**UHMC Library Program Review FY2017**

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# Part I. Review

## Introduction

This document follows the procedures and outline in the [*University of Hawaiʻi Academic Support Services Program Review Procedures and Measures*](http://www.uhcc.hawaii.edu/OVPCC/policies/docs/UHCCP_5.202_Review_of_Established_Programs.pdf).

## Program Mission

*University of Hawaiʻi Maui College Library’s primary mission is to provide resources and services that add value to learning and teaching. With the college’s* [*strategic divisions*](http://maui.hawaii.edu/wp-content/uploads/2013/04/Strategic-Directions-Final-Concept-v14-lq-web.pdf) *in mind, we function 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.*

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## Program Learning Outcomes

The University of Hawaii, Maui College Library has developed its **Strategic Plan for the period 2017-2021**. This plan was developed to align with the [University of Hawaiʻi, Maui College Strategic Plan](http://maui.hawaii.edu/faculty/StrategyPDF/StratPlanallMay2803FINAL.pdf) and the WASC-SR standards and core values for Student Services Units. Specifically, we have addressed issues that focus on support for teaching and learning.

The library has evolved its strategic plan to focus on three key areas: information literacy, public and access services, and physical environment. Each area is integral to the effective and efficient operations of the library, both now and in the future. Each of these strategic divisions reflects the library’s Program Learning Outcomes PLOs) or *Objectives*. After each Outcome, specific goals are listed.

**Primary Goal: *The library will add value to learning and teaching*.**

Strategic Division Goals

**1.** **Information Literacy**

*Promote information and academic literacy throughout the academic community by teaching students and faculty essential skills to find, evaluate, manage, and make intelligent and ethical use of information resources.*

 i. Collaborate with English faculty (especially ENG 100) to design curriculum emphasizing transferable and cross-curricular skills while recognizing English 100 as foundational course for many degree programs at UHMC and across the UH system.

 ii. Develop new methods for assessing and evaluating instruction effectiveness. Explore the use of ACRL’s new Frameworks for Information Literacy. Consider partnerships with the ILAAP Project and other Creative Commons resources.

 iii. Develop new plans of service revolving around diversity.

 iv. Broaden our purview to support all areas of *academic literacy* including digital rights management and copyright and accessibility compliance.

**2.** **Public & Access Services**

*Provide user-friendly access to information resources in all formats and the support services needed to make intelligent use of these resources.*

 i. Develop and facilitate OER education across campus. Initiate and develop OER programs to help reduce the amount of student textbook costs in all programs.

 ii. Plan, build and manage a new website using a combination of WordPress and LibGuides.

 iii. Focus on collecting, organizing and making available Hawaiʻi language and culture resources.

 iv. Provide quality reference assistance through in-person and virtual references services, and develop tools to measure the effectiveness of these services.

 v. Develop new public access services policies and procedures and create efficient workflows for library staff.

 vi. Provide training and growth opportunities for faculty and staff members to develop customer service skills and encourage continuous improvement in the provision of library services.

**3.** **Physical Environment**

*Create a comfortable, safe and user-friendly environment for study, research, and information sharing.*

 i. Redesign the Reference Desk and Reference area to ensure that it functions as a user-friendly, student success-focused space (reduce “referral overload”).

 ii. Pursue options and opportunities for an in-house instruction area.

 iii. Investigate grants and other sources of funding for furniture, construction, electricity, etc.

 iv. Continue to provide quality and consistent computers, software , and internet access to students and campus community while serving as a center of intellectual and creative thinking.

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## Description of Quantity

* Building Usage
	+ 48 hours of service per week
	+ 80,137 visitors (total gate count / 2)
	+ 515 study rooms bookings
	+ 1568 hours booked in study rooms
* Services
	+ 74 classroom presentation sessions to an estimated 1,100 partipants
	+ 1,786 reference questions answered
	+ 5,717 items circulated to students
	+ 1,499 items circulated to faculty/staff
	+ 318 intrasystem loans
	+ 14,412 website hits
	+ 340,020 database searches with 125,449 full-text items retrieved
	+ 66 librarian-created research guides
* Holdings
	+ 55,320 print books
	+ 121 print periodicals
	+ 7,403 Audiovisual items
	+ 2,737 microfilm reels
	+ 163,483 ebooks
	+ 76 full-text electronic databases
* Materials & Services Expenditures
	+ $87,229 expenditures for electronic resources
	+ $101,318 total collection expenditure
	+ $294 per student and faculty combined FTE
* Computer Lab Equipment
	+ 26 multimedia PCs
	+ 1 portable DVD player
	+ 2 digital scanners
	+ 1 microform reader printer
	+ 1 3D printer
	+ 5 HD televisions
* Facilities for students
	+ 3 group study rooms
	+ 2 lounge areas
	+ 1 silent study area
	+ ~250 seats

