

Hawai'i Community College Assessment Reporting Form

Use this form to submit assessment results for AY 2012-13. The form is due on July 1, 2013. Submit an MS Word version of the report to the Assessment Coordinator. The **Improvement Strategies** Section should be completed once the Action Plan has been implemented and assessed.

Unit Name: **Mookini Library**

Submitted by: Lari-Anne Au

The last comprehensive review for this Unit was: Fall 2012

Unit Description

(Provide an overview of the unit, including excerpts from the catalog narrative, goals, values and other types of support services that the unit provides.)

Mission *(insert the unit's mission statement)*

The Edwin H. Mookini Library is a gathering place and a gateway to many sources of learning and knowledge for the University of Hawai'i at Hilo and Hawai'i Community College 'ohana as well as our diverse Hawai'i Island community. With a spirit of aloha and commitment to excellence, the Library provides resources, instruction, and services to encourage academic success and develop information-literate, lifelong learners.

Catalog Description and Other Narrative

(insert the unit's catalog statement and add narrative that helps to describe the unit)

The Edwin H. Mookini Library, completed in 1981, is located in the center of the Main Campus. The Edwin H. Mookini Library serves the University of Hawai'i at Hilo (UHH) and Hawai'i Community College (HawCC). Its primary mission is to support the academic programs of both institutions, under the supervision of the University of Hawai'i at Hilo University Librarian/Director. Students have access to over 230,000 bound volumes, over 3,000 periodicals in print, over 80,000 e-books, and over 35,000 full-text electronic current periodicals from Hawai'i, the U.S. mainland, Asia, and Europe. Special formats collected include DVDs, audio and videocassettes, compact disks, and microforms. In addition, the library is a partial depository for both United States and Hawai'i State documents. The Hawaiian Collection houses the library's extensive Hawaiiana holdings. To ensure student proficiency in the use of these collections, the staff offers a comprehensive program of library instruction using a networked electronic library classroom. 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

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floors provide access to web browsing, word processing, spreadsheets, and web page design software to support coursework. Computer technology is increasingly used to meet the information needs of the College and facilitate access to library services for distance learners. The library’s catalog is available on Hawai‘i Voyager, a Web-based library management system. The library offers reference services enhanced with subscriptions to full-text periodical databases and interlibrary loan services to assist students and faculty in obtaining research materials from off-campus sources.

A Public Services librarian is assigned to be the liaison librarian for Hawai‘i Community College and provides the majority of the college’s library instruction services and participates in campus activities. However, all Mookini librarians and staff provide library services to Hawai‘i Community College students, faculty, and staff.

Assessment Results

Unit Outcomes (UOs)

(Enter all the Unit Outcomes (add rows if necessary) and indicate with an X in the first column if the UO is evaluated through this assessment)

Assessed this year?	Unit Outcomes	
X	1	The library will provide an introduction on how to find and evaluate information
	2	The library will provide access to resource materials.

ASU Outcomes (UOs)

(Indicate with an X the UO(s) which were supported through this assessment.)

Aligned?	Academic Support Unit Outcome
X	The Academic Support Unit (ASU) promotes student learning by providing support to the college community.

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Institutional Learning Outcome Alignment <i>(Indicate with an X the ILO(s) which were supported through this assessment.)</i>	
Aligned?	Institutional Learning Outcome
	Our graduates will be able to communicate effectively in a variety of situations.
X	Our graduates will be able to gather, evaluate and analyze ideas and information to use in overcoming challenges, solving problems and making decisions.
	Our graduates will develop the knowledge, skills and values to make contributions to our community in a manner that respects diversity and Hawaiian culture.

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Assessment Strategy/Instrument

Describe how you determined the sample used for this assessment (e.g. rubrics, CCSSE, surveys, data, longitudinal studies, portfolios, and evaluations). Were all students receiving services evaluated or only a random sample? Include the rubric used to evaluate the sample or attach the rubric to this report.

Many English 100 classes are taught information literacy skills through a library program in Laulima, the University of Hawai'i's course management system. Participating classes visit the library twice. A pretest is administered as a benchmark during the first session and a final quiz is given to test student learning during a second library session. Students read the modules and complete module quizzes on their own time between the two scheduled library sessions. 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.

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 (Strongly Disagree, Disagree, N/A, Agree, Strongly Agree):

- I usually find enough books to meet my course needs.
- I get enough articles from the library databases to meet my class needs.
- The library staff guide me to resources I can use.
- The library's instruction sessions have increased my understanding of libraries and research.
- The library website is useful.
- The library's computers meet my needs.
- I feel comfortable being in the library.

