
Library

Mission
The Library supports the mission of Honolulu Community College by assisting students, faculty and staff in obtaining and using information resources effectively to enable and promote student learning.

Goals/Service Area Outcomes

Student Learning Outcomes (SLO) and Service Area Objectives (SAO)

SLO 1: Students will be able to identify and access needed information effectively and efficiently.

ACRL Information Literacy Standard 1 (know) and Standard 2 (access)

Instructional objectives include:
- Gain familiarity with the library and its online resources. [e.g. services physical layout, website, etc.]
- Identify and use keywords, synonyms, and related terms to locate needed information
- Access and retrieve appropriate sources for specific needs.

Assessment measurement: Student instruction survey, faculty instruction survey, annual library survey, and general student feedback/observation

Assessment of results: Continuous (annually and by semester).

SLO 2: Students will be able to evaluate information and its sources critically.

ACRL Information Literacy Standard 3 (evaluate) and Standard 5 (ethical/legal)

Instructional objectives include:
- Evaluate for reliability, validity, accuracy, authority, timeliness, and a point of view or bias.
- Recognize and apply search strategies to limit or expand results.
- Select and appropriate citation style and use it consistently to cite resources.
- Develop and understanding of plagiarism.

Assessment measurement: Student instruction survey, faculty instruction survey, annual library survey, and general student feedback/observation.

Assessment of results: Continuous (annually and by semester)
These SLOs were developed using the guidelines set forth in the Information Literacy Competency Standards for Higher Education.* Association of College & Research Libraries (ARCL).

SAO 1: Provide consistent, accurate, and timely professional support services to students, faculty, staff, and the community.

Service areas covered:

- Library administration – Management and supervision.
- Circulation Services – Borrowing books, media, articles (ISL & ILL), and assistance with implementing library policies for fees and fines.
- Reference Services – Reference desk interviews, telephone & email contacts and referral.
- Technical Services – Acquisition, cataloging, serials, and classification of print and electronic library collections.

Objectives and goals: The Library will address service area objectives annually based on assessment results and/or self-evaluation.

Assessment measurement: Surveys, statistics; and student, faculty and staff feedback.

Assessment of results: Continuous (annually and/or by semester).

*ACRL Information Literacy Standards

An Information literate student is able to:

Standard 1. Determine the nature and extent of the information needed.
Standard 3. Evaluate information and its sources critically and incorporates selected information into his or her knowledge base and value system.
Standard 4. Use information effectively to accomplish a specific purpose.
   (Instruction librarians will survey faculty and determine outcome of this Standard)
Standard 5. Understand the economic, legal and socio-economic issues surrounding the use of information and uses information ethically and legally.
Part I. Program Demands

A. Library Staff
1. 9 staff:
   5 Librarians (Faculty)
   2 Library Technician V
   2 Library Assistant IV
2. 4 Student assistants

In October 2014, one Library Assistant IV position became vacant. The library staff covered duties and responsibilities of this position and maintained library hours for the remainder of the fall semester. The Head Librarian reviewed position descriptions and examined options to convert a Library Technician V position to an APT position. Due to this process, the Library Assistant IV position remained vacant.

Workload and the experience of being short one library staff member, lead to the decision to cut library hours for the Spring 2015 semester by 3 hours per week. The library closed at 4 pm on Tuesdays, instead of the normal 7 pm closing. Closing earlier on Tuesdays helped with staffing issues. We chose to maintain our Saturday hours.

The earlier Tuesday closing did impact students. In past semesters we averaged about 74 students between 4pm – 7pm. Students asked where they could study and if there were computers elsewhere on campus. One faculty member who taught a class on Tuesday evenings was concerned about her students obtaining reserve materials in the library. We explained that we were open other evenings until 7 pm and on Saturdays for 3 hours. We did not receive any feedback for the faculty member during the semester.

In consultation with the Dean of Academic Support and the Human Resources Manager, the Library Technician V position will be redescribed as an APT position. Similar APT positions are in place most UH System Libraries. The vacant Library Assistant IV position will be advertised. We are hoping to fill the position by Fall 2015 and revert to the Tuesday evening closure of 7 pm.

The library has an average of 4 student assistants. With the increase in the minimum wage for student assistants and the flat budget, we have had to adjust the number of hours we can offer students. We depend on our students to assist with shelving library materials, maintaining the order of materials on the shelves, assisting at the circulation counter and print window, light cleaning, and other clerical duties. Due to the budget situation, last year we advertised for SA II rather than SA III. Still, with a smaller student assistant budget, we may not be able to maintain both evening and Saturday hours. For safety reasons, we have a minimum of 3 people working the evenings and Saturdays. Unless we have an increase in the student assistant budget, we may not be able to offer Saturday hours.
B. Budget Allocation
The library budget for FY2015 remained flat. The majority of the library’s budget covers continuing costs including the library’s management system, subscriptions to databases, software programs, serial subscriptions and maintenance contracts for library equipment including security gate, photocopiers and microform machines. The library’s special fund account, from overdue fines and fees, and print fees helped to pay for replacement books, maintenance contracts for the photocopiers and supplies for the printers, including paper and toner. Without additional funds, the library is limited in purchasing resources to update the library’s collection. Last fiscal year, with the help of Perkins funds, the library was able to purchase materials for the CTE programs. Last year we added 835 new materials compared to 657 materials this year. Of the 657, 185 materials were donations.

