

**STANDARD IIC:
STUDENT LEARNING PROGRAMS AND SERVICES:
LIBRARY AND LEARNING SUPPORT SERVICES**

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Standard IIC: Library and Learning Support Services

Library and Learning Support Services Library and other learning support services for students are sufficient to support the institution's instructional programs and intellectual, aesthetic, and cultural activities in whatever format and wherever they are offered. Such services include Library services and collections, tutoring, learning centers, computer laboratories, and learning technology development and training.

The institution provides access and training to students so that Library and other learning support services may be used effectively and efficiently. The institution systematically assesses these services using student learning outcomes, faculty input, and other appropriate measures in order to improve the effectiveness of the services.

At our particular campus, the Library, the College Skills Center (CSC), and the Educational Media Center (EMC) are the departmental units that provide services and resources for Standard IIC. These three units work independently under Academic Support Services. The campus' recent re-organization has shifted resources and personnel; the CSC and EMC will address current and anticipated changes to each of their respective roles.

II.C.1. The institution supports the quality of its instructional programs by providing Library and other learning support services that are sufficient in quantity, currency, depth, and variety to facilitate educational offerings, regardless of location or means of delivery.

II.C.1.a. Relying on appropriate expertise of faculty, including librarians and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission of the institution.

Descriptive Summary

Library

The Library's Mission is to support the College's mission by assisting students, faculty, and staff in obtaining and using information resources effectively to enable and promote student learning. The Library's goals are to:

- Provide a physical space for resources and equipment.
- Provide information resources and equipment that support the curriculum.
- Provide a qualified staff to assist patrons.
- Provide an environment conducive to research and studying.

The Library currently resides on the first two floors of Building 7 with approximately 34,200 square feet of space. There are over 300 study carrels and table seating, five group study rooms for student and faculty use, and restrooms on each floor. The Library

provides access to 37 networked computer terminals. Twenty-five of these computers are dedicated for bibliographic instruction. Six computers are available exclusively as “research terminals;” they provide access library subscription databases, the online catalog, and University of Hawaii web portal sites; Internet access is restricted on these PCs. Networked printing is available from all computer terminals. Four study carrels on the first floor are equipped as audiovisual stations giving students access to view materials on-campus, including cable-course programs available on DVD. Audiovisual equipment, such as TVs, DVD/VHS players, and overhead projectors, are provided for student use in group study rooms and for use in classrooms via faculty requests. Two public copy machines are available, as well as two microform reader/printers, a change machine, and an ATM machine.

Over the past two years, artwork on display throughout the library is on loan courtesy of the Hawai'i State Foundation on Culture and the Arts program, "Art in Public Places." Items on display include mixed media, paintings, drawings, and sculptures from local Hawaii artists, including selected faculty.

The Library consists of five main departments, Access Services/Circulation, Technical Services, Bibliographic Instruction, Reference Services, and Administration. In 2008, two librarian positions were transitioned from 9-month to 11-month contracts; the Library currently has five full-time faculty librarian positions. Four of these positions are 11-month appointments, and one is a 9-month appointment. There are five full-time paraprofessional positions (4-Access Services/Circulation; 1-Technical Services). One paraprofessional position (from Technical Services) was frozen after a retirement; and recent reorganization will move the position to a new department on campus. There are also four student assistant positions.

The Library's collections include both print and online materials. Over 4,700 print books have been added to the library's collection from FY 2005 to FY 2010. Acquisitions (print and online) were made through purchases, consortial contracts, a USDA grant, and donations from individuals. [[Library Website](#)] By comparison with community colleges of similar size, the College Library has an average size collection.

Print Monograph Volumes.....	62,253
Print Serial Titles.....	158
Newspaper Titles.....	11
Audiovisual Materials.....	1,136
Microform Pieces.....	65,974

[[University of Hawaii Library Council Statistics](#)]

Library resources are available to students, including distance learners, on-campus and off-campus (with remote authentication). [[Distance Education Library Services](#)] The library works with faculty to provide students with access to course reserves (textbooks, course notes, instructional handouts, etc.) from a broad spectrum of disciplines.

In addition to the collection of print resources, the library subscribes to online periodical

and index databases, e-book collections, and streaming video content. Over the last five years, the library has increased its online subscription resources to support the needs of students, faculty, and staff, as well as the campus' curriculum.

Subscription Periodical Databases:

- CQ Researcher Online [CQ Press] – new
- EBSCOhost databases
- InfoTrac, Gale databases
- ProQuest Newspapers Online – new
- ScienceDirect Collection Edition [Elsevier]
- SIRS Knowledge Source [ProQuest]

Electronic book (e-book) collections:

- Ebrary: Academic Collection – new
- EBSCO e-book collection (formerly NetLibrary)
- Credo Reference – new

Other online subscription resources and software:

- [Films on Demand](#), Streaming Video Collection [Films Media Group] – new
- [LibGuides](#) [Springshare] – new
- Insight (classroom management software) [Faronics] – new
- Libshield [Libdata] (PC time and print management software) – new

The HonCC Library participates with the Libraries of the University of Hawaii System for its access to Voyager [Ex Libris], the integrated library system (ILS). [[Voyager](#)]

Collection development is discussed throughout the academic year to maintain and build a collection of resources that reflect the quantity, quality, depth and variety able to support campus course needs. Librarians are subject specialists and are responsible for recommending and selecting materials for assigned subject areas. Various indicators are used to guide selections. Librarians monitor the information needs of students by assisting them with their assignments during library instruction sessions and on individual reference assistance. Librarians work collaboratively with faculty to ascertain curriculum needs; faculty requests are highly encouraged and purchases are made accordingly throughout the academic year. This has proven most useful when introducing new programs on campus (such as MELE), or more recently in support of distance education teaching and learning materials. Professional literature and publishers' catalogs provide lists of reviews and new publications from which librarians make selections for their respective disciplines. Withdrawal of materials is ongoing to remove and replace items that are outdated/obsolete, damaged beyond repair, or no longer relevant to the curriculum. In anticipation of upcoming building renovations, the Library will identify materials for permanent withdrawal (i.e. weeding) from the collection. The weeding process will consider an item's condition or physical appearance, duplicate copies that are no longer needed, and its currency to a collection or subject area.

