ANNUAL
REPORT OF PROGRAM DATA
2021
1. Program or Unit Description

Unit 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.¹

What is the target student or service population?

The Library serves all Leeward students enrolled at the Pu‘uloa (Pearl City) campus, Wai‘anae Moku Education Center, and in online courses and programs.

2. Analysis of the Program/Unit

Discuss the Program’s or Unit’s strengths and areas to improve in terms of Demand, Efficiency, and Effectiveness based on an analysis of the program’s Quantitative Indicators or comparable unit-developed measures or program-developed metrics. Include a discussion of relevant historical-trend data on key measures (i.e., last three years).

Key Demand Indicators are Cautionary

<table>
<thead>
<tr>
<th>Key Demand Indicators</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
<th>2020-21</th>
<th>YOY (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of students attending presentations sessions per student FTE</td>
<td>1.3</td>
<td>1.1</td>
<td>0.95</td>
<td>0.27</td>
<td>-71.6%</td>
</tr>
<tr>
<td>Number of circulations, electronic books used, full-text journal articles downloaded per student and faculty FTE</td>
<td>61.4</td>
<td>44.4</td>
<td>58.4</td>
<td>60.8</td>
<td>4.1%</td>
</tr>
<tr>
<td>Number of hits on library homepage per student/faculty FTE</td>
<td>18.8</td>
<td>24.5</td>
<td>19.4</td>
<td>13.0</td>
<td>-32.9%</td>
</tr>
</tbody>
</table>

Table 1.1: Presents data for three key demand indicators from 2018 to 2021 with a column showing year-over-year change for 2021. The data in this table is presented and explained in detail below.

Demand indicators were negatively impacted by the pandemic largely as the result of the shift to online teaching and learning and the seven-month-long closure of the library. The one bright spot is

¹ A new Learning Commons mission superseded the Library mission effective September 2021.
that e-resource usage numbers, though down slightly, were high enough to maintain positive growth for the resource usage indicator.

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Table 1.2: This key demand indicator measures the number of students attending presentation sessions per student FTE from 2018 to 2021. In 2018, attendance was 1.3 sessions per student FTE, decreasing to 1.1 (2019), and 0.95 (2020). In 2021, the indicator was 0.27 sessions per student FTE, a year-over-year decline of 71.6%.

The number of students attending presentation sessions declined by 71.6%, from 0.95 to 0.27 sessions per FTE. The total number of sessions was 68 (2021) vs. 224 (2020), down 69.6%, while session participants were 896 (2021) vs. 3,329 (2020), down 73.1%.

The downward trend in session and participant counts that had been observed since 2018 drastically accelerated in 2021, an entire year defined by the ongoing pandemic. The pivot to primarily asynchronous online learning created challenges for teaching library research and information literacy skills that had been previously taught primarily in person. Librarians were challenged by the lack of response from instructors who were focused on managing the shift to an entirely new teaching modality. As a result, library instruction sessions for the most part were not prioritized. In addition, any synchronous library instruction sessions that were scheduled were often voluntary and attendance was low as a result.

Pre-COVID-19, a substantial portion of the librarian-led sessions were targeted towards English classes, specifically ENG 24, 98B, and 100. These sessions were designed to introduce students to the Information Literacy Program (ILP) which is a requirement for all ENG 100 and some ENG 24 and 98B classes. The ILP is composed of self-paced online tutorials and exams. While the in-person sessions and corresponding participant numbers have drastically declined over the past several years, the number of students who completed the ILP has declined more modestly from 2,086 enrolled students (2019) to 1,878 students (2021), or a 10% decline. Considering the circumstances of pandemic-era learning and falling enrollments, this decline is relatively modest. While the key demand indicator of students attending presentation sessions has dropped significantly, the Library maintained an active presence teaching information literacy skills through the self-paced online ILP.
Table 1.3: This key demand indicator measures the number of circulations, electronic books used, full-text journal articles downloaded per student and faculty FTE. In 2018, 61.4 items circulated per FTE, decreasing to 44.4 (2019), and increasing to 58.4 (2020). In 2020, the indicator was 60.8, a year-over-year increase of 4.1%.

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The number of circulations, electronic books used, and full-text journal articles downloaded per student and faculty FTE in 2021 was 60.8, up 4.1% from 2020 (58.4).

When the print and electronic circulation numbers are disaggregated, total print circulation dropped over 65%, a decline that was three times greater than the prior year and the greatest year-over-year change ever recorded. Without a doubt, the pandemic-driven changes to instruction and the seven-month-long closure of the Library were the greatest contributors to this decline. However, print circulation has declined every year since 2014. The pandemic greatly accelerated what was already a trend of annual double-digit decreases in print circulation that started in 2016 as the Library’s resource budget was increasing directed towards supporting the acquisition of ebooks and other e-resources.

