

# **HAWAII COMMUNITY COLLEGE UNIT REVIEW REPORT**

## **Edwin H. Mookini Library (East Hawai'i)**

**March 2, 2015**

**July 1, 2013 to June 30, 2014**

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*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.*

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## Unit Description

*(Official Description - then provide more in depth explanation of what this unit does, who it serves and generally describe its accomplishments)*

The Mookini Library is a joint use facility between Hawai'i Community College (Hawai'iCC) and UH Hilo and is located on the upper campus in Hilo. The library houses books, periodicals, DVDs, microforms, government documents, and other resources on three floors. In addition to print resources, Mookini Library provides access to online subscription databases, including EBSCOhost, Science Direct, and JSTOR.

The library has a Hawaiian Collection with access to Hawaiian monographs, maps, and Hawaiian language newspapers on microfilm. There are over 100 PCs located on all floors that have access to the internet and Microsoft Office 2013 programs. The library provides reference assistance and library instruction sessions to help students find, evaluate, and use information. The library also provides group study rooms for students to have a space to collaborate on projects. Some of these study rooms are equipped with computers with internet access and Microsoft Office Suite.

While all librarians and library staff assist Hawai'iCC students and faculty, one Public Services librarian is assigned as the Hawai'i Community College liaison (Hawai'iCC librarian). The Hawai'iCC librarian communicates with faculty to ensure there are materials to support the curriculum by soliciting suggestions for resources when budget permits and getting feedback when deciding to cancel subscriptions. The Hawai'iCC librarian regularly attends Academic Support meetings and is notified of new programs

## Unit Mission

The Edwin H. Mookini Library is a gathering place and a gateway to many sources of learning and knowledge for the University of Hawai'i at Hilo and Hawai'i Community College 'ohana as well as our diverse Hawai'i Island community. With a spirit of aloha and commitment to excellence, the Library provides resources, instruction, and services to encourage academic success and develop information-literate, lifelong learners.

**3yr Review Report Summary**— *If this Unit is scheduled for Comprehensive Review, this section must be more robust and detailed* explaining changes made to the function of the unit in the past 3 years; funding received since last 3 years and results from funding, etc.

Hawai'i Community College has made no contribution toward the library for the past three years. From 2007-2012, Hawai'iCC paid \$340,000 per year as its portion of the shared services agreement with UH Hilo. The following year, Hawai'iCC stopped paying. From the early 1990s until January 2009, Hawai'iCC paid the salary of a librarian to provide its instructional and other services. The shared services agreement is being renegotiated.

Nevertheless, over those three years Mookini Library continued to provide services and resources to support Hawai'iCC student learning and has sought ways meet students' needs. In response to requests for longer library hours, in late Spring 2012, the library conducted a student survey to gather feedback on their preferences for additional hours and the library services that they would use. In 2012-13, an additional hour of operation was added on Friday afternoons. In 2013-14, the library resumed Saturday hours. Mookini Library continually assesses gate counts to determine appropriate hours of operation and use of resources.

The library has added new technology to support student learning. The Student Media Production room and four other enhanced study rooms that are equipped with computers provide students with a place to collaborate on projects. Working with UH Hilo's Academic Computing Services for funding, the library updated the public PCs, which may be reflected in the increased satisfaction of students using computers in the library. The library also changed to a new print management system. The library purchased a new scanner to provide the ability to scan larger documents. New public copy machines were installed in 2013-14. The new machines offer more features and functionality at a lower cost. The library revamped the homepage in late 2012 and moved to the Libguides platform which allows for all library staff to make changes to library web pages, not just the webmaster. Library information can now be easily updated to provide better service for library patrons.

The library continues to provide public services and instruction. To provide better service at the Information desk, library systems student assistants now sit with librarians to answer library computer related questions and to troubleshoot equipment issues. The library offers library instruction sessions to teach information literacy skills. The number of Hawai'iCC classes who attend library instruction sessions has steadily increased as has the number of students who participate in these sessions. This is in spite of the lowered student FTEs. Faculty who were surveyed after their classes' participation in these sessions agreed or strongly agreed that the library instruction sessions contributed to the overall information literacy of the students and probably improved the quality of the students' work. The library has provided excellent service, even as the total number of librarians and staff has decreased in the last three years. The library as well as other learning services was commended for the "dedication and commitment to excellence" in the Evaluation Report submitted by the ACCJC External Evaluation Team.

