



UHMC Library Program Review 2011

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www.maui.hawaii.edu/library/2011ProgramReview.pdf

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Part I. Review

Introduction

This UH Maui Library program review was prepared by Lisa Sepa, library department chair. This document follows the procedures and outline presented in the *University of Hawai'i Academic Support Services Program Review Procedures and Measures* (July 14, 2011 [see Appendix-[Template](#)]). All underlined terms are clickable links.

Program Mission

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

The librarian's focus is no longer just information access –we are educators. Our interests are information skills that assist students in all their endeavors, not just in the use of the library. This paradigm shift requires a change in not only the library faculty's attitudes, but also the campus administration and faculty.

The library is integral to the mission of the college; it is not an adjunct or peripheral service.

Description of quantity

Requested information from the program review [template](#).

The library collection and resources consists of:

- ❖ 155,291 books (print and electronic)
- ❖ 274 print periodicals
- ❖ 5,429 videotapes, DVDs, and audio CDs
- ❖ 63 databases, with full-text access to about 30,000 periodicals
- ❖ 5,234 microfilm reels
- ❖ 15 public access computers
- ❖ 9 video stations
- ❖ 3 HD televisions with Blu-ray DVD players and laptop hookup
- ❖ 2 microfilm reader printers
- ❖ 159 seats

- ❖ 1 CD player

In addition to the UH Libraries’ consortium purchases, the UHMC Library database collection consists of:

- ❖ All Data, automotive
- ❖ CINAHL FullText, nursing and allied health
- ❖ Communication and Mass Media Complete
- ❖ Credo Reference, over 500 reference books online
- ❖ Gallup Brain, polls and public opinion
- ❖ Global Road Warrior, international relations
- ❖ Kiss, Bow, or Shake Hands, international relations
- ❖ Naxos Library
 - Classical music
 - Jazz
 - Spoken word
- ❖ Nursing Resources Center
- ❖ PsychInfo, psychology
- ❖ Safari books Online, about 4000 online full-text computer and technology books
- ❖ SocIndex, sociology

Of all the UH Libraries, UHMC Library has one of the most extensive and varied database collections, barring UH Mānoa and UH Hilo.

Quantitate Indicators

Demand

	2008-2009 [†]	2009-2010	2010-2011
Number of reference and informational questions / student & faculty FTE	1	1	2
Number of students attending presentation sessions / student FTE [†]	1	1	1
Number of circulations, electronic books used, full-text journal articles downloaded per student and faculty FTE	6	14	41
Number of web accessible computers per student FTE	0.003	0.004	0.004

Efficiency †

	2008-2009‡	2009-2010	2010-2011
Number of informational and reference questions answered per FTE librarian	30	875	1201
Number of book volumes (paper) per student FTE	22	23	24
Total materials expenditures / student & faculty FTE	\$35	\$25	\$42
Total library expenditures per student and faculty FTE	\$257	\$179	\$189

‡ 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.

Effectiveness Measures

	2009-2010**	2010-2011
Common Student Learning Outcome: The student will evaluate information and its sources critically.	n/a	96%*
Student Satisfaction Measurements Using Common Survey Questions	91%	91%
Faculty Satisfaction: I usually find enough course resources to meet my needs.	n/a	92%

*Based survey **Survey questions changed, no data for 2009/10

Discussion of Quantitate Indicators

Students and faculty continue to depend on the library. As may be seen from the above statistics, usage has increased dramatically, even though its hours have decreased by 29% since 2008. This increase is not just based on an increased head count, since it is based on FTE. Students and faculty want to and need to use the library and its resources. Reference usage has gone up 37% since 2009. Students increasingly rely on librarians to assist them in finding and using information. Material expenditures per FTE have gone up 40% since 2009, while the actual total expenditure (which reflects the library's budget) per FTE has decreased by 26% since 2008. Students and faculty are using more of these resources. Since 2008, the use of items increased by 583%; this is a huge increase for a small library.

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, fulfillment of the SLO merely consist of knowing the location and hours of the library and how to look up a book using Hawai'i Web Voyager, 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, and constructing citations.

Of students that had an opinion, 96% indicated that library instruction helped them better understand and evaluate information. 92% indicated that the library helped them get better grades.

Satisfaction measures

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

The library uses the UH Libraries system-wide satisfaction questions:

1. I usually find enough books to meet my course needs.
2. I get enough articles from the library databases to meet my class needs.
3. The library staff guide me to resources I can use.
4. The library's instruction sessions have increased my understanding of libraries and research.
5. The library website is useful.
6. The library's computers meet my needs.
7. I feel comfortable being in the library.

The UHMC Library survey also requests that students let us know if the library helps them get better grades, what they like about the library, and what they dislike.

Part II. Analysis of Unit

Requested information from the program review [template](#).

Overall

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

Since the college's Carnegie classification has changed and our FTE has increased, many of our online resources have increased in cost, some almost doubling. The library has relied on online resources to make up for its loss of staff and subsequent decrease in hours. For the past two years, the library has had generous support from outside sources to shore up its flagging budget. The technical services staff has been especially creative in budgeting and working with vendors.

Summary of services

❖ Staff:

➤ Four faculty

- outreach librarian—responsible for service to outreach sites and general reference,
 - public services librarian—responsible for circulation services (including public computers and public equipment) and instruction,
 - reference librarian—responsible for general reference,
 - technical services librarian—responsible for library technical services. Additional duties of head librarian. This librarian is also the library webmaster.
- Each librarian is assigned to a subject area to develop (books, media, online resources, etc.). Library faculty work with faculty in their specific subject areas to develop the collection and determine needs to ensure that the library is support current and upcoming programs and endeavors. **All** UHMC faculty are contacted multiple times a semester and asked for to participate in development of the library collection.

