II.C. 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.

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.

II.C.1., II.C.1.a. – Descriptive Summary

Library:

The HCC Library’s Mission is to support the HCC Mission by assisting student, 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 restrooms on each floor, five study rooms for student use, and 329 study carrels and table seating. The Library has approximately 22 instructional/on-line catalog networked computer workstations for use by the students. Six computers are used to access Voyager and the electronic periodical titles, sixteen computers are for bibliographic instruction and are also available to students for course related research. There are additional computers for the faculty and the staff. Two copy machines are available for use, five microform reader/printers, a change machine, and an ATM machine.

The Library consists of five main departments, Public Services, Technical Services, Bibliographic Instruction, Reference Services, and Administration. The Library has five full-time librarian positions. Three of these positions are 11-month positions and two are
9-month positions. There are six paraprofessionals for the technical services staff and circulation staff. There are also seven student assistants.

The Library’s collections, as of FY 2004, consist of approximately 57,992 volumes of books, 156 print serial titles, 16 newspaper titles, 860 audiovisual materials, and 65,787 microform pieces. In addition, the Library provides access to 4,200 electronic serial titles, primarily through the InfoTrac database system [InfoTrac database system] and 6000 serial titles via the UH system consortium, primarily through the EbscoHost database system [EbscoHost database system]. All libraries in the University of Hawai‘i (UH) System, including HCC, currently subscribe to the Voyager database system [Voyager database system] which includes a public access catalog, circulation module, and a cataloging module. The catalog is searchable through the Library Website [Library Website]. The electronic databases are also accessible to students off-campus with their UH identification number. The Library has added approximately 2500 books in the past four years, largely due to grants received by the ESL department and the Oceanography department. The Library also received donations of non-fiction and fiction titles. The Library had made cuts to their serial collection, but electronic access to full-text journal titles has increased. The cuts are partly due to budget limitations. By comparison with community colleges of similar size, the HCC Library has an average size collection.

The Library, as part of the UH consortium, migrated to the Voyager online database system in 2001. This is the electronic catalog for the Library and also provides information on all Library catalogs in the UH System. The decision to migrate to Voyager was a system decision with dialog and consultation from representatives of all UH System Libraries. The librarians are assigned program areas for collection development. They check reviews of newly published books, and get feedback from students through Library instructional sessions and at the reference desk. HCC faculty members also request books. The librarians continually compare the Library collection against publisher catalogs, professional publications, and reviews to insure the currency and diversity of the collection.

The Head Librarian 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. Throughout the last few years, over half of the budgetary requests are for Voyager, electronic databases, magazine subscriptions, annual serial subscriptions, and printed and microfilm subscriptions of local newspapers. The balance of funds is listed as “General Funds” for books, equipment and supplies. Additionally, the Library has received additional funds for staff computers, security camera system, microform reader printer, and photocopiers. The annual budget has been supplemented by grants and gifts including two UH Educational Improvement Fund Grants, an Ifuku Foundation Grant and funds for books from an Oceanography US Department of Agriculture Grant. The Library completed a program review report during the spring 2005 semester [HCC Library Program Review Report].

As part of HCC’s ongoing assessment, a survey of Library users, “Amplifying Learning: Assessing the HCC Library,” was conducted in April and May of 2005. [Assessing the
Results from this survey include:

- Hours of the Library meet the needs of the students.
- The Library is a clean environment with study areas and equipment.
- Library resources meet the needs of the students, faculty, and staff.
- Qualified, friendly, and helpful staff readily assists students with their Library information needs.
- Library instruction classes teach students how to use Library resources.
- Overall, only about 5% of respondents strongly disagreed that the range of books for their programs was adequate; however, levels of satisfaction vary significantly by program. Programs particularly satisfied include: Aeronautics, Computers, Electronics and Networking Technology, and Human Services. Programs significantly less satisfied than the overall mean value for range of program oriented books include: Commercial Aviation, Communication Arts, Cosmetology, and Fire and Environmental Emergency Response.
- Similarly, most programs seem relatively satisfied with the range of program-oriented magazines (serials); however some programs are significantly more or less satisfied than the mean. Overall, only about 3% of respondents strongly disagreed that the range of magazines for their programs was adequate; however, levels of satisfaction vary significantly by program. Programs particularly satisfied include: Auto Body Repair and Painting, Marine Technology, Fashion Technology, Administration of Justice, and Automotive Technology. Programs significantly less satisfied than the overall mean include: Commercial Aviation, Early Childhood Education, Fire and Emergency Environmental Response, Aeronautics, and Occupational and Environmental Safety Management.
- Students did agree there are a sufficient number of computers for the online catalog and database searches. Over two thirds of respondents reported that they have used one or more of Library online database. InfoTrac was, by far, the most popular.

Results from the Library program review report submitted during the spring 2005 semester [HCC Library Program Review Report] include:

- Students see a need for more current books and magazines in their major. While the book collection does need to be updated, the Library has been fortunate to receive funds from different departments to purchase books and materials. The ESL department gave the Library $5,000 to purchase materials across the curriculum. The Oceanography program received a grant, which included over $30,000 to purchase Library materials and equipment. Prior to receiving these funds, most of the books in the Library collection were published between 1970 and the early 1990s. With this grant, approximately 150 books, seven magazines, 29 videos, and eight DVDs have been added to the collection.
- The Library had a part-time APT computer tech position, which is shared with the College Skills Center. This technician worked 10 hours per week and was primarily responsible for assisting in the maintenance of the Library’s public computers, research computers, online public access catalog computers and the Library’s wireless network. This temporary part-time position was with the Library for two
years. The person in this position has taken another full-time job within the College and now only periodically assists the Library. The HCC strategic plan includes a full-time position that would be shared with the College Skills Center, providing 20 hours of computer tech support per week.

The College Skills Center

The HCC College Skills Center’s (CSC) Mission statement is to support the HCC Mission by providing a warm and caring environment, which provides access to quality education and creates responsible self-directed learners. This is accomplished by:

- Providing placement testing for students
- Providing remedial 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 a separate 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 HCC. The main elevators of Building 7 provide access to floors 3½ and 5½ 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, which has a partitioned section for testing for students with disabilities, a testing intake room, and two remedial English classrooms. An additional remedial math classroom is located on the fourth floor.

