

---

## Students

### 5.1 Overview

The LIS Program environment is one of community spirit and cooperation. The faculty and students together create a familial, *ohana* atmosphere that encourages camaraderie and mutual support that continues long after graduation.

*My most vivid memory of the LIS program is the sense of community. I always felt a close connection with my fellow students, the faculty, and the professionals I worked with during my internship.*

*Tom Raffensperger, 1998*

Student and alumni statements available on site reflect an appreciation for this strength of the LIS Program. Respondents to the 1998 Student and Alumni Surveys gave high ratings to overall environment (mean 5.5 of 6) (see Appendix 2 for summary results, complete results available on site).

As of Fall 1998, 123 classified and unclassified students are enrolled in the Program, the majority from the State of Hawai'i, and others from the U.S. mainland and the Asia-Pacific region. The Program fosters students' active participation in the total learning experience; encourages student involvement in the formulation, modification, and implementation of policies affecting academic and student affairs; and provides the space and opportunity for active student organizations [Standard IV.5].

The Library and Information Science Program formulates all policies related to students based on its mission, goals, and objectives [Standard IV]. In its recruitment efforts, the Program endeavors to attract a diverse student body in keeping with the multi-ethnic population of Hawai'i, its desire to recruit globally, and in line with policies of the University and the Program, which require that admissions criteria be followed consistently. The merger with ICS presents an opportunity to increase diversity by attracting more students with science and technology backgrounds. The primary objective of the Program is meeting the needs of the LIS constituencies, particularly the students and the library community. The Program offers flexibility for students to construct a coherent program of study to meet their career objectives. The Program fosters diversity, engages students in planning and assessing the total learning experience, and provides for systematic evaluation of academic and administrative policies regarding students' accomplishment of their objectives.

### 5.2 Planning and Evaluation

Strategic Goal 2 relates primarily to the Program's objectives for students—to serve the needs of an increasingly diverse student population. Specific objectives include:

- Increase enrollment by 20% by 2002;
- Expand distance education offerings into new formats;

- Explore alternate options for attracting underrepresented groups, nontraditional, technically skilled and general students.

These objectives show the integration of the COA Standards for Curriculum and Students within the LIS Strategic Plan. The attainment of a more diverse student body serves the needs of multicultural Hawai'i [Standards II.3.d, IV.1] and encourages an interdisciplinary learning environment [Standards II.4, IV.1]. Distance education reaches new student populations, providing them with opportunities for study and professional growth which were previously unavailable [Standard IV.4].

Student evaluations are used on an ongoing basis as part of the evaluation process. In addition, the Program conducts regular surveys of students, alumni, and employers to assess the degree of attainment of program goals and to aid in reshaping its strategic plan. (Survey instruments and complete results are available on site.) Between Spring 1996-Fall 1998, focus groups were organized by students in order to elicit in-depth comments on the strengths and weaknesses of the Program. (Focus groups reports are available on site.) As part of the process of continuing evaluation of the Program, enrollment statistics, admission records, and survey and focus group data will be analyzed in 1999 to identify concerns related to students.

**5.3 Selection, Recruitment, and Evaluation**

Through its recruitment and admissions policies and its diverse, flexible program offerings, the LIS Program is well designed to serve the needs of an increasingly diverse student population [Strategic Goal 2]. The sections below describe the Program's activities, accomplishments, and future plans in the areas of diversity, recruitment, admissions, scheduling options, and distance education.

**5.3.1 Diversity of Student Population**

The students of the University of Hawai'i in general and the LIS Program in particular are a population unique among institutes of higher education in the U.S. The Program's constituency consists largely of residents of Hawai'i and the Asia-Pacific region. Because of this, a high percentage of the students are Asian or Asian American. In 1995-1996, University of Hawai'i at Manoa awarded more master's degrees to minority students than any other graduate institution.<sup>1</sup> In information and computer sciences, 69% of graduates with an MS were Asian American or Pacific Islanders. In 1998, over 53% of LIS students were Asian or Asian American. Of MLIS degrees granted for fiscal year 1996-1997, the Asian/Pacific ethnic breakdown was as follows: Japanese, 12; Chinese, 6; Korean, 1; Hawaiian, 8; Pacific Islander, 1; and other Asian, 1. Respondents to the 1998 Student and Alumni Surveys gave high ratings to diversity of the student body (5.3 and 5.4 of 6).

