

ANNUAL

REPORT OF PROGRAM DATA

2022

UNIVERSITY *of* HAWAI'I

MAUI

COMMUNITY COLLEGE



Library

1. Program or Unit Description

University of Hawai‘i Maui College Library’s mission is to provide resources and services to stimulate intellectual curiosity and to facilitate learning, research, and information literacy within the academic community. With the College’s Strategic Directions 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.

What is the target student or service population?

The Library prioritizes services for all UHMC students, faculty and staff, whether based at the Kahului campus, or Outreach Centers in Hāna, Lāna‘i, or Molokai. In addition, the library attempts to serve all UH students studying on Maui and the Maui Nui community at large, wherever possible.

2. Analysis of the Program/Unit

Quantitative Indicators

Over the past few years, quantitative indicators were already experiencing a declining trend but we experienced even more drastic declines this year. Declines are attributed primarily to the enrollment decline and short staffing; the pandemic also contributed to ongoing declines in demand and efficiency (i.e. decrease in expenditures due to budget restrictions). Furthermore, with the change in leadership, library data gathering methods and reporting for this year has changed from previous years, and is a contributing factor to the differences year over year as well.

Demand

The Library maintained an active presence teaching information literacy skills through on-demand video tutorials, online research guides, and self-directed information literacy online learning modules that were accessible asynchronously 24/7 and tailored to serve multiple programs/departments and course levels. In lieu of instruction sessions, faculty helped promote these on-demand learning tools in courses (e.g. syllabi and Lailima course pages) and encouraged students to contact the librarian for one-on-one help as needed. Library resources and services were also strategically promoted in the Student Newsletter; a week-by-week schedule of topics was developed with Kāko‘o and Counseling to better align with students' point-of-need throughout the semester. Available analytics shows a correlation between newsletters and increased usage of promoted resources (e.g. research guides). That the number of hits on the library homepage per student/faculty FYE remained consistent with last year is a testament to these efforts to both increase point-of-need digital communications and strengthen partnerships with faculty to connect students to needed resources.

The decrease in circulation and reference, shown by the Demand Indicators below, are largely attributed to the decrease in library instruction, which has served as a critical service in support of building students' information literacy skills as well as connecting them to librarians and other resources and services (e.g. circulation, equipment, tutoring, etc.). With the resignation of librarians leaving only two librarians in fall and just one librarian in spring, reference services were limited and the library instruction program was forced to a halt entirely. Still, while the key demand indicator of students attending presentation sessions has dropped significantly, it is a testament to our remaining staff that we were able to maintain nearly half of the presentation sessions per FTE from the previous year with only a 1/3 of faculty librarians from FY2021.

#	Demand Indicators	FY20	FY21	FY22	YOY (%)
4	Number of students attending presentation sessions per student FTE	1.1	.44	.16	-64
5	Number of circulations, electronic books used, full-text journal articles downloaded per student and faculty FTE	46	40	35	-13
6	Number of hits on library home page per student/faculty FTE	15	17	17	0

Efficiency

Beyond enrollment decreases and staffing shortages, a contributing factor to the 13% decline in the number of reference questions answered per FTE librarian was the change in how we approached reference this year. Because we only had 1 librarian in Spring and Summer, we trained Kāko‘o student assistants and library staff to serve as a 'frontline' for students' questions and reworked the reference workflow so that they would elevate research questions to librarians when needed. This reduced the number of questions that the librarian answered by approximately 50%; mainly directional questions and inquiries about library hours, availability of the Technology Loan Program, and item status and due dates. The result is an increase in efficiency that looks promising. However, a closer evaluation is needed; initial review of transcripts from chat and email reference interactions revealed some issues (e.g. questions requiring a reference interview that should have been referred to a librarian but had not been) that are cause for a further analysis of the workflows and training required for it to be successful.

Library data gathering methods have changed from previous years and is believed to be the primary factor for year over year differences in Efficiency Indicators #s 8-10. Changes in staff responsibility areas and training in fiscal systems and processes over the past year will lead to better data and expenditure tracking for the annual review in FY2023 and greater efficiency long-term. The assessment and report writing for this annual report lead to further improvements in internal expenditures tracking and a new level of understanding of Kualii object codes that will make data gathering simpler next year.

While new books were added in FY2022, the year over year increase in number of book volumes per student FTE is largely attributed to the decrease in enrollment. As in FY2021, Covid-related grant funds were relied upon in FY2022 to purchase electronic books, streaming media, and databases to support online curriculum and remote learning during the pandemic. For example, to provide support for the Nursing Program (particularly needed behind the resignation of the librarian responsible for instruction/support for this program), the Information Literacy - Health Sciences database was purchased; this would not have been possible without the infusion of Covid-related funding.