## Quantitative Indicators

### Demand

|  |  |  |  |
| --- | --- | --- | --- |
|  | 14/15 | 15/16 | 16/17 |
| # of reference & informational questions/student & faculty FTE | 1.2 | .93 | .86  |
| # of students attending presentation sessions/student FTE | .85 | .44 | .60  |
| # of circulations, electronic books used, full-text journal articles downloaded per student & faculty FTE | 26.5 | 71 | 61  |
| # of web accessible computers per student FTE | 0.007 | 0.008 | 0.014  |

### Efficiency

|  |  |  |  |
| --- | --- | --- | --- |
|  | 14/15 | 15/16 | 16/17 |
| # of informational & reference questions answered per FTE librarian | 678 | 826 | 446  |
| # of book volumes (paper)/student FTE | 31 | 25 | 27  |
| Total materials expenditures/student & faculty FTE | $44 | $51 | $49  |
| Total library expenditures per student & faculty FTE | $260 | $198 | $294  |

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### Effectiveness

|  |  |  |  |
| --- | --- | --- | --- |
|  | 14/15 | 15/16 | 16/17 |
| Common Student Learning Outcome: *The student will evaluate information and its sources critically.* | 51% | 51% | 51%  |
| Student Satisfaction Measurements Using Common Survey Questions, 7 Question Average*.* | 91% | 92% | 93%  |

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### Discussion of Quantitative Indicators

Library demand, efficiency and effectiveness remained relatively consistent from FY16 vto FY17. The most noticeable change is the number of instructional sessions provided (64% increase). The hiring of two librarians contributed to this increase.

Overall materials circulation numbers decreased by 24%, with a 43% decrease of circulated media (primarily DVDs). In-class formative assessment and informal polling of students indicate that fewer students have access to DVD players and prefer streaming media options.

The library computer lab continues to be a popular destination for students. To respond to student demand for powerful workstations with design and video editing software, 9 new workstations were added (a 35% increase in total number of computers).

Information literacy CASLO assessment - One of the quantitative indicators that all libraries in the UH System are required to measure is the information literacy SLO: *The student will evaluate information and its sources critically* ([UHMC’s Standard 3, Outcome 3.3](https://laulima.hawaii.edu/access/content/group/91ea6bed-23da-449e-8af8-76659235c891/Reports/Information_Literacy/CASLO%20RUBRIC%20information%20literacy.pdf)). The college-wide [aggregate assessment report](https://app.surveygizmo.com/reportsview/?key=271935-3123355-49230b71b2fddb3245a011a022accaf0) from 2013 indicates that only 51% of assessors agreed that students are “achieving a level of information literacy skill deemed appropriate for their degree.” Because UHMC assesses information literacy once every six or seven years, this remains the data used to determine this year’s SLO effectiveness measure. Due to the low percentage of assessors who indicated that UHMC students were achieving IL skills deemed appropriate for their degree, the library’s *effectiveness* remains “cautionary.”

# Part II. Analysis of Unit

Based primarily on the decrease in the library’s operating budget and the increase in the need for information literacy resources and staff to support information technology in the library, the library’s overall health is still *cautionary*. Additional challenges with the health of the physical building and the hours that the library is open and available to students further support this designation.

## Summary of Services

* Hours:
	+ 46 hours-per-week.
	+ Through the library website, students have access to all online resources 24/7.
* General services: Circulation, reference, classroom instruction, technical services, systems.
* Staff:
	+ Faculty
		- head librarian
		- reference librarian
		- instructional librarian
		- public services librarian
	+ Civil service
		- 1 Library Assistant IV
		- 1 “temporary” Library Assistant IV (not on org chart)
		- 1 Library Technician VI
	+ Student assistants
		- 1.7 FTE student assistant

