

HAWAI‘I COMMUNITY COLLEGE ANNUAL UNIT REVIEW (AUR)

Edwin H. Mookini Library (East Hawai‘i)

Date December 15, 2017

Review Period
July 1, 2016 to June 30, 2017

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Program/Unit Review at Hawai‘i Community College is a shared governance responsibility related to strategic planning and quality assurance. Annual and 3-year Comprehensive Reviews are important planning tools for the College’s budget process. This ongoing systematic evaluation and assessment process supports achievement of Program/Unit and Institutional Outcomes.

Evaluated through a college-wide procedure, all completed Program/Unit Reviews are available to the College and community at large to enhance communication and public accountability. Please see <http://hawaii.hawaii.edu/files/program-unit-review/>

Please remember that this review should be written in a professional manner. Mahalo.

PART 1: UNIT DATA AND ACTIVITIES

Unit Description (required by UH System)

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| <p>Provide the short description as listed in the current catalog. If no catalog description is available, please provide a short statement of the unit's services, operations, functions and clients served.</p> | <p>The Edwin H. Mookini Library, completed in 1981, is located in the center of the Upper Campus. Its primary mission is to support the academic programs of both the University of Hawai'i at Hilo (UH Hilo) and Hawai'i Community College (HawCC).</p> <p>Mookini Library provides access to books and periodicals in print and online formats, DVDs, videocassettes, streaming educational videos, compact disks, and microforms. Students locate these resources through the library's website. The Hawaiian Collection houses the library's extensive Hawaiiana holdings. To ensure student proficiency in the use of these collections, the staff provides reference assistance in-person at the Information Desk, by phone, or through email. The library also offers a comprehensive program of library instruction.</p> <p>The Edwin H. Mookini Library provides other services and facilities that further the academic mission of the College. Students may utilize the audiovisual area with playback equipment. Students may also confer in the library's group study rooms located throughout the building. PCs located on all three floors provide access to web browsing, word processing, spreadsheets, and other software to support coursework. Interlibrary loan services are available to assist students and faculty in obtaining research materials from other university libraries.</p> |
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Comprehensive Review information (required by UH System)

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| <p>Provide the year and URL for the location of this Unit's last Comprehensive Review on the HawCC Program/Unit Review website: http://hawaii.hawaii.edu/files/program-unit-review/</p> | |
| <p>Year</p> | <p>2014</p> |
| <p>URL</p> | <p>http://hawaii.hawaii.edu/files/program-unit-review/docs/2014_library_unit_review.pdf</p> |
| <p>Provide a short summary of the CERC's evaluation and recommendations from the unit's last Comprehensive Review.</p> <p>Discuss any significant changes to the unit that</p> | <p>No CERC evaluation was given to the unit.</p> |

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| were aligned with those recommendations but are not discussed elsewhere in this report. | |
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ARPD Data: Analysis of Quantitative Indicators (required by UH System)

Unit data can be found on the ARPD website: <http://www.hawaii.edu/offices/cc/arpd/>

Please attach a copy of the Unit's data tables and submit with this Annual Unit Review (APR).

a) **If you will be submitting the AUR in hard copy, print and staple a copy of the data tables to the submission; the icon to print the data tables is on the upper right side, just above the data tables.**

OR

b) **If you will be submitting the AUR in digital form (WORD or PDF), attach a PDF copy of the data tables along with the digital submission; the icon to download the data tables as a PDF is in the upper right of the screen, just above the data tables.**

Analyze the Unit's ARPD data for the review period.

Describe, discuss, and provide context for all 2016-17 ARPD data categories and indicators that are relative to the Unit's provision of services.

While some categories in the demand indicators has decreased from last year, the numbers are similar to that of 2014-15. One area that has increased is the number of students attending presentations. Even with the overall decrease in enrollment, the participation of classes in the library instruction program has remained steady.

The overall number of reference questions answered decreased from 2015-16, but is similar to 2014-15. The number of book volumes per student remains similar to last year as the library has continued a weeding program and has added less print materials to the collection. The materials expenditure per students slightly increased as the cost of materials has increased and the enrollment numbers have decreased. The library has tried to maintain subscriptions to as many of the online collections as possible. However, the overall expenditure per student and faculty FTE has decreased.