➤ Three civil service

- circulation assistant (LA IV)

- circulation assistant (LA IV)–temporary, not on org chart
- technical services technician (Library Technician VI)
- 1 FTE student assistant
- ❖ The library is open 46 hours per week.
- ❖ Through the library website students have access to all online resources 24 hours a day.
- ❖ Services provided:
 - Formal instruction: guided tours, orientations, course-related instruction, information literacy tutorials, and research skills tutorials.
 - Informal instruction: reference desk interviews, help desk assistance, point-of-use assistance, self-guided tours, instruction by telephone, email, and pathfinders.
 - User account: obtain passwords, renew items checked out, and recall items
 - Reference services: assistance with finding, evaluating and using information in all formats; orientation, ready reference, and referral services; citation preparation
 - Research services: on-demand, by appointment, in person, telephone and e-mail
 - Technical assistance: assistance with computer hardware, software, network, e-mail, remote access, printing, making copies
 - Access, borrowing, and course reserve services
 - Interlibrary loan, document delivery and other consortium services

The library provides access to outreach students via the library website and the efforts of the outreach librarian. Although a student's home campus should be able to fulfill the student's needs, students may access materials from other UH libraries via intra-system loan. The library contributes to the distance education efforts of the college by providing remote reference service by phone, instant messaging, SMS, and email, and by providing off-campus access to the library catalog, e-books, and journal and reference databases.. A librarian is assigned to the distance education program to meet the needs of students and faculty. For a full accounting of this outreach services, please refer to the summary of outreach services: [Appendix-Outreach Services](#)).

In addition to the social networking on the Internet, the library tries to connect with students through participation in campus events, like the New Student Orientation (NSO)

and the campus email “blast.” At events, the library distributes its very popular “pink pencils” with the website URL. We also free distribute “skinny cards.” These popular calling cards have the library’s URL and telephone number. Students like them because they are unique and look modern.

Strengths and weaknesses

Strengths

- ❖ Library use has increased since 2008. Even with the increase of the student FTE has been considered, student use of the library has increased greatly. This has happened even though the library staff is smaller, forcing the library to curtail its hours. This is an important indicator of strength, since use demonstrates that the library is fulfilling the needs of its constituents or they would not be using the library.
- ❖ Comments from students are generally positive. All concerns are addressed and student suggestions are implemented if appropriate and feasible.
- ❖ The service-oriented staff members take pride in their work and are committed to taking the initiative in providing library patrons with assistance. The staff takes time with users and establishes personal relations with students. Surveys (see [Appendix - Student Survey](#)) are highly favorable regarding the service by the staff. The development of a customer service training 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.
- ❖ The library hosts events (art shows, poetry events, spontaneous coffee service, cake and snacks, lunch) to engage the campus community. Events may be viewed on the library blog (<http://www.maui.hawaii.edu/library/about/news.html>). Last year we made pizza and chili a few times. We went around the library with the food on a cart and distributed it to the students. Some students came to the library when they saw the Facebook post announcing that there was food. We also hosted a birthday party for “Hello Kitty,” complete with large sheet cake and pink lemonade. We gave out 100 pieces of cake and there were more people who wanted cake.
- ❖ With donated money, the library purchased a 3rd generation Kindle and an iPad for demonstration during library instruction.
- ❖ Because libraries are more than buildings and books, the UHMC Library has a strong presence on the Internet. Most of these services are available via the library’s *About Us* page (<http://www.maui.hawaii.edu/library/about/index.html>).

- Library Homepage (<http://www.maui.hawaii.edu/library/index.html>)
 - UHMC Library Blog–news from the library
 - Twitter–microblog with news from the library
 - Facebook–social network, run by library student workers)
 - flickr–library-centric pictures
 - YouTube–videos made by library student workers and friends
 - Pinboard.com–social bookmarks, previously we used delicious.com
- ❖ In Fall 2010, the library introduced *LibGuides* (<http://maui.hawaii.libguides.com/index.php>). This application is an online framework that allows librarians to create and share guides. Currently there are 17 guides on varied subjects. In total there have been about 1,700 views since the guides were introduced.
- ❖ Students would like longer hours and more services than the library can provide with its current budget and staffing. The library has compensated for this by providing excellent online resources. Students may access most of the library's online resources off campus at anytime on most internet enabled devices.
- ❖ Students and faculty may contact a librarian in many different ways. Information and directions are on the library website's *Ask Us* page (<http://www.maui.hawaii.edu/library/help/askALibrarian.html>). UHMC Library was the first library to offer instant messaging and texting to its patrons. Services we offer are:
- instant messaging
 - texting (SMS) via a mobile telephone
 - telephone
 - email
 - in person

Weaknesses

- ❖ 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 civil service 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 addition of the information technology APT. This position would support new technologies and enable the library to offer more services to students. This position would also assist the librarians in developing technology solutions, such as, an in-house proxy server for user authentication; ability to track student usage of technology resources by classification; create online applications to support library services; develop mechanisms to deliver a better distance education experience online.
- ❖ 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 building open.
- ❖ Students would like longer hours and more services than the library can provide with its current budget and staffing.
- ❖ The library needs better mechanisms to evaluate its services. This is especially true of its instruction program.
- ❖ The library budget is stagnating and does not reflect increases in the costs of resources or the increase in students and their needs. The allocation to the library from the general college budget has decreased (from .03% in 2006 to .02% in 2010). When the increase in student FTE is considered, the budget has decreased by 26%, while the cost for resources has increased.
- ❖ The library building is continuing to prove inadequate. The renovation in 2007/08 was a stopgap that helped with health and safety issues. The building is too small for the campus FTE. The electricity and infrastructure are too old to handle a modern library. Twenty years ago the head of computing services said of the building, “It was built when electricity was a novelty.” It was true then and is even truer now.

Significant program actions

- ❖ Library Technician V position was abolished to free the position for new the Access Services Technical Support APT position. This position has been permanently lost. The library position was approved by the chancellor and moved to computing services. Bradley Duran currently fills it.
- ❖ The library access services staff is down to two people. There were 4.5 FTE four years ago.

