

UHMC Library Program Review 2014

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<http://maui.hawaii.edu/library/about/index.html>

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Part I. Review

Introduction

This UH Maui Library program review was prepared by Lisa Sepa, department chair. This document follows the procedures and outline in the [University of](#)

[Hawai'i Academic Support Services Program Review Procedures and Measures](#). All underlined terms are clickable links.

Program Mission

University of Hawai'i Maui College Library's mission is to provide resources and services to stimulate intellectual curiosity and to facilitate learning and research within the academic community. We are a proactive organization that addresses issues, anticipates trends, and sets its agenda with the needs of the current and future college community in mind.

The librarian's focus is no longer just information access—we are educators. Our interests are information skills that assist students in all their endeavors, not just in the use of the library. This paradigm shift requires a change in not only the Student Learning Outcome

UHCC system-wide SLO: *The student will evaluate information and its sources critically.*

The public services librarian works with instructional faculty to determine what is the most appropriate and achievable outcome for his particular class. For many of the developmental classes, the SLOs merely consist of knowing the location and hours of the library and how to look up a book using Hawai'i Voyager, the interface to the UH Libraries online catalogue, Voyager. Conversations between the instructional faculty and library faculty, will determine what areas the librarian is to emphasize including the databases in the library, searching the web, and constructing citations.

Of students that had an opinion, 90% indicated that library instruction helped them better understand and evaluate information. 92% indicated that the library helped them get better grades.

Satisfaction Measures

User feedback tools include *GetSatisfaction* (online), *SurveyMonkey* (online), comment book, and five suggestion boxes. The library staff looks at and evaluates these surveys and comments. They are indicators of what students are thinking and feeling about the library. Every effort is made to address requests or complaints. The library uses the [UH Libraries system-wide satisfaction questions](#).

Part II. Analysis of Unit

Based on the decrease in staffing, decrease in hours, stagnate budget, and increased demands from greater student FTE, new programs, and costs for resources, overall the library's health is *cautionary*. With the new demands on it, the library continues to stretch its already overstretched staff, infrastructure, and budget.

Since the college's Carnegie Classification has changed (current classification: Assoc/Pub4: Associate's—Public 4-year Primarily Associate's) and the college's FTE has increased, many of the library's online resources have increased in cost, some almost doubling. The library has relied on online resources to make up for its loss of staff and subsequent decrease in hours. For three years, the library had generous support from outside sources to shore up its flagging budget. During the last two years, this support has dried up. The technical services staff has been especially creative in budgeting and working with vendors, though this does not make up for the continued and derelict lack of support from the administration.

Summary of Services

- Hours:
 - 46 hours-per-week.
 - Through the library website students have access to all online resources twenty-four hours-a-day.
- Staff:
 - Faculty
 - outreach librarian—responsible for service to outreach sites and general reference;
 - public services librarian—responsible for circulation services (including public computers and public equipment) and instruction;
 - reference librarian—responsible for general reference;
 - technical services librarian—responsible for library technical services. Additional duties of head librarian. This librarian is also the library webmaster.
 - Each librarian is assigned to a subject area to develop (books, media, online resources, etc.). Library faculty work with faculty

in their specific subject areas to develop the collection and determine needs to ensure that the library is support current and upcoming programs and endeavors. All UHMC faculty are contacted multiple times a semester and asked for suggestions concerning collection development.

- Civil service
 - circulation assistant (Library Assistant IV)
 - student support APT (APT B)—casual, not on org chart
 - technical services technician (Library Technician VI)
 - Student assistants
 - one FTE student assistant
- The library provides access to outreach students via the library website and the efforts of the outreach librarian. Although a student's home campus should be able to fulfill the student's needs, students may access materials from other UH libraries online or via intra-system loan.
- In addition to the social networking on the Internet, the library tries to connect with students through participation in campus events, like the New Student Orientation (NSO) and the campus email "blast."

Strengths and Weaknesses

Strengths

1. Library use has increased since 2009. Even with the increase of the student FTE has been considered, student use of the library has increased greatly. This has happened even though the library staff is smaller, forcing the library to curtail its hours. This is an important indicator of strength, since use demonstrates that the library is fulfilling the needs of its constituents or they would not be using the library.
2. Comments from students are generally positive. All concerns are addressed and student suggestions are implemented if appropriate and feasible.
3. The library website and up-to-date resource. Students can text, instant message, email, or chat online with a reference librarian whenever the library is open. All online library resources are available via the website.

