

Comprehensive Program Review 2009-2012

Library and Learning Resources

College Mission Statement: Mission Statement 2008-2015

Kapi'olani Community College...

- is a gathering place where Hawai'i's cultural diversity is celebrated, championed and reflected in the curriculum, pedagogy, support services and activities, students, faculty, staff, and administration.
- is a nurturing workplace of choice for strong and caring faculty, staff, and administrators committed to effective communication and shared vision, values, mission, and responsibilities.
- strives to provide the highest quality education and training for Hawai'i's people.
- provides open access, and promotes students' progress, learning and success with low tuition and high quality instructional programs, student development and support services, and selective areas of excellence and emphasis.
- prepares students to meet rigorous associate and baccalaureate requirements and personal enrichment goals by offering high quality liberal arts and other articulated transfer programs.
- delivers high quality 21st century career programs that prepare students for rigorous employment standards and to meet critical work force immediate and long - term needs and contribute to a diversifying state economy.
- prepares students for lives of ethical and social responsibility by offering opportunities for increased service-learning and community engagement.
- leads locally, regionally, nationally and internationally in the development of integrated international education, enriched through global collaborations.
- uses human, physical, technological and financial resources effectively and efficiently to achieve ambitious educational goals and generate a solid return on the public's investment for a sustainable future.
- builds partnerships within the University and with other educational, governmental, business, and non - profit organizations to support improved lifelong learning.
- uses ongoing cycles of planning, best practice research, budgeting, implementation, assessment, and evaluation to drive continuous program and institutional improvement.

Mission Statement

The mission of the Library and Learning Resources unit, which includes the open computer lab and the Testing Center, is to support the vision of Kapi'olani Community College by providing an innovative environment for learning and research. To accomplish this mission, the LLR shall:

- Provide access to and instruction in the use of informational tools and resources,
- Collaborate with faculty, staff, students and community to enhance instruction, learning and research, and
- Be a gathering place (both physically and virtually) for cultural exchange and diversity in learning through development of collections, creation of original content, and participation in exhibits and performances.

Ties to Campus Strategic Plan

The LLR mission supports those college strategic outcomes that are directed toward educational attainment and those directed toward appropriate provision and management of resources. The LLR mission, therefore, links to the following Strategic Outcomes:

- A. Position Kapi'olani Community College and the University of Hawai'i as leading indigenous-serving higher education institutions by supporting the access and success of students of Native Hawaiian ancestry
- B. Increase the educational capital of the state by increasing the participation and degree completion of students, particularly from underserved regions
- D. Address critical workforce shortages and prepare students for effective engagement and leadership in a global environment
- E. Recognize and invest in faculty and staff resources and develop innovative and inspiring learning environments in which to work
- F. Acquire, allocate, and manage public and private revenues and exercise exemplary stewardship over all of the University's resource for a sustainable future.

Part I. Executive Summary

The Library and Learning Resources Unit (LLR) consists of the Library, open computer lab, and the Testing Center. The LLR provides various services for students, faculty, staff, and the community. These services include reference and library instruction; print and electronic/online resources; printing, scanning and photocopying; group study rooms; placement and academic testing services, including online testing, distance-learning testing, paper testing, make-up testing, proctoring services for a fee, and TOEFL; laptop and desktop computers that give students the use of Microsoft Office products, online tutoring services, and Internet and wireless access.

The Annual Review of Program Data for the 2009-2011 review cycle shows that demand for Library and Testing Center services is healthy. ARPD effectiveness indicators are also healthy. With respect to efficiency indicators, while the Library ranks as healthy, the Testing

Center's efficiency indicators are cautionary due to a lack of testing seats and an inadequate testing budget.

There is strong demand for LLR services, particularly computer access, electronic resources, study space and testing. In response to these demands, during the 2009-2011 review cycle, the LLR expanded hours of operation for both the Testing Center and the Library, and the open lab expanded the number of computers available to students. The Testing Center took action to address long wait times for students during peak testing periods caused by insufficient seating for online testing. The Library implemented a new model for collection development designed to better meet the needs of the curriculum; and it also implemented a new model for library instruction with a long-term goal of reaching every student in their first year.

