

HAWAI`I COMMUNITY COLLEGE ANNUAL UNIT REVIEW TEMPLATE

UH Center West Hawaii Library

November 27, 2013

July 1, 2012 to June 30, 2013

Initiator: Joni Inishi

Writer(s): Laurel Gregory

Program/Unit Review at Hawai'i Community College is a shared governance responsibility related to strategic planning and quality assurance. It is an important planning tool for the college budget process. Achievement of Program/Unit Outcomes is embedded in this ongoing systematic assessment. Reviewed by a college-wide process, the Program/Unit Reviews are available to the college and community at large to enhance communication and public accountability.

HAWAI'I COMMUNITY COLLEGE ANNUAL UNIT REVIEW TEMPLATE

CERC Comments and Feedback (If you submitted a Comprehensive Unit Review in 2011 or 2012, please complete this section)

CERC gave recommendations intended as suggestions for improvement. Provide a brief response to the suggestions made. i.e. Were suggestion(s) valid? What change(s) were made as a result of the suggestion(s)?, etc.

The CERC found the combined comprehensive review for library services that was submitted by the two service providers, the UH Center West Hawaii (Kona side) and the UH Hilo Mookini Library (Hilo and East side) difficult to review. This is partly due to the very different natures of the West Hawaii Library and the Mookini Library and the way in which they provide similar but not identical services. The two libraries have done a combined review for several years for the college review process and for all previous re-accreditation self studies. The rationale for this has been that combining the evaluation of the services gave the best overall picture of services to all Hawaii Community College students. It was recommended in two places in the CERC comments that the two libraries submit two separate unit annual reviews this year. A third comment in the CERC review contradicted this. Joni Inishi, Vice Chancellor for Academic Affairs requested that we split the Annual Unit Review into two submittals, so Lari-Anne Au is completing the Unit review for the UH Hilo Mookini Library, and this submittal is for the UH Center West Hawaii Library and Learning Center only.

The other CERC recommendations related to the library services were:

Change the rating scale on the West Hawaii annual Library Satisfaction Survey to match the Likert scale used by the Mookini Library (Will do this for the April 2014 survey)

Provide CERC with a copy of the Survey (Will do this for the April 2014 survey)

Consider doing the User Satisfaction Survey both in paper and online modes (Will do this for the April 2014 survey)

Do a more thorough discussion of the data elements provided (Will review elements to see what needs more discussion)

Align unit outcomes with the ILOs (Will do this in this template)

Unit Description (In addition, give more in depth explanation of what the unit does, who it serves and generally describe its accomplishments)

The UH Center West Hawaii Library and Learning Center is charged with providing library related and other academic support services to students enrolled in outreach and distance education courses through the University Center at West Hawai'i. The library provides a comfortable and appropriate learning space where students and faculty can read, study, research and obtain information, use computers for class related assignments, and work together on projects. The library unit is responsible

HAWAI'I COMMUNITY COLLEGE ANNUAL UNIT REVIEW TEMPLATE

for the provision of access to college level information resources and for student support and instruction that provides an introduction to and assistance with technology and strategies to help users learn how to find and critically evaluate legitimate information resources to fulfill their learning goals. In addition to the traditional library instructional areas of academic database searching, web use, University of Hawaii Voyager catalog and electronic book use, the library staff also assists users with the use of basic Microsoft Office software, Laulima, and other computer use issues.

The library serves approximately 500 students taking Hawaii Community College courses and 14 fte faculty and lecturers based in West Hawaii. The college programs offered at the Center are an Associate of Arts, an Associate of Science (Nursing), an Applied Associate of Science (Culinary Arts, Hospitality and Tourism), and certificates of completion in Early Childhood Education, Environmental Science, Food Service, Hawaiian Life Styles, and Human Services. As a Center, it also serves a smaller number of distance education students registered in classes from other UH system community colleges, and upper division and graduate programs from UH Hilo, UH Manoa, and UH West Oahu.