<table>
<thead>
<tr>
<th></th>
<th>FY2014</th>
<th>FY2015</th>
</tr>
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<tbody>
<tr>
<td>Total Collection Expenditures*</td>
<td>$90,288**</td>
<td>$159,124</td>
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</table>

*Includes print & electronic resources, grants, and supplies
**revised figure from last year

Grants received FY2014-2015
Total: $49,200
The library received 2 grants this year, through the efforts of Sarah Myhre (Proposer), Stefanie Sasaki, Nadine Leong-Kurio (Proposer), Ruby Lobetos, Kara Canite, Manny Castaneda and Dee Akiu. Sarah and Stefanie received $14,000 from the Achieving the Dream Innovation Award for “Computers for Student Success”. The campus gave an additional $5,000, for a total of $19,000 to fund 25 new computers. One purpose of the grant was to provide new computers to enable students to do research and create documents in a more efficient manner. The computers arrived in late Spring and were installed by the IT Department during the summer. [See the attached grant, Appendix 1]

Nadine, Ruby, Kara, Manny and Dee received $25,200 from the Part-time Student Initiative and an additional $5,000 from campus for a total of $30,200. The project title is “Library Redesign: Creating a Sense of Place for the Part-time Students. The funds were to purchase furniture and window treatments for the 1st floor study and reading space, transforming it into an area for collaborative study and for library and college events. The window shades have been installed. The library is waiting for the furniture to be delivered and assembled by the end of August. [See the attached grant, Appendix 2]
Part II. Quantitative Indicators (i.e. Gate counts, # of services providing, # of students serviced)

Gate count
The library was open 54 hours per week during Fall 2014 semester, 51 hours per week during Spring 2015 and 35 hours per week during the summer and semester breaks. Even with the shorter hours from the previous fiscal year, we had a significant increase in the number of library users. More students used the library, especially the 2nd floor study area.

<table>
<thead>
<tr>
<th>Gate count</th>
<th>FY2014</th>
<th>FY2015</th>
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<tbody>
<tr>
<td></td>
<td>78,735</td>
<td>101,129</td>
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Circulation statistics
Overall, the circulation statistics increased over last fiscal year. This goes along with the large increase in our gate count and the students using the library’s facilities and resources. [SAO 1]

<table>
<thead>
<tr>
<th>Statistics</th>
<th>FY2014</th>
<th>FY2015</th>
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<tbody>
<tr>
<td>Students</td>
<td>6,414</td>
<td>6,877</td>
</tr>
<tr>
<td>Faculty &amp; others</td>
<td>1,050</td>
<td>1.092</td>
</tr>
<tr>
<td>Total charges &amp; renewals</td>
<td>7,464</td>
<td>7,969</td>
</tr>
<tr>
<td>Intrasystem loans</td>
<td>363 [includes 11 articles]</td>
<td>342 [includes 26 articles]</td>
</tr>
</tbody>
</table>

Library Instruction
Library instruction classes are provided upon request by the faculty. The librarians collaborate with the faculty to design a session for that particular class. Instruction is provided on locating library materials in the online catalog, search strategies of electronic databases, online resources and evaluation of websites. The library has a classroom area with 25 computers for students. Insight, a software program, allows the librarian to manage the computers so the students can follow demonstrations on the computers as well as view the image from an overhead projector. After the demonstrations, the librarian can release the computers and the students can do hands on exercises. The instructional librarians continue to reach out to faculty, encouraging them to schedule sessions for their classes. [SLO 1, SLO 2]

<table>
<thead>
<tr>
<th>Library Instruction</th>
<th>FY2014</th>
<th>FY2015</th>
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</thead>
<tbody>
<tr>
<td>Presentation sessions</td>
<td>126</td>
<td>121</td>
</tr>
<tr>
<td>Number of Participants</td>
<td>1,963</td>
<td>1680</td>
</tr>
</tbody>
</table>
Reference Questions
The librarians rotate shifts, covering the Reference Desk during library hours. A variety of questions are fielded daily from how to find a book to locating primary sources for a research paper. The library subscribes to Gimlet, which tracks our question count. The count is based on what is inputted onto the computer. The drop in the number of questions answered may be attributed to the shorter hours on Tuesdays during the Spring semester as well as not recording all the questions asked. [SAO 1]

<table>
<thead>
<tr>
<th>Reference Questions Answered</th>
<th>FY2014</th>
<th>FY2015</th>
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<tbody>
<tr>
<td></td>
<td>3,617</td>
<td>2,774</td>
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</table>

Technical Services
The Technical Services Department is responsible for acquisitions, cataloging, and serials. Collection development is shared among the librarians and purchase for library materials is based on their recommendations as well as faculty and student requests. Once the materials are received, the Cataloger adds and processes the materials into the library’s collection. It is critical to catalog materials so they can be easily located in the library’s online catalog. Donations are also accepted, especially popular fiction books, which the library usually does not buy. With the library’s budget remaining flat, the librarians have been limited to the number of materials added to the collection. [SAO 1]

<table>
<thead>
<tr>
<th>Materials Added</th>
<th>FY2014</th>
<th>FY2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Books</td>
<td>789</td>
<td>650</td>
</tr>
<tr>
<td>Media</td>
<td>46</td>
<td>7</td>
</tr>
<tr>
<td>Total</td>
<td>835</td>
<td>657</td>
</tr>
</tbody>
</table>

A new resource, The Ethnographic Video Online – Volume III, was added to our collection this year. This source provides about 200 streaming videos that focus on the indigenous perspectives and points of view. University of Hawaii’s Hamilton Library enabled all UH System libraries to receive a subscription for a one-time fee of $250 and an annual fee of $50.
Part III. Assessment


