

Leeward Community College

2017 Annual Report of Instructional Program Data

Library

The last comprehensive review for this program was on **2015**, and can be viewed at:

<http://www.leeward.hawaii.edu/planning-reports>

Program Description

The Library is located at the Leeward CC campus in Pearl City and provides support and services to students, faculty, and staff on the main campus, the Leeward CC Wai‘anae Moku campus, and distance education online courses. Since 2012 the Library has partnered with other Academic Services units to provide services and resources in a renovated Learning Commons space on the 2nd floor.

The Learning Commons encompasses the Library’s Kapunawai Hawaii-Pacific Resource Room and Circulation Desk, the Learning Resource Center, and the Writing Center surrounding an open computer lab and group study areas. A cafe managed by an outside vendor is also present. The Library’s print and microform collections, staff work areas, library faculty offices and administration, instructional classroom, digital media computer lab, and group and individual study areas are located on the 3rd floor.

The Library maintains a collection of 73,197 print books, periodicals, microform pieces, and audiovisual items. Through a combination of consortial agreements and individual purchases, the Library subscribes to 64 databases and eight e-book collections providing access to 35,418 streaming videos, 30,666 e-journals, and 171,136 e-book titles. Access to the Library’s online resources is available through the Library’s website at www.leeward.hawaii.edu/library

In addition to materials and informational resources, the Library maintains access to 80 computer workstations, 30 laptops, and 30 iPads. The laptops and iPads are circulated to students and faculty and can be used anywhere on the Pearl City campus. An instruction area with 22 workstations is located on the 3rd floor. All computer equipment in the Library is maintained by the ITG Help Desk, another Learning Commons partner. Self-service printing, digital scanning, and photocopying are additional services provided by the Library.

Library Mission

The Leeward Community College Library provides an information-rich, learner-centered environment fostering discovery, critical thinking, and innovation in support of academic achievement, student success, and lifelong learning.

Library Support Area Outcomes

- Access - The Library organizes information for effective discovery and access by all users
- Collections - The Library provides current and quality collections supporting the teaching and learning needs of the campus

- **Information Literacy** - The Library teaches students to effectively find, evaluate, and use information in an ethical manner
- **Environment** - The Library provides a safe and secure physical environment for students that is conducive to study and research
- **Partnerships** - The Library collaborates with campus and community members by organizing activities and events that provide enriching experiences for students

Part I. Quantitative Indicators

Overall Program Health: **Healthy**

Student and Faculty Information		Program Year			
		14-15	15-16	16-17	
1	Annual Unduplicated Student Headcount	9,756	9,780	9,306	
2	Annual FTE Faculty	199	199	107	
2a	Annual FTE Staff	208	208	299	
3	Annual FTE Student	4,179	4,116	3,913	

Demand Indicators		Program Year			Demand Health Call
		14-15	15-16	16-17	
4	Number of students attending presentations sessions per student FTE	1.2	1.2	1.3	Cautionary
5	Number of circulations, electronic books used, full-text journal articles downloaded per student and faculty FTE	44	36.8	43.6	
6	Number of hits on library homepage per student/faculty FTE	38.5	43	30.4	

Efficiency Indicators		Program Year			Efficiency Health Call
		14-15	15-16	16-17	
7	Number of reference questions answered per FTE librarian (= Item #4 UH Library Council Statistics)	141.4	493	411	Healthy
8	Number of book volumes per student FTE	16.6	17	17.6	
9	Total materials expenditures per student FTE	\$15	\$18	\$25	
10	Total library expenditures per student and faculty FTE	\$196	\$206	\$222	

Effectiveness Indicators		Program Year			Effectiveness Health Call	
		14-15	15-16	16-17		
11	Common Student Learning Outcome: The student will evaluate information and its sources critically	91.8%	93.4%	88%	Healthy	
Student and faculty satisfaction measurements using Common Survey questions						
12-1	I usually find enough books to meet my course needs	97.0%	98.8%	96%		
12-	I get enough articles from the library	89.1%	96.7%	96%		

2	databases to meet my class needs			
12-3	The library staff guide me to resources I can use	100%	98.8%	99%
12-4	The library's instruction sessions have increased my ability to do research and use library resources	100%	100%	99%
12-5	The library website is useful	97.8%	98.3%	96%
12-6	I feel comfortable being in the library	94.7%	98.4%	95%
12-7	The computer resources in the library contribute to my success at the College	98.9%	99.5%	100%