Accomplishments:

The library staff is largely responsible for overcoming the cramped space the library currently occupies by creatively using the available space and encouraging students to use the wide range of electronic resources available to them. The results of the annual user satisfaction survey are generally positive and one particular Commendation regarding the library was made in the In the October 2012 Re-accreditation Report of the college by the Accrediting Commission for Community and Junior Colleges (ACCJC) site visitation team:

Commendation #6

“Students, faculty, and staff are commended on their ability to overcome challenges in facilities and space to create a positive, supportive, and student-centered campus environment that exemplifies the inclusive spirit of ohana.”

Another Commendation related to both West Hawaii and the Mookini Library:

Commendation #5

“The College is commended for the depth and variety of library and learning support services and the dedication and commitment to excellence of the faculty and staff in these areas in providing support and assistance to all students, regardless of their location.”

Part I: Quantitative Indicators

NO ENTRY

HAWAI'I COMMUNITY COLLEGE ANNUAL UNIT REVIEW TEMPLATE

Part II: Analysis of the Unit

Alignment with College Mission and ILOs

Write a brief narrative describing the unit and how it supports the College's mission and Institutional Learning Outcomes (ILOs).

College's mission:

Hawai'i Community College (Hawai'iCC) promotes student learning by embracing our unique Hawai'i Island culture and inspiring growth in the spirit of "E`Imi Pono." Aligned with the UH Community Colleges system's mission, we are committed to serving all segments of our Hawai'i Island community.

Unit Mission:

The mission is to provide services and resources to help students succeed in their classes. The Library & Learning Center is an environment that encourages active but independent learning. The staff seeks to personalize instruction while helping students build confidence and insight into their own learning experience.

Describe how this unit supports the College's mission.

The library promotes student learning by providing library and other academic support services described above.

Describe how this unit supports the College's Institutional Learning Outcomes below.

ILO 1: Our graduates will be able to communicate effectively in a variety of situations.

Describe how the Unit supports ILO1:

The library staff supports this ILO by assisting and instructing students in tasks that pertain to completing their assignments by communicating with their instructors and fellow classmates. Examples of this are teaching them how to use email (i.e. attachments) and the Lualima instructional tools like posting papers and comments to a class forum. The staff instructs students about how to use some of the more challenging aspects of Microsoft Word and Power Point.

ILO 2: Our graduates will be able to gather, evaluate and analyze ideas and information to use in overcoming challenges, solving problems and making decisions.

Describe how the Unit supports ILO 2:

The Common UHCC Common Student Learning Outcome is "The student will evaluate information and its sources critically." This common learning outcome, developed several years ago by the UHCC libraries, maps closely to this college ILO. The library staff instructs students about how to search the open Internet, published books and reports, and electronic article databases such as the EBSCO and JSTOR products. The staff also provides guidelines about how to review information sources and evaluate them for their veracity and usefulness for the purpose at hand. This is done through personal

HAWAI'I COMMUNITY COLLEGE ANNUAL UNIT REVIEW TEMPLATE

contact on site or via phone, by request with individual classes, or via our Laulima Information Competency Unit. The Information Competency Unit is available for downloading to any Hawaii Community College class with a Laulima account. It is designed to be used with any class taught at the Center, or taught online.

ILO 3: Our graduates will develop the knowledge, skills and values to make contributions to our community in a manner that respects diversity and Hawaiian culture.

Describe how the Unit supports ILO 3:

The Library supports this ILO by treating all students with respect as we assist them in gathering information to support their projects, papers and presentations in all classes. The library also maintains a Hawaiiana collection to support the on site classes in Hawaiian Studies.

Annual Report of Unit Data (ARPD)

Based on the data from this Unit's ARPD, analyze the Unit's strengths and weaknesses in terms of demand, efficiency, effectiveness, and any other data provided. Disregard Indicators not relevant to your unit.