Mookini Library maintains collections to support the curriculum of the college. In 2012, the UH System Libraries purchased Ex Libris's Primo discovery service, which enables searches of multiple library databases at the same time. The library configured this product and launched it on the homepage as "Mookini MegaSearch." As part of the process of adding Primo, the library migrated to the SFX link resolver, which allows searchers to see if articles are available in other library databases when they are not available in the database being searched. The library added the America's News (Newsbank) database to provide continued access to local newspapers, including the Hawai'i Tribune Herald. Working with instructors participating in the OneThemeOneCollege program, the Hawai'iCC librarian created a research guide with information on resources for the topic *wai*. She also purchased books to add to the collection on various water topics and promoted these additions through a book display in November 2014. Up until now, even with a declining budget, the library has been able to maintain the digital collections by reallocating funds internally. Although FTEs have decreased, the cost to keep the current database subscriptions has increased.

## **CERC Comments and Feedback**

*CERC Comments as listed in most recent Comprehensive Review:*

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

- *If no changes were made at all, write “None.”*
- *If no changes were made during this review period but you plan to in future periods, write “None in 2013-2014 however changes will be made in (AYs) and will be reported in that review.*
- *If no changes were made during this review period but changes were made in previous review periods, write “None in 2013-2014; however changes were made in (AYs).”*

CERC recommended that the libraries in East Hawai'i and West Hawai'i write separate reports for clarity and ease of reading. It was a valid recommendation as it was confusing to have both libraries' information in one report using the current review templates. Beginning with the 2013 Annual Unit Review, Mookini Library in East Hawai'i writes a separate narrative from the UHCWH Library and Learning Center. Another CERC recommendation was to be clearer in language, e.g., describing weaknesses and to improve integration of the data into the narrative. More references to library data will be made in this review

## Part I: Quantitative/Qualitative Indicators

### A. Annual Report of Program Data (ARPD) Data Grid -- **Pertains to only Library, Technology Resources, Testing Service, and Tutoring Service.**

Look up 2014ARPD data at: <http://www.hawaii.edu/offices/cc/arpd/index.php>

List below any data elements related to the Unit.

	2011-2012	2012-2013	2013-2014
<b>Demand</b>			
Number of students attending presentations sessions per student FTE	.9	1	1.1
Number of circulations, electronic books used, full-text journal articles downloaded per student and faculty FTE	41.2	110	110.3
Number of hits on library homepage per student/faculty FTE			86.6
<b>Efficiency</b>			
Number of reference questions answered per FTE librarian (= Item #4 UH Library Council Statistics)	4,559	1,263.5	1,199
Number of book volumes per student FTE	40.5	59.8	59.3
Total materials expenditures per student FTE	\$89	\$87	\$99
Total library expenditures per student and faculty FTE	\$343	\$341	\$336
<b>Effectiveness</b>			
Common Student Learning Outcome: The student will evaluate information and its sources critically		97%	94%
Student satisfaction measurements using Common Survey questions:			
I usually find enough books to meet my course needs		72%	75%
I get enough articles from the library databases to meet my class needs		72%	76%
The library staff guide me to resources I can use		83%	86%
The library's instruction sessions have increased my ability to do research and use library resources		92%	88%
The library website is useful		90%	88%
I feel comfortable being in the library		87%	84%
The computer resources in the library contribute to my success at the College		77%	86%

**B. ARPD Data Analysis -- Pertains to only Library, Technology Resources, Testing Service, and Tutoring Service.**

Based on the data from the ARPD, analyze the unit's strengths and weaknesses in terms of demand, efficiency, and effectiveness.

- Based on data, determine and justify Health Calls – Healthy, Cautionary, Unhealthy
- If this Unit is scheduled for Comprehensive Review, analyze Unit over 3 years.

Demand Health	Efficiency Health	Effectiveness Health
<p>Healthy</p> <p>The library continues to reach a majority of Hawai'i Community College students through its library instruction program. The use of library materials is strong and has slowly increased. The number is larger beginning in 2012-2013 because it included all ebook databases. Data for the number of circulations, ebooks used, and articles used reflect all data for UH Hilo as well as Hawai'i Community College and student and faculty data for both campuses was used. The number of hits on the library homepage was only included for 2013-2014 as the library changed its website this year and was unable to get a reliable number in previous years.</p>	<p>Healthy</p> <p>The library continues to provide valuable services and resources to the campus. The number of reference questions has gone down slightly this year. The data for the last two years only include reference and technology related questions and do not include informational questions, which accounts for the sharp decrease from 2011-12. The library continues to provide access to both print and online books to meet the research needs of students. The data presented in this section also reflects both HawaiiCC and UH Hilo FTEs.</p>	<p>Healthy</p> <p>For students who use the library, the majority is satisfied with the services provided. Students who participate in library instruction sessions are learning skills such as evaluating sources and these sessions are reaching a large percentage of students.</p>

Overall Health
<p>Healthy</p>

**C. Other Data, Trends & Factors** -- Report non-ARPD data, trends or factors that can be used to analyze the unit's strengths and weaknesses.

