Kauai Community College
Comprehensive Program Review
November 13, 2017

Program Name: Library

Assessment Period: 2013-2017

College Mission Statement: Kauai Community College provides open access education and training in an ethical and innovative student-centered and community-focused environment, nurturing life-long learners who appreciate diversity and lead responsible and fulfilling lives.

Program 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.

The promotion of critical thinking and literacy in the library's mission statement aligns closely with the college's emphasis on "nurturing life-long learners"

Part I. **Executive Summary of Program Status**

In the previous Comprehensive Program Review of 2012 there were two recommendations from the reviewing College Cabinet. The first was the removal of action plan under College/Program Goal 2 and 2D Library Goal (Promote a healthy and safe environment for learning) with the provision for the installation of a security camera system in the library. The library followed the recommendation and did not pursue this action plan for APRU funding in 2013. The second recommendation from College Cabinet was that any action plans should be tied directly to the quantitative indicators. This recommendation has been followed with the ensuing APRUs since 2013.

Part II. Program Description

Keeping in step with Kauai Community College's open access policy the library has continued to provide resources and services that supports the curriculum and offer life-long learning opportunities to the community at large. Housed in the two-story Learning Resource Center (LRC), the library is one of several support services (formerly Academic Support) that became part of Student Affairs in January 2017 due to reorganization.

The four librarians and one civil service personnel that make up the library staff provide primary public services such as circulation, reference, and library instruction to their clientele. Library services are provided five days a week during the semester with hours of 7:30 am to 7:00 pm from Monday through Thursday, and 7:30 am to 4:00 pm on Friday. Summer and semester break hours are shortened during those times.

At the heart of the resources that the staff uses to guide students and faculty in their research and study include the print book collection that numbers around 54,000+ volumes and electronic books via ProQuest Ebook Central (formerly Ebrary) that number in the area of 144,204 titles, 19,278 e-books from Ebsco, and 838 reference e-books from Credo Reference. In addition to the library's collection is accessibility to some four million volumes within the University of Hawaii Library System via intra-system loan (ISL).

Complementing the availability of electronic books are various subscriptions to full-text electronic databases for journals and periodicals that support various curricula and programs. Examples include Ebsco, our primary multi-disciplinary database, that currently contains 24,845 journal titles and ScienceDirect that offers 2,298 journal titles. Other major databases include CQ Researcher and Opposing Viewpoints. Altogether there are 46 electronic databases available to the college community. Streaming video or digital video is also accessible via some 29,000+ documentaries on Films on Demand and feature length films via our recent subscription to Kanopy. All e-resources, including books and full-text databases, are accessible via wi-fi at remote sites providing 24/7 servicing to students.

Distance education students are also equally supported by the library staff with provision of reference assistance, library instruction, new student orientations, and a specific distance learning page on the library website with links to databases, intra-library loan services (ISL), contact information, and other forms of assistance to the distance education learner.

Part III. **Quantitative Indicators for Program Review**

Student and Faculty Information	Year					
	12-13	13-14	14-15	15-16	16-17	
1 Annual Unduplicated Student Headcount	1,801	1,828	1,749	1,683	1,724	
2 Annual FTE Faculty	72	74	73	73	65	
3 Annual FTE Staff	93	89	91	91	97	
4 Annual FTE Student	802	814	757	708	686	

Demand Indicators	Year					Demand Health Call
	12-13	13-14	14-15	15-16	16-17	
4 Number of students attending presentations sessions per student FTE	1.4	1.1	0.8	0.7	0.7	HEALTHY
5 Number of circulations, electronic books used, full-text journal articles downloaded per student and faculty FTE	18	19	26	16	23	
6 Number of hits on library homepage per student/faculty FTE	27	32	40	33	34	

Efficiency Indicators	Year					Efficiency Health Call
	12-13	13-14	14-15	15-16	16-17	

7 Number of reference questions answered per FTE librarian (=Item #4 Library Council Statistics)	919	1,104	1,018	364	424	HEALTHY
8 Number of book volumes per student FTE	211	225	253	275	318	
9 Total material expenditures per student FTE	$90	$114	$92	$111	$113	
10 Total library expenditures per student and faculty FTE	$475	$465	$429	$524	$567	

Effectiveness Indicators	Year					Effective-ness Health Call
	12-13	13-14	14-15	15-16	16-17	
11-1. Common Program Student Learning Outcome: The student will evaluate information and its sources critically	88%	73%	65%	86%	87%	
11-2. Program Student Learning Outcome: Students will be able to access needed information	83%	73%	71%	68%	76%	
11-3. Program Student Learning Outcome: Students will be able to acknowledge sources	94%	89%	87%	93%	93%	
Student satisfaction measurements using survey questions						HEALTHY
12-1 I usually finds enough books to meet my course	83%	62%	91%	96%	100%	
12-2 I get enough articles from the library databases to meet my class needs	76%	75%	90%	92%	96%	
12-3 The library staff guide me to resources I can use	85%	84%	98%	94%	98%	
12-4 The library's instruction sessions have increased my ability to do research and use library resources	81%	73%	94%	90%	97%	

12-5 The library website is useful	80%	85%	96%	92%	91%
12-6 I feel comfortable being in the library	88%	83%	90%	78%	83%
12-7 The computer resources in the library contribute to my success at the college	78%	69%	94%	90%	97%

Part IV. Analysis of the Program

Demand

Noteworthy strengths in the demand indicators can be found in the number of circulations, both printed books and downloaded electronic resources (book and journals) that steadily increased from 2012-13 to 2014-15 but took a significant dip in 2015-16. The numbers rebounded in 2016-17 to levels near 2014-15. This anomaly was probably due to the renovation in the LRC building that occurred from August 2015 to January 2017. During this time period the library was relocated to the Social Sciences building and had to be downsized in space and access to resources. A sizeable portion of the book collection was boxed and placed in storage containers. Under these circumstances the library staff encouraged students to utilize the e-resources since they would be available 24/7 remotely.

Another noteworthy strength among the demand indicators has been a consistent rise in the number of hits on the library's home page since 2012-13. However, there was a drop in the number of hits on the library's home page that similarly occurred with a dip in the number of circulations and downloads of the library's collection in 2015-16. There was a recovery in the following year (2016-17) with numbers inching back up so that this past year was the second highest to 2014-15 for the past five years in this comprehensive program review.

The weakness in the demand indicators continue to be the number of students attending instructional sessions per FTE students. For the past five years there has been a decline in the ratio indicating the smaller number of FTE students each year along with a similarly smaller number of students attending instructional sessions. The way to increase the ratio is to increase the number of classes and students who participate in library instruction.

Efficiency

The numbers for reference assistance rebounded in 2016-17 after the LRC reopened in January 2017 after being relocated to a smaller site for a year and a half. The numbers for this past year probably would have been significantly higher than 2015-16 if not for the inclusion of Fall 2016 when the LRC building was still under renovation. The three years prior to the closure of the LRC reflected consistent numbers for reference assistance before the dramatic drop-off during the first year of renovation.

