**UHMC Library Program Review FY2018**

Prepared by Librarians Ellen Peterson and Dorothy Tolliver

# 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.*

## 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.

a. OER knowledge and awareness on the campus is very low to non-existent.

b. increase awareness of OER across the campus.

c. Developed an Ambassador Program - A cohort of 8 faculty members from different departments committed to reducing textbook costs by at least 75% (hopefully $0) have agreed to serve as ambassadors on campus for OER initiatives.

d. From the individual meetings, several faculty have reduced their textbook costs or adopted an OER textbook.

 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.

 a. New signage will be in Hawaiian and English

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

b. Desk Tracker by Compendium Library Services will be used for measurement. Review alternatives to Desk Tracker such as a system that would fully integrate into our SpringShare suite.

 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”).

a. Create a Student Learning Center

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

b. Create a Library Classroom

 iii. Investigate grants and other sources of funding for furniture, construction, electricity, etc. such as the *Pritt* funds which is already being used to purchase furniture and equipment.

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.

## Description of Quantity

* Building Usage
	+ 46 hours of service per week
	+ 613study rooms bookings
	+ 1,680hours booked in study rooms
	+ Estimated increase of building usage from FY17: 20%
* Services
	+ 163classroom presentation sessions to an estimated 4,025 partipants
	+ 8,242reference questions answered
	+ 7,026items circulated to students
	+ 1,500items circulated to faculty/staff
	+ 630 equipment circulations
	+ 1,681 I.D. cards printed
	+ 292intrasystem loans
	+ 100 microfilm reels accessed
	+ 18,946website hits
	+ 119,714database searches with 97,805full-text items retrieved
	+ 73librarian-created research guides
	+ Percentage of students polled who “completed an assignment that used an information source: 98%
	+ Percentage of students polled who “Completed an assignment that used the library's electronic collection of articles, books, and journals”: 94%
	+ Percentage of students polled who “Decided not to use an information source in a course assignment due to its questionable quality”: 35%
	+ Number of students who completed a library FYE/My Library Packet module (total includes multiple students completing multiple modules): 1,056 (total number of completions, duplicated count for students completing more than one module).
* Holdings
	+ 43,726 print books
	+ 50 print periodicals
	+ 6,344Audiovisual items
	+ 2,842microfilm reels
	+ 201,872ebooks
	+ 72full-text electronic databases
* Materials & Services Expenditures
	+ 41,732expenditures for electronic resources
	+ 55,756total collection expenditure
	+ 30per student and faculty combined FTE
* Computer Lab Equipment
	+ 24 multimedia desktop computers
	+ 4 iPads on stands for public use
	+ INK Machine: all-in-one prints, copy, scan, fax
	+ KIC Scanner
	+ 1 microform reader printer
	+ 2 3D printers
	+ 3 interactive touch screens
	+ 5 HD televisions
	+ 1 ThinkHub
	+ 3 mobile phone charging stations
* Facilities for students
	+ 3 group study rooms
	+ “Smart Room” with thinkHub and 2 projection TV screens
	+ Lounge area
	+ 1 silent study area
	+ ~250 seats

##

##

##

## Quantitative Indicators

### Demand

|  |  |  |  |
| --- | --- | --- | --- |
|  | 15/16 | 16/17 | 17/18 |
| # of reference & informational questions/student & faculty FTE | .93 | .86  |  **4.5** |
| # of students attending presentation sessions/student FTE | .44 | .60  | **2.4** |
| # of circulations, electronic books used, full-text journal articles downloaded per student & faculty FTE | 71 | 61  | 65 |
| # of web accessible computers per student FTE | 0.008 | 0.014  | 0.014 |

###

### Efficiency

|  |  |  |  |
| --- | --- | --- | --- |
|  | 15/16 | 16/17 | 17/18 |
| # of informational & reference questions answered per FTE librarian | 826 | 446  | **947** |
| # of book volumes (paper)/student FTE | 25 | 27  | 24 |
| Total materials expenditures/student & faculty FTE | $51 | $49  |  $30 |
| Total library expenditures per student & faculty FTE | $198 | $294  | $342 |

