

## **Comprehensive Program Review 2016-2019**

### **Library and Learning Resources**

**College Mission Statement 2015-2021:** Kapi‘olani Community College provides students from Hawai‘i’s diverse communities open access to higher education opportunities in pursuit of academic, career, and lifelong learning goals. The College, guided by shared vision and values, and commitment to student success through engagement, learning, and achievement, offers high quality certificate, associate degree, and transfer programs that prepare students for productive futures.

#### **Library & Learning Resources Mission Statement**

The mission of the Library and Learning Resources unit 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.

#### **Testing Center Mission Statement**

The mission of the Kapi‘olani Community College Testing Center is to support placement testing, academic testing for distance education classes, make-up testing, and accommodations testing. We are committed to providing an environment that is conducive to testing and services that are efficient, effective, and secure.

#### **Part I. Executive Summary**

The Library and Learning Resources Unit (LLR) consists of the Library, the college’s largest open computer lab, the Testing Center, and the newly formed Study Hub for peer tutoring. 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, make-up testing, proctoring services for a fee; laptop and desktop computers that allow students access to the internet and the use of Microsoft Office products; and walk-in and online tutoring services.

The Annual Report of Program Data (ARPD) for the 2012-2015 cycles shows that demand for Library services is healthy, although there has been a decrease in one of the demand indicators (number of hits on the library homepage). ARPD effectiveness indicators are also healthy with achievement of the student learning outcome at 80 percent and satisfaction measures ranging between 86-98 percent. With respect to efficiency indicators, the Library ranks as healthy with the number of reference questions

increasing. Student satisfaction has remained steady based on the annual survey of library services. There is a demand for an increase to library hours.

The ARPD data for the Testing Center's demand and efficiency indicators is cautionary, as the number of campus tests proctored per year show a steady increase. Effectiveness measures are healthy as satisfaction measures range between 93-100 percent.

Challenges to the LLR department include:

- Securing consistent funding to meet the demand for and ongoing upgrades of computer and software
- Increasing costs in electronic databases
- Increase in demand for Testing Services
- Expansion of scope to include Study Hub Tutoring services
- Ongoing requests for space for offices, classrooms and meeting spaces for the campus

**Response to previous ARPD:**

Demand for services continues to be strong as the LLR has become the primary student engagement space for the campus. A safe and clean environment, air conditioning, numerous study areas, print and online resources that tie to the curriculum, places to plug and charge devices, and computers with internet access and print capability are some of the factors contributing to the LLR becoming a hub for students. In the past 3 years, the LLR has been able to maintain and upgrade computer hardware and software when funding became available through the Internet Café initiative special funds. Renovation of LLR areas made possible by Title III funds have improved services. The LLR constantly evaluates physical spaces, redesigning and making improvements based on student needs. The LLR continuously revises and updates action plans as opportunity arises.

**Ties to Campus Strategic Plan and Commitments:**

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:

**Kapi‘olani Commitments – Outcome 2: Innovation**

- Eliminate cost as a barrier to education.
- Implement Open Educational Resources (OER) to replace most textbooks.

**Kapi‘olani Commitments – Outcome 4: Modern, Sustainable, Teaching and Learning Environments**

- Implement campus technology plan and develop a system of planned equipment replacement.
- In conjunction with the Long Range Development Plan, participate in Modern Facilities Task Force to:

- 1) Define optimal design and learning elements for 21st century, 3rd decade educational infrastructure;
- 2) Establish goals for state-of-the art, digitally enabled, labs, classrooms, offices, and centers to support community engagement and partnerships across the state.

### **Outcome 1 Hawai'i Graduation Initiative: Focus on Student Success**

- (F) Invest performance funding in staff and faculty development to improve research-based impact practices and currency in their field.
- (M) For students testing at one level below college ready, 75% will complete a college level English and/or math course within one semester.
- (N) For students testing at 2 or more levels below college ready, 70% will complete a college level English and/or math course within one year.

