Comprehensive Program Review 2019-2024
(review of AY 2016-2018)
Library & Learning Resources Unit
Kapiʻolani Community College

<div style="background:#4472C4;color:white;padding:4px;">Mission</div>

College Mission Statement:
He hale hāmama ʻo Kapiʻolani Kula Nui Kaiāulu no nā ʻano kaiāulu like ʻole, e hoʻolako i nā kānaka hoʻākea ʻike e hiki aku i ka pahuhopu ʻimi naʻauao, ʻimi ʻoihana, a hoʻolaulā ʻike. He loaʻa nā palapala aʻo, nā kēkelē mua puka, me nā polokalamu hoʻīli kula he kilohana wale e hoʻomākaukau i nā haumāna maoli, kūloko, kaumokuʻāna, kauʻāina no ka mua he lako.
Kapiʻolani Community College provides open access to higher education opportunities in pursuit of academic, career, and lifelong learning goals to the diverse communities of Hawaiʻi. Committed to student success through engagement, learning, and achievement, we offer high quality certificates and associate degrees, and transfer pathways that prepare indigenous, local, national, and international students for their productive futures.

Library & Learning Resources Unit Mission Statement:
The mission of the Library and Learning Resources unit is to support the vision of Kapiʻolani 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.

Lamakū Learning Center Mission Statement:
The Lamakū Learning Center supports its diverse student population by providing access to an array of academic and support services. The center's adaptive, interactive space promotes inclusive learning and fosters engagement while developing lifelong learners.

Testing Center Mission Statement:
The mission of the Kapiʻolani 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.

<div style="background:#4472C4;color:white;padding:4px;">Part I. Executive Summary</div>

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 Lamakū Learning Center, which provides tutoring and other academic support programs. The library's quantitative indicators are healthy in general. Although there is a continuing trend of declining circulation of print materials, there was an increase in the

number of e-resource search sessions, indicating our need to continue to purchase and support online resources for students. There has been a slight decrease of computer use in the open lab and library classrooms, although demand remains high with 63,614 uses of desktops in the library last year. The Testing Center is also healthy overall, although there has been a slight decline in total tests administered, possibly due to a decline in enrollment and a shift in placement assessments to methods other than testing. The newly established Learning Center has grown to be a central location for Math and Writing tutoring on campus. There is concern for the future of the tutoring program as the majority of funding for the peer tutors is grant-funded, which ends in Spring 2019. Overall, LLR provides a hub of activity for the campus in the Lama building, offering a variety of services and activities including print and online collections, research workshops, quiet study, collaborative study spaces, computer use, tutoring, cultural events, literary presentations, and more in support of student success.

Response to previous ARPD Recommendations:

Library:
In the last few years, the library:
- Planned for the addition of the Lamakū Learning Center, which opened on the 2nd floor in Aug. 2017 after a Title-III funded renovation. The Learning Center includes the Study Hub, which has provided primarily English and Math tutoring for students since fall 2015 with the support of Title III funds for peer tutors.
- Purchased the Kanopy database in Dec. 2016 to provide increased options for streaming media for faculty and students.
- Taught an experimental 3 credit course developed in alignment with the ACRL Framework for Information Literacy: IS297P-Information, Power, and the Internet.
- Evaluated the print book collection and removed outdated materials, while also purchasing new, more current materials, both in print and online.
- Installed digital monitors for increased signage and marketing of campus services, events, etc.
- Led open educational resources (OER) and Textbook Cost: $0 initiatives on campus and systemwide to reduce textbook costs for students.
- Coordinated a Title III-funded course reserve initiative to make textbooks available on loan so that students would not be inhibited or prohibited from enrolling in any class due to the cost of textbooks, delay in getting their financial aid, or delay in receiving textbooks in the mail.
- Continued to teach research and academic support workshops.
- Created and maintained online learning aids such as LibGuides.
- Hosted a variety of exhibits and events in collaboration with students, staff, faculty, and community.
- Continuously maintained and upgraded computer lab technology to support general computing needs.

