

ANNUAL
REPORT OF PROGRAM DATA

2022

UNIVERSITY of HAWAI'I

HAWAI'I
COMMUNITY COLLEGE



July 1, 2021 through June 30, 2022

Pāalamanui Library and Learning Center

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1. Program or Unit Description

Program or Unit Mission or Purpose Statement

The Pāalamanui Library and Learning Center promotes student success by providing internet access, placement and course test proctoring options, a way to connect with tutors, help with finding and using information, and access to the entire University of Hawai'i system virtual library collection.

What is the target student or service population?

It serves the students, faculty, and staff of Hawai'i Community College who reside on the West side of Hawai'i Island. As a University of Hawai'i Board of Regents designated Center, it also serves any student residing in West Hawai'i who is enrolled in classes or programs offered through distance education modalities from any of the University of Hawai'i system colleges or universities.

2. Analysis of the Program/Unit

[UHCC Annual Report of Program Data \(VARPD\)](#)

Discuss the program's or unit's strengths and areas to improve in terms of Demand, Efficiency, and Effectiveness based on an analysis of the program's ARPD Quantitative Indicators or comparable unit-developed measures or program-developed metrics. Include a discussion of relevant historical-trend data on key measures (i.e., last three years). Provide an explanation of any significant changes to the program's Quantitative Indicators or unit's key performance measures in the year of this Review.

Instructional programs must include a discussion of ARPD health indicators with benchmarks to provide a quick view on the overall condition of the program. CTE programs must include an

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analysis of Perkins Core indicators for which the program did not meet the performance level in the year of this Review.

Discuss significant program or unit actions and activities over the year of this Review. Include new certificate(s), stop outs, gain/loss of position(s), organizational changes, changes in unit operations or responsibilities, etc. Include a discussion of external factors affecting the program or unit.

Instructional programs must provide the URL for the program's ARPD data tables and attachment(s) for relevant program-developed metrics discussed in this Review; non-instructional units must provide URLs for unit-specific data and attachment(s) for relevant unit-developed metrics discussed in this Review.

Discussion:

Please note: Previously the UH Hilo Mookini Library completed the APR for Hawai'i Community College library services with the Pāalamanui Library and Learning Center keeping track of their own data, services, and annual user surveys. The ARPD indicators for academic support, specifically for library services, are undergoing review and revision, and the Mookini Library will not be submitting a report this year. This report reflects only the services at the Pāalamanui Library and Learning Center and uses the data available to address some of the demand, efficiency, and effectiveness indicators whenever possible. However, since reliable data is not available about the student FTE associated with the Pāalamanui campus area, no attempt has been made to answer use or service per FTE questions. As academic services move to island wide coverage, site specific per FTE indicators may become less relevant. Our annual UHCC library user satisfaction survey is usually done on site in April every year. Because of the COVID-19 shut down and transition to online classes in March 2020, no UHCC library user satisfaction survey has been administered to students and faculty since fiscal 2019.

Throughout the 2021-22 academic year, the Pāalamanui Library and Learning Center has remained open to all Hawai'i Community College users as well as other students associated with the University of Hawai'i system. We maintained normal open hours of 8am – 4:30 pm Monday – Fridays. We achieved this by staggering staff schedules to include on campus as well as work at home days. As a combined library and learning center, regular services were offered in both areas. This included assistance with information research, circulation of physical resources (books, DVDs, course reserve items) and the promotion of information competency. Learning center services included placement tests to incoming students, test proctoring for UH system students, and tutoring options for English and Math classes. Services were offered both in-person and remotely.

Significant program or unit actions for library related services

1. Alma/Primo Library Management System:

Discussion: The Library Management System, currently named ALMA/Primo, went live for all UH system libraries in December 2019. It is more difficult to use from the staff side than the previous

system, but it has some important advantages. The most important advantage is that the new system now allows our users to search both the physical collections of the UH libraries and most of the electronic books (ebooks) available to them at the same time. If an ebook is directly accessible to the user, they can, with their UH username and password, click directly through to the entire book without having to go to another web site. The number and breadth of the academic ebooks available to our users is phenomenal compared to the books on our shelves (200,000 versus 2,000). Some journal articles are also accessible via Alma/Primo but using Alma/Primo is by no means a substitution for going directly to full text article or video providers like the EBSCO family of databases, or Science Direct.