The CSC staff includes two fulltime English instructors, one receiving eight credits of release time to serve as the CSC Coordinator, two fulltime math instructors, two part-time English lecturers, three fulltime educational specialists to help with tutoring in math and English, one disabilities services coordinator, one casual hire disabilities services assistant, one retention specialist, one clerk-typist, and 20 part-time tutor, testing room monitor and note-taker student assistants. The CSC shares a computer technician with the Library.

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 Tutor Handbook [CSC Focus Group Notes]. The tutors primarily assist with the remedial English and math students. During the 2004-05 academic year, the CSC initiated a program of faculty and staff tutoring funded through a Perkins grant to tutor technical students in liberal arts courses [Tutor Program flyer and poster].
The CSC has a wide selection of materials, many of them commercially prepared and many of them prepared by the CSC faculty for the remedial English and math programs. These materials include traditional print and multimedia 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 homegrown materials on an annual basis. Updates are based on student evaluations and on assessment. A new set of tests is created every year during the summer, and recently a new set of manipulative materials was purchased based on student comments. The CSC has computers in the lab and two English classrooms for use by students in instruction and class assignments as well as office computers for faculty and staff. [Interview with CSC Coordinator]

HCC recently received a TRIO Grant to improve the success rate of first generation HCC students. The CSC faculty and staff will be using funds from this TRIO Grant to develop techniques, strategies, and programs to meet the needs of the CSC students who qualify.

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 (DE) 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 disabilities services coordinator and disabilities services assistant disabilities are assigned to and utilize the CSC facilities to provide services to help meet the needs of students with disabilities. They work closely with the other HCC disabilities services coordinator, the HCC nurse, who is located in the Health Center. The faculty and staff members on the HCC Committee on Disability Access 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. The CSC is scheduled to complete and submit a program review report during the fall 2005 semester.

The Educational Media Center

The Educational Media Center’s (EMC) Mission is to support the HCC Mission with media resources by providing the highest level of quality services within its means, by producing media products that meet the intended goals of the clients for whom they were produced, and by providing services in a way that creates a positive experience for all concerned. The EMC goals are to:

- Provide the media support that instructors require to create a classroom-learning environment that meets the educational needs of the diverse student population of HCC.
• Provide the media support in the area of DE to meet community needs for alternative educational opportunities.
• Provide the media support that the College requires for promoting workforce and economic development, as well as the recruitment and retention of students.

The EMC is presently separated into three locations on the College’s main campus. The majority of the EMC spaces are located on the third floor of Building 7. Located here are the Media Design/Production studio, DE spaces, maintenance and repair facilities, offices for the EMC Director and staff, and the EMC Service Counter. The Print Shop/Graphics Department is located in Building 17. The Distance Education Coordinator’s office is located on the first floor of Building 6, the Administration Building.

The EMC is comprised of five main departments, Media Design/Production, DE, Media Support Services, Print Shop, and Graphics. The EMC Director heads the EMC. Additionally, the EMC personnel include the Distance Ed Coordinator, one media design/production specialist, one DE Media Specialist, one media support electronics technician, one Print Shop supervisor, one duplicating machine operator one offset press operator, two graphic artists and one clerk-typist. Nine student assistants augment the staff for support in media design/production, DE, maintenance and repair and the Print Shop. Faculty members may drop off their service and fax requests and pick up their duplication orders at the EMC Service Counter on the third floor of Building 7.

EMC Equipment can be categorized into several categories. The two largest categories are production equipment and classroom equipment. Production equipment is used by EMC 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.

In an EMC survey was given to faculty and staff in the Spring 2005 semester [EMC Survey], 48% of faculty and staff responded that the classroom media facilities were adequate, even though the number of media classrooms has grown from two to 54 over the past four years. This perception may be partly due to faculty members becoming more comfortable with multimedia equipment and wanting to use it more as they see others using it. In response to these perceptions, and because of the transition of video from tapes to digital video disks (DVDs) and video compact disks (VCDs), the increased usage of PowerPoint presentation, and the changing television (TV) standard, the present focus of the EMC is on the replacement of outdated equipment in classrooms. This is evidenced by the fact that the top three priorities on the replacement equipment list submitted by the EMC was for classroom media equipment. Currently there are approximately 54 classrooms in which the old TV/video cassette recorder (VCR) video viewing systems have been replaced with a ceiling-mounted liquid crystal display (LCD) or digital light processing (DLP) multi-media projector, a DVD/video home system (VHS) player and a sound system. Several rooms have Elmo Visual Presenters replacing overhead projectors. The EMC also assists individual departments, which have their own funds in selecting, installing, maintaining, and upgrading equipment. The EMC has been assigned the responsibility of operating and maintaining the Kapalama Multi-Media
Center located on the second floor of Building 2. This facility serves as a conference center for businesses and organizations in the community, as a meeting place for UH groups, and as a center for campus events. As such, it includes a state-of-the-art computer/video/audio system suitable for high-tech presentations.

The EMC Director 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. The CSC is scheduled to complete and submit a program review report during the spring 2009 semester. [Interview with CSC Director]

II.C.1., II.C.1.a. – Self Evaluation

Library

The HCC Library meets its goals of providing a physical space for resources and equipment that support the curriculum, a qualified staff to assist patrons, and an environment conducive to research and studying. Although Librarians have specific duties and responsibilities, all serve on the Reference and Information Desk and are aware of student assignments. They assist in the selection of materials for the Library. The Library had made cuts to their serial collection, partly due to budget limitations, but electronic access to full-text journal titles has increased. Because the spring 2005 Library survey showed that respondents were only a little above average in their ability to use the online catalog, efforts need to be made to increase this ability in the students. Students were also only a little above average in their ability to locate the materials, books and magazines they need in the Library. On a positive note, an above average number of students have used the periodical electronic database and accessed the online database off campus.

