

Academic Support Services Library Program



1. Program or Unit Description

Program Mission

University of Hawai'i 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, addresses issues, and sets all agendas with the needs of the current and future academic community in mind.

Strategic Divisions Alignment

1) Student Success: Areas of library impact on Student Success are continuously being investigated, with some being studied more extensively than others. Research studies¹ by the American Library Association, Academic & College Research Libraries (ACRL) division indicates 5 positive connections between the library's services and resources and student learning and success:

1. Student retention improves with library instructional services.
2. Library research consultation services boost student learning.
3. Library instruction adds value to a student's long-term academic experience.
4. The library promotes academic rapport and student engagement.
5. Use of library space relates positively to student learning and 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 and spaces that support students in discovering community, meaning, and purpose. The Library aims to support a wide-range of student learning outcomes (SLOs), primarily information literacy, critical thinking, cultural literacy, technology and media literacy (transliteracy), and creativity.

2) Quality of Learning: The UHMC Library works to develop academic support workshops, classroom learning modules, and peer-to-peer relationships for faculty and students to promote excellence in teaching and learning.

¹ http://www.ala.org/acrl/sites/ala.org/acrl/files/content/issues/value/contributions_y2.pdf

3) *Hawai'i Papa O Ke Ao*: The UHMC Library continues to develop its mission and set its priorities with cultural traditions, language, history, and values in mind. When considering allocations of time and resources, the Library prioritizes Native Hawaiian materials and services. To best model an indigenous-serving institution, the library builds, maintains and promotes Native Hawaiian special collections, digital exhibits, repositories, and archival collections.

4) *Community Needs and Workforce Development*: The UHMC Library acknowledges that adaptable, capable, and valuable employees are information literate individuals. Librarians work to teach and foster strong analytical, critical thinking and problem-solving skills to best prepare students to meet current and emerging community and workforce needs and opportunities.

5) *Sustainability*: The UHMC Library acknowledges that there are plenty of opportunities for sustainable practices in libraries. Aside from practices possible within the physical environment of the library building, the Library also looks at sustainability in terms of sustaining materials, information, and knowledge. Additional considerations for sustainability include sustaining adequate staffing and budget.

Program Assessment

The UHMC Library attempts to measure its program impact by looking at **needs assessment** (what does our community need?), **patron satisfaction** (what should we do better?), **outputs** (how much did we do?), and **outcomes** (what good did we do?). The Library acknowledges that measuring impact requires more than gate counts or usage metrics and it strives to prioritize its assessment around outcomes.

The Library defines an outcome as a specific benefit from a library program / service that can be quantitative or qualitative, and is expressed as changes an individual perceives in themselves. It answers the question: *what good did we (the library) do?* Or, in other words: *how have learners been changed as a result of our interactions?*

Library Service Area Outcomes

The UHMC Library's Service Areas correspond to the seven essential library programs and services identified and defined by ACRL. Each year, the library explores the impact of each area and selects a few to more deeply assess.

Service Area Outcomes Inspired by ACRL and Defined by UHMC Library

1) ***Collections:*** *Collection services will support research, classroom instruction, cultural preservation and heritage, and personal growth and well-being. Examples of collections include special collections, digital exhibits, repositories, or archival collections.*

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

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

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

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

6) ***Library Technology:*** *Library technology services will help library users build essential skills to effectively and ethically incorporate technology into their work and life. Examples of library technology include: technology loan programs, maker spaces, or technology-related workshops.*

7) *Space: Library spaces will enhance academic performance and support student learning and success. Examples include library spaces: group study rooms, individual study spaces, or writing or tutoring centers.*

Target Population

The UHMC Library prioritizes its services for all UHMC students, faculty and staff on the three islands of Maui County. However, because the library envisions itself the “community center” for the whole campus and higher education on Maui, the library attempts to serve UH Center and the Maui community at large, wherever possible.

COVID-19 - Pivot to Online

In early March 2020, COVID-19 blindsided our academic community. With little time to plan, we closed our library building to protect the safety of our patrons and employees and moved to online services only. Thankfully, years of distance learning support, curating digital content, providing multiple opportunities for research interaction, and developing robust search interfaces and web presences served us well during this transition.