4. The library hosts events (art shows, poetry events, spontaneous coffee service, cake and snacks, lunch) to engage the campus community. Events may be viewed on the [library's blog](#).
5. Because libraries are more than buildings and books, the UHMC Library has a strong presence on the Internet. Most of these services are available via the library's [About Us](#) page.
 - a. [UHMC Library homepage](#);
 - b. [UHMC Library blog](#)—news from the library;
 - c. [Twitter](#)—microblog with news from the library, aggregates news from the library's other social apps;
 - d. [Facebook](#)—social network, run by library student workers);
 - e. [Flickr](#)—library-centric pictures; UHMC picture archive
 - f. [GetSatisfaction](#)—customer service with FAQs from students and faculty;
 - g. [Pinboard](#)—social bookmarks;
 - h. [Pinterest](#)—social bookmarks;
 - i. [YouTube](#)—videos made by library student workers and friends.
6. FAQs (frequently asked questions) and answers are available on the website via *GetSatisfaction*. The FAQs are also ported to the library's Twitter feed.
7. *ZenDesk* is a cloud-based customer service used by the library since spring 2012. *ZenDesk* offers help desk ticketing, issue tracking, and customer service support. All requests go through *ZenDesk* and are triaged by the library director.
8. Mobile website (created by Lisa Sepa) is accessible via the library's normal URL. Users who go to the usual library URL, maui.hawaii.edu/library on an internet-enabled device, are redirected to either the mobile website or the regular website, depending on the size of their screen.
9. Students and faculty may contact a librarian in many different ways. Information and directions are on the library website's [Ask Us](#) page. UHMC Library was the first UH library to offer instant messaging and texting to its patrons. Services we offer are:
 - a. instant messaging
 - b. texting (SMS) via a mobile telephone
 - c. telephone

- d. email
- e. in person

10. [LibGuides](#), this application is an online framework that allows librarians to create and share guides. Currently there are over 25 guides on varied subjects. In total there have been about 4,500 views since the guides were introduced.
11. *Literati* is a cutting-edge suite of services related to information discovery, information literacy (including assessment), and library marketing. UHMC Library is the only UH library to subscribe to this service.
12. Students would like longer hours and more services than the library can provide with its current budget and staffing. The library has compensated for this by providing excellent online resources. Students may access most of the library's online resources off campus at anytime on most internet-enabled devices.

Weaknesses

1. The library's budget was cut \$25,372 in fiscal 2013/14. Since the library's budget is mostly fixed costs, this cut came from its materials budget (books, ebooks, databases). The library was unable to purchase any new materials for fiscal 2013/14. This includes electronic resources, like ebooks and databases; both imperative to the library's mission and ability to support the college's students and *their* ability to be successful. No faculty requests were purchased.
2. The library has one permanent and one casual-hire employee running public services. This is significantly less than needed to provide adequate services to students; this deficit impacts the library's ability to assist students in a manner appropriate for the college and its mission.
3. The library is short two civil service positions. Services to students have been curtailed because of this shortage and new services are not being offered. These positions are imperative to keeping the library building open.
4. The library instruction program (which impacts students success, retention, and persistence) requires an information literacy librarian who could devote his full time to developing the program, providing classroom instruction, and faculty/student workshops. This would also include building assessment tools to evaluate students prior to information literacy instruction and after instruction.
5. Improvement and expansion of services to students and faculty requires the addition of the information technology APT. This position would support new

technologies and enable the library to offer more services to students. This position would also assist the librarians in developing technology solutions, such as, an in-house proxy server for user authentication; ability to track student usage of technology resources by classification; create online applications to support library services; develop mechanisms to deliver a better distance education experience online.

