Academic Support Services
Library

ANNUAL
REPORT OF PROGRAM DATA
2021

1. Program or Unit Description

Program Mission

University of Hawaiʻi Maui College Library's primary mission is to provide services that add value to learning and teaching. With the College's Strategic Divisions in mind, the library functions 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.

Strategic Divisions Alignment

1) Student Success: Areas of library impact on Student Success are continuously being investigated, with some being studied more extensively than others. Research studies by the American Library Association, Academic & College Research Libraries division indicates five positive connections between the library's services and resources and student learning and success (ACRL, 2016):

1. Student retention improves with library instructional services.
2. Library research consultation services boost student learning.
3. Library instruction adds value to a student's long-term academic experience.
4. The library promotes academic rapport and student engagement.
5. Use of library space relates positively to student learning and success.

The library strategically plans its programs and services to support student success and retention by working to take down barriers to persistence and creating experiences and spaces that support students in discovering community, meaning, and purpose. The library aims to support a wide-range of student learning outcomes, primarily information literacy, critical thinking, cultural literacy, technology and media literacy (transliteracy), and creativity.

*2) **Quality of Learning:*** The UHMC Library works to develop academic support workshops, classroom learning modules, and peer-to-peer relationships for students, and professional development presentations to faculty and staff to help promote excellence in teaching and learning.

*3) **Hawaiʻi Papa O Ke Ao:*** The UHMC Library continues to develop its mission and set its priorities with cultural traditions, language, history, and values in mind. When considering allocations of time and resources, the library prioritizes Native Hawaiian materials and services. To best model an indigenous-serving institution, the library builds, maintains and promotes Native Hawaiian special collections, digital exhibits, repositories, and archival collections. Librarians continuously discuss and prioritize work on the library "decolonization" recommendations put forth by E Naʻauao Pū, E Noiʻi Pū, E Noelo Pū: Research Support for Hawaiian Studies.

*4) **Community Needs and Workforce Development:*** The UHMC Library acknowledges that adaptable, capable, and valuable employees are information literate individuals. Librarians work to teach and foster strong analytical, critical thinking and problem-solving skills to best prepare students to meet current and emerging community and workforce needs and opportunities. The library subscribes to career resources collections, maintains a careers research guide, and collaborates with CareerLINK to provide up-to-date information and resources for students. In FY21 the library secured CARES funding for *Career Spots*, a career advice video collection.

*5) **Sustainability:*** The UHMC Library acknowledges that there are plenty of opportunities for sustainable practices in and outside of the library. The library is represented at sustainability committee meetings and library staff work with campus sustainability initiatives and events, such as Earth Day. Aside from practices possible within the physical environment of the library and campus, the library also looks at sustainability in terms of sustaining materials, information, and knowledge. Additional considerations for sustainability include sustaining adequate staffing and budget.

Program Assessment

The UHMC Library attempts to measure its program impact by looking at **needs assessment** (what does our community need?), **patron satisfaction** (what should we do better?), **outputs** (how much did we do?), and **outcomes**

(what good did we do?). The Library acknowledges that measuring impact requires more than gate counts or usage metrics and it strives to prioritize its assessment around *outcomes*.

The Library defines an outcome as a specific benefit from a library program or service that can be quantitative or qualitative, and is expressed as changes an individual perceives in themselves. It answers the question: *what good did we (the library) do?* Or, in other words: **how have learners been changed as a result of our interactions?**

Library Service Area Outcomes

The UHMC Library's Service Areas correspond to the seven essential library programs and services identified and defined by ACRL. Each year, the library explores the impact of each area to the best of its ability.

Service Area Outcomes Inspired by ACRL and Defined by UHMC Library

> 1) **Collections:** *Collection services will support research, classroom instruction, cultural preservation and heritage, and personal growth and well-being. Examples of collections include special collections, digital exhibits, repositories, or archival collections.*

> 2) **Instruction:** *Instruction services or programs will assist students in their coursework and enhance their learning and success. Examples of instruction include: instruction sessions in classes, library orientation programs, or topic-specific workshops.*

> 3) **Research:** *Research services will improve research skills and help researchers succeed. Examples of research include: reference services, research consultation services, or workshops for faculty.*

> 4) **Teaching Support:** *Teaching support services will help faculty and instructors develop curriculum and/or course materials that will add value to student learning. Examples of teaching support include: OER services, online learning modules, or faculty teaching workshops.*

5) ***Events / Programs:*** *Events and programs services will inform, enrich, and promote community learning and campus engagement. Examples of events / programs include: exhibits, lecture series, civic engagement services, or stress relief activities.*

6) ***Library Technology:*** *Library technology services will help library users build essential skills to effectively and ethically incorporate technology into their work and life. Examples of library technology include: technology loan programs, maker spaces, or technology-related workshops.*

7) ***Space:*** *Library spaces will enhance academic performance and support student learning and success. Examples include library spaces: group study rooms, individual study spaces, or writing or tutoring centers.*

Target Population

The UHMC Library prioritizes its services for all UHMC students, faculty and staff on the three islands of Maui County. However, because the library envisions itself the "community center" for the whole campus and higher education on Maui, the library attempts to serve all UH students studying on Maui and the Maui community at large, wherever possible.

