



MCC Library

# Program Review 2009

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<http://www.maui.hawaii.edu/library/programreview2009.pdf>

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# Introduction

This Maui Community College Library program review was prepared by Lisa Sepa, head librarian. This document follows the procedures and outline presented in the **University of Hawai'i Community Colleges Academic Support Services Program Review Procedures and Measures** (August 11, 2009).

## Credentials offered

AA	AS	ATS	CA	CC	COM	ACS	BAS
✓	✓	✓	✓	✓	✓	✓	✓

## Mission

### Program mission

*Maui Community College Library strives to provide resources and services to stimulate intellectual curiosity and to facilitate learning and research within the academic community.*

### College mission

*Maui Community College is a learning-centered institution that provides affordable, high quality credit and non-credit educational opportunities to a diverse community of lifelong learners.*

## Overall Program Health

Healthy	Cautionary	Unhealthy
	✓	

The program health assessment of cautionary is based on continued significant weaknesses in the program carried from year to year. These weaknesses (i.e., unfilled positions, tenuous status of positions, stagnate budget, and aging collection) affect the program's ability to fulfill its mission.

## Part 1. Quantitate Indicators

### Demand

	2006	2007	2008
Student FTE	1,612	1,651	1,892**
Faculty FTE (not inc. lecturers)	82 [96.5]*	82 [110.5]*	126.5‡

\*This is the number reported in previous program reviews. It is inconsistent with MAPS Series: Faculty/Staff data. This data was retained as reported since it was accepted at the time as correct. The correct data (per MAPS Series: Faculty/Staff) appears in brackets. All data in the table below uses the *correct* data.

\*\* per Jeannie Pezzoli, MCC institutional researcher

‡ MAPS Series: Faculty/Staff FY 2008-09

### Efficiency\*

	2006	2007	2008‡
STUDENT & FACULTY FTE / LIBRARIAN	(4) 424	(4) 440	(4) 505
STUDENT & FACULTY FTE / LIBRARY SUPPORT STAFF†	(4.5) 339	(4) 440	(3) 673
HOURS OF SERVICE / WEEK	64	64	40
NUMBER OF PRESENTATION SESSIONS	133	138	135
NUMBER OF STUDENTS ATTENDING PRESENTATION SESSIONS / STUDENT FTE†	(1766) 0.96	(1794) 0.98	(1755) 1.1
NUMBER OF REFERENCE AND INFORMATIONAL QUESTIONS / STUDENT FTE†	(1550) 2	(1692) 2	(120) >1
SEMESTER (FALL) GATE COUNT / STUDENT & FACULTY FTE	(16729) 10	(24112) 14	n/a
TOTAL MATERIALS EXPENDITURES / STUDENT & FACULTY FTE	(\$119,734) \$70	(\$119,857) \$68	(\$117,996) \$58
NET VOLUMES ADDED / STUDENT & FACULTY FTE†	(2,709) 1.2	(2,781) 1.2	(281) 0.14
LIBRARY BUDGET ALLOCATED BY COLLEGE	\$400,000	\$430,066	\$466,312
LIBRARY BUDGET ALLOCATED BY COLLEGE / COLLEGE BUDGET†	0.03%	0.02%	0.02%
CIRCULATION / STUDENT & FACULTY FTE†	(11512) 7	(15762) 9	(667) .3
NUMBER INTRA-SYSTEM LOANS	1058	1078	46
NUMBER ONLINE BOOKS & ARTICLES RETRIEVED PER STUDENT AND FACULTY FTE	(29,620) 17	(24,080) 13	(18,291) 9

\*In previous program reviews data and/or ratios are missing or incorrect. This table presents the corrected data and ratios.

‡ The library was closed summer and fall 2008. Statistics reflect this, those that are invalid are excluded.

† Numbers are rounded to the closest whole number, with exceptions.

**Age Measurements (Mean, Median, and Mode) of Book Collection with Call Numbers H, Q, R, and T**

YEAR	CALL NO.	MEAN	MEDIAN	MODE
2007	H	1984	1980	1988
2008	H	1985	1965	1988
2007	Q	1984	2005	2002
2008	Q	1981	1964	1988
2007	R	1993	1990	1998
2008	R	1993	1989	2003
2007	T	1987	1984	1999
2008	T	1988	1995	1999

2007 numbers are from the 2007 MCC Library Program Review. 2006 numbers are not available.

**Outcomes****Student Learning Outcome**

*The student will evaluate information and its sources critically.*

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

**Satisfaction measures**

- Conversations with faculty - Did the library instruction help increase student success? Did the library instruction help the instructor achieve his goal?
- Conversations with students - Were students helped by the instruction? Are they more familiar with the library's resources? Will the information be useful for their projects?

