

HAWAI`I COMMUNITY COLLEGE ANNUAL UNIT REVIEW TEMPLATE

Mookini Library (East Hawai'i)

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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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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.

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. This year, Mookini Library in East Hawai'i will write 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.

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

The Mookini Library is a joint use facility between Hawai'i Community College 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.

Part I: Quantitative Indicators

NO ENTRY

Part II: Analysis of the Unit

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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 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.

Describe how this unit supports the College's mission.

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 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.

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 provides collections and technology to help students improve their communication skills. The library collections represent the best information that has been thought and expressed. Reading helps students to improve their vocabulary which will improve their written and oral communication

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skills. 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.

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 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.

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 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.

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

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. The number is larger this year 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 not included this year as the library changed its website this year and was unable to get a reliable number. This data will be included in the next annual unit review.

Efficiency -- Healthy

The number of book volumes increased as the library provides more ebooks as well print monographs. The expenditures were slightly less than last year.

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Effectiveness -- Healthy

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.

Other Data

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
Work with Intensive English Program/ESL instructors to expand graded readers collection	Ordered first list of readers in Spring 2012. Added additional titles in Spring 2013. (Delete. No longer a priority action)
Update Mookini Library SLOs and assessment methods	Worked with Laurel Gregory to add additional unit outcomes in addition to the UHCC library common student learning outcome. Will work on the process of assessing results of current assessment methods in 2013-14.
Find other methods to administer common UHCC student survey to reach more students	Created form in Google Docs in Spring 2012. Will also continue to use print forms and Lulima. Plan to benchmark data for comparisons. (Delete. No longer a priority action)
Find different methods of instruction to engage students and provide data for assessment.	Continued investigating ways to use GoogleDocs to create library exercises. Worked with the Distance Learning librarian to administer library assignments for an online English 102 class that was successful.
Improve discovery of the library's collection resources by implementing new collection management tools.	Implemented Primo (called Mookini Megasearch on library homepage) which allows students to search for multiple media at the same time. Began process of splitting out HawaiiCC online resources from UHH online resources which will make it easier for students to find resources they can access. (Delete. No longer a priority action)
Outreach to departments who have not used library services.	Need to find other methods in addition to email.

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

1. Change in library positions: Helen Rogers promoted to Interim University librarian; Systems librarian left
2. Primo implementation (Mookini Megasearch) and change in article link resolver
3. Library homepage converted to libguides (content management software) allowing librarians and

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staff the ability to update website in timely manner
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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. Access to more resources than students at other community colleges in the UH system.	The library provided access to over 230,000 print monographs, more than 60 databases. The library was open 76.5 hours a week in 2012-13, with additional hours during finals
S2. The services of a large professional staff and their expertise.	Librarians answered 9,610 reference and technical assistance questions and 7,731 informational questions. Mookini Librarians taught 124 library instruction sessions to 1780 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 literacy program.	In the UHCC common library survey, a majority of students 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.

Weaknesses	Using supporting evidence, describe why this is a Weakness
W1. There is currently a lack of the ability to separate out Hawai'iCC users from UHH users in some of the areas where quantitative data collected.	There is currently a lack of the ability to separate out Hawai'iCC users from UHH users in most of the quantitative data collected. This limits its usefulness for assessing services to Hawai'iCC students and faculty. In 2013-14, the library will separate online subscription database access for the two institutions which will provide better data of the use of these resources by Hawai'i Community College students, faculty, and staff.
W2. 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

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	chose "not applicable" or did not answer. Some commented that prior to library instruction they had never used the library.
W3. Students may have difficulty finding library resources on the library website without instruction.	Students may find it difficult to locate information on their own, especially for subject specific research assignments. While a majority of students surveyed said they found enough books and articles, there is some room for improvement.

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.