Re-envisioning the Library Amidst the COVID-19 Pandemic

In early March 2020, COVID-19 blindsided our academic community. With little time to plan, we closed our library building to protect the safety of our patrons and employees and moved to online services only. Thankfully, years of distance learning support, curating digital content, providing multiple opportunities for research interaction, and developing robust search interfaces and web presences served us well during this transition.

FY21 UHMC ARPD

Program: Library

Returning to the library at the end of FY20, we faced a paradigm shift. Instead of returning to normal, we knew we were returning to a "new normal"—one where in-person classes and service interactions may be impossible or no longer preferred, where collections in physical format-only were a barrier to access, and where collaborative study is shunned in favor of social distancing in buildings that can only safely house a fraction the people they used to.

During FY21, the UHMC Library began transforming in response to student, faculty, and community needs. The library began a shift from a building valued for its physical spaces, collections, and in-person support to an online- and hybrid-focused, student success hub. The pandemic has resulted in an increased use of, and reliance on, digital collections, and more interest in self-service and online programming. The in-person reference interview and the building as a one-stop learning commons were on hiatus, though the need for those services remains.

A sense of belonging and the feeling of genuine connection with one's peers, faculty, and campus life is a known predator of success in college (Strayhorn, 2021). Students who feel a sense of connection with their college experience are more likely to see academic success, graduate on time, and view their time favorably. The feeling of a lack of belonging compels students to withdraw from classes, perform poorly, and delay finishing their degrees (O'Keefe, 2013). As our students commit to being tens of thousands of dollars in debt, it becomes a social justice issue that not only do they finish, but that they receive the best education possible.

If students are to receive the education they deserve, we must do better to create environments where our students are valued and find a sense of belonging. This is a campus-wide responsibility, one in which the library can play a big role in. In our *new normal* world, more effort should be made to help students feel welcomed and comfortable. Although there are new, complex health and safety protocols for in-person learning and new online learning environments, students should always feel welcomed and comfortable. They should never feel as though their presence or needs are a burden (these days, there's a tendency for students to apologize to us, as they try to navigate new environments and situations). Students should be able to comfortably ask questions and request assistance and still be recognized for the knowledge they possess. In this way, the UHMC Library can and should play a vital role in creating a sense of belonging for our students.

Below is a summary of some of the specific *new normal* visioning concepts discussed, observed, and executed in the library during FY21. Some of these visualizations are described in more detail in the Discussion section of this review.

Vision 1: Library as Physical and Virtual Student Success Hub

The library continued its development as a student success hub, taking a leadership role in the development of a physical and virtual student success ecosystem for the institution. Work to co-locate *learning commons* services like equipment borrowing, writing support, and makerspaces continued. The library increased its equipment loan program, developed and hosted online writing labs, designed a variety of academic support "spaces" within the [new virtual library](), and continued workshops and support for 3D printing and a new [Podcast Studio]().

Vision 2: Hybrid Programming and Services

With students taking classes in person and online, flexibility is needed. Students and faculty will expect the library's online services, collections, and programming to continue even when/if we can return to regular physical interactions. In FY21, the UHMC library moved towards offering research consultations, instruction sessions, programming and events simultaneously in person and online. The goal of this vision is to increase access and convenience of content, services, and experiences.

Vision 3: Special Collections and Archives Go Digital

When the library was forced to move its services fully online during the height of the first wave of the pandemic, we struggled to provide access to certain in-print and physical archives and monographs. In FY21, digitization work was done to provide access to the *Maui News Index* (previously available in-print, only). Additionally, [blog posts]() and newsletters were created to promote the library's [Flickr photo archives](). The library's online catalog [Collection Discovery]() feature was created to promote special collections.

Vision 4: Collaborative Creativity

Through the addition of digital media creation support services (facilitated by the college's robust peer mentor program), and makerspaces that include 3D printing and podcasting, we envision our library to become the go-to place for the completion of creative projects. We predict that collaborative creativity within our library will only increase as learning becomes more experimental and hands-on activities become a core reason to be on campus. For FY21 we have leaned more into the collaborative creativity role –working to develop spaces and programming where students can learn creation and prototyping skills, get one-on-one assistance, and leave with a prototype or finished product, all while learning the skills that help them succeed in tomorrow's workplace: creativity, collaboration, communication, and critical thinking.

Vision 5: Library Space as a Network

Our library has continually struggled to provide adequate hours as well as enough study and project space for students and faculty, a challenge amplified by social distancing to reduce the spread of COVID-19. In FY21, the library worked with other academic support units to mitigate this shortfall by identifying and coordinating additional study spaces around campus to form a network. We've always been protective of our role as a study location; a study space in a library has a unique value because it's co-located with experts, collections, and tools. However, FY21 was a time for the library to move outside of the bounds of the building and put effort into inventorying, organizing, and managing the study spaces across the campus. The library joined other Academic Support units in Star Balance as a place for students to schedule spaces and people. In FY21, library staff programmed a complex booking system that included integrated options for outside-of-the library appointments and pick-ups as well as for other support units to eventually join the campus spaces network.