Usage of electronic resources for ebooks, online journals, and streaming media declined by 1.9%, going from 215,185 requests in 2020 to 211,088 requests in 2021. This drop is not considered significant especially considering the challenges presented by the year. When print and electronic resource usage is totaled and divided by student/faculty FTE, the indicator increased by 4.1% from 58.4 in 2020 to 60.8 in 2021. With usage declining for both print and electronic resources, the increase in this demand indicator was the result of a 5.8% decline in student/faculty FTE from 3,687 (2020) to 3,472 (2021).

The usage of library e-resources is seeing steady yearly growth that counterbalances the declining circulation of print and physical media. The Library’s well-developed ebook and e-journal collections, streaming video platforms, and other online databases meant it was well-positioned to support faculty and students transitioning to online teaching and learning in 2021. Despite the substantial impacts from the pandemic, this demand indicator still managed a slight increase.
Table 1.4: This demand indicator measures the number of hits on the library homepage per student and faculty FTE. In 2018, there were 18.8 hits per FTE, increasing to 24.5 (2019), then decreasing to 19.4 (2020). In 2021, the indicator was 13.0, a decrease of 32.9%.

The number of hits on the library homepage per student/faculty FTE declined by nearly 33%, from 19.4 per FTE (2019) to 13.0 per FTE (2021). This indicator has fluctuated over the years and an explanation remains somewhat elusive. The decrease in library instruction sessions is a possible factor since it has been a reliable way to direct students to the website to access library resources. Also posited is that librarians are directing students to their custom-created subject and course research guides (LibGuides) which include direct links to library e-resources, thus deliberately bypassing the website. This theory is indirectly supported by e-resource usage numbers that have maintained a growth trajectory over this period. Thus, declining homepage hits have not negatively impacted the library’s e-resources usage or the key demand indicator measures overall circulation of print and electronic resources.

The increasing reliance on subject and course LibGuides as custom tools directing students to relevant online resources plus the lack of a strong correlation between homepage hits and online resources usage statistics decreases the value of this indicator as an accurate measure of demand. A reevaluation of this demand indicator is recommended.

**Key Efficiency Indicators are Cautionary**

<table>
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<tr>
<th>Key Efficiency Indicators</th>
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<tr>
<td>Number of reference questions answered per FTE librarian</td>
<td>429.5</td>
<td>350.7</td>
<td>294.3</td>
<td>199.7</td>
<td>-32.1%</td>
</tr>
<tr>
<td>Number of book volumes per student FTE</td>
<td>74.3</td>
<td>79.8</td>
<td>92.6</td>
<td>100.1</td>
<td>8.1%</td>
</tr>
<tr>
<td>Total materials expenditures per student FTE</td>
<td>$24.60</td>
<td>$27.00</td>
<td>$26.50</td>
<td>$28.94</td>
<td>9.2%</td>
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<tr>
<td>Total library expenditures per student and faculty FTE</td>
<td>$218.00</td>
<td>$260.90</td>
<td>$276.10</td>
<td>$295.25</td>
<td>6.9%</td>
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Table 2.1: Presents data for four key efficiency indicators for the period from 2018 to 2021. A year-over-year percentage change is provided for each indicator for 2021. The data in this table is presented and explained in detail below.

Key efficiency indicators were mostly positive except for the number of reference questions answered per FTE librarian. The pandemic negatively impacted this indicator due to the closure of the Library from April to October 2020. Even after the Library reopened in October 2020, the overwhelming loss of student foot traffic into the Library persisted as a result of the continuation of online learning in AY 2021. A 25% reduction in the program’s annual FY 2021 allocation due to the pandemic’s impact on the college budget was counterbalanced by successful federal CARES funding proposals for new e-resources which compensated for the budget cut.

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Table 2.2: This key efficiency indicator, the number of reference questions answered per FTE librarian, was 429.5 questions per FTE librarian in 2018. This indicator declined in subsequent years to 350.7 (2019) and 294.3 (2020). In 2021, the indicator was 199.7, a year-over-year decline of 32.1%.

The Library closed its doors in late March 2020 in response to the State of Hawai‘i’s “Stay at Home” order and it remained closed until October 2020. During this seven-month period, library services shifted to an online/virtual format. The physical reference desk was replaced by an online chat service accessed from the Library’s website. The result was a significant 32.1% drop in recorded reference desk transactions per FTE librarian from 294.7 questions (2020) to 199.7 (2021). Double-digit decreases were registered in each of the two years leading up to 2020, but the 2021 decline was substantially greater than any other year.

However, there is some optimism. By examining a three-month snapshot of reference transactions, August to November, reference transactions increased by 13.6% from 435 (2020) to 494 (2021). The bottom may have been reached and the recovery for this indicator is underway.

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<td>Number of book volumes per student FTE</td>
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Table 2.3: The key efficiency indicator, the number of book volumes per student FTE, was 74.3 volumes in 2018. This indicator increased in each of the following years to 79.8 (2019) and 92.6 (2020). In 2021, the indicator was 100.1, a year-over-year increase of 8.1%.