Overall Health-- Healthy

Demand -- Healthy

Please Note: UHH Mookini Library was responsible for submitting the Unit Data for Hawaii Community College to the ARPD website. Whenever feasible, data from West Hawaii was provided to Lari-Anne Au for inclusion in the submittal. For instance the number of presentations given and students attending (#4) was provided to her so the data could be included when the overall per student fte figure was calculated. For clarity about West Hawaii unit operations, a separate ARPD worksheet for just West Hawaii has been attached to this unit review.

4. Presentation attendance per student FTE. This figure shows a slight increase over the last few years, from 57% in 2011-2012, to 61% in 2012-2013. As stated in the description of Weakness #2 : Last year 240 students either attended a formal library orientation and information research session or completed the Laulima Information Competency Unit assigned in one of three classes. Though this number has increased from 187 in 2009, it is still less than half of the headcount assigned to the Center. Since this activity supports and college ILOs and SLOs, an increased participation in some documented way would contribute to student learning and mastery in this area.

5. Circs per student and faculty FTE. This went from 7 circulations or electronic uses per fte to 15 in 2012-2013. The circulation of books and DVDs was similar, but more electronic articles were

HAWAI'I COMMUNITY COLLEGE ANNUAL UNIT REVIEW TEMPLATE

downloaded. This major increase may reflect the change in how this data is collected. Until mid 2013, the electronic use traced came only from people using an IP address associated with the West Hawaii campus. In Spring 2013, UH Hilo Mookini Library installed a proxy server devoted to only Hawaii CC users. This meant for the first time that Hawaii CC users could be tracked separately from UHH users. For example, Hawaii CC students searching the EBSCO databases from home now have their usage assigned to a Hawaii CC account instead of being aggregated into the UHH usage. While West Hawaii can no longer track the usage on campus, having the entire HawCC student and faculty usage tracked creates a much more accurate view of how the entire college is using these academic articles, reports and electronic books. The usage data from 2013-2014 will be the first full year of tracking this demand element. Unfortunately, the Voyager circulation system still only provides separate data on activity at the West Hawaii Library. Hawcc users on the Hilo side who check out materials and reserve materials are still not separated from the general UHH population.

Efficency -- Healthy

7. Number of reference questions answered per fte librarian. This data element remains very similar because we do not keep a tally of this and estimate the number based on some average calculation taken from some sample data collection days. Since we have only 1 fte librarian, but two APTs and .40 student help who also help users, this element doesn't seem to make much sense in such a small facility.

8. Number of books per student fte. This data element is decreasing, from 12 items to 11 items per student fte. This is because of two issues: We are a very small facility and weed older items out as new items are added, due to space limitations, and due to an effort to keep our materials relatively new and relevant to our community college curriculum. We will move into a new facility in two years that will not be much bigger, and we want to move only items that still have a reasonable shelf life. The second issue is that our students now have access to many more thousands of electronic books, journal articles, and reports than they had five years ago. This is the future of information storage and use and we should be preparing our students for this.

9. Total materials expenditures per fte. This number is the lowest of any of the UH system libraries. When we move to Palamanui and review the student growth that results from this, it will be necessary to review this and advocate for an increased materials budget to accommodate new needs. It should be noted that West Hawaii does not pay directly for any electronic book or article database subscriptions. These are absorbed by the funds paid every year to UH Hilo via the Memorandum of Understanding for Library Services between the two colleges.

HAWAI'I COMMUNITY COLLEGE ANNUAL UNIT REVIEW TEMPLATE

10. Total library expenditures per student and faculty fte. This figure has gone up slightly this past year, Two things affected this calculation, a slight decrease in the fte and a slight increase in salaries paid due to the fact that a third position (APT) was filled by a permanent hire.

