The UH Mānoa Library is both a laboratory for learning and a significant component of the campus research infrastructure that enhances the quality of student life, scholarship, and research by providing effective access to information. To help students find and better judge the quality and accuracy of information resources, librarians deliver direct information literacy instruction. To help faculty, researchers, and specialists produce new knowledge, the Library builds, preserves, and provides access to collections of hardcopy and digital resources. Assessment information related to these endeavors is available for LIS 100 (CAS 100) sections taught in 2003 and 2004, and for the LibQual+ survey of library service quality conducted in 2003.

A. Undergraduate Assessment by Degree/Certificate Program

One of several components of library information literacy instruction taught by librarians is LIS 100, Libraries, Scholarship and Technology (cross-listed as CAS 101). Recent assessment activities undertaken in LIS 100 involved four sections enrolling 75 Rainbow Advantage Program students in Fall 2003 and Fall 2004.

1. Student Learning Outcome (SLOs) for LIS 100

SLO 1. Understand and demonstrate the differences of and relationship between information and knowledge.

SLO 2. Understand the elements of personal narrative (story).

SLO 3. Understand the elements of scholarly narrative (story).

SLO 4. Develop information literacy by being able to:

   4.1. create successful information searching strategies,
   4.2. find information sources for specific purposes and audiences,
   4.3. critically evaluate information sources,
   4.4. incorporate information for specific purposes,
   4.5. acknowledge information sources and provide citations.

SLO 5. Develop a work of scholarship by applying the elements of the scholarly narrative to a research project.

2. Where are these SLOs published?

Course syllabi
3. Explain how your SLOs map onto your curriculum, i.e., how does your curriculum produce the specific SLOs in your students?

SLOs map to UH Mānoa General Education requirements hallmarks, specifically, foundation hallmarks for Written Communication.

The current Written Communication hallmarks include the statement that, to satisfy the Written Communication requirement, a course will “help students develop information literacy by teaching search strategies, critical evaluation of information and sources, and effective selection of information for specific purposes and audiences; teach appropriate ways to incorporate such information, acknowledge sources and provide citations”.
(http://www.hawaii.edu/gened/foundations.htm)

4. What specific methodologies were used to collect data?

4.1. Paper and pencil pre- and post-tests based on information literacy standards published by the Association of College and Research Libraries (reworded into language undergraduates could understand),

4.2. Series of written assignments linked to the student learning outcomes,

4.3. Final project, a written work of original scholarship, evaluated against the student learning outcomes.

5. How were the assessment data/results used to inform decisions concerning the curriculum and administration of the program?

Used to modify course syllabi and content of linked courses, particularly the service learning course, IS 291 in which students in LIS 100 complete a research project for a community organization.

6. General Education Assessment within the Major?

Rainbow Advantage Program (RAP) engages first year students in their educational pursuits with a spirit of intellectual curiosity, creativity, and collaborative energy. The focus is on collaborative teaching strategies, cooperative learning techniques, a wide use of technology and a variety of links to the wider community. As a first year program, RAP prepares students for a degree program with a major.

LIS 100 SLOs map to UH Mānoa General Education requirements hallmarks, specifically, foundation hallmarks for written communication with required short papers, an electronic journal, and a longer written group research paper focused on the scholarly narrative.

The General Education requirement that students be “proficient in the primary information-accessing and information-processing methods” of a major is met through
lectures, exercises, and assignments that require identifying and using web sites, indexes and databases, and evaluating information sources in the context of scholarly inquiry.

Proficiency in “problem-solving and oral communication methods” of a major is addressed by lectures, discussions, exercises, and assignments that address information-seeking strategies and the perspectives, values, and methodologies of the arts, humanities, social sciences, and sciences, and by a group oral presentation in class.

Students have “training and experience in the modes of inquiry and analysis” appropriate to a major through exercises and assignments related to topics such as hypotheses, methodology, and results and significance.

B. Graduate Assessment by Degree/Certificate Program

Not applicable

C. Library-wide Assessment Methodology

LibQual+ National Service Quality Survey

In Spring Semester 2003 the University of Hawai‘i Library was one of more than 300 academic and research libraries throughout the U.S. participating in the online web survey, LIBQUAL+. The survey instrument was developed at Texas A&M based on the commercial sector ServQual survey.

Email messages were sent to a random sampling of faculty, graduate students, and undergraduates inviting them to respond to the web survey.

Those responding to the survey included: 69 undergraduates (27% of respondents), 116 graduate students (46%), 63 faculty (25%), and 7 staff (2%).

Participants responded to a 25-question web survey during a three-week period in March and April 2003.

The LibQual+ survey measured perceived service quality along four dimensions:

- Access to Information (availability of library books, journals and electronic resources, service hours and timely interlibrary loan/document delivery).
- Affect of Service (helpfulness of library employees and response to library users).
- Library as Place (the physical library.)
- Personal Control (ability of the respondent to use library resources and services independently without assistance from library employees).
Library Strengths and Areas of Concern Identified

Survey results showed that UH Mānoa Library performed best in terms of Affect of Service and Library as Place. Both undergraduate and graduate respondents appreciated that employees gave users individual attention. Faculty praised employees who are consistently courteous. Though rated "too cold" in temperature by many, the Library was seen as a comfortable place for individual activities and as a getaway for study, learning, or research.

In the dimensions of Access to Information and Personal Control, survey results showed that there was need for improvement. Both the graduate student and faculty respondents perceived the Library's ability to provide printed (hardcopy) and electronic materials needed for their research as less than minimally expected. Of most concern was the ability of the library to provide the journals (print or electronic) that they needed for their research. Similarly, both groups rated their ability to access material (either in the library or remotely) as less than minimally expected. Other concerns were related to ease of use of the library's web page and convenient access to collections.

Undergraduates as a whole were most satisfied with the Library as a comfortable and inviting location (though there were comments about the chilly temperatures) and reported high satisfaction with library employees who give users individual attention. Undergraduates were also concerned somewhat with the ability to get materials they needed for their work and also indicated difficulty in using library tools and the web site to locate material or services on their own.

Graduate students echoed the feelings of undergraduates with regard to the library as place, and with regard to library employees. Graduate students were harshly critical of the library with regard to access to collections (hours of opening) and felt that the library does not provide the journals (print and electronic) needed for their research.

Faculty respondents also felt that the library does not provide the journals needed for their research.

In Fall of 2003 the Library conducted several focus groups of graduate students. The results of those groups echoed the concerns expressed in the LibQual+ survey. There was concern about insufficient hours of access to the library collections, particularly during interim periods. Requests for extended service hours in the Hawaiian Collection were common.

How the Assessment Data/Results Were Used to Inform Decisions for Improvement

(1) Access to Materials

The Library's 24/3 experiment (open 24 hours a day, three days a week) during Spring Semester 2004 was partially a result of the access concerns expressed in LibQual+ and the focus groups. A campaign to “calm” the library environment, reduce noise, food, and inappropriate behavior through appropriate signage was undertaken as well.
Much of the concern about users’ ability to access material in the library may have been related to the recent renovation of Hamilton Library. Large sections of books had been relocated and users were unfamiliar with the new locations.

(2) Ease of Use of Web Site

The concern related to ease of use of the Library’s web pages resulted in the establishment of a Web Architecture Team to redesign the web site. Two town hall meetings were held in April 2004 as part of the redesign project. The information recorded from those sessions, along with information gained from both a web site survey and from the LibQual+ survey have been used in the redesign efforts. This work is to continue through 2005.

The Library plans to conduct a second LibQual+ survey of library users in Spring 2006 to determine where improvement has occurred and to identify problem areas needing further work.