Library Instruction Survey

Student Survey
At the end of each library instruction session, students are asked to complete a short survey. The students are asked if the session was helpful, what they learned and they can provide additional comments. The librarians self-evaluate after each session, review the survey and revise their instruction accordingly. [SLO 1]

Faculty Survey
At the end of each semester, the faculty is asked to evaluate the library instruction sessions. The librarians use the results to gauge their effectiveness and make improvements in their library instruction. The librarians have received positive feedback that the sessions are very informative and have assisted the students in conducting research. [SLO 1, SLO 2, SAO 1]

Library User Survey
In Fall 2014, the library conducted an online user survey, with a few hard copies, within the library. While there were only 133 responses, overall responses strongly agreed or agreed that they are satisfied with library hours, resources and the staff. [SLO 1, SAO 1]

Part IV. Analysis of the Program

The library needs to fill the vacant Library Assistant IV position. This is critical to be able to maintain library services. Additionally, we need an increase in our student assistant budget to hire more students to assist in providing services to patrons and maintenance of the library’s collections.

The library’s budget will need to increase, if we are to keep our library collections current. While we have purchased new materials, the average date of publication of the library’s collection is 1975. We need to discard outdated and worn materials and purchase new materials.

The library’s Hawaii Pacific Collection, located on the 2nd floor of the library, has 2,974 volumes. These volumes were crammed onto the existing shelving. We purchased new shelving at the beginning of the fiscal year and increased our shelving space about 75%. We were able to protect the materials by distributing the books, providing space on each shelf for new materials. The Hawaii Pacific Collection is well used and we rarely discard materials from this collection.
The new computers purchased with Achieving the Dream funds, will benefit students in our library instruction sessions as well as general student use when no library classes are scheduled.

Staff computers also need to be updated. A combination of funding and IT denying the purchase of staff computers have created a situation where most staff computers will need to be replaced over the next year.

The new redesign of the library’s space on the first floor, from the Part-time student initiative, will provide an inviting collaborative space for students. Also, with the flexibility of the furniture, the library and the college will be able to host a variety of events for student in the library.

Part V. Action Plan

Plans for Improvement

Based on the library survey, daily interactions and observations with students and faculty, staff self-assessments and to create a better environment for our students, the library’s improvement plans include:

- Research and secure grant opportunities to fund library materials and equipment
- Improve campus awareness of library services and resources, and
- Purchase new computers for the staff

Intermediate and Long-Term Goals include:

- Plan /Design a separate library instruction area,
- Evaluate collection (discard worn books, purchase replacements, update collection),
- Work with campus to have security cameras installed in the library,
- Work with campus on installing a permanent PA system.
Part VI. Summary

The library is a welcoming place for students to study, do research, collaborate with other students, read magazine or relax between classes. The library staff is available to assist students, faculty, staff and the community locating various library materials. The library’s program includes library instruction, reference and circulation services, and collection development. The library will continue to assess its program and make improvements to our services. The library needs funding and support to fill staff and student assistant positions and to receive funds to improve it’s the library collections.

Part VII. Resource Implications and Needs

The library needs funding and support for:

- Staff vacancy
- Increase funding for student assistants
- New computers for the staff
- Funding to update the library’s collections
Appendix 1

Achieving the Dream Innovation Fund: Page 11-19
January 9, 2015

To: Sarah Myhre, Honolulu Community College

From: John Morton, Vice President for Community Colleges

Subject: FY 2015 Achieving the Dream Innovation Funds

The UHCC system is pleased to support the project “Computers for Student Success” in the amount of $14,000. This project will increase information literacy instruction to students in all the English 19, 22, and 100 courses.

The project funding is subject to the following requirements:
1. Implementation will occur in AY 2014-15.
2. All funds must be expended, not just encumbered, by June 30, 2015.
3. The project final report (in the form attached) must be submitted in electronic form to Gayle Ishii (gayel@hawaii.edu) with a copy to Kamuela Chun (kamu@hawaii.edu) not later than September 30, 2015.


Tuition and Fee Special Funds will be transferred to your campus for this project after January 1, 2015. Based on the information provided in your final report, funds may be re-purposed. The project proposal and report will be published on the UHCC website.

Thank you for your work in developing innovations to increase student success. Please consider presenting your findings at the Hawai‘i Strategy Institute. We look forward to working with you as the project unfolds.

cc: Erika Lacro, Chancellor
Peter Quigley, AVPAA
Katy Ho, VCAA
Ken Kato, VCAS
Dee Uwono, Interim VCSS
Dereck Inafuku Fiscal Officer
Kamuela Chun, Director of Achieving the Dream
Gayle Ishii, Academic Support
Lisa Tshako, Budget Specialist

Att: Final report template
FY 2015 UHCC Project Proposal Form

☐ ATD  ☐ Developmental Education  ☐ Financial Aid  ☐ Part Time Student Initiative