Last Updated: November 14, 2017

Glossary

Part II. Analysis of the Program

Key Demand Indicators for 2017 are Cautionary

The number of library sessions per student FTE increased slightly from 1.2 to 1.3 students. The actual number of presentations increased by 4% from 301 (2016) to 319 (2017), or 53.1 sessions per librarian. This figure demonstrates strong demand for librarian-led sessions teaching students research and information literacy skills. The number of participants increased 6% -- 4,868 (2016) to 5,172 (2017) participants, recovering from a 6% decline the previous year. However, while total sessions increased by 28% since 2015, overall participant numbers remained flat. In 2015, average participants per session were 18.7. In 2016 and 2017, the average participants per session were 16.2. Several explanations for this include smaller class sizes for the core ENG 100 classes, more sessions for ENG 22 which have a ten student cap, and more accurate record keeping.

Overall, the combined circulation of materials and online article downloads increased by nearly 13%, with online article downloads accounting for a greater share of material used as the circulation of materials continues to fall. Circulation of materials (books and DVDs) declined -24% from 25,068 (2016) to 19,057 (2017) continuing a downward trend since 2015. In 2015 and 2016, materials circulation fell 11% per year. Declining circulation of materials mirrors trends in libraries nationwide as fewer physical books and DVDs are circulated in favor of ebooks and online videos. Online article downloads increased from 133,945 (2016) to 160,412 (2017), or a nearly 20% increase. The trend of falling circulation numbers and increasing use of online resources will continue, though, it remains to be seen whether the decline of material circulation accelerates as drastically as it did this past year.

Visits to the library's website recorded a steep drop from 43 hits per student/faculty FTE in 2016 to 30.4 hits in 2017 -- a 29% decline. This drop was unexpected at a time when the library launched a brand-new website, and with it, the expectation that homepage visits would increase. What is also puzzling is that we saw a 20% increase in online article downloads during the same period. The hope is that website use would increase correspondingly to the increase in article downloads. One possible explanation is that students access library subscription databases and download articles during librarian-led classroom sessions, but not on their own time. Instruction sessions direct students to subscription databases in-class, but it does not lead to long-term changes in their research behavior. Outside of the classroom, students may continue to rely on open web searches for their research needs rather than use library resources. We need to study student research behavior in-depth to get more definitive explanations for these different outcomes.

Key Efficiency Indicators for 2017 are Healthy

Reference questions answered per FTE librarian decreased from 493 (2016) to 411 (2017) - a decrease of 16.6%. There is no apparent explanation for this decline, but it comes a year after a dramatic 249% increase in this measure which resulted from the relocation of the service desk and an expansion of service hours.

The number of book volumes per student FTE is 17.6 -- an increase of 3.5%. Little growth in physical collections is planned due to evolving resources needs -- less reliance on print, more online resources to meet the needs of our Wai'anae Moku and DE students, and the lack of physical space to increase the volume count. In fact, collection size will most likely decrease in the coming year as old books are removed at a faster pace than new books are acquired. Any floor space that opens up as a result of intensive book weeding is to be reallocated for student uses.

Material expenditures per student FTE increased by 41% from \$18.0 (2016) to \$25.4 (2017). The increase in the past year is due to new database subscriptions acquired using the library's revolving special account. This account includes printing and photocopying revenue and overdue/lost book fees. The account is primarily used to replace lost and damaged materials and to purchase new equipment and furniture for the library. Last year, the fund was also used to acquire several new databases and to supplement the student help budget. The infusion of an additional \$20,000 per year to the library budget since FY 2015 through a campus tech fund has also helped to close the spending gap between our campus and the UHCC average of \$27 per student FTE. With the additional campus funding and the library's reallocation of its budget over the last two years, the gap in materials spending at Leeward compared to other UHCC campuses dropped from -33% to -6%.

Overall library expenditures (including personnel) per student and faculty FTE was \$222: an 8% increase over 2016. While this represents continued progress in this measure, Leeward still lags behind other UHCC campuses in overall library expenditures per student FTE which averaged \$301 in 2016.