Testing Center:

- Installed security cameras in response to an increase in cheating incidents.

Learning Center:
- Hired a Learning Center coordinator in Nov. 2016 to train and supervise peer tutors and coordinate other academic support programs.
- Established an advisory council to help guide initiatives and programs for the Lamakū Learning

Center.
- Met with other tutoring programs on campus to identify areas for coordination.
- Developed tutor training curriculum in collaboration with other tutoring sites on campus.
- Applied for and received CRLA International Tutor Training Program certification.
- Currently, ARPD data does not include all tutoring sites on campus, and increased coordination of data collection is necessary. LLR had hoped to hire an additional staff for the learning center, which presently has only a single faculty position, but was unable to do so due to budget concerns. In addition, there is concern that the grant funding for peer tutors ends in Spring 2019 and it is unclear whether additional funding will be provided to continue the program.

Part II. LLR 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 Lamakū Learning Center, which includes 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 76 desktop stations and 14 laptops that are available for checkout. 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, accommodations testing, and fee-based proctoring services for other institutions. The Study Hub provides walk-in tutoring services for Math, Writing, and other disciplines as available.

History
The Kapiʻolani 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 website, 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 ʻIliahi, 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 May 2009, the Testing Center and open computer labs moved from ʻIliahi 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).

Major renovations over the years have included:
- 2006-2007: Renovation to air conditioning and roof. Library staff worked with contractors to reconfigure the layout of the building. 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.
- 2013-14: 1st floor carpet replacement and renovation to Lama 101 and Lama 118
- 2017: 2nd floor carpet replacement and renovation to create a Learning Center for tutoring and other academic support initiatives.

For an extensive summary of the history and evolution of the library, please see here: http://go.hawaii.edu/G8K

Program Goals (from Kapiʻolani CC Strategic Plan, 2015-2021)
- *Increase the number of graduates and transfers and reduce their time to completion by investing in academic support services and supporting learning in and out of the classroom* (Strategic Direction I).
- *Reduce the costs of textbooks and learning resources (OER)* (Strategic Direction II.B).
- *Ensure that all students and faculty have the appropriate learning and teaching environments appropriate for the 21st century and the sustainability practices to maintain those environments* (Strategic Direction IV).
- *Support the development of spaces that are designed to holistically sustain students and employees* (Strategic Direction IV.K).
- *Engage with all stakeholders and visitors and empower them with authoritative and relevant information and services* (Strategic Direction IV.N).
- *Invest in Distance Education and information technology to improve learning outcomes, student success, and support services* (Strategic Direction IV.O)
- *Demonstrate improvement to programs and services through continuous, robust outcomes assessment* (Strategic Direction IV.P).

Student Learning Outcomes (SLO) and Service Area Outcomes (SAOs), as appropriate to the unit

The Library Instruction Program has three SLOs, which are based on criteria from the Association of College and Research Libraries (ACRL) *Information Literacy Competency Standards for Higher Education* (2000):
- 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.

The Testing Center has the following service area outcomes:

- SAO 1: Students will be satisfied with the hours of the operations for the center.
- SAO 2: Students will find the center conducive to testing.
- SAO 3: Students will be satisfied with center services.
- SAO 4: Students will be satisfied with timeliness and efficiency of services.