Vision 6: New Ways of Working and Engaging

One of the biggest takeaways from the pandemic has been the success of working outside of the workplace. As collaboration software (especially Zoom)

became more robust, there were more ways for students, researchers, and library employees to work together without having to be together–communicating, sharing documents, and publishing results. More than the opportunity to create a global research community, we hope this new world of work and engagement provides the accessibility and flexibility needed to create a more diverse and equitable workplace and college experience.

2. Analysis of the Program/Unit

Program Demand, Efficiency, and Effectiveness Data

Quantitative Indicators

#	Student and Faculty Information	FY19	FY20	FY21
1	Annual Unduplicated Student Headcount	3,818	3,740	3,612
2	Annual FTE Faculty	123	119	109
2a	Annual FTE Staff	167	166	162
3	Annual FTE Student	1,540	1,497	1,393

#	Demand Indicators	FY19	FY20	FY21
4	Number of students attending presentation sessions per student FTE	2.5	1.1	.44
5	Number of circulations, electronic books used, full-text journal articles downloaded per student and faculty FTE	52	46	40
6	Number of hits on library home page per student/faculty FTE	13	15	17

FY21 UHMC ARPD

Program: Library

#	Efficiency Indicators	FY19	FY20	FY21
7	Number of reference questions answered per FTE librarian / staff (FTE librarians for FY20 = 3)	447	490	563
8	Number of book volumes per student FTE (if this equation includes ebooks, the FY21 number would be 205)	14.5	16	16
9	Total materials expenditures per student FTE (includes all electronic resources)	$45	$45	$46
10	Total library expenditures per student and faculty FTE (includes library faculty and staff salaries)	$340	$250	$252

#	Effectiveness Indicators (NEW SURVEY - Instruction & Individual Research Consultations)	FY19	FY20	FY21
11-1	I feel more confident about completing my assignment.			94%
11-2	I learned something new that will help me succeed in my classes			92%
11-3	I intend to apply what I learned.			89%
11-4	I am more aware of the library's resources and services.			96%
	Effectiveness Indicators			FY21

	(NEW SURVEY - Library Equipment Loan Follow-Up Survey) *As a result of using borrowed library equipment…*			
	I was able to use the equipment for a class, assignment or project.			94%
	I was able to do my work more effectively.			94%
	I learned more about the library or used other library resources or services.			90%

Discussion

Overview, Strengths & Weaknesses

When analyzing the library program, the most noticeable demand number change from FY20 to FY21 (and earlier years) is the number of presentation sessions provided (70 in FY20 and 42 in FY21).

With the closing of the physical library in March, 2020, as well as the cut of 2 staff members responsible for events and student engagement (Library Assistant IV and Casual Hire APT), the planning and hosting of events completely stopped. The physical library reopened at the start of FY21. However, with the majority of classes being offered as online- or hybrid-only, the library saw only 10% of the visitor count it had experienced pre-pandemic. During FY21, in-person classes, tours, orientations, and events continued to cease. For the purposes of ARPD reporting, library orientation events are counted as "sessions" so the lack of group visits to the physical library impacted our "sessions" demand.

Another predictable demand change happened when we closed the library and the circulation of print materials ceased (the library circulated 3,710 physical books in FY20 and only 2,247 in FY21). Even though our website hits

and electronic resources usage have somewhat increased since March 2020, the circulation of print materials has naturally decreased. If the coronavirus crisis has taught us anything, it's how irrelevant parts of our print collection have become. Overnight, we eliminated access due to concerns of virus spread. To this day, the requests for books out of our general collection are minimal. Demand for books located in our Hawai'i Collection is the exception, and efforts continue to provide enhanced in-print and electronic access to the materials in this important collection.

If the library staff had a superpower, it would be perseverance and the ability to *make something out of nothing*. By the end of FY21, the library lost 2 full-time positions due to resignations (this number is in addition to the two full-time positions lost during FY20). Remarkably, the FY21 core of 3 (two librarians and one service staff), along with the collaborations and support from outside services and departments, banded together to form a team motivated to continue the library's mission. Cuts to library staffing deeply impact the availability, efficiency, and effectiveness of library services.

Rather than executing one, large annual satisfaction survey, the library now uses services-specific satisfaction surveys, as recommended by the Association of College and Research Libraries (ACRL). For this year, responses from the library instruction and individual research consultations survey and responses from the equipment loan service survey are being used to help measure *effectiveness*. Discussion of the library strengths and weaknesses continue in the Service Area Outcomes and Narrative section, below.