**Race/Ethnicity of LIS Students, 1995-1998 (Fall Semester)**

Race/Ethnicity	1995	1996	1997	1998
African American	1	1	2	2
Asian/Pacific Islander	87	59	55	54
Hispanic	-	1	2	-
White	75	41	46	57
International	6	4	5	10
Not available	-	-	11	-
<b>Total</b>	<b>169</b>	<b>106</b>	<b>121</b>	<b>123</b>

<sup>1</sup>Compiled from *Black Issues in Higher Education*, July 23, 1998, as reported in *Ku Lama*, September 11, 1998.

LIS students come from a variety of academic backgrounds, including education, humanities, sciences, business, law, political science, and Asian studies. Many are preparing for a career change. Mechanisms to increase student diversity are noted in Section 5.3.2. Of students enrolled in 1995-1998, the average age was 35 years, and approximately 76% were female.

**In-State/Out-of-State Students, 1995-1998\* (Fall Semester)**

	1995	1996	1997	1998
In-state students	146	87	107	94
Out-of-state students	23	19	14	29
Total	169	106	121	123

While the great majority of students are residents of Hawai'i (81% in 1995-1998), the Program attracts significant numbers of students from the U.S. Mainland and overseas (19% in 1995-1998).

**International Students, 1995-1998\* (Fall Semester)**

Country	1995	1996	1997	1998
Canada	-	-	-	1
China (People's Republic of)	1	1	1	5
Georgia	-	1	-	-
Hong Kong	2	1	-	-
Japan	-	1	3	4
Korea	-	-	-	-
Phillipines	-	-	1	-
Russia	2	-	-	-
Singapore	1	-	-	-
<b>Total</b>	6	4	5	10

**5.3.2 Recruitment**

The LIS Program's primary responsibility is to serve Hawai'i's needs for information professionals. In addition, it educates professionals for the needs of the nation, the Asia-Pacific region, and beyond. Students who meet criteria for admission are accepted without any preference for ethnic group, gender, age, academic background, or life experience.

Recruitment is a strong focus in the current LIS Strategic Plan. The objectives for Strategic Goal 2 include increasing enrollment 20% by 2002 and developing new options for attracting underrepresented, nontraditional, and technically oriented as well as general students. The LIS Marketing Plan (Appendix 9) presents action steps for planning, implementation and evaluation of recruitment strategies. Outcomes will be measured by numbers of inquiries, applications, admitted students, and incoming students. Currently, Fall 1999 applications are up by one-third.

Current, accurate information on the Program is distributed to students and to the general public by phone, mail, and e-mail [Standard IV.2]. In 1996, the LIS Web Team created the Program's Web site, and each year the Team enriches the site with new types of current information about the Program. In Spring 1999, the Team redesigned the site to make it more effective, posted the new catalog and the four-year course schedule, among other enhancements.

In 1997, a recruitment brochure was developed and published, which is distributed on campus, by mail, and at conferences. Respondents to the 1998 Student and Alumni Surveys gave high ratings to availability of information about the Program (mean 4.9 and 5.1 of 6, respectively). Recruitment efforts were hampered in 1998, due to a University hiring freeze which did not allow the replacement of the Student Services Specialist who was responsible for many recruitment activities. In light of this, the faculty revised the comprehensive recruitment plan, limiting it to activities possible under the current budget and staff constraints. In May 1999, the Program received approval to hire the student services specialist who will reinstate a vigorous plan. Ongoing recruitment efforts are undertaken in the following areas.