Faculty and staff

8 FTE Faculty:
        Head Librarian (Unit Head)
        Digital Initiatives Librarian
        Electronic Resources Librarian
        Hawaiian Resources Librarian
        Information Literacy Librarian
        Learning Resources Librarian
        Technical Services Librarian
        Learning Center Coordinator

6 Academic Support APTs:
        Access Services Manager, Library
        Educational Specialist, Testing Center
        Educational Specialist, Testing Center
        Educational Support Specialist, Library
        Research Support Specialist, Library
        Research Support specialist, Library

4 Civil Service:
        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			
		15-16	**16-17**	**17-18**	
1	**Annual Unduplicated Student Headcount**	9,963	9,359	9,231	
2	**Annual FTE Faculty**	262	260	250	
2a	**Annual FTE Staff**	211	198	207	
3	**Annual FTE Student**	4,296	4,009	3,865	

Demand Indicators	Program Year	Demand Health Call

		15-16	16-17	17-18	
4	Number of students attending presentations sessions per student FTE	1.1	1.6	1.2	
5	Number of circulations, electronic books used, full-text journal articles downloaded per student and faculty FTE	46.3	35.3	31	Cautionary
6	Number of hits on library homepage per student/faculty FTE	24.4	15.7	15.7	

Efficiency Indicators		Program Year			Efficiency Health Call
		15-16	16-17	17-18	
7	Number of reference questions answered per FTE librarian (= Item #4 UH Library Council Statistics)	1,601	1,182	779.5	
8	Number of book volumes per student FTE	18.1	19.7	68.5	Healthy
9	Total materials expenditures per student FTE	$24	$24	$22	
10	Total library expenditures per student and faculty FTE	$237	$268	$295	

Effectiveness Indicators		Program Year			Effectiveness Health Call
		15-16	16-17	17-18	
11	Common Student Learning Outcome: The student will evaluate information and its sources critically	82%	73%	NA	
Student and faculty satisfaction measurements using Common Survey questions					
12-1	I usually find enough books to meet my course needs	92%	97%	89%	
12-2	I get enough articles from the library databases to meet my class needs	94%	92%	93%	Healthy
12-3	The library staff guide me to resources I can use	98%	97%	96%	
12-4	The library's instruction sessions have increased my ability to do research and use library resources	98%	92%	93%	
12-5	The library website is useful	97%	94%	95%	

12-6	I feel comfortable being in the library	97%	96%	94%	
12-7	The computer resources in the library contribute to my success at the College	96%	96%	96%	

TESTING CENTER
Overall Program Health: Healthy

Student and Faculty Information		Program Year			
		15-16	16-17	17-18	
1	Annual Unduplicated Student Headcount	9,963	9,359	9,231	
2	Annual FTE Faculty	262	260	250	
2a	Annual FTE Staff	211	198	207	
3	Annual FTE Student	4,296	4,009	3,865	

Demand Indicators		Program Year			Demand Health Call
		15-16	16-17	17-18	
4	Number of placement test sessions administered per year per student FTE	1.1	1.1	1.1	Healthy
5	Number of Distance Learning tests administered per year per student FTE	1.9	2	3	
6	Local campus tests proctored per year per student FTE	6.1	2.8	1.8	

Efficiency Indicators		Program Year			Efficiency Health Call
		15-16	16-17	17-18	
7	Number of test sessions administered per FTE testing center staff	16,083	11,637	4,813	Cautionary
8	Annual operational testing center budget allocation per number of test sessions administered	$3	$2	$8	

Effectiveness Indicators		Program Year			Effectiveness Health Call
		15-16	16-17	17-18	
Satisfaction measurements using Common Survey questions					Healthy

9-1	The hours at the Testing Center meet my needs	88%	84%	95%
9-2	The atmosphere at the Testing Center is conducive to testing	89%	91%	96%
9-3	The services at the Testing Center are satisfactory	95%	91%	98%
9-4	My test was administered in a timely and efficient manner	92%	95%	99%

TUTORING

Overall Program Health: Cautionary

Student and Faculty Information		Program Year			
		15-16	16-17	17-18	
1	Annual Unduplicated Student Headcount	9,963	9,359	9,231	
2	Annual FTE Faculty	262	260	250	
2a	Annual FTE Staff	211	198	207	
3	Annual FTE Student	4,296	4,009	3,865	