3. Program Student Learning Outcomes or Unit/Service Outcomes

Service Area Outcomes & Narratives

1) **Collections:** *Collection services will support research, classroom instruction, cultural preservation and heritage, and personal growth and well-being.*

As librarians develop collections, we try to anticipate current and future curriculum and research needs and select resources that have immediate and/or long-term research value. Through discussions with faculty, we develop a better understanding of the resources being used in classes. In order to best support UHMC Programs, we have primarily aligned collection development practices to meet these curriculum needs and priorities.

The Hawaiʻi Collection (books and media) remains our highest circulating and downloaded special collection. One quarter of all circulating books in print come from this collection (of the 2,186 total print books that circulated in FY21, 592 were from the Hawaiʻi Collection). This collection is essential to teaching and learning about Hawaiian and regional culture, language, and history. Most writing intensive courses (and other classes with a research component) utilize the Hawaiʻi Collection for course readings and research. As our college works toward becoming a "Hawaiian place of learning," and faculty are encouraged to continue to find ways to incorporate Hawaiʻi-specific assignments and curriculum across disciplines, the development of our library's Hawaiʻi Collection remains vital. Moreover, the transition to online courses has underlined the need for online access to Hawaiʻi resources. In FY21, the library petitioned for, and received, over $10,000 in CARES funding to purchase select Hawaiʻi Collection electronic books and streaming films.

Librarians have continued to develop research guides to gather, organize, and deliver resources and collections that support research and classroom instruction. Librarians continue to focus on increasing visibility of online resources by publishing research guides. Primo's Collection Discovery feature

was activated in FY21, along with an increase of [Edublog posts](), highlighting and promoting new resources and collections.

*2) **Instruction:** Services or programs will assist students in their coursework and enhance their learning.*

Librarians attempt to work with instructors in their liaison areas to provide library research and information literacy instruction in a variety of formats and settings (in-person or online classroom, one-on-one consultations, or customized teaching modules). Typically, instructors request the help of a librarian to introduce the class to "the resources in the library to help with research." This crash course can result in students experiencing "information overload" during their first and only library instruction class. Both current research and librarian experience show that this does not result in more student learning, rather it often manifests itself as paralysis and lack of motivation to finish research.

Therefore many of the 100 and 200 level courses the Student Learning Objectives for Library Instruction have been simplified to be sensitive to the student experience as well as achievable:

1. Students will have an understanding that the library/librarians are a part of their educational team and there to support and help them in their scholarly pursuits.
2. Scholarly information is different from personal information and the process of finding, using and evaluating it differs from what they are used to.
3. Academic Research is a process different from traditional online searching.

This approach simply asks students to acknowledge that the methods, approaches, and expectations of academic research may be different than what they have experienced. This difference is immediately relevant to their current situation because the SLOs reinforce how to be successful in the research portion of their assignment and the need to adopt a new mindset. The comments sections of student evaluation are reviewed as one approach to assessing these outcomes. Additionally, all of the information literacy foundational skills modules were developed with these SLOs in mind (see the Teaching Support service area, below—learning outcomes for each module

are based on the above SLOs and are outlined on the [For Faculty page for the modules](#)).

More advanced courses with more experienced students may have learning outcomes geared towards particular skills (APA style, for example) or tools (the *Ulukau* database, for example) as these students are more likely to be familiar with the research mindset. As such, they are more likely to be ready to see how the particular tool or skill will fit into the research process for their particular project.

As one of the reactive aspects of the library mission, instruction is constantly being tweaked, assessed, or altered based on faculty needs, student experiences, and the ever changing information landscape. In FY21, there was continued movement collaborating with program faculty to coordinate library research and information literacy SLOs to the course and program maps as a way of building a scaffolding approach to library instruction as well as devising ways to assess instruction across disciplines and program areas. An example of this is the continued collaborative work between the instruction librarian and nursing department. The librarian researched the [ACRL information literacy standards for nursing](#), gathered and assessed all-possible [nursing databases and collections](#), and, together with nursing faculty, continued [mapping](#) information literacy essentials to nursing courses. This project was sidelined in early FY21 due to the educational changes and challenges brought by the COVID-19 pandemic.

In Spring, 2021, all librarians began using the same instruction session evaluation form in an attempt to capture consistent student feedback. Adapted from [ACRL's Project Outcome](#), the UHMC library instruction survey asks a few questions intended to measure *confidence*, *awareness*, and *intention*. A Likert scale is used in the survey, along with two open-ended questions, to collect students' attitudes and opinions (for assessment purposes, often indicated as *satisfaction*). The questions were chosen to best reflect the 100- and 200-level SLOs for library instruction (see description of these, above). As with most satisfaction surveys executed by the library, the scaled responses reflect a high percentage of satisfaction (see below). Special attention and reflection is given to the open-ended responses, as they include more information, including feelings, attitudes and understanding of the subject.

Spring 2021 survey indicated the following:

1) Q1: "I feel more confident about completing my assignment."
2) Q2: "I learned something new that will help me succeed in my classes."
3) Q3: "I intend to apply what I just learned."
4) Q4: "I am more aware of the library's resources and services."

   ~96% of respondents indicated Agree or Strongly Agree to these 4 questions

5) Q5: "What did you like most about the library session?"