SCAN AND SUBMIT PROPOSAL WITH REQUIRED SIGNATURES BY: November 15, 2014

Date: 11/14/2014

Project Title: Computers for Student Success

Budget Request: $34,100

College: Honolulu Community College

Proposer's Name: Sarah Myhre

Proposer's Email Address: smyhre@hawaii.edu

PART 1 PROPOSAL

<table>
<thead>
<tr>
<th>Proposal</th>
<th>Pts</th>
<th>Narrative</th>
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<tbody>
<tr>
<td>1. Project Summary Guidelines: Concise description of project, including the following:</td>
<td></td>
<td>This proposal requests funding for Honolulu Community College Library to meet the increasing demand for computers that assist students with access to online research and resources which support academic success.</td>
</tr>
<tr>
<td>• Actions to be taken and resources needed</td>
<td></td>
<td>Honolulu Community College Library is conveniently located on the first two floors of building 7, which houses the majority of general education courses.</td>
</tr>
<tr>
<td>• Data supporting need for project (no attachments)</td>
<td></td>
<td>Student patronage of the Library has always been high. Data collected for the 2013-2014 academic year indicates over 78,000 patron visits to the Library, which is an increase of 41% from the previous academic year. The increase in foot traffic can be attributed to the completion of the building’s renovation and its new elevators that are situated directly across from the Library’s entrance.</td>
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<tr>
<td>• Explanation of how project reduces time to certificate or degree</td>
<td></td>
<td>While there are other locations on campus that provide access to computers, students consider the Library the main “computer lab.” Ease of access to computer workstations makes the Library’s location ideal for students.</td>
</tr>
<tr>
<td>• Prior year’s outcomes for continuation projects</td>
<td></td>
<td>Statistics for the last two semesters recorded that students logged into Library computers over 30,000 times and generated almost 53,000 print outs. In addition to general walk-up use of PCs, librarians provide information literacy instruction to students using the Library’s computers. For the 2013-2014 academic year, librarians taught 121 research sessions in which 1,902 students attended.</td>
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<tr>
<td></td>
<td></td>
<td>The Library’s computers are outdated and do not function efficiently. The majority of the PCs were acquired through another campus department and not purchased new. With the most recent required update of the Windows</td>
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</tbody>
</table>
operating system and the implementation of MS Office 2013, the Library’s computers have drastically slowed, impairing their performance and hindering the needs of the students.

This initiative will help reduce a student’s time to graduation by providing them with the necessary infrastructure and facilities needed to accomplish their academic goals. To that end, the Library’s information literacy instruction for students enrolled in the accelerated English 100 course aids in that process. Early exposure to library research gives students (especially those in the CTE programs) a head start in moving through their coursework swiftly, thus less delay in receiving a degree or the ability to graduate.

**This proposal requests the following to be funded: 31 new desktop computers**

<table>
<thead>
<tr>
<th>2. Effectiveness  Indicators/Outcomes and Benchmarks</th>
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<tbody>
<tr>
<td>Guidelines: Specific explanation of how project’s effectiveness will be assessed, including the following:</td>
</tr>
<tr>
<td>• Effectiveness indicators/outcomes</td>
</tr>
<tr>
<td>• Benchmarks (numeric and percentage)</td>
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</table>
| Since fall 2013, all incoming CTE students are required to take English 100 in order to receive a degree. A major component of the English 100 course is research; the library plays a vital role in teaching the research process, which is the foundation of information literacy that is embedded in both the course’s and the Library’s student learning outcomes. As a result of more students enrolling in English 100, the Library has taken on a greater role of research instruction and collaboration with faculty teaching these classes. We currently teach information literacy sessions to about 66% of all remedial, developmental, and 100-level English courses. All library sessions are hands-on activity-based instruction using computers. Unfortunately the Library’s computers are fatigued by use and age making it difficult to help students succeed with the equipment available to them.

Access to new computers in the library will be measured as follows:

- To increase information literacy instruction to 100% of the English 100 courses. Librarians will outreach to faculty that embed research-writing assignments into their syllabi. Students and faculty will be surveyed on their experience with the Library’s instructional program and their use of their computers.

- To increase information literacy instruction to 100% of the remedial and developmental English writing courses to prepare them for the required English 100 course.

- The ease of access to the Library’s research databases, and more patron research, should reflect an increase in the number of searches and/or logins. Online statistics will be tracked and evaluated.

<table>
<thead>
<tr>
<th>3. Background Research  Guidelines: Concise explanation of background research (with citation information) for project</th>
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<tr>
<td>HCC is a commuter school. A study done at California State University San Marcos (CSUSM) in 2009 and 2010, also a commuter school, suggests that students treat their library as office space for the day, “which increases the importance of a reliable and comfortable computer arrangement” (Thompson 31). The HCC Library recognizes the importance of its space for our student...</td>
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</tbody>
</table>
body and we do what we can to ensure that we play a pivotal role in our students' academic success. The library provides students with a space to: do their homework, collaborate on group projects, socialize, relax between classes, access computers, access color and black and white printing, and receive assistance with homework, technical issues, and other questions.

For over 30 years, libraries have provided computers to access resources and for the past decade this has expanded to include computers for general use (Thompson 20). Today, computer access is an essential service for students in the library. Our computers provide students access to our resources that they use for class assignments, browsing the Internet, accessing their email, Laulima, and Myuh, and utilizing Microsoft Office. While students are in the library we are able to provide them with technical assistance, as well as research assistance for their class assignments. During the 2013-2014 academic year, the librarians answered 3,473 questions while at the reference desk, with many questions involving the computers. The questions range from helping students with online research, to helping them navigate the functions of Word, Excel, and PowerPoint, to teaching them how to find credible websites from the Internet, as well as technical trouble-shooting issues. The librarians also use the library's computers to provide course-integrated instruction; research instruction that leads to lifelong learning and information literacy skills.

The library's computers are consistently used and easily our most utilized resource. On the occasions when the computers are full, students even prefer to wait for a computer to become available as opposed to going to one of the other labs on campus. The study done at CSUSM showed that 78% of their students preferred to use the computers in the library as opposed to the other non-library computer labs on campus (Thompson 27). They found that students prefer to use a computer in the library because of access to library services and staff and also because they planned to use the library for purposes other than computing (Thompson 30).