The Head Librarian submits an annual budget request to the Vice-Chancellor for Academic Affairs. It is an itemized budget, arranged by quarterly expenses. Most of the budget covers the continuing costs for the ILMS (Voyager), numerous electronic databases, and magazine and newspaper subscriptions. The balance of funds is for books, equipment, maintenance fees for photocopiers and microform reader/printers and supplies. The annual budget is supplemented by special and grant funds. Special fund monies are from financial obligations paid by patrons for overdue fines, lost materials, damaged materials and print fees. USDA grant money is courtesy of Dr. Gopalakrishnan. Over the years he has given funds to the library to purchase computers, books, and magazines in support of the Oceanography program. Additionally, the library annually requests funds for an average of five student assistants. [[Library Annual Assessment Report, AY 2010-2011](#)]

College Skills Center (2006-2010) before the reorganization

The College Skills Center's (CSC) Mission statement is to support the HCC Mission by providing access to the skills necessary for students to become responsible self-directed learners. This is accomplished by:

- Providing placement testing for students
- Providing entry-level classes in English and Math
- Providing testing services for students
- Providing services to students with disabilities

The College Skills Center (CSC) is located primarily on the third floor of Building 7, with an additional Math classroom on the fourth floor. The CSC shares the facilities on the third floor with the Educational Media Center, which provides media support for faculty and administration at the College. The main elevators of Building 7 provide access to floors 3 ½ and 5 ½, with students and staff walking either up or down to their desired floor. There is an additional elevator in the Library on the first floor, which has access to each floor. This elevator has a separate key card system to provide access to each floor to students and faculty with disabilities. On the third floor, the CSC facility consists of a large lab room, offices for faculty and staff members, a testing room, two rooms for testing for students with disabilities, a testing intake room, a room for the disability specialists and his education specialist, and one English classroom.

The CSC staff includes one coordinator (11-month faculty), two full-time math instructors (11-month faculty), two English instructors (one 11-month faculty, the other 9-month faculty), four full-time educational specialists (to help with testing and tutoring in math and English), one disability specialist (11 month), one disabilities services assistant, one half-time IT specialist, one clerk-typist, lecturers, and 20-30 student assistants (part-time tutors, testing room monitors and note-takers) The CSC completed an annual assessment report for 2010-2011. [[Program Review Report For The College Skills Center \(Assessment Period 2001-2005\)](#)]

CSC tutors are students hired part-time on the recommendations of their previous

academic faculty. They receive training at the beginning and throughout the academic year, and all receive a copy of the CSC Student Assistant Handbook. The tutors primarily assist with the entry-level English and Math students.

The CSC has a wide selection of materials, many of them commercially prepared and many of them prepared by the CSC faculty for the entry-level English and Math programs. These materials include traditional print and multi-media materials. The materials are evaluated regularly, and, when the budget allows, new materials suggested by faculty and students are acquired. The CSC updates the English and Math prepared in-house on an annual basis. Updates are based on student evaluations and on assessment. The CSC has computers in the English classroom and lab room for use by students in instruction and class assignments as well as office computers for faculty and staff. Completion rates for students in the entry-level English and Math program since 2006 to Fall 2010 have fluctuated. English 20 completion ranged from 42% to 69 and Math 20 completion ranged from 28% to 50%. [[Program Review Report For The College Skills Center \(Assessment Period 2001-2005\)](#)]

The CSC is responsible for several types of testing services. These include English and Math placement testing, proctored make-up exams, proctored exams for Distance Education courses, and testing accommodations for students with disabilities. These testing services are centralized within the CSC. In addition, the CSC staff members participate in special testing, including Automotive Service Excellence (ASE) certification and applicant screening for the Pearl Harbor Naval Shipyard (PHNSY) apprenticeship program.

The disability specialist is assigned to and utilizes the CSC facilities to provide services to help meet the needs of students with disabilities. He works closely with the other College's disability service provider, the College nurse, who is located in the Health Center. The faculty and staff members on the HCC Committee on Disability Access (CODAH) assist with supporting students with disabilities.

The CSC coordinator submits an annual budget request to the Vice-Chancellor for Academic Affairs. Dialog takes place on campus for actual allocation of budget requests. It is an itemized budget, arranged by quarterly expenses.

Following the campus re-organization in AY 2011-2012, the College Skills Center now provides tutoring for a variety of disciplines, including History, Psychology, Speech, Biology, Chemistry, ICS, Spanish, Hawaiian Studies, Marketing and Learning Skills. Other subjects may also be available via SmartThinking, an online tutoring resource available through the CSC, which accesses knowledgeable professional tutors via the Internet. The CSC also expanded its academic support services to include distance learning, service learning, and COMPASS preparation, which offers students remedial instruction to enable them to pass the COMPASS Math Placement Test. This is a non-credit course and will not earn Math credits. It allows students to waive the Math retest fee once they complete the program with a 100% assessment in the College Skills Center. Most of these changes were implemented within the past year; as a result there is

insufficient data available to evaluate the success of these new endeavors.

Faculty and their offices affected by the re-organization were moved out of the College Skills Center and into their respective departments (Math & English). Under the old organizational structure there was little dialogue between developmental English and Math faculty (located in the CSC) and their departments. Moving faculty out of the CSC and into their proper departments and office space aligns communication and assists with efforts of the re-organization. Math tutoring was moved to a room on the same floor as a majority of the classrooms used for Math instruction, thus making it more convenient for students to access. English tutoring was moved to the Essentials English Complex in a nearby building. The Math and English APT positions, previously under the CSC, are now tied to their individual departments. These changes have been made to improve student-faculty communication and promote more efficient learning.

Regarding Student ACCESS Services, the primary concerns of students are consistent with previous academic years when the office was moved from a discrete location (building 2, room 409) to a room in the College Skills Center (building 7, room 319). Individuals seeking assistance from Student ACCESS had to walk through the CSC's learning lab to get to room 319; student feedback indicated that the long pathway and prying eyes from other students made them feel uncomfortable, as if they were advertising their own learning disability. A sense of privacy was lost with its CSC location, which often times led students to avoid seeking services. At the beginning of Fall 2011, Student ACCESS Services relocated to Building 5, room 106. This was an ideal way to better accommodate student privacy, as well as free up additional space in the College Skills Center for other functions.

Educational Media Center

The Educational Media Center's Mission is to research, plan, develop, and deliver high quality media resources for faculty, administration, and student organizations. The EMC is a comprehensive media center and supports the following activities and functions [[Annual Assessment Report, AY 2010-2011](#)]:

- Development and delivery of distance education using a variety of media, such as broadcast television, cable television, web-based instruction, streaming video or other forms of digital delivery;
- Design, development and support of instructional and College program related websites
- Operation of the print shop to provide duplication and print related services
- Production of graphics;
- Coordinate media for live events including audio, video and static displays;
- Assist faculty/staff with coordinating and producing graphics, print, and audio-visual materials for instructional and administrative uses;
- Loan long term equipment;
- Design, install, and maintain campus wide media systems;
- Design, install, and maintain multi-media classrooms;

- Coordinate and provide the media services in the operation of the Norman W. H. Loui Conference Center
- Maintain and repair media and computing equipment;
- Train faculty and staff in the use of media equipment and materials;
- Serve widely distributed sub-campuses (in addition to the main campus): AMT/Diesel (Lower Campus), Marine Technology (Sand Island), Aviation Maintenance and Repair (HNL International Airport), Pacific Aerospace Training Center (Kalaeloa).