   The two areas of satisfaction indicated by the [recorded responses](#) were the overall helpfulness, friendliness and availability of librarians and the satisfaction of learning about and how to find library resources. These responses specifically satisfy the library's first SLO for instruction: "Students will have an understanding that the library/librarians are a part of their educational team and there to support and help them in their scholarly pursuits."

6) Q6: "What else could the library do to help you succeed in your classes?"

   [Answers to this question](#) are always wide-ranging, but can usually be categorized into three areas: 1) more or specific resources, 2) better hours and help availability, and 3) easier access to resources and information. At the beginning of each semester, librarians meet to discuss these responses. Usually the ability to address the things students are asking for would rely on an increase in budget and staffing. For FY21, identifying the need for an increase of help to students studying online, the library increased the presence of its live chat feature by adding chat widgets to Primo, the library catalog, as well as additional pages throughout the library website.

3) **Research:** *Research services will improve research skills and help researchers succeed.*

As a result of FY19's review, we decided to look more closely at who we were

FY21 UHMC ARPD

Program: Library

helping during reference and research consultation interactions. We looked at how many students were enrolled in WI classes in order to get a better sense of how many students were engaged in research projects. Additionally, we identified a "research season"—a certain time of year when most students were engaged in research. This new view of our researchers allowed us to prioritize these students for a couple of months out of each semester, expanding our live chat hours of availability and further developing our Library DIY and FAQ web pages for 24/7 help.

There were an estimated **163** WI classes offered during FY20, with an estimated total of **1,234** students enrolled in those classes. If most WI classes offer at least one research project, then we can estimate that our reference services supported these **1,214** students (and their instructors) in FY20. Although we don't have the exact numbers for FY21, we can assume they are similar (perhaps a bit fewer, which would correspond with the decrease in enrollment).

In addition to serving students conducting research, librarians provide reference service to those looking for personal, leisure, and community resources. In FY21, an estimated 10% of on-demand research and reference help goes to faculty, 5% to UH Center students and faculty, and another 8% to members of the community. With the closing of the public libraries during the COVID-19 pandemic (and the continued closure of the nearby Kahului Public Library), our library saw an increase of help requests from the general public. We have the only functioning microfilm reader in the County of Maui, and during FY21 were able to provide valuable research and archival services to community researchers and scholars.

Librarians answered 1,689 reference questions during FY21, a 20% increase from the year before (1,350). For FY20 we logged 194 chats.

Showing statistics for 194 Chats

Monthly Breakdown ⓘ

Status	Jul 2019	Aug 2019	Sep 2019	Oct 2019	Nov 2019	Dec 2019	Jan 2020	Feb 2020	Mar 2020	Apr 2020	May 2020	Jun 2020
Answered	3	0	12	10	7	0	5	13	49	26	13	5
Missed	2	1	11	11	2	0	3	5	8	2	0	6
Totals	5	1	23	21	9	0	8	18	57	28	13	11

For FY21, in an attempt to being more available to students, especially those studying online or off-campus, we increased the visibility of our live chat

service and promoted our online chat service via new and updated library orientation videos and modules, and ended FY21 with 475 chats (a 40% increase):

Showing statistics for 475 Chats

Monthly Breakdown ⓘ

Status	Jul 2020	Aug 2020	Sep 2020	Oct 2020	Nov 2020	Dec 2020	Jan 2021	Feb 2021	Mar 2021	Apr 2021	May 2021	Jun 2021
Answered	6	24	57	74	51	40	32	52	27	39	10	11
Missed	2	5	8	8	1	7	4	4	4	2	2	5
Totals	8	29	65	82	52	47	36	56	31	41	12	16

A weakness of our reference service is that we have not been able to evaluate any real *outcomes* for this service (whether it be in person reference or via phone, email, or chat, which includes SMS chat). There is some satisfaction data found in surveys, but the question, "what good did we do" continues to be difficult to answer. To help gather as much reference satisfaction data as possible, we added a feedback component to our live chat widget (see screen capture, below).

Thanks for chatting! How did we do?

😃 Great   🙂 Good   😐 So-so   🙁 Bad

Any comments?

☐ I would like to be contacted for a follow-up.

☐ Email yourself a transcript of this chat

Submit Feedback   Close Chat

Of the feedback we received, only 10% responded to the emoji-based satisfaction survey. Pre-COVID-19, when the library was a bustling and busy building, we observed that library visitors enjoyed responding to facial expressions on the satisfaction kiosk that was at our entrance/exit. We were hoping that providing a similar experience for online help would prove just as

popular and that this feedback would help optimize our reference survey response rate. Most (94%) who engage with the emojis offered an Excellent rating, indicating that this system is serving primarily as a place where students can quickly and easily express appreciation. Although the percentage of those responding to the chat survey is low, we believe offering this type feedback opportunity is a step in the right direction for FY21.
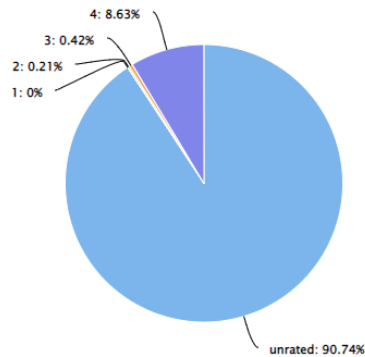
Client Ratings