Libraries play a pivotal role in academic achievement and retention. In a fall 2011 study at the University of Minnesota found that:

The data suggest that first-year students who used the library at least once in the fall semester had higher grade point averages compared to their peers who did not use the library at all during their first semester. Further, the data suggests that first-year students who used the library at least one time during their first semester had higher retention from their fall to spring semester...Four particular types of library resources were significantly and positively associated with students' academic achievement: using the library workstations (indicating physical presence in the libraries), accessing online databases, accessing electronic journals, and checking out books. (Soria et al. 160)

In a recent study done at Bridgewater State University, researchers set out to determine how undergraduate students evaluate websites generated by a Google search; students were not aware of it, but survey questions embedded
at the end also examined library use, instruction, and information literacy. Spievak and Hayes-Bohanan’s findings indicate that of the 119 undergraduate students surveyed:

About two-thirds had used the library databases (66%), and had used the library computers to find information on the web (67%), or to check their e-mail or use another web application (58.9%). Many had printed out a paper at the library (72.3%), had a regularly scheduled class in a classroom housed in the library (65.2%)... (492)

Library instruction and access to computers specifically used for research assignments are integral to the Library’s success at assisting students with coursework and information literacy skills. HCC faculty willingly and actively support the Library’s instructional program by initiating requests for research sessions and collaborating with librarians prior to and following these workshops.


<table>
<thead>
<tr>
<th>4. Relationship to Campus &amp; UHCC Strategic Plans</th>
<th>Honolulu Community College Strategic Plan Update 2008-2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Guidelines: Discussion of project's relationship to campus &amp; UHCC strategic plans on increasing fall to fall persistence rates, including the following:</td>
<td></td>
</tr>
<tr>
<td>• Specific references to and copies of applicable sections of plans</td>
<td></td>
</tr>
<tr>
<td>• Brief explanation of relationship between project and referenced sections</td>
<td></td>
</tr>
<tr>
<td>Goal E: Promote effective learning through a continuing commitment to the maintenance and improvement of the campus physical environment and through the application of new technologies to better serve traditional and nontraditional students.</td>
<td></td>
</tr>
<tr>
<td>Strategic Outcome - Resources and Stewardship (Acquire, allocate, and manage public and private revenue streams and exercise exemplary stewardship over all of the College's resources, for a sustainable future.)</td>
<td></td>
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<tr>
<td>Performance Measure:</td>
<td></td>
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<tr>
<td>i. Delivery of technology services, professional support, facilities, hardware, and software designed to enhance the operation and effectiveness of the college.</td>
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</tbody>
</table>
iii. The acquisition, maintenance, and upgrade or replacement of the technology infrastructure and equipment to meet evolving college needs.

UHCC Strategic Plan 2002-2010 Update

Goal A: Promote Learning and Teaching for Student Success
The Community Colleges will focus on student success by being learning colleges, providing access to quality programs, which are affordable, adaptable, flexible, and responsive to the changing needs of students and their communities.

Action Strategies for Achieving This Goal:
Increase the success rate of underprepared students by designing and delivering more effective programs and services;

- As a system, set a high priority to the allocation of required resource into and to assess the effectiveness of remedial/developmental programs and services.

Goal E: Develop an Effective, Efficient, and Sustainable Infrastructure to Support Student Learning
Promote effective learning through a continuing commitment to the maintenance and improvement of the campus physical environment and through the application of new technologies to better serve traditional and non-traditional students.

Action Strategies for Achieving This Goal:
Implement selected recommendations of the UH Strategic Plan for Information Technology 2000, including:

- Effectively use technology to extend its instructional activities throughout the State and beyond, while applying technology to improve the quality of instruction and services delivered to students both on and off campus.

5. Scalability
Guidelines: Discussion of project's scalability (on campus and/or to other campuses)

Most UH Libraries have computers for student use as well as for librarians to teach information literacy. The librarians meet with the other UH campus Libraries several times a semester to discuss new innovations in library services and teaching strategies to better support the academic success of our students. We will continue to share our experiences with our colleagues to better serve the students in the UH System.

6. Sustainability
Guidelines: Discussion of

Funding for future computer replacement will be clearly designated in the Library's program review on an approved rotation and timetable. The Library
will consult with its campus' Information Technology Services (ITS) for computer maintenance, support, and acquisition of replacement units. The Dean of Academic Support and the College's administration are stakeholders in assisting the Library's efforts at providing physical resources that support student success.

<table>
<thead>
<tr>
<th>Description</th>
<th>Budget</th>
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<tr>
<td><strong>PART 2: BUDGET</strong></td>
<td></td>
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</tbody>
</table>

Instructions: Complete the following, inserting and/or deleting rows as needed.

General guidelines: Funds may be used for faculty and staff assigned time; for pilot projects; for consultants; for financial aid audits; for related equipment, software, or curriculum materials; or similar one-time expenses. Funds may not be used to hire new full-time faculty or staff.

For projects involving more than one campus, budget must include a breakdown of costs by campus in addition to a total project budget. Single requests over $2,500 require Superquote.

The relationship between the requested expenditures and the project’s effectiveness indicators/outcomes and benchmarks must be addressed specifically in the project proposal.

Any change of more than ten percent (10%) of any cost item or $500 (whichever is less) in an approved budget will require the proposer to email a request for the change, prior to expenditure of funds, to the committee chair and Suzette Robinson with the following: (1) reason for the change (including the relationship between the requested change and the project’s effectiveness indicators/outcomes and benchmarks), and (2) original and proposed revised budget. Committee will support, or not, the budget change request.