###

### Effectiveness

|  |  |  |  |
| --- | --- | --- | --- |
|  | 15/16 | 16/17 | 17/18 |
| 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*.* | 92% | 93%  | 95% |

###

### Discussion of Quantitative Indicators

The most noticeable year-to-year change is in library demand. Most notably, there was a big increase in the number of instructional sessions provided (64% increase) and the number of informational and reference questions answered (54% increase). The arrival of new librarians focused on instruction. library events, and FYE library orientation sessions contributed to the jump in the number of library sessions offered. Opening up a Tech Support desk, where all librarians, staff, and student assistants provided technical support to students contributed to the increase of “reference” questions answered. There was a slight increase (4%) in overall materials circulation numbers 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’s computers continues to be a popular destination for students. Our 24 workstations are in response to student demand for powerful computers with design and video editing software. Library Tech Tutors are now available to help the students with their computer problems.

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, public services, technical services, systems.
* Staff:
	+ Faculty & Staff
		- 1 faculty library department chair
		- 3 faculty librarians
		- 1 Library Assistant IV
		- 1 “temporary” Library Assistant IV (not on org chart)
		- 1 Library Technician VI
	+ Student assistants
		- 1.7FTE student assistants
		- 4 Tech tutors/peer mentors (Intergrated Student Support Funds)

## 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.
2. The library has become increasingly student-focused. New tables and chairs along with large screen monitors, touch screens, and iPads on stands continue to be purchased and arranged so that students can adapt to independent and collaborative exploration, research, and studying.
3. The lounge areas with comfortable seating encourages relaxation on both floors of the library.
4. Coffee, snacks and pancake days are popular with the students, reinforcing the idea that beverages and food are allowed and that the library “cares” about the needs of students. With the cafeteria closing at 2:00 pm, the library gives the students a safe place to bring meals and refreshments during the afternoon hours.
5. Planned therapy dogs and harpist vists are very popular and are intended to help students cope with stress.
6. A click through the digital library and new library mobile app will reveal useful mobile and online, 24/7 access to hundreds of thousands of electronic resources, DIY and live research help, and links to popular services such as booking a group study room, renewing library materials, and checking the week’s events and free food days in the library.
7. The library models the academic mission: The library is now deeply engaged in being a part of student success initiatives on campus and is increasingly considered an authority on information literacy skills development and strategies for reducing cost as a barrier to students, including *Textbook Cost: $0* and OER. In developing the library’s strategic plan, student engagement, quality of teaching and learning, creating open spaces, transparency, sustainability, and honoring our heritage are all considered.
8. The library models a learning community and makes learning visible: The main floor of the library features student led displays, art, and learning objects. The library boasts a variety of learning zones, including two large group study rooms with large screen monitors, and white boards. The library has a designated silent study area, additional group study areas, a “Smart Room” with an interactive Think Hub.
9. Observations, visual cues and written student suggestions assist staff with assessing user needs. 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. Each successive year has seen further budget cuts. Since the library’s budget is mostly fixed costs, these cuts come from its materials (supply) 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, periodically update the library’s operating system, and further develop and maintain the library’s website/digital library.
3. With the proposed retirement of the Library Tech VI in late 2018, it is important to replace this position. The Library Tech VI serves as the “Business Manager” of the library as well as supervising all technical service functions including the purchasing, processing and cataloging of all books and materials.
4. The library building is continuing to prove inadequate and unsafe. This building is now 50-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. Thirty 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 and constanly breaks down;
	7. despite grant funds that have added new electrical outlets to the main floor of the library, the electricity continues to be inadequate for student needs;
	8. overall inadequate infrastructure for modern technologies;
	9. bathrooms are “crusty and old” (as one student put it).
	10. second and third floor bathrooms are not handicapped accessible
	11. there is little room for expansion of resources and services

4. A library classroom is needed to teach information literacy sessions to the students. The previous library classroom on the first floor of the library was given to instruction by the administration many years ago.

