



2020

ANNUAL REVIEW OF PROGRAM DATA

LIBRARY



UNIVERSITY of HAWAII®
KAUA'I
COMMUNITY COLLEGE

Ex

1. Program or Unit Description

The library supports the mission of Kauai Community College and its curriculum with the following library 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.

As one of the learning support service units under Student Affairs at Kauai Community College, the library provides services to its students and faculty within the Learning Resource Center. The library also supports community college distance students and University Center distance students (upper division and graduate students). The library staff consists of four librarians (three as of Jan. 2020), one library assistant, and two student workers. Circulation, reference, and instructional services are the primary public services offered by the library.

Along with access to a book collection of over 48,000 titles, the library also provides intra-system loan (ISL) from the entire University of Hawaii Library System. There are in excess of four million volumes available through this loan system. The library is currently subscribing, via consortium, to over 256,000 ebooks (ProQuest Ebook Central, Ebsco ebooks, and Credo Reference). Due to the Covid-19 pandemic the UH System Libraries have full access to the HathiTrust digital library as of April 6. This is a partnership of academic and research institutions that offer access to a collection of millions of titles digitized from libraries around the world. Also, the library subscribes to 53 full-text electronic databases for journals and magazines that provide access to over 55,000 titles.

Visual media is another important component of the library's resources. A variety of digital online media resources (Films on Demand, Kanopy, and Ethnographic Video Online) provide over 68,000 film titles. Altogether, these ebooks, ejournals, and video streaming services are readily accessible by students from any remote location. Links to these databases are prominently displayed on the library's web page.

2. Analysis of the Program/Unit

In assessing this past year's performance of the library in the demand, efficiency, and effectiveness indicators, one external factor had a major impact on library operations. With the onset of the Covid-19 pandemic the college transitioned from in-person instruction to strictly remote learning on March 30, 2020. This led to the library cutting back its operating hours from 54 ½ hours per week down to 20 hours at one point. The following chart shows the changes in hours of operation from March 30 to June 30:

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Dates	Hours	Hours Per Day	Number of Days
March 30 to April 1	8:00 to 4:00	8	3
April 2 to 22	11:00 to 3:00	4	14
April 23 to 27	9:00 to 2:00	5	3
April 28 to June 30	9:00 to 3:00	6	44

The changing nature of the schedule reflected the library’s response to student needs by maintaining open hours and even expanding within the midst of the pandemic as the semester continued on into May and early summer. In many instances the library was operating with a small crew while several staff members worked from home. Along with the shortened hours, the library as well as the rest of the campus was closed to the general public. At one point Kauai was one of the few campuses with the library still open throughout the early stages of the pandemic. The others being Kapiolani CC, Hawaii CC, UH-Hilo, and UH-Manoa.

An immediate impact on the library with the transition to online learning was the dwindling number of students who were coming in to the facility. The numbers remained fairly consistent throughout the rest of the semester until finals week when the numbers doubled in size. This can be seen in the chart below:

Week	Hours	No. of Students Entering Library	No. of Students Using Desktop Computers
April 6 to 10	11:00 to 3:00	26	12
April 13 to 17	11:00 to 3:00	23	17
April 20 to 22	11:00 to 3:00	26	17
April 23 to 24	9:00 to 2:00		
April 27	9:00 to 2:00	31	19
April 28 to May 1	9:00 to 3:00		
May 4 to 8	9:00 to 3:00	41	23
May 11 to 15	9:00 to 3:00	53	26

Many of the students who were utilizing the library during early stages of the pandemic and right up to the end of the semester seem to be regular or repeat visitors. Evidently a primary motivation to visit the library was to access the computers and printer. We were hearing from several students that the Wi-Fi was not reliable in certain parts of the island and this necessitated them to come in and access the source directly. Others were coming in to use the library as a study hall. For these students the prime motivation seems to be finding a quiet spot to study when the home environment was getting a bit over crowded with family members staying at home due to school and work closures.

In response to the transition to online learning, and especially to the needs of students who had no access to computers during the pandemic, the college elected to offer long-term loans of chrome

books to KCC students. Beginning with the week prior to spring break (March 16-20) all KCC students were notified of long-term loans of chrome books through mid-August. Forty-four chrome books were loaned to students and faculty from March 19 to June 30. SAM and LAH divisions were generous in providing their chrome books for this first time loan program. An additional 50 chrome books were purchased via the office of Frankie Harris and they became available in early April.