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<td>TOTAL PERSONNEL</td>
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<td>B SUPPLIES (Supplies include, but are not limited to, office supplies, travel, conference fees, mileage, and computers.)</td>
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<td>B1 31 computers (31 x $1,100)</td>
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<td>TOTAL BUDGET REQUEST</td>
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PART 3 SIGNATURE PAGE
SCAN AND SUBMIT PROPOSAL WITH REQUIRED SIGNATURES

Certification by Proposer

I certify that I have consulted with and submitted this proposal in a timely manner to the appropriate (A) institutional research office, (B) business office, and (C) human resources office for review of all assessment, budget, and resource commitments. Outcomes have been reviewed and are appropriate for the proposal.

I understand I will have primary responsibility for monitoring any funds awarded and agree to maintain accurate and current records of expenditures consistent with the budget.

Signature: ________________________________ Date: ________________
Name: Sarah Myhre
Title: Faculty Librarian/Instructor

Confirmation of Support by Vice Chancellor Academic Affairs (VCAA) or Vice Chancellor Student Affairs (VCSA)

I have reviewed and support this proposal.

Signature: ________________________________ Date: ________________
PRINT Name: ________________________________
Title: ☑ Vice Chancellor Academic Affairs (VCAA) OR
       ☐ Vice Chancellor Student Affairs/DOSS (VCSCA/DOSS)

Confirmation of Campus Approval by Chancellor

The campus approves the proposal and is committed to advance the amounts, if any, described in the proposal as being funded by the campus and is committed to sustaining the project if evidence of its success is warranted and funding is available.

Signature: ________________________________ Date: ________________
Print Name: ________________________________
Title: Chancellor
Appendix 2

Part-time Student Initiative
Library Redesign: Creating a Sense of Place for Part-time Students
$30,200

Page 21-32
November 18, 2014

To: Nadine Leong-Kurio, Honolulu Community College

From: John Morton, Vice President for Community Colleges

Subject: Spring 2015 Part Time Student Innovation Projects

The UHCC System is pleased to support your project, “Library Redesign: Creating a Sense of Place for Part Time Students” in the amount of $25,200.

The project funding is subject to the following requirements:
1. Implementation will occur in Academic Year 2014-2015.
2. All funds must be expended, not just encumbered, by June 30, 2015.
3. The project final report (in the form attached) must be submitted in electronic form to Gayle Ishii (gaylei@hawaii.edu) with a copy to Suzette Robinson (suzetter@hawaii.edu) and to Cory Ando (cando@hawaii.edu) not later than September 30, 2015.

The final report should outline:
2. Results on the measurable outcomes compared to baseline data identified in your application.
3. Data aggregated by those students who were part time versus full time.
4. Describe the specific outreach activities to both part time and full time students.

In addition to the above, the UHCC Part Time Innovation committee requests that Honolulu Community College’s redesigned library space track usage especially in regards to the space meeting the relevant SROs (service area outcomes).

Tuition and Fee Special funds will be transferred to your campus for this project after July 1, 2014. Any adjustments to the budget submitted in your proposal must first be approved by Cory Ando and Suzette Robinson. The project proposal and reports will be published on the UHCC website.

Thank you for your work in developing innovations to increase student success amongst students enrolled at the part time level. We look forward to working with you as the project unfolds.

cc: Erika Lacro, Chancellor
     Peter Quijey, AVPAA
     Russell Uyeno, VCMA
     Brian Furuto, VCAS
     Derek Inafuku, Fiscal Officer
     Suzette Robinson, Director for Academic Programs
     Gayle Ishii, Academic Support
     Lisa Tsukano, Budget Specialist
     Cory Ando, Part Time Initiative Committee Chair

Att: Final Report template
FY 2015 UHCC Project Proposal Form

☐ ATD  ☐ Developmental Education  ☐ Financial Aid  ☐ Part Time
☐ Student Initiative

SCAN AND SUBMIT PROPOSAL WITH REQUIRED SIGNATURES BY: October 15, 2014

Date: October 10, 2014  REVISION DATE:

Project Title: Library Redesign: Creating a Sense of Place for Part-time Students

Budget Request: $30,200.00

College: Honolulu Community College

Proposer's Name: Nadine Leong-Kurio

Proposer's Email Address: leongkur@hawaii.edu
PART 1 PROPOSAL

1. Project Summary
Guidelines: Concise description of project, including the following:
• Actions to be taken and resources needed
• Data supporting need for project (no attachments)
• Explanation of how project reduces time to certificate or degree
• Prior year's outcomes for continuation projects

Honolulu Community College Library is uniquely positioned to assist HCC's part-time students toward their academic goals. Open four evenings per week and on Saturdays, the Library offers the longest hours at HCC. A librarian and circulation staff provide reference, research, and information assistance during all library hours, and connect students to other College support services. The Library's collections of materials and information databases support HCC's career-technical and liberal arts programs. Computers for research and library instruction, color and black-and-white printers, and two self-service photocopiers are on the first floor. There are no other photocopiers or color printers available for students on campus. The computers are heavily used throughout the day, and are the only computers for students on Saturdays and after 4:30 pm Mondays-Thursdays. Access to all services and materials throughout the day and on evenings and Saturdays is important for students who must attend part-time due to time constraints of employment, family, and financial demands. According to the Community College Survey of Student Engagement (CCSSE) of 2014, 54.4% of HCC's part-time students work 20 to more than 30 hours per week. 59.6% of our part-time students care for dependents at home, of these, 26% provide care for more than 30 hours each week. In addition, approximately 42% of HCC's students live outside Honolulu and must traverse O'ahu's often abominable, time-sapping traffic. The Center for Community College Student Engagement (CCSSE) regards time as a valuable and finite resource. MacCann, Fogarty, and Roberts determined that time management is of particular importance to the educational success of part-time students. Students' time on the HCC campus before, after, and between classes, before leaving for work, a long commute home, or to a class at another UH campus, can be dedicated to study, research, and computer tasks (e.g., Laulima), or relaxation and recuperation at the Library. Optimizing their use of time can help part-time students increase the number of credits they undertake and earn.