Faculty reported that students benefited from library instruction. Faculty continue to request library instruction classes because they see a student success factor in library instruction.

User feedback tools include Get Satisfaction (online), SurveyMonkey (online), comment book, and two suggestion boxes. The library staff looks at and evaluates these surveys and comments. They are indicators of what students are thinking and feeling about the library. Every effort is made to address requests or complaints.

All suggestions are considered, most are acted upon. Recent comments from the suggestion box and online are:

- "Excellent library. I love it."
- "I love the library!"
- "Please open later."

- “Newer books”

Other comments are about noise, temperature, and requests for purchases.

## Part II. Analysis of the Program

### Strengths and weaknesses

#### Strengths

- The library has significantly increased the number of student-use computers (from 11 to 18).
- The library has increased services to students and faculty, e.g., Word on public computers, HD televisions, Blu-ray DVD players, two Kindles for faculty use, two new study areas, three new informal gathering areas, new databases.
- Comments from students are generally positive. All concerns are addressed and student suggestions are implemented if appropriate and feasible.
- The library has a small but thriving information literacy program.
- The library website and up-to-date resource. Students can text, instant message, email, or chat online with a reference librarian whenever the library is open. All online library resources are available via the website.

#### Weaknesses

- The print collection needs to be updated (based on the mean, median, and mode statistics). One ongoing complaint from students is the age of the collection.
- The library instruction program (which impacts students success, retention, and persistence) requires an information literacy librarian who could devote his full time to developing the program, providing classroom instruction, and faculty/student workshops. This would also include building assessment tools to evaluate students prior to information literacy instruction and after instruction.
- The library is short two support staff positions. Services to students have been curtailed because of this shortage. and new services are not being offered.
- Improvement and expansion of services to students and faculty requires the approval by the chancellor and hiring of the Access Services Supervisor (APT).
- The library budget is stagnate and does not reflect increases in the costs of resources. The allocation to the library from the general college budget has decreased (from .03% in 2006 to .02% in 2008).
- One Library Assistant IV position is temporary. This position is in constant danger of being cut. This would leave the library with one access services clerk. These positions are imperative to keeping the library open.
- The library needs better mechanisms for student feedback on library services and instruction.
- Library instruction needs better assessment tools.
- Students would like longer hours and more services than the library can provide with its current budget and staffing.

## Significant program actions

- The head librarian resigned from the head librarian position and was replaced in spring 2009. The library staff pressed to have the reorganization of the campus include reorganization of the library. The library now follows the normal department chair scenario that other faculty departments follow. The library will hold an election for a new head librarian every three years, the same as other faculty departments.
- Library Tech V position was abolished to free the position for new the Access Services Supervisor APT position. The APT position has not been advertised because it was not approved by the chancellor. Currently, we could not fill the position, even if it was approved, since there is a hiring freeze. The position is still unfilled. The library access services staff is down to two people. There were 4.5 FTE two years ago.
- The library cut its hours from 64 hours per week to 52 hours per week.
- The library moved back into the building after its renovation.
- The library classroom is being used by other program classes (English and Japanese) and for campus meetings and events. The library worked with the Media Center to have it configured with presentation hardware. The classroom is completely booked.
- The library created three new student group study areas. Each area has (or will have) a HD television, a Blu-ray DVD player, a computer hookup for a laptop computer, and access to MCC television channel. The money for the hardware was solicited and donated.
- Three new informal group gathering areas were created. The money for the new furniture was donated.
- The HVAC plant was replaced. The building is now kept at a comfortable temperature and healthy humidity. Previously the library was kept at an uncomfortably cold temperature to ameliorate a persistent mold problem. The uncomfortably cold temperature of the library was one of the students' major and recurring complaints.
- The old carpeting in the library was removed. The floors were painted. This solved another of the library's persistent problems that had led to many complaints. The carpeting was dirty, moldy, and smelly. Some students could not use the library because the moldy carpeting made them sick. The building also smelled terrible. The painted concrete floors are easy to keep clean and there is no longer a mold problem coming from the floor. The library no longer smells. The new paint is a bright blue, which makes the building cheerful and bright. Students, who have commented, love the blue floors.
- The library purchased and installed eight new student computers. The library purchases and supports its computers and technology infrastructure without outside assistance (i.e., Computing Services).

## Result of Prior year's Action Plans

- Positions
  - Access services APT (1.0 FTE) position is still unfilled.
  - Temporary Library Assistant IV (.5 FTE) position was abolished.
  - Library Assistant IV (1.0 FTE) position (filled) is still temporary.
  - New faculty position (information literacy librarian) has not been created.
- Renovation
  - Library was renovated.
  - Books have been returned to shelves

- Collection development
  - Database user statistics have been evaluated. One database was discontinued.