6. Students would like longer hours and more services than the library can provide with its current budget and staffing.
7. The library needs better mechanisms to evaluate its services. This is especially true of its instruction program.
8. The library budget, even when it is not cut, is stagnating and does not reflect increases in the costs of resources or the increase in students and their needs. The allocation to the library from the general college budget has decreased (from .03% in 2006 to less than .02% in 2013). When the increase in student FTE is considered, the actual budget per student has decreased by 26%. The cost for resources has steadily increased, with the 2014 increase projected at [6%](#). The 2013 increase was 4%.
9. The library building is continuing to prove inadequate. This building is 40 years old. It crumbles around us—a study in decay. The renovation in 2007/08 was a stopgap that helped with health and safety issues. The building is too small for the campus FTE. The electricity and infrastructure are too old to handle a modern library. Twenty years ago the head of computing services said of the building, “It was built when electricity was a novelty.” It was true then and is even truer now. Significant building problems are:
 - a. “permanent” leak from roof onto third-floor book stacks;
 - b. many unidentified roof and wall leaks;
 - c. leaking windows and doors that cannot be properly sealed, closed, or opened; rain and wind-blown sand and dirt seep into the building;
 - d. frequent mold outbreaks on walls, floors, doors, books, furniture, due to high humidity (from rickety windows and doors, leaks, and the lack of a building-wide dehumidifier);
 - e. temperatures in some rooms is over 80°, while other parts of the building are in the low 70°s;

- f. first floor handicapped door does not work and cannot be fixed since the door is too old to repair or get parts;
- g. elevator is so old it cannot be properly repaired, it was out of service for two months this year; it pretty much terrifies those who need to use it;
- h. electricity is inadequate for needs;
- i. inadequate infrastructure for modern technologies;
- j. bathrooms are inadequate for their use.

Significant program actions

1. The library's budget was cut \$25,372 in fiscal 2013/14. No new materials were purchased, including faculty requests to support the curriculum.
2. The instructional librarian (Ellen Peterson) is working with the administration and faculty to develop better assessment tools for the library SLO. The CASLO team produced and presented to the library the [CASLO Assessment Implementations Suggestions: Information Literacy](#). Also, see Ellen Peterson's [review of information literacy](#) at UHMC Library with action points and suggestions for change.
3. New study areas, student seating, and computers have been added.
4. The physical collection has been extensively weeded. This freed up space for more student study areas and removed items that were no longer needed or used.
5. New database: *CINAHL Complete* for nursing and allied health was purchased to replace *CINAHL with Full Text* and *Nursing Resource Center*. This increases the number of full-text nursing journals from 600 to 1,300 as a lower cost, since we cancelled *Nursing Resource Center*.
6. Casual appointment access services APT hired.
7. For the fall 2013 semester, the library was moved under the VC for Information Technology. It was then moved back under the VCAA. This was a confusing and unwelcome disruption in the governance of the library.

Result of Prior Year's Action Plans

1. AP-1: *Stabilize staffing*
 - a. Access services is still short two positions (it has two and needs four):
 - i. Access services APT (1.0 FTE) has not been returned to the library (it was "temporarily" given to computing services 5 years ago) and a new position has not been created. The library needs

this position.

- ii. For the past year, one casual hire APT has been hired for consecutive 3-month appointments, paid for by the VCAA's office.
 - iii. Library Assistant IV (.5 FTE) position funding disappeared somewhere along the way, we would like it back.
- ew faculty position (information literacy librarian) has not been created.
- Create better mechanisms for assessment of reference and instruction*
- The library faculty continues to work toward developing better tools for assessing the program.
- The library subscribes to *Literati Academic* by Credo. This is an information literacy tool that supports libraries and colleges with information literacy education and assessment, library instruction, faculty collaboration and multi-media creation.
- This action has been updated to "AP-2-Promote Information Literacy
- Increase/improve public access computers and student work areas*
- ew student study and collaboration areas have been created by moving and reconfiguring the third floor Hawaiian collection and the second floor reference collection.
- total seats has increased by 30.
- ew computers have replaced three old ones.
- laptop table with charging station for six users has been added.
- ne Chromebooks have been added for student use.
- total computers for student use has increased from 12 to 19.
- This action has been completed by Lisa Sepa and civil service staff.

Value

The library proves its value through consistent and strong usage statistics. If students and faculty did not find value in the library, they would not use it. The library's statistics, which are based on FTE, show a huge increase in the use of the library and its resources. This is especially interesting considering that the library decreased its hours by 29% during this time of greatly increased use.

The survey results are generally positive (overall 92% positive) and the [comments](#) reinforce this. The library is making a positive impact in students' success. Of students who stated an opinion, 92% said that the library helped them get better grades. 92% stated that the library's computer resources contributed to their

success at the college. Of faculty that stated an opinion, 94% indicated that they were satisfied with the library; 87% indicated that they found the library's resources adequate.