Renovation of Building 7, where the Library occupies the first two floors, is nearing completion, and Library attendance and usage is growing. During the week of September 22-27, 2014, the attendance count was 3,817. (HCC’s enrollment for the Fall 2014 semester is 4,144.) The student-computers were used 1,105 times in this period. We can conclude that students utilize the HCC Library for activities and services beyond computer access. There are over 200 carrels for individual study on the second floor. Group study rooms are located on both floors of the Library and are often all in use.
A reading area and study space are located on the first floor, adjacent to the entrance. To create a more open and welcoming space, the individual carrels in this study space were replaced with secondhand tables. Students can use their laptops and tablets and appreciate the table space for their books and course materials. Large windows offer natural light and pleasant outdoor views. While improved, the area is still static. The current tables do not allow for rearrangement, making the space difficult for varied use. While the area is popular for study, for example, students' ability to work together in groups there is limited. The CCSSE 2014 revealed that 52% of HCC's part-time students worked with classmates outside of class for assignments. Students' comments in the last HCC Library survey expressed their desire for areas for quiet study and for group discussions, for a "diversity of study areas" as recommended by a student.

The HCC Library staff would like to be able to transform the first floor study space and reading area as needed for interactive groups and for Library and College events. Replacing the stationary tables with furniture that is convertible and easy to move would enable the space to be used in multiple ways, such as for student collaboration, presentations, and displays, as well as for student study. The Library would be able to partner with other College services that support part-time students. For example, the IKEA (Inspiring Knowledge, Education, and Achievement) student success workshops for time management and financial aid could be offered at the Library. Librarians teach instruction sessions in the study space. Flexible furniture would enable interaction, group activities, and discussion, and maximize the available seating. Enliven tables are designed to facilitate interaction and can be configured easily. Enliven tables and accompanying chairs can be used for student study, and repositioned for group work, presentations, video viewings, etc. A large-screen television/video monitor on wheels will be situated in the area for presentations and current awareness.

Furniture in the reading area near the magazines and newspapers is over forty years old. It has been maintained well but is showing its age. The reading area is well-used as it is the only lounge seating in the Library. The 2012 HCC accreditation report specifies, "The Library should continue to replace some of its older furniture (couches ...)" as an Actionable Improvement Plan for Standard II.C.1.c. The Library staff would like to redo the reading area with comfortable, modular seating that can be moved easily to create an inviting, comfortable entry area for students, and repositioned for events and presentations. We want students to feel welcomed and "at home" at HCC. A sense of belonging is positively related to part-time students' achievement of learning outcomes and their completion rates (Kember, Lee, Li).
2. Effectiveness Indicators/Outcomes and Benchmarks

Guidelines: Specific explanation of how project's effectiveness will be assessed, including the following:

- Effectiveness indicators/outcomes
- Benchmarks (numeric and percentage)

HCC Library collects and analyzes statistics for daily attendance, reference questions answered by librarians, materials circulated, and usage of computers and information databases. These statistics are expected to rise with improvement to the first floor study and reading areas.

The Library also conducts an annual user survey. Students will be asked whether they are full- or part-time. Survey results can then be examined to determine whether library services are helpful to part-time students in their academic journeys, and if so, how. Specifically, have they used the new areas on the first floor? What do they think?

Students will be informed of and invited to the new study and reading areas, and of workshops and presentations as these are held. All communication and events will be documented and evaluated.
3. Background Research

Guidelines: Concise explanation of background research (with citation information) for project

Strategies to improve the academic attainment and completion of part-time students include orientation and a strong start, student success courses, intensive engagement, experiential learning beyond the classroom, promoting feelings of belonging, and access to resources and facilities. Time management and balancing priorities are especially important for the educational success of part-time students. With job, domestic, and economic responsibilities in addition to their coursework, part-time students' high value of the study spaces provided by their college libraries is understandable. Library study areas are of particular importance for nontraditional students at commuter campuses. Students also want library spaces where they can meet and collaborate, such as for study groups and projects.

Libraries can effect significant improvement to services by redesigning library space. Redesign should include attention to creating and defining spaces for quiet study and for interaction. While computer technology is vital for modern libraries, traditional usage of libraries for study and reading continues to be essential for the success of part-time students. Twenty-first century learning spaces are agile, comfortable, and promote engagement.

Sources:


Community College Survey of Student Engagement - Honolulu Community College (2014 Administration).


HCC Library User Survey - Fall 2013. Honolulu Community College Library.


Institutional Research & Analysis Office, University of Hawai'i System. Enrollment Table 5, Selected Student Characteristics: Honolulu CC. Student Enrollment
Information.


4. Relationship to Campus & UHCC Strategic Plans

Guidelines: Discussion of project's relationship to campus & UHCC strategic plans, including the following:

- Specific references to and copies of applicable sections of plans
- Brief explanation of relationship between project and referenced sections

Improvement of the HCC Library supports the missions of the College and the UHCC to promote learning, to increase Hawaii’s educational capital, and to develop a sustainable infrastructure for educational programs and services.