The improvement actions taken during the 2009-2011 review cycle added to the unit's operating expenses such that LLR budget expenditures were focused on the purchase of online and electronic resources, costs for computer and testing equipment and support, and compensation for student assistants to support operating hours. Total library materials expenditures per FTE decreased as money from the Library budget had to be diverted to support the Testing Center and open computer lab. The open computer lab expanded to the point where there were insufficient staff and funds to continually upgrade and maintain the computers. Increased demands for testing services and a steady increase in library instructional sessions and SOS workshops heightened the need for additional space for LLR services.

LLR tactical plan strategies have been designed to build on existing unit strengths and address unit weaknesses. These strategies include acquiring additional space to meet testing and library instruction needs; hiring additional staff to support open lab computer technology and library instruction; investing in digital collections and investigating alternate technologies that support distance learning and technology-enhanced learning environments; and, in response to recommendations in the 2012 accreditation report, assessing student learning outcomes for all programs with the goal of incorporating the findings into future program improvements.

Part II. Library and Learning Resources Unit Program Description

The Library and Learning Resources Unit consists of the Library, open computer lab, and the Testing Center. The Library provides services for students, faculty, staff, and the community. These services include reference, instruction services; print and electronic/online resources; printing, scanning and photocopy services; and group study rooms. The open computer lab is housed in the library including 60 laptops that are available for checkout and 90+ desktop stations. Students have access to Microsoft Office products, online tutoring services, and Internet and wireless access. The Testing Center provides placement and academic testing services, including online testing, distance-learning testing, paper testing, make-up testing, proctoring services for a fee, and TOEFL.

History

The Kapi'olani Community College Library was established with the opening of the college in 1965 at the Pensacola campus. The current library facility was completed in 1992 as part of the College's relocation from the Pensacola campus to the new campus on the slopes of Diamond Head. At that time, the Library provided access to information tools (primarily in print) and reference services, along with a small-scale bibliographic instruction program. Services such as make-up testing and computer labs were provided by other entities on campus.

In 2001 the Board of Regents approved a reorganization of the College that created the Library and Learning Resources Unit (LLR). At that time, the unit had responsibility for library services, the management of campus open learning environments (such as several open computer labs), the management of the College web site, and the management of learning support services including testing.

By 2002, LLR operations occupied two buildings, with the Library and the campus web team located in Lama and, in 'Iliahi, the open computer labs (called Cybernesia), and the Testing Center, which provided placement and make-up testing services. Also in 2002, responsibility for coordination of the Secrets of Success workshop series was transferred from Holomua to the Library. Over the next few years, the LLR steadily expanded services, increasing electronic database offerings and adding a collection of circulating laptops that students could check out for use in the library.

In 2006, the Lama building underwent a major renovation of its air conditioning system and roof. In the course of that renovation, Library staff were able to work with contractors to reconfigure the layout of the building, which had remained largely unchanged since 1992. When the renovation was completed in 2007, the interior had been transformed. The second floor, housing most of the library's print collection and study carrels, became a quiet study floor. The first floor, featuring study tables and computer workstations, was now an interactive learning commons where group study and social interaction were encouraged.

In 2008, the Library hired a Hawaiian Resources Specialist to facilitate its support of Hawaiian and Pacific Studies, a Digital Initiatives Librarian to oversee and expand the Library's digital collections, and a Testing and Computer Specialist to provide support for expanding demands for computer and testing services. In May 2009, the Testing Center and open computer labs moved from 'Iliahi to their permanent location in the Lama Library. The first floor learning commons was reconfigured to include an open computing lab. Also in 2009, another College reorganization resulted in the campus web team moving from the LLR unit to the Center for Excellence in Learning, Teaching and Technology (CELTT).

Current review cycle

2009-2010

During 2009-2010, the Testing Center made adjustments to accommodate a new workflow in its new location and other improvements that significantly reduced the wait time during final exam periods from 2 hours down to 30 minutes. Responding to results from student surveys, the Testing Center increased its hours of operation to 47 hours per week. The Testing Center also assumed responsibility for wireless activations for the campus. The Testing Center provided services for students to take placement tests year round. In May 2010, a new UH System policy went into effect to have students pay a fee to re-take a placement test to improve their score.