(1) *Technology*

- Continuous upgrading of the LIS Program web site ([www2.hawaii.edu/slis](http://www2.hawaii.edu/slis))
- Listing on Gradschools.com and similar services
- Links on professional organization web sites (ALA.org, SLA.org)
- Advertising on the ASIS Library and Information Science Education Web site
- Listing on T.D. Wilson's world list of LIS programs

(2) *Networking and professional contacts*

- Participating in the conferences of the Hawai'i Library Association and the Hawai'i Association of School Librarians
- Meeting with managing librarians of the Hawai'i State Public Library System
- Participating in activities of the LIS Alumni Group

(3) *Traditional sources for information dissemination*

- Distributing catalog and information to academic institutions and libraries in Hawai'i, U.S., and institutions and agencies in Asia-Pacific region
- Participating in career fairs at the University and other local colleges
- Cooperating with local organizations in placing students in master's programs, e.g. through the Federal Library Services and Technology Act grant

(4) *Use of class offerings and outreach programs*

- Participating in dual master's degree programs with six other University programs
- Conducting workshops and institutes for library support staff, library technicians, librarians
- Offering distance learning (HITS) courses to Neighbor Island and rural residents
- Offering noncredit workshops through the Outreach College
- Posting course announcements in other departments
- Meeting with the ICS Club to inform them of the LIS cross over courses
- Mailing to special audiences (e.g., informing small museums in Hawai'i and the Pacific region of LIS 652, Introduction to Archives Management)

Emphasis will be placed on increasing the number of students from underrepresented groups and meeting the changing needs of constituencies, with the aim of increasing overall enrollment by 20% by 2002 (see Appendix 9 for the LIS Marketing Plan). Target groups include:

- Classroom teachers for the School Library Media Specialist Certification program, in response to the need for school librarians

- Neighbor Island residents
- Underrepresented minorities, e.g., African-Americans, Filipinos, Hawaiians, and Pacific Islanders
- Students with a diversity of academic backgrounds, especially in science and technology.

To recruit members of underrepresented groups, Program representatives will attend some of the monthly meetings of a UH system-wide minority recruitment group, represented by over 20 student services and faculty advisers throughout the UH system. Efforts will also be made to give the Program more exposure among the general student population through University career fairs, a new undergraduate service course (LIS 100), and the UH Center for Adults Returning to Education.

### 5.3.3 Admissions

The Program's admissions policies adhere to the standards of the Graduate Division of the University of Hawai'i at Manoa and are specified in the Graduate Division catalog. Specifically, the Program assesses an applicant's qualifications based on aptitude and interest in a career in library and information science; past academic achievement; intellectual ability; maturity; successful work experience; career objectives; qualifications that are important to the Program's constituencies (such as ability to work as part of a team); and other qualifications in relation to the mission, goals, and objectives of the Program [Standard IV.3]. Detailed information on admissions policies and application procedures can be found in the LIS Program Catalog (p. 8-10, available on site). In addition, the LIS web site ([www2.hawaii.edu/slis/](http://www2.hawaii.edu/slis/)) includes a wealth of information about the faculty, students, and the state of Hawai'i. The current course listings and schedules are posted and updated. There is a convenient e-mail button on the site, and inquiries receive prompt replies.

Admissions criteria include computer literacy, which is critical to success in the Program. Completion of the LIS Computer Literacy Checklist is required in the application process (Appendix 10). Students who do not meet these criteria are advised to take ICS 101 Tools for the Information Age before they are accepted into the Program. In addition to LIS courses which integrate the most current knowledge of technology in theory and practice, the cross-over courses available from the Department of Information and Computer Sciences presume a high degree of computer literacy.

Applicants may be admitted under one of three categories: classified, conditional, and special. Applicants who fail to meet the criteria for regular status may be admitted under conditional or special status if they show evidence of ability to complete the program successfully and potential to make a substantive contribution to the profession. Conditional status is granted to those with GRE scores below 1,200 or GPA below 3.0. Factors taken into consideration are maturity and motivation of older returning students, a highly competitive undergraduate program, and evidence of mitigating circumstances in the student's personal life during the undergraduate years. Students with special status are those who have not yet met all administrative requirements but who have a solid academic record. Typically, they have not received their undergraduate degree before applying for the Fall Semester. Conditional students are given twelve semester credits (four three-credit courses) in which to prove their ability to succeed in graduate study by maintaining a minimum 3.0 GPA.