The remaining three efficiency indicators show consistence increases in the ratios for the number of book volumes per student FTE, total material expenditures per student FTE, and total library expenditures per student and faculty FTE. The first of these two indicators demonstrate the commitment in supporting students by increasing the purchases of books and materials. The latter efficiency indicator reflects the total operating expenditures that is needed to uphold the operations of the library.

Effectiveness

From 2012-13 to 2015-16 the effectiveness indicators, including Program Student Learning Outcomes, and the student and faculty surveys, revealed a healthy status with good student performance in the PSLO and high satisfaction responses in the surveys. Although there was some anticipation that the satisfaction surveys would show a downward trend in 2016-17 (especially with the library still in the Social Sciences building during Fall 2016), it was a pleasant surprise that the satisfaction numbers remained very strong and in fact increased in six of the seven survey questions.

What was the most surprising was the 100% satisfaction rate with the book collection even though the collection had been stored away and was inaccessible to students. This evidently is a reflection upon the strong efforts by the library staff in emphasizing the use of electronic resources, both e-books and e-journals, to students in their research work and studies. Even the question on being "comfortable in the library" rose a modest amount in the satisfaction level despite being relegated to a temporary site during the renovation.

Assessment Results for PSLOs

The three Program Student Learning Outcomes (PSLOs) that the library currently utilizes for assessment is as follows:

1. The student will be able to access needed information
2. The student will be able to evaluate information and its sources critically
3. The student will be able to acknowledge sources

All three PSLOs were assessed for the years from 2012-13 to 2016-17 and were compiled for this comprehensive program review. These PSLOs are administered with a purpose in fostering positive learning outcomes among students in regard to information literacy. Many students enter college without a strong understanding of information literacy and without that background, success in college will be hampered by that deficiency. The ultimate goal of the PSLOs is to help students become a more information literate person.

Prior to 2013 the library was solely utilizing the common program student learning outcome (#1) that everyone within the UH Community College System had agreed upon in 2011. With the submission of the Library Five-Year Comprehensive Program Review in April of 2013 it was announced that the library had moved to tracking three PSLOs. However, the inclusion of them in library instruction was not completed until late fall 2013 so not all classes were assessed for all three PSLOs. The result was a majority of classes during 2012-13 were only assessed for the single PSLO.

Looking over the past five years of administering PSLOs in this program there are several assessments and observations that can be made:

- Number of classes and students will vary from year to year that participate in library instruction on information literacy
- It will always be a challenge to recruit instructors and their classes to participate in information literacy instruction
- There is a need to follow through and complete the process of PSLOs by administering pre and post-tests, and the satisfaction survey
- There will always be the question of how successful students will be able to translate passing scores on these tests into actual classroom performance

Changes that have been made based on assessment of the PSLOs include:

- Certain questions on the tests which have consistently proven difficult over the years for students to understand and improve on their test scores have been revised or replaced with similar but more comprehensible ones
- A future improvement in the administration of the post-tests and survey will be undertaken for future APRUs by having the instructional librarian be present when they are administered during the end of the semester. There have been too many cases in which the instructor has not followed through in administering the post-test and surveys, and this has led to incomplete analysis for these classes and thus, they cannot be included in the APRUs.

7

Note: For additional information on PSLOs please see Part IX. Program Student Learning Outcomes and Assessment and the chart on Effectiveness Indicators in Part III. Quantitative Indicators for Program Review.

Program Review Criteria Questions (Appendix C)

UHCC/KCC Initiative: Hawaii Graduation Initiative
   Strategic Goal 5: Eliminate Access and Success Gaps
   Strategic Goal 6: Reduce the Time to Degree: Accelerate College Readiness
   Strategic Goal 7: Reduce the Time to Degree: Increase Student Retention and Credit Accumulation

- **How does your program help to eliminate access and success gaps, accelerate college readiness and increase retention and credit accumulation? Describe successes and challenges and near-term plans for improvement.**

   While the library does not provide weekend and holiday walk-in access to the facility there is available to all students 24/7 remote access to the library's Voyager catalog and home page listing of e-resources such as full-text online databases, e-books, digital materials, and instructional materials; including tutorials.   This steady availability to library resources eliminates accessibility issues (except for print materials such as books) and allows students to do research work on their own timetable.

   To assist students in their overall successful academic pursuits, the library provides information literacy instruction to anyone who is interested in learning the basics of utilizing the library resources. Most students participate in information literacy instruction via their classes but the library also offers one on one training for students who are not in participating classes. Advanced instruction is also offered to students who have already taken information literacy instruction but need further training on accessing resources.

   The success of the above can be ascertained from student satisfaction surveys and the academic support surveys (2013-2015) from faculty and staff that seem to confirm the value and usefulness of library services, resources, and instruction. One near-term plan calls for the improvement of instructional methodology in information literacy with the incorporation of smartboard technology.

- **How is program curriculum reviewed for currency and relevancy to institutional, community, and student needs? Include recent deletions, additions and revisions. What are your upcoming plans in this area?**

  The library resources and services are constantly being reviewed for appropriateness to student and faculty needs. Student satisfaction surveys are administered at the end of each semester to students who have taken information literacy instruction. Survey results indicate what areas of library services or resources need to be reviewed closer for possible updating or further attention. While academic support surveys were only in place for three years due to the reorganization of the unit, it provided input from faculty and staff on library services.

  Levels of satisfaction ratings played a large role in the continuing reallocation of funds to e-resources, the increase in the number of computers in the library, updating the book collection, and revising the PSLOs and the test components. An upcoming plan is to review the methodology of information literacy instruction with including additional learning tools.

- **Indicate program plans as a result of the analysis. Identify relevant data needed to effectively plan student success strategies.**

  1. Continue to appropriate e-resources as needed in response to increasing use of digital resources by students
  2. Reduction of library's holdings of outdated books will contribute to student success and performance
  3. Revise and enhance current instructional methodology with other available methodologies to further the performance of information literacy instruction in student success
  4. Enhancement of instructional methodology with updated technology in information literacy instruction to further student success

UHCC/KCC Initiative: Hawaii Innovation Initiative

- **What has the program done to establish communication, partnerships, and cooperation with high schools, other community college programs, the community, and four-year institutions in supporting their mission and goals? Discuss successes, challenges, lessons learned and how these findings will be applied in future plans.**

The library has an ongoing collaborative relationship with both the UH Library System and the Hawaii Library Consortium (HLC) via consortium agreements. These agreements provide the library with valuable resources at reduced costs. The largest partnership is with HLC which consists of academic, public, and school (both public and private) libraries in the State of Hawaii. Full-text online databases that are delivered through HLC partnership include Ebsco, Britannica ImageQuest and Original Sources, Encyclopedia Britannica, ProQuest Ebook Central, and ProQuest's US West Newsstream. The first database is a multi-disciplinary one that is the largest and primary database provided by the HLC consortium. Complementing the HLC consortium is the consortium agreement with the UH Library System that provides collaborative access to ScienceDirect which is the primary science database among the UH community colleges.