The EMC is presently separated into two separate locations on the College's main campus. The Media Design/Production studio, production spaces, maintenance and repair facilities and shop storage, offices of the director and staff, and the service counter are located in Building 7 on the 3d floor. The Print Shop/Graphics unit is located in Building 16, and handles general duplicating requests (e.g., faculty syllabi and other classroom materials) as well as special projects.

The EMC is comprised of four main units: 1. Instructional/Media Design/Production, 2. Media Support Services, 3. Print Shop and Duplication, and 4. Graphics. EMC staff include the EMC Director and an office assistant who provide overall coordination of services. Additional personnel include two Media Specialists in Instructional Design/Media Production, two Media Support Electronics Technicians, and a Print Shop Supervisor, Publications Specialist, Duplicating Machine Operator and Graphic Artist in the Print Shop and Graphics area. Six student assistants augment the staff for support in Media Design/Production, Maintenance and Repair, and the Print Shop. The majority of these positions are Revolving- and Special-Funded.

EMC equipment can be categorized into several categories. The two largest categories are production equipment and classroom equipment. Production equipment is used by staff to create the media products used by College faculty and staff members. Classroom equipment is the equipment installed in the classroom for classroom instruction. The third category is the Norman Lui conference Center.

Beginning in the fall of 2012, building 7 will undergo an entire renovation, including electrical and signals handling, power, ceiling tiles, air handling systems. As part of this renovation, all multi-media classroom systems within the building will have built-in signal and power for all classroom computers, video projectors, media equipment, and SMART systems. Equipment currently existing and still with operational life will be removed and retained, other systems which have been put together over the past 12 years will be updated and modernized. This combined with digital control systems, should result in similar operating characteristics which will be standardized through out the building, and should result in better up time operations, and easier equipment operating use by the instructors.

Self Evaluation

Library

The College meets the Standard.

The Library meets its primary goals by providing a physical space for resources, services and equipment that support the curriculum, a qualified staff to assist patrons, and a welcoming environment conducive to research and studying. Services to students have improved since several 9-month librarian positions have transitioned to 11-month contracts. Each librarian has specific duties and responsibilities, yet all serve at the Reference and Information Desk. There are currently three librarian positions that provide instructional teaching. Instructional sessions are highly tailored to faculty assignments providing targeted research sessions where students are provided with ample time to do hands-on research at computer terminals. Data from recent surveys and library statistics confirm that bibliographic instruction is growing, evolving, and enhancing the student community of life-long learners. Librarians continue work with faculty in support of its collection development efforts; greater emphasis is being placed on acquiring more materials that add to the collection's currency. As part of the Academic Support division, librarians have representation on campus governance committees. An increase in subscription electronic resource purchases provides traditional students and distance learners with comparable access to library materials. The Distance Education librarian arranges outreach and instruction to distance learners with online tools, as well as face-to-face sessions at local military bases when requested.

The Library has increased the number of available computers for student use. As a direct result of comments from the Library Survey, the 2010 edition of the Microsoft Office Professional Suite was installed on all computer terminals. There are a number of computers that need to be replaced due to age. Technical support for the Library's computers is provided by a full time APT Computer Specialist; this position is shared with the College Skills Center. The new purchase of a computer and print management system has greatly alleviated work-flow issues for all library staff; student comments regarding its implementation have been very positive. The campus' wireless network has been installed throughout the Library. Students can seamlessly access the Internet via their laptops and hand-held devices. It is anticipated that the campus' forthcoming technology plan will assist with computer replacement and additional technical support. Apart from any increase in the library's budget, the use of special fund and grant monies has contributed to purchases for (print/online) books, magazines, equipment, and computer software and services.

College Skills Center

The College meets the standard.

Although the College in 2006 assigned a classroom on the fourth floor of Building 7 to the CSC for Math classes, relieving space issues for the English classes, space issues remained a problem. In Fall 2010 three additional classrooms on the fourth floor of Building 7 were added as Math classroom instruction. The classrooms also function as Math labs, thus alleviating the space issue in the College Skills Center.

Since the last accreditation, the College Skills Center now has a full-time coordinator and a half-time IT specialist to assist with maintaining the computers in the CSC.\

The different testing functions offered by the CSC currently meet the needs of the College largely due to the innovation and dedication of the staff. They work tirelessly with the other offices on campus to optimize their resources and to improve their services.

For the 2009-10 surveys administered, all items averaged above 4.5 on a 5.0 rating scale. Students have indicated that they are satisfied with the testing services provided and no further evaluation is needed. Given the increase in demand for placement and distance learning testing, satisfaction averages still remained high. If the average score is below 4.0, scores would be reviewed to determine if changes should be implemented to improve satisfaction. [[Program Review Report For The College Skills Center \(Assessment Period 2001-2005\)](#)]

Educational Media Center

The College meets the Standard.

A Media Services Survey administered to faculty and staff in Spring 2011, indicated a substantial level of satisfaction with all aspects of EMC service. Based on a 5-point scale (with 5 being the highest), services were rated as follows:

Perceived effect on student learning: 3.9 across all areas

Faculty Workroom: 4.1

Classroom Equipment Services: 4.1

Increased capability to instruct as a result of the services provided: 4.3 across all areas

Instruction Design Services: average 4.135

Electronic Maintenance and Repair: 4.23

EMC Administrative Support 4.27

Media Production Services: 4.40

Print and Duplication Services: 4.61

Publication/Graphic Arts Services: 4.61

The EMC is in the process of being reorganized into 3 different units: direct instructional support to meet the growing demands for instructional design, fast prototyping multimedia production, and distance learning support for websites, Lualaba support, and assessment. The current print shop will be expanded into a Design Center, which will house graphics, duplication, marketing, the HCC webmaster for the college website, and production for fee supporting the Communications Arts Internship Program. Lastly, the AV technical support will move to the ITC to improve efficiency, provide cross-training between AV tech and IT tech, which should alleviate the previous problems with lack of manpower in depth under the old organizational structure.

Actionable Improvement Plans

No action is required.

II.C.1.b. The institution provides ongoing instruction for users of Library and other learning support services so that students are able to develop skills in information competency.

Descriptive Summary

Library

The College's librarians are dedicated to teaching information competencies, which include research skills so that students can locate, evaluate, and utilize information for their educational needs. The Librarians provide reference and research assistance to students, faculty, and staff. A Reference Librarian is able to assist patrons on a one-to-one basis at the Reference Desk, during all hours the Library is open. All librarians are available to help patrons find and use information efficiently and effectively. Reference assistance is also available via telephone and e-mail. The Distance Education Librarian assists students taking online and cable courses, and military-based courses with library research and resources. Outreach to distance learners includes instructional sessions taught at off-campus sites and promotion of the library's online resources. The Distance Education Librarian is a member of the Distance Education Advisory Committee (DEAC).