### **Part II. Library and Learning Resources Unit Program Description**

The Library and Learning Resources Unit consists of the Library, the college's largest open computer lab, the Testing Center, and the Study Hub for peer tutoring. The Library provides services for students, faculty, staff, and the community. These services include reference and instruction services; print and electronic/online resources; printing, scanning and photocopy services; and group study rooms. The open computer lab, which is housed in the library, includes 60 laptops that are available for checkout and 90 desktop stations. Students have access to Microsoft Office products, online tutoring services, the internet and the campus wireless network. The Testing Center provides placement and academic testing services, including online testing, distance-learning testing, make-up testing, and proctoring services for a fee. The Study Hub provides walk-in tutoring services for Math and Writing.

#### **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 demand 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).

#### 2009-2010

In 2009-2010, the Testing Center made adjustments to accommodate a new workflow in its new location and made 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.

The Library expanded efforts 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 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.

### 2010-2011

In 2010-2011, Library hours were expanded to being open seven and a half hours on Saturday as a response to feedback from the library student satisfaction survey. Library hours were further extended for 12 more hours during finals week. The Library, Testing Center, 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. A new collection development model utilizing library subject liaisons was created to expand collection development from a single librarian (old model) to a group of selectors who coordinate purchases to better meet the needs of the curriculum.

### 2011-2012

In 2011-2012, the Library's 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, Testing Center, 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.

### 2012-2013

In 2012-2013, the Library was open 6 days a week for 62 hours per week - longer than any other community college library. The head librarian was on sabbatical for 6 months from January 2013-June 2013. All of the librarians were heavily involved in the College's accreditation self-study process and served in numerous capacities to chair, research, write, archive, or digitize files for college accreditation.

In the spring 2013 semester a project to replace the carpet from 1992 on the first floor with new carpet squares was initiated. The project should have taken 4 months but continued until October 2013. There was a strong demand for LLR services, particularly computer access, electronic resources, and study space, all of which were greatly impacted by the prolonged carpeting project.

There were 150+ public computers in the Library prior to the recarpet project, which moved all library and computer lab operations to the second floor and reduced the number of computers that could be made available. There was only one FTE staff person to setup, breakdown, image, maintain, and troubleshoot the computers through normal software upgrades, information security requirements, and the multiple space re-configurations necessitated by the carpet project. High numbers of full-text articles researched and downloaded by the KCC community grew, signifying the need to continue the 24/7 ready access to electronic resources, which directly support both on-site and distance learning students. 204,688 articles were downloaded from electronic databases and 6638 e-books were borrowed during the year. 17,597 physical items were also borrowed.

#### 2013-2014

The Library continued to be open 6 days a week for 62 hours per week, however, service hours were decreased by several closures during the year. The campus was closed during the winter and spring break. A new Library Technician was hired in November 2013, who assisted with the purchases and processing of new books and audiovisual material, and was trained on the new Quali system. The library's carpet replacement and a room renovation (Lama 101) continued from June 1 through October 31.

With the carpet replacement and the move to smaller quarters for the fall semester, our instruction statistics decreased from 521 to 376, and the Library served 1640 fewer students for the year due to reduced library classroom space. Reference statistics remained steady at 5259 questions answered by the 5 librarians that served at the Reference desk. In May 2014, the library started another renovation of the Lama 118 classroom, utilizing Title III funds. Demand for materials continued to be strong: 16,027 physical items were borrowed. 222,315 articles were downloaded from electronic databases and over 6,000 e-books were borrowed during the year.

The Library recorded 92,462 uses of the library computers by students. After the carpet project was completed and the Library regained use of the first floor, there were 250+ 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. The lack of sufficient funds to continually upgrade and maintain computers within the LLR budget, and the unit's having only one staff person to work with all of the public computers were ongoing sources of concern.