The entire collaborative efforts on digital resources has been a very positive one for the library. Students have benefitted immensely from these resources and the college has incurred savings in expenditures. The library will continue to review curriculum needs and purchase additional databases in support of academic programs.

Besides consortium agreements with the UH Library System, the library has other working agreements with all UH Libraries that are integral to the basic working structure of the entire library system. First and foremost is Voyager which is the shared online catalog. Users can either search for materials in the KCC Library or holdings of all UH System Libraries at one time.

Currently the UH Libraries are in the process of reviewing several library management systems that may replace the Voyager system that has been in place since 2000. RFIs have already been received from the selected vendors. Recommendation will probably be forthcoming later this year or early 2018.

KCC is a member of the Hawaii Users Group (HUG) which is a forum for sharing information in the use of Ex-Libris (vendor for Voyager) software products among the University of Hawaii System. The bylaws for HUG were recently revised in 2017.

The circulation module of Voyager is linked to another working agreement among all UH Libraries. This is the intra-system loan (ISL) agreement that permit access to circulating material at all campuses. Students and faculty can borrow books without charge. The latest revision of the ISL agreement was enacted in 2016.

- **What method is used to assess student and employer satisfaction with the program's offerings and operations? What are the results of this assessment and how have**

results changed over time? What changes did you make or are planning to make due to the results?

The standard assessment tool used to gauge student satisfaction with the library's resources and services is via the student satisfaction survey which is measured near the end of the semester. Students who have participated in the library's information literacy program are asked if they are satisfied on thirteen statements on library resources, services, environment, and staff.   It includes seven standard questions in the effectiveness indicators chart that are utilized by all community college libraries in their APRU.

The library has always taken seriously the results of the satisfaction survey since they indicate students' perception of the library's usefulness in pursuit of their academic studies. Over the years, satisfaction levels have been especially low when students were surveyed on the library's book and journal collection. In response to this the library made concerted efforts in updating the book collection with new purchases and weeding of the collection of outdated material. Added to this response was the addition of electronic book collections such as ProQuest Ebook Central (formerly Ebrary) and Credo Reference that contained a great amount of newer publications that the library would have been hard-pressed to match by purchasing individual print copies. The increase in the satisfaction level with the book collection over the years has reached a pinnacle with this past year's 100% rating.

Satisfaction levels were particularly low on the print periodical collection but the movement toward online databases containing full-text articles drastically elevated satisfaction with locating material contained in journals and periodicals. It became more economical to increase the subscriptions to online database collections since the coverage would be greater in covering a wider amount of journal and periodical titles than a solely print subscription. As of 2016-17 the satisfaction level with the current library databases received a 96% rating.

● **Does the program have an Advisory Board Committee? How does the program work with the Advisory Board to assess effectiveness?**

The library has an ongoing Library Advisory Committee that has been in place since the 1970s. The committee is composed of six faculty members, each representing a division (Business Education, Liberal Arts, Nursing and Allied Health, Science and Mathematics, Student Affairs, and Trade Technology), three community members, and a student representation from ASKCC and one from each division. In recent years, student

representation has not been present since it has been difficult recruiting student representatives.

Two meetings are usually held each year with one per semester. The head librarian calls the meeting with the advisory committee and presents an agenda to discuss recent developments in library operations and trends that will affect the library. Input is welcomed from the advisory committee in areas to improve library services to the college and community.

UHCC/KCC Initiative: Modern Teaching and Learning Environment
    Strategic Goal 11: Increase Campus and Community Sustainability
    Strategic Goal 12: Strengthen Distance Education Offerings
    Strategic Goal 13: Enhance Facilities with Appropriate Technology and Ensure Facilities Support 21st Century Learning and Teaching Environments

- **Comment on your programs efforts to create a modern teaching and learning environment.**

  Within the confines of its budget the library strives to provide a modern and up to date teaching and learning environment. The library's primary goal of supporting learning and teaching is in complete alignment with the college's mission of "nurturing life-long learners." The library first of all provides a learning environment that will be conducive to all types of learning; either individual or via group dynamics. Since the completion of the earlier renovation in 2011 all study tables have been completely relocated to the first floor in support of group study while any remaining study carrels were moved upstairs to reinforce the individual study preference on the second floor.

  Since the last comprehensive program review in 2012 additional computers were brought in for both floors of the library. This was in response to a shortage of computers during high traffic use in the library at certain times of the day. Before the recent renovation took place in 2015 the total number of desktop computers in the library increased to 34. The satisfaction level from student surveys (12-7) rose from 69% in 2013-14 to 84% the following year. What is surprising with the surveys is how the satisfaction rate has increased for the next two years despite the number of computers in the library have dropped since moving back into the LRC in 2017.

  Another student survey question that touches on students' perception of the learning environment is on feeling comfortable in the library (12-6). This particular satisfaction level has been pretty consistent even through the renovation period when the library was

relocated to the Social Sciences building. In 2012-13 satisfaction percentage was 88% and remained in the 80 percentile through 2016-17.

Whether the following student survey question confirms the learning and teaching environment or just the effectiveness of the instructional session remains for interpretation. However, the satisfaction numbers for library instruction (12-4) give excellent ratings for the past three years. All have been in the 90 percentile and are sizeable increases from the prior two years.

- **What steps are taken to develop and ensure consistent application of academic standards? Comment on plans you have to improve this process.**

Back in the 2012 the library comprehensive program review utilized some benchmarking within its closest peer institution within the UH System and also on a national level with peer institutions on the mainland to analyze how the library is performing with respect to similar sized institutions. Since that time no updated data is available for benchmarking of the library on a national level with the last available one being done in 2009. However, on a local level within the UH System KCC can still utilize updated data (2016) for Windward CC for benchmarking comparisons.

In the FY2016 UH Library Council Statistics Windward CC had an FTE student enrollment of 1,348 while Kauai's FTE was 782. While their enrollment was the closest in numbers to KCC it was still almost 2 to 1 in ratio. However, in service hours per week both libraries are almost even with WCC open 56 hours while KCC was open for 55 hours despite WCC having almost twice the number of total staff (FTE including student help) with 10.8 vs. KCC with 5.5. In terms of resources KCC had a print book collection of 54,110 vs WCC with 46,579 volumes while KCC serviced 1,454 reference questions and WCC answered 1,217 reference questions.