The number of book volumes per student FTE has steadily increased. Last year, book volumes per FTE increased by 8.1% from 92.6 volumes per FTE (2020) to 100.1 volumes per FTE (2021). The number of ebook titles in UH consortia and individual library collections grew from 254,888 (2020) to 262,457 (2021), a 3% increase. At the same time, student FTE decreased by 5.8%. A modest growth trajectory for this indicator is expected for the foreseeable future.

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Table 2.4: The key efficiency indicator, the total materials expenditures per student FTE, was $24.60 in 2018, increasing to $27.00 in 2019. There was a slight decrease to $26.50 in 2020. In 2021, materials expenditures were $28.94 per student FTE, an increase of 9.2%.

Total materials expenditures per student FTE increased from $26.50 (2020) to $28.94 (2021), a 9.2% increase largely driven by federal CARES funding for new e-resources which offset a 25% budget reduction and declining enrollments. As CARES funding sunsets and budgets stabilize, little to no growth is expected for this indicator in the foreseeable future.

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Table 2.5: The key efficiency indicator, the total library expenditures per student and faculty FTE, was $218.00 in 2018, increasing to $260.90 (2019) and $276.10 (2020). In 2021, total library expenditures were $295.25, a year-over-year increase of 6.9%.

Total expenditures per student and faculty FTE were up 6.9% from $276.10 (2020) to $295.25 (2021). The Library program experienced a 25% across-the-board cut in its annual allocation for FY 2021. The increase is due to successful requests for federal CARES funds for e-resources and equipment. Overall, little to no growth is expected for this indicator in the foreseeable future.
**Key Effectiveness Indicators are Cautionary**

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<tr>
<td>12-1). I usually find enough books to meet my course needs</td>
<td>96.4%</td>
<td>94.0%</td>
<td>96.8%</td>
<td>87.8%</td>
<td>-9.3%</td>
</tr>
<tr>
<td>12-2). I get enough articles from the library databases to meet my class needs</td>
<td>95.4%</td>
<td>93.3%</td>
<td>88.2%</td>
<td>95.3%</td>
<td>8.0%</td>
</tr>
<tr>
<td>12-3). The library staff guide me to resources I can use</td>
<td>97.3%</td>
<td>98.5%</td>
<td>100.0%</td>
<td>95.6%</td>
<td>-4.4%</td>
</tr>
<tr>
<td>12-4). The library's instruction sessions have increased my ability to do research and use library resources</td>
<td>100.0%</td>
<td>100.0%</td>
<td>96.6%</td>
<td>91.9%</td>
<td>-4.9%</td>
</tr>
<tr>
<td>12-5). The library website is useful</td>
<td>96.1%</td>
<td>97.2%</td>
<td>100.0%</td>
<td>96.0%</td>
<td>-4.0%</td>
</tr>
<tr>
<td>12-6). I feel comfortable being in the library</td>
<td>97.9%</td>
<td>96.7%</td>
<td>98.7%</td>
<td>95.8%</td>
<td>-2.9%</td>
</tr>
<tr>
<td>12-7). The computer resources in the library contribute to my success at the College</td>
<td>100.0%</td>
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<td>100.0%</td>
<td>91.3%</td>
<td>-8.7%</td>
</tr>
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Table 3.1: Presents data for seven key effectiveness indicators for the period from 2018 to 2021. A year-over-year percentage change is provided for each indicator for 2021. The data in this table is presented and explained in detail below.

Student and faculty satisfaction with Library services and resources is measured using seven questions in the Annual Library Survey. Since 2017, the survey has been available during a two-week period as a pop-up window on the Library’s homepage and via an iPad kiosk inside the Library. This year, with the closure due to the pandemic, all survey responses were collected via the homepage or via the direct links provided in weekly email announcements to students, faculty, and staff.

Of the seven satisfaction indicators, six registered decreases in satisfaction in 2021. Indicators 12.1 (87.8%, down 9.3%), 12-3 (95.6%, down 4.4%), 12-4 (91.9%, down 4.9%), 12-5 (96.0%, down
4.0%), 12-6 (95.8%, down 2.9%), and 12-7 (91.3%, down 8.7%). Indicator 12-2 increased 8.0% to 95.3%.

<table>
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<tr>
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<tr>
<td>12-1), I usually find enough books to meet my course needs</td>
<td>96.4%</td>
<td>94.0%</td>
<td>96.8%</td>
<td>87.8%</td>
<td>-9.3%</td>
</tr>
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Table 3.2: The key effectiveness indicator 12-1, “I usually find enough books to meet my course needs,” was 96.4% in 2018. A decrease to 94.0% was recorded in 2019 followed by an increase to 96.8% in 2020. In 2021, the indicator declined to 87.8%, a year-over-year decrease of 9.3%.