1 (Bad): 0%

2 (So-so): 2.27%

3 (Good): 4.54%
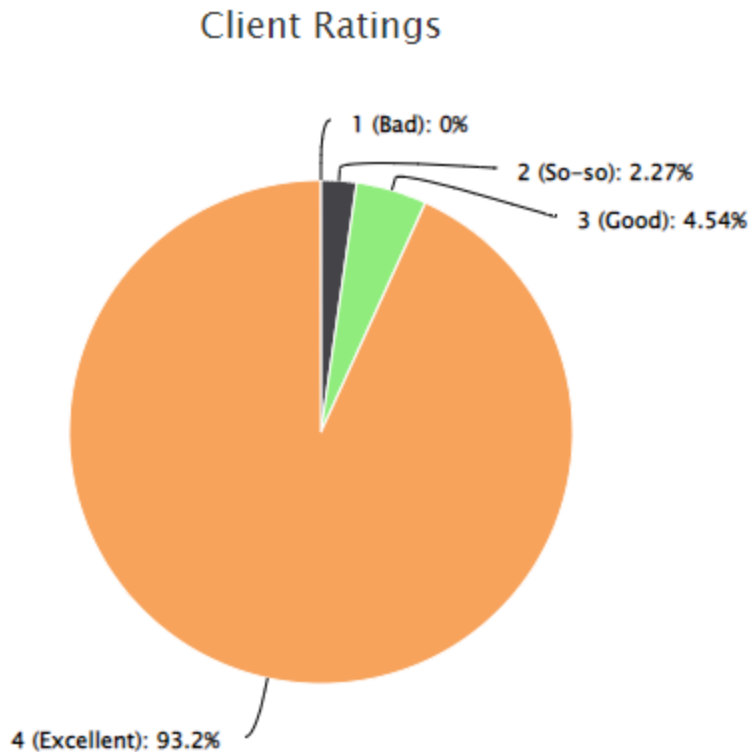
4 (Excellent): 93.2%

FY21 UHMC ARPD
Program: Library

Client Ratings

No Rating	1 (Bad)	2 (So-so)	3 (Good)	4 (Excellent)	Rating Average
431	0	1	2	41	3.91

Ratings

4: 8.63%
3: 0.42%
2: 0.21%
1: 0%

unrated: 90.74%

Individual research consultations and "reference desk" interactions are often the most intimate of teaching opportunities for students and librarians. These moments can be harnessed to cultivate relationships–work essential to fostering a sense of belonging and connection. Considering the *new normal* need for fostering deeper belonging and connection, librarians worked to make the booking of individual appointments accessible and easy. In FY21, librarians programmed and promoted a new online appointment booking system as well integrated into the appointment scheduling module in Star Balance.

4) ***Teaching Support:*** *Teaching support services will help faculty and instructors develop curriculum and/or course materials that will add value to student learning*

With the massive shift to online learning, beginning in 2020, the UHMC library, with a good staff of three librarians, continued to assist faculty with their online courses during FY21. Our librarians' instructional technology game is strong, having familiarity with tutorial and instructional video creation, course management systems, OER, copyright and fair use, and engagement technology integrations. Librarians already provide students

with instruction, technologies, and spaces that support digital literacy—using technology to create and communicate.

In FY21, librarians worked to "build community around teaching technology." Professional licenses for EdPuzzle, Padlet, and Sli.do were acquired (CARES funds) and promoted to faculty—an initiative from the library to help support and promote online student engagement. Additional attention was spent working with faculty to find electronic versions of their classroom materials as well as solutions for the library's popular textbook loaning program, Course Reserves.

Librarians are organized into liaison areas and continuously work with their partner faculty to build collaborative learning objectives and lesson plans. Librarian contract renewal and promotion documents are filled with letters from faculty and program chairs, appreciating the collaborative efforts that lead to improvements in their students' skills, assignments, and appreciation for learning.

In addition to liaison work, librarians record videos, offer faculty workshops, and build learning modules—many of which are offered as *à la carte* services for any faculty member to select. The most widely-used of these offerings has been the library's Information Literacy Modules (My Library Packet).

Info Lit Modules: A Collection of Library Information Literacy Foundational Skills Tutorials

FY18	FY19	FY20
2,270 Student Submissions	1,704 Student Submissions	1,024 Student Submissions

The library's info lit modules assist in information literacy foundations skills building. They continue to be widely used throughout our course offerings, with the biggest demand from FYE and English courses. Before the COVID-19 pandemic and the closure of the physical library, *My Library Packet* consisted of 4 core modules with the most popular one being the in-person library scavenger hunt (it introduced students to library spaces, services, and people). That module was disabled in FY21, while the remaining three were reevaluated, updated, and edited. For example, after reading reports and hearing concerns regarding the increase of conspiracy theories and those

who believe them, the popular module, *How to Spot Fake News*, was updated to include a section on conspiracy theories. Its title was changed to *How to Spot Fake News and Debunk Conspiracy Theories*.