## Result of Prior Year’s Action Plans

##

1. ***AP-1: Support Information Literacy and other Campus-Wide Student Success Initiatives***
a. Increased information literacy instructional sessions by 64%.

b. Increased reference services by 54%

c. Secured funds to continue 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.

d. Created a series of foundational information literacy skills modules for the new campuswide FYE initiative. Three modules were created with a total of 1,056 students completing the modules (total number of completions, duplicated count for students completing more than one module).

e. Developed an OER Ambassador Program - A cohort of 8 faculty members from different departments committed to reducing textbook costs have agreed to serve as ambassadors on campus for OER initiatives. From the this initiative, several faculty have reduced their textbook costs or adopted an OER textbook.

1. ***AP–2: Increased 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 printers and design stations.

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

c. Continued to utilize the equipment replacement grants KIC scanner and the Maui Friends of the Library grant INK all-in-one printer/scanner/copier.

d. In partnership with the TLC & the ISS Committee, Student Success funds were used to create a Tech Tutor Station and Help Desk with student peer tutotrs for students having difficulties in using the library’s computers, computer programs and in using the INK all-in-one printer/scanner/copier.

e. Added laptops and IPads for student loan. 15 Chromebooks; 5 IPad Pros; 15 IPADS; 6 surface Pros; 4 Go Pro Cameras; 4 GoPro cameras and 1 360 camera.

1. ***AP-3 Support the Library’s Physical Environment***

a. *Pritt* funds were accessed to furnish additional “Smart Room” furniture and equipment for technology use. Continuing the movement towards the goal of the library as a “tech and knowledge incubator.”

b. Continued removal of old, moldy and unused books to create a clean, relevant collection for student and faculty use.

c. Disposal of unneeded furniture, including bookcases, to create space for student seating to accommodate for additional study and learning areas.

**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, its services and its resources.

#

# Part III. Action Plan

# Action Plan for FY19

|  |  |  |  |
| --- | --- | --- | --- |
|  | 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. Unfreeze Tech IV position and secure budget increase to help support the increase of technology and computer labs in the library.
2. Continue to develop modules for the teaching of information literacy foundational skills.
3. Develop new methods for assessing information literacy SLO.
4. Increase 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. Continue to create interactive content for new touch screen displays.
 |  1. Continue to redesign physical space to accommodate for modular, group, and silent study areas.
2. Research options for an instruction area.

  |
| RESOURCES | campus funding for electronic resources and FYE initiativesOER funding from UHCClibrarians  | campus fundingstudent tech feeslibrary faculty/stafflibrary student workerspeer mentor/tutoring funds and support | 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 | In progress. Update of FY18 budget request and justification. | In progress. Update of FY18 budget request and justification. | In progress. |

# 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 UHMC college-wide, core competency assessment of Information literacy. Librarians provide information literacy in all of their library instructional programs. As a member of the CASLO Committee, the Head Librarian created an Information Literacy Rubric which is used for information literacy assessment updates.

All librarians participate in departmental assessment meetings. These meetings are convened to discuss the student samples, focusing on identifying educational gaps and best practices.

As a result of this on-going assessment of information literacy, many educational gaps and best practices have been identified relating to the utilization of the library as an information literacy learning center and the librarians as information literacy experts.

The following suggestions were presented to the library by the CASLO committee and have become a focus and drive of the library’s continuing strategic and action plans.

INFORMATION LITERACY CASLO IMPLEMENTATION:

* 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 such as a “Scavenger Hunt”.
		- Best practices: Time presentations and learning activities so that students immediately practice skills and apply knowledge to research activities. When possible, instructors coordinate with librarians to customize presentations and assignments to specific course assignments.
		- Designed library-based learning modules to address key information literacy challenges such as using library databases or evaluating sources.
		- Librarians worked with instructors of developmental and “gateway” courses to design learning activities that bring students into the library and expose them to library resources.
		- Developed library handouts for instructors to use in conjunction with research assignments, perhaps with checklists of essential research steps and resources.
		- Created an online chat system where UHMC librarians are available to interact with distance learning students. Created online versions of information literacy learning modules that cater to online students.
		- Developed 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: librarians will continue 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.

###