The reference staff set up social media accounts to market and communicate new information about the library. They also applied for grants that funded prizes for an International Games week, a new Seed share display, and makerspace ideas for creating sustainable crafts. Two librarians participated in the first cohort of the "Assessment in Action: Academic Libraries and Student Success" program, sponsored by the Association of College and Research Libraries. Two librarians were heavily involved in accreditation activities: one as the Accreditation Liaison Officer for the college and the other as a commissioner for WASC-ACCJC. Librarians attended the Hawaii Library Association conference, a Continuum of Service conference, a Hawaii Sustainability in Higher ed summit,

American Libraries Association conferences during the summer and midwinter for professional development.

Like the Library, Testing Center service hours were decreased by campus closures during winter break and spring break. From June 1 through October 31, the Testing Center operated out of much smaller quarters in Lama 118-119 for the Lama building recarpet and Lama 101 upgrade projects. TOEFL tests were not scheduled for the academic year, out of concern for heightened security policies enacted by TOEFL that required wand-scanning of students. There was an increase of 12.28% in placement tests as compared to FY2013. There was a 6.56% decrease in Academic course tests. For Kapi'olani face to face courses, the Testing Center proctored 13,560 tests in FY2014, 10,347 were online and 3,213 were taken using paper.

Lama 101 reopened November 2013 with improved data and electrical upgrades, 43 new carrels and chairs, about 20 new computers (in addition to 24 existing computers). An external security camera was installed in the Lama lobby area to take improved security video of people entering and exiting Lama 101 and the front door.

The Testing Center analyzed its face-to-face course paper testing statistics and noted that a number of STEM instructors made heaviest use of this service. Student wait times became a problem when STEM professors assigned their tests on the same days and paper tests were not given time limits. Testing Center staff worked with STEM instructors, who agreed to coordinate their test schedules and to set time limits on paper tests. This reduced incidents of excessive wait times. The Testing Center met the goal of keeping wait times to under 30 minutes during finals. For tests administered throughout the semester, they kept wait times to no more than 15 to 20 minutes.

One Testing Center staff member had been taking programming classes for professional development, which helped him to make adjustments to the Center's sign-in program. Overall, the renovation and additional testing computers helped to keep the wait times down to a maximum of 15 minutes.

#### 2014-2015

There was a strong demand for LLR services, particularly computer access, testing services, electronic resources, and engaged learning spaces. The Library was open 6 days a week for 56 hours per week as compared to 62 hours last year – a reduction necessitated by cuts to the LLR budget for student assistants. The library cut hours to close at 6 pm instead of 7 pm, did not extend hours for finals, and did not open during the spring break.

The library continued to purchase physical materials and electronic resources in support of the curriculum. Use was down slightly from the previous year: 14,828 physical items were borrowed, 203,495 articles were downloaded from our electronic databases, and over 6,000 e-books were borrowed. A new Information Literacy librarian was hired as of July 2014 and in August 2014, a Library Assistant IV was transferred to our library from UH Manoa.

The Library continued to go through renovation, this time on Lama 118 in June 2014. A doorway was built between the Library first floor interactive study area and Lama 118 creating access from the interior of the building. New carpet and computers were purchased and the construction was completed by September 2014. Planning for the next phase of Title III funding continued with plans for a renovation in summer 2016 for a Student Success Center.

Databases added this year included Statista and Ancestry.com. Reference services increased - from 5259 questions last year to 8235. Expenditures per student remained the same. Satisfaction increased in areas of computer resources, students feeling comfortable in the library, finding the library website useful and finding books to meet their course needs. However, satisfaction dropped in the area of "I get enough articles from the library databases to meet my class needs" from 91% to 86%.

The number of computers in the Library remained steady at 250+, but there was still only one FTE staff person to setup, image, maintain, and troubleshoot the computers through software upgrades and information security requirements. This year, the Library recorded 88,908 uses of the library computers by students, about 4000 less than last year. There continued to be insufficient funds to support necessary upgrade and maintenance of computers within the LLR budget. The LLR continued to be highly dependent upon a single staff person to provide all support for all of the public computers.