Part III. Action Plan

Strategic Plan

The University of Hawaii, Maui College Library has developed its Strategic Plan for the period 2012-2015. This plan was developed to align with the [University of Hawai'i, Maui College Strategic Plan](#) and the WASC-SR standards and core values for Student Services Units. Specifically, we have addressed issues that focus on support for teaching and research.

The library has developed this strategic plan to focus on five areas: information literacy, collection development and access services; staffing and staff development; intellectual environment; and marketing. Each area is integral to the effective and efficient operations of the library, both now and in the future.

Strategic Divisions

1. Information Literacy
 - a. *Promote information literacy throughout the academic community by teaching users to find, evaluate, and make intelligent and ethical use of information resources.*
 - i. Collaborate with faculty to incorporate basic information literacy competency skills into more and more general education courses.
 - ii. Incorporate information literacy components into all levels and disciplines of instruction by designating a librarian to work with each discipline or program.
 - iii. Develop additional methods for assessing and evaluating information literacy instruction effectiveness.
 - iv. Continue to develop print and online tools to enhance students' information literacy skills, with a focus on *LibGuides*.
 - v. Point of contact for the information literacy component of the new Institutional Learning Outcomes (CASLO).

2. Collection Development & Access Services

- a. Provide user-friendly access to information resources in all formats and the support services needed to make intelligent use of these resources.*
 - i. Build strong collections that reflect the changing mix of print and electronic resources in a complex, consortium environment.
 - ii. Continue to replace the print collection, particularly journals and reference materials, with their digital counterparts.
 - iii. Expand the collection of non-traditional academic resources, including graphic materials, digitized content, and audio-visual materials.
 - iv. Collaborate with faculty and UH System librarians to make Hawaiian Studies resources accessible by acquiring, organizing and delivering them in the most effective formats.
 - v. Update and improve library web pages to reflect new and emerging information discovery services, with an emphasis on *Primo*, ExLibris' search and discovery system.
 - vi. Consider e-book leasing and other innovative practices that could improve interlibrary loan delivery and services.
 - vii. Provide quality reference assistance through in-person and virtual references services, and develop tools to measure the effectiveness of these services.

3. Staffing & Staff Development

- a. Recruit, develop, retain, and motivate a diverse and well-qualified staff team who can make a significant contribution to the academic mission of the college.*
 - i. Evaluate library staffing needs and workspaces to improve the efficiency of departmental operations.
 - ii. Lobby for positions.
 - iii. Provide structured orientation, library training and tutorials for all staff members and student assistants including thorough training on the ExLibris *Primo* system.
 - iv. Provide training and growth opportunities that encourage staff members to develop expertise related to their profession and job assignments including attendance at library conferences and training sessions, participation in the governance of library cooperatives and organizations, and the monitoring of current professional literature.

4. Intellectual Environment

- a. Create a comfortable, safe and user-friendly environment for study, research, and information sharing.*
 - i. Focus on transforming spaces to inspire learning, innovation, connections, and discovery.
 - ii. Transform the reference section to accommodate additional study areas.
 - iii. Redesign the reference desk to ensure that it continues to function as a user-friendly point of contact between patrons and librarians.
 - iv. Cultivate opportunities for additional space.
- 5. Marketing
 - a. Promote the usage of library resources and services through a program of advertising and user education.*
 - i. Enhance library web pages to facilitate patron access to all library services.
 - ii. Use displays and exhibits to promote the library's collections and unique resources.
 - iii. Engage in creative marketing practices, such as contests and giveaways, to help promote a positive library branding and to attract new visitors to the library.
 - iv. Ensure that the library is represented at campus activities, including job fairs and student services events.

