Leeward Community College
Comprehensive Review and Evaluation

Program Name: Library

Assessment Period: 2016-2019

College Mission:
At Leeward Community College, we work together to nurture and inspire all students. We help them attain their goals through high-quality liberal arts and career and technical education. We foster students to become responsible global citizens locally, nationally, and internationally. We advance the educational goals of all students with a special commitment to Native Hawaiians.

Part I. Brief Description
This section contains the mission, goals and Service Area Outcomes of your program/unit. The Service Area Outcomes should reflect the functions and purposes of the program/unit.

The library is located at the Leeward CC campus in Pearl City and provides resources and support to students, faculty, and staff on the main campus, at the Leeward CC Wai‘anae Moku Center, and via a library-maintained website. The library faculty and staff include tenure-track faculty librarians (6 FTE), APT staff (3 FTE), white-collar clerical staff (2 FTE), a part-time casual hire librarian (0.5 FTE), and student assistant positions (1.9 FTE).

The library is situated on two floors of the Learning Commons (LC) Building. The Learning Commons Area encompasses the library’s Kapunawai Hawaii-Pacific Resource Room and Circulation Desk, the Learning Resource Center, and the Writing Center co-located around an open computer lab, study spaces, and group study rooms on the main level (LC-Floor 2). A cafe managed by a commercial vendor is located near the main entrance. Located upstairs (LC-Floor 3) are the library’s print collections, microform collection, staff work areas, faculty offices, instructional classroom, digital media and general computer labs, and study areas. The Dean of Academic Services office is also located on this floor.

The library is open a total of 60.5 hours per week, Monday-Friday. Patron services are offered from three service points - the Circulation Services desk near the main entrance (LC-Floor 2), the Kapunawai Reference Desk (LC-Floor 2), and the Reference Desk (LC-Floor 3). On-site services at the Wai‘anae Moku Center are provided by a librarian two days per week. An intercampus loan service allows students to request books from the Pearl City campus library for delivery to the Wai‘anae Moku campus.

The library maintains a collection of 71,662 print books, periodicals, microform pieces, and audiovisual items. Intrasystem loan services for items from other UH System libraries are offered to students, faculty, and staff while limited interlibrary loan services are offered to faculty through an agreement with Hamilton Library. Through a combination of consortial agreements and individual purchases, the library subscribes to 83 databases offering access to 72,989 online videos, 62,805 e-journals, and 218,111 e-book
In addition to print, audiovisual, and digital information resources, the library provides access to 77 computer workstations, 30 laptops, and 15 iPads. Laptops and iPads are circulated to students and faculty and can be used anywhere on the Pearl City campus. A classroom with 22 workstations is located upstairs and is used by librarians for information literacy and research sessions. All computer equipment in the library is maintained by the ITG Help Desk with first-line support provided by library staff. Self-service fee-based printing, no-cost digital scanning, and fee-based 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

1. **Access** - The library organizes information for effective discovery and access by all users
2. **Collections** - The library provides current and quality collections supporting the teaching and learning needs of the campus
3. **Information Literacy** - The library teaches students to effectively find, evaluate, and use information in an ethical manner
4. **Environment** - The library provides a safe and secure physical environment for students that is conducive to study and research
5. **Partnerships** - The library collaborates with campus and community members by organizing activities and events that provide enriching experiences for students

**Part II. Analysis of Program/Unit Data**

Present and analyze your operational or performance data.

Key Demand Indicators are Cautionary

For the 2016-19 review period, the number of students attending sessions per student FTE fell from 1.2 to 0.8, a decline of -33%. In 2017, this metric increased to 1.3 and held steady in 2018. In the final year of the review period, a significant decline occurred. The number of librarian-led sessions increased each year starting from 301 (2016), 319 (2017), and 323 (2018) before dropping significantly to 235 (2019), a decline of -27% for the year and an overall decline of -22% (2016-19). A significant portion of last year’s decline is attributed to personnel changes in the Language Arts division. Several longtime faculty who regularly scheduled multiple library sessions per semester retired the previous year. Approximately half of the decline (40-50 sessions) can be attributed to changes in instructors. We cannot, however, directly account for the remaining sessions. A personnel change in the library did occur during this period which may have affected the number of library sessions. The instruction librarian, the key individual
coordinating library instruction, was reassigned to manage tutoring services part-time during this period. While a temporary part-time librarian was available to backfill some of the instruction librarian’s duties, the oversight and leadership of the information literacy program may have suffered as a result of the partial reassignment of the full-time position.

