Academic Support Services
Library Program

2019
ANNUAL REPORT OF PROGRAM DATA

UNIVERSITY *of* HAWAI'I®
MAUI COLLEGE

1. Program Description

Program Mission

University of Hawaiʻi Maui College Library's primary mission is to provide services that add value to learning and teaching. With the College's [Strategic Divisions](#) in mind, the Library functions as a proactive organization that anticipates trends, address issues, and sets all agendas with the needs of the current and future academic community in mind.

Library Assessment

In support of the College's Strategic Divisions and the Library's mission, the Library acts as a provider of information resources and services, as well as a provider of instruction. As such, library faculty identify both service area outcomes and a student learning outcome for the purpose of outcome assessment.

Library Service Areas

The UHMC Library's Service Areas correspond to the seven essential library programs and services identified and defined by the American Libraries Association, American College and Research Libraries division (ACRL). These service areas have been identified as having the most potential for contributing to student success and retention and the development of a range of complex abilities (competencies) that are essential to a student's lifelong success.

The Library strategically plans its programs and services to support student success and retention by working to take down barriers to persistence and creating experiences that support students in discovering community, meaning, and purpose. The Library aims to support a wide-range of student learning outcomes (SLOS), including information literacy, critical thinking, technology and media literacy (transliteracy), and creativity.

Service Areas as Defined by ACRL:

> 1) **Collections:** *Services related to library collections or resources that support research or classroom instruction. Examples include special collections, digital exhibits, repositories, or archival collections.*

2) ***Instruction:*** *Services or programs to assist students in their coursework and enhance their learning. Examples include: instruction sessions in classes, library orientation programs, or topic-specific workshops.*

3) ***Research:*** *Services to improve research skills and help researchers succeed. Examples include: reference services, research consultation services, or workshops for faculty.*

4) ***Teaching Support:*** *Services to help faculty and instructors develop curriculum and/or course materials that will better support student learning. Examples include: OER services, online learning modules, or faculty teaching workshops.*

5) ***Events / Programs:*** *Services or programs to inform, enrich, and promote community learning. Examples include: exhibits, lecture series, civic engagement services, or stress relief activities.*

6) ***Library Technology:*** *Services related to access and skills that help library users incorporate technology into their work. Examples include: technology loan programs, maker spaces, or technology-related workshops.*

7) ***Space:*** *Specific spaces that are intended to be used to enhance academic performance and support student learning. Examples include: group study rooms, individual study spaces, or writing or tutoring centers.*

Program Outcomes

All library service areas share a common outcome: ***To provide library services and programs responsive to the academic needs of and in collaboration with the college community.***

This common outcome is used to assess the level of efficiency and effectiveness of the service areas in support of the department's mission.

Program-Level Student Learning Outcomes

All UH libraries are assigned (by the UH System Libraries Administrative Division), the Common Student Learning Outcome: *The student will evaluate information and its sources critically*

2. Analysis of the Program

Discussion of Program Demand, Efficiency, and Effectiveness

Overview

A comparison of FY18 and FY19 indicator data shows that there was little change between the two years. A snapshot of the FY19 library statistics indicate that a steady number of students and faculty are utilizing the library and its services. Despite the decline in student FTE, the foot traffic in the library and the visits to the library website have increased for FY19 (6% for foot traffic and an 11% increase for the website). Many changes to the library over the past five years have contributed to the continuous increase in library usage. These changes include new FYE/NSO events and services, additional spaces for students, stress-reduction events and services (pet therapy dogs, art exhibits, free coffee and food services, etc.), skills building workshops (financial literacy, counseling resources, career exploration, etc.) remote reference help and 24/7 DIY research resources, a strong technology tutors/peer mentors program, and new librarians providing classroom instruction and subject-specific and specialized trainings.

Discussion Based on Library Service Areas

1)   Collections: Services related to library collections or resources that support research or classroom instruction.