- ❖ The library is developing better mechanisms for student feedback on library services. More targeted questions were added to the user survey. All registered students were sent the survey in the fall and spring semesters.
- ❖ The library is working with the administration to develop better assessment tools for the library SLO.
- ❖ The library added five new databases/online services:
 - *Serials Solutions*: An federated or discovery "all-in-one search" application that allows students to search multiple databases and the online catalogue at once. Only Hamilton and UH Hilo have a similar service. The cost for this was pick up by an outside sources (\$20,000 for three years, paid upfront). Students can now search most of the UHMC Library's databases resources (books, videos, music, ebooks, articles, etc.) all at once.
 - Students today expect their library experience to be the same as their personal interactions with technology. They want easy searching, instant access and diverse content. They expect information on the web, on their mobile, in their virtual learning environment and are frustrated when they are unable to do so. Federated or discovery searching enales them to simultaneously search the library's catalog, multiple journal databases and several reference databases with a single search.
 - *Safari Books Online*, a collection of about 4,000 full-text technology books and other resources accessible online.
 - *Credo Reference* is an online reference collection, and it features over full-text content from over 500 reference books covering a broad range of subjects. It's a search engine like Google, but instead of searching the entire Internet, results come from a comprehensive library of trusted references.
 - *Vocational/Technical Films on Demand* subscription of about 3,000 streaming videos. Paid for by ABIT.
 - *LibGuides* (<http://maui.hawaii.libguides.com/index.php>). This application is an online framework that allows librarians to create and share guides.
- ❖ Maui Friends of the Library, as part of a grant from the estate of C. Bruce Staiger, donated \$36,000 to the University of Hawaii Maui College Library to purchase 12 years of missing microfilm editions of The Honolulu Advertiser. The purchase involved 353 microfilm reels from 1961 to 1973.

Result of Prior Year's Action Plans

- ❖ Positions
 - Access services APT (1.0 FTE) position was lost.
 - Library Assistant IV (.5 FTE) position was lost.
 - Library Assistant IV (1.0 FTE) position (filled) is still temporary.
 - New faculty position (information literacy librarian) has not been created.
- ❖ Collection development
 - Database user statistics have been evaluated; five new databases have been added, one has been discontinued.
- ❖ The library continues to be open 46 hours per week.
- ❖ The library faculty working to develop tools for accessing the program.
- ❖ The library replaced 5 old computers.

Value

The library proves its value through consistent and strong usage statistics. If students and faculty did not find value in the library, they would not use it. The following shows a comparison of usage between 2007 and 2010.

	2007	2010	% change
Gate Count/student & faculty FTE	14	67	379%
Circulation/student & faculty FTE	9	20	122%
Online books & articles retrieved/student & faculty FTE	13	46	254%

These statistics, which are based on FTE, show a huge increase in the use of the library and its resources. This is especially interesting considering that the library decreased its hours by 29%.

The survey results are generally positive (overall 91% positive) and the comments reinforce this. The library is making a positive impact in students' success. Of students who stated an opinion, 92% said that the library helped them get better grades. 87% stated that the library's computer resources contributed to their success at the college. Of faculty that stated an opinion, 92% indicated that they were satisfied with the library; 88% indicated that they found the library's resources adequate.

Some student and faculty comments on the library's value:

“I enjoy the quiet atmosphere and the ability to access information via BOOKS! Please don't get me wrong, even though the e-lab is great, actually holding the material and being able to cross reference other materials all at once without using multiple screens is sweet. I also appreciate that the library opens at 8:00a. I can do work before going to my first class!!”

“The Information desk staff in particular, as well as other staff in general, are very helpful and courteous! I was a little frustrated the other day when I wanted to use the "card catalog" computer and found all 3 being used by a tutor, or a class, I couldn't tell, but they monopolized all 3. They finally let me use one but the keyboard was unusable as the letters were worn off. (Amazingly, after 25 years of typing I'm still a hunt and pecker!) I was bummed, but was certainly able to accomplish what I set out to do on my home computer. Love your resources!”

“I went to a community college on the mainland and the library was huge. There were thousands of books tons of tables and couches for everyone to read. There have been times when I walk into the library and have to walk out again because there is no where to sit and study. For the size of the library I was suprised (sic) how few books there are in the library.”

“Wonderful. Longer hours would be great. The staff is the best. Very helpful and patient.”

“The library is fine. I especially like the search facilities, the art work, and the fact that whenever I ask for materials the response is usually positive. I wish we could quadruple our holdings.”

While the library has value and can prove this value, its resources are not adequate to its task. The UHMC students need and deserve a better library. The library provides excellent resources and services considering its constraints. For the sake of student success and the college, the library requires a building, budget, and staffing commensurate with the task it is assigned.

Part III. Action Plan

Goal	Item	Steps	Resources	Person/s responsible	Timeline	Outcome indicator	Status
AP 1 - Support SLO and library mission by improving services	stabilize staffing	<ol style="list-style-type: none"> reclassify temporary LA IV to permanent restore library's "lost" APT position create information literacy librarian 	position number and funding	Chancellor, VCAA	Fall 2012	ensure staffing at current levels and increase the number of full-time permanent staff which will lead to increased services that students are requesting and need to succeed	pending
AP 2 - Support SLO by improving instruction	assessment	Create better mechanisms for assessment of library functions, including reference and instruction.	librarian time	librarians	Spring 2011	Assessment measures will be in place and utilized, giving the library's instructional component a better understanding of what direction and tack to take in developing instruction.	In process
AP 3 - Support the library's mission	Increase the number of public access computers	Purchase and configure computers	library budget, infrastructure, and space	Library staff & computing services	2012	Up to 5 new computers for students. Greater student satisfaction with the library's computer service.	pending

Part IV. Resource Implications

AP 1.1: position number

AP 1.2: creation of APT new position

AP 1.3: creation and funding of new faculty position

AP 3: Cost of computers and software(\$7500), plus, personnel time to configure, install, and support.

Appendix

Resources

1. One of the best payoffs in higher graduation rates is targeted expenditure 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)
2. 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/>>.
3. 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.
4. Cluff, E. Dale, and David J. Murrah. *The Influence of Library Resources on Faculty Recruitment and Retention*. **Journal of Academic Librarianship** 13.1 (Mar. 1987): 22. Library, Information Science & Technology Abstracts. EBSCO. 22 Sep. 2009 <<http://search.ebscohost.com/login.aspx?direct=true&db=lxh&AN=7848978&loginpage=Login.asp&site=ehost-live>>.
5. Halsted, Deborah D., and Dana M. Neeley.. *The importance of the library technician*. **Library Journal** 115.4 (Mar. 1990): 62. Library, Information Science & Technology Abstracts. EBSCO. 22 Sep. 2009 <<http://search.ebscohost.com/login.aspx?direct=true&db=lxh&AN=9005071174&loginpage=Login.asp&site=ehost-live>>.
6. *Information Literacy: Essential Skills for the Information Age*, DESIDOC **Journal of Library & Information Technology**, 28. 2 (March 2008): 39-47. <<http://tinyurl.com/mmw4d2>>

7. Smalls, Mary L. *The Role of the Academic Library and Faculty in the Retention of Black Students in Higher Education.* . ERIC. EBSCO. 22 Sep. 2009 <<http://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=ED304059&loginpage=Login.asp&site=ehost-live>>.

