2019
ANNUAL REPORT OF PROGRAM DATA

UNIVERSITY *of* HAWAI'I®
KAUA'I
COMMUNITY COLLEGE

At a minimum, each program or unit Annual Program Review Update shall include measures described in UHCCP 5.202. Additional measures may also be used for program or unit assessment.

1.   Program Description

Program or Unit Mission Statement

The library provides an intellectually stimulating environment for the college community by providing a variety of resources and services that promote development of critical thinking and information literacy skills

Part I. Program Description

Date of Last Comprehensive Review	11/13/2017
Date Website Last Reviewed/Updated	10/7/2019
Target Student Population	All students enrolled at KCC and the University Center
External Factor(s) that Affected the Program or Unit	Library Assistant on sick leave from Dec. 2018 to May 2019

2.   Analysis of the Program

Strengths and weaknesses in terms of demand, efficiency, and effectiveness based on an analysis of the Quantitative Indicators. CTE programs must include an analysis of Perkins Core indicators for which the program did not meet the performance level. Include Significant Program Actions (new certificates, stop outs, gain/loss of positions, results of prior year's action plan).

Include the Annual Review of Program Data (ARPD; all Instructional programs and Academic Support programs - Library, Technology Resources, Testing Center, Tutoring, and Financial Aid), program-developed metrics (Institutional Effectiveness programs, Office of Continuing Education and Training, campus committees), or metrics required by UHCCP 5.202 that are not provided as ARPD (Administrative Service programs and some Student Support programs) under review in table format below (EP 5.202 and UHCCP 5.202).

The Overall Program Health is Healthy

Describe and discuss demand, efficiency, effectiveness, and overall health categories. What has been the trend over the past three years in each of these categories? What factors (internal or external) may have contributed to the program or unit health categories? For Career and Technical Education (CTE) programs, provide a discussion on any unmet Perkins Core Indicator that includes contributing factors (UHCCP 5.202).

Based on this analysis, what are the program's strengths and areas to improve regarding demand, efficiency, and effectiveness?

Describe any significant program actions that occurred in the prior year (e.g., new certificate(s), stop outs, gain/loss of position(s), reduction in funding, new or completed grant(s), etc.).

Career and Technical (CTE) programs should provide an analysis for any unmet Perkins Core Indicators.

Quantitative Indicators

#	Student and Faculty Information	2016-17	2017-18	2018-19
1	Annual Unduplicated Student Headcount	1,724	1,752	1,860
2	Annual FTE Faculty	65	68	70
2a	Annual FTE Staff	97	97	97
3	Annual FTE Student	686	675	677

#	Demand Indicators	2016-17	2017-18	2018-19
4	Number of students attending presentation sessions per student FTE	0.7	0.7	1.2
5	Number of circulations, electronic books used, full-text journal articles downloaded per student and faculty FTE	23	33	24
6	Number of hits on library home page per student/faculty FTE	34	36	60

#	Efficiency Indicators	2016-17	2017-18	2018-19
7	Number of reference questions answered per FTE librarian (item #4 UH Library Council Statistics)	424	510	299
8	Number of book volumes per student FTE	318	380	321
9	Total materials expenditures per student FTE	$113	$63	$100
10	Total library expenditures per student and faculty FTE	$567	$539	$585

#	Effectiveness Indicators	2016-17	2017-18	2018-19
11-1	Common Student Learning Outcome: Student will be able to evaluate information and its sources critically	76%	70%	99%
11-2	SLO: Student will be able to access needed information	87%	72%	95%
11-3	SLO: Student will be able to acknowledge needs	93%	91%	95%
12-1	I usually find enough books to meet my course needs	100%	96%	na
12-2	I get enough articles from the library databases to meet my class needs	96%	92%	na
12-3	The library staff guide me to resources I can use	98%	98%	92%
12-4	The library's instruction sessions have increased my ability to do research and use library resources	97%	100%	90%
12-5	The library website is useful	91%	97%	92%
12-6	I feel comfortable being in the library	83%	94%	90%
12-7	The computer resources in the library contribute to my success at the College	97%	91%	90%

Note: Items 12-1 to 12-7 based on student and faculty satisfaction measurements using survey questions

1) A highlight of this past year saw the biggest increase in demand indicators in the ratio of students attending library instruction sessions per student FTE (790/677). In 2017-18 the number of participating students was well under at 472/675. This past year may well have been the first instance in which the above ratio almost doubled the previous year (1.2 vs. 0.7). This demand area places it safely within a healthy

rubric score. A main contributor to this upward trend is the new instructional librarian who has made a concerted effort in reaching out to faculty to incorporate library instruction into their courses.

While the number of circulations and downloads of materials per student and faculty dipped downward to 24 (27% below previous year), the number of hits on the library home page (60) went up 66% over the previous year. The increase in hits indicates a continued strong usage of Voyager and its associated databases and collections. Both demand areas are still within the healthy rubric score.