One of the strengths of the Library Program has been its ability to quickly adapt to students' needs, particularly when it comes to their need for a wide variety of different study, collaborative, and social spaces. In FY19, library workers continued to rearrange and "right-size" the library's physical collections in order to make new spaces for students (for example, the much-needed silent study area on the 3rd floor). By the hard work by faculty, staff, and student workers, 21,500 damaged and unused monographs were removed in FY19, yielding 5,000+ square feet of new space.

Once the massive book removal project was completed, additional work was done to rearrange and present the library's print collection in a manner that would allow library patrons the ability to better browse and select books. It has been suggested that the "retail merchandising" of library books makes them more desirable to check out. By the time we start reviewing next year's circulation statistics we should be able to start testing this theory.

*2) **Instruction:** Services or programs to assist students in their coursework and enhance their learning.*

For FY19, the number of library instruction and orientation sessions decreased by 35 (168 sessions in FY18 and 128 in FY19). However, the number of students completing the self-guided library orientation and information literacy modules (My Library Packet) increased by 172% (834 students completed library modules in FY18 and 2,270 completed them in FY19). As more classes are offered online, more faculty are utilizing the online library modules, replacing some of the traditional in-class instruction. In FY19, responding to requests from faculty for more resources for source evaluation, specifically for online news evaluation, *The How to Spot Fake News* module was added to the My Library Packet collection. This has become the library's most popular module, with 781 students completing it in FY19. The *Technology & Art Mobile Scavenger Hunt* was another new module for FY19, created in response to the popularity of Art 101 tours inside the library (192 students completed this module in FY19).

92% of students completing the modules in FY19 indicated that they had learned something about the library/library research and/or felt more comfortable using the library and its services. A poll of 60 of these students who completed at least three of the modules in My Library Packet indicated the following:

1. ***My Library packet helped me learn some important academic skills such as strategies for using the library***: Strongly Agree: 27.42%, Somewhat Agree: 56.45%, Somewhat Agree: 12.90%, Disagree 1.61%, Unsure/"I Don't Know": 1.61%

2. ***After completing My Library Packet I felt more confident and independent using the library***: Strongly Agree: 19.67%, Agree: 49.18%, Somewhat Agree: 27.87%, Disagree: 1.64%, Unsure/"I Don't Know": 1.64%

3. ***After completing My Library Packet, I was able to make use of library resources and services adequately and to my satisfaction***: Strongly Agree: 23.33%, Agree: 56.67%, Somewhat Agree: 16.67%, Disagree: 1.67%, Unsure/"I Don't Know": 1.67%

4. ***Completing My Library Packet helped me be a better researcher***: Strongly Agree: 23.33%, Agree: 41.67%, Somewhat Agree: 28.33%, Disagree: 5%, Unsure/"I Don't Know": 1.67%

There are constant and ongoing efforts to improve the modules as well as add new ones. The modules are so popular with faculty that we are starting to get complaints from students that they are being asked to complete the same module for different classes or that they are being

asked to repeat certain modules semester after semester. Providing additional and updated learning modules on a regular basis has been a challenge for the library, primarily due to the amount of work that these updates and additions required. However, librarians are committed to work with faculty to solve these issues.

Another weakness of the library's instruction service area is the lack of a library classroom or instruction space. Because most faculty agree that it's best to bring their students *into* the library for instruction, library staff is continuously having to kick students out of study spaces in order to teach a class. This is very disruptive to students who are trying to study. As student enrollment declines and there is less of a need for instruction space, the library would like to take steps to reclaim the library classroom on the 1st floor of the library building. Classroom instruction evaluations and responses from the Student Satisfaction Survey indicate that student and faculty find library instruction helpful and valuable. Of those students who indicated that they had attended at least one library instruction session with a librarian, 96% of these students said Yes to the following question: *Did that session help you increase your ability to do research and use library resources?*

3) **Research:** *Services to improve research skills and help researchers succeed.*

According to Paul Kailiponi, Native Hawaiian Assessment Specialist, there were 162 WI classes offered during FY19, with a total of 1,214 students enrolled in those classes. If most WI classes offer at least one research essay or project, then we can estimate that our reference services supported these 1,214 students (and their instructors) in FY19. Additionally, the librarians at the reference desk help students find personal/leisure materials. An estimated 10% of research and reference help goes to faculty and 5% to members of the community. A weakness of our reference service is that we have not been able to formally evaluate or assess this service. The library has joined ACRL's Project Outcome for Academic Libraries, a toolkit that helps with measuring outcomes. Better assessment of reference services is one of the library goals for FY20.