- Provide any non-ARPD data and a brief analysis in terms of the Unit's demand, efficiency and effectiveness, e.g., a summary of Satisfaction Survey Results, special studies and/or instruments used, e.g., CCSSE, etc.
- Describe trends including comparisons to any applicable standards, such as government regulations, national standards from accrediting associations, etc.
- Describe any external factors affecting the unit or additional unit changes not included elsewhere.

*Example:*

*There is a national trend toward on-line training, which requires expensive technological advancements and curriculum development.*

*Bureaucratic restrictions limit OCET's flexibility to be innovative, collaborative and entrepreneurial.*

## Part II: Analysis of the Unit

### A. Alignment with Institutional Mission & Learning Outcomes (ILOs)

#### 1) College Mission Alignment

*Hawai'i Community College (HawCC) 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.*

***Copy/Paste from your 2012-2013 Unit Review, your description of how this Unit supports the College's Mission. Review and revise as you feel necessary. The description you finalize in the field below will be input into PATH for future reports.***

*Example:*

*The unit supports the UH Community College's mission by providing:*

- *access to post-secondary education in Hawaii*
- *training workforce needed in the State, the region, and internationally*
- *opportunities for personal enrichment, occupational upgrading and career mobility through non-credit courses and activities*
- *contributions that stimulate the cultural and intellectual life of the community*

The library aligns with the Hawai'i Community College mission by providing services to all students. The library supports student learning by providing research assistance, which includes finding library materials, answering technical computer questions, and answering informational questions about campus via walk ins, telephone, or email. Students can also make appointments to meet with librarians for more in-depth research assistance. Librarians teach library instruction sessions that supplement class assignments and help students to seek, find, and use the best sources. The library also provides instructional services for distance learners. The library provides a studious environment, enhanced with technology, where students engage with different learning activities.

The library also supports Hawai'i Community College's mission by providing materials in different formats that supplement student learning, including print and online resources. Mookini Library works with instructional faculty to provide library resources to meet the needs of their academic programs. The library ensures that there is a balanced collection so that students have access to resources covering various disciplines. The library maintains a Hawaiian collection to support unique programs in Hawaiian studies. The Hawaiian librarian collects resources with a special interest in materials about Hawai'i Island to reflect the institution's unique location, to support programs with an emphasis on Hawai'i , and to encourage research on Hawai'i topics. In support of the curricula, the collection includes books on Hawaiian culture and history. This special collection is housed in a separate room of the library and includes a reference collection, vault, and Hawaiian map collection.

#### 2) ILO Alignment

**a) ILO1:** *Our graduates will be able to communicate effectively in a variety of situations.*

***Copy/Paste from your 2012-2013 Unit Review your description of how this Unit supports ILO1. Review and revise as you feel necessary. The description you finalize in the field below will be input into PATH for future reports. If Unit does not support this ILO, write "No alignment to ILO1."***

*Example:*

*OCET provides a wide range of professional development workshops that help participants improve their communication skills as well as many online classes with topics such as Keys to Effective Communication and Grant Writing. Test preparation classes include a review of written communication skills. Short-term international programs for students visiting from abroad focus on basic communication skills in English.*

The library provides collections and technology to help students improve their communication skills. The library collections represent the best that has been thought and expressed. Research shows that reading helps students to improve their vocabulary, grammar, syntax, and knowledge of the world, and serve as models of excellence in communication. The library also provides students with access to PCs with Microsoft Office which students use to write papers and create presentations. A limited number of Macs with Adobe Creative Suite 6 is available in the library for students to create multimedia projects

**b) ILO2:** *Our graduates will be able to gather, evaluate and analyze ideas and information to use in overcoming challenges, solving problems and making decisions.*

**Copy/Paste from your 2012-2013 Unit Review your description of how this Unit supports ILO2. Review and revise as you feel necessary. The description you finalize in the field below will be input into PATH for future reports. If Unit does not support this ILO, write “No alignment to ILO2.”**

The library promotes information literacy, which is the process of finding, evaluating, and using sources to fulfill an information need. To help students become information literate, the library offers library instruction sessions which teach students how to research and evaluate information. Students also seek assistance in the research process at the Information desk and through individual appointments.

**c) ILO3:** *Our graduates will develop the knowledge, skills and values to make contributions to our community in a manner that respects diversity and Hawaiian culture.*

**Copy/Paste from your 2012-2013 Unit Review your description of how this Unit supports ILO3. Review and revise as you feel necessary. The description you finalize in the field below will be input into PATH for future reports. If Unit does not support this ILO, write “No alignment to ILO3.”**

The library collects a variety of resources to help students gain knowledge. A focus is placed on Hawaiian and other local materials that are significant to Hawai'i Island to support instructional programs. The library collections supplement information that students learn in class.