The library also surveys faculty who have participated in the library instruction program for feedback on the effectiveness of the program and suggested improvements. Faculty are asked to rate based on a 5-point scale:

The library instruction session given to my class:

- Presented new information to most of my students
- Provided information that was useful for class assignments
- Provided adequate resources to the students (handouts/web links)
- Was organized and well presented by the librarian
- Contributed to the overall information literacy of the students
- Probably improved the quality of the students' work

The librarian:

- Was knowledgeable and able to answer questions

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Expected Level of Achievement

(Set the Performance Rate (e.g. 85% of the sample assessed will meet or exceed expectations, or perhaps use how the unit performs in relation to the Demand, Efficiency, and Effectiveness Indicators and student surveys)

- 80% of students who complete the Laulima module quizzes will score at least 70% on the Final Quiz
- 80% of students surveyed will agree or strongly agree that the library's instruction sessions have increased their understanding of libraries and research
- 80% of faculty will agree or strongly agree that library instruction session contributed to the overall information literacy of the students

Assessment Results

Results of Unit Assessment

(What were the results of the assessment and the conclusions based on the results? Include the sampling results and detailed discussions that led to the conclusions.)

Library Online Program

In 2012-13, 69% of the 363 students enrolled in classes that assigned the library Laulima modules completed the library program in Laulima by passing all module quizzes with at least 80% and taking the final quiz. Of these students who completed the program, 87% scored at least 70% on the Final Quiz.

Common Student Survey

Of the 210 respondents of the UHCC Library Satisfaction Measurement Common Survey:

- 84% agreed or strongly agreed that library instruction sessions increased their understanding of libraries and research.
- 76% agreed or strongly that the library staff guided them to resources they can use.
- 72% agreed or strongly that they usually find enough books to meet their course needs
- 66% agreed or strongly that they get enough articles from the library databases to meet my class needs.
- 81% agreed or strongly that the library website is useful
- 70% of agreed or strongly that the library's computers meet their needs
- 80% of agreed or strongly that they feel comfortable being in the library

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Issues indicated from the survey:

Students not using the library

In this student satisfaction survey, “neither agree nor disagree” made up 15-30% of the responses, with the highest percentages for finding books and articles. This seems to suggest that many students are not using library services. Several of the comments support this statement as students indicated that they had no opinion because they had not used the library. One student commented about staff assistance, “I don't talk to the library staff because I don't go to the library for course material.” Similar answers were given for the other questions.

Library instruction sessions for students who are at different levels of information literacy

Students enter the library at different levels of skill in research. Some students have been on several library tours as illustrated by one comment, “Well I know now after how many times I've been on the tour of the library enough to know where everything is in the library on all floors because I usually come to the library half of my time anyway.”

It can be difficult to keep the sessions fresh for those who have visited the library with other classes while presenting necessary information for those students who have not had the opportunity in the past. One student wrote, “If I did not have the "orientation" with the librarian coming into the class I would have been very lost in the library, and not very comfortable having to ask for help.” Another comment indicated that the session was helpful, but the information needed to be presented a little slower.

Faculty Library Instruction Survey

There were 25 Faculty members responded to the Library Faculty Survey in 2012-13. Many of these instructors teach more than one course and/or more than one section of the course.

Of those surveyed:

The library instruction session given to my class:

- 100% agreed or strongly agreed the library session presented new information to most of my students
- 100% agreed or strongly agreed the library session provided information that was useful for class assignments
- 100% agreed or strongly agreed the library session provided adequate resources to the students (handouts/web links)
- 100% agreed or strongly agreed the library session as organized and well presented by the librarian
- 96% agreed or strongly agreed the library session contributed to the overall information literacy of the students
- 92% agreed or strongly agreed the library session probably improved the quality of the

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students' work

- 100% agreed or strongly agreed that the librarian was knowledgeable and able to answer questions

While the survey indicates that the library instruction program is helpful to students, there is room for improvement in some categories including handouts.

Action Plan

Using the previous assessment results, develop an action plan to improve services and/or student learning opportunities. The plan may include any proposed changes to services/activities and/or unit reorganization.

- Investigate and implement different methods of marketing the library to students
- Investigate methods to make the use of library services easier for students
- Implement general research activities during library sessions to provide additional hands-on learning opportunities for students.
- Create class specific Libguides with assignment related information and links

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Improvement Strategies

This section is to be completed after the Action Plan is implemented and the results evaluated.

Based on the results of prior years' Action Plans, describe in detail what changes will be made to the unit's services or future assessment strategies. Include documentation of the dialog, process, and planning that led to the proposed changes.

Recommendations for Unit

(Based on the Action Plan outcomes, what changes should be implemented to improve services and/or student learning. Modifications might include redefining the unit's mission, modifying or changing UOs and SLOs, changing approaches, etc.)

This will be completed in 2014.

Recommended Assessment Modifications

(What was learned from the Action Plan implementation that can be used to improve subsequent assessments. These changes will be incorporated into the unit's five-year assessment plan.)

This will be completed in 2014.