Returning to the library at the end of FY20, we faced a paradigm shift. Instead of returning to normal, we knew we were returning to a “new normal” -- one where in-person classes and service interactions may be impossible or no longer preferred, where collections in physical format may be a barrier to access, and where collaborative study is shunned in favor of social distancing in buildings that can only safely house a fraction the people they used to.

At the end of FY20, the focus in the library was on ways to leverage the COVID-19 crisis to create new and innovative collections and services to improve our campus community. Attempts have been made in this document to reflect this focus, although most of the assessment measures are from our pre-COVID-19 world.

2. Analysis of the Program/Unit

Program Demand, Efficiency, and Effectiveness Data

Quantitative Indicators

#	Student and Faculty Information	FY18	FY19	FY20
1	Annual Unduplicated Student Headcount	3,983	3,818	3,740
2	Annual FTE Faculty	126	123	119
2a	Annual FTE Staff	151	167	166
3	Annual FTE Student	1,685	1,540	1,497

#	Demand Indicators	FY18	FY19	FY20
4	Number of students attending presentation sessions per student FTE	2.4	2.5	1.1
5	Number of circulations, electronic books used, full-text journal articles downloaded per student and faculty FTE	58	52	46
6	Number of hits on library home page per student/faculty FTE	11	13	15

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#	Efficiency Indicators	FY18	FY19	FY20
7	Number of reference questions answered per FTE librarian / staff (FTE librarians for FY20 = 3)	447	447	490
8	Number of book volumes per student FTE	24	14.5	16
9	Total materials expenditures per student FTE (includes all electronic resources)	\$33	\$36	\$45
10	Total library expenditures per student and faculty FTE (includes library faculty and staff salaries)	\$342	\$340	\$250

#	Effectiveness Indicators	FY18	FY19	FY20
12-1	I usually find enough books to meet my course needs	94%	91%	89%
12-2	I get enough articles from the library databases to meet my class needs	92%	90%	91%
12-3	The library staff guide me to resources I can use	95%	98%	98%
12-4	The library's instruction sessions have increased my ability to do research and use library resources	94%	96%	97%
12-5	The library website is useful	94%	94%	95%
12-6	I feel comfortable being in the library	98%	97%	98%

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12-7	The computer resources in the library contribute to my success at the College	97%	98%	98%
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Discussion

Overview, Strengths & Weaknesses

When analyzing the library program, the most noticeable change for FY20 was in student usage of the library building and its services (*Demand*) and library expenditures (*Efficiencies*).

With the closing of the physical library in March, 2020, as well as the cut of two staff members responsible for events and student engagement (Library Assistant IV and Casual Hire APT), the planning and hosting of events completely stopped. For the purposes of ARPD reporting, events are counted as “sessions” so this change impacted our “sessions” demand.

Another predictable demand change happened when we closed the library and the circulation of print materials ceased. Even though our website hits have steadily increased since March 2020, the circulation of print materials has naturally decreased. If the coronavirus crisis has taught us anything, it's how irrelevant parts of our print collection have become. Overnight, we eliminated access due to concerns of virus spread. Strangely, requests for general collection materials were minimal. Demand for books located in our Hawai'i Collection is the exception and efforts continue to provide enhanced electronic access to the materials in this important collection.

With two retirements (one librarian - position swept, and one civil service that was vacant for much of FY20), the overall, general funds program expenditures that includes salaries was ~ \$180,000 less than the year before. A budget freeze at the beginning of 2020 also contributed to much lower expenditures for FY20. In FY21 we will try to assess any impact (to *Effectiveness* and elsewhere) due to these vacancies and cuts.

The rest of the data show that there has been little change over the past three years. A snapshot of our gate counts and usage statistics indicates that

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a steady number of students and faculty continue to utilize the library and its services.

Despite the decline in student FTE over recent years, the foot traffic in the library and the visits to the library website continue to increase (about 6% increase each year for foot traffic and a 10% increase each year for website visits).