## B. Strengths and Weaknesses

### 1) Strengths (Top 3 defined)

State Strength	Using supporting evidence, describe why this is a strength
<i>Example:</i> OCET hires knowledgeable and responsive instructors	<i>Example:</i> Class evaluations showed that 98% of students agreed or strongly agreed that the instructors were knowledgeable about the class subject matter and 96% agreed or strongly agreed that the instructors were responsive to their learning needs.
S1. Access to more resources than students at other community colleges in the UH system.	The library provided access to over 220,000 print monographs, more than 60 databases. The library was open 83.5 hours a week in 2013-14, with additional hours during finals, longer than any other community college library in the system.
S2. The services of a professional staff and their expertise.	Librarians answered 9,592 reference and technical assistance questions. Mookini Librarians taught an increasing number of library instruction sessions to 1778 Hawai'i Community College students. A majority of students who answered the UHCC common library survey agreed that library staff guided them to resources they could use.
S3. A well developed information	In the UHCC common library survey, a majority of students who

literacy program.	answered have agreed that the library instruction sessions have increased their understanding of libraries and research. A majority of faculty whose classes have had library instruction have rated the sessions highly and agree that it has helped student learning.
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**2)Weaknesses (Top 3 defined)**

<b>State Weakness</b>	<b>Using supporting evidence, describe why this is a Weakness</b>	<b>Proposed solution</b>
<i>Example:</i> Lack of island-wide professional staffing	<i>Example:</i> Program coordinators are based in East Hawaii which makes it difficult to design classes for the West Hawaii community. Many classes are cancelled due to not knowing the community as well as best ways to market classes in Kona. 47% of the classes scheduled in Kona were cancelled due to low enrollment.	<i>Example:</i> Hire a program coordinator for West Hawaii (see Resource Implication).
W1. It is difficult to do outreach to students because the library is located on upper campus.	It is difficult to do outreach to students because the library is located on upper campus. Many students who have classes on the Manono campus never come to the library to access library resources. Many students on the survey chose "not applicable" or did not answer. Some commented that prior to library instruction they had never used the library.	Work with other campus departments to promote library services.
W2 Students may have difficulty finding library resources on library website	Students may find it difficult to locate information on their own, especially for subject specific research assignments.	Create more research guides and class specific guides
W3 Lack of staffing	Hawai'iCC has not contributed its share of funding under the 2006 MOA with UH Hilo since FY 2012. Library funding and staffing have been reduced. The library is faced with reducing hours and services and has reached the limit of instructional services it can sustain.	Hawai'iCC pays an equitable share of library costs.

## Part IIIA: Unit Outcomes and Assessment

### A. Unit Outcome(s) Assessed -- *List the Unit Outcome(s) assessed during this reporting period.*

*Example: (UO1) OCET will provide training that is relevant to the needs of the Hawaii Island community*

The library will provide an introduction on how to find and evaluate information

### B. Expected Level of Achievement -- *Describe the different levels of achievement for each characteristic of the learning outcome(s) that were assessed. That represented "excellent," "good," "fair," or "poor" performance using a defined rubric and what percentages were set as goals for student success; i.e. 85% or more participants will choose "Strongly Agree" or "Agree" when asked whether OCET successfully provides training relevant to the needs of the Hawaii Island community on course evaluation.*

The rate of excellent or good was set at:

80% of students surveyed will agree or strongly agree that the library's instruction sessions have increased their understanding of libraries and research

80% of faculty will agree or strongly agree that library instruction session contributed to the overall information literacy of the students

80% of students who complete the library skills assignments in Laulima will score at least 70% on the Final Quiz

### C. Assessment Strateg(y/ies) & Instrument(s) -- *Describe what, why, where, when, and from whom assessment artifacts were collected.*

*Example: OCET seeks community feedback on personal and professional training needs via evaluation forms collected at the conclusion of every course, as well as through focus groups.*

Strategy/Instrument 1: Common Student Library Survey administered asking seven questions regarding different aspects of library services in the Spring semester.

Strategy/Instrument 2: Faculty survey administered once a year to faculty whose classes have participated in library instruction.

Strategy/Instrument 3: Library skills assignment used by some English 100 and English 102 classes that instruct and quizzes students on the research process.

### D. Results of Unit Assessment - Provide a summary of assessment results.

*Example: Out of 998 total response, 78% Strongly Agree and 21% Agree that OCEET provides training that is relevant to the needs of our island community. OCET has offered 162 courses with 2,211 attendees to meet workforce and personal enrichment needs, some of which are repeat customers. OCET provides offer various courses at varying times of the day, week and year to better meet the needs of individuals and businesses. It is important that OCET continually seek innovative ways to conduct training and provide course topics that are most relevant to the community's needs.*

Of those students who were surveyed, 88% agreed or strongly agreed that the library's instruction sessions have increased their understanding of libraries and research.

All faculty who replied to the library instruction survey agreed or strongly agreed that the sessions contributed to the overall information literacy of the students. Suggestions for improvement of these sessions referred to helping students to narrow search words and limit sources. More hands on time for students to practice was also recommended.