The numbers of computers and technical support for the computers continue to be problems in the Library. Several computers available for Internet access recently aged and began to have problems. Students complained the computers were too slow. These computers were removed from the Library and not replaced due to budget restraints and lack of technical support. Wireless Internet access has been made available to students with wireless-capable laptops in response to student complaints of lack of Internet service in the Library. Because the College has not increased the Library’s budget, the Library has been pro-active in pursuing and receiving grants for support and instructional purposes.

College Skills Center

The staff and faculty of the CSC are recognized as providing outstanding service to the students who utilize the services of the CSC. Faculty and staff members are student-centered, approachable, and willing to help students with difficulties in completing assignments. Although the College has recently 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 remain a problem. All spaces are filled to overflowing. During the beginning and toward the end of every semester the lab tends to be both noisy and crowded. During the first two to three weeks of the semester there are times when students come in to the CSC to study but decide to leave because all of the seats are filled. The most common comment was on the need for more tables and chairs. The concern is that the space/noise issue may be contributing to the dropout rate, so this may be the cause of some of the retention problems in the remedial English and Math series of courses. [Focus Group Notes]

When HCC went through budget cuts and re-allocation of funds in 2001, one of the cuts was to the director position of the CSC, called at that time, The Learning Center. The CSC faculty members were expected to handle management/administrative functions without release time or compensation. In spring 2002 a faculty member in the CSC was given four credits of release time to handle administrative matters. This helped but was still inadequate. In fall 2005 the release time was increased to eight credits. This again helped but again is inadequate for the proper running of the CSC and for long-range planning. The CSC is in need of a Coordinator with substantial time to handle both daily management and long-range visioning. There is also a need for more tutors. Comments by students on the remedial English Satisfaction Survey stated the need for more time with tutors and more tutors on Fridays. Since the loss of the part-time computer technician, one of the remedial math instructors now attempts to help with computer problems, but he does not have the level of expertise necessary for serious problems. The CSC utilizes the Information Technology Center staff for assistance, but needs to have on its staff a technician who is available on a daily basis. [Interview with CSC Coordinator]

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.

The CSC staff and students report in interviews and focus groups several areas that need improvement in the Services for Students with Disabilities:

- The two Disabilities Services Coordinators report to different administrators, which can slow coordination.
- Students needing services, particularly persons with learning disabilities, are increasing each year while facilities and staff are not keeping pace.
- Computer equipment cannot support recent software and hardware designed for disabled persons. Tape recorders do not have speed controls and perform poorly. “Zoomtext” equipment for vision-impaired students, is only black and white making color texts difficult to read.
- Late registration and late self-identification by disabled students can limit that facilities and services that can be provided during the first critical weeks of the semester.
- Faculty and staff on campus do not know about the facilities and services available for disabled students and cannot advise and encourage students to use them.
• Several recent incidents with emotionally disturbed persons have endangered staff and students.

Educational Media Center

The EMC is currently meeting its goal of providing the media support that faculty and staff members require to create a classroom learning environment that meets the educational needs of the diverse student population of HCC. Of major concern is that the EMC has very limited space for its current level of activities. Originally the EMC had the entire third floor of Building 7. Over the years, because of the growing space needs of the CSC and of PCATT, the EMC has given up substantial quantities of space. HCC, like several other community colleges on the island of Oahu, receives a yearly allocation from Olelo’ - The Corporation for Public Broadcasting, to support the production of video courses shown on a local public access channel. This budget provides the funding for the DE Media Specialist position, and three Student Assistant positions for DE production. While in the past this budget has been substantial, it has been dwindling until currently, it is about half of what it once was. It is possible that in the near future, this source of funding will disappear entirely. This would mean a loss of four positions in the EMC, and would seriously cripple the DE support for the College.

The EMC departments of Media Production, DE production, and Maintenance and Repair each consist of one full-time staff member. If that person is ill, there is no backup for that function. This has a serious effect on meeting schedule deadlines. In the last few years the College has gone from two media classrooms to 54, however there is still only one full-time technician to service all of these rooms. When the Kapalama Multimedia Center was created, procedures were in place to allowed the EMC to charge outside community groups who use the facility. These collected funds were to cover the costs of overtime for the EMC staff members who manage the facility. These procedures changed so there is currently no way for the EMC to recoup overtime costs to support the Center. Additionally, the EMC staff is tasked to constantly monitor and research emerging technologies and determining how they might be applied to better meet the educational mission of HCC. This stretches the EMC staff even more. The results of an internal survey with EMC staff and an interview with the EMC Director indicated that all agreed that there is a need for more staff in the EMC. [Interview with EMC Director]

II.C.1., II.C.1.a. – Action Plan

The Library will:

• Obtain a full-time computer technician
• Increase the number of computers for public use.
• Move 9-months librarian positions to 11-month positions.
• Increase materials in the Library to meet the needs of all programs

The College Skills Center will:
• Obtain more space for all CSC activities
• Obtain a full-time coordinator.
• Obtain additional tutors to serve the existing population better and to start serving students in upper level courses.
• Obtain a full-time computer technician
• Work with the HCC Administration and bring the two Disabilities Services Coordinators under a single administrator
• Work with the HCC Administration to increase funding, staff and facilities to meet the projected increase in students needing services, particularly learning disabled students.

The Educational Media Center will:

• Work with the HCC Administration to obtain the short-term space solutions necessary to address OSHA and other work, health, and safety issues and to create a faculty workroom and storage space for its valuable equipment.
• Work with the HCC Administration to develop, fund, and implement a formal plan for the long-term expansion of the EMC and CSC spaces as both grow.
• Develop a realistic budget for overtime work by EMC staff and obtain proper funding for it.
• Work with the HCC Administration to institutionalize the funding for the DE Media Production Specialist position and DE support.
• Develop a plan and obtain funding to hire more full-time, permanent staff members
• Work with the HCC Administration to develop a funding plan based on best practices for the regular purchase and replacement of computer and video equipment used by the EMC.
• Work with the HCC Administration to develop funding and deployment plan to expand the number of media-equipped classrooms across campus.

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.