Key Effectiveness Indicators for 2017 are Healthy

The UHCC Libraries Common Student Learning Outcome: "The student will evaluate information and its sources critically" is measured by the successful completion the library's Information Literacy Program (ILP). The teaching of research and information literacy skills is the library's most important and well-known contribution to teaching and learning. Each semester, students in ENG 24 and ENG 100 participate in the ILP by reviewing online tutorials and taking the Information Literacy Exam (ILE). The ILE tests their understanding and knowledge of key information literacy concepts, database search strategies, and library resources. In Spring 2017, 619 students passed the ENG 100 ILE for an 88% pass rate -- a 5.4% decrease (93.4% 2016). For the ENG 24 ILE, 107 students passed the ILE for a 94.8% pass rate -- a 1.8% decrease (96.6% 2016). Fall 2016 data is unavailable due to a transition in the key Instruction Librarian position.

Student and faculty satisfaction with library services and resources is measured by the library's Annual User Survey. A total of 145 survey responses were collected from students and faculty in April 2016.

Satisfaction rates continue to remain high -- two of the seven effectiveness indicators show slight increases. Satisfaction rates for indicators 12-3 and 12-7 increased from 0.25% to 0.70% respectively. Indicator 12-7 increased 0.50% to a record 100% satisfaction. Indicators 12-1, 12-2, 12-4, 12-5, and 12-6 registered slight to moderate declines of 0.3% to 3.70% for a satisfaction range of 95% - 99%. Despite these declines, overall satisfaction among key constituencies remains very high.

Part III. Action Plan

Goals Achieved in 2017

1. Staffing

- The library weathered a 50% staff turnover in one year with the departures of 6 librarians and support staff. The positions vacated were the Hawaiian-Pacific Resource Librarian, Instruction Librarian, Circulation Services Manager, Public Services Specialist, Library Technician (Technical Services), and Library Assistant IV (Technical Services). The faculty librarian and APT positions were filled by August 2017. The Library Technician position was converted to an APT Band B position to meet the changing needs in library technical services. The new Electronic Resources and Technical Services Specialist position will have day-to-day oversight for resource acquisitions, processing, and electronic resources management.

2. OER and Textbook Cost \$0 Initiatives

- The Library's ongoing involvement in the Open Educational Resources initiative will continue. Librarians are key participants in both the planning and implementation of faculty training, program management, and policymaking. In Fall 2017, 27% of total courses at Leeward were zero textbook cost aka Textbook Cost: \$0. Fall semester cost savings for students was \$512,630; cumulative cost savings since Fall 2015 is \$1,627,749.
- The library actively acquired resources that were required by courses. Online resources included novels, textbooks, and videos. These acquisitions support both Textbook Cost: \$0 and non-zero textbook cost classes.

3. Voyager Funding

- The library's share of system and support costs for the Voyager Integrated Library System (ILS) was fully funded this year through the campus' Integrated Planning and Budgeting Process. Leeward's share for Voyager costs increased by a substantial 35% in FY 2018 as a result of a UH System Libraries change to the cost-sharing formula.

4. Developing an Assessment Plan for Information Literacy

- No significant progress was made in developing a formal assessment plan for information literacy due to staff changes. The new Instruction Librarian worked with the other librarians to coordinate an assessment of 64 randomly selected ENG 100 research papers using the library's SLO 2: "Students will use appropriate information ethically to complete course assignments." The outcome of the assessment was that 67% of the papers reviewed met SLO 2. This result will be used to inform changes to our information literacy lesson plans and activities. This assessment will be conducted on a regular basis.

Continuing Goals for 2018

1. Improving User Satisfaction with Library Services

- The completion of the new library website in August 2016 was the culmination of a 22-month long development process. The Library Web Team continues to meet regularly to maintain and improve the website to ensure that it meets the needs of students and faculty. Website usability testing was delayed with the departure of a key member of the team. The hiring of her replacement will allow the library to commence with usability testing to learn how students navigate our website. Additionally, focus groups will be coordinated to gather feedback from users on the library and its services and resources.