Coinciding with the smaller number of traffic entering the library was an increase in the number of students requesting reference assistance via phone and email. Our instructional and reference librarian Jay Baker had to reconfigure his standard in-person reference service to assisting students and delivering information remotely from home. Even library instruction had to be redesigned from on-site classroom settings to virtual delivery to individuals and groups of students. Zoom became a favorite method of connecting to students, and providing instruction and reference assistance. While the demand indicator ratio of students attending Jay's instructional sessions per FTE students (0.71) dipped somewhat from the previous year (1.2), it actually was comparable to the ratio for 2017-18 (0.7). This demand indicator met the .07 or more for a healthy call on the scoring rubric for monitoring the capacity and need for the unit.

It was to be expected that in the midst of the pandemic various library services would be somewhat in a state of turmoil. However, it was surprising that the numbers for the demand indicator such as downloads and circulation of materials from the library did a downturn from the previous year of 24 items per FTE students and faculty to 18 this year. Logically it would seem that downloads from digital sources would have increased significantly during this period and would have been enough to keep the ratio at least comparable or higher to the previous year. But for KCC a downward trend beginning from 2017-18 (33) runs counter to 60% of libraries that saw an increase in demand for electronic and digital resource sharing during the pandemic as surveyed in The State of Academic Libraries Benchmark Survey that was commissioned by Ex Libris in June 2020.

The drop-off in circulated physical books was to be expected during the pandemic since most students remained at home for their online learning. From late March to mid-May there was hardly any book loans. Also, interlibrary book loans (ISL) were suspended for the duration of the semester until July. Unfortunately, this demand indicator for both downloads and circulated material was the only one to get an unhealthy call due to its less than 20 on the scoring rubric. It should be noted that our limited access to the HathiTrust digital collection that has been available since 2018 was expanded to full access in April of this year because of the pandemic. However, usage statistics for this site are currently unavailable to each specific campus and so it remains an unknown factor in how much it would have added to the downloads and circulation ratio per FTE students and faculty.

Hits on the library homepage is a significant demand indicator of activity by both student and faculty. The number of hits this year (30) per FTE student and faculty during the pandemic was still a good number even though it was half of last year's extraordinary amount of 60 vs. 36 in 2017-18. This third demand indicator received a healthy call with its 30 or more hits on the scoring rubric.

The efficiency indicator of reference questions per FTE librarian saw a significant drop this year due to the impact from two external factors of Covid-19 and the retirement of distance education

and reference librarian Anne McKenna in December 2019. Without the replacement of the position vacated by Anne, the library was already in a state of staff shortage when the pandemic became a reality in March 2020. Reference duties fell largely on Jay's shoulders and with the pandemic it became a virtual instead of on-site service. This turn of events probably contributed somewhat to a drop in reference requests and created a disconnect to those who could not adapt to virtual or remote services. For the record this past year can be divided into two halves with 222 reference questions per FTE librarian (4) for fall 2019 and 25 reference questions per FTE librarian (3) in spring 2020. In comparison, the previous year's number was 299 with a full complement of 4 librarians on duty.

Other efficiency indicators show that the number of book volumes increased dramatically with 446 volumes per FTE student in comparison with 321 in 2018-19 and 318 in 2017-18. This year's number made the healthy call on the scoring rubric with 275 or more in monitoring how resources are budgeted and spent in the unit. A major factor in the increase of book volumes was due to the growth in digital books available via our ebook subscriptions. It should also be kept in mind that the ratio would be even higher if the non-subscribed HathiTrust digital collection was included in the mix.

Due to projected budget cuts in 2020 the library does not anticipate the continued growth in the purchase of physical books. More dependence than ever will be placed on ebooks and other digital sources. According to the Academic Libraries Benchmark Survey, only 37% of all institutions surveyed in 2019 said spending on physical resources would shrink whereas in the June 2020 survey, libraries felt less optimistic with 87% projected downsizing in purchasing of physical resources.

While book support, especially via ebooks may be sustainable in the long term, the total materials expenditures, including physical books, per FTE student dropped this year to \$83 per FTE student. Last year it was \$100 but the previous year in 2017-18 was much lower at \$63. In contrast to material expenditures, the total library expenditures per FTE student and faculty increased due to cost of material and associated costs along with salaries to \$617. This indicator has consistently been increasing since two years ago when it was at \$539.