Following a recent retirement, a vacant Librarian position was filled in July 2011. The position description for the new Librarian was modified to more fully include instructional duties. There are now three Librarian positions that provide instructional support to the campus. Library instruction is provided to classes upon instructor request. Sessions are typically designed to focus on a specific class assignment with demonstrations and practice in using the library's online catalog, periodical databases, and other library resources to locate and evaluate information. The instructional librarians collaborate closely with faculty to custom-tailor research sessions. Individual or small group support is also available for students who need in-depth assistance with their research topics.

College Skills Center

The CSC faculty and staff members provide extensive, well-written materials for students to develop skills in academic and information competency. They evaluate the materials for effectiveness, updating them regularly, and adding to them as needed.

Self Evaluation

Library

The College meets the standard.

From Summer 2006 to Summer 2010 the instructional librarians have conducted a total of 359 instructional sessions. This averages to 43 sessions a semester, and three to five sessions in the summer. They have served a total of 5,862 students during this time which averages to 703 students during the Fall and Spring semesters and 47 students during the summer sessions. [Library Instruction Statistics]

Library survey data indicates that 60% of students agree or strongly agree that instructional sessions “have increased their understanding of libraries and research.” Approximately 40% of survey respondents did not attend a library research session; this figure is indicative of the high number of part-time and/or apprentice students who completed the questionnaire. [[Library Survey Results, Spring 2011](#)]

During the academic year, students are asked to fill out a short evaluation form at the end of each library instruction session. The online evaluation form (via SurveyMonkey.com) is easily accessed from a desktop link on each student computer. Student feedback is used by librarians to analyze student learning, as well as to improve or adapt teaching methods.

Evaluations from spring 2011 indicate that 100% of students either strongly agreed or agreed that “the library session was beneficial.” Students were also in agreement that “the librarian was helpful; well-prepared and organized; and clear and understandable.” There was student consensus that the research instruction led to understanding of how the library is organized, how to efficiently find information needed, and how to identify and select good resources.

Student’s additional written comments include:

- *Thank you so much. I can access these sources at home. They are very helpful tools that I didn't know of.*
- *Well spoken, easy to follow and understand*
- *The library session was very helpful and I feel comfortable using the HCC library site.*
- *Thank you for the session. I didn't know there were so many resources.*

Feedback from faculty has also been positive. The instructional librarians plan the sessions based on the needs of individual classes. Specific feedback from faculty includes:

- *The presentation was obviously well thought-out and prepared for. All information was useful . . .*
- *Stefanie always does a great job, I have received positive feedback from students in a number of courses regarding her presentations.*
- *Carol has excelled in developing and organizing a presentation that motivates the*

students

to pay attention. She also goes beyond what is required by providing prizes/gifts to those who assist or complete the assignments first. Carol is definitely an asset to HCC.

College Skills Center

The College meets the standard.

The computers in the CSC English lab have since been upgraded. The CSC also coordinates student access to SmartThinking, an online tutoring service.

Actionable Improvement Plans

No action is required.

II.C.1c. The institution provides students and personnel responsible for student learning programs and services adequate access to the Library and other learning support services, regardless of their location or means of delivery.

Descriptive Summary

Library

The library has worked diligently to support the college's mission to provide accessibility of its services and resources for all students and faculty, staff, and the programs that serve them. This accessibility is extended to both on- and off-campus entities, including distance education students and faculty. The UH identification card allows students to access materials from any UH System Library. Students have access to on-shelf resources such as periodicals, books, reserve materials, microform collections, media, and audio/visual equipment, copiers and printers. Remote access to online databases is campus-specific, due to subscription licensing agreements. Registered students login with their UH username and password information to gain remote access. Accessibility is enhanced and reflected in the library's operational procedures and policies, staffing, the environment, and information access capabilities. Students also have access to most books (and some media) from across the 10-campus UH Library System using the Voyager ILS. An intrasystem loan (ISL) service delivers books and materials between UH campus libraries with a simple online request form. Students, faculty, and staff have an expansive range of resources to select from using the ILS service.

Operational procedures and policies focus on the hours of operation that are posted at the entrance of the library and on the library website. These hours have been set by assessing the number of students on campus on given days and on the times of class offerings. Administrative costs, in terms of staffing and building maintenance (especially air conditioning), also determined the hours of operation. The operational hours are: Monday-Thursday, 8 am – 7 pm; Friday, 8 am – 3 pm; Saturday, 9 am – Noon; Sunday –

Closed.

Students, faculty and college staff have access to library personnel during all hours the Library is operational. A librarian is always available at the Reference Desk near the entrance of the library, and there is staffing at the Circulation Counter to manage book checkouts, reserve materials, and computer use. The library website also invites access to librarians via email.

The library environment (ambiance) provides students with access to quiet study carrels and five study rooms for group use. A wide selection of (print and online) books, periodicals, and media are available for student research within the Library. Students have use of computers for internet access, as well as fee-based printing. There are 25 computers that are dedicated for instructional teaching.

A lounge area with comfortable seating provides a place for newspaper and magazine browsing. Vending machines, benches, and shady areas outside the building make the library an inviting place for students to gather. In addition, the library is ADA (Americans with Disabilities Act) –compliant, as reflected in the designs of the circulation and reference desks; two pneumatic tables for computers; a large screen computer with assistive keyboard, speakers, and screen-reading software; and a renovated first floor restroom. An elevator is available for second floor access for students, faculty and staff with such a need.

Students, faculty and college staff have access to a wide range of scholarly research material from Library subscription databases. Library e-resources are accessible 24 hours a day, seven days a week with remote authentication. These resources include newly-acquired ebrary (electronic books), Films on Demand, CQ Researcher and Credo Reference. There are [Library Guides](#) (online and in paper format) that provide assistance with citation style formatting and subject-specific research (i.e. Early Childhood Education, Speech, Fashion, etc.). Students and faculty can also renew books, conduct searches, retrieve sources, and e-mail or download information. Students enrolled in Distance Education courses are welcome to visit the Library on campus; however access to resources is easily accommodated directly from the Library's website. The library ensures remote access capabilities before purchasing electronic resources. Distance learners are referred to available resources from the Library's [DE webpage](#).

Finally, in fall 2010, HCC Library began receiving the first of 10 new public access broadband-connected computers in its participation with the "Access for All: Hawaii Statewide Public Computer Centers" project. Funded by the American Recovery and Reinvestment Act of 2009, the Library, in conjunction with the University of Hawaii System and additional public partners, deployed the new computer workstations for access to the college campus and community. The grant also funded bundled software and a pneumatic computer table tailored for people with disabilities. The project ensures that individuals from vulnerable and diverse community populations are served with access to computers. Public facilities, including educational institutions such as Honolulu Community College, share in providing available broadband access and computer

hardware/software through this grant award.