<p>The library in general has been adding more electronic resources than print resources. This is especially true with magazines and journals. The library has been slowly adding back some print magazines and journals to encourage student reading and to support class assignments that require print sources. This trend with regards to print sources is reflected in the data as the number of items circulated has decreased over the years and slightly decreased in 2012-13. However, use of electronic resources remains high. The library instruction program has grown over the last 5 years and 2012-13 also shows that the library continues to reach a large percentage of Hawai'i Community College students. Students who have used the library and shared their opinions in the UHCC Library Satisfaction Measurement Common Survey continued to be satisfied with the services and resources provided.</p>
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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	ILO	Strategic Plan	UH System
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	Priorities (disregard if NA)	Alignment (select up to 3)	Alignment (select best alignment; max 3)		Collaboration
			Performance Measure	Action Strategy	
Strengthen subject liaison activity through outreach to departments to tailor collections and library services to meet student and faculty needs	Graduation	ILO 2	A2.4	b.	
	None	None	None	None	
	None	None	None	None	

[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):

The library supports programs by providing supplemental resources and information literacy instruction to assist students in completing their research assignments which will help them to pass their courses, supporting the AMP priority of graduation. Providing information literacy instruction aligns with ILO 2 as information literacy by definition is the process of gathering, evaluating, and analyzing ideas and information. By providing the resources and instruction, this aligns with the strategic plan goal of providing assistance in developing literacy skills.
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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
Identify programs to consult	Spring 2014
Set up meeting with program(s) to discuss how the library can assist students	Spring 2014/Fall 2014
Implement strategies discussed	Fall 2014-Spring 2015

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
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			Performance Measure	Action Strategy	
Develop new instructional methods that promote critical thinking skills and information literacy	Graduation	ILO 2	A2.4	b.	
	None	None	None	None	
	None	None	None	None	

Narrative of New Action Strategy for Strategic Plan:

1.
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):

The library will strive to engage students during library instruction sessions by finding and using new instructional methods that promote critical thinking and information literacy. Improving the library sessions will help to develop information literate students and supports strategic plan action strategy A2.4.b. It also aligns with ILO 2 to produce students who can gather, evaluate, and analyze ideas and information. Having more information literate students will also support the AMP priority of graduation.

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
Investigate new instructional methods for information literacy	Fall 2013-Spring 2014
Begin creating exercises or ways to implement method	Summer 2014
Consult faculty who may be willing to use these new methods in their library instruction sessions	Fall 2014
Implement new methods	Fall 2014-Spring 2015

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	
Contribute to efforts to strengthen the P-20 education pipeline by working with area high school librarians to develop the information literacy	Underserved Popula	ILO 2	A2.1	d.	
	None	None	None	None	
	None	None	None	None	

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skills and reading habits their students will need for college and beyond.					
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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):

By strengthening relationships and partnering with DOE and other school librarians to discuss the information literacy skills and reading ability students need to be successful at college, the library aligns with strategic plan action strategy A2.1.d, which is to build capacity island wide to work in conjunction with the DOE and P-20 program initiatives. Working with these school librarians will help the library to work with underserved local student populations, an AMP priority. It also aligns with ILO 2 by promoting the skills of gathering, evaluating, and analyzing ideas and information.

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
Meet with school librarians	Fall 2013-Spring 2014
Collaborate with school librarians to promote information literacy	Spring 2014-Fall 2015

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"		
Funding for Mookini Library is based on a	Equipmen	NA	None	None		None	None
			None	None		None	None

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Memorandum of Understanding (MOU).			None	None		None	None
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[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.

The Memorandum of Understanding (MOU) with UH Hilo sets the terms of Mookini Library funding from Hawai'i Community College. The MOU should be updated and renegotiated as the last agreement was made in 2006. The memorandum covers funding provided by Hawai'iCC for library resources and services.

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"	From Part II above	From Part II above
	Equipmen		A1.1	New Strategy		S1	W1
		A1.1	New Strategy		S1	W1	
		A1.1	New Strategy		S1	W1	

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"	From Part II above	From Part II above
	Equipmen		A1.1	New Strategy		S1	W1
		A1.1	New Strategy		S1	W1	
		A1.1	New Strategy		S1	W1	

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

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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 checked="" type="checkbox"/>	The library will provide an introduction on how to find and evaluate information
2	<input type="checkbox"/>	The library will provide access to resource materials.
3	<input checked="" type="checkbox"/>	The student will evaluate information and its sources critically.
4	<input type="checkbox"/>	
5	<input type="checkbox"/>	
6	<input type="checkbox"/>	
7	<input type="checkbox"/>	
8	<input type="checkbox"/>	
9	<input type="checkbox"/>	
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
 The rate of excellent or good was set at:
 80% of students who complete the Laulima module quizzes will score at least 70% on the Final Quiz
 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