Due to the popularity of the in-person library scavenger hunt, a [virtual library](#) was built in FY21 using Google Slides (read more about this in the Spaces services section). It was built with the intention of providing an online scavenger hunt experience for students to explore library spaces, services, and people virtually (the library online scavenger hunt, based on the new virtual library, was completed in September, 2021).

There's a variety of assessment components built into each module. Notable takeaways from the assessment include:

Library Search Scavenger Hunt: In FY21, 423 students responded to the pre- and post-comfort questions in this module. 37% of the participants indicated that they were *not comfortable* using the library website, before completing the module. 16% of the total students indicated that they were *very comfortable* using the library website before beginning. At the end of the module, only 2% of the students indicated that they were still *not comfortable* using the library website, and 70% said they now felt *very comfortable* using it. Although students were learning about the library's website and feeling comfortable within it, many students indicated that they were still confused about how to use it to search for information and sources. This module was retired in the Summer of 2021 and replaced with a new, two-part tutorial on the information literacy framework: *Searching as Exploration*.

How to Spot Fake News and Debunk Conspiracy Theories: In FY21, 309 students completed this module. Of these students, 92% scored over 90% of the answers correctly (the multiple choice and True/False questions are scored). The students' [answers to open-ended questions](#) confirms that students were comprehending the lessons and able to communicate what they had learned.

Introduction to Academic Research: In FY21, 292 students completed this module. At the completion of the module students are asked, ["If you had to identify one thing about academic research that (still) confuses you, what would it be?"](#) Most student responses indicate confusion over citations, specifically the elements of a citation. After reviewing these answers, the library's [topic guide on citing sources](#) was redesigned and updated. Special

attention was also spent on adding certain updated citation resources to the writing lab in the new virtual library.

5) **Events / Programs:** *Services or programs to inform, enrich, and promote community learning and campus engagement.*

Studies indicate that when students frequently visit the library, their chances for retention and persistence increase (Indiana University of Bloomington study, 2018). This is one reason why academic libraries now employ student success coordinators and event planners. During FY20, when the library had a part-time, casual hire staff member responsible for events and student engagement, the library hosted an estimated 65 events (the library would have undoubtedly hosted many more had it not had to close its doors and cut the staff member in March, 2020). During busy times, the library would host events 4 days a week, with two events often occurring in one day!

For FY20, the library increased the number of events that had been popular in past years: FYE/NSO parties, pet therapy dogs, harp music, art exhibitions, book club meetings, technology and financial literacy workshops (and other skills trainings sessions), cultural issues and current events presentations, escape rooms, game days, Constitution Day, and free coffee and food events (including pancake and cupcake days during finals week). New to FY20, the library turned its former DVD room into the *Pop-Up Box* to accommodate a wide range of spontaneous services such as counseling, financial aid, and transfer fairs. The Pop Up Box events contributed to an almost 50% increase in events between FY19 and FY20.

If there's one thing that tells the story of the library of the past, it's this video: *A Year in Review 2019*. This video depicts a bustling and colorful library, filled with lots of smiling students and meaningful (and some quirky) engagements throughout the library.

Since all of FY21 took place during the COVID-19 pandemic, when campus events were very few and online-only, there is not much to report for this year's events and programs. Library staff and library peer mentors focused much of it's time online helping students with their research and equipment. However the library did partner with the English Department to experiment with an online writing lab (Knock Out Your Final Paper!) in Fall of 2020. Student survey responses from the event showed deep appreciation and so

the event was repeated for Spring 2021 (this time teaming up with The Learning Center). A favorite survey response sums up the student experience:

> "Being able to be online live with so many librarians and a teacher was awesome! I was able to quickly learn so many different things that I really needed for my paper."

6) **Library Technology:** *Library technology services will help library users build essential skills to effectively and ethically incorporate technology into their work and life.*

The library equipment loan program is an essential resource for students. In 2020, library staff pivoted to prioritize easy, safe and streamlined equipment loan borrowing. The library's equipment loan catalog was redesigned, curb-side services and outdoor lockers were offered as additional access points, and the campus supported the continuation of the tech tutor peer mentors. In FY21, mobile wifi hotspots and additional laptops were added to the catalog, as well as new Wacom graphic tablets and peripherals such as webcams, microphones, and laptop cooling stations. 273 hotspots and 427 laptops were loaned this year. In FY20, 672 total equipment items circulated. In FY21, total circulation of equipment items more than doubled, resulting in **906** total equipment items circulated.

