Pālamanui Library and Learning Center

2020
ANNUAL REPORT OF PROGRAM DATA
1. Program or Unit Description

Program or Unit Mission or Purpose Statement

The Palamanui Library and Learning Center promotes student success by providing internet access, placement and course test proctoring options, a way to connect with tutors, help with finding and using information, and access to the entire University of Hawai‘i system virtual library collection.

What is the target student or service population?

It serves the students, faculty, and staff of Hawaii Community College who reside on the West side of Hawaii Island. As a University of Hawaii Board of Regents designated Center, it also serves any student residing in West Hawaii who is enrolled in classes or programs offered through distance education modalities from any of the University of Hawaii system colleges or universities.

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).

Discuss significant program or unit actions (new certificate(s), stop outs, gain/loss of position(s), results of prior year’s action plan, etc.). Include external factors affecting the program or unit.

Please note: Previously the UH Hilo Mookini Library completed the ARPD for Hawaii Community College library services, with the Palamanui Library and Learning Center keeping track of their own data, services, and annual user surveys. The ARPD indicators for academic support, specifically for library services, are undergoing review and revision, and the Mookini Library will not be submitting a report this year. This report reflects only the services at the Palamanui Library and Learning Center and uses the data available to address some of the demand, efficiency, and effectiveness indicators whenever possible. However, since reliable data is not available about the student FTE associated with the Palamanui campus area, no attempt has been made to answer use or service per FTE questions. As academic services move to island wide coverage, site specific per FTE indicators may become less relevant. Also, our annual UHCC ARPD library user satisfaction survey is usually done on site in April every year. Because of the COVID-19 shut down and transition to online classes in March 2020, no survey was administered.

The 2019-2020 academic year started out as expected. As a combined library and learning center, regular services were offered in both areas. Normal library services were offered and delivered, which included assistance with information research, circulation of physical resources (books, DVSs, course reserve items) and the promotion of information competency. Learning center
services included placement tests to incoming students, test proctoring for distance education students, and tutoring options for English and Math classes. However, in March 2020, the COVID-19 pandemic necessitated some changes in the way services were delivered. Identified as an essential service, the Palamanui LLC remained open to UH system users throughout the Spring and Summer of 2020. Steps were taken immediately to acquire supplies, signage, rearrange the space, and initiate protocols to maintain the safety of the staff and the users.

**Significant program or unit actions for library related services**

1. **A New Library Management System:**

A new library management system (LMS) was purchased in 2019 by the University of Hawaii libraries to replace the aging Voyager system. A considerable amount of staff time was spent in preparing the data migration and training for the transition to the new system, which was scheduled to go live in December 2019.

Discussion: The new system, currently named ALMA/Primo, went live as scheduled in December 2019. It is more difficult to use from the staff side than the previous system, but it has some important advantages. Because it is a cloud-based system, the continual purchase and maintenance of database servers housed at UH Manoa has been minimalized, which should save some shared library costs in the future. The most important advantage is that the new system now allows our users to search both the physical collections of the UH libraries and most of the electronic books (ebooks) available to them at the same time. If an ebook is directly accessible to the user, they can, with their UH username and password, click directly through to the entire book without having to go to another web site. The number and breadth of the academic ebooks available to our users is phenomenal compared to the books on our shelves (200,000 versus 2,000). Some journal articles are also accessible via Alma/Primo but using Alma/Primo is by no means a substitution for going directly to full text article or video providers like the EBSCO family of databases, Science Direct, or Films on Demand.

Action Item: Learn how the new Alma/Primo LMS, both the staff side and the user side. Attend relevant training sessions offered by the software company and introduce users to the system.

2. **Use of Licensed Electronic Information Resources and Physical Items:** (Demand and Efficiency)

When assisting individual students or attending a class to orient students to credible information sources and strategies, the librarian and staff emphasize the depth and variety of resources available through their Hawaii CC affiliation.

Discussion: Electronic information resources
With most classes at Palamanui going online in the middle of March, the number of students and faculty using the facility in person fell dramatically. However, the use of licensed electronic resources (articles, eBooks, online encyclopedias, newspapers, professionally produced videos)
remained steady. This indicates that students continued to seek out these resources to fulfill the need to find credible sources for their assignments even when working from home.