The number of book volumes per student FTE went down slightly by some 15% from the previous year but this was largely due to our continuing weeding project of outdated books from our collection. Newer titles are constantly being added but the weeded books still outnumber the incoming items. However, the book volumes per student FTE of 321 still gives it a healthy rubric score.

Both the library student learning outcomes (SLOs) and student satisfaction surveys results presented in the effectiveness indicators column demonstrates healthy marks in the scoring rubrics. A revision in the student satisfaction survey accounts for the "na" of two questions.

The assessment instrument utilized in the SLOs was a set of five multiple choice questions that were administered to the sample group of students that attended library instruction sessions. These five questions were meant to evaluate students critical thinking in three program student learning outcomes (SLOs). These included:

1) Student will able to evaluate information and its sources critically
2) Student will be able to access needed information
3) Student will be able to acknowledge sources

A total of 790 students in 63 classes participated in library instruction during this past year. The courses listed below are a sample group of 106 students from 11 classes assessed during Fall 2018 and Spring 2019 semesters. All participated in the library instruction program presented by instructional librarian Jay Baker. Figures in parentheses are the number of students and classes who participated in this sample course assessments:

Eng 75 (8/1)
Eng 100 (37/4)
Eng 106 (8/1)
Eng 200 (8/1)
Nurs 210 (23/1)
Phil 103 (4/1)
Sp 151 (18/2)

There was a dramatic increase in the students' upward performance in the first two

SLOs but also a smaller, but nonetheless, an improvement in score for the third SLO:

       1) 99% (vs. 70% in 2017-18)
       2) 95% (vs. 72% in 2017-18)
       3) 95% (vs. 91% in 2017-18)

As our instructional librarian noted these results "showed high level of student success." All three program SLOs overwhelmingly met the healthy scoring levels as set in the rubrics for quantitative indicators (see Appendix: Scoring Rubric for Quantitative Indicators).

It should also be noted that in the 2018-2019 annual campus survey the library received the highest ratings (most positive) from students in providing:

       1) accurate service/information (81%)
       2) courteous service (85%)
       3) prompt service (81%)

3.   Program Student Learning Outcomes

a) List of the Program Student Learning Outcomes
b) Program Student Learning Outcomes that have been assessed in the year of the Annual Review of Program Data.
c) Assessment Results
d) Changes that have been made as a result of the assessments.

Report on PSLO assessment for the prior year.

1. List of the PSLOs.
2. Indicate PLSOs that were assessed in the year of this APRU.
3. Assessment findings.
4. Changes that have been made as a result of the assessment findings.
5. Next planned assessment date.

PSLO	Assessed During this APRU Cycle (Y or N)	Findings	Improvements Implemented	Next Assessment Date
Student will be able to evaluate information and its sources critically	Yes	High increase in scoring with a 99% vs. 70% in the previous year	Appointment of Instructional Librarian	10/22/2020
Student will be able to access needed information	Yes	Another good performance by students with a 95% score vs. 72% in the previous year	Appointment of Instructional Librarian	10/23/2020
Student will be able to acknowledge sources	Yes	Consistent high score of 95% vs. 91% in the previous year	Appointment of Instructional Librarian	10/23/2020

4.   Action Plan

Include how the actions within the plan support the college's mission. In addition to the overall action plan for the program, include specific action plans for any Perkins Core Indicator for which the program did not meet the performance level.

Action Plan	Anticipated Outcome	Actual Outcome
Program or service outcomes assessment (1)	Implementation of program or service outcomes for APRU	This action plan was placed on hold for further review due to quantitative indicators and scoring rubric already being used to assess library's health issues
Re-assessment of current measures of program SLOs (2)	Increase in scoring to 80% for two of the three program SLOs that were just at or slightly above 70%	Scoring for all three program SLOs came in above 90%
OER assessment and	Library supports the OER	Students and faculty have

Action Plan	Anticipated Outcome	Actual Outcome
	library and the college curriculum.	from instructional librarian who has been attending OER workshops and conferences. He is also a member of the Learning Resources Committee with oversight over low-cost textbooks.
Assessment of e-resources (4)	Satisfaction level of 85% or better (benchmark) on survey in regard to new e-resources	Satisfaction with library databases and e-resources met the anticipated outcome
Re-configure current microfilm room into a study location and eating area (5)	**Anticipate heavy usage of this area by students**	**Resource request was approved for funding of $5,910.74 for 4 single booths, 1 back-to-back booth, and 3 tables. Café stools (8) were not part of the funding. All furniture arrived as of 10/15/19. Currently Duke Lang's facilities engineering class is working on transforming this room into its proposed new configuration.**
Installation of a mobile charging station (6)	**Increase in satisfaction level with computer resources in library**	**This resource request was withdrawn because it was under the $3000 minimum funding**
Update computer chairs (7)	**Increase in satisfaction level with comfort in library**	**Resource request was not funded**

List any additional significant actions that impacted your program (e.g., new certificate, loss or gain of faculty or staff, stop outs, etc.).

Click or tap here to enter text.