Effectiveness -- Healthy

11. Common Student Learning Outcome: The student will evaluate information and its sources critically. 2012-2013 is the first year that there is any data to use in discussion about this, and that is really only a small sample of test results from the three classes that used the Information Competency Unit as part of another class. The result were promising, but many more students will need to be involved in taking the unit before any conclusions might be reached. One of the items on our annual survey states, "The library's instruction sessions have increased my understanding of libraries and research". The positive responses to this statement have remained at 77% of all survey responders, which is more positive than it seems at first glance, since 22% of the responders chose Not Applicable as their response to this item. While surveys can be useful, particularly when looking for trends, a review of actual student work would be instructive as well. For instance, permission from an instructor to review the reference list from research papers to evaluate what types of information sources were identified and used would be good feedback about student mastery of this SLO.

12 - Survey responses - Chart attached, discussion of elements is included in other sections.

Other Data

Attached is the User Survey Summary 2009-2013

Previous Unit Actions

From previous Reviews, list the Unit Actions for this unit. Give a progress report for each Unit Action, describe the degree of achievement. Indicate "Delete" if this Unit Action will no longer be a priority Unit Action

Unit Actions	Progress Evaluation
Incorporate an element into the current research and information literacy instruction that we already do that can be assessed and supports the UHCC common SLO and the College ILO #2 . Element: Laulima Information literacy Unit. Finish it and offer it to English instructors for use in their West Hawaii onsite or distance education classes.	Done – Finished with Kate Sim’s help. Used with first English class fall 2012. Spring 2013 - another English class and an online Univ 101 class participated. Offered to import the unit into additional English 100, 22, and 102 courses, Fall 2013. Some English instructors did that, plus Univ. 101. No results available yet. Spring 2014, keep offering it to instructors, especially for writing intensive classes that may require student research. One Hawaiian studies instructor may use it in Spring 2014.

HAWAI'I COMMUNITY COLLEGE ANNUAL UNIT REVIEW TEMPLATE

Investigate the use of the Information Unit for other Center classes and distance education courses.	
Initiate the use of the PRIMO "One search" electronic information access option for students and faculty in West Hawaii	Software configuration began Summer 2012, UH Hilo (who administers our link) went live with a test link Fall 2013. Since it still has some glitches, we have not promoted it to our users yet.
Revise the library web pages to include changes in electronic information sources accessed from UHH Mookini Library	Began work with Webmaster Daniel Fernandez, Spring 2013 on the library pages and the rest of the West Hawaii site. Reviewed and revised Summer 2013. Daniel retired the old site and launched the entire new West Hawaii web site in August, 2013.
Add an APT Band A Educational Specialist to support the growing distance education library and testing services now and when the new facility is built at Palamanui in 2013.	Done. Approved in HawCC ADP review April 2009. Submitted in UH Center Comprehensive Unit Review Dec. 2009, 2011 and again in Annual Review Dec. 2011. Have used a casual hire APT A since Oct 2011, permanent position was filled in March 2013.
Participate in the final library space planning for the new Center at Palamanui, review plans and prepare for the move. Construction starts in 2013.	Done - Reviewed plans and sent comments. The Palamanui space is not much larger than the current space, but the computer lab will be adjacent. Construction began in November 2013. Weeded the collection, taking out 319 items and security stripped the remaining collection.
Administer the common UHCC student satisfaction survey	Done April 2013, next survey planned for April 2014.

Significant Unit Actions for 2012-2013. (include gain/loss of positions, changes in procedures, etc.)

1. ICL Lualima unit launched
2. New West Hawaii Web site with improved links for library research launched
3. Temporary APT 1 position became permanent and was filled

Analysis of Strengths and Weaknesses

Briefly describe the unit's top 3 strengths and 3 weaknesses. Provide an explanation and supporting evidence for each strength and weakness (e.g. assessment results, data elements from ARPD, surveys, etc.)