Survey results have remained on par with previous years and saw slight increases in satisfaction with source availability and library staff.

What else is relevant to understanding the Unit's data? Describe any trends, internal/external factors, strengths and/or challenge that can help the reader understand the Unit's data but are not discussed above.

The library data provided for the ARPD only reflect the Mookini Library. For categories with FTE, both Hawai'i Community College and UH Hilo counts are used, with the exception of students attending

presentations. Both campuses have seen a decrease in enrollment, which has an effect on demand and efficiency indicators. It is also hard to draw conclusions of usage because many of the statistical categories cannot be separated.

UNIT ACTIVITIES

Report and discuss all major actions and activities that occurred in the unit during the review period, including meaningful accomplishments and successes. Describe how these unit activities helped contribute to student success.

Also discuss the challenges or obstacles the unit faced in meeting its goals and supporting student success, and explain what the unit did to address those challenges.

The biggest change that occurred in the library in 2016-17 was in staffing. The Interim University Librarian, who had been in place since 2012, retired in December 2016. The Head of Public Services became the Interim University Librarian in January 2017. The Hawai'i Community College liaison librarian (Hawai'iCC librarian) became the Acting Head of Public Services.

A search for a permanent University Librarian began in Spring 2017. A Hawai'i Community College faculty member was a member of the screening committee. Because there is the hope that a University Librarian will be in place in 2018, large changes to library services will be postponed.

The library was able to hire a casual hire librarian to assist with library instruction sessions and shifts at the Information desk so there was no disruption of services in Spring 2017. Despite the assistance of the casual hire librarian, the library remains short staffed in 2017, with half the number of librarians from a decade ago. However, the library continues to provide research assistance at the Information desk and a robust library instruction program, which saw a slight increase in participation.

The increase in library instruction sessions may be in part due to outreach as the Hawai'iCC librarian participated in a professional development discussion with English faculty about information literacy. This enabled her to meet with newer lecturers and discuss ways the library can assist in teaching students research skills.

UNIT WEBSITE

Has the unit recently reviewed its website? Please check the box below that best applies and follow through as needed to keep the unit's website up-to-date.

- The unit does not have a website.
- Unit faculty/staff have reviewed the website in the past six months, no changes needed.
- Unit faculty/staff reviewed the website in the past six months and submitted a change request to the College's webmaster on November 29, 2017 (date).
- Unit faculty/staff recently reviewed the website as a part of the annual unit review process, found that revisions are needed, and will submit a change request to College's webmaster in a timely manner.

Please note that requests for revisions to Unit websites must be submitted directly to the College's webmaster at <http://hawaii.hawaii.edu/web-developer>

PART 2: UNIT ACTION PLAN

AY17-18 ACTION PLAN

Provide a detailed narrative discussion of the unit's overall action plan for AY17-18, based on analysis of the unit's AY16-17 data and the overall results of Unit Outcomes (UOs) assessments conducted during the AY16-17 review period (reported below). This Action Plan should identify the unit's specific goals and objectives for AY17-18 and must provide benchmarks or timelines for achieving each goal. Please provide attachments and additional documentation as appropriate.

As mentioned in Unit Activities, with anticipation of new leadership in the near future, the library will not be making major changes to services. However, changes and other adjustments will be made as needed based on staffing and budget.

The library planned a website redesign for Fall 2017. Preliminary research, including interviews with library users, were conducted in 2016. The library hopes that the redesign will be more user-friendly and make it easier for students to find sources to use for their assignments.

One area where changes can be made when necessary that has a direct impact on student learning is the library instruction program. The library will continue to find ways to engage students who attend library instruction sessions. One issue is being able to provide instruction that meets students' different needs, especially when students have different levels of exposure to the library and research. Some students may come to library multiple times with various classes, while others have not.