Many innovative changes to the library have contributed to the continuous increase in program demand, efficiency, and effectiveness. Embracing innovation and collaboration have always been key to impact improvement. Library faculty and staff collaborate with other academic and student support service areas, as well as empower student workers to lead innovation efforts in the library. Library staff have become adept at identifying things that aren't working and don't hesitate to make changes or improvements, when needed.

Recent innovations and collaborations that the library continues to nurture, promote, and re-imagine include:

- updated FYE and NSO events and modules
- acquisition of slick productivity tools and technology (grant funded INK printer, KIC scanner, and ThinkHub)
- re-imagined spaces for students (lounge area, "Smart Room", and the new-in-FY20 Pop-Up Box for temporary services and events such as drop-in counseling and escape room games)
- stress-reduction events and services (pet therapy dogs, literature and art exhibitions, live music, and free coffee and food services)
- skills building workshops (financial literacy and career exploration)
- live reference chat and online 24/7 DIY research help
- desirable equipment loans (laptops, iPads, GoPro cameras, 3D glasses)
- creative media computers , and
- a strong peer mentor/tech tutor program

If the library staff had a superpower, it would be perseverance and the ability to *make something out of nothing*. By the end of FY20, the library had permanently lost 2 full-time positions and one part-time position.

Remarkably, the current core of 5 (three librarians and two civil service staff), along with the collaborations and support from outside services and departments, have banded together to form a strong team motivated to

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continue the library's mission. Any additional cuts to library staffing would deeply impact the availability, efficiency, and effectiveness of library services.

3. Program Student Learning Outcomes or Unit/Service Outcomes

Service Area Outcomes & Narratives

1) Collections: Collection services will support research, classroom instruction, cultural preservation and heritage, and personal growth and well-being.

As librarians develop our collections, we try to anticipate the current and future curriculum and research needs and select resources that have immediate and/or long-term research value. Through discussions with faculty, we develop a better understanding of the resources being used in classes. In order to best support UHMC Programs, we have primarily aligned collection development practices to meet these curriculum needs and priorities.

The Hawai'i Collection remains the highest circulating collection and is essential to teaching and learning about Hawaiian culture, language, and history. Many classes, including but not limited to Hawaiian Studies, Hawaiian Language, and English, utilize the Hawai'i Collection for course readings and research. As our college works toward becoming a "Hawaiian place of learning" and faculty are encouraged to continue to find ways to incorporate Hawai'i-specific assignments and curriculum across disciplines, the development of our library's Hawai'i Collection remains vital. Moreover, the transition to online courses has underlined the need for online access to Hawai'i resources.

In FY19, the library faced more cuts to our book and electronic resources budget, however we were proactive and found creative ways to expand our collections as well as access to our collections. We partnered with the Building & Bridging Hawaiian Futures grant and personnel to select and purchase streaming access to Hawai'i independent films and ebooks for the purposes of building the curriculum for Hawaiian Studies and Hawaiian Language.

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We have continued to develop Libguides, or research guides, to gather, organize, and deliver resources that support research and classroom instruction. Because of the transition to online in Spring 2020, librarians focused on increasing visibility of online resources (considering the quarantine in effect at the time) and created and promoted research guides with 24/7 access. When UHMC announced moving its courses online in March, librarians quickly responded to the increased need for learning technology support by creating a Learning Technology Tips & Strategies guide for students and a copyright and fair use guide for faculty, in partnership with UHMC's Instructional Designer. We've also created **17** new course and topic research guides in FY20 to meet student needs. As just one example, in response to multiple student inquiries about hula, a Hula and Mele research guide was compiled.

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

Librarians attempt to work with instructors in their liaison areas to provide library and information literacy instruction in a variety of formats and settings (in-person classroom, on-on-one consultations, or customized teaching modules). Typically, instructors request the help of a librarian to introduce the class to “the resources in the library to help with research.” This crash course can result in students experiencing “information overload” during their first and only library instruction class. Both current research and librarian experience show that this does not result in more student learning, rather it often manifests itself as paralysis and lack of motivation to finish research.