College Skills Center

The CSC offers weekday services to the College's students, Monday-Thursday, 9 am – 8 pm, Friday, 9 am – 1 pm. The CSC is accessible for students with disabilities via an elevator inside the library, which stops at every floor in Building 7. The hours and staff members are listed on signs posted on the doors leading to the CSC. The CSC room number is listed in a directory on the 3-½ floor of Building 7, where the outside elevators stop. Flyers are posted around campus on bulletin boards announcing CSC services. The services are also listed in the HCC Catalog.

The CSC website includes its mission statement and provides information about its hours and services. The website homepage contains links to informational pages regarding placement testing services, Asset Prep classes, faculty and staff tutoring program information, and calendars for fall, spring and summer activities. In addition, specific details on the CSC schedule are available in PDF format on the CSC homepage. [[College Skills Center Website](#)]

CSC has recently updated its web content to reflect Honolulu Community College's re-organization. The website now contains information on the testing center, Smarthinking, drop-in tutoring, distance learning, and service learning.

The Testing Center staff assists students by going over exam instructions and seating them in the proper testing room. Students are assigned seats in the testing area, so they may be adequately monitored. The staff is also tasked with verifying completed online test submissions to insure test integrity and security. Cell phones and other electronic devices are turned off before students enter the testing room; this reduces disturbances to other test takers and prevents security breaches.

The Testing Center recently purchased Insight software by Faronics, a security tool for monitoring online test takers. It is used to frame capture students accessing prohibited outside websites and enables the Testing Center to report acts of cheating to instructors. Faronics Insight will also be used to take over client computers suspected of academic cheating to frame capture proof before students can hide (or minimize) a suspicious website.

In addition, the Testing Center has added a second back-up testing room for COMPASS e-WRITE and English Diagnostic Testing, as well as online distance education testing. With the increase of new added services, it was necessary to provide an additional testing room. Whole classes and multiple sections can be currently serviced now. The new testing room does not have a security camera system; installing such a system would alleviate having a proctor monitor the test taking.

To address security issues, the Testing Center uses two locked cabinets to store exam instructions with passwords (for online tests), class rosters with student information, and

hard-copy exams, both finished and unused. A security surveillance system is used to monitor test takers in the main testing room (316) and the ACCESS testing rooms (314 and 315). The security system is connected to a DVR setup that continuously records test takers during hours of operation. This camera system has been in place for approximately 6 years and has been showing its age the past few months; the cameras are slowly starting to fade. The existing security camera system will require replacement in the near future.

Educational Media Center

The EMC supports the development of state-of-the-art learning systems in the classroom and quality learning experiences for students engaged in distance or asynchronous learning. In addition, we design, build, and maintain classroom media systems and work with Academic Computing to provide Internet access that is safe and reliable.

Self Evaluation

Library

The College meets the Standard.

In terms of providing accessibility of library services to its students, faculty and staff, regardless of their location or method of delivery, the college meets its obligations. A Spring 2011 survey of students, faculty and staff supplements this self-evaluation with reference to the following: [[Library Survey Results, Spring 2011](#)]

Operational procedures and policies: In the aforementioned survey, 74.4% of the respondents were generally satisfied with the current library hours. Student anecdotal comments request weekend times extended and earlier openings for finals week. Other comments note how “quiet” and “cell phone” policies should be better enforced. The accessing of research and resource materials online and the commuter-nature of the students are duly noted in survey comments as reasons for minimal use of the library facility.

Library staff: The survey had 77.7% of respondents generally agreeing that the library staff are “approachable and professional,” with 74.9% saying they were given “adequate answers” to questions. The comments section also praised the efforts and efficiency of the staff, and expressed appreciation for instructional sessions. Maintaining positive and helpful relationships with library users continues to be a goal for staff.

Library environment: Survey respondents generally agreed that the library space for study was adequate (79.3%.) In the comments section, respondents suggested enhancing and modifying the learning environment by providing more open space for studying, larger tables, more and larger rooms, and couches. Comments also noted how cold the room was. Moderate satisfaction with equipment was noted in the survey (computer needs, 62.4%; computer printing, 56.2%; and photocopiers, 53.6%). Library users

suggested more computers, common software, color printing, and a better system for printing documents. The Library has already begun to respond to student concerns with the recent acquisition of new printers, bundled application software, and PC/printer management software. The goals of the College's Information Technology Strategic Plan will establish a dedicated budget for all technology and support and will establish a Life Cycle Replacement policy; the Library should benefit from these forthcoming changes. When all available computer terminals are in use at the Library, students are then referred to alternative computing locations, such as the Campus Computer Lab or the Native Hawaiian Center's Computer Lab. There can be improvement by ensuring that all the computers are in optimum working order and the software is standard for the campus.

In Summer 2009, the library installed new flooring. The 35-year-old carpet and tiles were replaced. The flooring project also included the Educational Media Center and the College Skills Center. The study carrels on the first floor were moved from next to the study rooms to the mall side of the first floor. This move addressed two concerns. The first was that students always asked where they could study. The carrels are more visible at the front of the library. The second concern was noise from the study rooms, which are not soundproof, would impose on the students studying in the carrels. Having the bookshelves in front of the studying rooms somewhat buffers the noise.

In Summer 2011, twenty-four new tables for the computing area were purchased to replace older damaged furniture. The new tables are color-coordinated with the replaced carpeting, and each table easily accommodates two computers.

Information access: The Spring 2011 Library User Survey found respondents were generally satisfied with accessing the resources of the library on campus (locating materials needed (73.9%)); and off campus on the internet (finding print and e-books (65.3%), finding magazines, journals, newspaper articles (64.8%)). They also found the website (65.2%), library guides (65.4%), and online catalogs (63%) both informative and useful for research.

Students can access the Internet, as well as the MyUH portal, Laulima, and email from Library computer terminals. Library policy states what is prohibited on these computers, such as viewing offensive websites or downloading materials. In the summer of 2011, students were able to join the campus wireless network to enhance connectivity. The connectivity is now good to excellent throughout the Library, on both the first and the second floors.

Building 7 Renovations. The Library's permanent location is in building 7, however renovation construction is currently underway. A timeline for when and how long the Library will be displaced has not been confirmed. Once the Library is moved out of the building access to physical materials, resources, services, and equipment will be significantly limited to the campus population. The Head Librarian and the library staff are in the initial stages of planning; accommodating students and faculty with access to services and resources is a major priority. Reference services, as well as research instruction, will primarily focus on utilizing the Library's subscription electronic

resources. Librarians will solicit and encourage instruction within the classroom setting by using multimedia equipment and online tools. The Library's relocation to a temporary space will also limit access to Circulation Services and selected equipment, however considerations will be made to minimize disruption.

The College Skills Center

The College meets the standard.

The CSC provides many sources of information about their services to students and to faculty and counselors who can then recommend the services to students. The CSC website is quite comprehensive and does satisfy Priority 1 of the Web Content Accessibility Guidelines, which governs the format, content and accessibility of websites.

Educational Media Center

The College meets the Standard.