In 2009-2010, the majority of the LLR budget focused on the purchase of online and electronic resources that support distance learning, covering expenditures of computer and testing equipment and support, and compensation for student assistants to assist with learning. In addition, the Library made a concerted effort to purchase requested DVDs to replace its aging film and videotape collection. To alleviate the problem of an aging book collection, the Library continued to subscribe to an e-book collection that provided access to over 37,000 digital books. The Library also purchased a campus-wide subscription to the Chronicle of Higher Education and two new databases, Films on Demand and A-Z Maps.

16 thin-client computers were installed for the instruction staff to use in place of laptops that were slow and had difficulty accessing the Internet. Also in 2009-2010, LLR received a donation of 42 computers.

In December 2009, a senior librarian retired, leaving a vacancy for the Spring 2010 semester.

2010-2011

In 2010-2011, the majority of the LLR budget supported the purchase of online and electronic resources, covering expenditures of computer equipment and software, and compensation to student assistants to staff the expanded hours of operation of the Library and the Testing Center. Library hours were expanded to being open seven and a half hours on Saturday as a result of the library student satisfaction survey responses. Library hours were further extended for 12 more hours during finals week.

In 2010-2011, the Library and College were closed during the winter recess and spring recess hours due to union contractual agreements. The general reference librarian position left vacant after a retirement was re-described as a Learning Resources Librarian and filled in July 2010. Another full-time librarian was on sabbatical for the majority of FY2011 and a casual hire librarian was added to support reference service activities.

Also in 2010-2011, the Library re-evaluated its collection development practices to make improvements in Library support of programs. The Collection Development policy was reviewed and revised by the Learning Resources Librarian and library subject specialist

liaisons were created to expand collection development to other selectors who coordinate purchases that meet the needs of the curriculum.

2011-2012

In 2011-2012, the majority of the Library and Learning Resources budget focused on the purchase of online and electronic resources, purchase of computer equipment and software, and compensation for student assistants to support the operating hours of the Library and the Testing Center. The digital e-book collection subscription grew to 60,000+ titles and the Library began experimenting with purchasing permanent access to selected electronic books. The initial purchase focused primarily on texts to support the nursing program (including satellite locations) and books supporting improvement of math and English skills.

To expand availability of computers in the open computer lab, the Library became a participant in the University of Hawai'i Access for All program, part of the Broadband Technology Opportunities Program (BTOP) administered by the National Telecommunications and Information Administration (NTIA).

The Library and College were closed during the winter recess and spring recess hours due to contractual agreements. A full time librarian was on sick leave for the majority of FY2012 and a casual hire librarian was brought in to support the reference service activities. An Educational Specialist position that became vacant in the Testing Center in Fall 2011 was filled in Spring 2012.

Program goals

- Increase the educational capital of the state by providing and maintaining LLR services that will serve to improve student success rates, satisfaction, and degree completion of students. (Linked to College Strategic Outcome B)
- Recognize and invest in faculty and staff resources and develop innovative and inspiring learning environments that are adaptable, respond to the complex and changing environment, and address the needs of our on-campus and distance learning student populations. (Linked to College Strategic Outcome E)
- Pursue donations, private funding, entrepreneurship, and strategic partnerships to maintain a stable environment for the ongoing maintenance and costs of providing a minimal standard of computing technology for labs and the Testing Center. (Linked to College Strategic Outcome F)

Program Student Learning Outcomes (SLOs)

The Library Instruction Program has three SLOs, which are based on criteria in the Association of College and Research Libraries (ACRL) Information Literacy Standards:

- SLO 1: Students will be able to access needed information.
- SLO 2*: Students will be able to evaluate information and its sources critically.
- SLO 3: Students will be able to acknowledge sources.

*SLO 2 is a shared SLO, assessed by all UH Community College (UHCC) libraries, which appears in the UHCC Academic Support Annual Report of Program Data (ARPD).