Results of Prior Year Action Plans

Two of the three action plans that were outlined in the 2019 APRU came to some form of fruition late last year and over this summer. The anticipated migration from the longstanding Voyager library management system (2000) to Alma became a reality on Dec. 18, 2019 when we went live with the new system. Extensive preparation, testing, and training with Alma began earlier in the year. Everything seem to be inundated with Alma throughout 2019 and into the current year. It was not a completely smooth transition because of the many glitches that needed to be ironed out with a new system. The staff was still in a learning mode with Alma when the pandemic forced the move to online learning. Alma was somewhat nudged to the side while the library placed on hold or curtailed certain services such as interlibrary loan. A full user assessment of Alma with its public interface will not be fully known until the next APRU in 2021.

The reconfiguration of the first floor of the library (including the learning commons and room 122) to accommodate new furniture and equipment from Part I of Title III funds (Kahua Paepae Ola Project) slowly became a reality over the summer. Although the implementation dates were projected from Fall 2019 to Spring 2020, a preliminary reconfiguration of the first floor was undertaken as a response to Covid-19 and the college's move to online learning. Social distancing of tables and seating was put into place. Group study was discouraged by placing a single seat at each table and large furniture such as sofas were removed from the main seating areas. The number of desktop computers were downsized and separated on the tables to follow social distancing guidelines. The second floor was closed in order to limit library use to the first floor. As protective measures to the library staff glass and plexi-glass barriers were installed around the circulation desk and the reference desk was moved to the circulation area. Furthermore, all authorized UH students and employees were required to wear a mask during their stay in the library.

Early arrivals of purchased items via Part I of Title III funds came in during the summer. These included new desktop computers for student use, collaborative computers, and various tables and seating for the circulation and reference areas. We are still awaiting the arrival of new tables and chairs for the library instructional and conference room (122). Part II of Title III funds that includes additional furniture such as tables are forthcoming for the coming year. As in the case above, a full user assessment by students of the new desktops and reconfiguration of the learning commons must wait till next year.

The one action plan that was not implemented involved the refilling of the vacated position by Anne McKenna who retired at the end of December 2019. Due to budgetary shortfalls brought on by Covid-19, all vacant UH faculty positions have been frozen as of late March 2020. The reality that this position will not be filled in the foreseeable future necessitates looking at other alternatives in dealing with the understaffing problem.

3. Program Student Learning Outcomes or Unit/Service Outcomes

As noted in the above section on the analysis of the program, the effects of Covid-19 affected numerous aspects of library services along with the ensuing analytics and assessment of the program. The efficiency Indicators (Appendix I) assessed a smaller number of students that participated in the data survey collection and in the Student Learning Outcomes (SLOs).

In promoting critical thinking and information literacy among students the library incorporates three SLOs:

- Student will be able to evaluate information and its sources critically
- Student will be able to access needed information
- Student will be able to acknowledge source

The following classes and number of students participated in the assessment of SLOS

- ENG 100 (50/4 classes)
- POLS 110 (9/1 class)
- SOC 100 (11/1 class)

In all three SLOs the library met the healthy call of 70% or better on the Scoring Rubrics for the effectiveness indicators with scores of 92%, 88%, and 98%, respectively. The latter SLO improved on the previous year's assessment of 95%. All three indicators (SLO) plus the effectiveness indicators (student satisfaction surveys) listed below monitor the quality of products produced by the unit.

There were several revisions made in the effectiveness indicators 12-1 to 12-7 for the 2020 APRU. All of these indicators are assessed via student satisfaction surveys. Changes with these indicators are noted directly under the chart in Appendix I. In summary the seven indicators have been downsized to three with most combining several indicators into one. Two were eliminated from the current survey. All three effectiveness indicators measuring student satisfaction met the healthy call of 85% or better on the Rubrics Scoring at 92%, 91%, and 88%. The overall health score from the scoring rubric for demand, efficiency, and effectiveness indicators comes to a total of 10 (see Appendix II).

4. Action Plan

In the midst of the Covid-19 pandemic, various action plans need to be developed and placed into service to accommodate the new reality of learning and instruction that has been thrust upon all academic institutions. With the library's next comprehensive review coming up soon in 2022, the following action plans will help steer the library forward in its attention to what will be foremost in mind for the next two years.

Goal 1/Delivering of Reference Service Remotely: 84% of 233 libraries surveyed in The State of Academic Libraries Benchmark Survey commissioned by Ex Libris in June 2020 said that supporting remote students is forcing them to make changes. This was immediately recognized by the library in March of this year when the transition to online learning was put into effect by the UH administration. Our reference librarian, Jay Baker, started immediately in servicing reference assistance remotely when he relocated his work site to home. He incorporated answering phone calls, text messages, emails, and Zoom conferences.

