**UHMC Library Program Review 2015**

Prepared by Ellen Peterson, Library Department Chair

*October 2015*

# 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 mission is to provide resources and services to stimulate intellectual curiosity and to facilitate learning, research, and information literacy within the academic community. We are a proactive organization that addresses issues, anticipates trends, and sets its agenda with the needs of the current and future academic community in mind.*

## Strategic Plan & Objectives: Library PLOs

The University of Hawaii, Maui College Library has developed its **Strategic Plan for the period 2012-2016**. 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 research.

The library has developed this strategic plan to focus on five strategic areas: information literacy, collection development and access services; staffing and staff development; intellectual environment; and services marketing. 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*.

Strategic Divisions

1. Information Literacy
   1. *Promote information literacy throughout the academic community by teaching users to find, evaluate, and make intelligent and ethical use of information resources.*
      1. Collaborate with faculty to incorporate basic information literacy competency skills into more and more general education courses.
      2. Incorporate information literacy components into all levels and disciplines of instruction by designating a librarian to work with each discipline or program.
      3. Develop additional methods for assessing and evaluating information literacy instruction effectiveness.
      4. Continue to develop print and online tools to enhance students’ information literacy skills, with a focus on *LibGuides*.
      5. Point of contact for the information literacy component of the new Institutional Learning Outcomes (CASLO).
2. Collection Development & Access Services
   1. *Provide user-friendly access to information resources in all formats and the support services needed to make intelligent use of these resources.*
      1. Build strong collections that reflect the changing mix of print and electronic resources in a complex, consortium environment.
      2. Continue to replace the print collection, particularly journals and reference materials, with their digital counterparts.
      3. Expand the collection of non-traditional academic resources, including graphic materials, digitized content, and audio-visual materials.
      4. Collaborate with faculty and UH System librarians to make Hawaiian Studies resources accessible by acquiring, organizing and delivering them in the most effective formats.
      5. Update and improve library web pages to reflect new and emerging information discovery services, with an emphasis on *Primo*, ExLibris’ search and discovery system.
      6. Consider e-book leasing and other innovative practices that could improve interlibrary loan delivery and services.
      7. Provide quality reference assistance through in-person and virtual references services, and develop tools to measure the effectiveness of these services.
3. Staffing & Staff Development
   1. *Recruit, develop, retain, and motivate a diverse and well-qualified staff team who can make a significant contribution to the academic mission of the college.*
      1. Evaluate library staffing needs to improve the efficiency of departmental operations.
      2. Lobby for positions.
      3. Provide structured orientation, library training and tutorials for all staff members and student assistants including thorough training on the ExLibris *Prim*o system.
      4. Provide training and growth opportunities that encourage staff members to develop expertise related to their profession and job assignments including attendance at library conferences and training sessions, participation in the governance of library cooperatives and organizations, and the monitoring of current professional literature.
4. Intellectual Environment
   1. *Create a comfortable, safe and user-friendly environment for study, research, and information sharing.*
      1. Focus on transforming spaces to inspire learning, innovation, connections, and discovery.
      2. Transform the reference section to accommodate additional study areas.
      3. Redesign the reference desk to ensure that it continues to function as a user-friendly point of contact between patrons and librarians.
      4. Cultivate opportunities for additional space.
5. Services Marketing
   1. *Promote the usage of library resources and services through a program of advertising and user education.*
      1. Enhance library web pages to facilitate patron access to all library services.
      2. Use displays and exhibits to promote the library’s collections and unique resources.
      3. Engage in creative marketing practices, such as contests and giveaways, to help promote a positive library branding and to attract new visitors to the library.

## Description of Quantity

The following information is required by 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).

The library collection and resources consists of:

* Materials
  + 185,000 books (print and electronic)
  + 70 serials
  + 5,521 DVDs and audio CDs
  + 22 full-text article databases (EBSCO*host* counted as 1 database)
  + 5 multimedia databases
  + 3,365 microfilm reels
* Equipment
  + 15 internet stations for students
  + 3 media-viewing stations
  + 1 portable DVD player
  + 1 digital scanner
  + 1 microform reader printer
  + 2 copy machines
  + 3 HD televisions with Blu-ray DVD players and laptop hookups
* Services for students
  + 3 group study rooms
  + 250 seats
  + 2 lounge areas