Up till 2015 college and university libraries followed the Information Literacy Competency Standards for Higher Education by the American Colleges and Research Libraries (ACRL). The PSLOs were developed in accordance with this standard. However, in 2016 a Framework for Information Literacy for Higher Education replaced the earlier ACRL standards. Now the emphasis seems to going toward "core ideas." The library staff will need to review this framework and see how to incorporate it in future APRUs. (See PSLOs Alignment with Industry Needs in Pt. IX, p. 29-30)

- **What assessments are being used to determine if current teaching methods used in the program are adequately meeting student needs. How are the results of these assessments currently being used?**

Assessment can be made of the library's primary methodology used in information literacy by reviewing student satisfaction results in the question "the library's instruction sessions have increased my ability to do research and use library resources." The satisfaction ratings have increased over the years to reach its highest level so far of 97% in 2016-17. These strong numbers are very encouraging to the library staff to continue to promote library instruction in the face of dwindling numbers of instructors who elect to participate in the program.

In confirmation of students' value of library instruction as meeting their needs one can point to faculty and staff ratings of library services from 2013 to 2015 in the academic support services survey (see below). Within this survey two questions were asked of faculty and staff in regard to how much impact library services had on student learning and how their own instruction had benefited from library services. Although the data does not specifically single out library instruction, it is part of the overall library services. This survey only covers a 3-year span (excluding 2015-16 when no survey was given and 2016-17 when academic support merged into academic affairs in 2017). The ratings were very high in the 90 percentile range in the first two years but dipped a bit to mid-80% in the last year the survey was sent to faculty and staff. Overall, very respectable ratings in the survey.

Academic Support Services Survey (2013-2015)

Questions to Faculty and Staff	Year				
	12-13	13-14	14-15	15-16	16-17
I think student learning has increased as a result of the services and technologies provided by library services	97% (33)	97% (31)	86% (28)	NA	NA
I think my capability to instruct has increased as a result of services provided by library services	90% (26)	93% (28)	86% (22)	NA	NA

- **List the program student learning outcomes (PSLOs) that you have been identified for the program. What is the minimal level of performance that you expect program completers to accomplish? How are student-learning outcomes monitored and evaluated? Please provide and analyze the data.**

  Please see in detail Part IV. Analysis and Assessment of the Program (Assessment Results for PSLOs) and Part IX. Program Student Leaning Outcomes

- **How does your program increase campus and community sustainability?**

  The library supports both campus and community efforts in sustainability. Two primary efforts on the part of the library in living in a sustainable environment includes recycling paper products and the lessoning the wasteful use of paper in printing. There is a heavy usage of paper products within the library and shipments to the library that contain recyclable material. The greatest user of paper within the library comes from both students who are sending print jobs to the printers and the library staff who are printing documents related to their work. The placement of recycle bins within the library is to encourage everyone to recycle unwanted print jobs.

  The library staff also receives a lot of cardboard packaging material containing library books and supplies, and a continuous flow of junk mail. All of these can be recycled in the cardboard and miscellaneous paper bins on campus. Another source of recycling is unwanted or withdrawn paperback and softcover books. These can be recycled in the miscellaneous bins. In several instances the library staff has taken the initiative in taking huge amount of these recyclable material to off-campus Kauai County recycle bins. To reduce the wasteful use of paper in printing from computers the library staff has over the years been encouraging students to print double-sided copies. The library already has its primary printer for the staff set to automatic double-sided printing to lessen the amount of paper used in each job.

- **How does your program focus on strengthening our Kauai CC distance education offerings? What distance learning options are available in your program? How is your program responding to student needs by using distance learning? Do you have a timeline?**

  Considering that distance education is one of the college's strategic goal (#12), the library has been aligned with this goal for some time by employing for the past decade a distance learning (DL) librarian. This position supports the various distance learning options available at KCC (i.e. HITS, cable television, and on-site instruction by visiting instructor). The DL librarian supports community college distance education students

15

and University Center distance education students (upper division and graduate students) by providing reference services, information literacy instruction, distance education orientation to library services each semester, and a distance learning library website which links to full-text databases, intra-library loan services, online reference tools, online information literacy tutorials, and contact information for library services at all UH campuses. All these services are communicated at the beginning of the semester to students via email or in person by the DL librarian at the new student orientation session.

- **How does your program help to enhance facilities with appropriate technology and ensure facilities support 21st century learning and teaching environments? Are instructional methodologies appropriate for program content? Explain.**

The library's information literacy program works well with the existing technology available in the LRC. The primary utilization of computers for instruction, and in turn, the use of computers by students as their tool for learning and application of knowledge is satisfactory at the present time in the 21st century. Of course what the future will bring in technology is anyone's guess but it is hopeful that the library staff will be able to bring in these new technologies to further the advancement of instructional methodologies.

At the present time the library staff is looking at incorporating an up to date smartboard in room 122 which will provide interactive learning within the class. With this new piece of equipment in place the standard instructional methodology will in most likelihood be modified to work in tandem with the new technology.

- **Do instructional methodologies utilize available, current technology? Explain. Indicate recently implemented innovations in instructional methodology or use of technology as well as changes your program is considering within the next two years?**

Current instructional methodologies utilize appropriate technology in a classroom setting. Individual computer workstations (laptops or chrome books) and/or presentations on a projection screen provide a visual component to go along with the oral presentation. The instructional librarian conducts information literacy instruction in either room 122 or the instructor's classroom itself. The decision is deferred to the instructor on whether to have students follow the presentation with hands on use of computers or view the presentation on a single projection screen. Here the instructional methodology is customized according to the instructor's wishes.

To further student learning outside of the classroom setting, various tutorial links have been added to the library's home page over the years to assist students in understanding

16

the growing list of databases that are available plus having technical assistance to aid them in the composition of their research paper through formatting and citation builders.

The library is looking toward implementing an interactive smart board in room 122 in the next year as an effort to upgrade the technology used in instruction. This would be an upgrade to what the library has been using for the past couple of years—either a ceiling projector with a roll down projection screen or more recently, a portable projector and a white board.

- **Comment on facilities that the program uses, their current adequacy and any immediate needs.**

From the beginning of fall 2015 semester to the beginning of spring 2017 semester, the LRC underwent a second major renovation in four years to install a new HVAC and electrical system. These two simultaneous renovation projects were to revamp old systems that were still in place since the opening of the Puhi campus in 1977. For the past few years the air conditioning system had been working subpar in performance with constant complaints coming from students, faculty, and library staff. It is hopeful that the renovations have resolved any issues that were prevalent in the building before the renovation.

- **Comment on the currency of equipment and technology for the program. Indicate immediate needs**
One current immediate need for improvement of equipment within the library will soon be met with the installation of a new RF security gate at the front entrance to the facility. This new equipment was made possible with approval of APRU funds of $12,000 in 2017. Since the completion of the renovation in January of 2017, the library has been working with a security gate that cannot completely cover the newly created wide opening of the front entrance.