4) **Teaching Support:** *Services to help faculty and instructors develop curriculum and/or course materials that will better support student learning.*

In addition to providing workshops to faculty and online learning modules, another significant support to teaching is the work leading campus-wide OER and Textbook Cost $0 initiatives. One way to assess Textbook Cost $0 work is to look at it from a Return on Investment (ROI) perspective, such as the following example:

For Spring 2019:
52 classes (CRNs) were TXT0

1009 students enrolled in these courses
1009 x $100 (average textbook cost) = $109,000 savings to students

Particularly meaningful is the consistently positive and supportive student and faculty feedback in regards to OER/TXT0 as a source for reducing costs as a barrier to student success.

From faculty member Tom Blamey:

It is hard to recall the countless times " textbook cost" has entered the picture in facilitating courses in my past - I have been lecturing since 2003 (hundreds of classes from many topics at numerous universities). I actually wrote my own text/manual for a course I created in Kinesiology/Martial Arts (it was not OER at the time but nearly "textbook cost 0") so that students did not have to pay $100 for text as I did when I took a similar course at San Diego State University when I was a graduate student.

Soon after arriving at UHMC campus facilitating math courses for STEM department, I found myself pulling out my visa card to pay for some of my disadvantaged students textbooks and realize we have a problem. Some of these students were waiting for financial aid to purchase their textbooks and this ran into the first exam in the course - since the math department used Pearson's online software/text...they were unable to take the exam (let alone prepare for the exam with online/text content). I was at a loss and did not feel a student that made their way to my classroom should be shut out due to this barrier so I simply solved it with my visa. It was clear this was not a long term solution! So I happened to hear about the OER craze and "textbook cost 0" from our librarian Jeff Marzluft, and I was immediately on board. I was actually already considering writing my own when I could conjure up a moment (ok millions of moments). Jeff and the library have been a powerful tool to curbing this obvious challenge many of our students face and I am very thankful for them (fabulous folk they are). As I have deployed (now for the second year) OER materials in my statistics courses, I have seen the appreciation from my students (as I am the only math faculty doing so). Some have said they could not have taken the course if it was not for this offering.

5) ***Events / Programs:*** *Services or programs to inform, enrich, and promote community learning.*

The library's events log indicates there were 43 events in the library for FY19. Events included: FYE/NSO parties, de-stress events (pet therapy dogs & harp music), art exhibitions, book club meetings, technology and financial literacy workshops (and other skills trainings sessions), Native Hawaiian research and resources presentations, escape rooms, game days, Constitution Day, free coffee and food events, and more.

A frequent appreciation from students, as indicated from our [Student Satisfaction Survey](#), is the availability and frequency of library events, particularly the free coffee and food events. One of the goals for next year is to utilize the library's new membership into ACRL's Project Outcome to assess the effectiveness of these events.

6) **Library Technology:** *Services related to access and skills that help library users incorporate technology into their work.*

With the inclusion of the Tech Tutor Peer Mentor Program and the Technology Loan Program, the library technology service area continues to thrive. During FY19, student peer mentors answered 856 technology-related questions (in the categories of *General Computer & Internet Strategies*; *Print, Scan, Copy+*; *Classroom Management Systems (Laulima); and Project Creation*). 672 equipment items were checked out from the circulation desk (ChromeBooks, Surface laptops, two different types of iPads, GoPros, and 3D cameras). This is the third service area to which we plan to apply Project Outcome assessment.