Overall, the combined circulation of physical materials and online article downloads increased by nearly 21% since 2016 from 36.8 per student and faculty FTE (2016) to 44.4 per student and faculty FTE (2019). The year-to-year metric has fluctuated during this period, often drastically - down -16% (36.8, 2016), up nearly 19% (43.6, 2017), up 41% (61.4, 2018), and down nearly -28% (44.4, 2019). The increase in 2018 was attributed to an improvement in the data collection methods and not to higher demand since there were no significant changes in the quantity of resources available to students or in the delivery of the information literacy program that might have driven demand. Data collection methods were similar in 2019 so the year’s significant decline is due to other factors such as the decline in library instruction sessions. It is likely that with fewer students attending a librarian-led session to learn about library resources, usage suffered.

Since 2016, the circulation of print and other physical items has declined by double-digits each year and the trend shows no sign of bottoming out. This decline can be partly attributed to a change in where and how students access information they use for classroom assignments. Library instruction sessions lead students to library resources driving demand, but the internet is still more familiar and easier to access. During this period, the library allocated a greater portion of its resource spending to e-book collections, e-journal article databases, and streaming video platforms. Today, 80% of library resources spending is devoted to electronic resources versus 20% for print. While the library acquired fewer print books, a greater number of e-books and other e-resources were acquired driving higher usage which served as a counterbalance to the decline in book circulation. Overall, the 21% increase in demand for library resources is a positive sign, however, usage of print is in long-term decline and e-resource usage data has been challenging to make sense of due to the varying data collection methods.

Traffic to the library’s website has declined by -43% since 2016 from 43 hits per student and faculty FTE (2016) to 24.5 hits per student and faculty FTE (2019). This four-year decline is a cause for concern. Traffic in 2016 was up 12% from the previous year at 43 hits. In Fall 2016, a completely redesigned website was launched. Unexpectedly, website traffic fell -29% (30.4 hits, 2017) and -38% (18.8 hits, 2018) before recovering some lost ground in 2019 when it increased by 30% to 24.5 hits. The fluctuating numbers are difficult to draw conclusions from. The double-digit declines in 2017 and 2018 were perplexing with the new website launch since it had been redesigned to be attractive and easier to use. One theory for the decline is that many students are not accessing library resources through the library’s website, but directly linking to the vendor platforms using links in librarian-created online guides developed for individual classes and instructors. This could explain why website traffic dropped overall while at the same time, e-resource usage increased. The increased traffic in 2019 is a positive sign, but next year’s data will be needed to determine if last year’s uptick is the beginning of an upward trend.

The library, along with the all UH Libraries, is migrating to a new cloud-based library services platform in December 2019. The new system integrates print and electronic resources through a single search tool.
which is expected to make it easier for users to find relevant resources. The expectation is that an integrated search will drive the demand for e-resources by making it easier for users to search for and access these resources. It will be interesting to see how the new search tool will impact resource usage.

Key Efficiency Indicators are Healthy

There was consistent demand in the number of reference questions answered per FTE librarian in the first three years of the review period. In 2016, there were 493 questions per FTE librarian which was a significant increase of 249% from the year before. That increase is attributed to the implementation of an improved tracking tool, LibAnalytics, a platform that librarians use to input queries received and answered. Demand slightly dropped by -17% (2017), followed by an increase of 4.5% (2018) and steep drop of -18% (2019). We may infer that the decline is related to the drop in library sessions scheduled which was a direct cause of the -40% decline in the number of students attending sessions per student FTE.

The number of book volumes per student FTE steadily increased from 53 volumes (2016) to 80 volumes (2019) per student, an increase of 51%. E-book collections increased over 50% from 160,000 titles to 216,000 titles. In this instance, volumes (print) and titles (electronic) are considered equivalent. Materials expenditures per student and faculty FTE grew 42% during the same period. Overall library expenditures per student and faculty FTE steadily grew by nearly 27% since 2016. Both indicators showed growth that matched increased funding to purchase library resources.