The renovation within the library necessitated a change in the configuration of the front entrance, and thus, a walled entrance with a single, but wider opening displaced the original two entrance/exits. The existing RF security gate could only effectively cover a 3-foot opening whereas the new opening was 6 feet wide. This necessitated an upgrade with a newer RF gate that could cover the wider range.

Another immediate need will be requested in next year's APRU funds. There is a need to install a smartboard in the instructional/conference room 122 (library) in support of information literacy instruction. Currently there is no on-site projection system in the

room so it requires a portable projector to be brought in every time an instruction session takes place.

Other needs are for continuous upgrade of desktop and laptop computers in the library. This also includes the library staff computers. The number of desktop computers are getting closer in numbers to where they were prior to the renovation.

- **Comment on your program's level of collaboration with access services such as advising, admissions, registration, financial aid, and business office support services. How could this be enhanced?**

Over the years the library has collaborated with access services such as admissions on a regular basis. Working with Banner brings admissions and the library into a close relationship. Whenever students have financial obligations to the library they will have holds placed on their records in Banner. The removal of holds will have to be enacted before these students can have their transcripts sent to another academic institution, receive grades, or register for courses at KCC. When questions arise on a student's status with a block on Banner, admissions will contact the library for verification of a hold.

Another access service that the library has closely collaborated with is the business office support services. Much of the encounters have been with the fiscal office; especially with the fiscal officer in reviewing over fiscal matters such as purchasing and personnel hires. Also student library worker online timesheets are handled via the fiscal office personnel. Other business office interactions involve the collection of fines and fees, and funds from the photocopier to be deposited at the office plus shipment of parcels and boxes of intra-library loan (ISL) books from the mailroom.

A third access service that the library regularly interacts with are the human resources department. Whenever the matter of filling staff positions or student employment comes up the hiring process will involve both the library and HR.

- **Comment on program use of auxiliary resources (instructional media, lab resources, computer assets). How can you improve utilization of these resources?**

The library has always worked closely with many of the auxiliary resources on campus. They provide services that the library does not have the capability of doing and are the specific sources of those services at the college. One of the two most heavily used auxiliary resources has been computer services. They provide services such as installation of computers, printers, and peripheral equipment along with maintenance and

servicing whenever there is computer related problems. The library also depends heavily on their services when there are new upgrades to download into Voyager.

The second heavily used auxiliary service has been media services. A major component of their services includes purchasing and travel requests performed by their steno/clerk for the library staff. Other services provided include HITS programming, video and audio equipment setup, and graphic work by the graphic artist.

The library along with the rest of the college had been waiting for the arrival of a new webmaster that became a reality in June 2017. The library staff will soon be utilizing the webmaster for assistance in updating the library's web page.

- **What tutoring, mentoring, and/or counseling services are available to support students in your program? Comment on ways that your program can work with these groups to improve services to students.**

There have been cases when the needs of students are beyond the capabilities of the library staff to provide the needed answers. In these instance students have been referred to appropriate departments for assistance. In the past we have encountered students who ask us questions about their assignments and classes and we end up referring them to tutoring services for assistance when it was determined that the students needed help beyond regular library assistance in their class work.

Also, the library staff acts proactively if in consultation with a student it is determined that the student would be best be served by a counselor for academic and guidance counseling; especially if they are failing in their classes. Students with noticeable disabilities may need disability assistance and guidance from the disability counselor if they are not already serviced by the college. The counselor would be notified to make sure the student is already being provided with special services.

- **Indicate program plans as a result of the analysis. Identify relevant data needed to effectively plan for a modern teaching and learning environment.**

See UHCC/KCC Initiative: Hawaii Graduation Initiative (p. 8-9) for program plans.

UHCC/KCC Initiative: High Performance Mission-Driven System
  Strategic Goal 16: Increase Opportunities for and Participation in Professional Development

- **How does your program increase opportunities for and participation in professional development?**

  The library has always encouraged its staff to attend professional development activities. No one is denied the opportunity even if it means shortage of staff in the library while the staff member attends the professional development activity.

- **Comment on collaborative efforts with other program units. Assess successes and challenges and plans for future collaboration.**

  A pending collaboration is with the Hawaiian Studies Program is the provision of the former microfilm room to be converted over to the William K. Kikuchi Room. This project was planned before the first renovation in 2011 and has been on hold since then. Since then several attempts have been made to have this project funded by grants but so far have not yielded positive results.

- **Explain how faculty and staff maintain expertise in their discipline or area of responsibility. Describe strengths and weaknesses of faculty/staff appropriate to the program's current status or future development. Comment on the adequacy of faculty to meet program outcomes. Indicate any immediate and projected future staffing needs.**

  It is vital for librarians and staff to maintain keep up with recent developments in their field. Reading of professional literature has always been a traditional means in keeping current with new developments in librarianship. Many of the professional journals can now be accessed via the internet so this allows the library to drop some subscriptions as a cost saving matter.

  The limitation of access to professional meetings by our current staff, especially national ones, means that the prime area of professional development falls on the professional meetings that are held frequently by the UH System Libraries. Each steering committee meets with members in their area of specialty such as circulation, technical services, information literacy, or distance learning.

  To alleviate the cost of local travel there has been an increase in attendance at meetings via HITS. Technology has also provided access for the staff to attend online workshops and webinars in lieu of actually being physically present at those sessions.

  Currently the library does not have an instructional librarian to fill the vacated position that occurred after June of 2017. This is an immediate staffing need so the information

literacy program and OER implementation will be on track from 2018. Hopefully, this position will be filled by the end of this year. With this librarian in place there would be adequate number of faculty to meet program outcomes.

Another immediate staffing need is a second classified staff to assist the lone library assistant in circulation and processing, and also to help out with the evening shifts. This is a position that the library lost a decade ago when the position was frozen by the State and somehow later was removed or lost in the civil service listing.

- **Describe the Professional Development plan, including availability of resources and the process of allocating these resources. Does this plan adequately meet Professional Development needs?**

Since there is no definitive professional development plan for the library no funds have been allocated in the library's budget to support professional development activities; especially those involving travel to the mainland. Whenever there is a need for a librarian or staff to acquire new skills or attend local conferences or workshops a request is submitted for travel and conference costs to be covered by the college and/or the proposer. This probably only meets local needs since it denies the opportunity for attending mainland conferences and workshops.

Part V. **Survey Results**

Student Satisfaction
In the Effectiveness Indicators section of Part III. Quantitative Indicators of Program Review there is 5-year review of the library satisfaction survey that was administered to students who took library instruction. The numbers in the survey show a progressive increase in satisfaction levels among the students in their views of library services and resources. What stands out from all these numbers is how students viewed the library while it was located in the Social Sciences building. From August 2015 to early January 2017 the LRC building was closed due to renovation. The satisfaction responses for 2015-16 and 2016-17 coincides with the time of the closure.