UH Community College’s System-wide Program Review

Template

UNIVERSITY OF HAWAI’I COMMUNITY COLLEGES

ACADEMIC SUPPORT SERVICES

PROGRAM REVIEW PROCEDURES AND MEASURES

Approved July 14, 2011

Library System Program Review

Introduction:

Program Mission Statement and brief description of the program including a listing of student learning outcomes. Include description from top of page 44 from Guide to Evaluating Institutions.

Evidence that shows quantity, quality, depth and variety:

Description of quantity: Number of volumes, number of periodicals, description of number and kinds of technological resources or equipment, including computers, microfiche machines, video equipment, audio tapes, CD ROM’s and other data source, number of “seats” available in library and learning resource center (LRC).

Part I. Quantitative Indicators for Program Review

At a minimum, Academic Support units are asked to provide the following (applicable) components and measures over the college’s established review cycle. Colleges are free to add additional components and measures if such additions contribute to an improved internal assessment process. Include three years worth of data.

Library Data

Demand Measures	2008-2009	2009-2010	2010-2011
Number of informational and reference questions per student and faculty FTE			
Number of students attending presentations sessions per student FTE			

Number of circulations, electronic books used, full-text journal articles downloaded per student and faculty FTE			
Number of web accessible computers per student FTE			
Efficiency Measures			
Number of informational and reference questions answered per FTE librarian			
Number of book volumes per student FTE			
Total materials expenditures per student FTE			
Total library expenditures per student and faculty FTE			
Effectiveness Measures			
Common Student Learning Outcome: The student will evaluate information and its sources critically.			
Student Satisfaction Measurements using common survey questions (see data definitions)			
Faculty satisfaction measurement – 1 or 2 questions I usually find enough course resources to meet my needs. I am satisfied with the service I receive from the library staff.			

Part II. Analysis of the Unit

Strengths and weaknesses in terms of demand, efficiency, and effectiveness based on an analysis of the data. Focus on data elements that have changed or have been stagnant, and discuss the implications of the change. Include determination of unit’s overall health (Healthy, Cautionary, Unhealthy).

Analysis should include a description of current services, hours open per week, number and description of staff and faculty positions, and student worker hours per week. Additional information may include use of volunteers.

Review of access including hours, access for distance learning students (from bottom of page 44). List of courses, workshops and other held each year and attendance. Give an update on previous year’s action plans and how well they are achieved.

What value does the library add to a student’s experience and success?

Part III. Action Plan

Review areas of weakness and analysis of the data, and discuss **no more than three strategies** to improve the results.

Part IV. Resource Implications (physical, human, financial)

Indicate what physical, human, and financial resources you will need to accomplish your action plan.

Data Definitions

Data will be given for annual activities between July 1 and June 30 of a given year. Use Summer, Fall, Spring student enrollment numbers when needed

Student FTE and Analytic Faculty FTE will be provided by system office to each campus.

UH = University of Hawaii Library System Data report, that includes statistics gathered from all UH campus libraries for a given fiscal year.

Demand

Number of informational and reference questions per student and faculty FTE

Total informational and reference questions answered by all FTE staff (including student staff) divided by student and faculty FTE.

Informational transactions facilitate the logistical use of the library and that does not involve the knowledge, use, recommendations, interpretation, or instruction in the use of any information sources other than those that describe the library, such as schedules, floor plans, and handbooks. Includes technical transactions which involve a mechanical fix, e. g., printer does not work, doesn’t have paper, or is jammed.

Reference Transactions involves the knowledge, use, recommendations, interpretation or instruction in the use of one or more information sources by a member of the library staff.

Number of students attending presentations sessions per student FTE

Total number of participants attending presentations divided by student FTE. Count the total number of participants who attended all sessions, single or multiple, e.g., class of 15 students meets on time per week for 10 weeks, attendance = 150.

Number of circulations, electronic books used, full-text journal articles downloaded per student and faculty FTE

Sum of library circulation including laptops, headphones, DVDs, books, and items checked out for use in library or off site (UH #7c), electronic books used plus full-text journal articles downloaded (UH #11b plus #11d) divided by student and faculty FTE.

Number of web accessible computers per student FTE

Number of web accessible desktop and laptop computers and other devices divided by student FTE.

Efficiency

Number of informational and reference questions answered per FTE librarian

Number of informational and reference questions answered by the librarians divided by the number of librarians reporting statistics. See definitions in #2 above.

Number of book volumes per student FTE

Number of print book volumes plus electronic books owned by library plus number of ebrary titles (UH #13 plus #17a plus ebrary titles) divided by student FTE.

Total materials expenditures per student FTE

Total materials expenditures including books, AV materials, DVDs, microfilm, and journals divided by student FTE.

Total library expenditures per student and faculty FTE

Total library expenditures for materials, operating, and personnel from all sources of funding (UH #25) divided by student and faculty FTE. Expenditures from all revenue sources including donations and grants.

Effectiveness

Common Student Learning Outcome: The student will evaluate information and its sources critically.

Libraries will use same SLO but use own assessment methods. Provide percentage of students that achieve SLO. To get percentage take number of students achieving SLO divided by total number of students.

Student Satisfaction Measurements using common survey questions:

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 ability to do research and use library resources.

The library website is useful.

I feel comfortable being in the library.

The computer resources in the library contribute to my success at the College.

Provide average percentage for those who responded to question. Use results for respondents to questions, i.e., if 50 people took the survey, and 40 users responded to question and 10

users left the question blank or checked not applicable, then use results from the 40 respondents. Each question might have a different number of respondents.

Faculty Satisfaction Measurements using common survey questions:

I usually find enough course resources to meet my course needs.