II.C.1.b. – Descriptive Summary

Library

HCC’s librarians are dedicated to teaching information and research skills so that students can locate, evaluate and utilize information for papers, speeches, and class projects. The Library provides 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, which is available during all hours the Library is open. All librarians have Master's degrees in Library and Information Studies. They are available to help patrons find and use information efficiently and effectively. They provide Library instruction sessions to classes and individual students. The librarians create research guides to assist students with specific Library skills that are useful for their needs. These guides are readily
available within the Library for students to help themselves to as needed. Guides are also used for papers assigned by instructors for their classes and include:

- General information about the Library for students
- General information about the Library for faculty/staff
- How to do a bibliography MLA style
- How to document sources in APA style
- Guide to EBSCOhost databases
- Understanding call numbers
- Guide to Hawai`i Voyager
- Guide to InfoTrac OneFile
- Guide to SIRS Knowledge Source
- Locating information about famous people
- Guide to Hawai`i Newspaper index
- Locating information about Colleges and Universities
- Sources of information
- Locating information for Birthday Assignment
- Locating information about improving your study skills
- Guide to Literature Resource Center
- Dial-in access to the Hawai`i State Public Library System

The Library offers Library instruction on demand. For group instruction, the instructional librarians offer classes on how and where to find relevant information and how to properly use that information. Instructional sessions are tailored to student requirements and class assignments. Individual or small group assistance is also available for students who need in-depth assistance with their research topics. Instructional librarians work with faculty and design an instructional session for their individual classes. Instructional sessions teach strategies for using the online catalog, Hawai`i Voyager, to locate books in the Library, using the different electronic databases, InfoTrac, EBSCOhost, SIRS Knowledge Source, Literature Resource Center, and Science Direct, to locate magazine and newspaper articles, and using the Internet for specific research subject areas. During these instruction sessions the librarians:

- Inform students of policies for computer use in the Library
- Encourage students to ask questions at reference desk and for help at the circulation counter
- Urge students to apply for a UH ID to borrow items from UH system Libraries and to access Library databases from off-campus
- Remind students of the second floor of the Library where study carrels and circulating collections are located
- Explain how to prepare for Library research, which includes understanding assignments, and choosing and defining topics
- Demonstrate Library homepage-starting point of research that provides access to Library information, research guides, and online databases
- Demonstrate the Hawai`i Voyager online catalog and explain how to find books,
understand call numbers, renew books online, and request for Intra-system loan service
• Demonstrate the Hawai`i Newspaper index and newspaper clipping file
• Give a hands-on activity for students to practice how to find a book and an article on a given topic, and record information for a citation
• Check students’ answers individually and ask if there is any questions
• Inform students to sign up at the circulation counter if they want to continue to use research computers after class

The librarians also have handouts that are given to the class, covering the different search strategies. Sometimes classes are given exercises to complete as part of the instructional session. In many cases, it is an informal activity. The students receive Library instruction and then apply what they have learned to locate and retrieve information from the online catalog, the electronic databases, and the Internet for their research papers. The librarians rely on feedback from the faculty as to the quality of the student research papers based on the Library resources cited.

A log is kept of all the classes that have received Library instruction. According to the Library instruction statistics [Usage of Library Instruction by Classes, Spring 2001-Spring 2005] a total of 7785 students attended 486 Library instruction sessions. 38% of the total sessions given were for English classes. Speech classes accounted for 18% of the sessions and sessions for the Employment Training Center accounted for 16%. Other sessions were delivered to Early Education, Administration of Justice, History, Communications, Occupational Safety and Family Resources classes. To advertise the Library instructional program one librarian wrote an article titled “Information Hungry or Information Overload?” which was published in the October 2004 issue of the Faculty Development Newsletter. The librarians use e-mail to inform faculty and staff members about the Library instructional sessions available. Several informative workshops were held for faculty and staff to see first hand how the sessions can be helpful for their students and themselves.

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 evaluating the materials for effectiveness, updating them regularly, and adding to them as needed. The computers in the CSC English classrooms are up-to-date and have Internet access.

II.C.1.b. – Self Evaluation

Library

After a class has received Library instruction, the faculty members are asked to distribute the Library instruction student evaluation. Responses are used to improve future Library sessions. Informal feedback from the faculty members is also used. The purpose of the student evaluation is to help the librarians to understand how the students are learning
and adjust and improve the teaching. The evaluation asks:

- If this was a first time session
- If the session was helpful, clear, and understandable and presented information that is new
- If the session presented something new
- If the librarian was helpful and knowledgeable
- If after the session they felt comfortable using the Library or asking the librarian for help
- Comments on the what they learned from the session

Based on a student evaluation report [Compilation of Student Evaluations 2002-2005] with a total of 2634 responses 69% indicated that this was their first instructional session. More than half strongly agree that the session was helpful, clear, understandable and presented new information. 65% percent of the students strongly agree that the librarian was helpful and knowledgeable. After the Library instruction session, 47 % felt comfortable in using the Library and 54% were comfortable in asking the librarian for help.

A questionnaire was developed to assess students’ knowledge of Library use skills [Library Skills Assessment-April 2003]. The results of this questionnaire were used to determine modifications to the Library instructional sessions by identifying areas that needed improvement. Compilation of statistics compared results from students who had attended at least one Library instructional session and those who had no instruction. In general, students who had attended a previous session did better than those who did not. Results indicate instructional sessions need to emphasize and clearly explain the terms and concepts associated with Library research. Since this survey was an initial attempt to gather general information to improve Library instruction, it is apparent that a follow-up survey needs to be better organized and that questions needs to be composed to elicit more useful information. While Library skills alone do not define information literacy, they assist in the information seeking ability needed by students for lifelong learning.