What is interesting about the satisfaction levels for 2015-16 during the height of the library's relocation is that the numbers actually went up from the previous year in 5 of the 7 survey questions. One of the two questions that had a drop in satisfaction pertained to the library being a comfortable place to study. From the previous year's satisfaction of 83% the percentage dropped to 78% which was expected to happen. However, the following year in 2016-17 the number rose back up to 83%. It possibly could be attributed to the reopening of the LRC

building in January of 2017 but it must be noted that most of the surveys came from classes in Fall 2016.

To get a better understanding of how some students felt about the relocation of the library can be seen in the following comments taken from the surveys:

- I want the old library back, where we actually had books (Eng. 215, F 2015)
- Usually very satisfied with library but it's not open. Hopefully construction stops soon (Eng. 215, F 2015)
- Can we please get the LRC back? (Eng. 100, F 2015)
- I wish we had access to more books during the library renovation (Eng. 100, F 2015)
- It would be nice to have a "real" library especially with all the research papers I did this semester (Hist. 281, F 2015)
- Need to open the regular library soon. It's ridiculous we attend a college for over two semesters without a library. Unethical. (Eng. 100, S 2016)
- Can't wait till the actual library is finished. More room, more books (Eng. 100, F 2016)
- The library is good for what it is, but there is no substitution for having books on the shelves. The lack of them has been a bummer. (Eng. 100, F 2016)

While the satisfaction numbers in the student surveys can vary each year due to the number of students taking the survey and which classes are surveyed, they can reflect the ongoing perceptions of the students even though they are but a small sampling of the total student population.

Part VI. **Analysis of Program**

Alignment with Mission

The library's emphasis on student learning outcomes via information literacy instruction aligns with the college's mission statement on "nurturing life-long learners." By empowering students to be self-sufficient and confident in conducting information research it allows them to become life-long learners beyond their academic careers at Kauai Community College. It is hopeful that the use of services and resources provided by the library will translate into successful lives within the community whether it be in a career or personal capacity.

Strengths and Weaknesses Based on Analysis of Data

Based on the quantitative indicators (p. 3-4) for this comprehensive program review the library is showing healthy signs in the demand, efficiency, and effectiveness indicators. This all translate into strengths for the library in the review of the past five years of data.

Along with these quantitative data are the services and holdings data that indicates the amount of activity level that the library handles and what kind of resources are available to students (See below for chart). These library services and resources provide a wealth of information for students to access and deserve to be considered strengths of the program.

SERVICES		2012-13	2013-14	2014-15	2015-16	2016-17
Book Circulation		5,042	5,461	3,670	837	1,705
E-Book Resources	Total Searches	TBA	TBA	TBA	TBA	TBA
	Total Retrievals	TBA	TBA	TBA	TBA	TBA
Intrasystem Loan (ISL)		1,096	379	222	110	69
Consortial Electronic Resources	Total Searches	98,045	95,567	11,755	11,694	91,805
	Full-Text Articles Retrieved	8,826	11,704	16,352	10,444	13,160
Non-Consortial Electronic Resources	Total Searches	NA	518	8,851	5,189	3,836
	Full-Text Articles Retrieved	NA	258	1,644	1,437	2,310
Hits on Home Page		23,229	28,213	32,921	26,109	25,298
Reference Assistance		3,674	4,417	4,072	1,454	1,696

HOLDINGS					
Books	62,336	62,047	58,683	54,110	53,522
E-Books	106,773	121,627	132,713	140,754	164,329
Print Journals	125	121	118	103	92
E-Journals	13,525	19,955	28,707	28,704	27,143
Electronic Databases	34	34	46	46	46
Microfilm	2,666	2,638	2,671	2,703	2,754
AV (Videos & DVDs)	1,005	1,008	747	730	687

An area of weakness in which the library is still trying to recover from since the completion of the renovation and its move back into the LRC building is the number of patrons that are entering the library. Every year the library selects one week during the month of October to do a visual count of the number of patrons who enter the library. This serves as a snapshot of the traffic coming into the library (See chart below). Since it is during the month of October the count is used for the previous year's program review.

Year (Oct)	2012-13	2013-14	2014-15	2015-16	2016-17
Week Traffic	3,894	3,500	627	516	1,926
Daily Avg.	778.8	700	125.4	103.2	385.2
Evening Avg.	69	60	13.75	10	23

The big drop-off in traffic can be seen for both 2014-15 and 2015-16. The visual count for 2014-15 was taken in October of 2015 and that was during the first semester that the library was relocated to the Social Sciences building due to renovation. The numbers dropped dramatically from 3,500 from the previous year to 627 and continued on to the next year with an even lower number of 516 when renovation was still in progress. Also the evening count of students entering the library dipped quite a bit during those two years. With the renovation completed the daily numbers increased to 1,926 and the

evening count to 23 in 2017. While this is encouraging the numbers are still significantly down from the first two years of this comprehensive program review.

Another area in which the library could still improve on is information literacy instruction. The problem still stems with the marketing of this program to faculty and instructors. The number of classes participating in information literacy instruction have been steadily dropping over the past few years. There is a never ending need to actively market this program to new instructors to replace the drop-off. Cooperation is everything with this program and without interested faculty it has a direct impact on the effectiveness of the information literacy instruction which fuels the library's PSLOs.
<u>Evidence of Quality</u>

Since the last comprehensive program review, the library has undertaken an aggressive approach in adding more electronic databases to fill the demand for more full-text databases. The addition of Credo Reference, Opposing Viewpoints, ProQuest's US Newsstream, Kanopy, Britannica Image Quest and Original Sources, and EthnographicVideo Online have not only increased the quantity but quality of digital resources available to students.

While e-resources, both books and online databases, have taken center stage due to an increase in student use of digital resources, there is still a need to update the quality of other resources in the library. For example, in the midst of adding these digital resources the library still is in the midst of updating the physical book collection via the weeding process and purchasing of new materials. As can be seen in the chart below the library has withdrawn a sizeable number of volumes; especially prior to the relocation to the Social Sciences building in 2015.

Year	2012-13	2013-14	2014-15	2015-16	2016-17	Total
Withdrawals	939	1,534	4,045	5	1,017	7,540
Additions	1,381	1,245	679	375	429	4,109

Even though circulation of physical books has significantly gone down there is still a need to balance the collection with different formats of resources. Students still ask for physical books even with the availability of e-books online for their use. In the process of weeding the collection the library staff is trying to improve the quality of the book collection with current material. There is nothing more disheartening than to steer

students to books that have been published way before their birth year. Although we have to advise them that many of the classic works are still pertinent even with the old publication date.

Evidence of Student Learning

The three average PSLOs scores over the past five years demonstrate the general improvements that the student attain from analysis of the pre and post-tests. Even effectiveness indicator no. 12-4 ("library's instruction sessions have increased my ability to do research and use library resources") which is one of the student satisfaction survey questions shows dramatic improvement in scores over the past three years. Confirmation from faculty and staff support student satisfaction survey ratings with their comments in the academic support survey for 2012-13 to 2014-15. In this survey they agreed strongly that "student learning has increased as a result of the services and technologies provided by library services."