### Part III. Action Plan

AP 1 - Goal	Item	Steps	Resources	Person/s responsible	Timeline	Outcome indicator	Status
Support SLOs by improving services	fill library's APT position	get approval from Chancellor	funding for position	chancellor	fall 2010	increase in the number of full-time support staff	in process

AP 2 - Goal	Item	Steps	Resources	Person/s responsible	Timeline	Outcome indicator	Status
Support SLOs by improving services	create computer support APT	create position, get approval	funding for position	library faculty and college administration	2012	increase number of computers and technology services in the library	on hold

AP 3 - Goal	Item	Steps	Resources	Person/s responsible	Timeline	Outcome indicator	Status
Support SLOs by improving services	create information literacy librarian (faculty)	create position, get approval	funding for position	library faculty and college administration	2010/11	increase in students taking library instruction, better retention, persistence, and success	on hold

AP 4 - Goal	Item	Steps	Resources	Person/s responsible	Timeline	Outcome indicator	Status
Support SLOs by improving services	reclassify temporary LA IV to permanent	find position number	none	vice chancellor for administrative services	2010/11	position will be permanent	pending

AP 5 - Goal	Item	Steps	Resources	Person/s responsible	Timeline	Outcome indicator	Status
Support SLOs by updating and developing library collection	weed collection, identify areas in need of improvement	consult with faculty to identify problem areas, weed, and purchase new resources	library budget	library faculty and college faculty	2010/11	improved student satisfaction with the collection	in progress

AP 6 - Goal	Item	Steps	Resources	Person/s responsible	Timeline	Outcome indicator	Status
Support SLOs through improved library collection	identify areas in need of improvement; evaluate databases	evaluate user statistics, identify areas of overlap, order new databases or cancel databases	none	library faculty	2010/11	improved student satisfaction with online resources	in progress

AP 7 - Goal	Item	Steps	Resources	Person/s responsible	Timeline	Outcome indicator	Status
Support SLOs through increased student satisfaction	change SurveyMonkey questions to standard UH CC questions	change questions	none	library webmaster	2009	more relevant survey results	in progress

AP 8 - Goal	Item	Steps	Resources	Person/s responsible	Timeline	Outcome indicator	Status
Support SLOs through improved student satisfaction	encourage students to answer library survey at SurveyMonkey	ask faculty to have their students answer the survey; include the survey in library instruction classes	none	library faculty	2010	more relevant survey results, greater student satisfaction, resulting in greater persistence, retention, and success	pending

AP 9 - Goal	Item	Steps	Resources	Person/s responsible	Timeline	Outcome indicator	Status
Support SLOs through improved student satisfaction	improve library website	keep the library website relevant with new content and technologies	none	library webmaster	2010	greater student satisfaction, resulting in greater persistence, retention, and success	in progress

AP 10 - Goal	Item	Steps	Resources	Person/s responsible	Timeline	Outcome indicator	Status
Support SLOs through improved student satisfaction	dedicated Voyager computer on 3 <sup>rd</sup> floor	buy enclosure, configure computer	enclosure and computer	library staff	2010	greater student satisfaction, resulting in greater persistence, retention, and success	in progress

AP 11 - Goal	Item	Steps	Resources	Person/s responsible	Timeline	Outcome indicator	Status
Students will evaluate information and its sources critically	Institute pre- and post- tests for information literacy instruction	develop tests	none	public services librarian	2010/11	increase in the number of classes and students taking library instruction	begin fall 2011

AP 12 - Goal	Item	Steps	Resources	Person/s responsible	Timeline	Outcome indicator	Status
Support SLOs by updating and developing library collection and services	increase library budget to 2006 ratio of college's budget (.03%)	discuss with vice chancellor for academic affairs	% dependent on campus budget	vice chancellor for academic affairs and chancellor	2010/11	improvement of collection's mean, median, and mode statistics; increase in the number of databases, online resources, and services	pending

AP 13 - Goal	Item	Steps	Resources	Person/s responsible	Timeline	Outcome indicator	Status
Support SLOs by updating and developing library collection and services	loan netbooks and Kindles to students	purchase 10 netbooks and 5 Kindles	dependent on increase in library budget and increase in access services staff and hiring technology APT (to maintain devices)	vice chancellor for academic affairs and chancellor	2013	greater student satisfaction, resulting in greater persistence, retention, and success	on hold

AP 14 - Goal	Item	Steps	Resources	Person/s responsible	Timeline	Outcome indicator	Status
Support SLOs by improving services	increase library hours	hire library access services APT	library budget	chancellor	2011	greater student satisfaction, resulting in greater persistence, retention, and success	pending