According to the Spring 2005 Library survey, [Amplifying Learning: Assessing the HCC Library] with a total of 498 student respondents, 62% indicated they have attended a Library instructional session. 80% of the students who attended Library instruction rated the session either good or excellent. Typically, Library instruction is given to a wide range of classes and specifically designed to meet the needs of the particular class. There are, however, many other classes, especially in the Career and Technical Education areas, that do not request Library instruction. The Library needs to expand the Library instructional program across the curriculum. [Library Program Review Report]

College Skills Center

The computers in the CSC English lab are outdated and continually freeze-up when they are in use. They lack speed, disk space, do not have current operating systems or software, and cannot access the Internet. This means students cannot work on
assignments in the CSC lab that they have started on their home computers or in the English classroom and cannot conduct Internet research. These facts are supported by scores on the Remedial English Satisfaction Survey Summary, which shows that among the lowest rates of satisfaction are those given to the functioning of the computers [English 20BCDE Satisfaction Survey Summary]. Due to the limitations of the College budget, there are currently no budget or plan to replace these computers. There is a need for a color Zoomtext for visually impaired students, so they can take advantage of the graphics content of the Internet. This would also be useful when two visually impaired students request assistance at the same time. [Focus Group Notes]

II.C.1.b. – Action Plan

The Library will:

- Develop student-learning outcomes for Library instruction.
- Advertise services and information resources to expand the Library instructional program.
- Continue to evaluate the Library instructional program and delivery methods in order to work on areas that need improvement.

The College Skills Center will:

- Update the computers in the English lab
- Obtain a color Zoomtext

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.

II.C.1c. Descriptive Summary

Library

An integral part of the Library’s mission at HCC is the accessibility of services for students and the faculty, staff, and programs that serve them. The Library provides on-campus accessibility to students and College personnel through its online Internet access capabilities, operational procedures and policies, appropriate staffing, bibliographic instruction sessions for students, and facilities. Off-campus access is available through the Library website [Library Website]. Distance education students may contact the distance education librarian via e-mail. Students can access online resources such as magazine and newspaper databases, Web sites, and Library catalogs, including the University of Hawai`i Voyager System and the Hawai`i State Public Library System, from computers in the Library. The Hawai`i Voyager WebPAC provides access to the database of materials at the HCC Library, the libraries of the University of Hawai`i System, and other libraries in Hawai`i.
University of Hawai`i System Libraries include:

- Honolulu Community College Library
- Edwin Mo`okini Library, University of Hawai`i at Hilo
- John A. Burns School of Medicine (JABSOM) Library Resource Center,
- University of Hawai`i at Manoa (formerly School of Public Health Library)
- Kapi`olani Community College Library
- Kauai Community College Library
- Leeward Community College Library
- Maui Community College Library
- School of Ocean and Earth Science and Technology (SOEST) Library,
- Sinclair Library, University of Hawai`i at Manoa
- University of Hawai`i at Manoa
- University of Hawai`i West Oahu Library
- William S. Richardson School of Law Library, University of Hawai`i at Manoa
- Windward Community College Library

Start of Hawai`i Libraries include:

- Bishop Museum Library
- East-West Center Research Information Services (RIS)
- Hawai`i Business Research Library
- Hawai`i Legislative Reference Bureau (LRB) Library
- Hawai`i Medical Library
- Hawai`i Pacific University (HPU) Library
- Hawai`i State Archives
- Hawai`i State Public Library System (HSPLS)
- Hawaiian Historical Society Library
- Joseph F. Smith Library, Brigham Young University-Hawai`i
- Municipal Reference and Records Center
- Supreme Court Law Library
- University of Hawai`i Institute for Astronomy (IFA) Library

The hours of operation are posted at the entrance of the Library, on the College course schedule each semester, and on the College website. The hours are set to coincide with course offerings and student needs. The Library hours are:

Monday through Thursday  8:00am – 7:00pm
Friday                   8:00am – 3:00pm
Saturday                 10:00am – 1:00pm
Sunday and Holidays      Closed

Semester Breaks
Monday through Friday     8:00am – 3:00pm
The UH identification card allows students to access materials from any UH System Library. Students also use this card to access information in the Library database from home or any other location off-campus with Internet capabilities, renew books, make searches, retrieve sources, and e-mail or download information. Students have access to resource on-shelf collections such as periodicals, books, reserve materials, microform collections, media, and audio/visual equipment as well as copiers and printers. For studying, the Library provides students with access to quiet study carrels and study rooms. In the Spring 2002 the Library received a new circulation counter and reference desk workstation. They are both ADA compliant. Additionally, through disability funds, the Library received two pneumatic tables for computers that are ADA compliant. One is for the Public Access Catalog and the other is in the Research Computer area. The Library exudes a welcoming atmosphere to students through its friendly staff and varied and timely displays of exhibits at the Library’s entryway and on the second floor.

College Skills Center

The CSC offers services to HCC students Monday through Thursday from 8:30 am to 7:30 pm. The CSC is accessible for students with disabilities via an elevator, 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. Additionally, all HCC faculty members have been instructed to refer students with disabilities to the Disabilities Services Coordinator in the CSC.

The CSC website includes the CSC mission statement and provides information about the hours and services of the CSC. The CSC website homepage contains links to pages which provide information about placement testing services, Asset Prep classes, faculty tutoring program information, and calendars for fall, spring and summer activities. Additionally, more specific details on the CSC schedule are available in a .pdf document clickable from the CSC homepage. The CSC homepage also has a link to a site where visitors can download Adobe Acrobat Reader to read the .pdf files on the CSC and other HCC WebPages. [CSC website]

Educational Media Center

The EMC offers services to faculty, staff, and administration Monday through Friday from 8:00 am to 4:30 PM. The hours and staff members are listed in the HCC phone directory and on a sign at the EMC Service Counter. The EMC room number is listed in directories on the landing where the outside elevators for Building 7 stop. The services of the EMC are also highlighted in the annual orientation given to new faculty and staff at HCC and listed in the HCC Catalog. Forms for requesting EMC services are available online on the HCC intranet website. [EMC Forms Online]
II.C.1c. Self Evaluation

Library

In the Spring 2005 Library survey [Amplifying Learning: Assessing the HCC Library] students found the Library website informative and useful for research and 68% of the students responded that they have used one or more Library online resource databases for their research. Students also noted appreciation of the Library’s wireless information service but responded with a request to upgrade the system for speed and efficiency. Students on the survey agreed that there was an adequate number of computers for their research needs. In general, students seem satisfied with online access services. 90% of the students were generally satisfied with the Library hours for Monday through Thursday. From this data, however, there was a difference in satisfaction for these Library hours between the full-time day students and the full-time/part-time evening students. Evening students were less satisfied with Monday through Thursday hours, noting in the comments section the early closing time. Students expressed even less satisfaction with Friday Library hours and the Saturday hours. Comments reflected students’ need for more access to services beyond the stated hours. Policies regarding computer use in the Library drew an abundant number of comments ranging from needing more computer access in the Library and expanded Internet access, especially for e-mail. Another access issue addressed in the survey was the no food or beverage Library policy, which is in contrast to the modern day bookstore paradigm that incorporates food, drinks, book clubs, fiction offerings, DVDs, and videos to attract and retain users.