For indicator 12-1, “I usually find enough books to meet my course needs,” the 9.3% decline in user satisfaction from 96.8% (2020) to 87.8% (2021) may be attributed in part to changes to the physical operations of the library in response to the pandemic. The library reopened in October 2021 with a limited in-person schedule of four hours per day with restricted access to physical collections. To address the lack of access to print collections, from spring 2020 until August 2021, the UH system libraries offered digital access to selected print titles in their collections through an agreement with the HathiTrust Digital Library initiative. Under this agreement, any print books in our collections that were in the HathiTrust Digital Library were available digitally only. This restriction was to comply with U.S. copyright law. As a result, the equivalent print copy in our collection was not loanable to users even if the book was on the shelf. Based on interactions with users, many had a preference for a print copy despite the availability of a digital equivalent. Therefore, restrictions to access and format might partially explain the decline in user satisfaction with this indicator.

Another factor that might explain the decline is whether the statement itself is being misinterpreted. The statement, “I usually find enough books to meet my course needs,” is intended to pertain to library books only but this is open to misinterpretation. A student might interpret books to include their course textbooks which the Library does not provide outside of a few instructor-provided copies in the course reserves collection. A clarification of what is meant by “books” may be needed to ensure that the lack of textbooks in the Library is not a factor in declining satisfaction.

<table>
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<tr>
<td>12-2), I get enough articles from the library databases to meet my class needs</td>
<td>95.4%</td>
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<td>8.0%</td>
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Table 3.3: The key effectiveness indicator 12-2, “I get enough articles from the library databases to meet my class needs,” was 95.4% in 2018. This indicator declined to 93.3% (2019) and 88.2% (2020). In 2021, the indicator was 95.3%, a year-over-year increase of 8.0%.

For indicator 12-2, “I get enough articles from the library databases to meet my class needs,” user satisfaction as reported by Strongly Agree/Agree responses ranged from 95.4% (2018), 93.3% (2019) to 88.2% (2020). In 2021, satisfaction increased by 8.0% to 95.3%. The increase erased nearly all of the decline in satisfaction recorded in the previous two years.

In May 2020, the Library initiated improvements to its online article request service. This service allows students and faculty to make an online request for the full-text article when it is not available directly from one of the library’s databases. The improvements seamlessly integrated the request function into the Library’s Primo Search discovery tool. A total of 192 article requests were received from May 2020 to summer 2021. This new service enhanced the already expansive online journal offerings available through the Library’s databases and collections and hopefully contributed to increased user satisfaction.

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Table 3.4: The key effectiveness indicator 12-3, “The library staff guide me to resources I can use,” was 97.3% (2018), 98.5% (2019), and 100.0% (2020). In 2021, satisfaction was 95.6%, a year-over-year decline of 4.4%.

For indicator, 12-3, “The library staff guide me to resources I can use,” user satisfaction as reported by Strongly Agree/Agree responses ranged from 97.3% (2018), 98.5% (2019), and 100.0% (2020). In 2021, satisfaction was 95.6%, a decline of 4.4%.

The Library responded to the pandemic by closing its doors and moving to remote services from April to October 2020. During this period, services were conducted via phone, email, and online chat. The changes to service modality affected how students interacted with staff. The lack of in-person interactions meant that staff relied exclusively on students to initiate requests for assistance whereas previously, a proactive approach by staff extending support to students was common. While we cannot ascertain the exact impact of service changes on user satisfaction, we can confidently state that there was likely a negative impact. With all the changes experienced during an eventful year, the 4.4% decline is relatively modest. A 95.6% satisfaction rate is still enviable.
Table 3.5: The key effectiveness indicator 12-4, “The library’s instruction sessions have increased my ability to do research and use library resources,” was 100.0% in 2018 and 2019. In 2020, the satisfaction rate decreased to 96.6%. In 2021, satisfaction was 91.9%, a year-over-year decline of 4.9%.

For indicator 12-4, “The library’s instruction sessions have increased my ability to do research and use library resources,” satisfaction, as reported by Strongly Agree/Agree responses ranged from 100.0% in 2018 and 2019 followed by a decline to 96.6% in 2020. In 2021, satisfaction declined by 4.9% to 91.9%.

The number of librarian-led instruction sessions declined by 69.6% in 2021 from 223 sessions (2020) to 68 sessions (2021). The decline is directly related to the shift to online learning and the subsequent challenges faced by librarians in coordinating and scheduling sessions with instructors. Despite the dramatic decline in session numbers, satisfaction, as reported by survey respondents, was still nearly 92%.

Table 3.6: The key effectiveness indicator 12-5, “The library website is useful,” was 96.1% (2018), 97.2% (2019), and 100.0% (2020). In 2021, satisfaction was 96.0%, a year-over-year decline of 4.0%.

For indicator 12-5, “The library website is useful,” satisfaction, as reported by Strongly Agree/Agree responses ranged from 96.1% (2018), 97.2% (2019), and 100.0% (2020). In 2021, satisfaction was 96.0%, a decline of 4.0%.

While satisfaction remained high, the library’s website was last redesigned in 2016, over five years ago. Librarian and user expectations for an effective website have changed during this time. In early 2021, a website redesign effort was launched with the goal of a new website by fall 2021 but this effort stalled. A new web redesign effort will be launched in early 2022.
Key Effectiveness Indicator | 2017-18 | 2018-19 | 2019-20 | 2020-21 | YOY Change (%)
--- | --- | --- | --- | --- | ---
12-6. I feel comfortable being in the library | 97.9% | 96.7% | 98.7% | 95.8% | -2.9%

Table 3.7: The key effectiveness indicator 12-6, “I feel comfortable being in the library,” was 97.9% (2018), 96.7% (2019), and 98.7% (2020). In 2021, satisfaction was 95.8%, a year-over-year decline of 2.9%.

