Surveys, questionnaires, focus-group or individual interviews** dealing with the *faculty and staff members’* perception of student learning as supported by the programs and services provided to students
- **Quantitative data**, such as enrollment numbers
- **Honors, awards, scholarships, and other forms of public recognition earned by students and alumni**