The Library survey indicated the Library staff members were highly commended by students for their helpfulness, friendliness, and ability to answer questions. The staff ratings were the highest scores of all items in the survey. 67% of the respondents on the survey attended a Library instructional session. Of those attending, over 80% rated the instructional session as good or excellent. The instructional sessions are well attended and appreciated by the students. Library instruction is given to a wide range of classes and specifically designed to meet the needs of the class. There are, however, many other classes, especially in the Career and Technical Education areas that do not request Library instruction. The Library staff members want to expand their Library instructional program across the curriculum. A number of respondents suggested that the appearance and layout of the Library should be improved. These comments included suggestions on paint, carpets, and relocating of reading areas.

The renovation of the freight elevator in Building 7 was completed in summer 2004. Prior to this renovation, access to the elevator was primarily through the front entrance of the Library, with an elevator key. The public elevators for Building 7 stop on floors 3 ½ and 5 ½. Students, faculty and staff members walk up or down a half flight of stairs to get to floors 3 to 6. If students, faculty or staff members could not negotiate the stairs for medical reasons, they were issued a key to the freight elevator. The problem for people using the freight elevator after the Library closed, was exiting the Library. They would need to call a security guard to meet them at the front door of the Library and unlock the door so they could leave. With the renovation, the elevator opens to the rear of the
building when the Library is closed. When the Library is open, users have the option to enter/exit through the Library or through the back of the building. Access is restricted to users with an elevator key card.

The College Skills Center

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 students in the Focus Group were not aware of the CSC website [Focus Group Report]. The CSC website is quite comprehensive and does satisfies Priority 1 of the Web Content Accessibility Guidelines, which governs the format, content and accessibility of websites.

Educational Media Center

The EMC provides several sources of information about their services to faculty, staff, and administration. Work order request forms are available online to facilitate EMC requests. The EMC Service Counter is open during regular business hours for faculty and staff. In addition, the EMC staff members often deliver services for campus events in the evenings, weekends, before and after official opening hours, and at off campus locations. As examples, the EMC staff members provide media services for the HCC Fashion department fashion show held in a hotel in Waikiki on a Saturday and activities held at the Kapalama Multi-Media Conference Center occur beyond the normal EMC hours. While there is some suggestion that the EMC expand their hours to cover evening classes, the majority of the faculty and staff polled in a recent survey indicate that the hours are sufficient. If hours were expanded, the current staff would not be able to accommodate the extra hours and additional staff would be required. Starting personnel at a later time would not be feasible as there is presently only one staff member in each EMC department.

II.C.1c. Action Plan

The Library will:

- Advertise the existence of the wireless network in the Library and assist with its upgrade for efficiency and speed.
- Examine the possibility of extending the hours of the Library keeping in mind that when the Library is closed, there is access to the Library’s databases via the Internet.
- Examine the Library computer-use policies keeping in mind the limited budget, lack of electrical power, and lack of the technical support for the computers.
- Maintain and enhance the positive reputation the staff has garnered.
- Advertise the Bibliographic Instruction so that more faculty members are aware of this service and have open bibliographic instruction sessions at different times during the semester for students.
- Continue to provide an inviting learning environment for all students, providing access to resources as well as equipment.
• Provide more computers and study carrels to enhance the learning experiences of students with disabilities.

The College Skills Center will:

• Publicize the CSC website more to students who use the CSC services.
• Publicize the CSC website to the rest of the campus.
• Maintain accessibility for the CSC website as the content and format of the website changes and develops.

The Educational Media Center will:

• Expand the EMC website to provide information listing staff members, the services offered, and as the EMC expands its services, tips on creating and revising media materials.
• Investigate expanding its hours keeping mind the need to hire additional personnel to allow this expanded service.

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

II.C.1.d. – Descriptive Summary

Library

The Library is housed on the first two floor of Building 7 with approximately 34,200 square feet of space to secure. The Library has installed a new security system that has six cameras to view the two floors as well as the back lobby entrance/exit. There is a 3M Security System in place at the Library. 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. The Library was built in 1974 and many of the furnishings are over 30 years old. Due to the college’s hard working custodial and maintenance staff, the carpet, furniture, and the other facilities have endured quite well. The Library has a custodial staff member assigned to maintain the Library facilities. The new security system, The Digital Sprite 2, 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 hooked up 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 security system equipment.

A major problem over the last few years is mold growth on the Library’s books and
furniture. The initial outbreak was in August 2000. The Library had been without air conditioning for three days and humidity rose about 90%. The College paid approximately $2,000 to a private company for the removal of mold from the Reference and Hawai`i Pacific Reference Collections on the first floor and several areas in the General Collection on the second floor. It is a continuous job to monitor and remove mold as it is discovered. The Library staff is diligent in their search for mold. The cleaning of mold takes several steps. The Library staff members and student assistants help in the daily upkeep of the carrels and chairs for study areas within the Library. The maintaining of Library equipment including computers is also part of the daily routine in keeping a dust free environment.

The College Skills Center and Educational Media Center

The HCC operations and maintenance staff maintains the CSC and EMC. The custodial staff cleans the facilities daily, and the maintenance staff makes electrical and other repairs when necessary. Additionally, the HCC Apprenticeship program regularly assists with minor construction projects such as painting, construction of partitions and hanging doors in the office facilities. These projects usually are carried out during the summer months. The HCC security staff provides security for the CSC and EMC, offering suggestions for improvements in security, responding to requests for help with students who are security threats, and making regular security rounds after hours. Additionally, CSC staff and faculty have attended workshops on campus dealing with security and handling difficult people. A Honolulu Police Department police officer presented a workshop, giving advice to CSC staff on dealing with threatening students. As a result of his advice, CSC faculty and staff now call 911 first and then inform the HCC security staff when there is an incident.