Faculty and staff

7 FTE Faculty:

Head Librarian (Unit Head)
 Digital Initiatives Librarian
 Electronic Resources Librarian
 Hawaiian Resources Librarian
 Information Literacy Librarian
 Learning Resources Librarian
 Technical Services Librarian

5 Academic Support APTs:

Access Services Manager, Library
 Educational Specialist, Testing Center
 Educational Specialist, Testing Center
 Educational Support Specialist, Library
 Research Support Specialist, LLR

5 Civil Service:

Library Assistant III, Access Services, Library
 Library Assistant IV, Access Services, Library
 Library Assistant IV, Access Services, Library
 Library Technician V, Technical Services, Library
 Secretary, LLR

Resources

The LLR unit receives funds from several sources including:

- G-Fund
- Special Funds
- Grants
 - Broadband Technology Opportunities Program (BTOP)
- UHF (donations)

Part III. Quantitative Indicators for Program Review

Listing of most recent three years of ARPD data for demand, efficiency and effectiveness.

Library Overall Health Call:					Healthy
Demand Indicators		Program Year			Demand Health Call
		09-10	10-11	11-12	
4	Number of informational and reference questions per student and faculty FTE	1.1	1	1.1	Healthy
5	Number of students attending presentations sessions per student FTE	.9	1	1.3	
6	Number of circulations, electronic books used, full-text journal articles downloaded per student and faculty FTE	29.2	47.4	53.2	
7	Number of web accessible computers per student FTE	.02	.03	.03	
Efficiency Indicators		Program Year			Efficiency Health Call
		09-10	10-11	11-12	
8	Number of informational and reference questions answered per FTE librarian	884	1321	891	Healthy
9	Number of book volumes per student FTE	14.7	15.4	16.0	
10	Total materials expenditures per student FTE	\$18	\$27	\$23	
11	Total library expenditures per student and faculty FTE	\$204	\$199	\$210	
Effectiveness Indicators		Program Year			Effectiveness Health Call
		09-10	10-11	11-12	
12	Common Student Learning Outcome: The student will evaluate information and its sources critically	n/a	n/a	69	Healthy
13	Student and faculty satisfaction measurements using common survey questions	4.6	4.6	4.5	

Testing Services Overall Health Call:					Cautionary
Demand Indicators		Program Year			Demand Health Call
		09-10	10-11	11-12	
24	Number of placement tests administered per year per student FTE	1.2	1.2	1.0	Healthy
25	Number of Distance Learning tests administered per year per student FTE	2.0	1.9	1.9	
26	Local campus tests proctored per year per student FTE	3.7	5.6	6.2	
Efficiency Indicators		Program Year			Efficiency Health Call
		09-10	10-11	11-12	
27	Testing seats per student FTE	0.0	0.0	0.0	Cautionary
28	Testing seats per total number of tests	0.0	0.0	0.0	
29	Total number of tests per Testing Budget	\$0	\$0	\$0	
Effectiveness Indicators		Program Year			Effectiveness Health Call
		09-10	10-11	11-12	
30	Satisfaction measurements using common survey questions	4	4	4	Healthy

Part IV. Analysis of the Program

1. Alignment with Mission

LLR unit activities are well in alignment with the unit mission and with the College's mission, as is shown above.

2. Current Situation

Internal

STRENGTHS

Based on ARPD analysis over the previous three years, the Library is Healthy.

- Demand:
 - There is strong demand for LLR services, particularly computer access, electronic resources, study space and testing.
 - There has been a steady increase in the number of instructional sessions and students attending workshops. Rapid growth began with the hiring in FY 2011 of a full-time Learning Resources Librarian, who was assisted by a part-time casual hire. Both focused on working closely with the ENG 22 faculty to have students access and evaluate resources for their research. Improvements continued with the implementation of an interactive, active-learning instruction model called the Research Challenge. Increased collaboration between the ENG 22 faculty and the Library resulted in 90% of all ENG 22 classes coming twice for an instructional

session in the Library. Faculty and librarians continued to refine and update the Research Challenge to meet the Library SLOs.

Efficiency:

- The library purchases physical materials and electronic resources that support the curriculum. High numbers of full-text articles researched and downloaded by our KCC community continue to grow, signifying the need to continue the 24/7 access that provides ready access to the rich electronic resources. The electronic resources also directly support our distance learning students.
- Effectiveness:
 - There is a high satisfaction with the LLR staff and the assistance they provide. All faculty and staff are customer-oriented and have made the highest efforts to provide courteous and helpful assistance. The staff is flexible and adaptable, and is proactive in helping students with new technology.
 - Student satisfaction as measured via the online surveys, (data element 13: Effectiveness Indicators--Student and faculty satisfaction measurements using common survey questions), is consistently positive and continual improvements are made based on the surveys. In 2011-2012, after several years of decline, there was an increase of 3% in positive responses to the statement, "I usually find enough books to meet my course needs," possibly reflecting the library's efforts to update its print collection and make it more supportive of current program content.