Key Effectiveness Indicators are Healthy

The UHCC Libraries’ common student learning outcome is “The student will evaluate information is measured through the successful completion of the Information Literacy Exam (ILP). The ILP is administered by the library in coordination with ENG 24 and ENG 100 faculty. In 2018-19, 80.2% of students taking the ENG 100 ILE passed the exam. This was a -13% decrease from 2016 when the passing rate was 93.4%. Declines of less than 2% per year were recorded in 2017 and 2018 while a larger -9% decline occurred in 2019. It is a concern that the passing rate for the ILE has dropped from just over 93% to 80% over the past four years and that the bulk of the decline occurred in the past year alone.

Student and faculty satisfaction with library services and resources was measured annually in April using the library’s Annual User Survey. All of the effectiveness indicators are in the mid-90th percentile or higher. Two indicators: 12-4 - “The library’s instruction sessions have increased my ability to do research and use library resources,” and 12-7 - “The computer resources in the library contribute to my success at the college” have a satisfaction rate of 100%. Three indicators registered slight declines over the past four years: Indicator 12-3 - “The library staff guide me to resources I can use,” down -0.3% to 98.5% satisfaction rate; Indicator 12-5 - “The library website is useful,” down -1.1% to 97.2%; and Indicator 12-6 - “I feel comfortable being in the library,” down -1.7% to 96.7%. Two indicators showed slightly bigger declines over the same period: Indicator 12-1 - “I usually find enough books to meet my course needs,” down -4.8% to 94% satisfaction rate and Indicator 12-2 - “I get enough articles from the library databases to meet my class needs,” down -3.4% to 93.3%. The satisfaction measures remain healthy, but there is a
slight downward trend that should be monitored closely.

**Part III. Analysis of Major Functions/Services**

- Provide a brief description of each service that your unit/program provides, its primary customers, and the nature of demand.
- Discuss how you evaluate the success of your program/unit.
  - What metrics were used to assess the program’s services?
  - What were the results of the assessment?
- What strengths did the results reflect about your program/unit? How can these be further strengthened?
- What weaknesses did the results reflect about your program/unit? How will these be addressed?

The library consists of three units: Circulation Services, Reference Services, and Technical Services. The staff in these units work in close coordination to provide seamless library services and resources to students, faculty, and staff at the Pearl City and Wa’ianae Moku campuses. The library also has a significant online presence via a website that provides 24/7 access to ebooks, e-journals, streaming videos, and research databases. Most customer services are provided in-person at three service points in the facility.

Circulation Services is responsible for providing transactional services to library users including book check out and return, short-term course reserves loans, laptop and equipment loans, fines/fees payment, general directional/informational inquiries, study room reservations, and equipment and computer troubleshooting. In addition to these services, this unit also maintains the print collections to ensure that users have access to materials. Unit staff includes one clerical position, two APT positions, and part-time student assistants. Two of the full-time staff were hired during the review period. As the main service desk, the Circulation Desk sees the most requests for service and the greatest variety of questions from library users. Staff often refer users to other library service desks or campus offices. This service desk is staffed throughout all operational hours.

The main metric used to assess circulation services are the number of circulations of print and other physical items and usage of electronic resources per student FTE. An additional metric is the number of user requests/questions at the Circulation Desk. Circulation of materials including both print and e-resources increased by nearly 21% over the review period from under 36.8 per student and faculty FTE (2016) to 44.4 per student and faculty FTE (2019). However, this masks a fluctuating demand over the past four years that includes a -28% decline last year. Circulation of print materials alone has experienced a steep decline since 2016, dropping by -61% from 25,068 (2016) to 9,633 (2019). The demand for e-resources has increased by over 18% from 133,945 circulations/downloads (2016) to 158,639 circulations/downloads (2019), enough so that overall demand for all resources has registered positive growth. Between 2018 and 2019, total user requests/questions at the Circulation Desk fell by -7% from 10,052 (2018) to 9,341 (2019). Desk statistics for 2016 and 2017 were lost when changes were made to the dataset.

Reference Services is responsible for supporting the curricula through the ongoing development of library
collections, selecting new databases and e-resources, faculty outreach, and library instruction. Librarians in this unit provide individual research assistance and support at the Reference Desk and at the Kapunawai Hawai‘i-Pacific Resource Room. These service desks are where students seek help from librarians with finding and accessing library print and e-resources, completing class research assignments, and learning information literacy skills. Reference desks are staffed for most, but not all, library hours. In addition to providing services at the reference desks, librarians are responsible for selecting books and other resources, serving as subject liaisons for programs and disciplines, and providing instruction sessions on information literacy and library research skills. One librarian position is responsible for providing on-site reference services at the Wai‘anae Moku campus two days per week.

