Leeward Community College
2014 Annual Report of Instructional Program Data

Library

The last comprehensive review for this program was on 2013, and can be viewed at:

Program Description

The Library is located at the Leeward CC campus in Pearl City and provides support and service to students, faculty, and staff on the main campus, the Leeward CC-Waianae 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 on the 2nd floor.

The Learning Commons encompasses the Library’s Reference, Research & Reading 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. A partial renovation of the Library’s 3rd floor is anticipated in 2016-2017.

The Library maintains a collection of 75,197 print books, periodicals, microform pieces, and audiovisual items. Through a combination of consortial agreements and individual purchases, the Library subscribes to 40 databases and 8 ebook collections providing access to 3,478 streaming videos, 19,957 ejournals, and 121,771 ebooks. 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, 38 laptops, and 30 iPads. The laptops and iPads are circulated to students and faculty and can be used anywhere on the Pearl City campus. All computer equipment in the Library is maintained by the ITG Help Desk, another Learning Commons partner. Self-service printing and photocopying are additional services provided by the Library with technical support from the Help Desk.

Library Mission

The Library program's mission is to support and promote teaching and learning related to the mission and curriculum of the institution by providing a variety of accessible resources, services and facilities that promote information literacy and the effective use of information.

Library Goals

- Collection: Develop and maintain a collection of resources that support existing, changing and new programs at Leeward Community College.
- Access: Provide rapid and seamless access to the collection and information in a variety of formats for all University patrons regardless of location.
- Service: Provide timely, comprehensive, varied and to the extent possible, equivalent service to local and distant University of Hawaii patrons.
- Information Literacy: Support the college goals of learning and teaching through the promotion of information literacy concepts.
- Learning Environment: Promote active learning, research, communication and exchange of ideas between students and within the community, through the creation of a stimulating learning environment.
- Partnerships: Promote positive working and learning partnerships with other libraries and our surrounding communities.

### Part I. Quantitative Indicators

#### Overall Program Health: **Healthy**

<table>
<thead>
<tr>
<th>Student and Faculty Information</th>
<th>Program Year</th>
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<tr>
<td></td>
<td>11-12</td>
<td>12-13</td>
<td>13-14</td>
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<tr>
<td>1 Annual Unduplicated Student Headcount</td>
<td>10,050</td>
<td>10,050</td>
<td>10,187</td>
</tr>
<tr>
<td>2 Annual FTE Faculty</td>
<td>186</td>
<td>186</td>
<td>194</td>
</tr>
<tr>
<td>2a Annual FTE Staff</td>
<td>187</td>
<td>194</td>
<td>206</td>
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<tr>
<td>3 Annual FTE Student</td>
<td>4,289</td>
<td>4,345</td>
<td>4,272</td>
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<table>
<thead>
<tr>
<th>Demand Indicators</th>
<th>Program Year</th>
<th>Demand Health Call</th>
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</thead>
<tbody>
<tr>
<td>4 Number of students attending presentations sessions per student FTE</td>
<td>0.7 1.1 1.2</td>
<td></td>
</tr>
<tr>
<td>5 Number of circulations, electronic books used, full-text journal articles downloaded per student and faculty FTE</td>
<td>26.4 53.9 38.9</td>
<td>Healthy</td>
</tr>
<tr>
<td>6 Number of hits on library homepage per student/faculty FTE</td>
<td>50.0 52.2</td>
<td></td>
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<table>
<thead>
<tr>
<th>Efficiency Indicators</th>
<th>Program Year</th>
<th>Efficiency Health Call</th>
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<tbody>
<tr>
<td>7 Number of reference questions answered per FTE librarian (= Item #4 UH Library Council Statistics)</td>
<td>780.4 442 114.2</td>
<td>Cautionary</td>
</tr>
<tr>
<td>8 Number of book volumes per student FTE</td>
<td>16.6 16.5 16.6</td>
<td></td>
</tr>
<tr>
<td>9 Total materials expenditures per student FTE</td>
<td>$15 $15 $14</td>
<td></td>
</tr>
<tr>
<td>10 Total library expenditures per student and faculty FTE</td>
<td>$175 $144 $172</td>
<td></td>
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<table>
<thead>
<tr>
<th>Effectiveness Indicators</th>
<th>Program Year</th>
<th>Effectiveness Health Call</th>
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</thead>
<tbody>
<tr>
<td>11 Common Student Learning Outcome: The student will evaluate information and its sources critically</td>
<td>97.6% 97.2% 90.9%</td>
<td>Healthy</td>
</tr>
<tr>
<td>Student and faculty satisfaction measurements using Common Survey questions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12-1 I usually find enough books to meet my course needs</td>
<td>69% 96.9%</td>
<td></td>
</tr>
<tr>
<td>12-2 I get enough articles from the library databases to meet my class needs</td>
<td>73% 90.3%</td>
<td></td>
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</table>
### Part II. Analysis of the Program