Action Item: Continue to learn how the new Alma/Primo LMS, both the staff side and the user side, works. Attend relevant training sessions offered by the software company and introduce users to the system.

2. Use of Licensed Electronic Information Resources and Physical Items: (Demand and Efficiency)

When assisting individual students or attending a class to orient students to credible information sources and strategies, the librarian and staff emphasize the depth and variety of resources available through their Hawai'i CC affiliation.

Discussion: Electronic Information Resources

With most classes at Pālanuanui going online in the middle of March 2020, the number of students and faculty using the facility in-person fell dramatically. However, the use of licensed electronic resources (articles, ebooks, online encyclopedias, newspapers, professionally produced videos) and the number of searches did increase. This indicates that students continued to seek out these resources to fulfill the need to find credible sources for their assignments even when working from home.

Please note that these usage numbers below are for ALL Hawai'i CC students, faculty and staff no matter where they reside. Through the long-standing Memorandum of Understanding (MOU) between HawCC and UH Hilo, the UHH Mookini Library maintains the proxy server that controls HawCC user access to licensed electronic resources. When possible, Mookini Library provides us with actual usage counts specific to HawCC users. However, this is not always possible. Depending on the resource vendor, the Mookini staff may or may not be able to separate HawCC users from their UHH users. They also did not renew a library software tool called LibGuides that had provided some usage counts in addition to the vendor reports during previous years. The usage counts for the last three fiscal years reflect only the counts from the EBSCO article databases, Science Direct, and one major Ebook vendor.

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Fiscal Year	Full-text articles/Ebooks, Videos Retrieved	Total Clickthroughs**	Total Searches
2017-2018	17,172	10,936	8,541
2018-2019	21,450	9,943	8,890
2019-20	23,656*	na	30,792*
2020-21	25,689*	na	53,100*
2021-22	24,611*	na	57,183

* UHH Mookini Library is unable to collect data for all of the databases Hawai'iCC users can access, so usage is more than shown. In 2021-22 one ebook vendor usage became unavailable so the usage reported was probably more than shown.

Clickthrough explanation – Clickthroughs represent the times a user clicked on a link to an electronic item, i.e. ebook, free government report, in the Voyager/Alma/Primo catalog. It does not reveal if the user tried to open the item to read it. The new Alma/Primo system cannot yet tally clickthroughs for individual colleges.

Action Item: Continue to seek ways to gather a more accurate way of collecting usage data.

Discussion: Physical Items Circulated

Hawai'i CC Physical Item Circulation - Pāalamanui Library only

2017-18	400
2018-19	435
2019-20	385
2020-21	55
2021-22	62

In the previous Voyager system UHH could not separate HawCC users in Hilo from UHH users, so this chart represents only items checked out from the Pāalamanui LLC. This includes all circulation activity processed through both the Voyager and the Alma/Primo system. It appears that in the Alma/Primo system, Mookini Library may be able to track Hawai'i CC Hilo side users starting in January 2020, but this author does not have access to that report.

The circulation of the physical collection and borrowing items from other libraries continues to drop. The obvious cause of this is the lack of in-person classes on campus which made it easy for students to look for and check out on site materials. However, the increase in electronic resources, including ebooks, indicates that students are still seeking and finding legitimate sources for their papers and assignments. Ebook use is included in the Use of Licensed Electronic Information Resources reported above.

Action Item: Investigate the possibility of pulling the circulation records for all HawCC users into one report.