Honolulu Community College Strategic Plan 2010-2015

GOAL A: Promote Learning & Teaching for Student Success
The Community Colleges will focus on student success by being learning colleges, providing access to quality programs which are affordable, adaptable, flexible, and responsive to the changing needs of students and their communities.

Strategic Outcome: Hawaii's Educational Capital
Increase the educational capital of the state by increasing the participation and completion of students, particularly low-income students and those from underserved regions.

Performance Measures:

e. Increase academic and student support services to a level that results in an increase in the CCSSE Benchmark percentile rank for Support for Learners benchmark to the 80th percentile of peer institutions by 2015.

f. Increase the number of students who successfully progress and graduate, or transfer to baccalaureate institutions by 3-6% per year to 1,025 by 2015, while maintaining the percentage of transfers who achieve a first year GPA of 2.0 or higher at the transfer institution.

GOAL E: Develop Sustainable Infrastructure for Student Learning
Promote effective learning through a continuing commitment to the maintenance and improvement of the campus physical environment and through the application of new technologies to better serve traditional and non-traditional students.

Strategic Outcome: Resources and Stewardship
Acquire, allocate, and manage public and private revenue streams and exercise exemplary stewardship over all of the College's resources, for a sustainable future.

Performance Measures

a. Build and/or acquire appropriate facilities to deliver educational programs and services, and identify repairs and maintenance requirements to properly maintain existing facilities.
5. Scalability
Guidelines: Discussion of project's scalability (on campus and/or to other campuses)

Facilities for student collaboration are part of the Learning Commons at other UH Community Colleges. The Leeward CC Learning Commons, for example, has collaborative space within the LCC Library. Flexible furniture that encourages participation and interaction is a key component of the Sakamaki Innovation Zone at the University of Hawai’i at Mānoa.

6. Sustainability
Guidelines: Discussion of project's sustainability (after UHCC project funding ends)

The HCC Library staff observes and inspects the facility and equipment weekly and requests repairs from Operations and Maintenance. Equipment needs are reported and explained in the Library's annual assessment. Replacement and improvement of equipment and furnishings as determined by needs assessment will be requested through the Honolulu Community College budget process, conducted annually.
**PART 2: BUDGET**

**Instructions:** Complete the following, inserting and/or deleting rows as needed.

**General guidelines:** Funds may be used for faculty and staff assigned time; for pilot projects; for consultants; for financial aid audits; for related equipment, software, or curriculum materials; or similar one-time expenses. Funds may not be used to hire new full-time faculty or staff.

For projects involving more than one campus, budget must include a breakdown of costs by campus in addition to a total project budget. Single requests over $2,500 require Superquote.

The relationship between the requested expenditures and the project’s effectiveness indicators/outcomes and benchmarks must be addressed specifically in the project proposal.

Any change of more than ten percent (10%) of any cost item or $500 (whichever is less) in an approved budget will require the proposer to email a request for the change, prior to expenditure of funds, to the committee chair and Suzette Robinson with the following: (1) reason for the change (including the relationship between the requested change and the project’s effectiveness indicators/outcomes and benchmarks); and (2) original and proposed revised budget. Committee will support, or not, the budget change request.

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A1

A2
| TOTAL PERSONNEL | 0 |
|SUPPLIES (Supplies include, but are not limited to, office supplies, travel, conference fees, mileage, and computers.) |
| B |  |
| B1 | Enlite Tables with delivery and installation: 6 Half-hex 30" x 60", 9 Rectangular 36" x 60" | 15,000.00 |
| B2 | 50 Student Chairs with delivery | 5,200.00 |
| B3 | 8 Reception Chairs | 4,000.00 |
| B4 | Mobile Charging Station | 1,000.00 |
| TOTAL SUPPLIES | $25,200.00 |
| C | EQUIPMENT (Equipment is defined as any one item costing $5,000 or more.) |
| C1 | Window Coverings | 5,000.00 |
| C2 |  |
| TOTAL EQUIPMENT | $5,000.00 |
| TOTAL BUDGET REQUEST | $30,200.00 |
PART 3 SIGNATURE PAGE
SCAN AND SUBMIT PROPOSAL WITH REQUIRED SIGNATURES

Certification by Proposer

I certify that I have consulted with and submitted this proposal in a timely manner to the appropriate (A) institutional research office, (B) business office, and (C) human resources office for review of all assessment, budget, and resource commitments. Outcomes have been reviewed and are appropriate for the proposal. I understand I will have primary responsibility for monitoring any funds awarded and agree to maintain accurate and current records of expenditures consistent with the budget.

Signature: ____________________________
Date: Oct. 14, 2014
Name: Nadine R. Leong-Kurio
Title: Librarian, Associate Professor of Community Colleges

Confirmation of Support by Vice Chancellor Academic Affairs (VCAA) or Vice Chancellor Student Affairs (VCSA)

I have reviewed and support this proposal.

Signature: ____________________________
Date: 10/10/14
PRINT Name: ____________________________
Title: □ Vice Chancellor Academic Affairs (VCAA) OR □ Vice Chancellor Student Affairs/DOSS (VCSA/DOSS)

Confirmation of Campus Approval by Chancellor

The campus approves the proposal and is committed to advance the amounts, if any, described in the proposal as being funded by the campus and is committed to sustaining the project if evidence of its success is warranted and funding is available.

Signature: ____________________________
Date: 10-11-14
Print Name: ____________________________
Title: Chancellor