**Key Demand Indicators for 2014 are Healthy**

The number of library presentations per student FTE increased 71% since 2012. Working in partnership with teaching faculty, librarians schedule general and customized sessions focused on developing the research and information literacy skills of students. The total number of presentations increased 47% from 169 (2012) to 249 (2014). The total number of student participants at a librarian-led presentations was 5,165 in 2014, an increase of 69% (3,056) since 2012. Growth in this area occurred with no net increase in faculty librarian positions. Projections for future growth will be less dramatic as librarians approach their maximum teaching loads.

Reported circulation of items and e-resources usage shows a decrease of -28% in 2014, from 53.9 to 38.9. The decrease is attributed to faulty reporting of 2013 figures. An internal audit of the 2013 UH Library Council (UHLC) Annual Report revealed that the number of full-text articles retrieved/downloaded was overstated by 75,592. Furthermore, the reported figure was calculated using student FTE instead of the combined student/faculty FTE as required. The revised figure for 2013 circulation/use of e-resources is 35.2. When compared with the 2014 figure of 38.9 this represents an annual increase of 10.5%. This represents healthy annual growth.

The Library’s website recorded growth of 4.4% in the total number of hits. A correlation between the frequency users navigate to the Library’s website and increased attendance at library presentations may be established since students will not typically visit the Library’s website without prompting from librarians and their instructors. Attendance at library presentations was 5,165 in 2014 versus 4,950 in 2013 for an increase of 4.3%. However, the total number of presentations fell by -9.5% from 275 (2013) to 249 (2014). Some of this drop can be attributed to staffing changes. Further evidence is needed to establish a correlation between library presentations, student attendance at presentations, and website hits.

**Key Efficiency Indicators for 2014 are Cautionary**
The number of reference questions per FTE librarian continues its dramatic slide from 780 in 2012 to 114 in 2014, a decline of -85%. A number of factors might account for the fall including,

- The Learning Commons renovation in 2011-12. During construction all library operations were relocated to the 3rd floor and the main entrance was closed for the duration.
- The relocation of the Reference Desk from the 3rd floor to the 2nd floor Reference, Research, and Reading Room in 2014 separated the librarians from the collections upstairs. The concurrent establishment of a second Circulation Services Desk on the 3rd floor may have directed more reference-type questions to paraprofessional staff and student assistants.
- Inconsistent recording of reference questions by librarians using a Google form. It was recently discovered that some librarians neglected to record transactions on a consistent basis.
- The increase in library presentations over the same period of time resulted in a more informed and research-ready student body. Presentations increased 62% between 2012 and 2013 while reference questions decreased by -43%. Between 2013 and 2014 presentations actually fell by -9% while reference questions fell by -59%. The results do not currently support this explanation.

The number of book volumes per student FTE is essentially flat. The budget for books has not seen any increase in many years while the amount of shelf space has declined as more floor area is dedicated to active uses. Zero growth is anticipated for this key indicator in the foreseeable future. The rise of the Internet, the abundance of unfiltered information on the web, changing expectations of today’s college students, and the growth of the Leeward Waianae campus and online course enrollment spurs a continued shift to the acquisition of authoritative online resources which support the curriculum. The Library will continue to reallocate its resources budget and seek additional monies to purchase more research databases, ebook collections, and other online resources.

Reported library expenditures per student/faculty FTE for 2014 shows a decline of -19.4% since 2013. There is reason to suspect that the 2013 figure is incorrect based on other problematic numbers reported for the year. The Library’s discretionary budget has essentially remained unchanged for many years. Besides faulty reporting the only other explanation for the drop might be in the area of personnel expenditures. Changes in staffing during this period account for a portion of the reported decrease. The 2013 figure needs to be verified by an internal audit. In 2014 the library’s total expenditures were $171 per FTE. The Oahu UHCC average spending of $255 per FTE is 49% higher than at Leeward. Leeward is significantly underfunding library services and severely restricting the Library’s ability to provide credible and authoritative research databases and online resources to its students in support of programs and curriculum.