A majority of the students who completed the library skills assignment practice quizzes were able to successfully take the final quiz. 82% of the students who completed the library skills assignment had at least 70% correct on the final quiz.

Changes Implemented as a result of Assessment	Evaluation of the changes that were implemented
<p><i>Change 1:</i> Created guide for assistance in coming up with search terms in Spring 2014.</p>	<p><i>Evaluation of Change 1:</i> The guide has been viewed 389 times since being created. Further evaluation on its use will need to be done.</p>
<p><i>Change 2:</i></p>	<p><i>Evaluation of Change 2:</i></p>

**E. Next Steps** – *Based on your experience with Assessment so far, what do you plan to do in the future? Include any changes that are planned for the Unit as a result of Unit Outcome assessments. For example, changes to rubrics, changes to level of expectation, changes to services provided, etc.*

While a majority of students and faculty who were surveyed agreed that the library's instruction sessions have increased student understanding of libraries and research and contributed to their overall information literacy, there is still room for improvement. The library plans on updating the library skills assignment in Summer 2015 to reflect the current trends in information literacy. The library will continue to create subject research guides and class specific library guides to enable students to easily find resources for their specific research assignments by class.

## Part IIIB: Course Assessment & 20% Course Review

### (Section IIIB pertains only to units with courses)

#### A. Course Assessment

**1) Course(s) Assessed --** List the course(s) (Alpha/#) assessed during this reporting period.

*Example:*

*Courses: SUBS 140, 245, 268*

*PLO#1: Satisfy the addiction studies educational requirements for Hawaii State Department of Health Alcohol and Drug Division 'S (ADAD) Certification:*

*Embedded in PLO#1 are PLO 's 2, 3, 4, & 5*

**2) Expected Level of Achievement --** Describe the different levels of achievement for each characteristic of the learning outcome(s) that were assessed. That 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."

**3) Assessment Strateg(y/ies) & Instrument(s) --** Describe what, why, where, when, and from whom assessment artifacts were collected.

*Example: SAMPLING- College records for seven (all) 2009 program graduates*

Strategy/Instrument 2:

Strategy/Instrument 3:

Strategy/Instrument 4:

**4) Results of Course Assessment --** Provide a summary of assessment results.

*Example: RESULTS: 86% (6/7) program graduates met or exceeded expectations: completed SUBS 140,245, 268 with a "C" grade or better. 1/7 students received an incomplete grade.*

Changes Implemented as a result of Assessment	Evaluation of the changes that were implemented
Change 1:	Evaluation of Change 1:

Change 2:	Evaluation of Change 2:

**5) Next Steps --** Based on your experience with Assessment so far, what do you plan to do in the future? Include any changes that are planned for the Unit as a result of course assessments. For example, changes to rubrics, changes to level of expectation, any Unit and/or curriculum modifications, etc.

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## B. 20% Course Review

**1) Courses Reviewed --** List the Course Alpha/Number and Course Title of courses that were reviewed in AY 2013-2014.

Course Alpha Number	Course Title

**2) 20% Course Review Schedule --** Input the Program's 20% Course Review Schedule for the next 5 years. If a schedule cannot be located, refer to HAW 5.250 Course Review Policy (<http://hawaii.hawaii.edu/ovcadmin/admin-manual/haw5-250.pdf>) to create a new schedule.

Course Alpha Number	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019


## Part IV Action Plan

### A. Previous Goals (Unit Actions) & Planning

- Report all new and uncompleted goals from your 2012-2013 report. If your unit is included in the Academic Master Plan (AMP) Appendix, you should use the list of unit actions listed for your unit in the AMP Appendix, except for crossed out items. (<http://hawaii.hawaii.edu/docs/academic-master-plan-appendix-priority-actions.pdf>)
- Review and specify which unit actions were addressed/completed during Review Period AY 2013-2014.
- Give a progress report for each unit action that is not yet address/completed and describe the degree to which the goal was achieved over the review period.
- If listed in the AMP, specify unit actions that are no longer being pursued by the unit and should be deleted from the AMP.

Goals /AMP Unit Actions	Progress Evaluation & Evidence of Achievement
<p><i>Examples:</i>            Goal: Increase opportunities for island-wide training            AMP 29.3: Outreach to departments who have not used library services</p>	<p><i>Examples:</i>            Delivered ag training island-wide. Seeking partnership w/new online vendor.            Need to find other methods in addition to email.</p>
Strengthen subject liaison activity through outreach to departments to tailor collections and library services to meet student and faculty needs	Participated in OneThemeOneCollege by creating a library guide and ordering books that fit the water theme. Will need to communicate with different departments about library services.
Develop new instructional methods that promote critical thinking skills and information literacy	Have investigated using different tools and methods and will test in 2014-2015 and beyond.
Contribute to efforts to strengthen the P-20 education pipeline by working with area high school librarians to develop the information literacy skills and reading habits their students will need for college and beyond	Mookini Librarians and the HawaiiCC English DC and UHH Writing Coordinator met with area school librarians in February 2014 to discuss information literacy skills needed by college students. Will need to find ways to continue the discussion.

