**UHMC Library Program Review FY2016**

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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 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 learning.

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*. After each Outcome, specifc 5-year goals are listed.

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

Strategic Division Goals

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

* Building Usage
	+ 48 hours of service per week
	+ 138,801 visitors (total gate count / 2)
	+ 762 study rooms bookings
	+ 5,072 hours booked in study rooms
* Services
	+ 45 classroom presentation sessions to an estimated 900 partipants
	+ 2,066 reference questions answered
	+ 10,467 items circulated to students
	+ 2,677 items circulated to faculty/staff
	+ 454 intrasystem loans
	+ x website hits
	+ 140,061 ebooks
	+ 72 full-text electronic databases
	+ 475,957 database searches with 236,128 full-text items retrieved
	+ 20 class/course research guides
	+ 5 online teaching and productivity modules/tools
* In-House Materials
	+ 55,857 print books
	+ 70 print periodicals
	+ 5,521 Audiovisual items
	+ 4,024 microfilm reels
* Materials & Services Expenditures
	+ $97 per student and faculty combined FTE
* Computer Lab Equipment
	+ 17 multimedia PCs
	+ 1 portable DVD player
	+ 1 digital scanner
	+ 1 microform reader printer
	+ 1 3D printer
	+ 1 photocopy machine
	+ 3 HD televisions with
* Facilities for students
	+ 3 group study rooms
	+ 250 seats
	+ 2 lounge areas

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## Quantitative Indicators

### Demand

|  |  |  |  |
| --- | --- | --- | --- |
|  | 12/13 | 13/14 | 14/15 |
| # of reference & informational questions/student & faculty FTE | 1.5 | 1.3 | .93 |
| # of students attending presentation sessions/student FTE | .6 | .6 | .44 |
| # of circulations, electronic books used, full-text journal articles downloaded per student & faculty FTE | 40 | 13 | 69 |
| # of web accessible computers per student FTE | 0.004 | 0.007 | 0.008 |

### Efficiency

|  |  |  |  |
| --- | --- | --- | --- |
|  | 12/13 | 13/14 | 14/15 |
| # of informational & reference questions answered per FTE librarian | 905 | 904 | 826 |
| # of book volumes (paper)/student FTE | 16 | 31 | 27 |
| Total materials expenditures/student & faculty FTE | $24 | $14.5 | $56 |
| Total library expenditures per student & faculty FTE | $102 | $83.5 | $104.5 |

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### Effectiveness

|  |  |  |  |
| --- | --- | --- | --- |
|  | 12/13 | 13/14 | 14/15 |
| Common Student Learning Outcome: *The student will evaluate information and its sources critically.* | 90% | 51% | 51% |
| Student Satisfaction Measurements Using Common Survey Questions: *The library helps me get better grades.* | 92% | 91% | 92% |

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### Discussion of Quantitative Indicators

1. Library building usage increased 118% from FY14/15 to FY15/16. FY15/16 was the start of concerted efforts to reallocate buidling and storage spaces for additional and more pleasing study areas. Whereas traditional reference services and circulation of print materials declined in FY15/16, study room booking data and visual cues indicate that students increased their visits to the library for independent study, tutoring, and group collaboration work. **(PLO Goal #4)**
2. The library computer lab continues to be a popular destination for students. A few new PCs were added to the lab, as well as a scanner and color printer. Reference-tracking data indicate that almost a third of the library’s reference help is considered techical assistance. **(PLO Goals #2 and #4)**

3. Access to, and usage of, online research resources continues to grow. As more UHMC library resources and expenditures are put towards electronic databases, as compared to print resources, for example, the number of electronic articles and ebooks increased by 204% this year. A growing number of online classes being offerend through UHMC, limited hours of operation of the physical library, limited budget to purchase print materials, and preference for electronic format over print may be additional reasons for such drastic changes in the print and electronic circulation of library materals. **(PLO Goal #2)**
4. There was a noticeable decrease in the number of classroom presentation sessions between FY14/15 and FY15/16. In FY16 the library functioned with only two (out of four) full-time librarians and one part-time, casual hire librarian. With only two, full-time librarians, there were oftentimes no librarian available to provide bibliographic instruction. Library instruction was either not provided or it was outsourced to other faculty on campus. **(PLO Goal #1)**
5. 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.” Becasue UHMC assesses information literacy once every six years, this remains the data used to determine this year’s SLO effectiveness measure. Due to the low percentage of accessors who indicated that UHMC students were achieveing IL skills deeped appropriate for their degree, the library’s *effectiveness* remains “cautionary.” **(PLO Goal #1)**



# 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
		- substitute librarians—responsible for library technical services. Additional duties of head librarian. This librarian is also the library webmaster.
	+ Civil service
		- 1 Library Assistant IV)
		- 1 “temporary” Library Assistant IV (not on org chart)
		- 1 Library Technician VI
	+ Student assistants
		- 1.55 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 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: 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 (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 early childhood education, human services, pharmacology, and nursing. The majority of negative comments about the library are about its hours.
4. 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. 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. Two new full-time faculty librarians were hired.
	2. Library Assistant IV continues to maintain a “casual” status.
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*. See Appendix for details.
	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.
3. AP–3: *Increase/improve public access computers and student work areas*
	1. Computers for student use increased from 15 to 17, with new PCs and Mac design stations planned for FY. Despite plans to increase computers in the libary, the library is lacking staff to keep PCs updated and properly functioning. PCs for student use are frequently *out of order.*

## 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

|  |  |  |  |
| --- | --- | --- | --- |
|  | 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

### 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.