Action Plan

	AP 1-(Strategic Plan Goals 2 & 4) improve services	AP 2-(Strategic Plan Goal 1)	AP 3-(Strategic Plan Goals 2 & 5)
ITEM	stabilize staffing	promote information literacy	access services
STEPS	<ol style="list-style-type: none"> 1. Restore staff to previous levels (4 full-time) circulation staff. 2. Make casual access services APT-Band B permanent. 3. Create and hire information literacy librarian position. 4. Create and hire division secretary position. Currently, library faculty, technicians, and clerks do their own clerical work, a waste of valuable resources (in a monetary and intellectual sense). Library staff are not trained clerical workers. 	<ol style="list-style-type: none"> 1. Collaborate with faculty 2. Develop a protocol for faculty to request instruction and help. 3. Designate a librarian to work with each discipline or program. 4. Develop additional methods for assessing and evaluating information literacy instruction effectiveness. 5. Continue to develop print and online tools to enhance students' information literacy skills, with a focus on LibGuides. 5. Follow up on Information Literacy CASLO suggestions 6. Travel to the mainland for information industry conferences, e.g., Internet Librarian, American Library Association conferences. 	<ol style="list-style-type: none"> 1. Enhance library web pages to facilitate patron access to all library services. 2. Ebook leasing. 3. Build strong collections that reflect the changing mix of print and electronic resources. 4. Provide quality reference assistance through in-person and virtual references services, and develop tools to measure the effectiveness of these services.
RESOURCES	position numbers and funding	funds and library faculty time; cooperation of UHMC faculty & admin	library webmaster time (Lisa Sepa), G funds
PERSON/RESPONSIBLE	chancellor, VCAA	librarians, UHMC faculty	Lisa Sepa

TIMELINE	God knows	Sometime in the future	Summer 2015
OUTCOME INDICATOR	increase in the number of full-time permanent staff leads to increased services that students are requesting and need to succeed	all steps will be fulfilled	website will be reconfigured to highlight resources using new internet technologies, new resources will be added
STATUS	Requests and justifications have been submitted to the administration with great and repeated frequency.	We are engaging with the administration; begging and whining has commenced.	In progress.

Part IV. Resource Implications

AP 1.1: \$28,900: Library Assistant IV: creation and funding

AP 1.2: \$50,000: Access Services APT: creation and funding

AP 1.3: \$70,000: Instructor: creation and funding

AP 1.4: \$28,900; Office Assistant IV: creation and funding

AP 2.2: \$7,000: *Literati*–information literacy portal and content provider–continued subscription requires \$7,000/year

AP 2.5: \$70,000: Instructor: creation and funding (see AP 1.3)

AP 2.6: \$21,000: Three mainland conferences (each conference cost about \$7,000 for travel, hotel, MR&I, and conference fees)

AP 3.2, 3.3: \$100,000: The library's budget would need to be increased to support this endeavor. Each ebook costs about **\$100** to purchase or lease, there are also costs involved in hosting each ebook, **1000 new ebooks would cost \$100,000** not including annual hosting fees. This increase would be an ongoing cost, since the collection will need to be kept up-to-date. In addition, staff time (for our non-existent staff) must be allocated for each new ebook to select, purchase, process, and add to Voyager.

AP 3.2: Restoration and appropriate **increases** of budget to ensure continuation of current resources, e.g., *SocIndex*, database, \$7,000/year, *Literati*, an online, information literacy framework, \$7,000/year; and to fulfill obligations for

current and future needs.

Appendix

UHCC's System-wide Program Review Template

This document follows the [The University OF Hawai'i Community Colleges Academic Support Service Program Review Procedures and Measures template](#).

Survey Results

Student and faculty survey results may be seen here:

- <http://svy.mk/1uWQICD>
- <http://bit.ly/1vq7ESr>

Area Summaries

Information Literacy Summary

Submitted by Ellen Peterson

The UHMC Library advocates and promotes the practice of information literacy, a pedagogical method that has developed steadily in the UHMC Library instruction program. In 2013/14, while maintaining an active instruction program, library staff focused heavily on the UHMC college-wide, core competency assessment of information literacy. The instruction librarian joined the CASLO committee as the "information literacy expert," worked with the committee to create a new Information Literacy Rubric, and presented information literacy assessment updates and resources to faculty and administrators. All librarians participated in the year-long series of departmental assessment meetings. These meetings convened to discuss the student samples, focusing on identifying educational gaps and best practices.

As a result of the year-long, college-wide assessment of information literacy, many educational gaps and best practices have been identified as relating to utilizing the library as an information literacy learning center and librarians as information literacy experts. The following suggestions have been presented to the library by the CASLO committee and have become a focus and drive of the library's strategic and action plans.