The Reference Services unit is composed of six faculty librarians and a part-time casual hire librarian. One of the faculty positions was a grant-funded non-tenure track position until 2019 when a permanent tenure-track position was created and filled. The part-time librarian position was added during this review period and is supported by various funding sources.

Reference Services metrics include the number of user questions received at the reference desk per FTE librarian and the number of students attending library instruction sessions per student FTE. Reference questions declined by -29% from 493 per FTE librarian (2016) to under 351 per FTE librarian (2019). Per student FTE attendance at library instruction sessions fell by -33% from 1.2 per student FTE (2016) to 0.8 per student FTE (2019). Another metric used to assess reference services is the UHCC Libraries’ common student learning outcome “The student will evaluate information and its sources critically.” The library uses the successful completion of an ENG 24 or ENG 100 information literacy exam (ILE) to measure its performance. During the review period, this metric fell by -13% from 93.4% (2016) to 80.2% (2019). The student and faculty satisfaction measurement in common survey questions specific to reference services is Indicator 12-4 - “The library’s instruction sessions have increased my ability to do research and use library resources” which has registered a 100% satisfaction rating for most of this period.

Technical Services is responsible for acquiring, processing, and cataloging books and other resources which are selected by Reference Services librarians. The unit also supports Circulation Services staff in collections maintenance by repairing and replacing print and other items as necessary. Unit staff includes one APT position, one faculty librarian, and a part-time student assistant. The Technical Services librarian also has responsibilities in Reference Services. In 2017, two full-time library assistants retired leaving the unit with no support staff. The Technical Services librarian managed the unit’s functions for about 11 months. One of the vacated positions was returned to the campus and the other was redescribed to create a new APT position that required a higher degree of skills and experience.

The main metrics used to assess Technical Services are number of book volumes per student FTE and the total expenditures of materials per student FTE. The number of book volumes grew by over 51% during the review period from 53 volumes student FTE (2016) to almost 80 volumes (2019) as a result of increased resource funding and a growing consortial e-book collection. Total materials expenditures grew by 42% since 2016 from $18 per student FTE (2016) to nearly $26 per student FTE (2019).

Other metrics used to assess the library’s performance during this period include the number of hits on the
library homepage per student/faculty FTE down -43% from 43 hits per student FTE (2016) to under 25 hits per student FTE (2019), and the total library expenditures per student/faculty FTE up 42% from $206 per student FTE (2016) to $261 per student FTE (2019). Student and faculty satisfaction measurements in common survey questions include “I usually find enough books to meet my course needs” down -4.8% from 98.8% (2016) to 94% (2019), “I get enough articles from the library databases to meet my class needs” down -3.4% from 96.7% (2016) to 93.3% (2019), “The library staff guide me to resources I can use,” down -0.3% from 98.8% (2016) to 98.5% (2019), “The library website is useful” down -1.1% from 98.3% (2016) to 97.2% (2019), “I feel comfortable being in the library” down -1.7% from 98.4% (2016) to 96.7% (2019), and “The computer resources in the library contribute to my success at the College” up 0.5% from 99.5% (2016) to 100% (2019).

Overall strengths continue to include student and faculty satisfaction with services and resources as measured by user responses to common survey questions. Satisfaction for all seven questions remains high, ranging from 93% to 100% satisfaction. Users are highly satisfied with the library. Customer service and staff responsiveness to user needs are key factors in these high ratings. The library’s goal is to continue to perform at this high-level for current users while at the same time exploring ways to reach out to students and faculty that may not use the library through improved marketing, introducing new resources and by expanding services. A continuing strength is the information literacy program that reaches 2,000 students each year through classroom sessions and a mandatory information literacy exam for ENG 100 students. The quality and breadth of e-resources available to our students in another strength. The library acquired more varied resource formats such a streaming video collections and new types of research databases. Importantly, the focus on digital resources means that all students can access them irrespective of time of need or their location.