To assist in engaging students who participate in the library instruction program, librarians will continue to tailor sessions to individual class needs. Where applicable, the Hawai'iCC librarian will use polling software and other methods to engage students and test their understanding of research concepts. The library will create handouts to assist students in using the library resources, especially with the website redesign. While some of this work began in Fall 2017, it will also continue in Spring 2018.

As reading is an important component of creating information literate, lifelong learners, the library will continue to provide collections that support the curriculum.

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| ACTION ITEMS TO ACCOMPLISH ACTION PLAN |
| <p>For <u>each</u> Action Item below, describe the strategies, tactics, initiatives, innovations, activities, etc., that the unit faculty/staff plan to implement in order to accomplish the goals described in the Action Plan above.</p> <p>For <u>each</u> Action Item below, discuss how implementing this action will help the College accomplish its goals for student success.</p> <p>For each Action Item below, identify how implementing this action will help the unit achieve its Unit Outcomes (UOs).</p> |
| <p>Action Item 1:</p> <p>Create general exercises for different level classes. Based on UO1 and UO3, this will assist the library in providing a basic introduction in finding and evaluating information. Having short exercises for students to work on as they research independently will engage them more. Short exercises that have students look up books and articles have been used in some developmental classes. Including exercises for 100-level classes would assist students in remaining focused on their research when they are given time during library instruction sessions to research their topics.</p> |
| <p>Action Item 2:</p> <p>The library will launch its redesigned website in Fall 2017. The changes made were based on discussions by library staff and on usability studies through student and faculty interviews. The redesign hopes to provide ease of access and usability that supports UO2.</p> |
| <p>Action Item 3:</p> <p>The Hawai'iCC librarian will consult English Reading faculty for specific suggestions to update the READ collection beginning in Fall 2017 which supports UO2 in providing access to resources.</p> |

[Empty Box]

RESOURCE IMPLICATIONS

NOTE: General “budget asks” are included in the 3-year Comprehensive Review. Budget asks for the following three categories only may be included in the APR: 1) health and safety needs, 2) emergency needs, and/or 3) necessary needs to become compliant with Federal/State laws/regulations.

Provide a brief statement about any implications of or challenges due to the unit’s current operating resources.

The Memorandum of Understanding (MOU) with UH Hilo sets the terms of Mookini Library funding from Hawai‘i Community College. The MOU should be updated and renegotiated as the last agreement was made in 2006. The memorandum covers funding provided by Hawai‘iCC for library resources and services.

BUDGET ASKS

For budget ask in the allowed categories (see above):

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| Describe the needed item(s) in detail. | |
| Include estimated cost(s) and timeline(s) for procurement. | |
| Explain how the item(s) aligns with one or more of the strategic initiatives of <u>2015-2021 Strategic Directions</u> : http://hawaii.hawaii.edu/sites/default/files/docs/strategic-plan/hawcc-strategic-directions-2015-2021.pdf | |

PART 3: UNIT OUTCOMES ASSESSMENTS

For all parts of this section, please provide information based on assessments of Unit Outcomes (UOs) and/or Student Learning Outcomes (SLOs) conducted in AY16-17

Unit Outcomes

Provide the full text of the unit’s current approved Unit Outcomes (UO) and Student Learning Outcomes (SLOs); indicate each UO’s/SLO’s alignment to one or more of the Institutional Learning Outcomes (ILOs). The College’s ILOs may be found on the Assessment website: <http://hawaii.hawaii.edu/files/assessment/outcomes.php#ilo>

| UO # | UNIT OUTCOMES (text) | Aligned to ILO # |
|-------------|---|-------------------------|
| UO1 | The library will provide an introduction on how to find and evaluate information. | ILO2, ILO 4 |
| UO2 | The library will provide access to resource materials. | ILO2, ILO4 |
| UO3 | The student will evaluate information and its sources critically. | ILO2 |
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| | | |
| SLO# | STUDENT LEARNING OUTCOMES (text) | Aligned to ILO # |
| N/A | N/A | N/A |
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Assessment Strategies

For each UO/SLO assessed in AY16-17, discuss the assessment strategy, including a description of the type of assessment tool/instrument used, e.g., student surveys provided to all student participants in an activity or event, or a log/count of services provided, etc.