B) Assessment Strategy/Instrument – Describe what, why, where, when, and from whom assessment artifacts were collected.
 Many English 100 classes are taught information literacy skills through a library program in Laulima, the University of Hawai'i course management system. Participating classes visit the library twice. A pretest is administered as a benchmark during the first session and a final quiz is given to test student learning during a second library session. Students read the modules and complete module quizzes on their own time between the two scheduled library sessions. Modules teach students about different types of information, searching databases, using Hawai'i Voyager (the UH system library catalog), and evaluating and citing sources. Quiz scores are generally incorporated into the students' English course grade.

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The library also administers the UHCC Library Satisfaction Measurement Common Survey to students who attended library instruction sessions. The students surveyed are just a sample of those using library services. Students are asked to rate services based on a 5-point Likert scale (Strongly Disagree, Disagree, N/A, Agree, Strongly Agree). The form is also posted on the Get Started resource guide.

The library also surveys faculty who have participated in the library instruction program for feedback on the effectiveness of the program and suggested improvements at least once during the academic year, with the majority of faculty surveyed in the fall. Faculty are asked to rate library instruction sessions based on a 5-point scale.

C) Results of Unit Assessment

In 2012-13, 69% of the 363 students enrolled in classes that assigned the library Laulima modules completed the library program in Laulima by passing all module quizzes with at least 80% and taking the final quiz. Of these students who completed the program, 87% scored at least a 70% on the Final Quiz. The data shows that a majority of students who complete the modules are able to successfully take the final quiz.

To determine if students understand how to evaluate resources, the library looked at the results for the Module 4 quiz in the program. This module teaches students about evaluating and citing sources. For this quiz, 283 English 100 students completed the module, with 97% of those students getting at least 80% on the quiz.

Students who participated in the UHCC Library Satisfaction Measurement Common Survey in 2012-13 indicated the following:

92% agreed or strongly agreed that library instruction sessions increased their understanding of libraries and research

83% agreed or strongly agreed that the library staff guided them to resources they can use

77% agreed or strongly agreed that they usually find enough books to meet their course needs

72% agreed or strongly agreed that they get enough articles from the library databases to meet my class needs

90% agreed or strongly agreed that the library website is useful

77% agreed or strongly agreed that the library's computers meet their needs

87% agreed or strongly agreed that they feel comfortable being in the library

Issues indicated from the common student survey:

Many students are not using the library. While those students who had an opinion of the library rated it highly, students with no opinion of the library made up 15-30% of the responses, with the lowest percentage for finding articles. This seems to suggest that many students are not using library services. Several of the comments support this as students indicated that they had no opinion because they had not used the library.

Student survey comments also show that Library instruction sessions need to take into account students who are at different levels of information literacy or who have been though the library with another

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class. Some students have either been on a library tour before or are already comfortable using the library. It can be difficult to keep the sessions fresh for those who have visited the library with other classes while presenting necessary information for those students who have not had the opportunity in the past.

Faculty Library Instruction Survey

There were 23 Hawai'i Community College faculty members who responded to the Library Faculty Survey in 2012-13. Many of these instructors teach more than one course and more than one section of the courses. The survey showed:

100% agreed or strongly agreed the library session presented new information to most of my students

100% agreed or strongly agreed that the library session provided information that was useful for class assignments

100% agreed or strongly agreed that the library session provided adequate resources to the students (handouts/web links)

96% agreed or strongly agreed that the library session contributed to the overall information literacy of the students

92% agreed or strongly agreed the library session probably improved the quality of the students' work

100% agreed or strongly agreed that the librarian was knowledgeable and able to answer questions

While the survey indicated that the library instruction program is helpful to students, there is room for improvement in some categories. Some instructors have indicated in comments that they would like handouts. For classes that use subject specific library resources, the Hawai'iCC librarian has been creating and distributing handouts.

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.

The library will create course specific handouts online using Libguides so that students will be able to have a reminder of the resources covered during library sessions. The library will work with instructors to create and use exercises during library instruction sessions so students will have focused hands-on time. The library will continue to find ways to market its services and resources. The PCs in the library were updated in Summer 2013, which should improve the satisfaction with computers available.