For indicator 12-6, “I feel comfortable being in the library,” satisfaction, as reported by Strongly Agree/Agree responses ranged from 97.9% (2018), 96.7% (2019), and 98.7% (2020). In 2021, satisfaction was 95.8%, a decline of 2.9%.

Despite the many pandemic-driven changes to library operations over the past year, satisfaction declined by a modest 2.9% At 95.8%, satisfaction remained high.

Key Effectiveness Indicator | 2017-18 | 2018-19 | 2019-20 | 2020-21 | YOY Change (%)
--- | --- | --- | --- | --- | ---
12-7. The computer resources in the library contribute to my success at the College | 100.0% | 100.0% | 100.0% | 91.3% | -8.7%

Table 3.8: The key effectiveness indicator 12-7, “The computer resources in the library contribute to my success at the College,” was 100.0% in 2018, 2019, and 2020. In 2021, satisfaction was 91.3%, a year-over-year decline of 8.7%.

For indicator 12-7, “The computer resources in the library contribute to my success as the College,” satisfaction as reported by Strongly Agree/Agree responses was at 100.0% for three years. A significant decline of 8.7% was recorded in 2021 and is attributed to the reduced operational hours due to the pandemic.

Except for one indicator, 12-2, “I get enough articles from the library databases to meet my class needs,” all key effectiveness indicators registered declines in 2021. In some way or another, these declines can be attributed to pandemic closures, collection access restrictions, and service changes over the year. The seven indicators for the most part are still above 90% satisfaction except for 12-1 which is in the high 80 percentile range. Despite the declines, satisfaction with library services and resources remained high.

3. Program Student Learning Outcomes or Unit/Service Outcomes

a) List of the Program Student Learning Outcomes or Unit/Service Outcomes
b) Program or Unit/Service Outcomes that have been assessed in the year of this Annual Review.

c) Assessment Results.

d) Changes that have been made as a result of the assessment results.

Student Learning Outcomes

SLO 1 - The student will evaluate information and its sources critically

Assessed annually using the ENG 100 Information Literacy Exam (ILE) pass rate metric.

<table>
<thead>
<tr>
<th>Key Effectiveness Indicator</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
<th>2020-21</th>
<th>YOY Change (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Common Student Learning Outcome: The student will evaluate information and its sources critically</td>
<td>89.6%</td>
<td>80.2%</td>
<td>93.5%</td>
<td>82.8%</td>
<td>-11.4%</td>
</tr>
</tbody>
</table>

Table 4.1: The key effectiveness indicator, also known as the UHCC Libraries common student learning outcome, “the student will evaluate information and its sources critically,” is measured by the successful completion of the Library’s ENG 100 Information Literacy Exam. In 2018, the completion rate was 89.6% followed by a decline to 80.2% in 2019. The indicator increased to 93.5% in 2020 and declined to 82.8% in 2021. The year-over-year change from 2020 to 2021 is -11.4%.

The UHCC Libraries common student learning outcome, “The student will evaluate information and its sources critically,” is measured by the successful completion of the ILE by ENG 100 students. The ILE is administered by the Library in partnership with the ENG 100 program. In 2021, 82.8% of students taking the ENG 100 ILE passed the exam, a decrease of 11.4% from the 2020 rate of 93.5%. In 2021, fewer library instruction sessions were conducted due to challenges in scheduling times with instructors. In total, only 68 sessions were scheduled in 2021 in comparison to the 224 sessions in 2020. While the ILE is a self-paced, online exam, librarian sessions orient students to exam requirements, and librarians offer tips to successfully complete the exam. The decline in the completion rate may be attributable to pandemic-related impacts on the ILE program.

Though the decline in library instruction is concerning, an existing service did see an uptick in usage and helped to partially ameliorate the effects of fewer instruction sessions. The Book-a-Librarian service was first launched in fall 2019 using the Library’s Springshare online platform. The Book-a-Librarian service allows students and faculty to book appointments with librarians for research assistance. Service usage saw a three-fold increase starting in March 2020 when the pandemic hit and operations were restricted. A total of 111 appointments were booked by
students and faculty in 2021. It is not known how many of these booked sessions were specifically supporting ENG 100 students or the ILE, however, we do know that a substantial portion of the inquiries received by librarians is from ENG 100 students.

The decline in the ILE pass rate metric for the common SLO bears close monitoring over the next year. The substantial decline in library instruction sessions may have contributed to the lower pass rate though this has not been firmly established. A proactive response may be necessary to reverse this downward trend.