| UO # | Assessment Strategies |
|-------------|---|
| UO1 | The library keeps statistics of classes who participate in the library instruction sessions and the number of participants. This is one area of data where usage can be differentiated from that of UH Hilo |

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| | <p>The library also administers the UHCC Library Satisfaction Measurement Common Survey to students. The students surveyed are just a sample of those using library services. Students are asked to rate services based on a 5-point Likert scale. The relevant statement for UO1 is “The library's instruction sessions have increased my understanding of libraries and research.”</p> <p>The library also surveys faculty who have participated in the library instruction program for feedback on the effectiveness of the program and suggested improvements.</p> |
| UO2 | <p>The library keeps usage statistics of books, articles, and other resources provided by the library. The library also has statistics of how many resources are available through the library. The library common student survey also asked questions specifically about books and articles being available to meet student needs.</p> |
| UO3 | <p>As stated for UO1, the library uses survey results from both the faculty library instruction survey and the UHCC Library Satisfaction Measurement Common Survey to help assess UO3.</p> <p>The library also evaluated results from the library skills assignment. Several English 100 and English 102 classes are taught information literacy skills through a library program in Laulima, the University of Hawai‘i’s course management system. Students read the modules and complete module quizzes on their own time. Modules teach students about different types of information, searching databases, using Hawai‘i Voyager (the UH system library catalog), and evaluating and citing sources. Quiz scores are generally incorporated into the students’ English course grade based on the instructor’s preference. One module is devoted to evaluating sources. For face to face classes, the final quiz is generally administered</p> |

Results of Unit Outcomes and Student Learning Outcomes Assessments

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| <p>For each UO/SLO assessed in AY16-17 listed above, provide:</p> <ul style="list-style-type: none"> • a statement of the quantitative results; • a brief narrative analysis of those results. |
| <p>UO/SLO#1:</p> <p>The library provided 119 library instruction sessions to 2003 students in 2016-17. In the UHCC Library Satisfaction Measurement Common Survey, 84% of respondents agreed or strongly agreed that the library’s instruction sessions had increased their ability to do research and use library resources. For those who commented on why they disagreed, some had already been familiar with the library or attended multiple sessions in the library.</p> |

Comments from faculty who completed the library instruction survey indicated that helping students with topic analysis, finding relevant sources, and assisting students with their independent research were helpful aspects of library instruction sessions.

UO/SLO#2:

In the UHCC Library Satisfaction Measurement Common Survey, 77% of respondents said they agreed or strongly agreed that they usually find enough books to meet their course needs. 79% of respondents agreed or strongly agreed that they get enough articles from the library databases to meet their class needs.

Students had access to over 170,000 online books and films, 40,000 online journals in over 70 databases. Mookini Library also has 227,000 volumes in print. Of interest were those databases whose remote access database usage could be differentiated from UH Hilo. Of the more popular databases, 1,267 records were viewed in Films on Demand, an online streaming database; 23,181 records were viewed in EBSCOhost.

UO/SLO#3:

The library skills assignment includes multiple choice and matching questions. Hawai'i Community College students who completed the evaluation module in the library skills assignment scored 94% for that section. For the final quiz, which is a comprehensive exam of all of the modules, students appear to understand the criteria for evaluating sources, with over 95% answering the question correctly. Students also understand what an academic journal is (97%). While there is no way to differentiate between Hawai'iCC students and UH Hilo when examining the summary of data for specific questions, the high percentage shows that most students understood those concepts.

One area that students did not seem to grasp was defining how information is synthesized. They did not understand the difference between summarizing (30% correct) and paraphrasing (28%).

Other Comments

Include any additional information that will help clarify the unit's assessment results, successes and challenges.

The library has continued to provide library instruction sessions that increase students' ability to do independent research, with some classes coming in multiple times during the semester, despite a decrease in staffing.

The library offers a larger number of resources than other community college libraries have in the system because of its status as a joint use facility. Hawai'iCC students can access all resources when using library PCs, even those that are only licensed for UH Hilo.