7) **Space:** *Teaching support services will help faculty and instructors develop curriculum and/or course materials that will add value to student learning.*

It is hard to imagine a college without a library building. A required stop on campus tours, the library is the physical manifestation of the core values and activities of academic life—multiple service desks for student success. Hawaiian signage, artwork exhibitions and the painting of a community mural by UHMC students in the Kekaulike Internship Program reflect the ongoing commitment to Hawai'i Papa O Ke Ao. With 21st Century technology and spaces for teaching and learning, the library takes great pride in the hard work and persistence it has taken transitioning a crusty, old library filled with books into a modern-day library filled with people. To explain the value of the library building in one sentence, a student once said it best: "I love the library. It's the place on campus that feels like college."

Pre-COVID-19, the library modeled a learning community and made learning visible: The main floor of the library featured prominent student art

exhibitions, displays, and learning objects. To this day, the library boasts a variety of learning zones, including group and individual study rooms. Observations, visual cues, and written student suggestions have always assisted staff with assessing user spaces needs. Even during this time of COVID-19, when we now see only 10% of the visitors we used to have, 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*?

Closing off spaces and shutting down many physical services was necessary, beginning in March 2020. One of the biggest pivots the library had to make was calibration service desks and spaces so that they didn't become hot zones of traffic and disease spread. Focus shifted to new ways to continue to provide the high-quality customer service our patrons expect. New service models and virtual alternatives are now necessary for this library that prides itself on quality, in-person customer experiences.

Aware that students need to be orientated to their library in order to succeed in school, The UHMC Virtual Library was built to simulate a college library orientation experience. The virtual library was built with over 150 Google slides that allow end users to explore library "rooms" and spaces with mouse clicks. The virtual library began as a new space to exhibit student art, something the library has supported for decades. Today the UHMC virtual library includes 11 rooms to explore. A short orientation video plays from it's lobby. This library can be explored as-is or as a guided experience through the Virtual Library Scavenger Hunt.
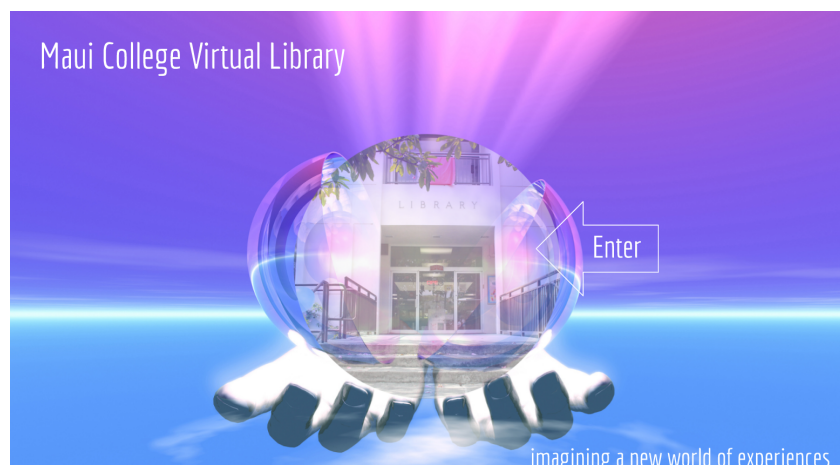
Program: Library

Whereas the spaces in the building are the library's pride and joy, the building is also one of our biggest challenges. Beyond health and safety concerns due to the COVID-19 pandemic, the library building is inadequate and unsafe in other ways. This building is now 50-years-old. Significant building problems are:

a. stairs are not up to code. Staff witness students trip and fall both up and down the stairs on a daily basis;

b. many roof and wall leaks;

c. leaking windows and doors that cannot be properly sealed, closed, or opened; rain and wind-blown sand and dirt seep into the building;

d. 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);

e. the elevator is so old it cannot be properly repaired and frequently breaks down;

f. bathrooms are "crusty and old" (as one student put it).

g. second and third floor bathrooms are not handicapped accessible

h. there is very little room for expansion of resources and services

i. access to the building is not ADA approved.

4. Action Plan for FY22

	AP 1	AP 2	AP 3
ITEM	Settle Library Staffing Issues. Until staffing issues are settled and the library has adequate staff to provide basic library services, future planning and goal setting is not possible: • Hire staff and librarians to fill vacant positions. • Transition civil service position into APT. • Hire in the approved new APT position. • Work to regain the part- time casual hire student engagement/events position.		

Program: Library

STEPS	• Continue to petition for APT positions over civil service. Dissolve civil service positions if "transitions" are not possible. • Look for funding alternatives for casual hire help. • Continue to consider alternatives for additional help in the library such as shared human resources with other academic or student support units.		
RESOURCES	ADmin, budget committee, and campus-wide position fill support Grants, volunteers Shared human resources		
PERSON/ RESPONSIBLE	Campus-wide buy-in, budget committee, admin		
TIMELINE			
OUTCOME INDICATOR	Goal: *Provide uninterrupted, consistent quality services and resources to the college's academic community.* *Recruit, develop,*		

	retain, and motivate a diverse and well-qualified team that can make a significant contribution to the academic mission of the college.		
STATUS	In progress for some positions.		

5. Resource Implications

X The library is not requesting additional funding or resources, beyond approval and support for hiring staff and faculty librarians.