### B. New Goals (Action Strategies) and Alignment – Describe New Goals, if any

#### Define Goal (Action Strategy) 1

<p><b>Goal 1</b> -- Example: Reduce non-credit course cancellation rates to less than 20%.</p>

#### Alignment of Goal 1 to ILO(s)

<p><b>Explain how Goal 1 aligns with ILO(s) and provide supporting rationale</b></p>
<p>Example: Goal 1 aligns with ILO1. By reducing the cancellation rate of courses, there will be more opportunities to provide training to help improve students' communication skills that will contribute to an educated workforce.</p>


**Alignment of Goal 1 to Strategic Plan (SP)**

[http://hawaii.hawaii.edu/docs/HawCCStrategicPlan\\_20082015\\_102909.pdf](http://hawaii.hawaii.edu/docs/HawCCStrategicPlan_20082015_102909.pdf)

**Explain how Goal 1 aligns with an Action Strategy in the Strategic Plan (SP). Include SP Reference(s) and provide supporting rationale. If Goal 1 does not align with a listed strategy, explain how it aligns to a SP Performance measure. Then, propose a new action strategy in the next field.**

*Example: Goal 1 aligns with A.2.1 Increase enrollment in regions and with groups who are underserved by making sure course offerings are what our communities are asking for and concentrate on offering in rural areas.*

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**Proposed New SP Action Strategy/Strategies (if applicable) – If Goal 1 does not align with a listed HawCC Action Strategy, indicate above how it aligns with a Performance Measure, and then use the field below to propose a new Action Strategy to be added to the HawCC Strategic Plan. New action strategies should be written in generalized terms so that other Programs and Units could also align their goals to them in the future.**

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**Alignment of Goal 1 to Academic Master Plan (if applicable)**

Academic Master Plan: [http://hawaii.hawaii.edu/docs/HawCCStrategicPlan\\_20082015\\_102909.pdf](http://hawaii.hawaii.edu/docs/HawCCStrategicPlan_20082015_102909.pdf)

AMP Appendix: <http://hawaii.hawaii.edu/docs/academicmasterplanappendixpriorityactions.pdf>

	<b>Check this box if your Unit is not currently listed in AMP but would like to be added in the next revision.</b>
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**Indicate which Academic Master Plan (AMP) Action Priorities Goal 1 aligns with (if applicable) and provide supporting reasoning.**

	STEM	Graduation Remediation Workforce	Student Transfer	Underserved Populations	Green Curricula	Program Development
<i>Example: Reduce non-credit course cancellation rates to less than 20%.</i>		X		X		

**UH System Collaboration (if applicable)**

- include collaboration efforts w/other campuses
- include alignment with the UHCC Initiatives <http://uhcc.hawaii.edu/OVPCC/> (listed on the left of John Morton's picture).

*Example: The new statewide online registration system will help to improve marketing efforts, access to course information and registration, and data tracking.*

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**Calendar of planned activities for Goal 1 --** *In chronological order, briefly describe the procedures/activities planned to achieve Goal 1*

Activity	When will the activity take place
<i>Example:</i> 1. Determine base cancellation rate. 2. Improve marketing strategies 3. Monitor enrollment beginning four weeks prior to scheduled class date and increase marketing efforts.	<i>Example:</i> 1. Completed for this Annual Review 2. Ongoing with training and collaboration efforts 3. Ongoing as new strategies are implemented Spring/Summer 2015

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**Define Goal (Action Strategy) 2**

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**Alignment of Goal 2 to ILO(s)**

<p><b>Explain how Goal 2 aligns with ILO(s) and provide supporting rationale</b></p>

**Alignment of Goal 2 to Strategic Plan (SP)**

[http://hawaii.hawaii.edu/docs/HawCCStrategicPlan\\_2008-2015\\_10-29-09.pdf](http://hawaii.hawaii.edu/docs/HawCCStrategicPlan_2008-2015_10-29-09.pdf)

<p><b>Explain how Goal 2 aligns with an Action Strategy in the Strategic Plan (SP). Include SP Reference(s) and provide supporting rationale. If Goal 2 does not align with a listed strategy, explain how it aligns to a SP Performance measure. Then, propose a new action strategy in the next field.</b></p>