The College meets the Standard. Over the past 6 years the EMC has been responsible for the design, acquisition, and installation of over 54 new multimedia classrooms, and upgrades to 54 other classrooms with no increase in staff. In addition, the EMC staff have participated in many faculty development classes and have individually mentored many other faculty.

With funding from a federal grant source, the EMC was able to acquire an internet server to build and deliver prototype 18 multi-media web-based classes, with 12 more currently undergoing curriculum development.

The EMC assists faculty in developing content and posting content to 12 other courses on the UH systems Lualima site.

The EMC provides conference and large venue media support through the campus Norman Lui Center and for on-going campus activities such as: Pearl Harbor Job Fair, State of Hawaii Science Bowl, Construction Career Days, and Technology in Education Fair among others.

The EMC also provides major support for the design, development and production of a wide-variety of published materials from marketing for the UH System to the HCC catalog.

As the re-organization moves forward, additional support and resource services within distance education (DE) are still needed to address student and faculty concerns. Students with limited technology skills taking DE courses require self-supported information readily available online. Student support should include workshops and instructional videos that tackle technical concerns and barriers to succeeding in the online learning environment. Faculty who teach DE courses also require online training

materials and modules that assist them with technology issues.

Actionable Improvement Plans

The Library should continue to replace some of its older furniture (couches and ergonomic computer chairs).

The CSC should hire a full time APT position for the Testing Center. The increase in hours and accessibility to test takers would benefit from additional personnel.

EMC (the newly formed EdTech Group) needs a more strategic standardized plan in developing a DE support website that serves both students and faculty with technology issues. Funding for software, equipment, and/or additional personnel to take on this task may be required.

II.C.1.d. The institution provides effective maintenance and security for its Library and other learning support services.

Descriptive Summary

Library

The library is housed on the first two floors of Building 7. This building is scheduled for major renovations, set to begin in the Fall of 2012 with a completion date of Fall 2014. In 2009, new flooring was installed and the library was rearranged to enhance the student study area to deter and monitor mold buildup. Partial interior painting is anticipated. Included in this renovation plan is an elevator system that will serve and stop at each floor of Building 7. The present elevator, which stops at half-floors, has necessitated the use of the library freight elevator for many students, faculty, and staff who cannot navigate the stairs. The new elevator system will alleviate unnecessary traffic through the library entry.

The library environment (which includes furnishings, flooring, restrooms, and books and resource materials) is maintained by the library and custodial staff. An APT position, from the Management Information & Research department, is Academic Support's designated IT support personnel. This position provides support to the College Skills Center and the Library by maintaining and upgrading computer equipment.

The library is equipped with a security system, The Digital Sprite 2, on the first two floors of Building 7 on campus. The system is a cost-effective and easy-to-use video multiplexer, digital video recorder, single channel audio recorder, and network transmitter all in a one-box solution. This system is used along with six black and white Sony video cameras located on both floors of the library. The system is connected to a Pelco monochrome monitor located in the circulation department area.

A 3M Library Security Gate System is positioned at the entrance/exit for the security of

the library collection. All library materials on open shelving are targeted with security strips. This system provides effective and significant reduction in the loss of Library materials. The library maintains a service contract for the upkeep of the 3M security system equipment. The entrance/exit has automatic doors and an inside freight elevator that requires key card access. The College provides security personnel, and there are established College emergency procedures to which the Library staff adheres. Fire and evacuation drills are scheduled each semester.

College Skills Center and

The College operations and maintenance staff maintains the CSC. The custodial staff cleans the facilities daily, and the maintenance staff makes electrical and other repairs when necessary. Major maintenance projects are usually carried out during the summer months or between-semester breaks. The College's security staff provides security for the CSC, offering suggestions for improvements in security, responding to requests for help with students who are security threats, and making regular security rounds after hours.

Educational Media Center

The College operations and maintenance staff maintains the EMC. The custodial staff cleans the facilities daily, and the maintenance staff makes electrical and other repairs when necessary. The College's security staff provides security for the CSC, offering suggestions for improvements in security, responding to requests for help with students who are security threats, and making regular security rounds after hours.

Self Evaluation

Library

The College meets the standard.

The library has maintained a clean and secure setting conducive to learning, studying, and accessing materials; in the 2011 survey, 80.5% indicated they were comfortable being in library.

An electrical upgrade has improved the power needed in the student computer area. The carpet and flooring have been replaced after 35 years of use. Renovations to the library and the building it is housed in are scheduled to be completed by Fall 2014.

The security system implemented is functional and effective.

College Skills Center

The College meets the Standard.

The College's maintenance staff members properly maintain the CSC, so it meets the standard for cleanliness and maintenance of the facilities. The CSC has had several incidents with students who threatened CSC faculty, staff and students and who presented serious potential dangers. The CSC staff members have handled these incidents appropriately. Some of these students appeared to have had mental health issues, and may be part of what seems to be a growing number of students on campus who are working to cope with special needs or other life issues.

During the summer of 2009, one of the College's capitol improvement projects was re-flooring the third floor of Building 7 where the main services of the College Skills Center and Educational Media Center are located. This project replaced the original (1973) carpet and tiling. The project was completed at the end of the summer, and has improved the physical learning environment for students.

At the end of summer 2010, electrical needs were increased for the new Math classrooms.

Educational Media Center

The College meets the Standard.

During Summer 2009, all of the EMC building 7 office floors were re-carpeted and re-tiled. The infrastructure was not upgraded: electrical, ceilings, air handling/quality, room appearance (except for the power circuit to the network routers). It is anticipated that in this next phase of building renovation, the result will be a better working environment for EMC staff. In addition Room 305 has been designated in the upgrade plan to include a full-access multi-media classroom for HD lecture capture to meet the demands of the new digital cable system in agreement with Olelo and UH Systems to provide on-demand video programming.

Actionable Improvement Plans

Electrical upgrades are needed for all offices and production areas of the EMC. Network upgrades are needed for better access to web and media servers.

II.C.1.e. When the institution relies on or collaborates with other institutions or other sources for Library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible, and utilized. The performance of these services is evaluated on a regular basis. The institution takes responsibility for and assures the reliability of all services provided either directly or through contractual arrangement.

Descriptive Summary

Library

The current library management system (ILMS) contracted by the libraries of the University of Hawai'i System is the University of Hawai'i ExLibris Voyager Automated Online System. This system includes a public-access catalog, circulation module, and a cataloging module. A serials-acquisitions module is also available, but not used at HCC. The College Library has utilized this system since 2001. All cataloged UH library materials within the UH System are accessible through this library retrieval system.