The LIS Program philosophy places emphasis on nurturing nontraditional students by encouraging them to begin by taking a few classes as unclassified students and the faculty provide individualized attention and academic advising. Thus, students who have been out of school for decades are given time to re-tool and become successful applicants and eventual graduates.

Proof of English language proficiency is required by the University. The International Student Office administers a proficiency examination to all non-U.S. citizens who are not permanent residents and whose native language is not English.

From 1995-1998, the program experienced a decline in enrollment due in part to the depressed Hawai'i economy and an overall decline in UHM enrollment influenced by increases in tuition. Prior to the 1997 merger, matters were further exacerbated by public concerns regarding the Program's future and the hiring freeze that prevented replacement of the student services specialist. We are heartened by two critical actions this year:

1. Faculty and alumni recruitment efforts have resulted in a 36% increase in LIS Program applications for the Fall 1999 semester.
2. The Department received approval to hire the student services specialist who will assist in recruitment, marketing, and outreach.

#### **5.3.4 Student Evaluation**

Individual students are evaluated based on written reports and projects, oral presentations, and oral and written examinations [Standard IV.4]. This multifaceted approach to evaluation ensures that no student is eliminated through difficulty with a single type of evaluation. Grading policy is based on a traditional letter grade scale. Specific evaluation criteria for assignments are presented in course syllabi. The culminating experience which draws on all program learning is the final oral comprehensive examination, in which students have the opportunity to conduct a professional discussion that integrates their LIS education. (Available on site, the policy statement regarding the comprehensive oral examination. Summaries and examples of student projects and "capstone" experiences are available on site.) Job placement and job performance are indicators of the Program's effectiveness in fulfilling its goals and of the faculty's instructional effectiveness. This aspect of evaluation is discussed in Section 5.4.4.

### **5.4 Student Support**

#### **5.4.1 Financial Support**

The Program informs students of opportunities for financial aid and assists in the application process [Standard IV.2] through the student e-mail list, posting flyers in the facility, making announcements in classes, informing student chapters of professional organizations, and the LIS Program Catalog (p. 25-27, available on site; [www2.hawaii.edu/slis/programs/financial.html](http://www2.hawaii.edu/slis/programs/financial.html)). Sources of financial aid available to U.S. and international students include:

- LIS tuition waivers
- LIS Pacific-Asian tuition waiver scholarships
- LIS Alumni Group Awards
- Fellowships and Internships
- Robert M. Blair Award
- Military and military dependent in-state tuition
- Western Institutions and Colleges of Higher Education (WICHE) tuition reductions

- ALA Spectrum Scholarships
- H.W. Wilson Scholarships
- Friends of the Library of Hawai'i Scholarships
- Awards from professional organizations
- Private foundation scholarships

In a student survey, approximately 18% of LIS students reported receiving 92 scholarships, awards, and tuition waivers in the past four years.

**Student Scholarships, Awards, Tuition Waivers, 1995-1998**

Scholarships, Awards, Tuition Waivers	1995	1996	1997	1998
LIS Alumni Group, LIS Student Award	2	2	1	NA
LIS Alumni Group, Margaret Ayrault Scholarship	NA	1	1	NA
LIS Alumni Group, Ralph R. Shaw Memorial Award	1	1	1	NA
Friends of the Library, Margaret Ayrault Scholarship	4	6	3	3
Friends of the Library, Hazel McCoy Scholarship	4	3	3	4
Friends of the Library, Kathleen McCall Schutte Scholarship	4	4	5	4
Friends of the Library, Kathleen Thorpe Scholarship	1	1	NA	1
Tuition Waivers	1	2	6	9
Others	1	2	1	2
Conference-related awards (ALA, ASIS, SLA, U. of Hawaii)	1	2	3	2
<b>Total</b>	19	24	24	25