Discuss, if relevant, a summary of student survey results, CCSSE, special evaluations, or other special assessment projects that are relevant to understanding the unit's services, operations, functions and clients.

Not applicable.

Next Steps – ASSESSMENT ACTION PLAN for AY17-18

Describe the unit's intended next steps to support improvements in student success and achievement of its UOs/SLOs, based on the unit's overall AY16-17 assessment results.

Include any specific strategies, tactics, activities or plans for improvement to the unit's future assessments of its services, operations or functions

The library will continue to find ways to serve students, faculty, and staff. The use of different surveys based on specific services, e.g. library instruction sessions, will better serve the library to determine the efficacy of the provided service. The library will strive to survey more students in Spring 2018 both online and using printed surveys. The librarians will create additional surveys where needed to gather information on specific services, e.g. library instruction, to be tested in Spring 2018. The library will reach out to specific instructors who are not participating in library instruction, but whose students are utilizing reference assistance, to invite them to schedule library instruction sessions.

The library will assess the collection to ensure that there are current, relevant materials for student use. The library will continue to use data collected to examine usage of resources to assist in purchases and in making decisions.

Hawaii Community College 2017 Academic Support Services Annual Report of Program Data Library

Part I: Program Quantitative Indicators

Overall Program Health: **Not Yet Applied**

| Student and Faculty Information | | Program Year | | | |
|---------------------------------|---------------------------------------|--------------|-------|-------|--|
| | | 14-15 | 15-16 | 16-17 | |
| 1 | Annual Unduplicated Student Headcount | 3,847 | 3,838 | 3,636 | |
| 2 | Annual FTE Faculty | 129 | 131 | 125 | |
| 2a | Annual FTE Staff | 137 | 135 | 147 | |
| 3 | Annual FTE Student | 1,817 | 1,670 | 1,585 | |

| Demand Indicators | | Program Year | | | Demand Health Call |
|-------------------|--|--------------|-------|-------|------------------------|
| | | 14-15 | 15-16 | 16-17 | |
| 4 | Number of students attending presentations sessions per student FTE | 1.0 | 1.1 | 1.3 | Not Yet Applied |
| 5 | Number of circulations, electronic books used, full-text journal articles downloaded per student and faculty FTE | 156 | 174 | 151.5 | |
| 6 | Number of hits on library homepage per student/faculty FTE | 82 | 97 | 74.5 | |

| Efficiency Indicators | | Program Year | | | Efficiency Health Call |
|-----------------------|--|--------------|-------|-------|------------------------|
| | | 14-15 | 15-16 | 16-17 | |
| 7 | Number of reference questions answered per FTE librarian (= Item #4 UH Library Council Statistics) | 768 | 1,359 | 731.3 | Not Yet Applied |
| 8 | Number of book volumes per student FTE | 67.7 | 50 | 50.1 | |
| 9 | Total materials expenditures per student FTE | \$94 | \$98 | \$104 | |
| 10 | Total library expenditures per student and faculty FTE | \$352 | \$406 | \$397 | |

| Effectiveness Indicators | | Program Year | | | Effectiveness Health Call |
|---|---|--------------|-------|-------|---------------------------|
| | | 14-15 | 15-16 | 16-17 | |
| 11 | Common Student Learning Outcome: The student will evaluate information and its sources critically | 95% | 93% | 94% | Not Yet Applied |
| Student and faculty satisfaction measurements using Common Survey questions | | | | | |
| 12-1 | I usually find enough books to meet my course needs | 81% | 73% | 77% | |
| 12-2 | I get enough articles from the library databases to meet my class needs | 77% | 72% | 79% | |
| 12-3 | The library staff guide me to resources I can use | 87% | 78% | 94% | |
| 12-4 | The library's instruction sessions have increased my ability to do research and use library resources | 88% | 85% | 84% | |
| 12-5 | The library website is useful | 89% | 85% | 92% | |
| 12-6 | I feel comfortable being in the library | 86% | 95% | 90% | |
| 12-7 | The computer resources in the library contribute to my success at the College | 89% | 80% | 79% | |

Last Updated: November 28, 2017