The directors of the Libraries of the University of Hawai'i System form the University of Hawai'i Library Council [[University of Hawaii Library Council \(UHLC\) Minutes](#)]. The purpose of UHLC is to establish policies and improve and expand services and resources offered by the Libraries. Committees composed of representatives from Hawai'i Voyager libraries coordinate system-wide planning, agreements, and decision-making. Honolulu Community College's librarians and staff are voting members of the System-wide Cataloging Coordination Committee [[Hawaii Voyager Systemwide Cataloging Coordination Committee \(SCCC\) Website](#)], the Hawaii Voyager Circulation Committee [[Hawaii Voyager Circulation Steering Committee \(HVCC\) Website](#)], the University of Hawaii Library Information Literacy Committee (UHLILC), and Webvoyager Committee. Committees meet regularly, communicate through e-mail, and suggest policies and procedures to the UH Library Council. These Committees report to the UHLC and to the University of Hawai'i Voyager Coordinating Committee [[University of Hawaii Voyager Coordinating Committee \(UHVCC\) Website](#)].

The College Library, and the other UH System Libraries, belong to the Hawai'i Library Consortium (HLC). HLC is made up of libraries from the UH, Hawai'i State Public Library System, the State Department of Education, private colleges and universities, and private elementary and high schools. Consortial purchase agreements negotiated through HLC or the UH Library Council, such as for LibGuides or its ongoing subscription to EBSCOhost databases, provide significant cost savings for each participating library.

Another collaboration across all UH Libraries is its IntraSystem Loan (ISL) service. Students, faculty, and staff may request books, and some media, found in other UH system libraries and have these items delivered to their campus of choice for easy check out and return. The self-directed ISL service has greatly improved and increased in use since going online several years ago. Document delivery of articles between libraries is also available.

Educational Media Center

Current cable course production under the Olelo grant is being administered by the Dean of University College.

Self Evaluation

Library

The College meets the Standard.

The Library is a member of the UHLC. The council meets monthly to discuss common concerns as well as system-wide decisions on database purchases. The council members have developed a mission statement and have created by-laws. The Library participates in the system-wide coordination committees as well, and adheres to the agreements made to provide consistency to students, staff and faculty. The Library is also a member of the HLC. The consortium members have also created by-laws.

The Libraries' IntraSystem Loan service (ISL) is now available online in Voyager for students and faculty to easily access as they are searching. The 2011 Library User Survey indicates that 50% of all surveyed either strongly agreed or agreed that "*I am generally satisfied with obtaining items from other UH Libraries via the HCC Library (IntraSystem Loan).*" The ISL service has improved since the 2006 Self Study from 14% usage to 50%. Having this service readily available in Voyager has greatly increased access to more materials.

HCC Library periodically reviews usage statistics for its paid subscription electronic resources. Librarians have access to track usage directly from a vendor's administrative website or by direct contact with vendors. Technical support and maintenance for all e-resources are maintained with consistent vendor communication.

Educational Media Center

The College meets the Standard.

Current cable course production under the Olelo grant is currently being administered by the Dean of University College.

Actionable Improvement Plans

No action is required.

II. C. 2. The institution evaluates Library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis of improvement.

Descriptive Summary

Library

The Library uses a number of methods to evaluate itself and its support services. A Program Review, a variety of periodic surveys, instructional feedback from students as well as faculty, and continual evaluation of various services are all used to identify and meet student needs. HCC Library shares its current student learning outcomes (SLOs) with the Libraries of the University of Hawai'i System; a primary Library SLO is: *The*

student will evaluate information and its sources critically.

As part of the College's ongoing assessment, a Library User Survey was in Spring 2011. The survey was made available online and in paper format to all students, faculty, and staff. [[Library Survey Questions, Spring 2011](#)] Results from this survey include:

- Approximately 46% of those surveyed visit the library from 1 to 5 times per week
- Three quarters of respondents are satisfied with the hours the library is open
- Library staff are approachable, professional, and give adequate answers to questions

Close to 80% of those surveyed indicate that the library provides an adequate number of study areas. A small selection of student comments reflect their interest in wanting a more open study environment with couches, comfy chairs, and large tables with extra seating for socializing and group work.

- The library website is informative and useful for student research
- Use of the online catalog, subscription databases, and online guides allows students to locate resources to meet their course needs
- Students agree or strongly agree that attending a library instructional session increased their understanding of libraries and research
- Users were generally satisfied with the library's computers and printing services
- Less than 12% of survey respondents were currently enrolled in a distance education (DE) course. Of those students taking a DE course, three-quarters of them rated the quality of library support as excellent or good.

In Fall 2010, the Library requested faculty feedback for post-instructional sessions via an online survey. Feedback received from the Library Instruction Follow-Up Survey was used to determine whether the Library's instructional program was beneficial and enhanced student learning outcomes. [[Faculty Survey - Library Instruction Follow-Up, Fall 2010](#)]

- 100% of faculty rated the overall instructional session(s) as excellent
- 100% of faculty strongly agreed that sessions met their expectations and that relevant electronic and/or print resources were shown, and that the databases and search examples used were appropriate for learning library research
- 87.5 % of faculty strongly agreed that the search techniques taught by the librarian enhanced the students' ability to conduct research for the course.

Library data from its Program Review provides an indication of the level of health for demand, efficiency, and effectiveness of services and resources. [[Library Annual Assessment Report, AY 2010-2011](#)] The Program Review, in addition to supporting the mission of Honolulu Community College, gives a clear voice to the goals and service outcomes for the Library. The Library Program Review for academic year 2010-2011 indicated the following three areas are in need of improvement:

- Library's book collection needs to be updated. The collection still lacks overall currency of its materials.
- The arrangement and furniture in the student computer area are not ideal for library instruction. (Action taken: In summer 2011, the Library purchased twenty

new computer tables that were re-organized to provide a more productive teaching and student learning environment. The ceiling-affixed media projector was also moved to accommodate the new seating arrangement. Two new laser printers, used exclusively for student printing, were purchased to replace older existing equipment.)

- During a recent re-flooring project, a number of book shelves were damaged/crushed by the contractor. (Action taken: Replacement shelving was donated by a local medical library. A settlement was reached with the contractor; they agreed to disassemble, transport, and reassemble the shelving between library locations.)

The Library annually gathers and analyzes its data to identify strengths and weaknesses, propose an action plan, and explore any resource implications (physical, human, financial). Feedback from faculty, students, and staff was gathered in the Spring 2011 Library User Survey. A faculty survey evaluating the Library's instructional services was administered in Fall 2010. Comments and suggestions from all survey instruments allow the Library to assess use, access, and tie its teaching to student learning. The Access Services/Circulation unit creates reports to review use of materials and services. The Technical Services and Acquisitions units keep and maintain counts of materials added and removed from the Library's collections. The Library's web site was also updated in 2009 to make it a more intuitive tool for students and the campus community.

College Skills Center

The CSC, its courses, and its faculty are evaluated to ascertain if they are meeting the needs of the students the CSC serves. The evaluations are used to improve the services, the courses, the materials, and the teaching techniques of the faculty. Student evaluations of courses provide information about the English and Math series of courses. The CSC faculty members also perform completion rate studies for their completers in upper level courses. The CSC faculty members use this information to improve their courses. In addition, the faculty members use this information to improve their teaching and to help students improve their learning. There are also Student Satisfaction Surveys of the Learning Environment, which are used to improve CSC services.