7) **Space:** *Specific spaces that are intended to be used to enhance academic performance and support student learning. Examples include: group study rooms, individual study spaces, or writing or tutoring centers.*

With an average of 550 visits per day, Monday through Thursday (many of these "imprints" are full-time students who utilize the library multiple times during the day), the library is the busiest, non-instructional space on campus (Pa'ina would be the second busiest, reporting 375 visitors, Monday through Thursday). The library has worked to provide students with a wide range of services and resources that they need to get through the day. In addition to three help desks, the library offers visitors, mobile charging stations, a filtered water filling station, a lounge area where students can meet with friends and classmates between classes and in the afternoon, and cozy corners and relaxation areas where students can relax or take a quick nap before their next class.

The library models a learning community and makes learning visible: The main floor of the library features student led displays, art, and learning objects. The library boasts a variety of learning zones, including two large group study rooms and one individual quiet study room (for example, distance ed students who need to be on a Skype call with a remote instructor, or students needing a private place for a phone job interview). Observations, visual cues, and written student suggestions assist staff with assessing user needs. The staff's vision for continuously updating and transforming the physical spaces in the library remains strong. We are always asking: *What do our students need? Who are our partners*? *What makes the most sense*? Currently, there are 17 different seating arrangements and spaces in the library, all of which our students use.

The library building is continuing to prove inadequate and unsafe. This building is now 50-years-old. The renovation in 2007/08 was a stopgap that helped with health and safety issues. The electricity and infrastructure are too old to handle a modern library with a growing computer lab. Significant building problems are:

a. stairs are not up to code. Staff witness students trip and fall both up and down the stairs on a daily basis;

b. Inadequate custodial help. Overflowing trash cans in and outside of the library are an eyesore not to mention an attraction to rodents and bugs. Rats have been eating the ceiling tiles in some of the basement offices.

c. many roof and wall leaks;

d. leaking windows and doors that cannot be properly sealed, closed, or opened; rain and wind-blown sand and dirt seep into the building;

e. 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);

f. the elevator is so old it cannot be properly repaired and frequently breaks down;

g. bathrooms are "crusty and old" (as one student put it).

h. second and third floor bathrooms are not handicapped accessible

i. there is very little room for expansion of resources and services

One of the library goals for FY19 was to open the library longer hours in the evening. The first step in the action plan for this goal was to poll the students to determine interest. Of the 98 students who responded to this poll, 69% percent of the students said they would utilize the library if it stayed open later in the evenings (8% said No and 23% said Maybe/Unsure). Due to budget cuts and two position freezes for the library, providing library services later in the evening is no longer a top priority in our Action Plan for FY20.

3. Program Student Learning Outcomes

All UH libraries are assigned (by the UH System Libraries Administrative Division) the Common Student Learning Outcome: *The student will evaluate information and its sources critically*.

UHMC Information Literacy Assessment: History

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, librarians focused heavily on the UHMC college-wide, core competency assessment of information literacy. All librarians participated in the year-long series of departmental assessment meetings. These meetings convened to discuss student artifacts and evidence, ultimately focusing on identifying educational gaps and best practices.

The assessment process revealed that only 51% of the assessors (faculty, former students, and community members), determined that UHMC students were graduating with the information literacy skills deemed adequate and appropriate for their degree. Consequently, over the seven-year, UHMC CASLO assessment process, it was shown that our students poorest skills were those of information literacy. Because the College has determined that Student Learning Outcome assessment was a campus-wide responsibility, the library has been using the (now very old) CASLO data for the library's assessment of the Common Student Learning Outcome: *The student will evaluate information and its sources critically*. The last time the Campus assessed information literacy was in FY14. Without any other data or evidence to report on, the library continues to use 51% as the Effectiveness Indicator for information literacy in its reports.

As a response to the unhealthy information literacy SLO data, a librarian specializing in instruction and information literacy was hired, foundational skills building modules were created, and ACRL's new Frameworks for Information Literacy was adopted and integrated into library instruction and learning modules. *ACRL's Frameworks for Information Literacy ties to an educational reform movement that uses threshold concepts to address the complex information landscape of the 21st Century*.