2. Revising the Online Information Literacy Tutorials and Exams

- ○ **The last major revision of the Information Literacy Tutorials was in 2013. Since then, new standards for information literacy instruction in higher education were released by the Association for College & Research Libraries (ACRL) Framework for Information Literacy. An update and revision of the existing tutorials and accompanying exams are necessary to align our information literacy program with the new standards. The new Instruction Librarian has been tasked to lead this project.**

3. Developing a Plan for a Leeward Community College Archive

- **The Leeward's 50th anniversary is approaching. This anniversary is an opportunity to develop an institutional plan for archiving important college records. The Head Librarian will work with the Hawaiian-Pacific Resource Librarian to approach college administration with a proposal.**

New Goals for 2017

1. Convert Library Assistant IV (Technical Services) to APT Band A Position

- **The Library Assistant IV position will be converted to an APT Band A position under the supervision of the APT Band B Electronic Resources and Technical Services Specialist. The new position will support the newly described and approved Electronic Resources and Technical Services Specialist APT Band B position in Technical Services. If successful, library technical services will have the staffing and expertise for 21st-century library operations.**

2. Institutionalize the Hawaiian-Pacific Resource Librarian Position

- **Since 2015, Leeward's Title III grant has supported a full-time, non-tenure track librarian position responsible for Hawai'i and Pacific resource collection development, providing dedicated support to Hawaiian Studies Program and Pacific Islands Studies programs, and on-site reference and information literacy services and support at the Hālau 'Ike O Pu'uloa Native Hawaiian Student Center and the Wai'anae Moku campus. Institutionalization of this position will allow the library to maintain its current level of support and services to these programs and units. Failing to institutionalize this position would be a detriment to the college and hinder the University's aspiration to become a model indigenous-serving institution.**

3. Seek Funding for Part-time Casual Hire Librarians

- **Operational and service hours have increased.**
 1. **The library is open 59 hours per week. The Reference Desk provides 52.5 hours of service by librarians. Also, the Hawaiian-Pacific Resource Librarian provides reference services at the Kapunawai Hawai'i-Pacific Resource Room (11 hrs per wk), Hālau 'Ike O Pu'uloa Native Hawaiian Student Center (12 hrs per wk), and the Wai'anae Moku campus (12 hrs per wk). Cumulative reference desk service hours per week is 87.5 hours or 14.5 hours per librarian.**
- **The successful OER initiative takes approximately 0.5 FTE for each of the two librarians involved in the project. One librarian is helping with the accreditation self-study.**
 1. **Part-time student assistants and casual hire librarians were used backfill reference desk hours for librarians involved with OER and accreditation duties. Costs last year were funded by one-time allocations for OER and accreditation support. Permanent funding for temporary positions is necessary to maintain current levels of support. Additional funding will enable the library to increase support to the Hālau and Wai'anae Moku campus.**

4. Increasing Funding to Support Additional Online Resources

- The library's resource budget increased in recent years but remains than the average UHCC spending of \$27 per student FTE. Resource acquisitions are currently 85% digital and 15% print. Online resources provide access to all Leeward students which is essential to the growth at the Wai'anae Moku campus and with the expansion of DE classes.

5. Improving the Learning Environment

- Weeding of the General Collection in Summer 2018 with the goal of removing some book shelving. The newly opened space will be repurposed as study space for students.
- New furniture, equipment, and technology will be identified and purchased to create a more comfortable and effective learning environment for students.

Part IV. Resource Implications

Total library expenditures (including personnel costs) per student and faculty FTE was \$222 in 2017. This figure remains substantially below the O'ahu UHCC campus average of \$301 (2016). While the gap in materials expenditures is closing, the remaining differential in expenditures reflects a disparity in staffing levels.

	Student FTE*	Librarian FTE	Students per Librarian	Total Staff FTE***	Students per Staff
Honolulu	2044	5	409	10.65	192
Kapi'olani	4066	8	508	17.39	234
Leeward**	3959	6	660	13.90	285
Windward	1256	4	314	10.80	116

*2017 Enrollment Table 3, IRAO website.