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## Quantitative Indicators

### Demand

|  |  |  |  |
| --- | --- | --- | --- |
|  | 2012/13 | 2013/14 | 2014/15 |
| # of reference & informational questions/student & faculty FTE | 1.4 | 1.5 | 1.3 |
| # of students attending presentation sessions/student FTE | .4 | .6 | .6 |
| # of circulations, electronic books used, full-text journal articles downloaded per student & faculty FTE | 9.1 | 9.3 | 12.6 |
| # of web accessible computers per student FTE | 0.004 | 0.004 | 0.007 |

### Efficiency

|  |  |  |  |
| --- | --- | --- | --- |
|  | 2012/13 | 2013/14 | 2014/15 |
| # of informational & reference questions answered per FTE librarian | 956 | 905 | 904 |
| # of book volumes (paper)/student FTE | 24 | 16 | 31 |
| Total materials expenditures/student & faculty FTE | $42 | $24 | $14.5 |
| Total library expenditures per student & faculty FTE | $114 | $102 | $83.5 |

### Effectiveness Measures

|  |  |  |  |
| --- | --- | --- | --- |
|  | 2012/13 | 2013/14 | 2014/15 |
| Common Student Learning Outcome: *The student will evaluate information and its sources critically.* | 96% | 90% | 51% |
| Student Satisfaction Measurements Using Common Survey Questions | 91% | 92% | 91% |
| Faculty Satisfaction: *I usually find enough course resources to meet my needs.* | 92% | 88% | 85% |

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### Discussion of Quantitative Indicators

1. The most noticeable increase in library services comes from an 38% climb in website/digital library statistics. Usage of the library’s online research guides increased by 75%. The increase in online services for students is a result of the creation of 19 new course-specific research guides, more appealing and user-friendly technologies employed on the website, and better services marketing. Specific webpage statistics show an additional increase in the number of students using the self-service research help pages.
2. An increase in the number of students using the online self-help and course-specific research guides would influence the number of questions answered by a librarian (see Appendix for full analysis on reference statistics).
3. Despite CASLO data that indicates a need for increased library instruction and information literacy skills training, the number of classes being offered from librarians is stagnating. The library instruction program (which impacts students success, retention, and persistence) requires an information literacy librarian who could devote his/her full time to developing the program, providing classroom instruction, building information literacy training modules, and faculty workshops and support. *Recent changes in faculty, resulting in new hires in the library, should address this concern*.
4. Whereas the total number of items circulation decreased this year, the circulation of print books increased by 6%. These statistics indicate that print books are still a popular format for research resources. Visual cues and observations indicate that the library’s Hawaiian Collection is particularly popular, as content from these monographs are rarely duplicated electronically (see Appendix for a full analysis on circulation statistics).
5. The library continues to be a popular place to visit - both physically and virtually. Despite a decline in the number of internet stations available to students, building usage has increased by 2%, based on student FTE. Group study rooms and other student collaborative areas remain popular.
6. Whereas the need to access electronic materials and internet-based learning systems has dramatically increased over the past few years, the number of internet-accessible computers available to students has decreased (28 in 2009 to 15 in 2015) in the library. Due to staffing limitations and to the hardware and software issues required to keep internet stations fully operational, the library reduced it’s number of student computers to 15 in FY15. *An IT Specialist/Webmaster for the library is now a primary budget request*.
7. 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)). Considering the college-wide [aggregate assessment report](https://app.surveygizmo.com/reportsview/?key=271935-3123355-49230b71b2fddb3245a011a022accaf0) that indicates only 51% of assessors agreed that students are “achieving a level of information literacy skill deemed appropriate for their degree,” this is the data used to determine this year’s SLO effectiveness measure. Previous years’ data reflect student self-assessment satisfaction measures (>90% in previous years). Now that we have actual SLO data from campus-wide assessment, that data is being used (see Appendix for full analysis of information literacy CASLO assessment and it’s relationship and effects on the library).
8. Budget cut - the library’s budget cut from two years ago has effected the quantity and quality of library resources available to students and faculty. Tied directly to library-specific materials and resources, faculty satisfaction has decreased by 7.6% (-7.6% change). Specific comments from the faculty satisfaction survey include:

*“The greatest need is for Hawai'i-specific sources. I often have to direct students away from HI-specific topics because of the limited library resources on these topics. This is really a shame because I want students to focus on topics that matter to them and that they feel connected to, and those are often HI-related*.”   
  
“*I really wish we had access to the larger databases of the Manoa library. The limited resources available on EBSCO barely serve my students and nowhere near meet my needs*.”