Demand Indicators		Program Year			Demand Health Call
		15-16	16-17	17-18	
4	Unduplicated number of students tutored in one-on-one sessions per student FTE	0.2	0.3	0.3	Cautionary
5	Unduplicated students enrolled in Dev/Ed classes who were tutored per number of students enrolled in Dev/Ed classes	0.3	0.2	0.3	

Efficiency Indicators		Program Year			Efficiency Health Call
		15-16	16-17	17-18	
6	Tutor contact hours per tutor paid hours in one-on-one sessions	1.26	1.7	1.21	Cautionary
7	Duplicated number of students tutored in groups per tutor paid hours	0	0	0	
8	Tutoring Budget per student contact hours	$9	$7	$11	

Effectiveness Indicators		Program Year			Effectiveness Health Call
		15-16	**16-17**	**17-18**	
9	Students who receive tutoring should pass their tutored course	79	75	74	
Community College Survey of Student Engagement (CCSSE)		**Survey Year**			
		2014	**2016**	**2018**	
10	4.h. Tutored or taught other students				
	Mean	1.45	1.45	1.53	
	Very Often	3.0%	3.0%	3.9%	
	Often	6.4%	6.4%	8.7%	
	Sometimes	23.2%	23.2%	23.5%	
	Never	67.4%	67.4%	63.9%	
11	13.1.d. Frequency of using peer or other tutoring				
	Mean	1.48	1.48	1.41	
	Often	8.8%	8.8%	15.2%	
	Sometimes	20.5%	20.5%	23.5%	
	Rarely/Never	50.4%	50.4%	61.4%	
	N/A	20.4%	20.4%	0.0%	
12	13.2.d. Satisfaction with peer or other tutoring				**Cautionary**
	Mean	2.28	2.28	2.28	
	Very	19.3%	19.3%	21.7%	
	Somewhat	26.9%	26.9%	22.2%	
	Not At All	4.9%	4.9%	7.3%	
	N/A	48.8%	48.8%	48.8%	
13	13.3.d. Importance of peer or other tutoring				
	Mean	2.31	2.31	2.29	
	Very	48.6%	48.6%	47.7%	
	Somewhat	34.3%	34.3%	33.8%	
	Not At All	17.2%	17.2%	18.5%	
14	13.1.e. Frequency of using skill labs - writing, math, etc.				
	Mean	1.51	1.51	1.41	
	Often	9.7%	9.7%	10.7%	
	Sometimes	20.2%	20.2%	28.1%	
	Rarely/Never	48.3%	48.3%	61.3%	
	N/A	21.8%	21.8%	0.0%	
15	13.2.e. Satisfaction with skill labs - writing, math, etc.				
	Mean	2.18	2.18	2.21	

	Very	15.9%	15.9%	17.1%	
	Somewhat	28.2%	28.2%	25.8%	
	Not At All	6.9%	6.9%	6.7%	
	N/A	48.9%	48.9%	50.3%	
16	13.3.e. Importance of skill labs - writing, math, etc.				
	Mean	2.24	2.24	2.27	
	Very	44.5%	44.5%	45.4%	
	Somewhat	35.2%	35.2%	35.8%	
	Not At All	20.3%	20.3%	18.8%	

Part IV. Analysis of the Program (based on prior three years)

1. Alignment with mission

Over the last three years, LLR has been well aligned with our mission to provide an innovative environment for learning and research. We:

- Provided access to and instruction in the use of informational tools and resources by
    - teaching research workshops for a variety of disciplines,
    - purchasing online databases, books, journals, and other online resources to support student learning,
    - cataloging materials and creating online research guides to help users find information,
    - and supporting the open computer lab and printing in the library.
- Collaborated with faculty, staff, students and community to enhance instruction, learning and research by
    - Supporting student and faculty-driven projects and initiatives by collaborating with them to provide learning resources, research consultations/instruction, and/or physical spaces to meet their needs.
    - Providing Math and Writing support to all students starting in Fall 2015 via a Title III grant.
    - Offering faculty professional development training in open educational resources and using technology for instruction.
    - Offering placement testing, academic testing for distance education classes, make-up testing, and accommodations testing.
- Served as 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 by
    - Hosting the First Folio Shakespeare exhibit, International Games events, a Community Tech Fair, a grant-funded lecture series on religious diversity, pop-up makerspaces, literary readings, student club activities, and other events and exhibits by students, staff, faculty, and community groups.