## Part IV. Resource Implications

- AP 1: The library access services staff has gone from 3.5 FTE to 2 FTE. The library is stymied in its ability to increase services to students (i.e., loaning laptops to students, increasing hours, and collaboration with other UH CC access services departments and MCC campus services). The library cut its hours for the spring and fall 2009 semesters because of the staff shortage. Further cuts in hours are being considered for spring 2010.
- AP 2: One library faculty (technical services librarian/head librarian) purchases, configures, maintains, and troubleshoots the library's eighteen student computers and twelve staff computers. In addition to maintaining the library server, databases, Voyager (integrated library system), website, and all other technology needs (including programming). This is not part of the this librarian's assigned workload. Efforts to train and have other library staff assist in this work was unsuccessful and these efforts have ceased. Computing Services is overwhelmed with work and the library felt it was in the best interest of the college's students to take over this work. This librarian also has the duties of cataloguer, technical services librarian (which is **not** a computer position), and head librarian. The library requires the skills and expertise of a dedicated computer support APT to maintain, increase, and keep up with the technologies on which modern libraries rely.
- AP 4: The library access services staff has gone from 3.5 FTE to 2 FTE. If this temporary position is lost, library hours will need to be drastically cut to about 30 hours per week.
- AP 12: The print collection and the database leases are competing for funding. If library funding is reduced or stays the same, databases (which average about \$3,000/year) will be cut. The library budget is stagnate and does not reflect increases in the costs of resources. The allocation to the library from the general college budget has decreased from .03 % in 2006 to .02% in 2008.

# Appendix

## Resources

- One of the best payoffs in higher graduation rates is targeted expenditures in library services. (reference: Iowa State University study <<http://tinyurl.com/naljd9>> of 513 accredited public institutions [colleges & universities] showed that those institutions with greater expenditure on librarians had an average increase of +1.77 in graduation rates. The only greater increase in graduation rates came for increased expenditure in instruction, which yielded an average of +1.99 in graduation rates)
- According to the US Department of Labor Secretary's Commission on Achieving Necessary Skills (SCANS), information literacy as one of five essential competencies for solid job performance. The SCANS report mandates the need for developing high performance skills to support an economy characterized by high skills, high wages, and full employment <<http://wdr.doleta.gov/SCANS/>>.
- Increase in library personnel (i.e., librarians and support staff) leads to a greater retention of students, as demonstrated by expenditure in these services (reference: *Return on Investment: Libraries and Student Retention*, Elizabeth Mezick, **Journal of Academic Librarianship**, v33 n5 p561-566 Sep 2007). A 29% total variation in student retention as a result of the greater number of librarians and support staff. More librarians and support staff leads to greater student persistence, i.e., retention and graduation.
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## Standard UH Library Data Dictionary

Outlined below are the standards for data used in this report, per Ramona Kincaid, revised 09/25/09.

1. Demand
  1. Student FTE Use MAPS fall enrollment
2. Number of Faculty FTE (not incl Lecturers)
  1. This number represents fall FTE Faculty
3. Efficiency
  1. Ratio student FTE and Faculty FTE/librarian FTE
  2. Sum of #1 and #2 divided by librarian FTE
4. Ratio student FTE and Faculty FTE/library support staff FTE
  1. Sum of #1 and #2 divided by support staff FTE
5. Hours of service per week
6. Number of presentation sessions
  1. This number represents an annual count
7. Ratio number of students attending presentation sessions/student FTE
  1. The annual number of students as represented in #6 divided by #1
8. Ratio reference and informational questions/student and faculty FTE
  1. The annual number of reference and informational questions divided by #1 plus #2
9. Fall gate count per student and faculty FTE
  1. Fall gate count (actual or sampling by taking a representative week and multiplying by 16)
10. Ratio total materials expenditures/student and faculty FTE
  1. Annual materials expenditures divided by #1 and #2
11. Ratio net volumes added/student and faculty FTE
  1. Annual net volumes added divided by #1 and #2
12. Ratio library budget allocated by college/college budget
  1. Library budget allocated by college divided by college budget
13. Ratio circulation/student and faculty FTE
  1. Annual circulation divided by #1 and #2
14. Number intra-system items borrowed
  1. Annual ISL count,
  2. Note: The word "annual" refers to the time between July 1 and June 30 of a given year.

15. Number of online books (counted from July 1 to June 30) and articles retrieved/student and faculty FTE
16. Common Student Learning Outcome: The student will evaluate information and its sources critically.
17. Mean, median and mode of call numbers H,Q, R, and T
18. Satisfaction Measurements.
  - I usually find enough books to meet my course needs.
  - I get enough articles from the library databases to meet my class needs.
  - The library staff guide me to resources I can use.
  - The library's instruction sessions have increased my understanding of libraries and research.
  - The library website is useful.
  - The library's computers meet my needs.
  - I feel comfortable being in the library.