Therefore many of the 100 and 200 level courses the Student Learning Objectives for Library Instruction have been simplified to be sensitive to the student experience as well as achievable:

- Students will have an understanding that the library/librarians are a part of their educational team and there to support and help them in their scholarly pursuits.
- Scholarly information is different from personal information and the process of finding, using and evaluating it differs from what they are used to.
- Academic Research is a process different from traditional online searching.

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This approach simply asks students to acknowledge that the methods, approaches, and expectations of academic research may be different than what they have experienced. This difference is immediately relevant to their current situation because the SLOs reinforce how to be successful in the research portion of their assignment and the need to adopt a new mindset. The comments sections of student evaluation are reviewed as one approach to assessing these outcomes. Additionally, all of the information literacy foundational skills modules were developed with these SLOs in mind (see the Teaching Support service area, below—learning outcomes for each module are based on the above SLOs and can be viewed on the [For Faculty page for the modules](#)).

More advanced courses with more experienced students may have learning outcomes geared towards particular skills (APA style) or tools (Ulukau Database) as these students are more likely to be familiar with the research mindset. As such, they are more likely to be ready to see how the particular tool or skill will fit into the research process for their particular project.

As one of the reactive aspects of the library mission, instruction is constantly being tweaked, assessed, or altered based on faculty needs, student experiences, and the ever changing information landscape. Currently, there is movement to work within degree programs and course maps to build a scaffolding approach to library instruction as well as devising ways to assess instruction across disciplines and program areas. The COVID-19 phenomenon derailed the momentum on this project to a certain degree but work in this area is starting to reignite for future students.

At the end of FY20, all librarians agreed to conform classroom instruction student surveys and collaboratively came up with a new one. This new approach to capturing student feedback asks [five questions](#), vetted by ACRL, to measure confidence, awareness, and intention. These questions would best reflect our instruction SLOs for 100 and 200 level courses and those for the foundational information literacy skills modules.

*3) **Research:** Research services will improve research skills and help researchers succeed.*

As a result of FY19's review, we decided to look more closely at who we were

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helping during reference and research consultation interactions. We looked at how many students were enrolled in WI classes in order to get a better sense of how many students were engaged in research projects. Additionally, we identified a “research season”—a certain time of year when most students were engaged in research. This new view of our researchers allowed us to prioritize these students for a couple of months out of each semester, expanding our live chat hours of availability and further developing our Library DIY and FAQ webpages for 24/7 help.

There were an estimated **163** WI classes offered during FY20, with an estimated total of **1,234** students enrolled in those classes. If most WI classes offer at least one research project, then we can estimate that our reference services supported these **1,214** students (and their instructors) in FY20. In addition to serving students conducting research, librarians provide reference service to those looking for personal, leisure, and community resources. An estimated 10% of on-demand research and reference help goes to faculty, 5% to UH Center students and faculty, and another 5% to members of the community. A weakness of our reference service is that we have not been able to evaluate any real outcomes for this service. There is some satisfaction data found in surveys, but the question, “what good did we do” has yet to be addressed. This is one of the service areas selected for deeper review for FY21.

*4) **Teaching Support:** Teaching support services will help faculty and instructors develop curriculum and/or course materials that will add value to student learning*

Librarians are organized into liaison areas and continuously work with their partner faculty to build collaborative learning objectives and lesson plans. Librarian contract renewal and promotion documents are filled with letters from faculty and program chairs, appreciating the collaborative efforts that lead to improvements in their students’ skills, assignments, and appreciation for learning.

In addition to liaison work, librarians record videos, offer faculty workshops, and build learning modules—many of which are offered as *à la carte* services for any faculty member to select. The most widely-used of these offerings have been the FYE modules: My Library Packet (see data, below).

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As a result of the shift to online-only learning, librarians quickly organized to develop copyright & fair use guides and training materials, updated the For Faculty webpages, and started a Word Press EduBlog for frequent updates to electronic resources and services. Additional attention and time was spent working with faculty to find electronic versions of their classroom materials as well as solutions for the library's popular textbook loaning program, Course Reserves.