2. Current Situation: Internal

LIBRARY: Based on the ARPD analysis over the previous three years, the overall health call for the library is Healthy.

- Demand
    - Library and research instruction: Demand for library instruction remains strong. In 2017-18, 351 research and academic support workshops were given with 4,773 participants total. Despite a decrease in enrollment over the last few years, the 2017-18 demand indicator of 1.2 students attending presentation sessions per student FTE is only slightly less than the average of 1.25 over the last six years. The reference librarians continued to participate in campus outreach events to market and communicate library services and maintain social media accounts to promote the library.
    - Circulation: 12,622 physical items were borrowed in 2017-18, a 17% decrease from the previous year. For this reason, we labeled our demand indicator as "cautionary." While declining circulation of physical library books, DVDs, and other items is a continuing trend, we saw a 14% increase in the number of e-resource search sessions, demonstrating our need to continue to purchase and support online resources for students.
- Efficiency
    - Reference: Total reference questions answered decreased from 6,406 in 2015-16 to 4,287 in 2017-18. This could be attributed to declining enrollment numbers, although the number continues to remain the highest of UHCC libraries.
    - In AY 2017, the print book collection was downsized by 20% to remove out-of-date materials and make room for the new learning center. The records for these titles were not deleted from the catalog until AY 2018, as reflected in this year's holdings report. The dramatic increase of the number of book volumes per student from 19.7 in AY 2017 to 68.5 in AY2018 is due to a miscalculation in previous years. In AY2018, we included ebooks purchased via the UH consortium.
    - Textbooks: The library continued to receive Title III funding to purchase course textbooks to be held on reserve. The library, with approval from the Chancellor and interim VCAA, issued a call for proposals for OER textbook creation in April 2018. Book proposals were approved for PHYS lab 142L, COM 201, MATH 75X, and ICS 141. This project received UHCC system funds to support the development of Open Educational Resources. From Spring 2016 through the end of summer 2018, $1,177,241 in textbook costs were saved with approximately 12% of instructors teaching a Textbook Cost: $0 course.
- Effectiveness
    - The annual library survey indicates that a high number of respondents are satisfied with library services. A high percentage of students and faculty find enough resources (books, articles, computers) in the library to meet their course needs and feel comfortable in the library.

TESTING CENTER: Based on the ARPD analysis over the previous three years, the overall health call for the Testing Center is Healthy.

- Demand
    - Our testing center is one of the busiest in the system, proctoring, in AY 2018, 22,620 tests. There has been an increase in distance learning tests and a drop in "other" tests,

which include tests for ATI-TEAS, make-up tests, online tests for F2F classes, and Hawaiʻi State Public Safety qualification tests.
- Efficiency:
  - Data item #7 and #8 show a significant change in 2018 from previous years due to a miscalculation in earlier ARPDs. A reading of the data glossary revealed that previous ARPDs did not include, in data item #7, student assistant FTE and, in data item #8, personnel costs. For 2018, #7 now includes student assistant FTE and #8 includes personnel costs for both staff and student assistants. This results in a notable difference in reported calculations.
- Effectiveness:
  - Satisfaction measures remain high and have improved from 2016 to 2018. Precautions taken to control cheating seem to be working.