INFORMATION LITERACY CASLO IMPLEMENTATION SUGGESTIONS:

- Gap: Faculty avoid research projects or assign research projects with minimal information literacy instruction and practice. These faculty cite issues of workload and courses already overloaded with curriculum that they need to cover.
 - Action plan: Outsource a portion of the information literacy to the experts in the library. Utilize librarians to update students on the latest information literacy tools, resources, and strategies. This can take the form of a classroom presentation or learning module that takes place in the library.
 - Best practices: Time presentations and learning activities so that students immediately practice skills and apply knowledge to research activities. When possible, instructors should coordinate with librarians to customize presentations and assignments to specific course assignments.
 - Design library-based learning modules to address key information literacy challenges such as using library databases or evaluating sources.
 - Librarians should work with instructors of developmental and “gateway” courses to design learning activities that bring students into the library and expose them to library resources.
 - Develop library handouts for instructors to use in conjunction with research assignments, perhaps with checklists of essential research steps and resources.
 - Create an online chat/Skype system where UHMC librarians are available to interact with distance learning students. Create online versions of information literacy learning modules that cater to online students.
 - Develop a routine library protocol for instructors who need assistance incorporating library instruction into research assignments.
- Gap: Some faculty are out of date with the latest research techniques and resources. For example, some faculty have never researched using the EBSCO databases. How do faculty themselves stay up to date with research

strategies?

- Action plan: Ask librarians to offer faculty sessions on Information Literacy strategies through IT-C. Also, faculty can continuously renew their understanding by inviting librarians into their classroom for learning activities and participating in these activities along with students.

Reference Services Summary

Submitted by Dorothy Tolliver

Reference services are provided by the reference librarian and the other UHMC librarians who individually staff the Information/Reference Desk in shifts. The librarian is the first point of contact for library users (UHMC & UH System students, faculty and community members) seeking information for class assignments, research, leisure, career and vocational needs. Librarians also engage the students in informal discussions related to their classes, education and ultimate goals. Library tours for new students, UHMC classes, high school students and community groups are conducted by the librarian at the reference/information desk. Librarians help to facilitate inter-system and interlibrary loans and reserve items for students and faculty.

The librarian at the reference/information desk analyzes information requests to determine which materials will best meet the user needs during a reference interview. Reference questions vary from answering a simple question to a complex research assignment that demands extensive attention from the reference librarian. Students may also need help in determining which topic is to be researched for their papers. Assistance and instruction is provided in filling those needs. It may include print books, periodicals, ebooks, databases, media, Inter-system loan, UH CC library contacts for UH system students based on Maui, HSPLS public library access and microfilm.

The librarian at the Reference/Information Desk routinely assists and teaches users how to navigate the library's Voyager system to find print books/Ebooks and media in the UHMC library as well as in the libraries of the University of Hawaii and the Hawaii State Library System. Individually, each user is taught how to retrieve information, optimize searches, search the 75 varied specialized library databases as well as how to generally navigate the Internet. Each database has its own protocols and search strategy. The librarian must determine which database is the most appropriate for the student or faculty member.

The library's virtual reference consists of web-based chat, instant messaging, email online requests, chat and telephone requests from students and faculty who are having problems in accessing their library's homepage, databases or finding the information they need. They are coached on how to access their library's homepage and then their library's databases. They are advised as to the databases they should be using as well as given a search strategy they can use for finding their information. Simple reference questions are also answered and researched by the reference librarian with the answers texted to the student or faculty. Inter-system loans and article retrieval sent by email to the requester are also provided.

Due to the elimination of many of the Maui County school librarians, many of our incoming high school Maui students do not have library skills. Mature returning students may have outdated library skills. Some of these students are still looking for the card catalog. These students require more individual instruction time as they have to learn the basics of searching and using an academic library.

Patrons who are unfamiliar with computer usage are individually shown the basics before they are taught to research Voyager and/or the data bases. Students who have language or other difficulties may also need "hands on" simplified basic instruction. Students and faculty who have used electronic media for finding information may have only searched Google and/or Wikipedia. Instead, they are taught how to use our library databases for scholarly research. Additionally, they learn to email their articles to their own account, save their articles in a folder, electronically highlight pertinent information in these articles, electronically cite their articles and for faculty, how to embed these articles in their on-line reserve and curriculum sites.

Reference statistics are kept, tabulated and inputted for type of user, number of reference questions, individual instruction, tours, and virtual reference questions. In the academic year of 2013/2014, the reference librarians answered a total of 3,619 reference questions face to face, by phone, email and texting. According to the 2102/2013 statistics, this represents an increase of 366 answered reference questions.