**Includes Title III grant-funded faculty librarian position ending in 2019.

***Staff FTE includes student employees.

Resource Request-Personnel

Item

- **1.0 FTE Librarian, Hawai'i Pacific Resources**

College, Program, or Unit Goal

- **BOR 4.201.C; UHCC Strategic Directions, 2015-2021; Hawai'i Papa o Ke Ao; Leeward CC Strategic Plan 2015-2021, Goal A**

Data Supporting the Request

- **Total library expenditures (including personnel costs) of \$222 per student FTE at Leeward is 36% below the UHCC O'ahu campus average of \$301 (2016), or the equivalent of \$313,000 of unfunded library resources and support services at the Pearl City and Wai'anae Moku campuses. 172% growth in AAHS majors since 2013 and over 70% enrollment growth at Wai'anae Moku in the past eight years.**

New Funding Cost Estimate

- **\$80,000**

The librarian position will support expanded library services at both the Wai'anae and Pearl City campuses and work closely with the Coordinators of the Hā'iāu 'Ike o Pu'uloa, Hawaiian Studies, Hawaiian Language and Pacific Islands Studies programs. This position would provide curricular support to faculty, general and specialized library instruction to students in the classroom and online, and assist users with research requiring print and electronic Hawaiian resources. The librarian will be responsible for the managing the library's special collections for Hawai'i and Pacific Islands resources, new acquisitions, and collections maintenance. The opening of the new Wai'anae Moku campus in Fall 2017, the planned future expansion of those facilities, and the anticipated growth of the student population, provide additional justifications for the new position.

There is a similar position supported by a temporary federal grant, which expires in 2019. We found that in a short time that this position has improved access to Hawaiian/Pacific materials and is beneficial to instructional projects in Hawaiian Studies, Hawaiian Language, and Pacific Islands Studies. The Hawaiian Studies program has also collaborated with the person in this temporary position in the creation of Kapunawai (Hawai'i/Pacific Resource Center) and several special events such as a recent Hawaiian studies student art showcase. Failing to institutionalize this position would be a detriment to the college and hinder the University's aspiration to become a model indigenous-serving institution.

Resource Request-Unit Priorities for Operating Budget

Item

- **Two part-time librarian positions**

College, Program, or Unit Goal

- **BOR 4.201.C; UHCC Strategic Directions, 2015-2021; Hawai'i Papa o Ke Ao; Leeward CC Strategic Plan 2015-2021, Goal A**

Data Supporting the Request

- **The library provides services at the Wai'anae Moku campus covering 18% of total operating hours. Library services at the Hā'iāu 'Ike O Pu'uloa are provided for 26% of total operating hours. Library expenditures (including personnel costs) of \$222 per student FTE at Leeward is 36% below the UHCC O'ahu campus average of \$301 (2016), or the equivalent of \$313,000 of unfunded library resources and support at the Pearl City and Wai'anae Moku campuses. Library leadership in the**

OER initiative has resulted in 27% of CRNs tagged as zero textbook cost in Fall 2017 with student costs savings exceeding \$500,000 a semester.

New Funding Cost Estimate

- \$42,000

Funding for two part-time casual hire librarian positions to backfill librarian support for the OER initiative, the expansion of library service hours at Wai'anae Moku (see above), and the extension of service hours at Pearl City.

Resource Request-Unit Priorities for Operating Budget

Item

- Additional online resources to support DE classes, Wai'anae Moku campus, and OER initiatives

College, Program, or Unit Goal

- BOR 4.201.C; UHCC Strategic Directions, 2015-2021; Hawai'i Papa o Ke Ao; Leeward CC Strategic Plan 2015-2021, Goal A

Data Supporting the Request

- Per student FTE spending on materials at Leeward is 6% lower than the O'ahu UHCC average. Library leadership in the OER initiative has resulted in 27% of CRNs tagged as zero textbook cost in Fall 2017 with student costs savings exceeding \$500,000 a semester. Since 2015, the OER and zero cost textbooks initiatives have saved students over \$1.6 million.

New Funding Cost Estimate

- \$20,000

The library's spending on materials remains slightly below the average spending at other O'ahu UHCC campuses. The 2016 UHCC average was \$27 per student FTE. Leeward's spending in 2016 was \$18 per student FTE, an increase of \$3 or 20% over the previous year. In 2017, spending was \$25, a 39% increase over 2016, nearing parity with the system average. If this request is approved, materials expenditures will increase from \$25 to \$30 per student FTE (3959 x \$5 = \$19,795), slightly exceeding average UHCC spending on materials. Additional funding will be used to purchase ebook collections, online journal databases, online video platforms, and other resources to support DE classes, the Wai'anae Moku campus, and the OER initiative.