Strengths	Using supporting evidence, describe why this is a strength
S1. The library provides adequate resources to meet students' needs.	Because of the MOU arrangement with UH Hilo, all students, including those taking classes in West Hawaii or

HAWAI'I COMMUNITY COLLEGE ANNUAL UNIT REVIEW TEMPLATE

	<p>through distance education, actually have access to many more electronic information resources than other UH CC students attending colleges of the same size.</p> <p>The majority of the students answering the annual survey are satisfied with their ability to find enough books (78 %) and electronic articles (74%) to meet their needs.</p>
<p>S2. The library provides instruction to promote skills needed to find and evaluate resources. An Information Competency Unit in Laulima that is tailored especially for West Hawaii students or student taking online classes fro HawCC was developed in 2013.</p>	<p>The library staff encourages instructors to take advantage of the offer to come to classrooms or have the class come to the library or computer lab to discuss information research techniques and strategies. Since 2009, the positive student survey responses regarding the value of these formal sessions has increased from 64 % to 77 %. The students responding that they didn't have any formal instruction decreased from 32% to 22%. There is still a long way to go but the trend is in the right direction. Also, students ask for and receive help on an as needed individual basis, which seems to be a preferred option for many students. The Information Competency Unit was offered to instructors for inclusion in their online classes and a few instructors tried it for Spring 2013 and Fall 2013.</p>
<p>S3. Because of its small size, the library staff gets to know many students and faculty on an individual basis, which makes the staff more approachable when seeking assistance.</p>	<p>The response to the annual survey question, "The library staff guides me to resources I can use", remains high (86% in 2009 and 99% in 2013). The responses to the question "I feel comfortable being in the library" are also consistently high (92% in 2009 and 98% in 2013). Considering that the facility has some space and noise issues, these are very positive responses.</p>

Weaknesses	Using supporting evidence, describe why this is a Weakness
<p>W1. The library is too small and too noisy at times for people to study, test, and work without distractions.</p>	<p>The library contains less than 2,000 square feet to accommodate the study, writing, research, testing, and tutoring needs of 500 students. Most students have been very tolerant of this issue but are looking forward to a new facility with better conditions. The staff monitors cell phone usage and general noise levels as best they can. Test proctoring is managed with appointments, and the main computer room is closed off for testing only during midterms and finals.</p>
<p>W2. Not enough students go through any kind of formal information literacy introduction in their classes.</p>	<p>Last year 240 students either attended a formal library orientation and information research session or completed the Laulima Information Competency Unit assigned in one of three classes. Though this number has increased from</p>

HAWAI'I COMMUNITY COLLEGE ANNUAL UNIT REVIEW TEMPLATE

	187 in 2009, it is still less than half of the headcount assigned to the Center. Since this activity supports and college ILOs and SLOs, an increased participation in some documented way would contribute to student learning and mastery in this area.
W3. The staffing level may be inadequate when the campus relocates to Palamanui.	Projections for student enrollment when Palamanui is completed predict an increase from 500 to over 750 headcount. While the library is back to its pre 2009 staffing level, (1 faculty, two staff - APT), there may be a demand for increasing the hours of operation to include some evening and weekend times. This may not be possible unless another support position is added in 2014-2015.

Trends and Other Factors

Describe trends including comparisons to any applicable standards, such as government regulations, national standards from accrediting associations, etc. Include, if relevant, a summary of Satisfaction Survey Results, special studies and/or instruments used, e.g., CCSSE, etc. Describe any external factors affecting the unit or additional unit changes not included elsewhere.

The CCSSE does not include questions about library usage.

Part III: Action Plan

Goals and Planning

List the top 3 immediate Unit Actions (Goals) for this unit for unit success. Identify the AMP Priorities (if applicable), College's ILOs, Strategic Plan Action Strategies, and UH System collaboration (if applicable) to which these Unit Action(s) align.

For Academic Support Units: List additional Unit Action(s), not included in the AMP to be implemented for unit success. Identify the AMP Priorities, College's ILOs, Strategic Plan Action Strategies, and UH System collaboration (if applicable) to which these Program Action(s) align.