Educational Media Center

The EMC staff members are aware of the need for the assessment of its media services, products and designs. The staff members have implemented assessment practices into every phase of our production model. In 2005, an assessment process was started which gives all clients who use our services, an opportunity to assess work performed, in terms of: staff courtesy, on-time completion, satisfaction, and whether the product or service assisted them in meeting their course/program outcomes.

A comprehensive survey is conducted annually. This survey is comprised of 10 questions related to the six primary production and consultation service areas (customer service satisfaction, response delivery time, understandable procedures, and quality of product).

The remaining two questions relate to how the service affected their capability to instruct, and the services contribution/or lack with regards to student learning. Results of these surveys are used in employee evaluation, equipment and software considerations, staffing levels, classroom equipment procurement, focus on media production types (web course, streaming video, DVD production), and faculty training and consultation.

In addition and as a result of increased production of web courses, the 18 total courses produced over the past year include a direct link from the course to the instructional designer, who is then responsible for assisting students in being able to access and use curriculum content, as well as make any corrections to bad links. Faculty use a system DE evaluation survey for students, as well as a direct assessment from the students thru a questionnaire that asks students:

- Use as adjunct website/hybrid learning?
- Does site help you learn?
- Preference for this course as web, classroom, or independent study?

Self Evaluation

Library

The College meets the Standard.

The Library maintains its focus on utilizing a variety of assessment tools to continue its progress. The Program Review report and survey data supports its efforts at building solid relationships with students and faculty by providing essential resources and services to enhance student research and learning. Over the last few years, the Library has made significant changes in the development of its instructional program with a greater focus on faculty collaboration and methods of assessment. Streamlining data to gauge the effectiveness of student learning has been troublesome; however student and faculty satisfaction with research instruction remains high.

College Skills Center

The College meets the Standard.

Student evaluations of the remedial English and Math programs show a high level of satisfaction with the courses. Of these students responding, 85% indicate that they are very satisfied with the courses. Faculty members are also evaluated regularly during the probation, tenure, and promotion process. Lecturers are evaluated every semester to determine if they are performing satisfactorily. The faculty members use this information to improve their teaching and to help students improve their learning. Evaluations of the tutors also lead to improved services, sometimes immediately. The CSC faculty and staff continually improve the courses they offer and the services of the CSC and strive to better assess student achievement of the learning outcomes for the remedial English and math series of courses.

As part of a plan to deal with the English and Math success rates on campus, the Chancellor changed the locus of tenure for remedial Math and English faculty from the College Skills Center to the appropriate Math and English departments. Therefore, the College Skills Center has redefined its role, personnel and major functions.

Educational Media Center

The College meets the Standard.

As a result of both the individual surveys and the annual comprehensive survey, the following actions were taken:

- An increase of Center operating hours in support of evening and apprenticeship programs, without incurring additional personnel costs;
- Charge for Lui Conference Center use when media support was requested during non-normal hours, which paid for personnel costs on an OT basis, went towards the replacement costs of video projection systems and production equipment, and generated a profit, which was used for normal EMC operations;
- Change in DE delivery production. (from cable TV courses to sophisticated, media intensive, curriculum designed courses based on learning outcomes and performance standards)
- Change in types of media used in the classroom (VHS to DVD, overheads to PPT and visual presenters, no connectivity to web appliances, simple media systems to SMART technology and interconnected media components with digital switching systems);
- Change in teleconferencing mode (hard to use analog to immediate and easy to use computer based teleconferencing);
- Positive change in faculty perception that services contributed to their ability to teach successfully (faculty and staff have always rated our services, products, timeliness, and courtesy as above average to outstanding across the years);
- Positive change in faculty perception that services contributed to student learning (e.g., Fire students prefer online courses over classroom courses); and
- Reorganization of Academic Support, which included a separation and delineation of EMC production and support functions from a comprehensive media center to a Design Center, repair/maintenance classroom AV support to the ITC, and the remainder to a direct support EdTech Group, responsible for instructional design, curriculum development, and DE production.

Owing to a significant increase in the technical complexity of the media systems designed, developed and installed by the EMC, and given a total reliance of these networked systems on the campus network coupled with the fact that our technician staff was comprised of only two people for 128 systems, it was decided to move this function to the newly re-integrated Information Technology Center. The EMC, (now the EdTech

Group), has been tasked with providing direct academic and instructional support, and faculty training in new technologies.

Actionable Improvement Plans

The Library should expand or adapt its current student learning outcomes to better address its assessment efforts and results.

The EdTech Group, working with the ITC and Design Center, must ensure that all previous production services and capabilities are successfully transferred along with the personnel responsible.

The EdTech Group must develop a new mission statement and institutional function list.

IIC. EVIDENCE

Library Evidence:

[College Skills Center Website](#)

[Distance Education Library Services](#)

[Electronic book \(e-book\) collections](#)

[Faculty Survey - Library Instruction Follow-Up, Fall 2010](#)

[Films on Demand](#)

[Hawaii Voyager Circulation Steering Committee \(HVCC\) Website](#)

[Hawaii Voyager Systemwide Cataloging Coordination Committee \(SCCC\) Website](#)

[Information Technology Strategic Plan 2010-2015](#)

[Library Website](#)

[Library Guides](#)

[Library Annual Assessment Report, AY 2010-2011](#)

[Library Survey Questions, Spring 2011](#)

[Library Survey Results, Spring 2011](#)

[Subscription Periodical Databases](#)

[University of Hawaii Library Council Minutes](#)

[University of Hawaii Library Council Statistics](#)

[University of Hawai'i Voyager Coordinating Committee (UHVCC) Website]

[Voyager](#)

The Library Evidence:

[Library Homepage](#)

[Distance Education Library Website](#)

[Library Annual Assessment Report, AY 2010-2011](#)

[University of Hawaii Library Council Statistics](#)

[Library Instruction Statistics](#)

[Library Survey Questions, Spring 2011](#)

[Library Survey Results, Spring 2011](#)

[Faculty Survey - Library Instruction Follow-Up, Fall 2010](#)

[Information Technology Strategic Plan 2010-2015](#)

The College Skills (CSC) Evidence:

[College Skills Center Website](#)

[College Skills Center Annual Assessment Report for AY 2010-2011](#)

[Academic Support Fall, 2009-Spring 2010 Annual Assessment](#)

[Academic Support, Fall 2008-Spring 2009 Annual Assessment](#)

[Academic Support, Fall 2007-Spring 2008 Annual Assessment](#)

The Educational Media Center (EMC) evidence:

[Educational Media Center Annual Assessment Report, AY 2010-2011](#)

[Academic Support Fall, 2009-Spring 2010 Annual Assessment](#)