TUTORING: Based on the ARPD analysis over the previous three years, the overall health call for tutoring at Kapiʻolani CC is Cautionary. One reason for this is that the majority of peer tutoring programs on campus are dependent on grant funding. In addition, the data collected for the ARPDs only reflect data from the Study Hub in the Lamakū Learning Center and does not accurately reflect tutoring data on a campus-wide level. In the last few years, there has been increased collaboration and coordination among tutoring sites on campus. For example, in 2018, supervisors from the Study Hub, Ka Pōhaku Kihi Paʻa Native Hawaiian Academic Advancement Program, the STEM Center, and TRiO completed the College Reading & Learning Association's Summer Institute and are working together to standardize formal tutor training campus wide.

LLR was impacted by several personnel changes over the last few years.

- **Unit Head:** In 2016, the LLR unit head accepted an interim appointment as Vice Chancellor for Academic Affairs. A temporary unit head was hired in Aug. 2016 and resigned in Oct. 2017, after which LLR faculty divided Unit Head duties and responsibilities as much as possible while the position remained vacant for the rest of the year.
- **Secretary:** In Nov. 2016, the LLR Secretary was temporarily reassigned to a position in the VCAS office. The Unit has had several casual/TA hires fill the position temporarily since then.
- **Learning Center Coordinator:** A new faculty position in LLR was hired in Nov. 2016 to coordinate the tutoring and academic support services in the new Learning Center.
- **Electronic Resources Librarian:** The Electronic Resources Librarian was on sabbatical in spring 2018, but assisted remotely with duties that could not be covered by other librarians. A casual hire part-time librarian was hired to provide continued reference desk service.
- **Research Support Specialist:** LLR hired an additional APT in January 2018 to provide much needed support for the 248 computers, hardware, and software in LLR.
- **Library Assistant IV:** A Library Assistant IV position the library was seeking to replace with an APT position was lost after remaining vacant for too long.
- **Accreditation:** The Digital Initiatives Librarian assumed an additional primary duty as the College's Accreditation Co-chair from 9/1/16-10/15/18 and a part-time casual hire librarian was hired to assist with digital initiatives during this period. In addition, the Learning Resources Librarian, the Hawaiian Resources Librarian, and the Technical Services Librarian contributed a significant amount of time working on the Institutional Self Evaluation Report, which was submitted to the commission in Aug. 2018.

3.   Assessment Results for Program Student Learning Outcomes and Service Area Outcomes

LIBRARY ASSESSMENT:

General library instruction SLOs were assessed for workshops for the following courses: BOT101L, FAMR230, HWST270, and PACS108.

Library Instruction SLO	Assessment Year
1: Students will be able to access needed information.	2016, 2017
2: Students will be able to evaluate information and its sources critically.	2016, 2017
3: Students will be able to acknowledge sources.	2016, 2017

In addition, the following SLOs were assessed for an experimental course taught by two instruction librarians in spring 2016 - IS297P: Information, Power, and the Internet.

IS297P SLO	Assessment Year
1: Students will be able to question traditional markers of authority.	2016
2: Students will be able to identify multiple perspectives in cultural, political, and social context	2016
3: Students will be able to explain the value of information.	2016
4: Students will be able to describe issues of access and barriers to information.	2016

Assessment results: See full reports at the links below.

- ○ AY 2016: http://go.hawaii.edu/Ggk
- ○ AY 2017: http://go.hawaii.edu/aJf

Based on the evaluation of assessment results, the following next steps were identified:

- ● Continue to develop online library or information literacy-related modules for courses, as stated in the campus Distance Education plan. Upon participating in CELTT's Teaching Online Prep