WEAKNESSES:

The overall health call of the Testing Center is Cautionary.

- Efficiency:
 - There is need for a larger physical space for the Testing Center – for a student headcount of 9000 students, we have only 25 online seats. Funding and staffing are also insufficient to meet the demands of the Testing Center. As the number of online classes continues to increase, the situation will only worsen. Each semester, there is a high demand for testing services at midterms and finals. In Fall 2010, students suffered 2-4 hour wait times during the 4 days of finals week. In 2011-2012, improvements were made that factored in comments from faculty, the online survey of students, implementing a new staggered testing period for the finals time, and having the F2F instructors administer their own tests. These adjustments decreased the wait time from 4 hours to 30 minutes. But the Testing Center will not be able to meet future demand without increased space, funding and staffing.
 - Expansion of the Library Instruction Program to include 90% of all ENG 22 classes has resulted in a space crunch for instructional sessions and presentations. Plans to incorporate more ENG 100 classes into the instructional program as part of a goal to reach every student in their first semester will only exacerbate the problem.
 - Total library materials expenditures per FTE (data element 10) have decreased as money from the Library budget has to be diverted to support the Testing Center and open computer lab.

- There are 150+ public computers in the Library and only one FTE staff person to setup, image, maintain, and troubleshoot the computers through software upgrades and information security requirements. There are insufficient funds to continually upgrade and maintain the computers.
- Effectiveness:
 - Initial assessment results show that students in instructional sessions are not effectively evaluating the web-based resources that they cite for their research.
 - Professional development and training are underfunded, making it difficult to have all faculty and staff develop professionally in their areas of expertise.
 - In data element 13, (Effectiveness Indicators: Student and faculty satisfaction measurements using common survey questions), the Library dropped from 4.6 to 4.5. While this is still considered a healthy measure, the decline is a result of the Library dropping an average of 3 percentage points in 5 of the 7 common survey questions. The greatest decrease was a drop of 7 percentage points (from 92% to 85%) in positive responses to the statement, "The library's computers meet my needs," reflecting the shortcomings in the Library's public computer offerings due to insufficient staffing and funding.

External:

Accreditation

In February 2013, the Accrediting Commission for Community and Junior Colleges (ACCJC) took action to reaffirm the College's accreditation with a requirement that the College address a number of recommendations made by the external evaluation team. One of these recommendations (College Recommendation 3) is that, "the College assess student learning outcomes for every course, instructional program, and student support program and incorporate the findings into course and program improvements." As a student academic support unit, the LLR only partially meets this recommendation. The Library assesses SLOs for the library instruction program and uses the results to guide improvements in the program, but the SOS workshop series and the Testing Center do not.

3. Assessment Results for Program SLOs

The program will develop a schedule for SLO assessment such that within the three-year review period, all SLOs will have been assessed and the following will be reported:

- List of the Program Student Learning Outcomes and the dates assessed
- Assessment results
- Changes that have been made based an evaluation of the assessment results

The Library has three SLOs for its instruction program:

- SLO 1: Students will be able to access needed information.
- SLO 2: Students will be able to evaluate information and its sources critically.
- SLO 3: Students will be able to acknowledge sources.

These SLOs were finalized in Fall 2010 and were subsequently assessed in June 2011 and June 2012. However, assessment questions and methods were different each year, making it difficult to compare the data.

June 2011 (collected data from 8/2010-5/2011)

- SLO 1: # of students successfully able to access library resources: 88%
- SLO 2: # of students successfully able to evaluate information and its sources: 69%
- SLO 3: # of students successfully able to acknowledge sources: 74%

Methods of assessment: survey for instructors, post workshop report by workshop facilitator.