*“Several books I couldn't find but could find at state library*.”



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# 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 (see Appendix for full description of services).
* Staff:
  + Faculty
    - outreach librarian—responsible for service to outreach sites and general reference;
    - public services librarian—responsible for all public services and 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.
  + Civil service
    - circulation assistant (Library Assistant IV)
    - student support APT (APT B)—casual, not on org chart
    - technical services technician (Library Technician VI)
  + Student assistants
    - 1.55 FTE student assistant

## Strengths and Weaknesses

### Strengths

1. The library puts students at the center: Satisfaction data along with gate count and website 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 though 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 DVDs.
2. The library models the academic mission: As the campus has adjusted to a competency-based institution model, so has the library adjusted to modeling 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 (such as its newly-acquired 3-D printer). 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 (books, ebooks, databases, information literacy courseware, etc.). Despite the increase of materials and support requests from faculty and programs (based primarily on information literacy CASLO assessment outcomes), the library was forced to cut five databases from its collection and deny all faculty materials requests.
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. Students are often greeted by a set of closed doors. Due to staff cuts over the years, the library is now open only 46 hours per week (closed on evening and weekends). Limited access to the physical building affects many night and weekend programs, specifically ECE, human services, pharmacology, and nursing. The majority of negative comments about the library are about its hours. The following two student comments from this year’s [student satisfaction survey](https://www.surveymonkey.com/results/SM-BQ9G6D7L/) authentically summarize this weakness best:  
      
   “*The library closes too early during the week and is unfortunate that its not open on the weekends. There are not many places to study on campus and it is unfortunate that student's don't have the resources on campus to continue studying later through the day. The only other building that is open late is the Student Lounge or the TLC on the weekends, both which do not have adequate tables, the right study environment, or resources that the library possesses. As a nursing student, our study groups feel like we don't have anywhere to go on campus as we are routinely booted from campus buildings*.”  
     
   “*Nice job, but why not open certain nights especially during mid terms and finals. … Sometimes students do not own a computer and needs (computer use) since the computer labs are closed in the nights. … Also library has lots of information for students, that do not have libraries available to them and needs help during this time. I know that the public libraries open every other night depends where you leave. The public library is noisey and full of people, How can a student attending UHMC try to get a passing grade if they do not have the tools to help them with. … “*
4. The library building is continuing to prove inadequate and unsafe. This building is 40 years old. It crumbles around us—a study in decay. 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 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 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. occasional 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. first floor handicapped door occasionally does not work and cannot be fixed since the door is too old to repair or get parts;
   7. elevator is so old it cannot be properly repaired;
   8. electricity is inadequate for needs;
   9. inadequate infrastructure for modern technologies;
   10. bathrooms are “crusty and old” (as one student put it).

## Result of Prior Year’s Action Plans

1. AP–1: *Stabilize staffing*
   1. Access services is still short two positions:
      1. Access services APT (1.0 FTE) has not been returned to the library (it was “temporarily” given to computing services 5 years ago) and a new position has not been created.
      2. For the past four years, one casual hire APT has been hired for consecutive 3-month appointments, paid for by the VCAA’s office.
      3. New faculty position (information literacy librarian) has not been created (resolved in FY2016).
2. AP–2: *AP-2–Promote Information Literacy*.
   1. The library faculty continues to work toward developing better tools for assessing the program. CASLO assessment data continues to be reviewed for areas where the library can improve and ways to assist *unhealthy* programs get *healthy*.
   2. The library subscribes to *Literati Academic* by Credo. This is an information literacy tool that supports libraries and colleges with information literacy education and assessment, library instruction, faculty collaboration and multi-media creation. Funding for this system is currently coming from the VCAA’s office. With an increase in materials budget, the library would pay for this system.
3. AP–3: *Increase/improve public access computers and student work areas*
   1. Total computers for student use has decreased from 19 to 15. The library is lacking staff to keep more than 15 internet stations updated and functioning.
   2. The main-floor study area has been reconfigured to add a laptop table. The reconfiguration of the furniture to support individuals studying on laptops helps ease slightly the demand for the declining number of student computers.