3. Information Literacy: (Demand and Effectiveness)

In addition to providing access to information resource materials, the Pāalamanui LLC is responsible for promoting student success by addressing this student learning outcome:

- UHCC system Common Learning Outcome -The student will evaluate information and its sources critically

General Information Resource Instruction and the Student Use of Information Resources
(Demand)

Pāalamanui Instructional Sessions

Year	Sessions	Participants
2017-2018	12	188
2018-2019	5	97
2019-2020	9	167
2020=2021	4	55
2021-2022	1	20

Discussion:

Most of the library use and information research assistance we offer is to individuals on a drop-in basis, on the phone, or through email. Scheduled sessions with classes are also encouraged and arranged with instructors upon request. Since the COVID-19 shut down of the campus in March 2020, no in-person instruction sessions have been held. In response to this lack of direct student contact, the staff attended several ITSO sponsored workshops about using web-based tools to instruct students about electronic information resources and how to use them. In the past year, only two virtual sessions were held via zoom, an English 102 class, and an Elama member orientation session. So, we reached out to Pāalamanui faculty to see how we could offer information retrieval instruction. As a result, staff member Jean Jewell created six very short Screencasts. These seemed to be very well received by the instructors since they were tailored to the needs of their specific class assignments. Also, UHH Mookini Library has started to offer both commercial tutorials and their own video tutorials on how to use the Alma/Primo UH system database and information retrieval strategies. These are relevant to both UHH and HawCC users, and we plan to promote these tools on our Pāalamanui web site.

Pāalamanui Screencast videos produced by Jean Jewell

- How to access ebooks

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- How to find information on an element (Chemistry)
- How to find information on a systemic disorder (Anatomy and Physiology)

- How to access Encyclopedia Britannica
- How to use ebooks (History)
- How to find and use citations

Link to UH Mookini Library Tutorials: <https://hilo.Hawai'i.edu/library/help/faq>

Various efforts have been made in the past few years to evaluate the effectiveness of use of information liberal arts classes, particularly English 100 classes. This was discussed in previous unit reviews. Now a UH system wide one credit class has been introduced as part of the new UH General Education Program Redesign project begun in 2021. One section of the redesign aims to address the issues around information literacy as a fundamental life skill or “capacity”. The redesign proposes a one credit lab class called KHUA 140 that will cover both information and digital literacy. All of the UH system libraries, including the Pāalamanui LLC, will need to be involved with developing this. The UH Library Council, of which Pāalamanui is the HawCC representative, will be participating in this project as it develops.

Redesign link: <https://www.Hawai'i.edu/offices/vp-academic-strategy/academic-programs-and-policy/general-education-redesign/proposal/>

Action Item: Continue to develop options for reaching out with help to students and instructors in a mostly online environment.

Action Item: Participate in the information and digital literacy class development in the UH General Education Program Redesign project.

Information Competency Unit (Effectiveness)

Several years ago, the librarian designed a module-based information competency unit in Laulima that was based on the one used by the UH Hilo Mookini Library. The unit contains modules on identifying types of information, searching databases, finding books and ebooks, and evaluating and citing sources, and recognizing plagiarism. There is a pretest, module quizzes, and a final quiz. Instructors can assign points to the quizzes and incorporate them into their overall grading scheme for a class if they chose to do so. The unit has been used in various English classes and a few other social science classes.

Discussion: It was suspended when Library Management System (LMS) Voyager was retired in January 2020. To our surprise there is still one English instructor who wants it in her classes, so some edits continue to be made to keep the content up-to-date.

The UHH Mookini Library has revamped a Laulima unit they now call Library Skills Assignment that they use with all English 100 classes, including HawCC sections. Since the UH system course will not be available for a while, we intend to review this and ask permission to use it for Pāalamanui based classes and individuals.

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Action Item: Review the Library Skills Assignment modules and ask permission to use them for Pāalamanui based classes and individuals.

Action Item: Encourage other liberal arts instructors to incorporate more information evaluation activities and practice into their course objectives.

4. Test Proctoring and Placement Testing: (Demand)

The librarian and staff provide test proctoring for in-person classes and distance education modality classes for Hawai'i CC and students enrolled in classes from any UH system college or university. Placement testing necessary to enroll in community college classes is also provided.