Analysis of Alignment with CPR
List the goals that were identified to be initiated, continued, or completed during this APRU cycle, in your last CPR, and if they were achieved. Be sure to include the benchmark, desired outcome, actual outcome, and unit of measure. If you completed your last CPR prior to 2018, please refer to ***** in this section.

Goal/Strategic Goal or Priority**	Achieved (Y or N)?	Benchmark	Desired Outcome	Actual Outcome	Unit of Measure
Click or tap here to enter text.	Choose an item.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

**All Strategic Goals and Priorities are Aligned to the College Mission.

Describe any impacts these goals had on your health indicator(s).
Click or tap here to enter text.

*Based on findings in Parts I – IV, develop an action plan for your program or unit from now until your next CPR date. This should include goals that align with the College Mission, measurable outcomes, benchmarks, and alignment to the College's Strategic Priorities, and/or Strategic Goals. Be sure to focus on weaknesses identified in ARPD data, PSLO outcomes, results of survey data, and other data used to assess your unit or program. This plan should guide your program and subsequent APRUs, but may be amended based on new initiatives, updated data, or unforeseen external factors.

Goal	Strategic Goal/Priority (List number)	Benchmark	Desired Outcome	Unit of Measure	Year(s) Implemented
Refill of librarian position (1)	1,2,5,7	Satisfaction level of 80% or better with performance of duties in reference assistance to students and faculty	Meeting or exceeding the benchmark	Student and faculty satisfaction surveys	Starting date in Spring 2020
Migration to Alma, a new management	13	Satisfaction level of 80% or better with	Meeting or exceeding the	Student and faculty satisfaction	Dec. 2019

Goal	Strategic Goal/Priority (List number)	Benchmark	Desired Outcome	Unit of Measure	Year(s) Implemented
system that replaces Voyager (2)		the use of Alma to enhance learning and teaching environments	benchmark	surveys	
Reconfiguration of first floor to accommodate new furniture and equipment from Title III funds (Kahua Paepae Ola Project) (3)	13	Satisfaction level of 80% or better with enhancing library in support of learning and teaching environments	Meeting or exceeding the benchmark	Student and faculty satisfaction surveys	Fall 2019 to 2020

5.   Resource Implications

Resource Request(s) for next year (from CPR Plan for your program or unit, or one(s) developed in Part V above if CPR was completed prior to 2018).

☐ **I am NOT requiring resources for my program/unit.**

Resource Request(s) for next year (from CPR Plan for your program or unit, or one(s) developed in Part V above if CPR was completed prior to 2018).

Program Goal	Refill and reconfigure an existing librarian position in anticipation of retirement by that current librarian at the end of this calendar year. This position will be expanded by not only length of appointment but by responsibilities. Along with servicing the needs of the general population of students via reference assistance it will also include being the Hawaiian Collection Specialist and participate in the management of the Kikuchi Collection.
Resource Requested*	Salary for Librarian position

Cost and Vendor	$67,452 minimum for an 11-month C-2 or $76,404 for an 11-month C-3
Annual Recurring Cost	Equal to or greater of initial salary and dependent on current range level of position
Useful Life of Resource	Length of employment at the college
Person(s) Responsible and Collaborators	Bob Kajiwara
Timeline	Start employment in Sping 2020

*An approved ITAC Request Form must be attached for all technology requests

Appendix: Scoring Rubric for Quantitative Indicators

Area	Benchmark	Scoring
DEMAND **Monitoring the capacity and need for the unit** *Number of students attending Presentation sessions per student FTE (4)* *Number of circulations, electronic books used, full-text journal articles downloaded per student and faculty FTE (5)* *Number of hits on library homepage per student and faculty FTE (6)*	 2 = 0.7 or more; 1 = 0.6 to 0.69; 0 = Less than 0.6 2 = 24 or more; 1 = 20 to 23; 0 = 19 or less 2 = 30 or more; 1 = 25 to 29; 0 = Less than 25	 2 = Healthy 1 = Cautionary 0 = Unhealthy
EFFICIENCY **Monitoring how resources are budgeted and spent in the unit** *Number of book volumes per student FTE (8)*	 2 = 275 or more; 1 = 200 to 275; 0 = Less than 200	 2 = Healthy 1 = Cautionary 0 = Unhealthy
EFFECTIVENESS **Monitoring the quality of products produced by the unit** *Student Learning Outcomes (Met Outcome) (11)* *Student Satisfaction (Agree or better) (12)*	 2 = 70% or more; 1 = 60% to 69%; 0 = Less than 60% 2 = 85% or more; 1 = 70% to 84%; 0 = Less than 70%	 2 = Healthy 1 = Cautionary 0 = Unhealthy

Calculating Overall Health Score

Area	Benchmark	Note	Scoring
Overall Health Scoring Rubric		Add health call scores from Demand, Efficiency, and Effectiveness	Scoring Rubric for Overall Health 5 to 6 = Healthy 2 to 4 = Cautionary 0 to 1 = Unhealthy Note: These values preclude an overall "Healthy" call on a program with an unhealthy call in one category or "Cautionary" in two of the three categories