June 2012 (collected data from 8/2011-5/2012)

- SLO 1: Faculty survey: Was the Research Challenge successful in getting students to access information?: 91%
Rubric: Find books/ebooks: 92%
Rubric: Find articles: 92%
Rubric: Identifies keywords: 92%
- SLO 2: Faculty survey: Was the Research Challenge successful in getting students to evaluate information?: 67%
Rubric: Evaluate: 82%
- SLO 3: Faculty survey: Was the Research Challenge successful in getting students to cite information?: 66%
Rubric: MLA/APA citations: 92%

Methods of assessment: survey for instructors, rubric scores of a sampling of 6 students per class from four classes, post-library survey for students asking gains in confidence level.

In June 2011 the instructional librarians believed they had collected baseline data. To expand the amount of data available for analysis, they set a goal to increase the number of library instruction workshops. This effort was successful and is reflected in ARPD data element 5, (Number of students attending presentations sessions per student FTE), which shows a marked increase between 2010-2011 and 2011-2012. The librarians' action plan also included an initiative to increase instructional faculty-librarian partnerships. Because library research is an essential skill students need throughout their academic career, the librarians planned to focus on partnerships with ENG 22 and ENG 100 faculty since almost all first semester students start in one of these courses.

In 2011-2012, as a result of one of the instructional faculty-librarian partnerships, the library instruction program began experimenting with a new instruction method called the Research Challenge. To measure the effectiveness of the new research activity, the librarians modified their assessment methods. The new assessment methods meant they were again collecting baseline data, but the results seemed very promising with respect to the effectiveness of the Research Challenge. Based on the results, the librarians set goals to continue working with instructors on refining the Research Challenge activity, and to increase the number of workshops, again with an emphasis on ENG 22 and ENG 100.

Part V. Tactical Action Plan

1. Appropriate Strategic Outcomes

- a) Increase the educational capital of the state by providing and maintaining LLR services that will serve to improve student success rates, satisfaction, and degree completion of students. (B Educational Capital)
- b) Recognize and invest in faculty and staff resources and develop innovative and inspiring learning environments that are adaptable, respond to the complex and changing environment, and address the needs of our on-campus and distance learning student populations. (E Professional Development)
- c) Pursue donations, private funding, entrepreneurship, and strategic partnerships to maintain a stable environment for the ongoing maintenance and costs of providing a minimal standard of computing technology for labs and the Testing Center. (F Resource Stewardship)

2. Tactical Plan Performance Measures

- a) Create a physical environment conducive to the needs of our students for Library and for Testing Services which will be shown in the increase of our building headcount, in proportion to our enrollment. (B1)
- b) Evaluate and improve on distance learning and online testing, and decrease the wait time to a maximum of 1/4 an hour for queuing throughout the semester. (B5)
- c) Review allocation of resources between print and electronic resources and find funding to increase the acquisition by 10% each year, emphasizing resources necessary for the curriculum, transfer, or graduation of students. (B4)
- d) Administer annual student surveys for the Library and for the Testing Center in the spring semester. Increase response by 5% each year. Analyze and identify two areas to improve upon for each year. (B6)
- e) Recruit and renew support faculty and staff to meet the growing needs of distance learning programs in the areas of Digital collections and the Testing Center. To meet the campus' goal increase of one program every two years, increase support in distance learning staff by .5FTE every two years. (E1, E2)
- f) Increase and eventually triple the number of available testing stations from 25 to 75 to accommodate increasing demand in placement and academic (paper and online) testing for F2F and distance learning classes. (F2)

- g) Library Instruction Student Learning Outcomes:
 SLO 1: Students will be able to access library resources (B6)
 SLO 2: Students will be able to evaluate information and its sources (B6)
 SLO 3: Students will be able to acknowledge sources (B6)
- h) Secrets of Success Student Learning Outcome: Students will be able to articulate a specific skill, concept or strategy learned during the workshop (B6)