#	Efficiency Indicators	FY20	FY21	FY22	YOY (%)
7	Number of reference questions answered per FTE librarian	490	563	489	-13
8	Number of book volumes per student FTE (not including ebooks)	16	16	19	+19
9	Total materials expenditures per student FTE (includes all electronic resources)	\$45	\$46	\$75	+63

Amid continued decreases in total library expenditures, the increase in total material expenditures and library expenditures per FTE, respectively, is attributed to this additional funding and declining student FTE. Another contributing factor has been the focus on acquiring resources to support distance learning curriculum whereas in past years, these funds were allocated for in-person services, including events/outreach, student assistants, and supplies and maintenance of spaces.

Significant Program Actions

In spite of continued and increasing staff shortages in the library throughout this year, the adaptability, creativity, and dedication exhibited by library staff enabled us to continue to provide library services and ensure access to library resources remained uninterrupted. Over the past year, we have focused on integration of academic support services (informed by the *new normal* visioning outlined in the FY2021 annual report), management and planning for library spaces, improvement of access to library resources, and library technology (which will be discussed later, under *Assessment* in section 3).

Kāko‘o [Student Success & Quality of Learning]

A primary focus this year was the restructuring of academic support to help improve access to services, under the umbrella of Kāko‘o Student Support. Through strategic collaboration with IT and the TLC, we began integrating operations as part of the development of Kāko‘o as a one-stop model. Kāko‘o was created in summer 2021 in Library 101, and later relocated to the library second floor in spring 2022. Among our accomplishments this year, we:

- Began using the library SpringShare platform (i.e. LibAnswers, LibChat, LibWizard, etc.) across library, TLC, and Kāko‘o services - making adjustments to the system set-up in order to fit the unique needs of these additional services; training staff; creating new help workflows; and, incorporating these new methods of contact into websites and student communications to promote remote help options
- Revisited data gathering and assessment techniques across departments to identify shared data points and start to paint a more cohesive and complete picture of academic support
- Trained Kāko‘o student assistants, and TLC and Ho‘okahua Lab staff, on daily library operations both in-person and online
- Combined service desks so students can receive library and tutoring help at one academic support location; this had the added benefit of sharing human resources with the TLC to ease the work of library staff who would have otherwise been left to cover 2-3 positions
- Improved digital communication - added library and academic support services to a) the syllabus template header that all faculty are encouraged to use, b) a hyperlinked infographic of Kāko‘o services for Laulima course sites, and c) the student newsletter, produced bi-weekly by Counseling.

Access to Hawai‘i Resources [Hawai‘i Papa O Ke Ao]

To best model an indigenous-serving institution, the library builds, maintains and promotes Native Hawaiian special collections, exhibits, repositories, and archival collections. Librarians have prioritized work on the library 'decolonization' recommendations put forth by [E Na‘auao Pū](#), [E](#)

Noi'i Pū, E Noelo Pū: Research Support for Hawaiian Studies. Recommendation #10 in this report brings attention to the need to "Improve cataloging and metadata to facilitate more precise searches and discovery of Hawaiian materials." In response, our library has taken the lead in creation of 'Ōlelo Hawai'i controlled vocabularies that will better represent Hawaiian worldviews and improve access. In partnership with Leeward Community College Library, Hamilton Library at UH Mānoa, and Kamakākūokalani Center for Hawaiian Studies at UH Mānoa, we secured federal funds to support this work - having been awarded a National Leadership Grant from the Institute of Museum and Library Services for 2 years (August 2021 - July 2023). So far, we have:

- Planned and hosted *Ho'okele Na'auao: A Hawaiian Librarianship Symposium* focused on Indigenous Knowledge Organization, with the theme, "'Āina Sources and Systems," centering relationships to 'āina; the online event took place June 15, 2022 and featured speakers from Hawai'i, Aotearoa, and Canada
- Developed a framework for a Hawaiian knowledge organization system and authority templates that are better aligned with Hawaiian perspectives (allowing for greater cultural contexts in metadata)
- Convened community consultations to ensure the process and outcomes are appropriate to the needs of stakeholder communities; these consultations are tailored to knowledge organization but the community agreements and workflows created for working with communities will inform UHMC Library collaborations with community more broadly as we move forward with decolonizing efforts

Visit the Ka Wai Hāpai project website for more information: <https://www.hawaii.edu/kawaihapai/>.

Environmental Management & Planning [Spaces / Facilities]

We saw a drastic and visible increase in mold growth throughout the library building, due in part to the decrease in foot traffic during the pandemic. Working closely with O&M, we were able to contract a vendor to clean the mold on all three floors and set up a cleaning schedule. We are continuing to communicate and work with O&M on mold prevention and response, as well as general management of the building to address related issues such as leaks and windows and doors that do not seal. Our next step is to procure an environmental monitoring system to gather data on library building conditions (i.e. temperature and humidity) which can inform building management (e.g. air conditioning schedules) and planning.