Program Student Learning Outcomes

For the 2016-2017 program year, some or all of the following P-SLOs were reviewed by the program:

Assessed this year?	Program Student Learning Outcomes

Assessed this year?	Program Student Learning Outcomes	
1	<input checked="" type="checkbox"/> Yes	SLO 1: The student will evaluate information and its sources critically.
2	<input checked="" type="checkbox"/> Yes	SLO 2: Students will use appropriate information ethically to complete course assignments
3	<input checked="" type="checkbox"/> Yes	SAO 1: Access - The Library organizes information for effective discovery and access by all users
4	<input checked="" type="checkbox"/> Yes	SAO 2: Collections - The Library provides current and quality collections supporting the teaching and learning needs of the campus
5	<input checked="" type="checkbox"/> Yes	SAO 3: Information Literacy - The Library teaches students to effectively find, evaluate, and use information in an ethical manner
6	<input checked="" type="checkbox"/> Yes	SAO 4: Environment - The Library provides a safe and secure physical environment for students that is conducive to study and research
7	<input checked="" type="checkbox"/> Yes	SAO 5: Partnerships - The Library collaborates with campus and community members by organizing activities and events that provide enriching experiences for students

A) Expected Level Achievement

Annual User Surveys: Expect Agree or Highly Agree for over 90% of respondents.

Information Literacy Exam: Successful completion of a Library-managed Information Literacy Exam (ILE) with a pass rate of over 90% or higher and average scores of over 80%.

ENG 100 research paper assessment: 75% of assessed research papers meet SLO 1 or SLO 2.

Participant Feedback: Expect Agree or Highly Agree for over 90% of respondents.

Statistics: Leeward should meet or exceed the UHCC System (Oahu campuses only) average for the assessed categories.

B) Courses Assessed

SLO 1: Each Fall and Spring semester in ENG 100 and ENG 24 classes

SLO 2: One semester per year

SAO 1: Each Spring semester

SAO 2: Each Spring semester

SAO 3: Each Fall and Spring semester

SAO 4: Each Spring semester

SAO 5: Irregular; determined by scheduled activities and events. **Note:** The Finals Countdown event is assessed each semester.

C) Assessment Strategy/Instrument

SLO 1 & SAO 3

The ENG 100 Information Literacy Exam (ILE) is a 25 question multiple choice exam testing students' knowledge and understanding of information literacy concepts and research skills. Students prepare for the exam by completing a self-paced online tutorial. Additionally, students may receive instruction during a librarian-led class session. The ENG 24 ILE is a 10 question multiple choice exam with a separate online tutorial. The exam is the only assessment tool that we can distribute each semester widely.

SAO 1-2 & 4

A Library User Survey is distributed each April to students and faculty. Since 2016, the survey has been distributed as an online form only. The survey includes 18 questions about library services, resources, types of use, and experiences. The number of survey respondents is steady year to year. Respondents are equally distributed among students and faculty, and all responses are collected anonymously.

SAO 5

Surveys requesting feedback are distributed to participants of regular events such as the Finals Countdown (Fall and Spring semesters). Surveys are primarily distributed online.

D) Results of Program Assessment

SLO 1

In Spring 2017, 619 students took the ENG 100 ILE. The average score was 83%, and the pass rate was 88%. The average score increased 1.4%, and the pass rate decreased 5.4% from the previous year. For the ENG 24 ILE, 107 students took the exam. The average score was 85.9%, and the pass rate was 94.8%. The average score increase 0.6% and the pass rate decreased 1.8%.

SAO 1

Total circulation of materials (books, videos, equipment) was 19,057 items in 2017, a 24% decline. The cause for this drop is unknown. Despite this decrease, Leeward maintains the highest circulation in the UHCC System. The Leeward per student FTE circulation is 4.8 items (2017) while the UHCC System average in 2016 was 4.5 items. Leeward still exceeds the UHCC System average for circulation of materials.

Overall use of resources (materials circulation, ebooks used, full-text journal articles downloaded) was 45.3 per items/downloads per student FTE. This figure is a 23% increase from the previous year when the UHCC System average was 38.4 per student and Leeward's was 36.8 per student. Leeward went from slightly below the UHCC System average for overall circulation to exceeding the average by 18%. The factor for the increase was the number of full-text articles retrieved which rose sharply, offsetting the decline in materials circulated. The decrease in materials circulation and the rise in online article downloads mirrors a nationwide trend with libraries seeing less use of print materials and increasing use of online resources.