Key Effectiveness Indicators for 2014 are Healthy

The Common Student Learning Outcome at the Leeward Library is measured by the successful completion of the Library’s Information Literacy Program. The teaching of research and information skills in the classroom is a vital and growing area for the Library. Each semester, students in ENG 22, ENG 24, and ENG 100 participate in the Library’s Information Literacy Program. Students are required to review online tutorials and then take an online exam testing their understanding and knowledge of key information literacy concepts, database search strategies, and library resources. In 2014, 1,825 students completed the ENG 22 and ENG 100 Information Literacy Exams (ILE). The -6% decline in the successful completion of the exams may be attributed to a combination of the redesign of the ENG 100
tutorial and test items over the summer of 2013 and recent declining enrollments. The redesigned ENG 100 tutorial and exam included selected test items from the Standardized Assessment of Information Literacy Skills (SAILS) which increased the overall difficulty level of the exam. SAILS is a nationally recognized assessment of student information literacy skills as defined by the ACRL Information Literacy Competency Standards for Higher Education.

Student and faculty satisfaction with library services, resources, and staff is measured by the Library’s Annual User Survey. The 2014 survey period was April 14-25. Surveys were distributed in paper format at the Library’s circulation desks and online via the Library’s website. A total of 140 responses were submitted. Indicators 12.1-12.6 showed substantial increases from the previous year and each was above a 92% satisfaction rate. Indicators 12.3 and 12.4 registered 100% satisfaction. Indicator 12.7 was absent from the survey. The overwhelmingly positive responses of the survey demonstrates a very high degree of satisfaction with the Library.

Part III. Action Plan

Realign spending to purchase additional online resources and request additional funding for online resources
Realign existing materials budget to acquire more subscription research databases, ebook collections, and other online resources in support of the college curriculum, the Leeward Waianae campus, and distance education students. Current materials expenditures are 43% print resources and 57% online resources. A continued shift to more online resources is planned for 2016 with a goal of 30% print and 70% online. A resource allocation request will be submitted for additional funding to grow the Library’s materials spending to equal the UHCC average of $27 per FTE. Current spending is -46% below average.

Develop an assessment plan for information literacy
Develop an 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 22 and ENG 100 ILE model. Assessment methods may include scoring final research papers using rubrics, reviewing works cited lists for resource credibility, and evaluating Research Challenge activity worksheets. The Instruction Librarian will take the lead in developing this plan. An assessment plan will be implemented by the Fall 2015 semester.

Launch a new Library website
Develop a new website using the Drupal platform, the new campus CMS. Website will have a modern design, consistent layout, and clear navigational structure. It will also be accessible and easy to maintain. The Systems Librarian and Public Services Specialist will take the lead on this project. A beta version is expected to be ready by Fall 2015.

Migrate to a new print management system which supports growth in demand
The current GoPrint printing management system is inadequate to support the high volume printing needs in the Library and Learning Commons. An inadequately planned transition from the existing stored-value card GoPrint system to a
cash/coin only system has hampered efficient printing in the Learning Commons for nearly a year. Current plans are to identify a new print management system which will adequately support current and future printing in the Learning Commons with potential future expansion to other sites on campus. Funding for implementing a new system will be from the Library’s special fund which is partly funded by student copy and print fees. The Head Librarian and IT Coordinator are leading this project. Anticipated deployment of the new system is Fall 2015.

Expand and enhance reference services
Promote chat as a primary mode for research assistance along with standard reference desk service and email reference using the existing free Zoho chat service or a new subscription-based, library-specific platform. Reference service hours will be increased to match standard hours of operation using in-person and online modes of operation. The reference chat window will have an expanded presence on the new Library website. Target date for enhanced chat reference service is Fall 2015.

Enhance data collection and reporting
Leverage enhanced collection of quantitative data using the Library’s subscription to LibAnalytics, a library data collection and management platform deployed in January 2015. Combine quantitative and qualitative data to implement data-driven decision-making to increase the Library’s profile on campus and strengthen our message to administrators. Develop more reliable methods to accurately report annual statistics to the UHLC, IPEDS, and ARPD reports in 2016. The Head Librarian is leading this initiative.

Support the Hawaiian Studies Program, Halau 'Ike O Pu'uloa, and Leeward Waianae campus with the new Hawaiian-Pacific Resources Specialist/Librarian position
The Title III grant awarded to the campus in Fall 2014 includes funding for a librarian specializing in Hawaiian and Pacific Island resources. Projected hiring is Spring 2015.

Partner with the Education Media Center(EMC) to promote Open Educational Resources(OER)
The partnership with the EMC to lead a campus-wide OER initiative will continue to evolve and grow. The team-based approach Leeward has adopted has seen positive results since Summer 2014 and is a model within the UHCC System. The Library and EMC will work together to support individual faculty transitioning to open resources and develop stronger, more tangible administration support for this effort. The Public Services Librarian and Head Librarian are leading this initiative for the Library and are collaborating with the EMC Coordinator.