Test Proctoring - Palamanui Library and Learning Center						
Year	HawCC on site classes	HawCC DE classes on campus	remotely	Other UH Colleges	Out of System	
2017-2018	111	527		361	5	
2018-2019	203	580		258	25	
2019-2020	220	400		228	15	
2020=2021	0	560	181	2	0	
2021-2022	0	374	139	0	0	

Discussion: Test proctoring both for HawCC classes and other colleges in the UH system continues to be an important student service, even though at other community colleges in the system requiring a proctored test for student assessment has declined. As the COVID-19 pandemic progressed during the Spring 2020 semester, guidelines from the UH system encouraged instructors to proctor their own tests for online classes. Students in totally asynchronous classes were also offered remote testing to avoid contact on campus. This resulted in a reduction of DE students needing to come to campus to take tests, but an increased demand for the provision of remote testing. Staff member Jean Jewell has become the remote test proctor for our campus. She has been through ITSO based training and proctors via Zoom not only for Pāalamanui based classes but for any HawCC student. She works closely with the Hale Kea Testing Center on the Manono campus to help relieve the testing volume pressure during midterms and finals. While a useful option for many students, remote proctoring also has some technological challenges. For instance, tablets, cell phones, and certain laptops will not work, because they do not allow the proctor to enter test passwords. Students may also have unreliable internet service, which can also affect a testing session. In general, we have found remote testing to be much more time intensive than campus in-person test proctoring.

Requiring a student to come to a testing center or to take a remote zoom session test has been a way of verifying the identity of a student registered in a class. This is necessary to keep the college in

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compliance with federal financial aid requirements, but other class activity options have also become acceptable. Melanie Wilson, the Interim Vice Chancellor for Academic Affairs, has recently updated remote testing services and guidelines, and has encouraged faculty to consider other identity verification options if instructors are requiring proctored testing only for this requirement.

Placement Testing

The UHCC system has a system wide subscription to Accuplacer to determine placement into community college Math and English classes. English and Math scores are also used to satisfy prerequisites for other courses.

Pāalamanui Accuplacer Testing

	Accuplacer on Campus	Accuplacer in high schools
Year		
2017-2018	371	42
2018-2019	282	61
2019-20	233	12
2020=2021	46	0*
2021-22	22	0*

Discussion: Since the system is encouraging other self-placement options to be used whenever possible to place new students into classes, fewer Accuplacer tests are necessary. Only a few programs like ESL and Fire Science and U.S veteran’s benefit students still require an Accuplacer score for placement.

EdReady- UHCC system is continuing a pilot program to use EdReady as a placement tool with a skills review and pathway component, that if successfully completed, allows students to bypass Accuplacer scores as a placement option. The staff continues to recommend EdReady to new and potential students who do not have any other self-placement options. Exceptions to this would be by counselor requests, i.e. ESL students or veterans who need to satisfy a requirement for their benefits. *Note that Accuplacer scores are no longer required for placement in Early College classes at the high schools.

Action Item: Continue to offer the EdReady placement option to students as an alternative to Accuplacer.

5. Tutoring:

The Pāalamanui LLC acts as a contact station for tutoring HawCC students in the areas of math and English. The librarian has hired student tutors and provided general supervision in these areas as well as a peer mentor for the DE digital media arts program. In 2019-20 a professional math tutor was also hired to assist students and instructors at the Pāalamanui campus, but that was discontinued in fiscal year 2020-21.

Background: While the librarian has for many years managed aspects of student hiring and general supervision, the instructors in the math, English, and art departments have been in the best position to identify the needs of their classes and individual students. Therefore, all content related training and supervision was done by the instructors. In March 2020, all tutoring and mentoring went mostly online through Zoom or, in some cases, email. The student tutors and professional tutor no longer made in-person appointments through the Pāalamanui LLC. They managed their own appointments and schedules, though the librarian continued to review and approve their SECE time sheets. The LLC staff also referred students to the HawCC Learning Center for additional help and informed them of other tutoring resources like Tutor.com and OLA – the tutoring service from UH Mānoa.

Discussion: In 2020-21, the only tutors directly supervised by Pāalamanui were two nursing students who served as both peer mentors and tutors in the STEM area. One assisted in campus Anatomy and Physiology labs and they both tutored online for Pāalamanui based students. They were also brought into the Hilo based Learning Center schedule so they could tutor any HawCC student island wide. A more rigorous tutoring training system is being developed via the college AVID program, and Tanya Dean, English Faculty member, and Lisa Fukumitsu, HawCC Learning Center Director, have requested that all tutors be hired and trained through their program for 2021-22.

Action Item: To continue to direct students to available remote tutoring options available to them through the HawCC Learning Center.