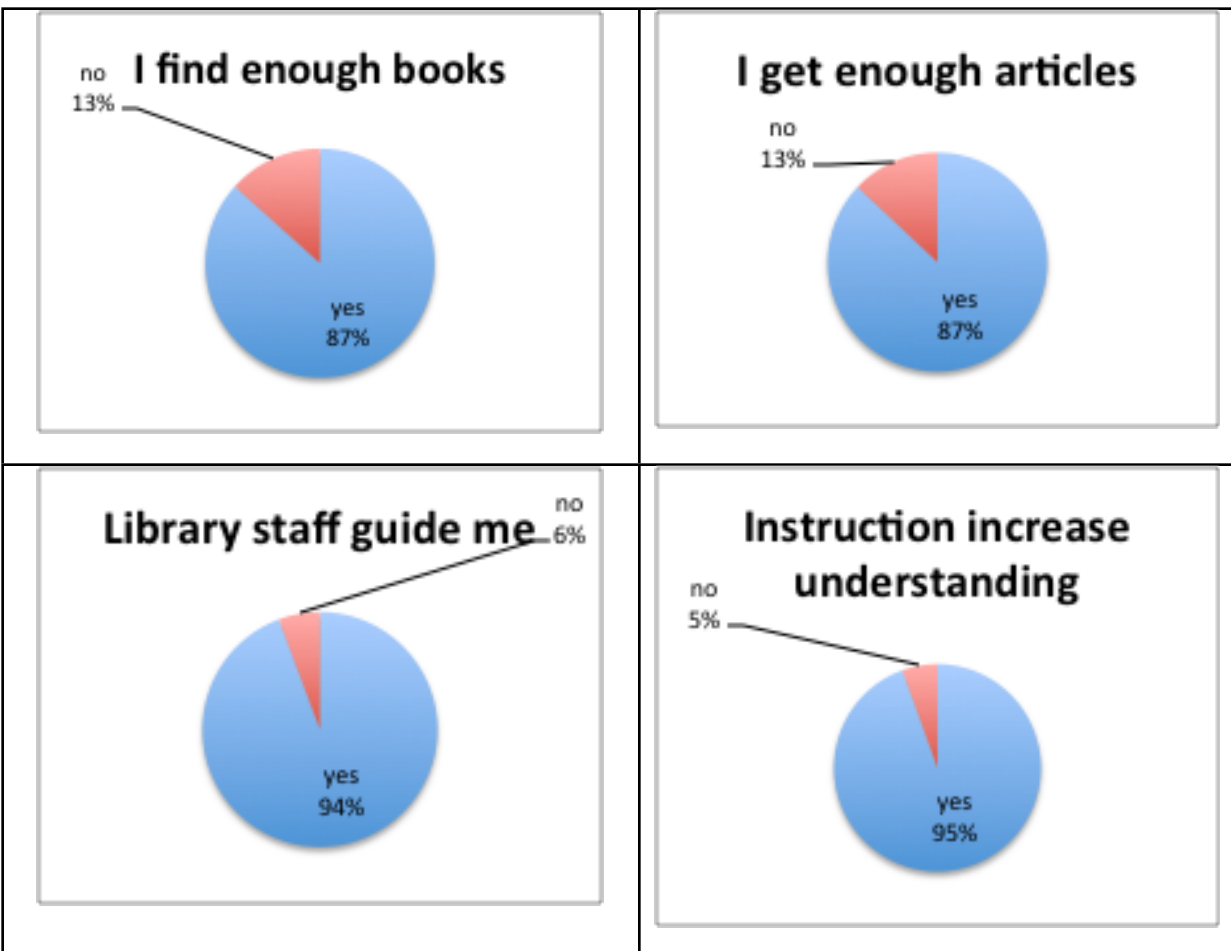
I am satisfied with the service I receive from the library staff.