With the massive shift to online learning, the UHMC library was perfectly positioned to assist faculty in their online courses. Our librarians' instructional technology game is strong, having extensive familiarity with tutorial and instructional video creation, course management systems, OER, copyright and fair use, and engagement technology integrations. Librarians already provide students with instruction, technologies, and spaces that support digital literacy—using technology to create and communicate. Transitioning into FY21, librarians set goals to build further relationships with campus DL and online education groups to leverage this expertise and ensure that students and faculty have the skills they need to succeed in this new online environment.

FY18	FY19	FY20
834 Submissions	2,270 Submissions	1,704 Submissions

The library's FYE modules assist in information literacy foundations skills building. They continue to be widely used throughout our course offerings, with the biggest demand from FYE and English courses. *My Library Packet* consists of 4 core modules and 4 alternatives, covering the basics of academic research, exploring the physical library, learning to search using the library website, and strategies for identifying and debunking fake news. The library mobile scavenger hunt continues to be the most popular, with **453** submissions in FY20, despite having to take down the module in March, 2020 (it requires access to the physical library). FY20 submission numbers would likely be higher if the mobile scavenger hunt hadn't been out of commission for the last quarter of the year.

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Answering the question: *What did you like best about this scavenger hunt?*

One student summed up the general student experience by answering: "I got to play while learning and have fun with my classmates."

Here are some additional student responses to this question:

Learning all the new technology and learning how to look at art are things that I thought would be hard but actually it's not.

Getting to know stuff about the library.

I liked the ending where we get to pick a chair.

How interactive everything was

That I entirely explored the library

I got to play while learning and have fun with my classmates

We helped each other. I got to talk to people in my class I don't usually talk to. I also got to see artwork that I never really noticed

I get to see everything in the library.

Walking around the library and using new things

I learned a lot about the library and what it offers

We helped each other and learned new things

Exploring the library was pretty fun and meeting the staff

I got to learn more about the library and how to use their resources

I really liked the smart room

forcing us to move made me feel more comfortable

It was kind of motivating.

what i liked best about this game is it was a cool way to show students how everything works.

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How interactive and informational it was.

This was really great— it made me take the time to explore the library with more attention to detail

92% of students completing *My Library Packet* 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 70 students who completed at least two 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 get complaints from some 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. Additionally, faculty asked for more modules that assist with information literacy skills building beyond the foundations. In FY20, a new module was built to help address these needs: *Scholarly Communication in the Information Age*.

One of the library's goals for FY20 was to reach more upper division students, particularly those students studying in STEM and Allied Health. In addition to

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the new information literacy module, efforts were made to promote the newly published APA Manual, 7th Edition, by providing faculty workshops, recorded videos, and updated citation DIY pages.

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

Studies indicate that when students frequently visit the library, their chances for retention and persistence increase (sample study²). This is one reason why academic libraries now employ student success coordinators and event planners. During FY20, when the library had a part-time, casual hire staff member responsible for events and student engagement, the library hosted an estimated 65 events (the library would have undoubtedly hosted many more had it not had to close its doors and cut the staff member in March, 2020). During busy times, the library would host events 4 days a week, with two events often occurring in one day!

For FY20, the library increased the number of events that had been popular in past years: FYE/NSO parties, pet therapy dogs, harp music, art exhibitions, book club meetings, technology and financial literacy workshops (and other skills trainings sessions), cultural issues and current events presentations, escape rooms, game days, Constitution Day, and free coffee and food events (including pancake and cupcake days during finals week). New to FY20, the library turned its former DVD room into the *Pop-Up Box* to accommodate a wide range of spontaneous services such as counseling, financial aid, and transfer fairs. The Pop Up Box events contributed to an almost 50% increase in events between FY19 and FY20.