It has been a challenging year for trying to track the use of electronic resources. Please note that these usage numbers below are for ALL Hawaii CC students, faculty and staff no matter where they reside. Through the long-standing Memorandum of Understanding (MOU) between HawCC and UH Hilo, the UHH Mookini Library maintains the proxy server that controls HawCC user access to licensed electronic resources. When possible, Mookini Library provides us with actual usage counts specific to HawCC users. However, this is not always possible. Depending on the resource vendor, the Mookini staff may or may not be able to separate HawCC users from their UHH users. They also did not renew a library software tool called LibGuides that had provided some usage counts in addition to the vendor reports during previous years.

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>Full-text articles/Ebooks, Videos Retrieved</th>
<th>Total Clickthroughs**</th>
<th>Total Searches</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-2018</td>
<td>17,172</td>
<td>10,936</td>
<td>8,541</td>
</tr>
<tr>
<td>2018-2019</td>
<td>21,450</td>
<td>9,943</td>
<td>8,890</td>
</tr>
<tr>
<td>2019-2020</td>
<td>23,656*</td>
<td>na</td>
<td>na</td>
</tr>
</tbody>
</table>

* UHH Mookini Library was unable to collect data from all the usual vendors, so usage was more than shown.

Clickthrough explanation – Clickthroughs represent the times a user clicked on a link to an electronic item, i.e. ebook, free government report, in the Voyager/Alma/Primo catalog. It does not reveal if the user tried to open the item to read it. The new Alma/Primo system cannot yet tally clickthroughs for individual colleges.

Action Item: Continue to seek ways to gather a more accurate way of collecting usage data.

Discussion: Physical Items Circulated
In the Voyager system UHH could not separate HawCC users from UHH users, so this chart represents only items checked out from the Palamanui LLC. This includes all circulation activity processed through both the Voyager and the Alma/Primo system. It appears that in the Alma/Primo system, Mookini Library may be able to track Hawaii CC Hilo side users starting in January 2020, but this author does not have access to that report. This will be investigated further in the coming year.

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>Palamanui Library only</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-2018</td>
<td>400</td>
</tr>
<tr>
<td>2018-2019</td>
<td>435</td>
</tr>
</tbody>
</table>
Action Item: Investigate the possibility of pulling the circulation records for all HawCC users into one report.

3. Information Literacy: (Demand and Effectiveness)

In addition to providing access to information resource materials, the Palamanui LLC is responsible for promoting student success by addressing these student learning outcomes:

- UHCC system Common Learning Outcome - The student will evaluate information and its sources critically
- Hawaii Community College General Education Learning Outcomes (GELOs)
  - GELO 3: Critical Thinking – make informed decisions through analyzing and evaluating information
  - GELO 4: Information Competency – Retrieve, evaluate, and utilize information

General Information Resource Instruction (Demand)

Discussion: Most of the library use and information research assistance we offer is to individuals on a drop-in basis, on the phone, or through email. Scheduled sessions with classes are also encouraged and arranged with instructors upon request. The COVID-19 shut down of the campus in March resulted in fewer in-person class sessions. Had the campus remained open, it is expected that the class sessions and student attendance would have been higher. In response to this lack of direct student content, the staff attended several ITSO sponsored workshops about using web-based tools to instruct students about electronic information resources and how to use them.

<table>
<thead>
<tr>
<th>Year</th>
<th>Sessions</th>
<th>Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-2018</td>
<td>12</td>
<td>188</td>
</tr>
<tr>
<td>2018-2019</td>
<td>5</td>
<td>97</td>
</tr>
<tr>
<td>2019-2020</td>
<td>9</td>
<td>167</td>
</tr>
</tbody>
</table>

Action Item: Develop options for reaching out with the same instruction and help to students and instructors in a mostly online environment.