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## Strengths and Weaknesses

### Strengths

1. The library puts students at the center: Satisfaction data along with gate count and electronic resources statistics indicate that our library increases in popularity each year. To keep the students visiting the library (brick-and-mortar or online), the library has become increasingly student-focused. Walking through the library, one will notice students helping students, tables and chairs being rearranged so students can adapt to studying and learning changes and demands, coffee and snacks replacing old books in dusty shelves, and the removal of signs that say “no.” A click through the library’s digital library will reveal new productivity tools, mobile device support, course-specific research guides, and self-service systems for booking group study rooms or renewing library materials.
2. The library models the academic mission: The library is now deeply engaged in being a part of student success on campus and is increasingly considered an authority on information literacy skills development and campus-wide learning outcomes. In developing the library’s strategic plan, student engagement, quality of teaching and learning, creating open spaces, transparency, sustainability, and honoring our heritage are considered.
3. The library models a learning community and makes learning visible: The main floor of the library features student led displays, glass walls, art, and learning objects. The library boasts a variety of learning zones. It has the only designated quiet study area on campus and the only dedicated group study rooms with large screen monitors and whiteboards. Observations and visual cues assist staff with assessing user needs within the library’s walls. The staff’s vision for continuously updating and transforming the physical spaces in the library remains strong. We are always asking: *What do our students need? Who are our partners*? *What makes the most sense*?

### Weaknesses

1. The library budget does not adequately support needed materials: In FY13, the library’s budget was cut $25,372 and has not been restored. Since the library’s budget is mostly fixed costs, this cut came from its materials budget (electronic databases, streaming media collections, books and ebooks, instructional design software, productivity tools, etc.).
2. The library does not have staff to maintain or improve upon the information technology in the library: Maintenance, 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, and further develop and maintain the library’s website/digital library.
3. The library building is continuing to prove inadequate and unsafe. This building is more than 40 years old. The renovation in 2007/08 was a stopgap that helped with health and safety issues. The electricity and infrastructure are too old to handle a modern library with a growing computer lab. 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 building problems are:
	1. stairs are not up to code. Staff witness students trip and fall both up and down the stairs on a daily basis;
	2. many unidentified and unfixed roof and wall leaks;
	3. leaking windows and doors that cannot be properly sealed, closed, or opened; rain and wind-blown sand and dirt seep into the building;
	4. mold outbreaks on walls, floors, doors, books, furniture, due to high humidity (from rickety windows and doors, leaks, and the lack of a building-wide dehumidifier);
	5. temperatures in some rooms is over 80º, while other parts of the building are in the low 70ºs;
	6. elevator is so old it cannot be properly repaired;
	7. electricity is inadequate for needs;
	8. inadequate infrastructure for modern technologies;
	9. bathrooms are “crusty and old” (as one student put it).

## Result of Prior Year’s Action Plans

1. ***AP-1: Support Information Literacy on Campus***
a. Increased information literacy instructional sessions by 64%.

b. Secured funds to license the Credo Information Literacy Module system for another year. This is an ADA-compliant information literacy tool that supports libraries and colleges with information literacy education and assessment, online strategies for library instruction, and faculty collaboration and multimedia creation support. Funding for this system is currently coming from the VCAA’s office.
2. ***AP–2: Increase IT and Digital Library Services***

a. Nine computer workstations were added to the library’s computer lab (35% increase).

b. Set policies and procedures, and increased promotion, for learning objects such as the library’s 3-D printer and design stations.

c. Added three flat screen monitors with *pi sinage* capabilities to increase library services and campus events awareness.

c. Received an equipment replacement grant to purchase the KIC scanner and a Maui Friends of the Library grant to purchase an INK all-in-one printer/scanner/copier.
3. ***AP 3 Support the Library’s Physical Environment***

a. *Pritt* funds were acquired to build a Smart Room (a space in the library intended for technology use). Continued movement towards the goal of library as a “tech and knowledge incubator.”

b. Continued removal of old, moldy and unused books and shelving to accommodate for additional study and learning areas.

c. Redesigned the Reference and Circulation help desks to create a more user-friendly, one-stop area for library services.

**Value**

The library proves its value through consistent and strong usage statistics and positive satisfaction survey data. If students and faculty did not find value in the library, they would not use it. The library’s statistics, which are based on FTE, continue to show steady increase in the use of the library and its resources.