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## 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 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

|  |  |  |  |
| --- | --- | --- | --- |
|  | AP 1-(Library Strategic Plan Goals 1) | AP 2-(Library Strategic Plan Goals 2 & 3) | AP 3-(Strategic Plan Goals 2 & 5) |
| ITEM | support information literacy campus-wide | increase IT & digital library services | support intellectual environment |
| STEPS | 1. Secure budget increase of $32,000 for electronic research resources/databases 2. further evaluate CASLO assessment data to identify unhealthy programs 3. Collaborate with faculty and program chairs to address needs based on CASLO assessment data 4. Develop additional methods for assessing and evaluating information literacy instruction effectiveness. 5. Continue to develop print and online tools to enhance students’ information literacy skills | 1. Hire an IT Specialist/ Webmaster 2. Increase the number of student internet computers. 3. Improve technology services. 4. Redesign library website/ digital library for more intuitive, ease of use. | 1. Seek grants and alternative forms of funding to purchase furniture. 2. Remove old, moldy and unused books and shelving to accommodate for teaching and learning spaces. 3. Continue to redesign space to accommodate for modular and group study areas. 4. Set policies and procedures for keeping learning objects in public spaces (such as 3-D printers and design stations). 5. Begin to consider what the library would look like as a “tech & knowledge incubator.” |
| RESOURCES | campus funding | campus funding | grants, donations and other resources will be considered. Library faculty and staff to remove books and shelving, reconfigure areas, create new policies, and continue to strategically plan for changes to the library’s intellectual environment. |
| 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 4: Intellectual Environment. *Create a comfortable, safe and user-friendly environment for study, research, and information sharing*. |
| STATUS | Request and justifications have been submitted to the budget committee. | Request and justifications have been submitted to the budget committee. | 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

## Area Summaries & Analysis

### Circulation & Public Services

*Submitted by Jocelyn Watari*  
  
The UHMC Library Circulation Department performs general circulation duties, including: supervising student assistants, answering questions, locating materials, solving problems with copiers and printers, assisting students, faculty, and staff with the circulation of library materials, processing and circulation of intra-system loan items, as well as managing over a thousand course reserves. The primary goal of the Circulation Department is to provide excellent customer service to the students, faculty, and staff of Maui College, and to foster a positive environment conducive to learning.

A review of our circulation data for the 2015 fiscal year shows that the total combined circulation of physical library materials based on FTE declined by 4% when compared to the circulation data from the 2014 fiscal year, however, further analysis of this data indicates that the circulation of print books increased by 6% since the previous fiscal year, sothat decline in overall circulation is likely caused by a 30% decrease in the actual number of DVDs circulated as online video streaming platforms continue to increase in popularity among the college demographic, combined with a 50% decrease in the actual number of items circulated in the “other” category, which are primarily headphones that the library provides for students using library computers and DVD players—more students are choosing to bring in their own personal headphones rather than borrow them from the library.

Despite the 4% decline in student enrollment between the two years, students continue to find value in the study spaces the library provides. This is demonstrated by our gate count numbers, which increased by approximately 2%, and the number of bookings for our library group study rooms, which showed no significant percentage change between the two years.

The circulation department gathers and analyzes qualitative and quantitative data to determine the types of resources and services that would benefit library patrons, and reports this data to the library department chair, consequently the library added new equipment for students to use based on the amount of requests received for a particular item from our patrons, such as a digital scanner for students to use, and new computer workstations.

### Information Literacy Summary

*Submitted by Ellen Peterson*

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.

### Reference Services

*Submitted by Dorothy Tolliver*

The UH Maui College Library's Reference Services provides services for our patrons - UHMC students/faculty/staff, UH system students/faculty/staff and community members. Reference Services promotes information literacy and student success by teaching users to find, evaluate, and make effective, intelligent use of information resources.

In keeping with the Library's mission of contributing to student success, Reference Services focuses on instructing patrons, on a one-to-one basis, to operate independently in using our electronic, print, or media resources. This empowers our patrons to best accomplish their immediate research objectives and at the same time prepares them for success in future independent research.

Faculty librarians, who staff the Information/Reference Desk, provide direct, virtual reference and research services at the Reference Desk. They are available to answer questions, assist with in-person research questions, provide research guidance, assist and teach the use of electronic resources and assist users in identifying relevant resources for their information needs in the library and/or community .

Reference assistance is also available off-campus through the use of email, "Ask-a-Librarian (chat)," "PIDGIN", and LibGuides as well as through telephone requests from students and faculty who are having problems in accessing their library's homepage, databases or finding the information they need.