3. Program Student Learning Outcomes or Unit/Service Outcomes

- a) List all Program Learning Outcomes (**PLOs**) or Unit/Service Outcomes (**UOs**) and their alignment to the College's Institutional Learning Outcomes (**ILOs**).
- b) List the PLOs or UOs that have been assessed in the year of this Review. Instructional programs must list the courses that have been assessed in the year of this Review and identify the alignment(s) of Course Learning Outcomes (**CLOs**) to the PLOs. If no assessment was conducted in the year of this Review, provide an explanation and schedule of upcoming planned assessments.
- c) **Assessment Results:** provide a detailed discussion of assessment results at the program (PLO) and course (CLO), or unit (UO), levels in the year of this Review. Provide an analysis of how these results reflect the strengths and challenges of the program or unit in meetings its Outcomes.

- d) Changes that have been made as a result of the assessment results: instructional programs must provide a discussion of changes made as a result of the analysis of assessment results, e.g., to curriculum, instruction, development of student learning opportunities, faculty professional development activities, assessment strategies, etc.; non-instructional units must provide a discussion of changes made as a result of the analysis of assessment results, e.g., to services, operations, personnel training, assessment strategies, etc.

Pāalamanui Library and Learning Center Library Unit Service/Unit Outcomes

As a combined library and learning center, our unit service/unit outcomes mirror those of the units charged with providing similar service on the Hilo side of the island. Please see the discussion sections above for further analysis.

Library Services:

1. The student will evaluate information and its sources critically (UHCC common SLO)
2. The library will provide an introduction on how to find and evaluate information (HawCC General Education Learning Outcomes 3 and 4)
3. The library will provide access to resource materials

Learning Center Services Outcomes

1. Provides tutoring/academic support services to promote student success.
2. Provides testing and academic support services to promote student success
3. Provides computer access for students.

4. Action Plan

Based on findings in Parts 1-3, develop an action plan for your program or unit from now until your next Review, or as appropriate, update the action plan provided in your last Comprehensive Review.

Be sure to focus on areas to improve as identified in ARPD data or unit-developed measures, the results of assessments of student learning or unit/service outcomes, and results of survey and other data used to assess your program or unit.

This action plan must include an analysis of progress in achieving previous planned improvements including the results of the prior Comprehensive Review's action plan(s). Discuss how the goals identified in that prior action plan were met and the impact on the program or unit; or, if not met, discuss why and the impact on the program or unit, and whether those goals are being carried over to the current action plan.

This action plan should include specific recommendations for improvement(s) or planned program or unit action(s) that will guide your program/unit through to the next program/unit Review cycle. The plan must include details of measurable outcomes, benchmarks and timelines.

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* CTE programs must include specific action plans for any Perkins Core Indicator for which the program did not meet the performance level.

Specify how the action plan aligns with the College's Mission and Strategic Plan. Include a discussion of how implementing this action plan will contribute to the College achieving the goals of the Strategic Plan.

<https://Hawai'i.Hawai'i.edu/sites/default/files/assets/docs/strategic-plan/hawcc-strategic-directions-2015-2021.pdf>

Be sure to list resources that will be required, if any, in section 5 below.

*The action plan may be amended based on new initiatives, updated data, or unforeseen external factors between now and the next Comprehensive Review.

These action items have been identified in the discussions above:

Action Item: Learn how the new Alma/Primo LMS, both the staff side and the user side works. Attend relevant training sessions offered by the software company and introduce users to the system.

Measurable:

- Staff will know how to use the most relevant modules and
- Staff will be able to demonstrate the user interface to faculty and students

Benchmarks:

- Reports can be pulled from the database
- Users successfully use the public interface

Timelines: Started October 2020

Update: Achieved 2021 - 2022. The staff continues to learn how to use the new system. Circulation and inventory reports can be pulled and have been used in required reports like the IPEDS and to conduct the annual inventory of the physical collection. Karen Au, Educational Specialist, has learned both how to add and delete items from the master database. The UHH Mookini Library staff, in consultation with the Pāalamanui staff, has modified the public access web interface as needed. Their staff has also added relevant tutorials to their website for the use of both UHH and HawCC users.