Information Competency Unit (Effectiveness)

Several years ago, the librarian designed a module-based information competency unit in Laulima that was based on the one used the Mookini Library. The unit contains modules on identifying types of information, searching databases, finding books and ebooks, and evaluating and citing sources. There is a pretest, module quizzes, and a final quiz. Instructors can assign points to the quizzes and incorporate them into their overall grading scheme for a class if they chose to do so. The unit has been used in various English classes and a few other social science classes.
Discussion: It was suspended when Library Management System (LMS) Voyager was retired in January. The modules need to be reviewed and updated to include the switch to the Alma/Primo system.

Action Item: Update the Information Competency Unit to reflect the change from the Voyager to the Alma/Primo LMS. Offer it to instructors for incorporation into their courses.

Student Use of Information Resources
The library staff promotes the use of credible information resources to students through individual and group instruction. We know that students certainly use free quick strategies like searching Google to pull up information for their class assignments, and several credible sources can be found this way. However, the library staff and class instructors also encourage them to look for sources within the licensed article databases and ebooks made available to them as HawCC students.

Discussion: The library staff has been interested to know what kind of information resources were turning up in references listed in assignments and papers that were being submitted to instructors. Information source research is normally covered in English 100 and 102 and addresses the Liberal Arts Program Learning Outcome #2, which is to Think Critically - Retrieve, read, and utilize information and synthesize, analyze and evaluate that information to gain understanding and make informed decisions. An initial evaluation project was done in 2018 to review the reference lists in a randomized sample of 52 papers from English 102 papers. This pilot assessment raised a question. Do students apply information competency skills learned in ENG 102 to research they will do for assignments in subsequent Liberal Arts courses? Is information competency taught in only one course enough to enable students master the skills?

To help answer this question, a follow-up project was designed by English professor Kate Sims in which three Palamanui instructors were asked to supply randomly selected reference citation pages from research papers submitted during the spring semester 2018. A total of fifteen samples were submitted from four science classes and one women’s studies class. Library Educational Specialist Karen Au and I reviewed the samples independently, using the CRAAP based rubric (Currency, Relevance, Authority, Accuracy, and Purpose) developed by Kate to determine if the students had used legitimate and appropriate information sources for their papers. There were a total of 75 sources checked. In the analysis, 52% of the sources were considered “meeting” CRAAP standards for college level papers and 47% were evaluated as “not meeting” these standards. And yet most students who produced these research papers had taken ENG 100, and about half of them had taken ENG 102. Both courses explicitly teach information competency.

Kate, Karen and I discussed the results and then had a larger discussion with the faculty members who had submitted the samples and other interested instructors. The conclusion of these discussions was that students were not understanding the importance of using credible information resources as one might think. Though students may have been introduced to concepts during English classes, it looks like there is a need to infuse more practice into additional courses to reinforce and improve student understanding and application of the concepts for lifelong learning.
In the current online teaching environment, many instructors are overwhelmed with the transition to a totally online modality. They are not on campus and easily available to carry this project forward this year.

Action Item: Encourage other liberal arts instructors to incorporate more information evaluation activities and practice into their course objectives.

4. Test Proctoring and Placement Testing: (Demand)

Test Proctoring
The librarian and staff provide test proctoring for in person classes and distance education modality classes for Hawaii CC and students enrolled in classes from any UH system college or university. Placement testing necessary to enroll in community college classes is also provided.

Discussion: Test proctoring both for HawCC classes and other colleges in the UH system continues to be an important student service. Requiring a student to come to a testing center to take a proctored test at least once during a semester continues to be an acceptable way to verify the identity of a student registered in a distance education class. This is necessary to keep the college in compliance with federal financial aid requirements. As the COVID-19 pandemic progressed during the Spring 2020 semester, guidelines from the UH system encouraged instructors to proctor their own tests for online classes. Students in totally asynchronous classes were also offered remote testing to avoid contact on campus. This resulted in a reduction of DE students needing to come to campus to take tests. Even though some other campuses in the system totally shut down their testing centers, HawCC instructors still required students to come in person to take exams. This might explain the slight increase of HawCC in person class test proctoring numbers for 2019-2020. If the COVID-19 pandemic had not occurred, the number of students taking tests at Palamanui last year would have been higher in every category.