There was high satisfaction with the Library staff and the assistance they provide. All faculty and staff are customer-oriented and success-focused. They are flexible and adaptable, and very proactive in helping students with new technology.

The Testing Center staff also had a high level of effectiveness, garnering 100% satisfaction for the first time on their user survey. 43 computer stations were provided. Overall, wait times decreased during the busiest times and student wait times were no more than 15 to 20 minutes to take a test.

The main challenge for the Testing Center was in managing additional demand, with an increasing number of faculty asking to utilize Testing Center services to expand available lecture time, requesting to have the Testing Center proctor all quizzes and exams for their face-to-face and online courses.

Service hours were decreased due to budget cuts in spring 2015. Finals hours were not expanded and there was a cutback in one hour per day of service. Despite the cut in hours, demand and usage were up by approximately 700 tests from last year. The State of Hawaii's Public Safety department used the Testing Center for its personnel recruitment drive. Collaborations with First Year Experience and a summer Math bootcamp were successful. There was an increase of 11% in placement tests as compared to FY2014. There was a 6% decrease in Academic course tests. The Kapi'olani Testing Center proctored 30,353 tests in FY2015, including placement, academic, ATI-TEAS, and Department of Public Safety tests.

## **Program goals**

### **1) Increase the number of graduates and transfers and continue to develop and implement persistence interventions:**

- The LLR will provide and maintain support services that will serve to improve student success rates, satisfaction, and degree completion of students.
- Expand the Library's electronic collection to support students' diverse learning needs and support faculty teaching and research.
- Continue to provide math and writing tutoring at the Study Hub. Collaborate with faculty to assess the effectiveness of peer mentor tutoring. Expand and standardize the training and mentoring to all satellite sites across the campus.
- Continue to collaborate with Math and English faculty to support students in completing their foundation requirements.
- Provide low cost or free access to textbooks for all courses.
- Review the effectiveness of existing library instruction and SOS workshops and make improvements as needed.

### **2) Ensure that students and faculty have the learning and teaching environment appropriate for the 21<sup>st</sup> century and the sustainability practices to maintain those environments.**

- Create and furnish a spaces for students to 'hang out', interact, and make connections (i.e. coffee shop, gathering place, community building). (Student Success Council) Provide library resources, computer equipment and spaces for study and collaboration in a safe learning environment that promote engagement of learning and increase student success in courses.
- 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. Renovation of the second floor of the library.
- Support professional development for all library staff and faculty.
- Pursue donations, private funding, and strategic partnerships to maintain a stable environment for the ongoing maintenance and costs of providing a minimal standard of computing technology for the labs and the Testing Center.
- Pursue entrepreneurial options of supplementing the LLR base budget.

## **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 IV, 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
- UHF (donations)

## Part III. Quantitative Indicators for Program Review

Library: Overall Program Health: Healthy

Student and Faculty Information		Program Year		
		12-13	13-14	14-15
1	Annual Unduplicated Student Headcount	11,181	10,712	10,448
2	Annual FTE Faculty	251	253	262
2a	Annual FTE Staff	195	200	211
3	Annual FTE Student	4,680	4,574	4,415

Program Year	Demand Health Call
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		12-13	13-14	14-15	Cautionary
4	Number of students attending presentations sessions per student FTE	1.3	1.0	1.3	
5	Number of circulations, electronic books used, full-text journal articles downloaded per student and faculty FTE	46.4	56.4	43.5	
6	Number of hits on library homepage per student/faculty FTE	47.7	34.0	29.4	

Efficiency Indicators		Program Year			Efficiency Health Call
		12-13	13-14	14-15	
7	Number of reference questions answered per FTE librarian (= Item #4 UH Library Council Statistics)	1,132.8	1,052	1,647	Healthy
8	Number of book volumes per student FTE	35.4	16.9	17.4	
9	Total materials expenditures per student FTE	\$30	\$22	\$20	
10	Total library expenditures per student and faculty FTE	\$216	\$220	\$221	