Action Item for 2022-23: The Pāalamanui staff will continue to learn more about the useful details of Alma/Primo system and be able to show users how to use the system.

Measurable:

- Staff will understand more details about the most relevant modules
- Staff will be able to demonstrate the user interface to faculty and students and encourage users to utilize the tutorials provided by the UHH Mookini Library.

Benchmarks:

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- Links to the Mookini Library tutorials will be added to the Pāalamanui LLC website
- Users successfully use the public interface

Timeline: Throughout the 2022-23 academic year

Action Item: Continue to seek ways to gather a more accurate way of collecting usage data.

Measurable:

- UH Hilo will be able to supply HawCC user data from all major vendors
- Reliable Pāalamanui FTE will be available

Benchmarks:

- UHH reviews data usage process to see possible solutions
- HawCC IR provides Pāalamanui FTE data

Timelines: In time for next annual report, July 2022

Update: No progress yet. UHH was queried about possible ways to collect HawCC user data through the dedicated proxy server instead of vendor reports but no solution has been found so far. The HawCC IR was not able to provide Pāalamanui campus FTE data. These action items will still be pursued in 2022-23.

Timeline: In time for the July 2023 report

Action Item: Investigate the possibility of pulling the circulation records for all HawCC users into one report.

Measurable:

- HawCC circulation data of both electronic and physical collections for all HawCC users becomes possible

Benchmarks:

- UHH investigates how to pull HawCC circulation data apart from UHH users

Timelines: In time for next annual report, July 2021

Update: No progress yet. Query UHH staff again

Timeline: In time for the July 2023 report

Action Item: Develop options for reaching out with the same instruction and help to students and instructors in a mostly online environment

Measurable:

- Virtual presentations to individuals and groups possible

Benchmarks:

- Products like ScreenCast-o-Matic will be used to create short, customized guides to information resources

Timelines: Throughout the 2021-22 academic year

Update: One virtual session was held via zoom for an English 100 class and one Elama member orientation sessions. Screen casts were produced for specific course assignments as requested.

Action Item: Update the Laulima based Information Competency Unit to reflect the change from the Voyager to the Alma/Primo LMS. Offer it to instructors for incorporation into their courses.

Measurable:

- The unit will be updated
- Instructors will be offered the use of the unit for their classes

Benchmarks:

- At least 3 English class use the Information Competency Unit, and other instructors are offered the module and incorporate it into their classes

Timelines: Update will be available for Fall 2020 classes

Update: The unit was edited and updated in the Summer of 2021 for use in Fall and Spring 2021-22. Four Early College English classes used the unit as an introduction to information literacy and library resources. The instructor, Betsy Morrigan was pleased with how well the unit worked with her high school students.

Action Item: Encourage other liberal arts instructors to incorporate more information evaluation activities and practice into their course objectives.

Measurable: Invite instructors to participate in an assessment of student resources used

Benchmarks: Determine interest and possible strategies

Timelines: Start process in January 2021

Update: This action item was postponed for 2021-22 and will be revisited in Spring 2023.

Action Item: Train staff in remote testing procedures and remote testing as an alternative to on site testing will be an option.

Measurable:

- At least one staff member will be able to proctor tests remotely
- Students will take tests remotely through the Pāalamanui LLC

Benchmarks:

- One staff member trained and prepared to remote test students
- Number of remote tests taken via Pāalamanui LLC

Timelines: First test will be offered Fall semester 2020

Update: Achieved 2021-22. Staff member Jean Jewell has become very skilled in properly administering remotely proctored tests according to accepted standards, i.e. Tutor.com protocol. The number of remotely proctored tests given in 2021-22 reduced slightly. This is partly because the College has been encouraging instructors to explore alternative methods to traditional testing for assessing student progress and learning.

Action Item: Continue to offer the EdReady placement option to students as an alternative to Accuplacer.

Measurable:

- EdReady admin reports from the system show program usage for HawCC affiliated users

Benchmarks:

- Staff will track users from our service area

Timelines: Throughout the 2020-21 academic year

Update: How to pull useful data about EdReady use and student success at working the pathways to successfully place into English and Math classes they aspire to has not been attempted yet. The data will be for all of HawCC new and continuing students, and could be compared to other UHCC students. Inquiries will be made at the system level to see what reports might already be available be available in Spring 2023.