SLO 2 - Students will use appropriate information ethically to complete course assignments


**Library Support Area Outcomes**

SAO 1 (Access) - The Library organizes information for effective discovery and access by all users

Access is generally categorized in two ways: physical access and online access. In assessing physical access, we look at library hours, service desk hours, services that facilitate user access to collections within the library and between UH libraries. In 2021, the biggest challenge to SAO 1 continued to be the COVID-19 pandemic, the continuation of online learning, and the limited hours and drastic changes to many services. The Library and Learning Commons facilities did not physically open until October 2020 and access to the print collection was restricted until fall 2021. Service hours (phone and online requests) were reduced by 34% due to health and safety limits placed on on-site staffing.

Student respondents to the Annual Library User Survey question, “I am generally satisfied with the Library’s hours,” reported a 65.1% satisfaction rate, a decrease of 30.5% from 2020 when satisfaction was 95.6%. Lower satisfaction is directly attributed to the reduced hours during 2021. The resumption of a normal schedule post-pandemic should lead to a recovery in satisfaction for this outcome.

The student/faculty satisfaction measurement 12-5, “The library website is helpful,” is also used to assess SAO 1 since the website is the main web portal to access library resources. In 2021, 96% of student and faculty respondents to the annual library user survey expressed satisfaction with the website’s usefulness, down 4% from 2020 but still strong evidence of high satisfaction with the website and the information available within it.

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2 New [Learning Commons goals](#) were established in September 2021 which supersede the Library’s Support Area Outcomes. The new goals will be assessed in 2022.
During the pandemic, the Library enhanced its online service model by developing new services to facilitate continued access to resources and assistance during closures and limited hours. New online services included digital scanning of course reserves and other print materials, online article request service, and book paging services. The new digital scanning service fulfilled 473 requests for the course reserves and library collections. The online article request service responded to 135 requests for full-text journal articles that were not available through Leeward CC Library online databases or e-journal collections. The new services were initiated as a result of the pandemic and the usage statistics are additional evidence supporting the achievement of goals established by SAO 1.

The pandemic forced the Library to focus on providing services and resources in an almost exclusively online modality. The Library benefited from already having online resources and systems in place to facilitate the transition quickly and efficiently. Despite the drastic change in operations, the Library retained a high level of satisfaction for SAO 1.

**SAO 2 (Collections)** - The Library provides current and quality collections supporting the teaching and learning needs of the campus

The effectiveness indicator 12-1, “I usually find enough books to meet my course needs,” and 12-2, “I get enough articles from the library databases to meet my class needs,” are used to assess SAO 2. In 2021, the satisfaction rate for indicator 12-1 was 87.8%, a 9.3% decrease from 2020. For indicator 12-2, the satisfaction rate was 95.3%, an 8.0% increase from the previous year. The opposing trajectories of these related indicators are interesting. Dissatisfaction with indicator 12-1 may be a direct result of the closure of the book collection as a result of the HathiTrust Digital Library agreement mentioned earlier which all UH libraries, including Leeward, were subject to from spring 2020 until August 2021. Indicator 12-2 recovered from a decline in satisfaction in 2020. The recovery in satisfaction for indicator 12-2 in 2021 is notable because it was the only key effectiveness indicator out of seven that recorded an increase in satisfaction.

An indirect measurement that we can use to assess the currency and quality of library resources is the demand indicator, “Number of circulations, electronic books used, full-text journal articles downloaded per student and faculty FTE,” which showed a 4.1% increase in 2021. The continuation of online learning is attributed to the increased demand as measured by database searches and full-text article and ebook downloads in 2021.

Satisfaction was high for most of the indicators used to assess SAO 2. The decline in the 12-1 indicator is attributed to the closure of the library’s book collections. It remains to be seen whether the end of the HathiTrust Digital Library agreement in August 2021 will reverse the dissatisfaction
rate. The other indicators should continue to perform well since more online resources are being sought using federal funds and the 25% cut to the book budget is being restored for FY 2022.

**SAO 3 (Information Literacy)** - The Library teaches students to effectively find, evaluate, and use information in an ethical manner

In assessing SAO 3, the Library looks at five metrics: the number of library instruction sessions provided, the number of students attending these sessions, the Information Literacy Exam (ILE) pass rate, key effectiveness indicator 12-4, “The library's instruction sessions have increased my ability to do research and use library resources,” and reference desk transactions.

The number of library instruction sessions scheduled in 2021 was 68, a 71.6% decline from 2020 when 224 sessions were scheduled. The drop was a drastic acceleration of a longer-term trend of declining sessions experienced since 2019. As expected, fewer sessions meant fewer total participants. The number of student participants in library instruction sessions in 2021 was 896, down 73.1% from 2010 which saw 3,329 participants. The primary cause for these declines is the continuation of online teaching as the primary mode for instruction this year. As most classes are being taught asynchronously, scheduling a session with instructors proved difficult in most cases, the result was far fewer sessions than normal. Partially compensating for the drop in instruction sessions was the increase in one-on-one appointments with librarians. The Book-a-Librarian service recorded 91 sessions in 2021; a drop in the bucket compared to the losses elsewhere. However, this service provides an alternate way for students to get research support and information literacy skills training from a librarian.