<p><b>Proposed New SP Action Strategy/Strategies (if applicable)</b> – <i>If Goal 2 does not align with a listed HawCC Action Strategy, indicate above how it aligns with a Performance Measure, and then use the field below to propose a new Action Strategy to be added to the HawCC Strategic Plan. New action strategies should be written in generalized terms so that other Programs and Units could also align their goals to them in the future.</i></p>
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**Alignment of Goal 2 to Academic Master Plan (if applicable)**

Academic Master Plan: [http://hawaii.hawaii.edu/docs/HawCCStrategicPlan\\_2008-2015\\_10-29-09.pdf](http://hawaii.hawaii.edu/docs/HawCCStrategicPlan_2008-2015_10-29-09.pdf)

AMP Appendix: <http://hawaii.hawaii.edu/docs/academic-master-plan-appendix-priority-actions.pdf>

	<p><b>Check this box if your Unit is not currently listed in AMP but would like to be added in the next revision.</b></p>
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	STEM	Graduation Remediation Workforce	Student Transfer	Underserved Populations	Green Curricula	Program Development

<p><b>UH System Collaboration (if applicable) –</b></p> <ul style="list-style-type: none"> <li>include collaboration efforts w/other campuses</li> </ul> <p>include alignment with the UHCC Initiatives <a href="http://uhcc.hawaii.edu/OVPCC/">http://uhcc.hawaii.edu/OVPCC/</a> (listed on the left of John Morton's picture).</p>

**Calendar of planned activities for Goal 2 --** *In chronological order, briefly describe the procedures/activities planned to achieve Goal 2*

Activity	When will the activity take place

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**Define Goal (Action Strategy) 3**

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**Alignment of Goal 3 to ILO(s)**

<p><b>Explain how Goal 3 aligns with ILO(s) and provide supporting rationale</b></p>
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**Alignment of Goal 3 to Strategic Plan (SP)**

[http://hawaii.hawaii.edu/docs/HawCCStrategicPlan\\_2008-2015\\_10-29-09.pdf](http://hawaii.hawaii.edu/docs/HawCCStrategicPlan_2008-2015_10-29-09.pdf)

<p><b>Explain how Goal 3 aligns with an Action Strategy in the Strategic Plan (SP). Include SP Reference(s) and provide supporting rationale. If Goal 3 does not align with a listed strategy, explain how it aligns to a SP Performance measure. Then, propose a new action strategy in the next field.</b></p>

<p><b>Proposed New SP Action Strategy/Strategies (if applicable)</b> – <i>If Goal 3 does not align with a listed HawCC Action Strategy, indicate above how it aligns with a Performance Measure, and then use the field below to propose a new Action Strategy to be added to the HawCC Strategic Plan. New action strategies should be written in generalized terms so that other Programs and Units could also align their goals to them in the future.</i></p>

**Alignment of Goal 3 to Academic Master Plan (if applicable)**

Academic Master Plan: [http://hawaii.hawaii.edu/docs/HawCCStrategicPlan\\_2008-2015\\_10-29-09.pdf](http://hawaii.hawaii.edu/docs/HawCCStrategicPlan_2008-2015_10-29-09.pdf)

AMP Appendix: <http://hawaii.hawaii.edu/docs/academic-master-plan-appendix-priority-actions.pdf>

<p><b>Check this box if your Unit is not currently listed in AMP but would like to be added in the next revision.</b></p>
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	STEM	Graduation Remediation Workforce	Student Transfer	Underserved Populations	Green Curricula	Program Development

<p><b>UH System Collaboration (if applicable)</b> –</p> <ul style="list-style-type: none"> <li>include collaboration efforts w/other campuses</li> </ul> <p>include alignment with the UHCC Initiatives <a href="http://uhcc.hawaii.edu/OVPCC/">http://uhcc.hawaii.edu/OVPCC/</a> (listed on the left of John Morton's picture).</p>

**Calendar of planned activities for Goal 3 --** *In chronological order, briefly describe the procedures/activities planned to achieve Goal 3*

Activity	When will the activity take place
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## Part V: Resource Implications

### A. Cost Item 1

Description	<b>Type</b> <ul style="list-style-type: none"> <li>● Personnel</li> <li>● Facilities</li> <li>● Equipment</li> <li>● Health/Safety</li> <li>● Others (Define)</li> </ul>	Estimated Cost
<i>Example: 1.0 fte APT B, West Hawaii</i>	<i>Personnel</i>	\$55,000
Hawai'iCC must resume paying its equitable share of library services.	Personnel, Equipment, Databases, Materials	To be decided in a revised shared services agreement with UH Hilo.