The areas of weakness are in demand. While the combined circulation of print and e-resources as measured by the number of circulations, e-books used, and full-text journal articles downloaded by student/faculty FTE has increased 21% over the past four years, the demand for print books has trended downward for the past five years falling 61%. The demand for e-resources has counterbalanced the decline in print usage. The number of students attending library presentations per student FTE has fallen by -33%. Significantly, most of the decline happened in 2019. The correlation between the decline in demand for resources and the drop in attendance at library sessions is strong, but we do not have any evidence of a direct causal relationship. The number of scheduled library sessions declined by -22% over four years and again, the decline occurred in 2019. Several factors may have contributed to this decline including several faculty retirements that may have had an inordinate effect on sessions scheduled and the temporary, half-time reassignment of the instruction librarian to serve as the part-time coordinator at another unit which resulted in less oversight for the library’s instruction program. The library will address the declining demand by strengthening our outreach to faculty to encourage the creation and/or revision of assignments to utilize print and e-resources and by marketing services and resources to faculty. The library will also reassign its part-time casual hire librarian to backfill some of the instruction librarian’s duties due to her ongoing temporary reassignment. Furthermore, the head librarian will assist the interim dean of academic services in identifying a permanent staffing solution for the tutoring unit to end the reassignment of the instruction librarian.
Part IV. Overview Analysis of Program/Unit

- Summary of key findings and conclusions
- Recommendations for improving outcomes

Key Findings and Conclusions

- Two out of three demand indicators have declined substantially. Most of the decline in students attending presentation sessions occurred in the past year.
- Three out of four efficiency indicators have increased substantially. The number of reference questions answered per FTE librarian declined steeply last year.
- The common student learning outcome indicator has declined, much of it within the past year.
- All seven satisfaction measurements remain high.

Recommendations for Improving Outcomes

- Identify student and faculty needs using other methods beyond the annual user survey.
- Evaluate the Information Literacy Program and its assessment of the library student learning outcome.
- Develop a marketing plan for library services and resources.

Part V. Action Plan

Explain the plans of action for the program/unit and how the plans support the college’s mission.

- What does the program/unit want to accomplish in the next four years?
- Evaluate how well the proposed goals align with the mission and goals of the college.
- Address how the program/unit will achieve the goals. Please give a timeline and milestones.

Goal #1

Use focus groups to identify user needs and expectations for library services and resources. Participants include non-traditional students, distance education students, part-time students and faculty/staff.

- Spring 2020 - Develop focus group plan, conduct focus group testing
- Summer 2020 - Analyze feedback, develop short- and long-term strategies, develop an implementation plan
- Fall 2020 - Implement strategies
- Spring 2021 - Continue implementation, reconvene focus groups
- Summer 2021-Spring 2023 - Repeat cycle

Goal #2

Conduct a review of the Information Literacy Program and its assessment of the library student learning outcome, “students will evaluate information and its sources critically.” Participants include librarians and faculty involved with information literacy.

- Spring 2020 - Convene librarians and faculty to review the current program
- Summer 2020 - Identify goals and develop strategies
- Fall 2020-Summer 2021 - Program revision
- Fall 2021 - Launch the new program
Goal #3

Develop a more comprehensive approach to marketing library resources and services.

- Spring 2020 - Form a marketing team within the library.
- Summer 2020 - Develop a marketing plan utilizing the feedback from focus group testing.
- Fall 2020 - Implement the new marketing plan.
- Spring 2021 - Reconvene focus groups to provide feedback on library marketing strategies.

The above goals will align with the library’s Student Learning Outcome:

- Students will evaluate information and its sources critically; and the

College’s General Education Outcome for Information Literacy:

Information Literacy is a set of abilities needed to find, evaluate, and use information ethically and effectively. Upon completion of the general education program, students will be able to:

- Find, evaluate, and use information.

As demonstrated by the ability to:

- Determine the extent of information needed.
- Access the needed information.
- Evaluate information and its sources critically.
- Use information effectively to accomplish a specific purpose.
- Access and use information ethically and legally.

Part VI. Resource and Budget Implications

Briefly discuss what kinds of resources, including human, financial, physical, and technological resources, will be needed to carry out your Action Plan.

The goals outlined in the action plan should not incur costs that cannot be supported by current funding levels. Focus groups testing will require food and refreshments which will be supported using the library’s UH Foundation account. The marketing plan may require off-campus printing and other related services which will be supported by funds allocated to the unit. Professional development support may be requested through existing campus funding sources and through the annual resource planning and prioritization process.