The CASLO committee was dissolved at the end of FY19. Without the CASLO committee or a clear campus-wide commitment to SLO assessment process, the library hopes to lead the future assessment of information literacy. This specific goal is a priority for FY20 and had been added to the library action plan for FY20.

4. Action Plan for FY20

	AP 1	AP 2	AP 3
ITEM	Transition civil service position into APT. Settle library staffing issues.	Take a leadership role on campus for the assessment of information literacy SLO	Continue to develop library spaces
STEPS	1. Turn the frozen library faculty position into an APT Band B (a supervisory position with advanced tech skills is needed). 2. Dissolve Library Assistant IV position 3. Transition the remaining two civil service positions to APTs. One Band A and one Band B.	1. Work with the campus assessment team as well as the UH Libraries Information Literacy Committee to determine best practices and methodologies. 2. Shift librarian primary duties and/or provide release time 3. Update the IL assessment process by adopting and integrating ACRL's new Frameworks for Information Literacy.	1. Solve the need for an adequate silent study area. 2. Research options for an instruction area. 3. Keep the library open later in the evening. 4. Continue to support Hawai'i Papa O Ke Ao initiatives as related to signage, displays, and collections.
RESOURCES	Library budget to pay the salary differences. Would need two additional APT position counts.	librarian(s)	• library faculty/staff and student workers • The addition of an APT worker would be needed to keep the library open later in the evenings • Release time for librarian to research and implement

			Hawaiʻi Papa O Ke Ao initiatives
PERSON/ RESPONSIBLE	budget committee, VCAA	Information Literacy/Instruction Librarian	Library Department Chair
TIMELINE			
OUTCOME INDICATOR	Goal: *Provide uninterrupted, consistent quality services and resources to the college's academic community.* *Recruit, develop, retain, and motivate a diverse and well-qualified team that can make a significant contribution to the academic mission of the college.*	Goal: *Promote information literacy throughout the academic community by teaching students and faculty essential skills to find, evaluate, manage, and make intelligent and ethical use of information resources.*	Goal: Physical Environment. *Create a comfortable, safe and user-friendly environment for study, research, and information sharing.*
STATUS	In discussion with admin.	In the early planning stages.	In progress.

5. Resource Implications

See *Resources* in Section 4.

Appendix: Quantitative Indicators

#	Student and Faculty Information	2016-17	2017-18	2018-19
1	Annual Unduplicated Student Headcount	4,020	3,983	3,818
2	Annual FTE Faculty	132	126	123
2a	Annual FTE Staff	141	151	167
3	Annual FTE Student	1,733	1,685	1,540

#	Demand Indicators	2016-17	2017-18	2018-19
4	Number of students attending presentation sessions per student FTE	0.6	2.4	2.5
5	Number of circulations, electronic books used, full-text journal articles downloaded per student and faculty FTE	64	58	52
6	Number of hits on library home page per student/faculty FTE	7	11	13

#	Efficiency Indicators	2016-17	2017-18	2018-19
7	Number of reference questions answered per FTE librarian / staff (item #4 UH Library Council Statistics)	447	947	473
8	Number of book volumes per student FTE	27	24	14.5

9	Total materials expenditures per student FTE	$55	$33	$36
10	Total library expenditures per student and faculty FTE (includes library faculty and staff salaries)	$294	$342	$340

#	Effectiveness Indicators	2016-17	2017-18	2018-19
11	Common Student Learning Outcome: The student will evaluate information and its sources critically	51%	51%	51%
12-1	I usually find enough books to meet my course needs	88%	94%	91%
12-2	I get enough articles from the library databases to meet my class needs	84%	92%	90%
12-3	The library staff guide me to resources I can use	96%	95%	98%
12-4	The library's instruction sessions have increased my ability to do research and use library resources	94%	94%	96%
12-5	The library website is useful	94%	94%	93%
12-6	I feel comfortable being in the library	97%	98%	97%
12-7	The computer resources in the library contribute to my success at the College	96%	97%	98%

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