Increase personnel budget for student employees
Increased foot traffic in the renovated Learning Commons drastically altered the environment of the facility. A place for quiet study and contemplation evolved into an active collaborative space and lively social scene. Unruly behavior, overcrowded conditions, and higher ambient noise levels necessitates additional staff monitoring and enforcement of rules of conduct. Dual coverage of service desks will enhance safety in the Learning Commons for students and staff.
Higher facility usage has led to increased demand for Library services and staff support. Circulation numbers have jumped 37% since 2013. Hiring additional student employees will enable the Library to provide increased levels of service. Additionally, across the board student employee wage increases of 6% scheduled for July 2015 places further pressure on the budget.

Assess security and safety concerns in the Learning Commons

Management of a busy campus hub requires a detailed and comprehensive understanding of building security and safety needs. A Learning Commons security assessment by a professional security consultant will be included in the Library’s resource allocation request. The assessment report will assist the Library and other Learning Commons units in their planning for the essential equipment, training, and personnel which will ensure a safe and secure learning environment for students, faculty, and staff.

**Part IV. Resource Implications**

After six years of flat budget allocations due to weak leadership, inadequate planning, and poor decision-making processes, there is a desperate need to bolster the Library’s budget to support the growth of programs and increased enrollments at Leeward. With average yearly database price increases of 5%, a mandated system-wide assessment for new library systems in 2012-13, and higher enrollments impacting library resources with costs based on per campus FTE, the purchasing power of the current budget is woefully inadequate to support current and future program and curricular needs.

The Library’s spending on materials is significantly below (-46%) the average spending at the Oahu UHCC campuses. The average materials expenditure for all Oahu campuses is $27 per FTE. By comparison Leeward’s spending is a paltry $14 per FTE. To bring the Library’s materials budget to the UHCC average, an additional $13 per FTE is needed. Based on the 2014 FTE of 4,484, the total additional amount requested is $58,292. The additional funding will be used to purchase subscription research databases, ebook collections, and other online resources. These funds will not be used to purchase print books.

Additional funding is requested for the Library’s Voyager Integrated Library System (ILS). Leeward is a member of the UH Libraries consortium and our per campus assessment for joint systems cost is based on FTE. The current budget is $30,145 and funding has remained fixed as costs have risen. In 2013, the SFX Link Resolver and the Primo Discovery Service were added to Voyager ILS significantly increasing costs. The current assessment is $36,944 with a shortfall of -$6,799. Additional funding of $8,646 is requested to bolster the Library’s Voyager account to meet the current assessment. The requested funding includes a one-time 5% price increase of $1,847.

Increased traffic in the Learning Commons and more demand for library services and staff support necessitates an increase in the Library’s student personnel budget. Two student positions at 20 hours per week are requested to manage
the increased demand for services. A 6% wage increase in 2015 will add further strain on the budget. The total resource request is $7,138.

Security concerns in a busy Learning Commons, including recent incidents involving threats of violence and actual physical violence, requires the immediate attention of the campus. A building security assessment will identify deficiencies and guide future planning and resource allocation. An estimated $5,000 will be requested for the security assessment of the Learning Commons while $10,000 will be requested for anticipated equipment and hardware, installation, and staff training costs.

Program Student Learning Outcomes

For the 2013-2014 program year, some or all of the following P-SLOs were reviewed by the program:

<table>
<thead>
<tr>
<th>Assessed this year?</th>
<th>Program Student Learning Outcomes</th>
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<tbody>
<tr>
<td>Yes</td>
<td>“The student will evaluate information and its sources critically.”</td>
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</table>

A) Expected Level Achievement

Successful completion of a Library-managed Information Literacy Exam (ILE) with a score of 72% or higher.

B) Courses Assessed

ENG 22, ENG 24, and ENG 100

C) Assessment Strategy/Instrument

Ten and 25 question multiple-choice online exams testing student knowledge and understanding of information literacy concepts and skills based on their review of online tutorials. The test items include library-developed questions and those borrowed from the Standard Assessment of Information Literacy Skills, or SAILS.

D) Results of Program Assessment

During the program year 1,825 students completed the ENG 100 ILE. The average score was 82.5% and the pass rate was 90.9%. For the ENG 22/ENG 24 ILE, the average score was 83.4%, the pass rate was 95.9%, and it was completed by 704 students.

E) Other Comments

The average score for the ENG 100 ILE declined 5.0% and the pass rate declined 7.2% from the previous year. The ENG 100 tutorial and ILE was redeveloped in 2013 to incorporate SAILS test items with a higher degree of difficulty.
This is the most likely explanation for the stated declines in performance.

**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 22 and ENG 100 ILE model. Assessment methods may include scoring final research papers using rubrics, reviewing works cited lists for resource credibility, and evaluating Research Challenge activity worksheets.