Personnel

We continue to struggle with understaffing. For the past year, we have tried to identify alternatives for additional help in the library, such as shared human resources with the TLC and other student support units. Working together with the TLC, we combined service desks under Kāko'o and now share a single access point for academic support services, which improved efficiency. The Testing Coordinator also began assisting with procurement for the library as part of an effort to both share

human resources and streamline supplies purchases for academic support. Still, even after pursuing these alternatives, it is clear that a dedicated library APT position is needed; this need is becoming even more pronounced as demand for in-person services begin to return and online/remote services are here to stay post-covid.

Civil Service & APT - A Library APT position that had been vacated in FY2020 was advertised in FY2022 and will be hired in AY2023. A second APT position was requested last year and is being requested again this year. The request for APT positions is part of an ongoing effort to transition existing library civil service positions to APT positions which are more aligned with the skills, expertise, and duties required of these roles, as discussed in previous program reviews as well as the [AY2021 Academic Support Services Executive Summary](#).

Faculty Librarians - After nearly a year with only 1 librarian, we advertised one of the two vacant librarian positions and will hire by Fall 2023. This librarian will be primarily responsible for library instruction in support of all programs. For the second vacant librarian position, we requested a permanent Faculty-Head Librarian. This requires a reorganization of our Library as the Head Librarian role, as reflected by the current org chart, has been filled on a rotational basis. The functions and expertise of Librarians are specialized (e.g. cataloging, electronic resource management, subject specialties, etc.), so rotating into and/or substituting into the Head Librarian position has been ineffective. As such, we worked with UHMC administration to request a dedicated Head Librarian who can provide longer term, vision and strategic leadership for the Library and administer all aspects of Library resources, services, and operations. Likewise, the remaining librarian positions can focus on fulfilling their unique specializations for more effective and efficient services.

3. Program Student Learning Outcomes or Unit/Service Outcomes

Service Area Outcomes Inspired by ACRL and Defined by UHMC Library

The UHMC Library's Service Areas correspond to the seven essential library programs and services identified and defined by the Association of College and Research Libraries (ACRL):

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: 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. **Spaces:** 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.

Assessment

The Service Outcome assessed in the year of this Annual Review is: **Library Technology**.

In 2021, the library began using services-specific satisfaction surveys, as recommended by the Association of College and Research Libraries (ACRL). This year, we focused on assessment of Library Technology and the post-pandemic computing needs of our students within an equity lens.

Assessment Results

The Technology Loan Program continues to be an essential resource for students. The program serves all UHMC students, including students in Hāna, Molokai and Lānaʻi through collaboration with Outreach Centers. The program offers laptops, iPads, mobile WiFi hotspots, graphic tablets, and peripherals such as webcams, microphones, adapters, and laptop cooling stations, all of which can be browsed and reserved online via the [equipment catalog](#).

Using a combination of circulation statistics, an online survey of students, and an inventory assessment, we measured the effectiveness of the Technology Loan Program.

Circulation - Despite the gradual easing of COVID restrictions, the demand for loanable technology continues to increase. A total of 920 equipment items were borrowed in FY22 compared to 906 items in FY21. Laptops and mobile WiFi hotspots consistently have the highest circulation each

semester. In FY 22, 368 mobile wifi hotspots, 366 laptops, and 32 iPads were checked out. Due to a limited supply of devices, we were not able to meet student demand; many students were waitlisted for devices in both Fall 2021 and Spring 2022 semesters.

Student Survey - Student feedback gathered in an online survey to students who have used the technology loan program shows: 88% were able to use the equipment for a class, assignment or project; 88% were able to do work more effectively; and, 93% of students learned more about the library or used other library resources or services, after using the equipment loan program.

Library Equipment Loan Survey	FY21	FY22	YOY
<i>As a result of using borrowed library equipment...</i>			
I was able to use the equipment for a class, assignment or project.	94%	88%	-6%
I was able to do my work more effectively.	94%	88%	-6%
I learned more about the library or used other library resources or services.	90%	93%	+3%

Notes: 1) 52 respondents in FY22 compared to 49 in FY21. 2) Percentage reported includes students who responded Strongly Agree, Agree, or Neutral. Interestingly, many of the students who answered the above questions with 'Strongly Disagree' added comments that suggest otherwise (e.g. "Having the computer because I don't have one" and "It provided me the tool I needed to be successful in my classes.") - the survey instrument may need to be revised for clarity.