**5.4.2 Academic Support**

The Program assigns a faculty adviser to each classified student based on students' statements of interest, as provided in their applications. Students meet with their advisors at least once a semester and often more frequently to review accomplishments, plan, and refine their goals [Standard IV.4]. Students have consistently expressed satisfaction with faculty advising. In the most recent alumni survey, the mean rating for faculty advising was 5.3 (of 6). One advantage of the small size of the Program is the opportunity for extensive classroom and informal contact among faculty and students. The 1998 Student and Alumni Surveys give high ratings to faculty's availability to students (5.6 and 5.7), rapport with students (5.6 and 5.8), and approachability (5.6 and 5.8).

General guidance is provided to non-Hawai'i residents and neighbor island students studying at the Manoa campus through the LIS "Aloha Guide" ([www2.hawaii.edu/slis/general/aloha.html](http://www2.hawaii.edu/slis/general/aloha.html)) and the UH Graduate Division's "Guidelines for Graduate Students New to Hawai'i" (available on site).

In Hawaiian, "kokua" means support. The University's Kokua Program assists students with special needs to have equal access to the educational, co-curricular, and other opportunities offered to all students. The Kokua Program has helped some LIS students with note-taking skills, library use, and other instructional assistance. In addition, the Center for Adults Returning to Education (CARE) supports nontraditional students through academic skills workshops and academic counseling.

In the past, the role of the Student Services Specialist has been to assist LIS students throughout their programs. In particular, the Specialist has provided academic advising to unclassified students (not admitted to the MLISc program). Since Spring 1998, this position has been vacant due to a University hiring freeze. As a result of the ICS/LIS merger, the position has been redescribed to serve the needs of the department and approval has been received to hire a Specialist (as noted above).

### 5.4.3 Multiple Scheduling Options and Distance Education

The Program reaches out to nontraditional students through multiple scheduling options and distance education. The following options and special programs are available:

- Full-time (8 or more credits)
- Part-time (less than 8 credits)
- Evening and weekend classes
- Summers-Only Program
- Short, intensive summer courses

Part-time students include those working full-time, classroom teachers, and homemakers. To accommodate these students, half of the course offerings each semester are scheduled in the evenings and on weekends. These classes are also attended by full-time students. For more details, see Chapter 4, Curriculum.

*I greatly appreciated the ability to obtain my degree by taking only night classes. When I work at a full-time day job, it is not always possible to take morning or afternoon classes. The schedule rotation and flexibility allowed me to take the classes I needed to graduate.*

*Stewart Chun, 1998*

Distance learning is available through the Hawai'i Interactive Television System (HITS), which offers live, interactive video courses to the five Neighbor Islands and to remote areas of O'ahu. An average of 83 students take HITS courses annually. (See Section 4.4.4 for a description of the HITS program). As the following table indicates, Neighbor Island students have comprised 44% of HITS enrollments during the past four years. The table reflects students taking one or two HITS courses per semester.



**Enrollment Figures for HITS, 1995-1998**

Location	1995	1996	1997	1998
Hilo	10	12	12	3
Maui	25	18	20	24
Kaua'i	1	6	4	5
Lana'i	1	-	-	3
Moloka'i	8	2	-	1
Kailua-Kona	-	-	-	2
Manoa	35	37	59	69
<b>Total</b>	80	75	95	107

**5.4.4 Employment Support**

To assist students with career guidance, the LIS Program and the UH Career Services maintain a jobs mailing list and post job availability on site. UH Career Services also provides resume consultation and workshops on interviewing. The Hawai'i Library Association Web Site also posts job opportunities in Hawai'i. The Program maintains student files with photographs to assist faculty in writing letters of reference.

