University of Hawaii Community Colleges
Annual Report of Program Data Analysis Preview
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College: Windward Community College
Program: Library
The last comprehensive review for this program was on 2012, and can be viewed at:

Program Description

Library Mission Statement
Windward Community College Library is committed to providing exemplary services that foster information literacy and enhance teaching and learning, and to developing, organizing and maintaining resources that provide for diverse perspectives and styles of learning.

Core Values
- Equitable and open access to information
- Education and learning
- Service
- Intellectual freedom
- Cooperation, collaboration, and sharing of resources
- Fair use
- Commitment to the use of appropriate technology
- Diversity
- Scholarly communication and research
- Global perspective
- Commitment to the profession of librarianship

Vision
The College community will have access to and successfully use a variety of information sources from both within the library and worldwide for their academic, professional, intellectual and personal development.

Services
- Information resources, including books, journals, and reference and periodical databases
- Formal instruction: guided library tours and orientations; course and assignment-related instruction; information literacy and research skills tutorials
- Informal instruction: reference consultations; informational, directional and technical assistance; self-guided tours; instruction by telephone and email, and pathfinders.
- Reference services: assistance with finding, evaluating and using information in all formats; orientation, ready reference, and referral services; help with citing sources
- Research services: walk-in, by appointment, in person, telephone and e-mail
- Technical assistance: Computer hardware; software; campus network accounts; e-mail; remote access; printing; copiers
- Access services: lending; renewals, course reserves; interlibrary loan, document delivery and other consortium services

Part I. Quantitative Indicators

Overall Program Health: Healthy
### Part II. Analysis of the Program

No content.

### Part III. Action Plan

No content.

### Part IV. Resource Implications

No content.

### Program Student Learning Outcomes

For the 2012-2013 program year, some or all of the following P-SLOs were reviewed by the program:

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<tbody>
<tr>
<td>Common Student Learning Outcome: The student will evaluate information and its sources critically</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
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<td>Student and faculty satisfaction measurements using Common Survey questions</td>
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<tr>
<td>12-1 I usually find enough books to meet my course needs</td>
<td>79.0%</td>
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<tr>
<td>12-2 I get enough articles from the library databases to meet my class needs</td>
<td>93.9%</td>
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<td>12-3 The library staff guide me to resources I can use</td>
<td>95.5%</td>
<td></td>
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<td>12-4 The library's instruction sessions have increased my ability to do research and use library resources</td>
<td>88.9%</td>
<td></td>
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<td>12-5 The library website is useful</td>
<td>94.6%</td>
<td></td>
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<td>12-6 I feel comfortable being in the library</td>
<td>94.8%</td>
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<tr>
<td>12-7 The computer resources in the library contribute to my success at the College</td>
<td>100%</td>
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Glossary

No content.
### A) Expected Level Achievement

At least 75% of the students taking the Library Research Units exams will correctly answer selected questions related to the learning outcomes.

### B) Courses Assessed

**Library Research Units (Completed by students in all ENG 22 and ENG 100 sections)**

### C) Assessment Strategy/Instrument

Students complete three, 15-question multiple-choice tests designed to measure basic information literacy skills as covered in the Library Research Units' study materials and exercises in Laulima.

### D) Results of Program Assessment

(73%) When given a list of available information sources, (a) choose the appropriate sources (70%) & (b) describe search strategies (75%) for locating the needed information.

(66%) When given the URL for a Web page, access the page, (a) identify the site’s title and author (72%), (b) its publication or posting date (51%), and evaluate key characteristics about the site in terms of the (c) information need (not assessed), (d) including timeliness (51%), (e) point-of-view (72%), (f) scope (68%), and (g) authority or credibility (75%).

(64%) When given access to a particular information search tool, (a) identify appropriate key words and identify search strings which are focused (68%) and (b) appropriately use phrase searching and 69%) (c) Boolean operators (57%).

### E) Other Comments

These SLOs were assessed in spring 2012. Because the identified "Next Steps" were not carried out due to staff vacancies and other extraneous circumstances, no assessment was conducted in spring 2013. Planned actions should be carried out over the next academic year, with reassessment in spring 2014.

### F) Next Steps

Consult with instructors for suggestions about how to improve overall success, or whether to take an entirely different approach to basic information literacy instruction for ENG 22 and 100 students.

Make changes to the instructional materials, with greater emphasis on Boolean operators, and on analyzing sources in terms of publication date and timeframe.

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