Resource Sufficiency

The adequacy of current resources in support of student needs can be seen in the services and holdings chart that show the amount of student activity with library resources and also the number of resources available for student access. As an example, students did 91,805 total searches in consortium electronic resources and accessed the library home page 25,298 times. These figures show the heavy access level that students have been doing on e-resources and connections to the library.

The holdings chart reveals the extent of the library's collection of resources, both physically and electronically. As seen in the chart the library has significantly more e-books that physical books; almost a 3 to 1 ratio. Along the same lines the holdings of e-journals have doubled since 2012-13 from 13,525 to 27,143 in 2016-17. The total number of electronic databases is now 46; up from 34 just three years ago.

The student satisfaction survey which is profiled in the effectiveness indicators indicate that students are very satisfied with the amount of books to meet their needs (12-1) and finding enough articles from the library databases (12-2). The former question undoubtedly incurs positive responses from students who are familiar with the e-books since it is the larger of the two formats of the book collection. Students also give high ratings to effectiveness indicator 12-3 ("the library staff guide me to resources I can use").

Recommendations for Improving Outcomes

See Assessment Results for PSLOs (p. 6-7)

Part VII. Status Report for the Prior Year Requests

Goals/Action Plans Identified for the Past Year in APRU

- Continuation of the services of an instructional librarian to provide library instruction in support of academic curriculum and to contribute to student success
- Upgrade security gate system at front entrance to library

Program Goal & Campus Strategic Goal or Priority Alignment	Continuation of the services of an instructional librarian to provide library instruction in support of academic curriculum and to contribute to student success (**Strategic Goal 1/Priority Goal:** Increase the Number of Graduates and **Strategic Goal 7/Priority Goal:** Reduce the Time to Degree: Increase Student Retention and Credit Accumulation; and **Strategic Goal 5:** Eliminate Access and Success Gaps and **Strategic Goal 14:** Reduce the Cost of Education for Students)
Action Item	Hiring of Instructor, C2 (Instructional and Reference Librarian), 11-month, to fill position vacated by retiring librarian at the end of spring 2017 semester
Resource acquired	$63,276 minimum for annual salary
Outcome(s)	Instructional librarian plays an important role in the library's SLO evaluations of student information literacy
Outcome(s) Evaluation (Improvements made to program based on assessment data)	Hiring process is not expected to be completed until end of 2017 so the outcome evaluation for this action plan cannot be determined until the 2018 APRU
Action plan if outcome was not met	NA

Program Goal & Campus Strategic Goal or Priority Alignment	Upgrade security gate system at front entrance to library (**Strategic Goal 13:** Enhance facilities with Appropriate Technology and Ensure Facilities Support 21st Century Learning and Teaching Environments)
Action Item	Replacement of Checkpoint RF security gate at front entrance to library for enhanced security of book and periodical collections (Checkpoint Liberty PX RF Security Gate)
Resource acquired	$12,000
Outcome(s)	Indirectly impacts PSLOs by providing some measure of protection and availability of library resources within the students' learning environment
Outcome(s) Evaluation (Improvements made to program based on assessment data)	Delivery and installation of security gate is not expected until the end of 2017 so outcome evaluation cannot be included until the 2018 APRU submission
Action plan if outcome was not met	NA

Part VIII. Resource Request and Budget Implications

Goals/Action Plans Identified for Current Year

- Continue to appropriate e-resources as needed in response to increasing use of library's digital resources
- Reduction of library's holdings of outdated books will contribute to student success and performance
- Revise and enhance current instructional methodology with other available methodologies to further the performance of information literacy instruction in student success

- Enhancement of instructional methodology with updated technology in information literacy instruction and contribution to student success

Action Plans and New Resource Request

Program Goal & Campus Strategic Goal or Priority Alignment	Continue to add appropriate e-resources as needed in response to increasing use of library's digital resources (**Strategic Goal 5:** Eliminate Access and Success Gaps and **Strategic Goal 13:** Enhance Facilities with Appropriate Technology and Ensure Facilities Support 21st Century Learning and Teaching Environments)
Action Item	Possible Reallocation of Funds for E-Resources
Resource(s) Request	No additional funds is requested at this time
Person(s) Responsible and Collaborators	Bob Kajiwara
Timeline	Spring 2018 semester
Indicator of Improvement	Effectiveness indicators for 12-1 (100%) and 12-2 (96%) will continue to remain high in satisfaction among students and increase numbers for demand indicator #5
PSLO Impacted	All three PSLOs will be impacted by this action plan
Current Status	Research and assessment of possible reallocation

Program Goal & Campus Strategic Goal or Priority Alignment	Reduction of library's holding of outdated books will contribute to student success and performance (**Strategic Goal 5:** Eliminate Access and Success Gaps and **Strategic Goal 13:** Enhance Facilities with Appropriate Technology and Ensure Facilities Support 21st Century Learning and Teaching Environments)
Action Item	Continuation of De-accessioning (Weeding) of Book Collection
Resource(s) Request	No funding requested for this action plan

Person(s) Responsible and Collaborators	Librarians
Timeline	No ending timeline for this continuous action plan
Indicator of Improvement	Maintain high effectiveness indicator for 12-1 (100%) and increase demand indicator #5 pertaining to book circulation
PSLO Impacted	All three PSLOs will be impacted by this action plan
Current Status	Ongoing

Program Goal & Campus Strategic Goal or Priority Alignment	Revise and enhance current instructional methodology with other available methodologies to further the performance of information literacy instruction in student success (**Strategic Goal 5:** Eliminate Access and Success Gaps and **Strategic Goal 13:** Enhance Facilities with Appropriate Technology and Ensure Facilities Support 21st Century Learning and Teaching Environments)
Action Item	Evaluation and Review of Other Tools for Assessing Library Literacy
Resource(s) Request	No funding requested for this action plan
Person(s) Responsible and Collaborators	Instructional Librarian
Timeline	Ongoing process
Indicator of Improvement	Maintain or further increase the high satisfaction rating for effectiveness indicator #12-4 on library instruction
PSLO Impacted	All three PSLOs will be impacted by this action plan
Current Status	Will be undertaken with the hiring of the instructional librarian