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>Test Proctoring - Palamanui LLC</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>HawCC on site classes</td>
</tr>
<tr>
<td>2017-2018</td>
<td>111</td>
</tr>
<tr>
<td>2018-2019</td>
<td>203</td>
</tr>
<tr>
<td>2019-2020</td>
<td>220</td>
</tr>
</tbody>
</table>

Action Item: Train staff in remote testing procedures and remote testing as an alternative to on site testing will be an option.

Placement Testing
The UHCC system has a system wide subscription to Accuplacer to determine placement into community college Math and English classes. English and Math scores are also used to satisfy prerequisites for other courses.

Discussion: Since the system is encouraging other self-placement options to be used when possible to place new students into classes, fewer Accuplacer tests are necessary. This past year, the system has also approved the use of EdReady as a placement tool.

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>Accuplacer on campus</th>
<th>Accuplacer in high schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-2018</td>
<td>371</td>
<td>42</td>
</tr>
<tr>
<td>2018-2019</td>
<td>282</td>
<td>61</td>
</tr>
<tr>
<td>2019-2020</td>
<td>233</td>
<td>12</td>
</tr>
</tbody>
</table>

Discussion: Since the system is encouraging other self-placement options to be used when possible to place new students into classes, fewer Accuplacer tests were necessary. This past year, the system has also approved the use of EdReady as a placement tool with a skills review and building pathway component that allows students to bypass Accuplacer scores as a placement option.

Placement test preparation for a special population - In Spring 2019 a special P-20 initiative to offer part of the HawCC Automotive Technology (AMT) program to high school juniors at Konawaena high school was begun. In order to qualify to join this Early College cohort, students were required to place in appropriate levels of HawCC math and English classes as a prerequisite. These students were juniors and did not have alternative measures of self-placement available to them (GPA, SAT, ACT, etc.). This initiative was an effort to offer a college level program to high school students interested in the trades rather the typical Early College population that tends to be focused on liberal arts. After administering the Accuplacer placement test to these students, it became obvious that several of the 15 member cohort would need additional help in either their English skills or math during the summer if they were going to be able to retest in Accuplacer and satisfy their prerequisite scores before the program started in August. We had an experienced and very approachable student tutor who was able to work with the young men over the summer and increase their skill levels to the point where most of them were able to start the program. One of the outcomes of this project was that we learned that group tutoring can work, especially with high school students. This group responded well to group support and were motivated by the camaraderie of their peers.

EdReady - This past year, the UHCC system began a pilot program to use EdReady as a placement tool with a skills review and pathway component that if successfully completed, allows students to bypass Accuplacer scores as a placement option. There was a lot of discontent with the use of Accuplacer as the standard placement testing tool for entry into UHCC classes, so a UHCC staff and faculty group developed and instituted appropriate Ed Ready cut off scores and pathways as a
substitute option. In the Summer 2020, the staff began to recommend EdReady to new and potential students who did not place sufficiently by using Accuplacer. They showed interested individuals how to get started using EdReady on their own. The UHCC system will evaluate the effectiveness of using EdReady in Summer, 2021.

Action Item: Continue to offer the EdReady placement option to students as an alternative to Accuplacer.

5. Tutoring:
The Palamanui LLC acts as a contact station for tutoring HawCC students in the areas of math and English. The librarian hires student tutors and provides general supervision in these areas as well as a peer mentor for the DE digital media arts program. In 2019-2020 a professional math tutor was also hired to assist students and instructors at the Palamanui campus.

Discussion: While the librarian manages aspects of student hiring and general supervision, the instructors in the math, English, and art departments in the best position to identify the needs of their classes and individual students. Therefore, all content related training and supervision is done by the instructors. In March 2020 all tutoring and mentoring went mostly online through Zoom or in some cases email. The students and professional tutor no longer made in person appointments through the Palamanui LLC. They managed their own appointments and schedules, though the librarian continued to review and approve their SECE time sheets. The LLC staff also referred students to the HawCC Learning Center for additional help and informed them of other tutoring resources like Tutor.com and OLA – the tutoring service from UH Manoa.

Action Item: To continue to direct students to available remote tutoring options available to them, and to hire on site math and English tutors on sight when it becomes possible to bring student interaction back to campus.