The third metric we look at when assessing SAO 3 is the ENG 100 ILE pass rate. In 2021, 82.8% of students taking the ENG 100 ILE passed the exam, an 11.4% decrease from the previous year. The decline in the ILE pass rate corresponds to the drop in scheduled library instruction sessions which is considered a contributing factor.

The fourth metric, effectiveness indicator 12-4, “The library's instruction sessions have increased my ability to do research and use library resources” is assessed by the Annual Library User Survey. The satisfaction rate as measured by 2021 survey respondents was 91.9%, down 4.9% from 2020. Even with this decrease, satisfaction, as measured by user perceptions of the effectiveness of library instruction sessions, remained high.

The fifth and final metric is reference desk transactions. Reference desk transactions record student and faculty requests for librarian assistance. In 2021, a total of 1,198 transactions were recorded, down 32.2% from 2020. The decline is attributed to operational changes such as shorter hours and a greater reliance on online chat as the primary method for providing research assistance. Of the
1,198 transactions, over 47% (566 questions) were related to research assistance, course assignment help, or the information literacy exam. The loss of foot traffic in the Library with the continuation of online learning and hours reductions has led to fewer interactions with students. In response to the increasing reliance on the online chat service to provide research support, the Library modified its chat widget so that a slide-out window prompts users to ask a question. Of the 814 chat sessions recorded in 2021, representing 67.9% of total reference transactions, 37.3% (or 301 chat sessions) were initiated from the new slide-out window. Additionally, the Library’s Book-a-Librarian service saw increased usage over the past year with 81 appointments booked with librarians. The Book-a-Librarian service provides the same kind of research support as provided during a regular reference transaction, the difference being that these sessions are scheduled in advance.

Information literacy indicators have been declining over the past several years. Several indicators experience dramatic declines this year that are attributed to the pandemic. It is not known whether these impacts are long-term. The Library will continue to monitor and evaluate its information literacy program over the next year to identify and implement measures to counteract some of this decline.

SAO 4 (Environment) - The Library provides a safe and secure physical environment for students that is conducive to study and research

SAO 4 is assessed using key effectiveness indicator 12-6, “I feel comfortable being in the Library." This metric is assessed using the Annual Library User Survey. In 2021, 95.8% of respondents reported satisfaction with the physical environment in the Library. This rate was a 2.9% decrease from 2020. The pandemic was the driving force for many changes to library operations over the past year, including new check-in procedures, online seat reservations, socially distanced study spaces, and masking. Considering how COVID-19 has changed the perception of safety in indoor settings, satisfaction with the Library according to this effectiveness indicator remained high.

SAO 5 (Partnerships) - The Library collaborates with campus and community members by organizing activities and events that provide enriching experiences for students

The Library did not assess this outcome this year.

4. Action Plan

Based on findings in Parts 1-3, develop an action plan for your program or unit from now until your next Comprehensive Review date. Be sure to focus on areas to improve identified in ARPD data, student learning or unit/service outcomes, results of survey data, and other data used to assess your program or unit. This plan should guide your program/unit through to the next program/unit review.
cycle and must detail measurable outcomes, benchmarks and timelines. Include an analysis of progress in achieving planned improvements.

Specify how the action plan aligns with the College’s Mission and Strategic Plan.

Discuss how these recommendations for improvement or actions will guide your program or unit until the next Comprehensive Review. Be sure to list resources that will be required, if any, in section 5 below.

*The action plan may be amended based on new initiatives, updated data, or unforeseen external factors.

**Key Findings and Conclusions**

- Two out of three demand indicators experienced substantial double-digit declines, but the third show modest growth.
  - Number of students attending presentation sessions per student FTE: -71.6%
  - Number of hits on library homepage per student/faculty FTE: -32.9%
  - Number of circulations, electronic books used, full-text journal articles downloaded per student and faculty FTE: +4.1%

- Three efficiency indicators increased at pace and one decreased substantially.
  - Number of reference questions answered per FTE librarian: -32.1%
  - Number of book volumes per student FTE: +8.1%
  - Total materials expenditures per student FTE: +9.2%
  - Total library expenditures per student and faculty FTE: +5.8%

- Six out of seven effectiveness indicators recorded small to moderate declines. Overall satisfaction remained high.
  - 12-1) I usually find enough books to meet my course needs: -9.3%
  - 12-2) I get enough articles from the library databases to meet my class needs: +8.0%
  - 12-3) The library staff guide me to resources I can use: -4.4%
  - 12-4) The library's instruction sessions have increased my ability to do research and use library resources: -4.9%
  - 12-5) The library website is useful: -4.0%
  - 12-6) I feel comfortable being in the library: -2.9%
  - 12-7) The computer resources in the library contribute to my success at the College: -8.7%

- The common student learning outcome metric (SLO 1) registered a double-digit decrease.
  - The student will evaluate information and its sources critically: -11.4%
The ongoing pandemic and the continuation of mostly online learning had its greatest impact on two indicators: The demand indicator, “Number of students attending presentation sessions per student FTE,” declined by 71.6%, and the efficiency indicator, “Number of reference questions answered per FTE librarian,” down 32.1%. Both declines are directly attributed to changes to teaching and library operations. The decline in the demand indicator, “Number of hits on library homepage per student/faculty FTE,” is partly attributable to the pandemic but also to changes in the way librarians direct students to library resources.