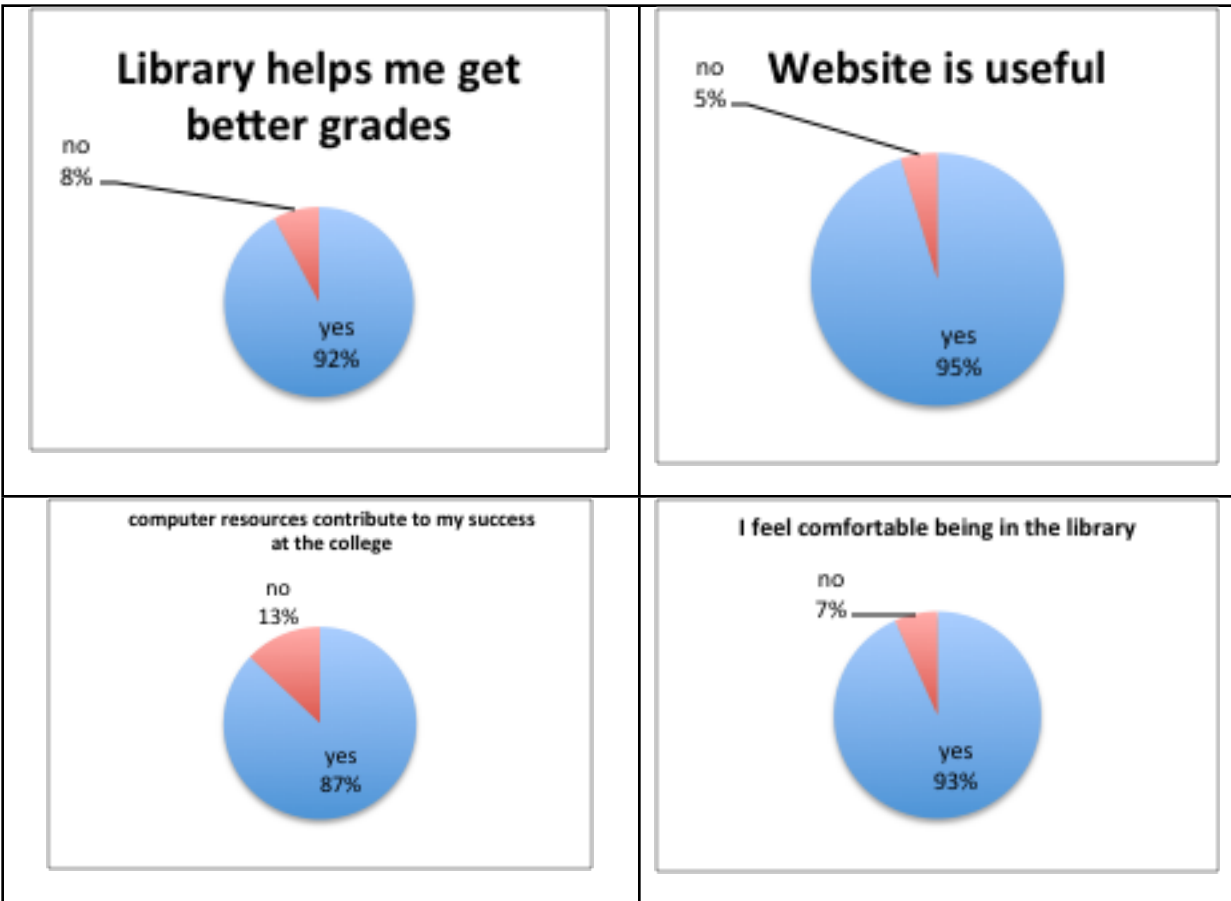
Survey Results

Student Survey Results

	yes	no
I find enough books	423	65
I get enough articles	410	61
Library staff guide me	498	30
Instruction increased my understanding	344	20
Library helps me get better grades	448	38
Website is useful	487	24
Library computer resources help my success	418	62
I feel comfortable being in the library	555	20

Student Survey Charts





Student Comments

I don't like answering surveys!

I enjoy doing my work in the library because it is nice and quiet, and the 3rd floor is even better because there are more tables to work at.

It would be helpful if the library were larger and offered more comfortable places to work. Currently it's not adequately air conditioned and often all the work spaces are filled.

Internet access needs to be available on a consistent basis for those of us who bring our own computers.

I was there yesterday and often could not access my Lulima, UHMC webmail or the Library website.

Very frustrating.

I love the library! An invaluable resource. Thanks guys!

It's always open!

I love the library! I have not been in a library, University or otherwise, since the early 70's so this is so cool for me. The staff is efficient and all are lovely people. You folks need to clean your DVD's and replace the ones that have flaws. Other than that you are providing a very needed service. Oh I almost forgot, Why are you NOT open on weekends for students? I'm sure it's a \$\$ issue but this baffles me.

I love Chipper

more computers!

it is cool (temp) and great quiet on the second floor. can sometimes be very loud first floor.

research librarian Lillian is most helpful!

Make a bigger sign in the 3rd that it is okay to talk because some students complain or give us the eye because we're talking loud

Library hours should be extended or open on Sunday now that Borders is closed

Awesome!

I would love it if the library was open on weekends--otherwise, thank you and aloha!
love you
love you

I would love it if the library was open weekends -- otherwise -- thank you and Aloha!
Awesome!

Library hours should be extended or be open on Sunday now that Borders is closing.

Make a bigger sign in the 3rd floor saying it's OK to talk because some students complain or give us the eye because we're talking loudly.

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Everyone is kind and professional and they good at what they do. Now for the things I don't like about the library. I wish it was open later, because whenever its closed I have to go to the lounge where everyone yells, plays videogames, and talks about Yugioh, which their is nothing wrong with, but it can be a bit distracting. Well the only reason I wrote this was to thank the library for putting out books, and I also wrote it because I'm extremely bored. Sorry I didn't offer any suggestions all I can say is to keep doing what you are doing. From, [smiley face]

Why are all your books from the 70s, 80s, 90s? Why not upgrading to books from this decade or the last? times have changed, research rejuvenated, your books are obsolete. I bet none of these books even know what a DVD player is.

I don't like answering surveys!
 I enjoy doing my work in the library because it is nice and quiet, and the 3rd floor is even better because there are more tables to work at.
 It would be helpful if the library were larger and offered more comfortable places to work. Currently it's not adequately air conditioned and often all the work spaces are filled.
 Internet access needs to be available on a consistent basis for those of us who bring our own computers. I was there yesterday and often could not access my Lmail, UHMC webmail or the Library website. Very frustrating.
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 Why are all your books from the 70s, 80s, 90s? Why not upgrading to books from this decade or the last? times have changed, research rejuvenated, your books are obsolete. I bet none of these books even know what a DVD player is.
 I appreciate the designated discussion areas (useful when trying to get away from all the quietness)
 please update you resources with recently published authors
 I don't like the student lounge there are too much noise there and I think library should be open late just like the student lounge. College isn't about playing or hanging out w/ friends it should be about resources.
 none
 The website is hard to find what I need[*6 "can't follow"]
 I support (and utilize) all library related services. Mahalo
 I think the sports section can be better. Or more up to date.
 It would be great if the library had a more comfortable seating area upstairs. Ideally though, would be a similar set up to UH Manoa. They have an area with curved seat beds where tired and stressed students

<p>I rarely use the library, but when I do, I find what I need and once in awhile when I do need assistance, there is a staff member available to assist me.</p>
<p>The staff could be a bit nicer, they seem uptight and unapproachable. Also the 2 times I asked for help the girls seemed irritated that I asked. Also, I am a transfer student and I had to BUY ID cards to use the printer because the machine couldn't read my other community college ID. This is unfair!</p>
<p>Very well organized and efficient.</p>
<p>With the enrollment in the Maui College, we need more computers available for us. Then we can be successful. Thank you.</p>
<p>A little noisy sometimes!</p>
<p>I like the school library. The staff has helped me in the past with papers i have had to write. I am an older student and was not familiar with the services and have been able to get what I have needed.</p>
<p>I haven't gone to the library on campus.</p>
<p>Need more hours an open on weekends.</p>
<p>i would like for there to be more quiet in the library. many times i'm there and it's noisy. so i can't concentrate.</p>
<p>The library is hardly ever open during times I don't have class or work (evening hours). Thus, I don't get a chance to spend much time in there.</p>
<p>Our library is nice and quiet, for me I really like this type of atmosphere. Maui campus is the BOMB!!!!</p>
<p>Need more computers. And need to open earlier.</p>
<p>thanks for having a place to do what i need.</p>
<p>It is a very great place to study and relax with friends or yourself. I don't like the fact that the library has limited space and also not much computers for those students to use them.</p>
<p>There are not enough computers to meet the students needs during in between hours and most of the time there are students in there who just sit and talk. SO studying can be hard.</p>
<p>It's quiet and the staff is helpful.</p>
<p>The Library provides a safe & comfortable environment to study, do research, and just look for books and other things that are offered at Maui college Library.</p>
<p>It would be nicer to have hours at least one day that you are open til 7pm for people who work and have to get resources for up coming papers since the library is closed on the weekends.</p>
<p>The helpful staff</p>
<p>I went to a community college on the mainland and the library was huge. There were thousands of books tons of tables and couches for everyone to read. There have been times when I walk into the library and have to walk out again because there is no where to sit and study. For the size of the library I was suprised how few books there are in the library.</p>
<p>I love the library. I use it mainly for checking out DVD's for relaxation in the evening after classes and homework are done. I have used the computers there. There is not much space to unload the books and papers you need to complete an assignment. I do like the quiet study rooms and the high tables to work at. It is cool and calming. The staff are excellent, friendly, informative and there is a dog that helps a handicapped student. He is so sweet and a great asset to my library experience. Good Night and Good Luck.</p>