3. Strategies

- a) Acquire additional space in the Lama building to expand Testing Center and Library Instruction seating to improve campus facilities and meet capacity needs. (Strategy 1)
- b) Obtain Title III funding to renovate the Lama Library to support collaborative learning and study. (Strategy 1)
- c) Hire or reallocate staff to support open lab computer technology, testing services, and the library instruction program. (Strategy 4, 6)
- d) Invest in professional development and training for faculty and staff to maintain their expertise in all areas. (Strategy 6)
- e) Provide tools and educational opportunities required for staff and faculty to develop new skills. (Strategy 6)
- f) Invest in converting static collections to digital collections and improving integrated technology-enhanced learning environments for all. (Strategy 4)
- g) Investigate alternate technology solutions such as leasing, thin-client technology, or cloud computing. (Strategy 6)
- h) Assess and evaluate print and online resources to improve upon the support for areas of excellence for the college. (Strategy 1)
- i) Maintain a web presence that engages members and the public and encourages innovation and experimentation in the areas of SOS (Secrets of Success) and online resources. (Strategy 4)
- j) Support integration of social networking activities.
- k) Diversify and increase the college's funding portfolio by developing mutually beneficial partnerships that contribute to cost savings or strengthen increased funding from grants. (Strategy 5)

- l) Assess student learning outcomes for all programs and incorporate the findings into program improvements. (Strategy 8)

4. Data to be gathered

Annual program review data, collection usage data, student survey data, student satisfaction data, comparison of headcount to historical data, wait times for testing center, increased access to digital collections. For SLOs, data to be gathered includes student and faculty surveys, rubric scores, and pre- and post-test data.

5. Position(s) Responsible

Susan Murata:	Direct the overall workload, prioritize tasks
Sunyeen Pai:	Digital collections, oversee Testing Center operations, participate in planning related to renovations, SLO development and assessment
David Cabatu:	Testing Center assistant, assist in computer decisions, data collection and analysis
Blake Sakata:	Testing Center assistant, assist in proctoring decisions, data collection and analysis
Alva Kodama:	Research support, computer and technology installation and upgrades
Stephanie Nelson:	New electronic resources, LLR web design and updates, administer annual student survey
Michelle Sturges:	Technical Services including collection data, custom integrated library system reports and inventory
Kevin Roddy:	Information Literacy Librarian
Annie Thomas:	Hawaiian Resources Librarian
Guy Inaba:	Secrets of Success coordinator, First Year experience liaison, SLO assessment
Joyce Tokuda:	Learning Resources Librarian, SLO assessment
LLR staff:	Academic support

6. Synergies with other programs, units, emphases and initiatives

CELTT, Title III Coordinator, Koa Gallery, Staff Council, Arts & Humanities, Disability Student Services Office, Kahikoluamea, Human Resources, Auxiliary Services, Business Office, International Education

7. Key Community Partners

UHM Hamilton Library,
UH Library Council,
Hawaii Library Consortium
Medical Libraries Consortium
Char Advisory Board

Part VI. Resource and Budget Implications

1. Reallocate or hire staff as needed to fill existing vacancies.
 - Hire to fill vacant Library Assistant IV position: **\$25,368-\$38,988.**
 - Hire to fill vacant Library Technician V position: **\$27,396-\$42,192.**
2. Funding for new technology and technology upgrades.
 - Complete upgrade of computers in Lama 101 (replacing existing computers and acquiring additional computers for the 20 seats added during the 1st floor renovation), 47 Windows 7 desktop PCs, **\$63,900.**
 - Purchase of dedicated computers for Lama 118 for use in testing and library instruction, 24 Windows 7 desktop PCs, **\$32,582.**
3. Funding for Title III proposal to renovate the Lama Library.
 - Renovate Lama rooms 118, 119, and 119A to create dedicated space to support increased demand for testing and library instruction services. Design fees: \$40,000, Construction costs (demolition and renovation): \$44,059, Total cost: **\$84,059.**
 - Recarpet second floor of Lama building to replace existing, 20+ year old broadloom carpet with carpet tile that will be easier to maintain, **\$494,500.**
4. Creation of a professional development fund to support training for faculty and staff of LLR. Budget \$300 per person, **\$5,100.**
5. To meet demand stemming from the campus' goal of increasing one program every two years, increase support in Distance Learning staff by .5 FTE every two years. Approximately **\$27,500** in General funds every two years.

Part VII. Evaluation of Data and Measurable Improvements (annually updated)

1. Evaluation of Data identified in Part V-2-d
2. Improvements in Last 12 months (list)
3. Improvements to be made in the next 12 months (list)
*New initiatives may be added in annual updates