On the positive side, the demand indicator, “Number of circulations, electronic books used, full-text journal articles downloaded per student and faculty FTE,” increased by 4.1% while the effectiveness indicator 12-2, “I get enough articles from the library databases to meet my class needs,” increased by 8.0%. A correlation can be established between the higher e-resource usage numbers and increased user satisfaction as expressed by effectiveness indicator 12-2. On the other hand, there is no correlation between effectiveness indicator 12-1, “I usually find enough books to meet my course needs,” which declined 9.3% despite the efficiency indicator, “Number of book volumes per student FTE,” increasing by 8.1%. Lack of clarity with the term “books” in indicator 12-1 plus the HathiTrust Digital Library agreement and restricted collection access may be causes behind the decreased user satisfaction despite the availability of more books.

While six out of seven effectiveness indicators were in negative territory, the declines were mostly moderate and satisfaction remained high in all areas.

The 11.4% decline in the ENG 100 ILE pass rate is cause for concern. The decline may be linked to the dramatic decrease in library instruction sessions which went from 0.95 sessions per student FTE to 0.27 sessions, a drop of 71.6%. The decrease in reference interactions per FTE librarian from 294.3 questions per FTE librarian to 199.7 questions, a drop of 32.1%, is an indication of a decline in engagement between students and the library which correlates with the lower pass rate.

**Recommendations for Improving Outcomes**

**Goal #1**

**Review the Information Literacy Program (ILP)**

- Fall 2021 - Review feedback from outside reviewer.
- Spring 2022
  - Solicit feedback from ENG 100 instructors participating in the ILP; convene a group of librarians and instructional faculty to review feedback and make recommendations for improvement.
  - Assess SLO 2, Students will use appropriate information ethically to complete course assignments; implement ILP recommendations for improvement.
- Summer 2022 - Redesign the ENG 100 tutorial and exam
2021 Leeward Community College ARPD
Program: Library

- Fall 2022 - Beta test the new ENG 100 tutorial and exam for select faculty
- Spring 2023 - Assess and make modifications to the new ILP
- Fall 2023 - Launch new ILP for all instructors
- Summer 2024 - Assess ILP; implement changes as needed

Implications

The ILP is a key partnership between the Library and the ENG 100 program. The continued strength of this program has major implications for the Library and several of its key indicators. The ENG 100 ILE question pool was updated in summer 2021 with the objective of incorporating more Hawai‘i-Pacific resources. The outlined goal envisions a thorough review of the program on par with or exceeding the last overhaul in 2013.

Goal #2

Develop a new library website

- Spring-Summer 2022 - Design and build a new website using the Springshare CMS platform. Monitor and respond to the new campus website project.
- Fall 2022 - Launch new website
- Spring 2023 - Solicit feedback through focus groups
- Summer 2023 - Assess website; implement changes as needed

Implications

The current website was launched in 2016. A complete redesign is necessary to ensure that the website, the portal to library services and resources, is updated to current web design standards and practices. A well-designed website ensures users can readily find and access resources to complete course assignments and research projects.

Goal #3

Indigenization of the Library Program

- Fall 2021-Spring 2022 - Library EDI committee identifies priorities and develops an action plan
- Summer 2022 - Select and implement one priority
- Fall 2022-Spring 2023 - Implement additional priorities
- Summer 2023 - Review action plan; revise; implement

Implications

The Ithaka S+R research study report: E Naʻauao Pū, E Noiʻi Pū, E Noelo Pū: Research Support for Hawaiian Studies presented recommendations for building capacity in libraries to meet the needs of Hawaiian Studies scholars. The improvements based on the E Naʻauao Pū recommendations will
also serve to improve access and resources for Native Hawaiian students, students enrolled in the Hawaiian Studies program and students enrolled in courses that support the indigenization of the curricula through the use of teaching practices such as ‘āina-based learning. The E Na‘auao Pū report recommendations align with the wider Leeward and UH missions and goals to become the leading indigenous-serving institutions of higher education.

**Mission Alignment**

The above goals will align with Library SLO 1, Leeward CC GELO for Information Literacy, and the Leeward CC Mission.

**Library SLO 1**

- Students will evaluate information and its sources critically; and

**Leeward CC GELO 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; and
  - Access and use information ethically and legally.

**Leeward CC 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.

**5. Resource Implications**

Detail any resource requests, including reallocation of existing resources (physical, human, financial). *Note that CTE programs seeking future funding via UHCC System Perkins proposals must reference their ARPD Section 4. Action Plan and this ARPD Section 5. Resource Implications to be eligible for funding.

**XX I am NOT requesting additional resources for my program/unit.**