Effectiveness Indicators		Program Year			Effectiveness Health Call	
		12-13	13-14	14-15		
11	Common Student Learning Outcome: The student will evaluate information and its sources critically	3.5%	79%	80%	Healthy	
Student and faculty satisfaction measurements using Common Survey questions						
12-1	I usually find enough books to meet my course needs	88%	86%	87%		
12-2	I get enough articles from the library databases to meet my class needs	91%	91%	86%		
12-3	The library staff guide me to resources I can use	98%	94%	95%		
12-4	The library's instruction sessions have increased my ability to do research and use library resources	94%	94%	94%		
12-5	The library website is useful	97%	92%	96%		
12-6	I feel comfortable being in the library	95%	92%	96%		
12-7	The computer resources in the library contribute to my success at the College	96%	94%	98%		

### Testing Center: Overall Program Health: Cautionary

Student and Faculty Information		Program Year		
		12-13	13-14	14-15
1	Annual Unduplicated Student Headcount	11,181	10,712	10,448
2	Annual FTE Faculty	251	253	262
2a	Annual FTE Staff	195	200	211
3	Annual FTE Student	4,680	4,574	4,415

Demand Indicators		Program Year			Demand Health Call
		12-13	13-14	14-15	
4	Number of placement test sessions administered per year per student FTE	1.2	1.3	1.5	Cautionary
5	Number of Distance Learning tests administered per year per student FTE	2.1	2.1	2.3	
6	Local campus tests proctored per year per student FTE	6.4	6.5	6.9	

Efficiency Indicators		Program Year			Efficiency Health Call
		12-13	13-14	14-15	
7	Number of test sessions administered per FTE testing center staff	9,338	9,889	15,177	Cautionary
8	Annual operational testing center budget allocation per number of test sessions administered	\$4	\$3	\$2	

Effectiveness Indicators		Program Year			Effectiveness Health Call
		12-13	13-14	14-15	
Satisfaction measurements using Common Survey questions					
9-1	The hours at the Testing Center meet my needs	88.1%	95.5%	94%	Healthy
9-2	The atmosphere at the Testing Center is conducive to testing	80.4%	96.4%	93%	
9-3	The services at the Testing Center are satisfactory	93.5%	98.2%	100%	
9-4	My test was administered in a timely and efficient manner	93.5%	97.4%	100%	

## 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 commitments and outcomes.

### 2. Current situation: *Internal*

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

- Demand:
  - There is a stable demand for LLR services, particularly computer access, electronic resources, study space and testing.
  - There is a decrease in the number of hits on the library homepage. (Cautionary)
- Efficiency:

The number of reference questions has increased by 56% although the enrollment of students has gone down. The library purchases physical materials and electronic resources that support the curriculum and the expenditure per student FTE has dropped from \$30/student to \$20/student due to the rising costs of materials and the decrease in the budget. This is targeted as one of our goals.
- Effectiveness:
  - There is a high satisfaction with the computer resources in the library and how it contributes to student success.
  - The satisfaction with finding enough books and articles from the library databases has decreased which may indicate insufficient resources in the areas to meet students need. This is targeted as one of our program goals.

The overall health of the Testing Center is Cautionary.

- Demand: The number of requests for tests within the testing center has continued to grow and the Testing Center has made the adjustment by requesting that for fall 2016, the center will not be able to support paper testing for face-to-face classes.
- Efficiency:
  - In 2012-2013, 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.
  - The number of tests sessions administered per testing center staff has increased from 9889 tests in 2013-14 to 15,177 tests in 2014-15. The renovation in 2013 that increased the Testing center from 24 to 43 test stations allows us to accommodate this increase without an increase in the wait time.
- Effectiveness:

There is high satisfaction with the Testing Center services and is the only indicator noted as Healthy.