Another contributor to the increase in the number of events was the [Art in the Everyday - Community Quilt Project](#)—a massive, interactive art installation project. This project involved students, faculty and staff as well as community members. Community members came from all over the island to participate in the project, including middle schools and senior centers. Maui College and Maui community members contributed over **100** pieces to the quilt, addressing and expressing the theme: *art in the everyday*. [Drop-in workshops](#) were offered, where library visitors got to interact with the

² [https://cpr.indiana.edu/uploads/Kuh%20&%20Gonyea%20\(2003\).pdf](https://cpr.indiana.edu/uploads/Kuh%20&%20Gonyea%20(2003).pdf)

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installation artist to contribute to the “quilt” (a roaming project currently installed at The Center For Visual Art for Metropolitan State University in Denver).

If there's one thing that tells the story of the library for FY20 (and part of FY19), it's this video: [A Year in Review 2019](#). This video depicts a bustling and colorful library, filled with lots of smiling students and meaningful (and some quirky) engagements throughout the library.

Whereas there is no formal assessment (yet) on the impact of our library events, some events did include follow-up surveys to gather feedback and needs assessments. Overall, event surveys indicate student appreciation and the desire for more, especially those focused around playing games and free food. Historically, the library building has been quiet in the afternoons. After asking students why they left the library in the afternoons, it was discovered that many went home because they were hungry (the cafeteria was closed or some said they couldn't afford to buy food anyway).

Partnering with student clubs, the library was able to offer *Afternoon Study Hall* where comfort snack food was sponsored by the Veteran's Center, Student Government, and Phi Theta Kappa. As an additional attempt to keep students in the library in the afternoons, the library Smart Room transformed into a game room each afternoon, accommodating those who wished to play on the ThinkHub or play group video games on the big screen.

Favorite student quote from the [Library Satisfaction Survey](#):

“The library is my favorite place on campus, [it] has everything I need. Amazing people, books, computers, scans, printers, movies, best chairs, and tables and sometimes much-needed coffee and snacks, and dogs.”

*6) **Library Technology:** Library technology services will help library users build essential skills to effectively and ethically incorporate technology into their work and life.*

With the Tech Tutor Peer Mentor Program and the Technology Loan Program, the library technology service area continues to thrive. During

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FY20, student peer mentors answered 534 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 area would benefit from deeper outcomes assessment in FY21.

In March 2020, the library technology loan program was looked to as one of the resources for students needing to move quickly into online-only learning. Library staff pivoted to prioritize this service to students by building out and beefing up its Equipment Loan Catalog. Additional laptops were added to the catalog, as well as numerous peripherals such as webcams and microphones. New cleaning and guaranteeing routines and protocols were researched and adopted.

The library had to rethink its website now that it represented the primary path of interaction for patrons. Minor edits were made to the website to include better and more intuitive access to information, resources, and services. Following usability principles, the library website needs to evolve to be more user friendly, responsive and customizable. This is a goal for FY21.

7) ***Space:** Teaching support services will help faculty and instructors develop curriculum and/or course materials that will add value to student learning.*

It is hard to imagine a college without a library building. A required stop on campus tours, the library is the physical manifestation of the core values and activities of academic life—multiple service desks for student success. Hawaiian signage, artwork exhibitions and the painting of a community mural by UHMC students in the Kekaulike Internship Program reflect the ongoing commitment to Hawai'i Papa O Ke Ao. 21st Century technology and spaces for teaching and learning... Etc. The library takes great pride in the hard work and persistence transitioning a crusty, old library filled with books into a modern-day library filled with people. To explain the value of the library building in one sentence, a student once said it best: "I love the library. It's the place on campus that feels like college."

The library models a learning community and makes learning visible: The main floor of the library features prominent student art exhibitions, displays,

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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 spaces 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 (when the library was open pre-pandemic).

FY20 gate count data shows our busiest days topping **600** visitors entering the building. With a new security gate system (with a sophisticated ingress and egress counters), detailed data can now be explored. After gate counts revealed that on average 200 people were entering from the basement stairs each day, more effort was put into signage and welcome displays at the top of those stairs. Thought and brainstorming then went to "*what can we put in on the 1st floor for students?*"

Visual cues indicate that the majority of library visitors utilizing the main floor of the library were 1st year, full-time students (most likely a result from the robust NSO orientations where the library hosted over 400 new students during each event). These full-time students were utilizing the main floor of the library in between classes, where they would go in and out, all day long, filling their water bottles, charging their phones, meeting their friends, and asking for help. This type of behavior accounts for the high gate counts (the UHMC library boasts one of the highest gate counts of all UHCC system libraries, regardless of FTE).