Reference hours are expanded through the use of our leased databases. The UHMC Library subscribes to 22 general, academic and specialized leased databases containing full text books, reference books and tools, journals, magazines, newspapers, films, and music which are available both on site and off campus and can be accessed through the UHMC Library's homepage. These leased databases provide 24 hours online reference library coverage for our local and distance education patrons who have UHMC IDs and can be accessed on campus, off campus, on cell phones, iPads, laptops and computers anywhere in the world.

The print Reference Collection is available for use within the library. Patrons can take notes or choose to photocopy, scan or photograph the printed page. Due to budget shortfalls, there has not been enough funds to thoroughly update our reference print collection. As a result, there has been increasing reliance on our e-resources to assist students with their research assignments Mold, mildew and currency in the collection have also forced us to seek alternatives to some of the print books. As a result, replacement of print books with ebooks when possible, is being encouraged. The Encyclopedia Britannica, for example, is no longer available in the print version but is available as one of our leased databases as is several foreign language dictionaries and the Encyclopedia of Science and Technology. The advantage to e-reference books is that they are constantly updated by the publisher, at no cost to the subscriber, thus maintaining currency and an accuracy not possible in the static print version which needs to be replaced frequently and often at great cost. Since not all print reference books are available online and some students still prefer print resources, we will continue to have a combination of print and ebooks to offer to our patrons.

**Statistics 2014/2015**

Reference Statistics are dependent on many factors including student, faculty and staff population size as well as community usage, number of bibliographic sessions and students taught in various classes, faculty instructor class assignments and dependent and independent database usage and Voyager searches. A drop or rise in these populations will be reflected in patron use of Reference Services.

**Reference Questions Asked as Recorded at the Reference/Information Desk for Fy 2014/2015:**

|  |  |
| --- | --- |
| UHMC Library Patrons | FY 14/15 Reference Statistics |
| UHMC Students | 2,298 |
| UHMC Faculty/Staff | 140 |
| Outreach Students | 10 |
| Outreach Faculty/Staff | 05 |
| UH System Students | 90 |
| UH System Faculty/Staff | 13 |
| Community | 147 |
| Other | 09 |
| Total | 2,438 |
|  |  |
| Phone Reference | 58 |
| Email Reference | 67 |
| "Ask the Librarian" | 10 |
| Total | 115 |

### Outreach/Distance Ed Services Summary

*Submitted by Lillian Mangum*

Providing library services to distance learning students in Maui County needs to be done so that students in our outreach sites in Molokaʻi, Lānaʻi, Hāna, and Lahaina are made aware of the assistance we give to our students in their research. In short, I “market” the library by sending my brochures to all the education centers at the start of each semester, by contacting the site coordinators, and by personal site visits. Because the Molokaʻi Education Center has the largest enrollment and provides on-site classes, I travel to the center at least once a semester. I’ve also visited the Lānaʻi Education Center in October, 2013, and the Hāna Education Center in June. I plan a visit to the Lahaina Education Center in October.

During my visits to Molokaʻi, I meet with the site coordinator, other staff and students. I have taught library research skills to English 19, English 22, English 100, Communication 145, and Sociology 100 on-site class students. I have found personal visits to be most beneficial for the students, as they learn first hand how to navigate through the library’s online databases. In August I attended the Molokaʻi Education Center’s Freshman Foundation for new students. I met and talked with many new UHMC students and a couple of UH West Oʻahu students. I created an informational handout for this function.

I visit the first week classes of upper division UH Mānoa Maui Outreach students and give a brief introduction to library services. I have taught more in-depth use of EBSCO, JSTOR, and Google Scholar to English and Sociology classes. I reach online students by emailing my library services for online students letter to the University Center staff responsible for forwarding my letters on to the students.

Staffing the Information Desk is one of my duties along with the other librarians. I enjoy working and assisting students, faculty, and staff with their research needs and teaching them about our numerous resources. It also enables me to be aware of subject areas that need new books and media for collection development.

A major concern is the reduction in funding for travel and collection development. The library has no travel budget and very little money for purchase of new books and DVDs. As the librarian responsible for our Hawaiian and Outreach sites’ collections, as well as other subject areas, I have been forced to cut down on purchases. I am especially concerned about our Hawaiian collection. New books go out of print very quickly and obtaining them after that can be very difficult. Circulation of Hawaiian books is heavy during each semester and multiple copies of some books need to be obtained. Also, faculty in my subject areas have requested books and DVDS and they have been turned down until more money is made available.