Unit Action 1	AMP Priorities (disregard if NA)	ILO Alignment (select up to 3)	Strategic Plan Alignment (select best alignment; max 3)		UH System Collaboration
			Performance Measure	Action Strategy	
Improve Lualaba ILC unit	Graduation	ILO 2	None	New Strategy	

HAWAI'I COMMUNITY COLLEGE ANNUAL UNIT REVIEW TEMPLATE

and promote the incorporation of the Information Competency Unit into all Center based courses as appropriate (AMP 30.1)	Transfer	None	None	New Strategy	
	None	None	None	New Strategy	

[Link to Hawaii Community College Institutional Learning Outcomes](#)

[Link to Hawai'i Community College Strategic Plan](#)

[Link to Hawaii Community College Academic Master Plan](#)

Narrative of New Strategy for Strategic Plan:

1.
2.
3.

Briefly explain how **Unit Action 1** aligns to the College's AMP Priorities (if applicable), ILOs, Strategic Plan, and UH System collaboration (if applicable):

Matches AMP 30.1 and AMP 30.3, ILO 2 as discussed above

Calendar of planned activities for **Unit Action 1** – In chronological order, briefly describe the procedures/activities planned to achieve **Unit Action 1**

Activity(ies)	When will the activity take place
Example: Fire Drill	Fall 2014
Solicit West Hawaii English classes to use the ILC unit	Fall 2013
Solicit courses marked WI to use the ILC Unit	Spring 2014
Solicit all Hawaii CC online courses to use the ILC Unit	Spring 2014
Review quiz scores and solicit feedback from instructors	January 2014
Revise the unit as needed	Spring 2014

Unit Action 2	AMP Priorities (disregard if NA)	ILO Alignment (select up to 3)	Strategic Plan Alignment (select best alignment; max 3)		UH System Collaboration
			Performance Measure	Action Strategy	
Review the PRIMO research discovery option and promote to students and faculty if it is working	Graduation	ILO 2	None	New Strategy	UH Hilo Library
	None	None	None	New Strategy	
	None	None	None	New Strategy	

Narrative of New Action Strategy for Strategic Plan:

1.

HAWAI'I COMMUNITY COLLEGE ANNUAL UNIT REVIEW TEMPLATE

2.
3.

Briefly explain how **Unit Action 2** aligns to the College's AMP Priorities (if applicable), ILOs, Strategic Plan, and UH System collaboration (if applicable):

Matches AMP 30.2, ILO 2. Positive use could affect the survey responses to #1 and #2 (finding enough books and articles to meet course needs)

Calendar of planned activities for **Unit Action 2** – In chronological order, briefly describe the procedures/activities planned to achieve **Unit Action 2**

Activity	When will the activity take place
Have library staff and student assistants test out the Hawaii CC Primo link to see if the results are useful. Fall 2013 and Spring 2014	Fall 2013 and Spring 2014
If the results are good, promote its use to students and instructors	Spring 2014
Add direct links to it from the library web page	Spring 2014
Meet with UH Hilo library staff who maintain the product to suggest improvements as needed	March 2014

Unit Action 3	AMP Priorities (disregard if NA)	ILO Alignment (select up to 3)	Strategic Plan Alignment (select best alignment; max 3)		UH System Collaboration
			Performance Measure	Action Strategy	
Design a way to evaluate student information literacy that is evidence based	Graduation	ILO 2	None	New Strategy	other UHCC libraries
	None	None	None	New Strategy	
	None	None	None	New Strategy	

Narrative of New Strategy for Strategic Plan:

1.
2.
3.