Library website hits at Leeward is 31.5 hits per student FTE, a 27% decline from 2016. The fall is troubling coming after the launch of the new website. Students may be directed to use library databases during librarian-led class sessions, but these skills are not translating into changes in research behaviors outside the classroom. We need to study student research behavior in-depth to get more definitive explanations for these changes.

96% of student and faculty respondents selected chose to Agree or Strongly Agree when responding to the Annual Library User Survey question "I get enough articles from the library databases to meet my class needs." This result was a 0.7% decrease from the previous year.

SAO 2

The Library's collection of print monographs is 68,801 or 17.4 volumes per student FTE - an increase of 0.4 volumes from the previous year. In comparison, the number of volumes per FTE in 2016 at Oahu UHCC campuses averages at a little under 24 volumes. Windward has the highest volume count at 35 volumes per FTE, Honolulu has 26, and Kapiolani has 17. Leeward's volume count per student FTE is below the UHCC System average but is on par with Kapiolani, a campus of similar size to Leeward. Little to no growth is anticipated in this measure due to the lack of physical space for collection growth.

The UH System Libraries share common electronic resources which number 163,483 e-books, 27,143 e-journals, and 46 research databases. Beyond these consortial resources, each library acquires unique resources for its campus. Leeward provides an additional 7,204 e-books purchased just for our campus. In 2016, our campus purchased titles representing 84% of the unique titles acquired by the Oahu CC campuses. Leeward has more unique e-book titles than other UHCC campuses.

96% of student and faculty respondents selected Agree or Strongly Agree when responding to the Annual Library User Survey question "I usually find enough books to meet my course needs." This result was a 2.8% decrease from the previous year.

SAO 3

A total of 726 students completed the ENG 24 and ENG 100 Information Literacy Exams in Spring 2017. Library instruction sessions reached 5,172 students, or 1.3 participants per student FTE - a 6% increase from the previous year. This figure is higher than the cumulative average attendance for UHCC campuses of 0.9 per student FTE.

For the first time, the library conducted an assessment of ENG 100 research papers. A randomly selected pool of 64 papers from various instructors was evaluated using the library's SLO 2: "Students will use

appropriate information ethically to complete course assignments.” The outcome of the assessment was that 67% of the papers met the SLO. Our goal is 75% or higher. Based on these results, the library will make changes to our information literacy lesson plans and activities.

99% of student and faculty respondents selected Agree or Strongly Agree when responding to the Annual Library User Survey question “The library's instruction sessions have increased my ability to do research and use library resources.” This result was a 1% decrease from the previous year.

SAO 4

99% of student and faculty respondents selected Agree or Strongly Agree when responding to the Annual Library User Survey question “I feel comfortable being in the library.” This result was a 1% decrease from the previous year.

SAO 5

The Library coordinates a Finals Countdown event before final exams each semester in partnership with the Learning Resource Center, Writing Center, student government, other student support areas, and individual instructors. The event offers students extended study hours, exam study and review sessions, faculty office hours, and a variety of workshops.

Finals Countdown Survey Questions	Spring 2016	Fall 2016
(1=lowest rating, 5=highest rating)	n=134	n=33
Rate the overall value of support services	4.6	4.6
Rate the overall value of the Finals Countdown in helping you prepare for finals	4.6	4.4
I would attend future Finals Countdown events and activities	Y = 94.6%	Y = 92.8%

There was a 0.2% decline in the rating for “Rate the overall value of the Finals Countdown in helping you prepare for finals” and a 1.8% decline in Yes responses to the question, “I would attend future Finals Countdown events and activities.” The survey responses indicate that students who participated in the Finals Countdown valued the services offered, felt that it helped them prepare for finals exams, and the majority would attend future events.

E) Other Comments

No content.

F) Next Steps

Develop an information literacy assessment plan which incorporates more direct and measurable methods for assessment. Identify and implement new methods for assessing information literacy which complement the existing ENG 100 ILE model.

The library will undertake usability testing of its website to understand how users navigate to resources and identify any barriers to access. Focus groups will be used to gain insight into how users interact with the library. Feedback will inform planning for facilities, resources, and services.