External

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### 3. Assessment results for program SLOs:

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Benchmarks were determined for the percentage of students who should be successful upon completing a library instruction session for each SLO objective and course. See full report at the following link for details: <http://go.hawaii.edu/rB>  
Courses assessed: Data from selected sections of HWST 270, PACS 108, PACS 257, PSY 100, FAMR 230, HIST 284, STEM (Papa and Wakea Project), and ENG 100 were aggregated and assessed.

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### **Assessment Strategy/Instrument**

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- Samples of student work were collected from one section of HWST 270, five sections of FAMR 230, and three sections of PSY 100. A random selection totaling approximately 25% of the samples submitted were assessed for each section.
  - For HWST, two faculty members applied a rubric to each piece of student work.
  - For FAMR and PSY, one faculty member applied a rubric to each piece of student work.
- Samples of student work were collected from all students in four sections of PACS 108 and two sections of PACS 257 and were assessed by one faculty member.
- Samples of argumentative paper final drafts were collected from six sections of ENG 100 and were analyzed by two faculty members.
- Student and Faculty surveys were also conducted.

### **Results of Program Assessment**

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The benchmark for SLO1 (Students are able to find information) was met in all instances except one. Not all sections performed up to our expected levels of proficiency in the following areas: evaluating information (SLO2) and citing information (SLO3): See full report at the following link for details: <http://go.hawaii.edu/rB>

### **Next Steps**

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- **SLO 1 Objective B: Access appropriate sources for specific needs**
  - FAMR/PSY next steps: Demonstrate and remind students how to check if a journal is peer-reviewed.
  - HIST 284: Request entire class session from instructor the next time this class is taught.
- **SLO 2 Objective A: Evaluate for reliability, validity, accuracy, authority, timeliness, and point of view or bias**
  - ENG 100 next steps: Create learning objects and exercises to help students select better web sources
  - HWST 270: Collaborate with instructor to improve focus on evaluation of sources and provide an example of a strong evaluation for students to model
- **SLO 2 Objective B: Summarize research purpose, findings, and methods in academic journals**

- FAMR/PSY next steps: Provide sample of good analysis
  - **SLO 3 Objective A: Use MLA/APA style correctly**
    - FAMR/PSY next steps: Provide example of journal article reference in the worksheet; Provide example of in-text citations in the worksheet
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## Part V. Tactical Action Plan:

### 1. Unit Action Plan

#### LLR overall:

1. Collaborate with other Technology groups to explore new innovations and emerging technologies that can be applied to the LLR.
2. Secure sufficient funding for technology needs.
3. Invest in professional development and training for faculty and staff to maintain their expertise.
4. Continue to provide math and writing tutoring at the Study Hub. Collaborate with faculty to assess the effectiveness of peer mentor tutoring. Expand and standardize the training and mentoring to all satellite sites across the campus.
5. Provide low cost or free access to textbooks for all courses.
6. Pursue entrepreneurial options of supplementing the LLR base budget.
7. Pursue donations, private funding, and strategic partnerships to maintain a stable environment for the ongoing maintenance and costs of providing adequate services for the LLR.

#### Library overall:

8. Create a physical environment for the library conducive to the needs of our students. Plan for the needs for Tutoring/Mentoring and the new Student Success Center utilizing Title III funding to implement the Student Success renovation plan. Create a space for students to engage and 'hang out'
9. Re-design and continually upgrade the library (and furniture and equipment) to be a place of active learning, innovation, study and research. Develop environments that are adaptable, respond to the complex and changing environment, and address the needs of our on-campus and distance learning student populations.
10. Assess and evaluate print and electronic resources to better serve the areas of excellence for the college. Expand the Library's electronic collection to support students' diverse learning needs and support faculty teaching and research.
11. Provide resources (staff and equipment) for the adoption of Open Educational Resources to lower textbook costs for students.