I don't like about the Library is the fact that it's close on the weekends. It would be really nice if Library is open up to Saturdays at least. Because I really like studying there.

have construction (on 9-16-2011) done before library opens or after closing.increase AC temperature. it's too cold. change library hours. 8am to 8pm

I wish the library had more computers and they were set up with more work space around them. Also more work spaces with electrical outlets so students can use their own laptops.

I havent been there alot being Im a new student although its nice like that its quieter than the Learning lab

The library is supposed to be a place of quiet, where students can go to get resources needed and a place to study without constantly being interrupted by loud noise. This is the first semester I have tried to utilize the library as a place to study and I am disappointed. It is always loud in there. If people want to do a study group or chat with friends, they should do so outside, or try the learning center which does allow students to talk.

I don't like the fact that some of the staff behind the front counter talk loudly (loud enough to hear across the room, sometimes.

great library

AWESOME RESOURCE!!!!

I love the uhmc library

bathroom could be improved

I have yet to figure out how to check a book out of the library on campus. Every time I've tried, I've been told it's a reference book or some similar thing. To avoid this annoyance, I go the the public libraries where they are happy to lend me a book. The online resources (i.e. EBSCO) are by far the most helpful thing about the library. The librarian that comes around to give the classes tutorials on how to use the website is also very helpful.

i am sorry as none of these questions applied to me as of yet. I have not visited the library; however i plan to do so in the future.

The media was cut down to 3 instead of 5. The study room has a new policy, you have to study with people. I cannot find a quiet place on earth to read alone.And there is no parking near the Library. I like our College Library. But, I need to study without noise. You can hear them cutting or lawn moreing the grass from the study room. The staff is nice, friendly, courteous and I wanted a job in there.

Does the library have an all access website where we can get legitimate sources of information such as brittanica online or online sites like it.

Haven't really been to the library..

Tha library is a great place to study and do work with fellow students but we at the Molokai campus needs more room. As well as more computers to do online work and classes. Thanks

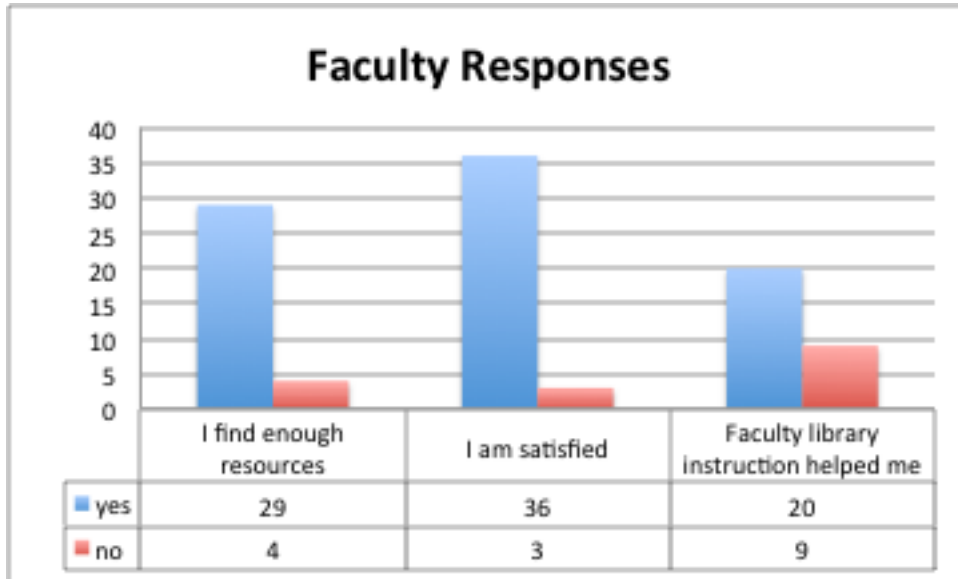
i like that its pretty quiet at times wen its filled then its hard to study

i love how quiet the library is and how it makes everything work to my standards. i love the library very much
friendly staff :) (hi kona!)
Hours are too minimal, and access to ebscohost is not available or easy to find!
I haven't used the library yet,but for night students, it would be nice to have it open at least until 9:00 PM.
I enjoy the quiet atmosphere and the ability to access information via BOOKS! Please don't get me wrong, even though the e-lab is great, actually holding the material and being able to cross reference other materials all at once without using multiple screens is sweet. I also appreciate that the library opens at 8:00a. I can do work before going to my first class!!
The kiss, shake or bow site should be available off campus.
great staff!!
I only use the online library, not the one at the school, but I appreciate the online one.
Mahalo nui for being so helpful everytime I need something from the Library.
reading is fundamental
I don't wanna pay \$1.00 to request books from other campus, because the variety is lacking.
I barley go to the library, sorry if I'm not much help.
Have not been to the library yet.
i like it cause i can access it from home
I like to study in the library.
i love the Maui College library!
Its too damn quiet. Can you rig up a sound system and play some punk rock very loudly? It helps me study. And if you switched all the flourecents to black lights that would be awesome.
The Information desk staff in particular, as well as other staff in general, are very helpful and courteous! I was a little frustrated the other day when I wanted to use the "card catalog" computer and found all 3 being used by a tutor, or a class, I couldn't tell, but they monopolized all 3. They finally let me use one but the keyboard was unusable as the letters were worn off. (Amazingly, after 25 years of typing I'm still a hunt and pecker!) I was bummed, but was certainly able to accomplish what I set out to do on my home computer. Love your resources!
Past 2+ years, 3rd flr real spotty and sloooooowwww wireless access.
I don't like that there's not great connection on the third floor. I like to enjoy a work study with my friends in the talking area section. The overall connection is hard to retrieve in the library. Without any good connection to the internet I am disrupting people around me when I'm with my friends. I enjoy the library on third floor even though there's a talking section because I find it so easy for me to concentrate. Other than that I really enjoy the library for quiet time better than the math lab. And I also love the whole DVD thing.
Friendly staff and a delight to know it is open early.
Longer hours would be nice for people who have to work in the day. I like all the various types of seating from table tops to individual desks. I could not find info on beginner piano workbooks or instructional books. Very limited.
All required course textbooks for the semester should be available in the reference section of the library. This will have to change by semester, but will improve the student success rate, espacially for students that have trouble affording textbooks at the beginning of the semester.