### Alignment of Cost Item 1 to Strategic Plan (SP)

<p><b>Explain how Cost Item 1 aligns with the Strategic Plan (SP). Include SP Reference(s) and provide supporting rationale</b></p>
<p><i>Example: Cost Item 1 aligns with SP A1.1 (Increase Native Hawaiian enrollment by 3% per year particularly in regions that are underserved.) by ...</i></p>
<p>Access to a library, with appropriate collections, services and learning environments, supports Hawai'iCC's Strategic Plan A2.4 by providing support to students so they can "successfully progress." Library services also support Goal B by providing research and technology support to prepare students to enter the globally competitive workforce.</p>

### Alignment of Cost Item 1 to Academic Master Plan (AMP) (if applicable)

<p><b>Explain how Cost Item 1 aligns with the Academic Master Plan (AMP) Action Priorities.</b></p>
<p><i>Example: Cost Item 1 aligns with Action Priority Underserved Populations because additional equipment is necessary to provide greater access to students.</i></p>
<p>Access to a library, with appropriate collections, services and learning environments aligns with the Academic Master Plan priorities of Student Completion: Graduation, Remediation and Workforce Training and Student Transfer.</p>

### Alignment of Cost Item 1 to Strength(s)

<p><b>Explain how Cost Item 1 aligns with Unit Strengths (From Part II. Section C). Address and provide supporting rationale. If there's no alignment, write "No Alignment."</b></p>
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*Example: No Alignment*

Cost Item 1 aligns with Strength 1. In order to continue providing resources used by classes, support must be given for databases and other materials.

### **Alignment of Cost Item 1 to Weaknesses(s)**

**Explain how Cost Item 1 aligns with Weaknesses (From Part II. Section C). Address and provide supporting rationale. If there's no alignment, write "No Alignment."**

Cost Item 1 aligns with W3 Lack of staffing. Due to budget constraints, the library has had to choose between cutting library materials and resources or hiring additional, needed staff.

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### **B. Cost Item 2**

<b>Description</b>	<b>Type</b> <ul style="list-style-type: none"><li>● Personnel</li><li>● Facilities</li><li>● Equipment</li><li>● Health/Safety</li><li>● Others (Define)</li></ul>	<b>Estimated Cost</b>

### **Alignment of Cost Item 2 to Strategic Plan (SP)**

**Explain how Cost Item 2 aligns with the Strategic Plan (SP). Include SP Reference(s) and provide supporting rationale**

### **Alignment of Cost Item 2 to Academic Master Plan (AMP) (if applicable)**

**Explain how Cost Item 2 aligns with the Academic Master Plan (AMP) Action Priorities.**

### **Alignment of Cost Item 2 to Strength(s)**

**Explain how Cost Item 2 aligns with Unit Strengths (From Part II. Section C). Address and provide supporting rationale. If there's no alignment, write "No Alignment."**

### **Alignment of Cost Item 2 to Weaknesses(s)**

**Explain how Cost Item 2 aligns with Weaknesses (From Part II. Section C). Address and provide supporting rationale. If there's no alignment, write "No Alignment."**

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**C. Cost Item 3**

<b>Description</b>	<b>Type</b> <ul style="list-style-type: none"><li>● Personnel</li><li>● Facilities</li><li>● Equipment</li><li>● Health/Safety</li><li>● Others (Define)</li></ul>	<b>Estimated Cost</b>

**Alignment of Cost Item 3 to Strategic Plan (SP)**

<b>Explain how Cost Item 3 aligns with the Strategic Plan (SP). Include SP Reference(s) and provide supporting rationale</b>

**Alignment of Cost Item 3 to Academic Master Plan (AMP) (if applicable)**

<b>Explain how Cost Item 3 aligns with the Academic Master Plan (AMP) Action Priorities.</b>

**Alignment of Cost Item 3 to Strength(s)**

<b>Explain how Cost Item 1 aligns with Unit Strength (From Part II. Section C). Address and provide supporting rationale. If there's no alignment, write "No Alignment."</b>

**Alignment of Cost Item 3 to Weaknesses(s)**

<b>Explain how Cost Item 3 aligns with Weakness (From Part II. Section C). Address and provide supporting rationale. If there's no alignment, write "No Alignment."</b>

## Part VI: Justification for Unit Existence

**Write a brief statement describing the value of this Unit to the College. Is your Unit sustainable? If so, briefly state why. If not, briefly state why the College should continue to support your Unit.**

(Sources include Industry Validation, ARPD Data Validation, and Other Data, Trends & Factors.)

Accreditation standards require community colleges to provide library services (ACCJC Standard IIB, June 2014). Mookini Library provides valuable services and resources that support student learning and contribute to student success. This is supported by data reported through ARPD and administered surveys which shows that overall satisfaction of students and faculty with library resources.

The library has been told to expect another budget cut this year and will not be able to sustain the present level of services. For the past three years, Hawai'iCC has not been supporting the library, as it stopped making payments under the 2006 shared services agreement with UH Hilo. Neither has Hawai'iCC paid for a librarian to provide services as it did from the early 1990s through 2008. Hawai'i Community College should pay its equitable share to support the library as determined in the renegotiated shared services agreement.