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# Part III. Action Plan

## Action Plan

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| --- | --- | --- | --- |
|  | AP 1-(Library Strategic Plan Goals 1)  | AP 2-(Library Strategic Plan Goals 2 & 3) | AP 3-(Strategic Plan Goals 2 & 5) |
| ITEM | support campus-wide information literacy and student success initiatives  | increase IT & digital library services  | support physical l environment  |
| STEPS | 1. Secure budget increase of $32,000 for electronic research resources/databases: Specifically the continued licensing of the Credo IL Modules, a streaming films collection, and much-needed science resources.
2. Focus on foundational skills teaching for FYE students.
3. Develop new methods for assessing and the information literacy CASLO.
4. Campus-wide OER leadership and support
 | 1. Hire an in-house technology specialist.
2. Continue to develop the library’s website.
3. Increase the number of computers, mobile devices, and creative technologies available to students.
4. Provide a variety of of equipment and technology training to students and faculty/staff.
5. Build tools and for mobile research.
6. Create interactive content for new touch screen displays.
 |  1. Continue to redesign physical space to accommodate for modular, group, and silent study areas.
2. Set policies, procedures and guidelines for new smart room usage.
 |
| RESOURCES | campus funding for electronic resources and FYE initiativesOER funding from UHCClibrarians  | campus fundingstudent tech feeslibrary faculty/stafflibrary student workers | library faculty/stafflibrary student workers  |
| PERSON/ RESPONSIBLE | budget committee, VCAA | budget committee, VCAA | Library Department Chair  |
| TIMELINE |  |  |  |
| OUTCOME INDICATOR | Library Goal 1: *Promote information literacy throughout the academic community by teaching users to find, evaluate, and make intelligent and ethical use of information resources*. | Library Goal 2: *Provide user-friendly access to information resources in all formats and the support services needed to make intelligent use of these resources*.  | Library Goal 3: Physical Environment. *Create a comfortable, safe and user-friendly environment for study, research, and information sharing*. |
| STATUS | Repeat of FY15 request and justification. | Repeat of FY15 request and justification. | In progress. |

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# Part IV. Resource Implications

AP 1: $32,000; Electronic research resources/databases

AP 2: $50,000; APT (band B) IT Specialist

# Appendix

### Information Literacy Summary

The UHMC Library advocates and promotes the practice of information literacy, a pedagogical method that has developed steadily in the UHMC Library instruction program. In 2013/14, while maintaining an active instruction program, library staff focused heavily on the UHMC college-wide, core competency assessment of information literacy. The instruction librarian joined the CASLO committee as the “information literacy expert,” worked with the committee to create a new Information Literacy Rubric, and presented information literacy assessment updates and resources to faculty and administrators. All librarians participated in the year-long series of departmental assessment meetings. These meetings convened to discuss the student samples, focusing on identifying educational gaps and best practices.

As a result of the year-long, college-wide assessment of information literacy, many educational gaps and best practices have been identified as relating to utilizing the library as an information literacy learning center and librarians as information literacy experts. The following suggestions have been presented to the library by the CASLO committee and have become a focus and drive of the library’s strategic and action plans.

INFORMATION LITERACY CASLO IMPLEMENTATION SUGGESTIONS:

* Gap: Faculty avoid research projects or assign research projects with minimal information literacy instruction and practice. These faculty cite issues of workload and courses already overloaded with curriculum that they need to cover.
	+ Action plan: Outsource a portion of the information literacy to the experts in the library. Utilize librarians to update students on the latest information literacy tools, resources, and strategies. This can take the form of a classroom presentation or learning module that takes place in the library.
		- Best practices: Time presentations and learning activities so that students immediately practice skills and apply knowledge to research activities. When possible, instructors should coordinate with librarians to customize presentations and assignments to specific course assignments.
		- Design library-based learning modules to address key information literacy challenges such as using library databases or evaluating sources.
		- Librarians should work with instructors of developmental and “gateway” courses to design learning activities that bring students into the library and expose them to library resources.
		- Develop library handouts for instructors to use in conjunction with research assignments, perhaps with checklists of essential research steps and resources.
		- Create an online chat/Skype system where UHMC librarians are available to interact with distance learning students. Create online versions of information literacy learning modules that cater to online students.
		- Develop a routine library protocol for instructors who need assistance incorporating library instruction into research assignments.
* Gap: Some faculty are out of date with the latest research techniques and resources. For example, some faculty have never researched using the EBSCO databases. How do faculty themselves stay up to date with research strategies?
	+ Action plan: Ask librarians to offer faculty sessions on Information Literacy strategies through IT-C. Also, faculty can continuously renew their understanding by inviting librarians into their classroom for learning activities and participating in these activities along with students.