Program (TOPP), the library's Information Literacy Librarian created an online information literacy assignment in Laulima for FAMR 230.
- Try to solicit larger amounts of student work for assessment.
- SLO #3: For FAMR, redistribute parts of Step #4 of the assignment so that students are not overwhelmed at the final step.
- In IS 297P, students did not meet the benchmarks for the following SLOs:
  - SLO 2: Identify multiple perspectives in cultural, political, and social context
    - Next steps: Need to revise the prompts for this SLO to help guide students to provide better responses
  - SLO 3: Explain the value of information
    - Next steps: Need to get students to think more critically and not just state the obvious. Revise prompts.
  - Note: this course was offered as an online course in fall 2017, but was cancelled due to low enrollment.
- The Library Instruction Program's current official SLOs are are aligned with the Association of College and Research Libraries' (ACRL) Information Literacy Competency Standards for Higher Education (2000). The Standards were rescinded by the ACRL Board in June 2016, and instruction librarians are discussing a transition to align their learning outcomes with the new ACRL *Framework for Information Literacy for Higher Education.*

Testing Center Service Area Outcomes Assessment

Testing SAO	Assessment Year
1: Students will be satisfied with the hours of the operations for the center.	2018
2: Students will find the center conducive to testing.	2018
3: Students will be satisfied with center services.	2018
4: Students will be satisfied with timeliness and efficiency of services.	2018

Assessment Results: The Testing Center continues to monitor student feedback addressing all outcomes on an annual basis. A satisfied/very satisfied response rate of 85% or higher for the four program service area outcomes indicate that the SAOs are being met. For this AY, the most criticism received pertained to the low temperature in Lama 101. Due to fluctuations resulting from the temperature outside, the numbers of students in the room, and centralized temperature control this has been a difficult problem to resolve.

Next Steps: The testing center staff will explore ways to improve data collection and processing. The survey will be reviewed to ensure it is current and that all questions continue to be useful.

Lamakū Learning Center Assessment

Tutoring Service Area Outcome	Assessment Year
1: Students who receive tutoring will pass their tutored course.	2016, 2017, 2018

Assessment results: 76% of students who received tutoring (in AY16-AY18) passed their tutored course.

Next Steps: The Learning Center will explore ways to identify data collection and assessment methods that may better correlate student and achievement and tutoring services provided.

Part V. Tactical Action Plan (projections for the next five years)

Library Overall:

1. Implement new integrated library system (Alma/Primo) that will replace the Hawaiʻi Voyager catalog in Dec. 2019 and optimize configuration with an emphasis on usability and access for students, staff, and faculty.
    - ➢ Strategic Outcome IV.O.: *Invest in distance education and information technology to improve learning outcomes, student success, and support services.*
    - ➢ Data to be gathered to determine success of the strategy: Annual program review, student surveys, usage statistics
    - ➢ Position(s) Responsible: Technical Services Librarian, Reference Librarians, Access Services Manager, Unit Head
2. 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.
    - ➢ Strategic Outcome IV.K.: *Support the development of (non-academic) spaces that are designed to holistically sustain students and employees.*
    - ➢ Data to be gathered: Annual program review, student surveys, usage statistics
    - ➢ Position(s) Responsible: Unit Head, LLR staff/faculty
3. Support OER adoption. Continue to develop textbook publishing methods and platforms to support zero cost textbook adoptions among faculty. Provide ongoing training, research support, and technology support for faculty reworking their teaching materials. Continue to collaborate with the other two-year and four-year campuses to reduce textbook costs and improve student access to classes with $0 textbook costs.
    - ➢ Strategic Outcome II.G.: *Reduce the costs of textbooks and learning resources (OER).*
    - ➢ Data to be gathered: # faculty/courses/classes using $0 textbook an/or OER.
    - ➢ Position(s) Responsible: Digital Initiatives Librarian, Unit Head

Library Reference:

4. Increase library support for online classes/DE students

- ➢ Strategic Outcome IV.O.: *Invest in distance education and information technology to improve learning outcomes, student success, and support services.*
- ➢ Data to be gathered to determine success of the strategy: # DE faculty collaborating with library, SLO assessment data for DE classes
- ➢ Position(s) Responsible: Reference and instruction librarians, Unit Head