II.C.1.d. – Self Evaluation

Library

The Library has met the recommendation from the last accreditation, to continue to pursue additional revenue sources for facility maintenance by purchasing a new security system with end-of-the-year funds. The College strategic plan includes a strategy to “Upgrade and expand electrical system to support growing need for computers and printers.” The Library needs to be added to the list of participants. The Library has experienced ongoing problems with computers and other equipment shutting down because too many pieces of equipment are on the same electrical circuit. Replacing the carpet in the Library, which is over 30 years old, has been discussed for several years with the current Vice-Chancellor for Administrative Services and his predecessor. Deciding what type of flooring will be best for the Library is still in the preliminary planning stage. Leeward Community College recently completed re-flooring their Library and will be sharing their experiences with the UH Library Council. Comments from the Library user survey suggest a new coat of paint and new carpeting. [Amplifying Learning: Assessing the HCC Library]
The College Skills Center

The HCC staff properly maintains the CSC, so it meets the standard for cleanliness and maintenance of the facilities. The assistance of the Apprenticeship program is essential to the re-designing of the CSC facilities based on evaluations to meet changing needs. The CSC has had several incidents with students who threatened CSC faculty and staff and who presented serious potential dangers. Some of these students appeared to be mentally disturbed and may be part of the increasing numbers of disabled students HCC has been enrolling in the past few years.

The Educational Media Center

Whenever EMC staff feel like their rooms needs additional maintenance, the HCC maintenance staff is most accommodating. Normally, EMC staff or Student Assistants clean several of the EMC rooms and equipment on their own so as to protect the high-valued equipment. The EMC staff work with the Apprenticeship program and other units on campus to make needed repairs, alterations, stages, and backdrops for EMC facilities and campus events. These partnerships are often vital to the success of the programs. For example, at the recent 9/11 Memorial Dedication, the Apprenticeship and Sheet Metal programs built a stage and created a flag backdrop. There have been several instances when security has informed the EMC staff that they have discovered unlocked doors at night. These have been in area of the studio, the duplication room, and the student workroom. Personnel responsible for those areas were notified and cautioned to double-check doors when they leave. [Interview with EMC Director]

II.C.1.d. – Action Plan

The Library will:

- Evaluate the Library's electrical system.
- Submit the Library’s electrical system for inclusion in the Strategic Plan.
- Upgrade and expand electrical system to support growing need

The College Skills Center will:

- Implement a plan to ensure the security and safety of faculty, staff, and students who may be threatened by other students.
- Work with the HCC Administration to support faculty and staff in dealing with threatening and intimidating students.

The Educational Media Center will:

- Work with the HCC Administration to ensure the EMC has adequate space for the secure storage of its valuable equipment.

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.

II.C.1.e. Descriptive Summary

Library

The current Library management system subscribed by the University of Hawai‘i consortium is the Voyager system which includes a public assess catalog, circulation module, and a cataloging module. The HCC Library migrated to this system in 2001. Each College and University database within the UH System is accessible through this agreement. The University of Hawai‘i Library Council (UHLC) was created when the Libraries of the University of Hawai‘i System migrated to Voyager and a shared database. The purpose of UHLC is to establish policies and improve and expand services and resources offered by the Libraries. System-wide polices and procedures have been established for circulation and cataloging. Also, cost saving consortium purchases, such as EbscoHost and Science Direct, are possible through agreements by UHLC. Another collaboration within all UH universities and colleges is the intra-system loan (ISL) system. Access to all databases in UH system is available through Voyager. Faculty and students may request materials found in the other databases through the Honolulu Community College Library.

The HCC 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 Department of Education, private colleges and universities, and private elementary and high schools. HLC has agreed to subscribe to EbscoHost, an online database of full-text newspaper, magazine, and journal articles. The HLC is in its third year of this agreement, which has lowered the cost to each library for EbscoHost.

The Educational Media Center

Honolulu Community College, along with the several other community colleges on the Island of Oahu, receives a yearly budget from Olelo‘ - The Corporation for Public Broadcasting, to support the production of the educational programs that it shows on the Educational Access Channel of Oceanic Cable. The DE Coordinator coordinates the spending of this budget and regularly attends meetings with representatives from he UH and the other Community Colleges who share the Olelo‘ funding.

II.C.1.e. Self Evaluation

Library
The HCC 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 is also a member of the HLC. The consortium members have also created by-laws. Although the UH System Library Intra-system loan service (ISL) is in place, only 14% of respondents from the recent Library survey have used the ISL service. Of this small number of users, only 32% found ISL useful and 28% received the ISL materials in a timely fashion. [Amplifying Learning: Assessing the HCC Library]

The Educational Media Center

The Olelo’ budget is the only funding source for all the cable telecourses in the College’s Distance Education offerings. Should this funding be reduced or eliminated, this telecourse venue of DE will be compromised to the point of disappearance. In order to avoid this, the College needs to institutionalize the funding of DE.

II.C.1e. Action Plan

The Library will:

- Conduct a focused survey of ISL users to look at improving this service.

The Educational Media Center will:

- Continue to ask for the institutionalization of funding for the DE Media Production Specialist and DE support positions.

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.