The downturn in the efficiency indicator for reference assistance this past FY has been troubling in spite of the pandemic's sizeable impact on library services. Evidently there were instances in which students failed to transition effectively from in-person to remote reference assistance and associated library services. This can be seen in the larger picture in which students dropped completely out of their studies because of the shift to online learning. Understanding that an increased presence of remote learning and the need for parallel virtual library services will be in play for some time, the library needs to continue the revitalization and marketing of its reference services.

Unit of Measure, Benchmark & Goal: The delivery of reference services remotely will continue to be an ongoing project in how best to streamline and better serve the student and faculty clientele. There really can be no finite timeline for this goal since the methodology and technology in remote delivery will be continuously evolving over the years. Benchmark measures can still be done via satisfaction surveys with 80% or better being desirable levels and also an increase in number of reference questions within efficiency indicator no. 7.

KCC Mission: Action Plan is in alignment with “Delivers educational opportunities on campus in small classes, in the community, internationally, and through distance learning” and “Prepares and supports students individually and collectively to succeed in academic endeavors and engage in life-long learning.”

KCC Strategic Goals: Action Plan is in alignment with “Strengthen distance education offerings” (Goal 12) and “Enhance facilities with appropriate technology and ensure facilities support 21st century learning and teaching environments.” (Goal 13)

Goal 2/Development of Online Surveys: The onset of the pandemic during mid-semester in Spring 2020 challenged the library into rethinking of how to conduct various services and also how to assess those services. For many years the primary way in how the library conducted assessments (both satisfaction surveys and SLO testing) was via in-class distribution of surveys. They were distributed either by the instructor or the instructional librarian. However, with the transition to online learning it negated our traditional way of assessment. This rapid development quickly eliminated the collection of assessments for the entire Spring semester. Most instructors were so busy taking care of their online teaching that assessment of library services and of the instructional librarian were low priority.

Unit of Measure, Benchmark & Goal: The conversion from on-site to online surveys during this time of pandemic would be appropriate and desirable while online learning is the accepted methodology. It would be ideal in capturing students’ responses in both satisfaction surveys and SLO assessments. The benchmarks for the units of measure would still be retained at 70% score on SLO tests and 85% or better on satisfaction survey questions. Implementation date would be targeted for next year with data available for the 2021 APRU.

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Goal 3/Development of Online Instruction: Another victim of the pandemic was the quick demise of the in-class or face-to-face instruction by the instructional librarian. The demand indicator ratio of the number of students attending library instruction vs. FTE students was on par with the previous year. But the past year that began with traditional onsite instruction and

transitioned into remote instruction will morph predominantly into some form of online instruction. As mentioned in earlier sections of this APRU, our instructional librarian, Jay Baker, made a gallant effort in reaching out to faculty and instructors who needed library instruction for their students. Virtual instruction, mostly via Zoom, was quickly implemented not only for instructors and their classes but to individual students who needed one-on-one instruction.

Unit of Measure, Benchmark & Goal: Satisfaction survey can be utilized in determining satisfaction levels of online instruction. Benchmark of 85% or better would be the measure in determining effectiveness. Online instruction is already underway and will be an ongoing project as it is continuously being refined and redesigned as a teaching tool. No finite timeline.

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Goal 4/Reallocation of Library Resources: With the ongoing budget cuts the library is taking a closer look at the resource needs of students and faculty. As noted in the Academic Libraries Benchmark Study this year, the pandemic will create a greater demand for electronic and digital resources. This means an even greater lessening in the purchasing of physical resources might be the prudent direction to follow.

In light of the current and foreseeable future the library will continue to closely examine the available budget and consider possible reallocation of funding to resources of more immediate needs. The amount of reallocation will be determined over the course of the current year.

Unit of Measure, Benchmark & Goal: This course of action will be based on effectiveness indicators of student satisfaction of available electronic resources. Benchmark would be satisfaction level of 80% or better with a desired outcome of meeting or exceeding the benchmark. Any implementation of assessment would be included in next year’s APRU.

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KCC Strategic Goals: Action Plan is in alignment with “Enhance facilities with appropriate technology and ensure facilities support 21st century learning and teaching environments.” (Goal 13)

Goal 5/Reassessment of Services with a Smaller Staff: This goal is to some extent a redirection of a previous year’s goal in which we were requesting a refill of a librarian position. Though sorely

in need of this position, the library recognizes the current economic straits that the State is currently in. Now the current goal has been transformed into a reassessment of how best to manage services with a smaller staff and reconfigure those services during this time of budget retrenchment. The library staff will be in a continuous mode of brainstorming during the ensuing year in looking at our options and how best to provide services on an economical basis.