The reference librarian is responsible for maintenance of the reference collection. Because reference materials can quickly become out-of-date, the reference librarian is responsible for acquiring new print and materials, recommending new databases and e-books and is responsible for removing or moving to the circulating collection unused or outdated materials. Our Hawaiian and general reference print collection was weeded and consolidated into a smaller space in the reference area allowing us to expand leisure seating for our students. We were able to do this because of the purchase of reference databases that enabled our students to do reference and research on-line.

The reference section used to be primarily print based. As publishers begun to offer both the print and ebook versions of standard and new reference books, the decision had to be made as to which format would be purchased. Some choices involved the purchase of a print and ebook package or of ebooks instead of print. Offering ebooks or databases provides a greater use of these reference materials by all of our students including those at our college centers. Not everything, however, is available as ebooks. Print books continue to be a majority of our reference purchases. Students, in the library, have expressed a preference for print books for ready reference. Even though reference print books do not circulate, students can photocopy or take phone pictures of the pages for future reference.

Unfortunately, we have an aging reference collection. With a limited budget, it is difficult to purchase new print or ebooks for our reference collection. Reference books and materials are expensive. For example, replacement of the print version of the 2002 Encyclopedia of Science and Technology, with a package that includes both the print and E-version of this encyclopedia, costs \$3,000. This semester, I was given \$1,000 to purchase books and materials for six subject areas including Reference. After filling faculty requests, I had no funds to purchase anything for reference.

Outreach/Distance Ed Services Summary

Submitted by Lillian Mangum

Providing library services to distance learning students in Maui County needs to be done so that students in our outreach sites in Moloka'i, Lāna'i, Hāna, and Lahaina are made aware of the assistance we give to our students in their research. In short, I "market" the library by sending my brochures to all the education centers at the start of each semester, by contacting the site coordinators, and by personal site visits. Because the Moloka'i Education Center has the largest enrollment and provides on-site classes, I travel to the center at least once a semester. I've also visited the Lāna'i Education Center in October, 2013, and the Hāna Education Center in June. I plan a visit to the Lahaina Education Center in October.

During my visits to Moloka'i, I meet with the site coordinator, other staff and students. I have taught library research skills to English 19, English 22, English 100, Communication 145, and Sociology 100 on-site class students. I have found personal visits to be most beneficial for the students, as they learn first hand how to navigate through the library's online databases. In August I attended the Moloka'i Education Center's Freshman Foundation for new students. I met and

talked with many new UHMC students and a couple of UH West O'ahu students. I created an informational handout for this function.

I visit the first week classes of upper division UH Mānoa Maui Outreach students and give a brief introduction to library services. I have taught more in-depth use of EBSCO, JSTOR, and Google Scholar to English and Sociology classes. I reach online students by emailing my library services for online students letter to the University Center staff responsible for forwarding my letters on to the students.

Staffing the Information Desk is one of my duties along with the other librarians. I enjoy working and assisting students, faculty, and staff with their research needs and teaching them about our numerous resources. It also enables me to be aware of subject areas that need new books and media for collection development.

A major concern is the reduction in funding for travel and collection development. The library has no travel budget and very little money for purchase of new books and DVDs. As the librarian responsible for our Hawaiian and Outreach sites' collections, as well as other subject areas, I have been forced to cut down on purchases. I am especially concerned about our Hawaiian collection. New books go out of print very quickly and obtaining them after that can be very difficult. Circulation of Hawaiian books is heavy during each semester and multiple copies of some books need to be obtained. Also, faculty in my subject areas have requested books and DVDS and they have been turned down until more money is made available.