Additional students could be found working in groups in the study rooms or studying alone in the upstairs designated quiet areas. As the only student-dedicated study rooms on campus, these spaces have always been popular with our students. Satisfaction surveys indicate that students appreciate access to these rooms and cite their usage as making a difference in their grades. For FY20, the library had **570** bookings confirmed for the rooms. The study rooms were so popular, there was frequently a waiting list. Due to

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demand, special accommodations were occasionally made for the Pop Up Box to serve as a fourth student study room.

Closing off spaces and shutting down many physical services was necessary, beginning in March 2020. One of the biggest pivots the library had to make was recalibrating service desks and spaces so that they didn't become hot zones of traffic and disease spread. Focus shifted to new ways to continue to provide the high-quality customer service our patrons expect. New service models and virtual alternatives are now necessary for this library that prides itself on quality, in-person customer experiences.

Whereas the spaces in the building are the library's pride and joy, the building is also one of our biggest challenges. Beyond health and safety concerns due to the COVID-19 pandemic, the library building is inadequate and unsafe in other ways. This building is now 50-years-old. 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. many 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. 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. the elevator is so old it cannot be properly repaired and frequently breaks down;
- f. bathrooms are "crusty and old" (as one student put it).
- g. second and third floor bathrooms are not handicapped accessible
- h. there is very little room for expansion of resources and services
- i. access to the building is not ADA approved. One lawsuit has already occurred in the past few years

4. Action Plan for FY21

	AP 1	AP 2	AP 3
ITEM	Transition civil service position into APT. Settle library staffing issues - work to regain the part-time casual hire student engagement/events position.	Take a leadership role on campus for the assessment of information literacy SLO	Continue to align with campus strategic directions with an emphasis on Hawai'i Papa O Ke Ao
STEPS	<ol style="list-style-type: none"> 1. Continue to petition for APT positions over civil service. Dissolve civil service positions if "transitions" are not possible. 2. Look for funding alternatives for casual hire help. 3. Consider alternatives for additional help in the library such as shared human resources with other academic or student support units. 	<ol style="list-style-type: none"> 1. Work with the campus assessment team as well as the UH Libraries Information Literacy Committee to determine best practices and methodologies. 2. Update the IL assessment process by further adopting and integrating ACRL's new Frameworks for Information Literacy. 	<ol style="list-style-type: none"> 1. Identify stakeholders and resources 2. Continue the work to actualize the recommendations outlined in the document: <i>E Na'auao Pū, E Noi'i Pū, E Noelo Pū: Research Support for Hawaiian Studies</i> 3. Prioritize budget expenditures on Hawaii/Pacific resources for students and faculty.
RESOURCES	Campus-wide APT position support	CASLO team Administrators	Librarians/staff

	Grants, Volunteers Shared human resources	librarians	Partnership with other programs Grants, Volunteers
PERSON/ RESPONSIBLE	budget committee, VCAA	Information Literacy/Instruction Librarian	Library Department Chair with the assistance of the other librarians
TIMELINE			
OUTCOME INDICATOR	Goal: <i>Provide uninterrupted, consistent quality services and resources to the college's academic community.</i> <i>Recruit, develop, retain, and motivate a diverse and well-qualified team that can make a significant contribution to the academic mission of the college.</i>	Goal: <i>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.</i>	Goal: Physical Environment. Goal: <i>Support the higher education needs of our indigenous people.</i>
STATUS	All campus staff requests are currently tabled.	Work has begun aligning program-based outcomes to the library's formal instructional program.	In progress.

5. Resource Implications

X I am NOT requesting additional resources for my program/unit.

FY20 UHMC ARPD

Program: Library