#### Library Reference:

12. Review the effectiveness of existing library instruction and SOS workshops and make improvements as needed.
13. Create and maintain online learning aids including LibGuides and interactive instructional videos.
14. Evaluate existing SLOs and revise SLOs as needed.
15. Promote library and reference services and increase recognition of the value of the LLR through outreach, campus events, makerspace activities, workshops, and other activities.

#### Testing Center

16. Transition from ACT Compass to Accuplacer Placement Testing in fall 2016. Testing Center to implement and work with the various units across the college and the system.
17. Install a Video Surveillance system to monitor and hopefully decrease the number of students who might cheat.
18. Review and revise the Policies and Procedures Handbook (last updated 2011).
19. Find additional professional development opportunities for APT personnel, such as joining the National college Testing Association.

## Part VI. Resource Implications

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1. Work with the Title III coordinator to plan for the Lama Library renovation in 2017 and to ensure that the renovation budget is sufficient to meet the needs of the Title III grant as related to Student Success. \$1.1 million.
2. Funding for additional databases to meet curriculum needs and to support the inflation increases of the current databases. Approximately \$20,000/year
3. Funding for student tutor/mentors for the Study Hub/Student Success Center. \$80,000/year
4. Acquire staff for the new Study Hub/Student Success Center. 2 positions: \$100,000
5. Funds for building the library collection to match the needs of the curriculum: \$25,000
6. Funding for the implementation of Open Educational Resources and staffing: \$40,000
7. Acquire staff to support the open computer lab and Open Educational Resource initiatives support: 1 FTE APT position.
8. Professional development funds in support of conference attendance, workshops, webinars: \$5000
10. Video Surveillance system as per the Allocation Request form (ARF) - \$11,000

### 2. 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, student essays.

### 3. Position(s) Responsible

Susan Kazama:	Direct the overall workload, prioritize tasks
Sunyeen Pai:	Digital collections, oversee Testing Center operations, participate in planning related to renovations, SLO development and assessment, OER
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
Joy Oehlers:	Information Literacy Librarian, Sustainability efforts, oversee initial collection of data for the Study Hub.
Annie Thomas:	Hawaiian Resources Librarian, Native Hawaiian initiatives, SLO assessment
Guy Inaba:	Secrets of Success coordinator, First Year experience liaison, SLO assessment
Joyce Tokuda:	Learning Resources Librarian, SLO assessment
LLR staff:	Academic support

#### **4. Synergies with other programs, units, emphases and initiatives**

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

#### **5. Key Community Partners**

UHM Hamilton Library,  
UH Library Council,  
Leeward EMC and Library  
Hawaii Library Consortium

#### Accomplishments:

1. August 2013 Renovation of Lama 101 to expand from 25 seats to 43. Installed new data and electrical work and ordered new furniture.
2. October 2013: complete 1<sup>st</sup> floor carpet renovation
3. November 2014: Began reviewing resources for Open Educational Resources. By spring 2016, 75 courses showed "Textbook Cost \$0" that resulted in a savings of over \$100,000 for students.
4. Reference staff set up social media accounts to market and communicate new information about the library. Reference staff also applied for several grants to fund prizes for the International Games week, a new Seed Share display, three 3-D printers, and makerspace projects.
5. Create and furnish a math lab and a writing center (Study Hub) in fall 2015.
6. Secured additional funding in 2014 to return to 62 library hours per week (Hours were cut in fall 2014 down to 56 hours with no extended finals hours).

Goals:

1. Install a video camera system in the Testing Center to prevent or lessen the incidents of cheating.
2. Create and furnish spaces for the Student Success Learning Center and designated spaces for tutoring for all students in all subjects at all levels. (Student Success Council)
3. Create a space for students to 'hang out', interact, and make connections (i.e. coffee shop, gathering place, community building). (Student Success Council)
4. Reduce the costs of textbooks and learning resources to improve student success in courses.
5. Increase the student completion and success rate for all Math and English corequisite courses.