Action Item: Continue to direct students to available remote tutoring options available to them, and hire on site math and English tutors when it becomes possible to bring student interaction back to campus.

Measurable:

- For this academic year, tracking tutor usage was based at the Hilo Learning Center during the entire academic year

Benchmarks:

- If possible, hire on site tutors for the Pāalamanui campus.
- Timelines: Throughout the 2021-22 academic year

Update: Since a very small number of students (science labs, culinary, nursing) attended classes on campus, tutoring services remained virtual, administered through the Learning Center in Hilo. On campus tutoring at Pāalamanui will become more feasible once a larger number of classes, particularly English and Math classes return to face to face to campus.

*The action plan may be amended based on new initiatives, updated data, or unforeseen external factors between now and the next Comprehensive Review.

5. Resource Implications

*** Special Resource Requests not included in operating “B” budget ***

Detail any special, one-time or personnel resource requests in the categories listed in the table below that are **not included in your regular program or unit operating “B” budget**.

*Note: CTE programs seeking future funding via UHCC System Perkins proposals must reference their ARPD Section 4. Action Plan and this ARPD Section 5. Resource Implications to be eligible for funding.

I am NOT requesting additional resources for my program/unit.

I AM requesting additional resource(s) for my program/unit.

Total number of items being requested: _____ (4 items max.)

***For each item requested, make sure you have gathered the following required information and all relevant documentation before you upload this Review; you will submit all information and attachments for your Resource Request as part of your Review document submission via the**

[Hawai'i CC - Program & Unit Review Submission portal](https://Hawai'i.kualibuild.com/app/builder/#/app/60ef56c477b0f470999bb6e5/run)
<https://Hawai'i.kualibuild.com/app/builder/#/app/60ef56c477b0f470999bb6e5/run>

- ✓ **Item Description**
- ✓ **Justification**
- ✓ **Priority Criteria** (must meet at least one of the following):
 1. Ensure compliance with mandates and requirements such as laws and regulations, executive orders, board mandates, agreements and contracts and accreditation requirements.
 2. Address and/or mitigate issues of liability, including ensuring the health, safety and security of our Kauhale.
 3. Expand our commitment to serving all segments of our Hawai'i Island community through Pāalamanui and satellite centers
 4. Address aging infrastructure.
 5. Continue efforts to promote integrated student support in closing educational gaps.
 6. Leverage resources, investments with returns, or scaling opportunities
 7. Promote professional development.

CATEGORY	Category-Specific Information Needed			
Equipment	Estimated Date Needed	Quantity / Number of Units; Cost per Unit	Total Cost (with S&H, tax)	On Inventory List (Y/N); Decal #, Reason replacing
Facilities Modification	Estimated Date Needed	Total Cost	Monthly/Yearly Recurring Costs	Utilities Required

Personnel Resource	Estimated Date Needed	FTE; Position Type; Position Title	Estimated Salary	Was an Existing Position Abolished? (Y/N); Position #
Professional Development	Estimated Date Needed	Have you applied before (Y/N); was it approved?	Professional Development Type	PD Details; Impact; Total Cost
Reallocation of Funds	Estimated Date Needed	Total Cost	Monthly/Yearly Recurring Costs	Reallocation Proposal

6. Optional: Edits to Occupation List for Instructional Programs

Review the Standard Occupational Classification (SOC) codes listed for your Instructional Program and verify that the occupations listed align with the program learning outcomes. Program graduates should be prepared to enter the occupations listed upon program completion. Indicate in this section if the program is requesting removal or additions to the occupation list.

I am NOT requesting changes to the SOC codes/occupations listed for my program.

I am requesting changes to the SOC codes/occupations listed for my program.

[O*Net CIP-SOC Code Look-up](#)

in the **Crosswalks box, choose “Education,” then enter CIP number to see related SOC codes*

List below each SOC code for which change is being requested and include details of requested code deletions and/or additions. Include justification for all requested changes.

*All requested changes to the SOC codes/occupations listed for programs must be discussed with and approved by the Department/Division Chair.