In the open-ended questions, students commented in support of continuing the program and cited significant cost savings, convenience, and reliability as just some of the benefits of being able to borrow a laptop and/or WiFi hotspot for free:

- "I did not have an internet connection at home in a rural area of the islands and would not have been able to do my classwork without the Mifi box [WiFi hotspot] that the library provided. It would not have been possible to complete the class or learning otherwise."
- "I could actually do my work at home and take care of my daughter as well."
- "I live upcountry and it's hard for me sometimes to be able to do everything or buy all the things I need to get through a semester... especially the WiFi bloc is really helpful, my provider is no good but T-Mobile gets service so I can study at home and not have to drive to town every time."
- "Without it, I would not pass this semester"

- "I hope this kind of help will continue because it is really a big help to us who cannot afford to buy things to use for online class. It will also save us money to pay for our tuition fee and other expenses for school. You never know how big the impact to us students is for this kind of help you are giving. Keep doing it. Thank you."
- "Internet access is prohibitively expensive through my cell phone provider. I don't have access to Spectrum or Hawaiian Tel internet service where I live."
- "My wifi is really bad so it was super helpful having a hotspot so I wouldn't get kicked out of zoom class so often. Also my computer does not have Word which I needed to use for 4/5 of my classes, so borrowing a school computer was very helpful."

[Click here](#) for FY22 survey results with student comments.

Inventory assessment - With the support of Covid-related funds, we have been able to increase the equipment inventory over the past 2 years. However, an inventory assessment revealed that about 1/3 of computers/tablets are either in need of repair or outdated (already no longer compatible with software updates thereby limiting capabilities). Experts recommend replacing computers every 3-5 years - which means about 1/2 of our devices should be replaced within the next year (whether purchased all at once or in smaller batches over this period).

Changes that have been made as a result of the assessment results

With a growing awareness of the need for equitable access and the importance of digital literacy, the Technology Loan Program remains a critical service to ensuring students have access to the tools they need to access course and other learning resources, to do their assignments, and to help build essential skills to effectively and ethically incorporate technology into their work and life. Over the past year, we worked much more closely in partnership with the Academic Support Services team to continue to find ways to sustain and grow the Technology Loan Program, and to strategically maintain this service as part of our 'new normal'. Together we:

- Revised policy and processes to enable semester-long borrowing of devices (previously limited to 2 weeks or up to 1 month)
- Developed more efficient workflows for laptop resets and management of hotspot data
- Promoted services in student newsletters to connect students with the Technology Loan Program at the start of each semester
- Requested campus funding to increase inventory of Technology Loan Program
- Began exploring possible implementation of Virtual Desktop Infrastructure (VDI) for library computer lab and Technology Loan Program

4. Action Plan

Personnel

- Hire for second Librarian position (Fall)
- Hire approved Library APT position (Fall)
- Work with administration to transition library civil service position to an APT (Spring)
- Hire Head Librarian position - pending System approval for library reorganization (Spring)

Instruction

- Begin to rebuild the library instruction program to support in-person, distance learning, and hybrid courses/students
 - Examine alternatives for assessment that better reflect the methods and media used to provide instruction; the current demand indicators are weighted towards in-person synchronous instruction and do not capture student completion of online information literacy modules or views of instructional videos, for example (Spring)
- Request campus funding to support the increased costs of existing online databases, maintain databases purchased with Covid-related funds, and purchase new/additional resources to support distance learning, growing programs, and demand (Fall)

Spaces

- Continue to work with O&M to address mold and monitor environmental conditions in the library building
 - Purchase environmental monitoring system to better inform building management and energy planning (Fall)
- Continue to work with Kāko‘o and TLC to create a welcoming space that supports student learning and success.
 - Re-evaluate space usage - availability of study rooms and study spaces - to accommodate services and student needs (Spring)

Technology

- Work with Academic Support Services to establish shared goals and outcomes for the Technology Loan Program and on-campus computer labs
 - Work with IT to devise a Replacement Schedule for the various devices in the Technology Loan Program (Fall)
 - Replace outdated student equipment (i.e. iPads) (Spring)
 - Pilot VDI in library computer lab (Fall)
 - Improve communication and workflows for getting Technology Loan Program devices to students who need them (Ongoing)

5. Resource Implications

1. Transition Civil Service position to APT - requires additional funds to cover the difference in salary
2. Funding for library materials, including additional databases, to meet curriculum needs and to support the inflation increase of current databases (3-5% average increase each year)
3. Funds for replacement/upgrades for laptops, tablets, WiFi hotspots, etc. in the Technology Loan Program - there is an opportunity for this to come from Tech Fee; this will be an ongoing expense in accordance with the Replacement Schedule to be established with IT
4. Funds for furniture - replace stained/damaged chairs, couches, etc. and update study spaces to support group study (study rooms remain in high demand) as well as the unique, post-pandemic needs of students in hybrid and distance learning courses

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