5. Train and educate the campus on new library discovery system, including updating library instruction methods and materials to incorporate the new system.
   - ➢ *S*trategic Outcome IV.N.: *Engage with all stakeholders and visitors and empower them with authoritative and relevant information and services.*
   - ➢ Data to be gathered to determine success of the strategy: Annual program review, student surveys, usage statistics, SLO assessment data
   - ➢ Position(s) Responsible: Reference and instruction librarians, Unit Head
6. Review the effectiveness of existing library instruction and SOS workshops and make improvements based on assessment of Student Learning Outcomes.
   - ➢ Strategic Outcome IV.P.: *Demonstrate improvement to programs and services through continuous, robust outcomes assessment.*
   - ➢ Data to be gathered to determine success of the strategy: SLO assessment data, Annual program review, student surveys
   - ➢ Position(s) Responsible: Reference and instruction librarians, Unit Head

Lamakū Learning Center:

7. Coordinate application for a multiple-program CRLA ITTPC Level 1 and Level 2 Certification between the Study Hub, STEM, TRiO and NHAA.
8. Develop and implement campus-wide tutor trainings in collaboration with all tutoring supervisors.
9. Secure sustainable funding for grant-funded tutoring services.
10. Expand and coordinate data collection to include other sites beyond the Study Hub.
11. Improve access to tutoring information via the campus website (DE Plan)
12. Expand full time staffing for the learning center, which presently only has a single faculty position.
13. Identify and implement data collection and assessment methods that may better correlate student and achievement and tutoring services provided.
    - ➢ Strategic Direction I: *Increase the number of graduates and transfers and reduce their time to completion by investing in academic support services and supporting learning in and out of the classroom.*
    - ➢ Data to be gathered to determine success of strategy: Usage statistics, SLO assessment data, annual program review, student surveys
    - ➢ Position(s) Responsible: Learning Center coordinator, Unit Head

Testing Center:

14. Explore ways to improve data collection and processing. The survey will be reviewed to ensure it is current and that all questions continue to be useful (from most recent ARPD).
    - ➢ Strategic Direction IV: *Ensure that all students and faculty have the appropriate learning and teaching environments appropriate for the 21st century and the sustainability practices to maintain those environments*.
    - ➢ Data to be gathered to determine success of strategy: Annual program review, student surveys

> ➢ Position(s) Responsible: Testing Center staff, Digital Initiatives Librarian, Unit Head

Synergies with other programs, units, emphases and initiatives:
Academic/Student Affairs, CELTT, Koa Gallery, Disability Student Services Office, Auxiliary Services, Business Office, Human Resources, other tutoring sites on campus, Student Congress

Key Community Partners: UH Library Council, Hawaiʻi Library Consortium, Hawaiʻi Library Association

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Part VI. Resource and Budget Implications

1.   Identify the human, physical, and fiscal resources required to implement strategies and indicate the appropriate funding sources: existing appropriated funds, tuition and other special fees, grants, etc.

A. Annual funds for Alma/Primo Integrated Library System which was selected by UH System (TSFS)
B. Funding for library materials, including additional databases, to meet curriculum needs and to support the inflation increases of the current databases (TSFS)
C. Funds for new library furniture (replace blinds, stained/damaged chairs, couches, etc.) (TSFS, special funds, and/or UH Foundation)
D. Funds to institutionalize peer tutoring program in the Study Hub (TSFS)
E. Hire APT to support Lamakū Learning Center operations (G-fund)
F. Professional development funds in support of conference attendance, workshops, webinars (TSFS, Special Funds)

2.   Identify the technology resources required to implement strategies and indicate the appropriate funding sources: existing appropriated funds, tuition and other special fees, grants, etc.

A. 200 Windows 10 OS licenses for student use (end-of-life for Windows 7 is Jan. 2020) and all Windows OS 7 computers in the library will need to be upgraded by then.
B. Ongoing replacement/upgrades to computers in open lab, testing center, instruction classrooms, and learning center as necessary.