I am in the library everyday for one reason or another. I can't express my gratitude to the ladies who work there. They are always available to help and guide. Mahalo
MOLD INFESTED, Sorry, cannot enter the building without getting ill.
Library is too hot. I usually do my work in more air conditioned places in the school because it's more comfortable.
They do wonderful job and they are very helpful when you need help in whatever problem you have. they are awesome.
No comments and about the library is comfortable to do my homework and all that.
Clearly mark (with signs) where talking is allowed and the sections that are designated quiet areas.
More books!
The library has helped me get better grades and do research. I would not be able to get the good grades I get without the resources the library provides.
For those students who can not afford textbooks at the beginning of the semester, it would be helpful if textbooks were stocked in the library
AWESOME STAFF!!!
Provide paper
The staff is extremely helpful and knowledgeable. It would help to allow students to use computers without charge. Those that are using them regularly are doing so most likely because they can not afford one to buy one for home. Please consider this for future library decisions. Mahalo nui loa.
our library is our resource and it's very resourceful
The staff at the library has always been friendly and helpful.
I really like being in the library. It helps me concentrate on my work very efficiently. There is nothing else about the library that I didn't like.
I like the EBSCO database but what i do not like is how complicated it is to search for something.
i get poor wifi in the library on my Ipad. everywhere else i get great wifi and is able to do my work. the library should have the best wifi reception since it has the most limited computers available.
Nice study area

I don't like answering surveys!
 I enjoy doing my work in the library because it is nice and quiet, and the 3rd floor is even better because there are more tables to work at.
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 Very frustrating.
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 I appreciate the designated discussion areas (useful when trying to get away from all the quietness)
 please update you resources with recently published authors
 I don't like the student lounge there are too much noise there and I think library should be open late just like the student lounge. College isn't about playing or hanging out w/ friends it should be about resources.
 none
 The website is hard to find what I need[*6 "can't follow"]
 I support (and utilize) all library related services. Mahalo
 I think the sports section can be better. Or more up to date.
 It would be great if the library had a more comfortable seating area upstairs. Ideally though, would be a similar set up to UH Manoa. They have an area with curved seat beds where tired and stressed students

Faculty Survey Results



Outreach Services

There are different areas in providing library support services to outreach and distance education students, faculty and staff.

First, UH Maui College Outreach sites on Moloka'i, Lāna'i, Hāna, and Lahaina. It is especially important to inform students on Moloka'i, Lāna'i, and the other sites about library services. I do this by traveling to the Moloka'i Education Center at least once a semester to teach library research skills to their on-site ENG 100 and ENG 22 classes. Also, before my visit, a sign-up sheet is provided for students to meet with me individually. There are usually several students that I meet. For the other outreach sites, I email the respective coordinators if they would like me to visit. The coordinators know to contact me when their students need library services.

I update my brochures, "Library Services for Distance Education Students" and "IntraSystem Loan Services" before each semester and send copies to each outreach site. I also provide library guides to help students navigate through our most popular online resources such as EBSCO*host*, ebrary, and Hawai'i Voyager. In the past I have mailed outreach students enrolled in classes that may need library support my brochures and a short introductory letter. I discontinued this practice because I received no inquires and the time and expense involved.

Second, University Center upper division and graduate students. I attend each new semester's New Student Orientation for UH-West O'ahu Maui and UH-Hilo Maui students. My presentations have become longer and now usually last 45 minutes. During the first week of classes, I visit the UH-Mānoa Maui Outreach on-site classes and give a short overview of library services to the students. I give them my brochures, and a copy of my introductory letter that is primarily meant for online students. I also visit the interactive television (ITV) classes, with the same handouts. For online students, I email the UH-Mānoa Maui Outreach and UH-West O'ahu/UH-Hilo Maui instructional and support staff my introductory letter, and they in turn, email the students enrolled in online classes. On my visits to the Moloka'i Education Center, I have met many times with Moloka'i master's in social work students and guided them in finding relevant articles for their respective research needs.

I attend the monthly University Center staff meetings where I learn about new programs, enrollment data, marketing efforts, and other matters.

Third, students enrolled at other community colleges who need library research assistance or who have access difficulties with cable classes. Kapi'olani Community College, Maui has Emergency Medical Technician and Paramedic cohorts that need to learn about the online resources from KCC's library website.

Submitted by Lillian Manugm, UHMC Outreach Librarian, Sept. 2011

UHMC Library Statistics – 2010/11

2010/11	items circulated	online database (items retrieved)	website page views	gate count	classes taught	reference contacts
June	3,771	1,608	2,085	2,915	0	158
July	1,962	598	2,235	3,023	0	104
August	2,752	1,289	3,977	14,324	9	350
September	4,668	5,627	7,290	18,460	6	589
October	4,677	8,641	8,059	18,305	6	541
November	6,037	9,157	9,059	18,846	8	457
December	3,389	4,938	4,923	5,739	0	278
January	3,449	9,682	5,446	9,100	13	367
February	3,750	15,770	6,628	12,059	19	352
March	3,607	14,985	6,043	9,100	4	372
April	4,149	21,744	7,788	11,471	10	316
May	3,152	8,548	4,014	6,886	4	160
Total Fall	21,523	29,652	33,308	75,674	29	2,215
AVG/month Fall	4,305	5,931	6,662	15,135	6	443
Total Spring	18,107	70,729	29,919	78,535	50	1,567
AVG/month Spring	3,622	14,146	5,984	7,854	10	314
Total Summer	5,733	5,733	4,320	5,938	0	262
AVG/month Summer	2,867	1,103	2,160	2,969	0	131
Total (all semesters)	53,290	126,191	80,193	183,136	95	4,801
AVG/month all semesters	3,781	8,549	5,629	8,241	7	337