3. Program Student Learning Outcomes or Unit/Service Outcomes

Palamanui Library and Learning Center Library Unit Service/Unit Outcomes
As a combined library and learning center, our unit service/unit outcomes mirror those of the units charged with providing similar service on the Hilo side of the island. Please see the discussion sections above for further analysis.

Library Services:
1. The student will evaluate information and its sources critically (UHCC common SLO)
2. The library will provide an introduction on how to find and evaluate information (HawCC General Education Learning Outcomes 3 and 4)
3. The library will provide access to resource materials

Learning Center Services Outcomes
1. Provides tutoring/academic support services to promote student success.
2. Provide testing and academic support services to promote student success
3. Provides computer access for students.

4. **Action Plan**

These action items have been identified in the discussions above:

**Action Item:** Learn how the new Alma/Primo LMS, both the staff side and the user side. Attend relevant training sessions offered by the software company and introduce users to the system.

- **Measurable:**
  - Staff will know how to use the most relevant modules and
  - Staff will be able to demonstrate the user interface to faculty and students

- **Benchmarks:**
  - Reports can be pulled from the database
  - Users successfully use the public interface

- **Timelines:** October 2020

**Action Item:** Continue to seek ways to gather a more accurate way of collecting usage data.

- **Measurable:**
  - UH Hilo will be able to supply HawCC user data from all major vendors
  - Reliable Palamanui FTE will be available

- **Benchmarks:**
  - UHH reviews data usage process to see possible solutions
  - HawCC IR provides Palamanui FTE data

- **Timelines:** In time for next annual report, July 2021

**Action Item:** Investigate the possibility of pulling the circulation records for all HawCC users into one report.

- **Measurable:**
  - HawCC circulation data of both electronic and physical collections for all HawCC users becomes possible

- **Benchmarks:**
  - UHH investigates how to pull HawCC circulation data apport from UHH users

- **Timelines:** In time for next annual report, July 2021

**Action Item:** Develop options for reaching out with the same instruction and help to students and instructors in a mostly online environment

- **Measurable:**
  - Virtual presentations to individuals and groups possible

- **Benchmarks:**
  - Products like ScreenCast-o-Matic will be used to create short, customized guides to information resources

- **Timelines:** Throughout the 2020-2021 academic year
Action Item: Update the Information Competency Unit to reflect the change from the Voyager to the Alma/Primo LMS. Offer it to instructors for incorporation into their courses.
   Measurable:
   • The unit will be updated
   • Instructors will be offered the use of the unit for their classes
   Benchmarks:
   • At least 3 English class use the Information Competency Unit, and other instructors are offered the module and incorporate it into their classes
   Timelines: Update will be available for Fall 2020 classes

Action Item: Encourage other liberal arts instructors to incorporate more information evaluation activities and practice into their course objectives.
   Measurable: Invite instructors to participate in an assessment of student resources used
   Benchmarks: Determine interest and possible strategies
   Timelines: Start process in January 2021

Action Item: Train staff in remote testing procedures and remote testing as an alternative to on site testing will be an option.
   Measurable:
   • At least one staff member will be able to proctor tests remotely
   • Students will take tests remotely through the Palamanui LLC
   Benchmarks:
   • One staff member trained and prepared to remote test students
   • Number of remote tests taken via Palamanui LLC
   Timelines: First test will be offered Fall semester 2020

Action Item: Continue to offer the EdReady placement option to students as an alternative to Accuplacer.
   Measurable:
   • EdReady admin reports from the system show program usage for HawCC affiliated users
   Benchmarks:
   • Staff will track users from our service area
   Timelines: Throughout the 2020-2021 academic year

Action Item: Continue to direct students to available remote tutoring options available to them, and to hire on site math and English tutors on sight when it becomes possible to bring student interaction back to campus.
Measurable:
  • For this academic year, tracking tutor usage will probably be based at the Hilo Learning Center during the entire academic year

Benchmarks:
  • If possible, on site tutors will be hires during Spring semester 2021

Timelines: Throughout the 2020-2021 academic year

5. Resource Implications

Detail any resource requests, including reallocation of existing resources (physical, human, financial)

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