Briefly explain how **Unit Action 3** aligns to the College's AMP Priorities (if applicable), ILOs, Strategic Plan, and UH System collaboration (if applicable):

Matches ILO 2

Calendar of planned activities for **Unit Action 3** – In chronological order, briefly describe the procedures/activities planned to achieve **Unit Action 3**

Activity	When will the activity take place
----------	-----------------------------------

HAWAI'I COMMUNITY COLLEGE ANNUAL UNIT REVIEW TEMPLATE

Review the results provided by Instructors who incorporated the Information Literacy Unit modules into their classes	January 2014
Request access to a sample of the final results of the related research assignments	January 2014
Design an evaluation rubric or use the one developed by the instructor if they used one for their own assessment	Spring 2014
Collect and review the results	End of Spring Semester 2014
Use the findings to improve or expand the unit	Summer 2014

Part IV: Resource Implications

List Top 3 Cost Items needed for unit success. Identify alignment to the AMP Program Actions (if applicable), Strategic Plan Action Strategies and/or Strengths and/or Weaknesses to address.

Cost Item 1	Type	Cost	Strategic Plan Alignment (select best alignment; max 3)		AMP Alignment (select best alignment; max 3)	Strength	Weakness
				Action Strategy	Program Action from AMP (ie 4.3) or write "New Strategy"		
No Equipment - time to address unit actions	Personnel	0	None	New Strategy	30.1;30.2;30.3	S1	W1
			None	New Strategy		S2	W2
			None	New Strategy		S3	W3

[Link to Hawaii Community College Institutional Learning Outcomes](#)

[Link to Hawai'i Community College Strategic Plan](#)

[Link to Hawaii Community College Academic Master Plan](#)

Briefly explain why **Cost Item 1** is necessary to meet priorities of unit and/or to address strengths and/or weaknesses.

Cost Item 2	Type	Cost	Strategic Plan Alignment (select best alignment; max 3)		Academic Master Plan Alignment (select best alignment; max 3)	Strength	Weakness
				Action Strategy	Program Action from AMP (ie 4.3) or write "New Strategy"		

HAWAI'I COMMUNITY COLLEGE ANNUAL UNIT REVIEW TEMPLATE

	Equipmen		None	New Strategy		None	None
			None	New Strategy		None	None
			None	New Strategy		None	None

Briefly explain why **Cost Item 2** is necessary to meet priorities of unit and/or to address strengths and/or weaknesses.

Cost Item 3	Type	Cost	Strategic Plan Alignment (select best alignment; max 3)		Academic Master Plan Alignment (select best alignment; max 3)	Strength	Weakness
				Action Strategy	Action from AMP (ie 4.3) or write "New Strategy"		
	Equipmen		None	New Strategy		None	None
			None	New Strategy		None	None
			None	New Strategy		None	None

Briefly explain why **Cost Item 3** is necessary to meet priorities of unit and/or to address strengths and/or weaknesses.

Part V: Unit Outcomes

For the 2012-2013 year, list all Unit Outcomes and check mark those assessed this year.

	Check mark if Assessed this year	Unit Outcomes
1	<input type="checkbox"/>	The student will evaluate information and its sources critically (UHCC common SLO)
2	<input type="checkbox"/>	The library will provide an introduction on how to find and evaluate information
3	<input type="checkbox"/>	The libray will provide access to resource materials
4	<input type="checkbox"/>	
5	<input type="checkbox"/>	
6	<input type="checkbox"/>	
7	<input type="checkbox"/>	
8	<input type="checkbox"/>	
9	<input type="checkbox"/>	

HAWAI'I COMMUNITY COLLEGE ANNUAL UNIT REVIEW TEMPLATE

10	<input type="checkbox"/>	
-----------	--------------------------	--

A) Expected Level of Achievement – Describe the different levels of achievement for each characteristic of the outcome(s) that were assessed. What represented “excellent,” “good,” “fair,” or “poor” performance using a defined rubric and what percentages were set as goals for student success. i.e. 85% of students will achieve good or excellent in the assessed activity

B) Assessment Strategy/Instrument – Describe what, why, where, when, and from whom assessment artifacts were collected.

C) Results of Unit Assessment

D) Other Comments – Include any information that will clarify the assessment process report.

E) Next Steps – Describe what the unit will do to improve the results.