Program Goal & Campus Strategic Goal or Priority Alignment	Enhancement of instructional methodology with updated technology in information literacy instruction and contribution to student success (**Strategic Goal 1/Priority Goal:** Increase the Number of Graduates and **Strategic Goal 7/Priority Goal:** Reduce the Time to Degree: Increase Student Retention and Credit Accumulation; **Strategic Goal 5:** Eliminate Access and Success Gaps and **Strategic Goal 13:** Enhance facilities with Appropriate Technology and Ensure Facilities Support 21st Century Learning and Teaching Environments
Action Item	Install a 75" interactive smartboard with projector in room 122 to assist Instructional Librarian in teaching library literacy to participating classes in the library instruction program
Resource(s) Request	75" Interactive Smartboard with Projector
Person(s) Responsible and Collaborators	Bob Kajiwara with input from Pat Watase and Anne McKenna; and approval from College Council and Cabinet
Timeline	Purchase and installation by end of Spring 2018 semester so it will be ready to use by the beginning of the Fall 2018 semester
Indicator of Improvement	Effectiveness indicator no. 11-2 will see an improvement in scores from 76% to 80% when "students will be able to access needed information" (PSLO #2)
PSLO Impacted	All three PSLOs will be impacted by this action plan
Current Status	Will submit for funding approval as part of APRU process in the Comprehensive Program Review in mid-November 2017

Resource Implications

RESOURCES NEEDED			OUTCOMES
Initial Acquisition Cost	**Annual Recurring Cost**	**Useful Life**	**(Identify and Quantify)**
$7,000	NA	5-10 years	Direct impact on effectiveness of information literacy instruction and the three PSLOs associated with instruction

Part IX. Program Student Learning Outcomes and Assessment

[Program Student Learning Outcomes for the past five years]

1. *The student will be able to access needed information*
2. *The student will be able to evaluate information and its* sources *critically*
3. *The student will be able to acknowledge sources*

A.   PSLOs Alignment with Industry Needs

All of the community colleges within the University of Hawaii Library System share one common PSLO that was agreed upon by all the head librarians in conjunction with the academic support deans. The creation of a uniform academic support system program review was completed in 2011. Aside from this one common PSLO, KCC has expanded the PSLO with two additional ones that the campus shares with the libraries at Kapiolani and Honolulu Community Colleges.

Program Student Learning Outcomes (PSLOs) were developed in accordance with the Information Literacy Competency Standards for Higher Education by the American Colleges for Research Libraries (2000). However, the ACRL rescinded the standards in 2015 and adopted the Framework for Information Literacy for Higher Education on January 11, 2016. According to the ACRL,

This Framework ...grows out of a belief that information literacy as an educational reform movement will realize its full potential only through a richer, more complex set of core ideas...Librarians have a greater responsibility in identifying core ideas within their own knowledge domain that can extend learning for students, in creating a new cohesive curriculum for information literacy, and in collaborating more extensively with faculty.

The ACRL seems to have gravitated away from emphasis on learning outcomes and transitioned to what they refer to as "core ideas." Since the publication of Information Literacy Competency Standards in 2000, "academic libraries and their partners in higher education associations have developed learning outcomes, tools, and resources that some

institutions have deployed to infuse information literacy concepts and skills in their curricula."

The definition of information literacy has now been expanded by ACRL to be "the set of integrated abilities encompassing the reflective discovery of information, the understanding of how information is produced and valued, and the use of information in creating new knowledge and participating ethically in communities of learning."

Since the adoption of the Framework in 2016 many academic librarians still have questions on how to use the new Framework in library instruction. As this is also unfamiliar ground to our library staff at KCC we will continue the standard PSLOs in this year's Comprehensive Program Review as directed by the Systems Office and evaluate the Framework implementation in future program reviews.

B.   Expected level of achievement for PSLOs

The expected level of achievement for the library's three PSLOs is a score of 70% or better on each outcome of the information literacy post-test.

C.   Courses with Assessment of Outcomes

Year	Class	Pre-Test	Post-Test	%Plus/Minus
S 2013	Botany 105	81%	85%	4%
S 2013	Micro 130	84%	86%	2%
F 2013	Botany 105	53.5%	64%	10.5%
F 2013	Botany 105	65%	79%	14%
F 2013	English 100	75%	90%	15%
F 2013	English 100	64%	72%	8%

F 2013	English 100	58%	75%	17%
F 2013	English 100	68%	78%	10%
F 2013	Health 155	74.5%	87%	12.5%

Year	Class	PSLO #1 (%)		PSLO #2 (%)		PSLO #3 (%)	
F 2014 to S 2015	Botany 105	58%	65%	75%	71%	88%	87%
	English 100	(Pre)	(Post)	(Pre)	(Post)	(Pre)	(Post)
	Health 155						
	Science 121						
	English 100						

Year	Class	PSLO #1 (%)		PSLO #2 (%)		PSLO #3 (%)	
F 2015 to S 2016	English 100	69%	86%	73%	68%	88%	93%
	Health 155 (2)	(Pre)	(Post)	(Pre)	(Post)	(Pre)	(Post)
	History 281						

Year	Class	PSLO #1 (%)		PSLO #2 (%)		PSLO #3 (%)	
F 2016 S 2017	English 100 (5)	77%	87%	49%	76%	93%	93%
	English 215	(Pre)	(Post)	(Pre)	(Post)	(Pre)	(Post)

D.   **Assessment Methods or Instrument used to Measure PSLOs**

A pre-test is administered to students during a library instruction session. Later in the semester a post-test (together with a survey with results in the quantitative indicators of the APRU) is presented to the same class. A comparison is checked between the pre and post-tests to determine if there were improvements in scores for the three PSLOs that are being measured in the tests.

It should be noted that the number of students taking both tests may vary due to students dropping courses by the end of the semester or not being present when either the pre-test or post-test are being administered by the librarian and instructor, respectively. Also, there are instances in which the number of classes that have taken both tests are less than the number of pre-tests that have been administered at the beginning due to the instructor forgetting to follow-up with the survey and post-test at the end of the semester. Both the pre-test and post-test consist of a multiple choice quiz with eight questions that test a student's understanding of the three program student learning outcomes.

E. Results of PSLO Assessment and Analysis of Results

Over the five years since the three PSLOs have been utilized to track student learning outcomes it is quite evident that PSLO no. 2 ("the student will be able to evaluate information and its sources critically") is the most difficult for the students to master in information literacy. Both the pre and post-test scores are the lowest among all three PSLOs. In fact, during 2015-16 the post-test scores were even lower than the pre-test results and was disappointedly below the passing grade of 70%.

Historically students have performed much better on both "accessing information" (PSLO no. 1) and "acknowledging sources" (PSLO no. 3). In many cases the pre-tests are already passing marks with 70% and the post-tests improve to an 80 to 90 percentile range.   Among these two PSLOs "acknowledging sources" seems to be grasped more readily by students in the information literacy instruction.

Minor revisions with the questions have been done in the past. Changes were mostly done with the wording or presentation of the questions without changing the actual content that the library was trying to test on.

F. Other Comments

None

G. Next Steps

Annual review and evaluation of test questions on whether they are effectively measuring PSLOs and whether the survey questions are effectively measuring satisfaction responses from students in regard to library services and resources.