Job placement and job performance are two ways of gauging how well LIS is meeting its program and instructional goals. Hawai'i-based employers have traditionally included the State Department of Education (DOE), the Hawai'i State Public Library System, academic libraries, special libraries, and federal libraries. As of January 1999, LIS alumni comprise 79% (220 of 277) of DOE employees, 75% (113 of 150) of Hawai'i State Public Library employees, and 65% (59 of 91) of UH library employees. For 1996-1998, 68% of graduates not returning to a job found employment within a year after graduation; another 16% returned to jobs. In June 1999, after six years of budget cuts, the public library system announced seven new positions will soon be advertised.

**Employment by Type of Organization**

Type	1997*	1998**
Academic	6	15
School	5	14
Special	3	17
Public	2	
Information industry	-	1
Other	1	

\*n=30; \*\*n=56 (multiple responses allowed)

**Employment Rate**

Status	1997	1998
Returned to a position	6	8
Hired upon graduation	3	12
Hired within one year	9	19
More than one year	-	2
Did not seek a position	-	-
Job not found	10	8
No response	2	7
Total	30	56

Employers rated recent LIS graduates in their first jobs positively on all of the curriculum objectives, and gave highest ratings to students' ability to work in multicultural environments (4.9), commitment to information access (4.8), ability to learn new skills (4.6), and commitment to providing services based on community needs (4.6). Areas employers identified for improvement include leadership (4.0), time-management (4.1), and interpersonal skills (4.2). These results will be examined in 1999 as part of the curriculum review process. Beginning in Summer 1998, faculty made concerted efforts to involve students in more leadership roles within LIS committees and student chapters of professional associations.

**5.5 Student Involvement**

**5.5.1 Participation in Policy-making**

The LIS Program has discovered many benefits to fostering a student-centered learning environment. Student perspectives help shape the LIS Program's policies regarding a wide range of issues including recruitment, curriculum, and the learning environment. The Program actively solicits student participation in planning and governance through the following activities [Standard IV.5]:

- Representation on governance committees
- Representation at general faculty meetings
- Representation at planning retreats
- Annual survey of new graduates for input on policy
- Student focus groups
- Student surveys
- Alumni surveys
- Web Team
- Student chapters of professional associations
- Special projects

The Program is fortunate to have students with insight and talent who are willing to participate in planning and governance, bringing fresh, useful ideas and the energy to pursue them.

**5.5.2 Professional and Social Organizations**

Student organizations serve to extend the curriculum by providing valuable opportunities for leadership and professional activity [Standard IV.5], as well as helping students prepare for an evolving job market [Strategic Goal 1]. As part of its educational goal to foster new leaders in the profession, the LIS Program supports stu-

dent organizations, particularly through the work of faculty advisers. Student organizations and chapters include:

- Hui Dui
- LIS representative on the University's Graduate Student Organization Council
- American Library Association (ALA)
- Special Libraries Association (SLA) ([hypatia.slis.hawaii.edu/~sla](http://hypatia.slis.hawaii.edu/~sla))
- American Society for Information Science (ASIS) ([www.hawaii.edu/asis](http://www.hawaii.edu/asis))
- LIS representative on the Hawai'i Association of School Librarians (HASL)
- Student Archivists Society (SAS)
- LIS Web Team

All students are automatically members of the LIS student organization, Hui Dui (*hui* is the Hawaiian word for "group," and *dui* is the phonetic spelling of "Dewey"). Elected officers and volunteer committees coordinate the organization's activities. Hui Dui is responsible for conducting the orientation for new students, input on program planning and governance decisions, workshops, the graduation program and dinner, and other activities such as locker rental and student lounge maintenance.

Student chapters of local and national professional organizations are active in sponsoring presentations ("brown bags"), workshops, field trips, mentoring, and other professional activities (list of student sponsored presentations available on site). Student chapters maintain Web sites with current information on the organization and announcements of upcoming presentations and events. The student chapter of the American Society for Information Science (ASIS) won the 1997-1998 National Student Chapter-of-the-Year Award based on its many activities (available on site). With a resurgence in the importance of archives in the state, one faculty member helped students organize a new professional group in 1997, the Student Archivists Society (SAS). Lists of the activities of the student chapters of ALA, ASIS, SLA, and SAS indicate the intellectual contributions that student organizations make to the Program (available on site). Respondents to the 1998 Student and Alumni Surveys gave high ratings to their opportunity for involvement with professional associations (5.1 of 6).