Grant writing may be the most promising in attaining funds for the support of current library resources and services. Personnel may be another possibility. Several of our sister campuses in the University of Hawaii System have in the past filled librarian positions with Title III funding. As much as possible student workers via federal work study program will be retained in support of the full-time personnel.

Unit of Measure, Benchmark & Goal: The unit of measure for this action plan would be student and faculty satisfaction surveys with a benchmark that would assess satisfaction levels of 80% or better with library services and assistance from library personnel. The desired outcome would be meeting or exceeding the benchmark. Anticipated year of implementation would be in 2021.

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5. Resource Implications

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

Appendix I: Quantitative Indicators

#	Student and Faculty Information	2017-18	2018-19	2019-20
1	Annual Unduplicated Student Headcount	1,752	1,860	?
2	Annual FTE Faculty	68	70	74
2a	Annual FTE Staff	97	97	75

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#	Student and Faculty Information	2017-18	2018-19	2019-20
3	Annual FTE Student	675	677	681

#	Demand Indicators	2017-18	2018-19	2019-20
4	Number of students attending presentation sessions per student FTE	0.7	1.2	0.71
5	Number of circulations, electronic books used, full-text journal articles downloaded per student and faculty FTE	33	24	18
6	Number of hits on library home page per student/faculty FTE	36	60	30

#	Efficiency Indicators	2017-18	2018-19	2019-20
7	Number of reference questions answered per FTE librarian (item #4 UH Library Council Statistics)	510	299	222 (F19) 25 (S20)
8	Number of book volumes per student FTE	380	321	446
9	Total materials expenditures per student FTE	\$63	\$100	\$83
10	Total library expenditures per student and faculty FTE	\$539	\$585	\$617

#	Effectiveness Indicators	2017-18	2018-19	2019-20
11-1	Common Student Learning Outcome: Student will be able to evaluate information and its sources critically	70%	99%	92%
11-2	SLO: Student will be able to access needed information	72%	95%	88%
11-3	SLO: Student will be able to acknowledge needs	91%	95%	98%
12-1	I usually find enough books to meet my course needs	96%	na	na
12-2	I get enough articles from the library databases to meet my class needs	92%	na	na

#	Effectiveness Indicators	2017-18	2018-19	2019-20
12-3	The library staff guide me to resources I can use	98%	92%	92%
12-4	The library's instruction sessions have increased my ability to do research and use library resources	100%	90%	91%
12-5	The library website is useful	91%	92%	-
12-6	I feel comfortable being in the library	94%	90%	88%
12-7	The computer resources in the library contribute to my success at the College	91%	90%	-

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

12-1 and 12-2 indicators dropped from survey

12-3 revised to Instruction was presented in a clear and understandable manner

12-4 revised to Instruction helped me understand how to use the library's website and resources

12-5 indicator is now combined in 12-4

12-6 revised to After library instruction, I now feel more comfortable using the library and library resources

12-7 indicator integrated into both 12-4 and 12-6

Appendix II: Scoring Rubric for Quantitative Indicators

Area	Benchmark	Scoring
DEMAND		
Monitoring the capacity and need for the unit		
<i>Number of students attending Presentation sessions per student FTE (4)</i>	2 = 0.7 or more; 1 = 0.6 to 0.69; 0 = Less than 0.6	
<i>Number of circulations, electronic books used, full-text journal articles</i>	2 = 24 or more; 1 = 20 to 23; 0 = 19 or less	2 = Healthy 1 = Cautionary 0 = Unhealthy

<p><i>downloaded per student and faculty FTE (5)</i></p> <p><i>Number of hits on library homepage per student and faculty FTE (6)</i></p>	<p>2 = 30 or more; 1 = 25 to 29; 0 = Less than 25</p>	
<p>EFFICIENCY</p> <p>Monitoring how resources are budgeted and spent in the unit</p> <p><i>Number of book volumes per student FTE (8)</i></p>	<p>2 = 275 or more; 1 = 200 to 275; 0 = Less than 200</p>	<p>2 = Healthy 1 = Cautionary 0 = Unhealthy</p>
<p>EFFECTIVENESS</p> <p>Monitoring the quality of products produced by the unit</p> <p><i>Student Learning Outcomes (Met Outcome) (11)</i></p> <p><i>Student Satisfaction (Agree or better) (12)</i></p>	<p>2 = 70% or more; 1 = 60% to 69%; 0 = Less than 60%</p> <p>2 = 85% or more; 1 = 70% to 84%; 0 = Less than 70%</p>	<p>2 = Healthy 1 = Cautionary 0 = Unhealthy</p>

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

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			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
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