II.C.2. Descriptive Summary

Library
Like all programs at the College, the Library uses program review to evaluate its services in meeting of student needs. The program review is the means by which the Library also evaluates its goals. [Library Program Review Report]. The program review has been completed and serves as an overarching evaluation of the program. In the review process, the Library staff refined its mission statement, identified strengths and challenges, surveyed and analyzed faculty, staff, and students feedback, determined outcomes of goals, and set goals for the future. Staff, faculty, and student feedback was generated campus-wide in surveys. The Library also developed and utilized an assessment of its own that sought input and feedback from student Library users in the Spring 2005 Library survey [Amplifying Learning: Assessing the HCC Library]

The College Skills Center

The CSC, its courses, and its faculty are evaluated to ascertain if it is meeting the needs of the students it serves. The evaluations are used to improve the services, the courses, the materials, and the teaching techniques of the faculty. The EMC is scheduled for program review during fall 2005. The HCC Institutional Environment Survey provides information as well. Student evaluations of courses provide information about the remedial English and math series of courses [English 20BCDE Faculty Course Evaluations]. The CSC faculty members also perform completion rate studies for their completers in upper level courses and contact faculty of upper level courses to find out how their remedial English and math completers are performing in their 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.

The Educational Media Center

The EMC is aware of the need for the assessment of its media services and products. The EMC staff has implement assessment for several of the DE course offered on the Oceanic Cable Educational Access channel. This has been accomplished by implementing a pretest (prior to the course start) and post-test (at the end of course) assessment on each course’s WebCT support sites. There has been limited success in assessing the DE and WebCT courses offered by the College supported by the EMC. Currently there is not an standardized campus-wide evaluation form for the EMC’s services utilized by faculty, staff, and administrators. Two have been developed by the Media production/Media Support departments, and a separate one has been developed by the Print Shop/Graphics to gather data on the quality of service delivered by these EMC departments. The Institutional Effectiveness Survey [Institutional Effectiveness Survey] did include two questions pertaining to the effectiveness of the EMC. Of those responding, 68% agreed or strongly agreed that the ‘Media Services are adequate to support the college.’ Of those responding, however only 49% agreed or strongly agreed that the ‘Classroom media facilities are adequate for the College.’
II.C.2. Self Evaluation

Library

In its program review report, the Library assessed its principal goals and outcomes by analyzing circulation figures and student information competency through data collected on student use and evaluation of services through faculty and student surveys. This data will be used to as a basis by the College for improvement in the Library. The annual assessment process offers the Library staff the opportunity to make plans based on annual self-assessment. The staff can work together to make appropriate and fiscally feasible plans of action. The faculty and student surveys can be utilized to improve on services to all at the College. Two recommendations included in the last HCC accreditation self-study report include:

- The College should ensure that steady funding is available to maintain the quality of its collection.
- The Library should continue to pursue additional revenue sources for collection maintenance.

The College has not increased the Library’s budget. Some pursuit of additional revenue sources has been accomplished. More needs to be done. The Library has asked to be included in the HCC Strategic Plan for funding for an increase in materials for all programs and to be included in programs seeking grants [HCC Strategic Plan].

The College Skills Center

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 [English 20BCDE Faculty Course Evaluations]. 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. When problems are identified, the problems and their solutions are shared in a tutoring handbook that is updated daily and through e-mail messages sent by the Tutoring Coordinator [Focus Group Notes]. 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. Faculty of the CSC regularly engage in workshops to enhance their skills and attend the biannual PAC PAIR, Pacific Assessment Conference to further enhance their knowledge of assessment of student learning. [Interview with CSC Coordinator]

The Educational Media Center

The Institutional Effectiveness survey responses indicate the EMC has a need to provide more services to College faculty and staff and that the classroom media facilities are in
need of improvement. In regards to other media products, the EMC has created a survey, which will be given to the user after each service request is completed. Effectiveness of the products and services received will be measured in this survey by the faculty and staff members’ ratings on a question specifically addressing this effectiveness. Individual instructors in the classrooms will assess EMC product and service effectiveness in instruction. The EMC will assist the instructor in developing the assessment tools and method if needed. These surveys will also evaluate customer service, service and product quality, and timeliness of service completion. The information from the surveys will be used to assess and improve EMC services. [EMC Product and Services Evaluation]

II.C.2. Action Plan

The Library will:

- Increase the number of patrons using the Library
- Advertise services and information resources.
- Improve signage within the Library

The College Skills Center will:

- Encourage faculty and staff to attend assessment workshops and participate in College activities designed to improve their assessment of students.
- Continue to develop assessment instruments to assess the achievement of the students in the remedial English and math programs.
- Work with the HCC Administration to support the purchase of materials and assessment instruments needed to assess CSC student achievement and CSC services.

The Educational Media Center will:

- Work with HCC Administration to adequately fund and staff the EMC in order for the EMC to expand its services to faculty.
- Work with HCC Administration to provide funds so that more multi-media classrooms can be designed and equipped.
- Implement the EMC Product and Services Evaluation to gather data to assess and improve the EMC.
- Implement a DE evaluation process to improve all aspects of these courses.

Library Evidences

Library Website
HCC Budget
The Campus Pulse: Gauging Faculty/Staff Perspectives of the Institutional Environment Honolulu Community College, survey, Spring 2005.
University of Hawai`i Library Council Information Sheet, updated September 14, 2005.
University of Hawai`i System Library Data (2004 fiscal year report).
Libraries of the University of Hawai`i Annual Report.
Library Instruction Statistics, 2001-2004
Library Instruction Student Evaluations

CSC Evidences

CSC Website
HCC budget
The Campus Pulse: Gauging Faculty/Staff Perspectives of the Institutional Environment
Honolulu Community College, survey, Spring 2005.
CSC Staff meeting Minutes
Interviews with CSC Faculty and Staff
Focus Group Notes
University of Hawai`i Community Colleges Instructional Assigned Time Request
Completion Reports
Faculty Course Evaluation Math 20 and English 20 Satisfaction Survey Summaries
Enrollment and Completion Rates in English 20E and Math 20 D
Students Who Completed Eng 20E Completion Rates in Eng 22, 51, and 60
Students Who Completed Math 20D Completion Rates in Math 24, 50, and 53
English 20 BCDE Student Learning Outcomes
Course Outcomes for English 20 BCDE
Math20 BCDE Student Learning Outcomes
Course Outcomes for Math 20 BCDE
Academic Support Services for Students at the College Skills Center flyer

EMC Evidences

EMC Website
HCC budget
The Campus Pulse: Gauging Faculty/Staff Perspectives of the Institutional Environment
Honolulu Community College, survey, Spring 2005.
Work order forms
Interview notes