UHMC Library Statistics—2013/14

	items circulated	online database (sessions)	online database (items retrieved)	website page views	gate count	classes/tours/ orientations	# of students (all classes/tours/ orientations)	reference contacts
June	3,771	1,621	2,513	2,245	3,017	2	95	82
July	1,962	641	1,396	1,875	2,834	3	64	95
August	2,753	2,256	4,681	4,678	8,771	14	308	382
September	4,668	7,866	20,524	8,813	17,146	9	178	467
October	4,677	6,508	17,873	7,866	19,277	11	200	316
November	6,037	11,275	27,116	10,261	18,263	14	260	399
December	3,389	3,469	8,351	4,552	10,326	0	0	186
January	2,932	5,202	8,524	6,244	9,920	23	416	391
February	3,650	6,299	16,532	6,873	13,136	14	164	325
March	3,167	5,690	14,503	5,742	11,446	5	100	209
April	4,059	7,651	20,439	8,852	13,176	14	296	398
May	3,003	6,985	19,875	2,114	6,974	0	0	144
Total Fall	21,524	31,374	78,545	36,170	73,783	48	946	1,750
AVG/month Fall	4,305	6,275	15,709	7,234	14,757	10	190	350
Total Spring	16,811	31,827	79,873	29,825	54,652	56	976	1,467
AVG/month Spring	3,363	6,366	15,975	5,965	10,931	12	196	294
Total Summer	5,733	2,262	3,909	4,120	5,851	5	159	177
AVG/month Summer	2,867	1,131	1,955	2,060	2,926	3	80	89
Total (all semesters)	44,068	65,463	162,327	70,115	134,286	109	2,081	3,394
AVG/month all semesters	7,938	7,205	13,528	5,843	11,191	10	174	283

library faculty's attitudes, but also the campus administration and faculty. The library is integral to the mission of the college; the library is not an adjunct or peripheral service.

Description of Quantity

The following information is required by the [*University of Hawai'i Academic Support Services Program Review Procedures and Measures*](#).

The library collection and resources consists of:

- Materials
 - 185,000 books (print and electronic)
 - 87 serials
 - 5,458 DVDs and audio CDs
 - 72 databases, with full-text access to over 80,000 periodicals
 - 3,365 microfilm reels
- Equipment
 - 19 student computers
 - 10 desktop computers
 - 9 Chromebooks

- 3 video stations
- 1 portable DVD player
- 1 microform reader printer
- 1 CD player
- 3 HD televisions with Blu-ray DVD players and laptop hookups
- Services for students
 - 3 group study rooms
 - 250 seats
 - 2 lounge areas

Non-consortial databases:

- Alldata—automotive
- Art & Architecture Complete
- CINAHL Complete—nursing and allied health
- Credo Reference—over 500 reference books online
- Global Road Warrior—international relations
- Literati—a suite of services related to information discovery, information literacy (including assessment), and library marketing.
- Music Index
- Naxos Library—online streaming music
 - Classical music
 - Jazz
 - Spoken word
- Safari Books Online—over 8,000 online full-text business, computer, and technology books
- SocIndex—sociology

Quantitate Indicators

Demand

	2011/12	2012/13	2013/14
# of reference & informational questions/student & faculty FTE	1	1	1
# of students attending presentation sessions/student FTE	1	0.4	0.6
# of circulations, electronic books used, full-text journal articles downloaded per student & faculty FTE	47	47	56
# of web accessible computers per student FTE	0.004	0.004	0.004

Efficiency

	2011/12	2012/13	2013/14
# of informational & reference questions answered per FTE librarian	1058	956	905
# of book volumes (paper)/student FTE	24	24	16
Total materials expenditures/student & faculty FTE*	\$42	\$42	\$24
Total library expenditures per student & faculty FTE	\$110	\$114	\$102

Effectiveness Measures

	2011/12	2012/13	2013/14
Common Student Learning Outcome: <i>The student will evaluate information and its sources critically.</i>	96%	96%	90%
Student Satisfaction Measurements Using Common Survey Questions	91%	91%	92%
Faculty Satisfaction: <i>I usually find enough course resources to meet my needs.</i>	92%	92%	88%

Discussion of Quantitate Indicators

1. Reference usage remains relatively steady. Students continue to rely on librarians to assist them in finding and using information properly.
2. Circulation of all materials has gone up, although the student body has decreased.
3. The library's physical collection was extensively weeded; the decrease number of physical book volumes reflects this.
4. The library's budget was cut \$25,372 in fiscal 2013/14. Expenditure per student and faculty reflect this cut. The cost of resources have gone up [6%](#) 2013/14 and 4% 2012/13.
5. Building usage has increased dramatically, even though library hours have decreased by 29% since 2008. This increase is not just based on an increased headcount, since it is based on FTE. .
6. Students and faculty are using more library resources. Since 2009, the use of items increased by 583%; this is a huge increase for a small library.