The Student Chapter of SLA offers the SLA Mentorship Program to help build professional awareness and friendships by pairing students with librarian-mentors who can share insights into their professional duties and the daily operations of their libraries. Over 40 areas of special librarianship are available to allow students to explore opportunities in diverse disciplines, crucial in understanding and preparing for an evolving job market.

The LIS Web Team provides students with opportunities to learn Web site design skills that are important to the professional positions they will occupy. Students run the Team, teach HTML workshops each semester for new students, and work together on projects for the LIS Program and the ICS Department. The first Web Team (Fall 1996) created the LIS web site, and in 1998-1999 the Team did extensive updates of the site to reflect the merger with ICS, to highlight the unique cultural environment of Hawai'i, to enhance its strength as a recruiting tool, and to raise the profile of the Program. LIS graduate interns were members of the Sinclair Library Web Team when it won a University of Hawai'i award for excellence in service.

## 5.6 Student Achievements

Student achievements are a measure of the Program's success in meeting its strategic goals. In addition to the scholarships and awards noted above, LIS student achievements include active participation in conferences and other professional activities. Students regularly attend the Hawai'i Library Association Annual Conference and the Hawai'i Association of School Librarians Annual Conference. Other conferences and meetings attended by students include the ALA Annual Conference and Mid-Winter Meeting, SLA Annual Conference, ASIS Annual Meeting, CARL User Group Conference, Association of Hawai'i Archivists Annual Meeting, Hawaiian Historical Society Conference, American Booksellers Association Annual Conference, ACM SIG-CHI Meeting, Human-Computer Interaction International Conference, Pacific Telecommunications Conference, and Hawai'i Conference on Systems Sciences.

Students are encouraged to submit their research for presentation and publication. Students have presented conference papers at the School of Hawaiian, Asian, and Pacific Studies Graduate Student Conference, the Serials Software Conference, and the NESA Conference (Bangkok, Thailand). One student has served on the Board of Directors of the Association of Hawai'i Archivists, one student was the 1997 Kathleen Sharp Review editor, and in 1999 one student won the SLA Student Research Award. (Details of these activities are available on site.)

## 5.7 Toward the Future

Students are the heart of the LIS Program. All four of the LIS Strategic Goals are relevant to providing the academic rigor, collegial atmosphere, and professional opportunities that foster the development of engaged, knowledgeable, and creative professionals who will shape the library and information science field.

As discussed previously, diversity is highly prized. To maintain and advance such diversity, the LIS Program will continue to assess current activities and design new mechanisms for meeting the needs of an increasingly diverse student population.

New distance learning options are receiving increased emphasis as a means to serve the diverse and distributed population of Hawai'i and the Asia-Pacific region. Synchronous learning will continue through the HITS interactive video format and be expanded in the near future when the ICS Department creates its own distance learning classrooms in Hamilton Library and the POST Building. Asynchronous distance learning will play a larger role in expanding the reach of the Program and offering new educational opportunities for students.

The Program will continue to actively promote an environment that encourages and supports student professional activity and participation in policy-making, toward the maintenance of a vibrant and collegial learning community. Professional activities and achievements serve as an extension of the curriculum and provide evidence of the Program's success at meeting the evolving demands of the job market for library and information science professionals. Success will continue to be measured through a systematic evaluation process which includes enrollment statistics, admission records, student and course evaluations, surveys, focus group discussions, and contacts among the Program's faculty, students, staff, Advisory Board, and other constituencies.

*I learned that every user is different, that there is no one-size-fits-all response to information requests, and that sometimes, the most important skill a librarian can have is simply the ability to make the library patron feel comfortable enough to ask a question.*

*Joely May, 1998*