HAWAI`I COMMUNITY COLLEGE COMPREHENSIVE UNIT REVIEW REPORT

The Learning Center & Hale Kea Advancement and Testing Center

November 18, 2011

Assessment Period: July 1, 2008 to June 30, 2011

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Unit Review at Hawai`i Community College is a shared governance responsibility related to strategic planning and quality assurance. It is an important planning tool for the college budget process. Achievement of Student Learning Outcomes is embedded in this ongoing systematic assessment. Reviewed by a college- wide process, the Program/Unit Reviews are available to the college and community at large to enhance communication and public accountability.

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A. Unit Effectiveness
    1. Write a brief narrative describing the program and how it supports the College's mission and Institutional Learning Outcomes (ILOs).

The Learning Center (TLC) is an academic support program of Hawaii Community College which is a shared service with University of Hawaii at Hilo. TLC provides academic resources in the form of instructional materials, computers/programs, a multi-media classroom, open lab for computers/independent study, make-up testing, and tutoring. In March 2004, TLC moved its testing services to the new Hale Kea Advancement and Testing Center (HKATC) on the Manono Campus. HKATC resources include testing (placement, distance education, make-up, community testing), general study/computer lab area, tutoring (limited), and an electronic classroom.

The College's mission and Institutional Learning Outcomes (ILOs) are embedded in the Centers' mission by providing services, "that support and enhance academic development for the college community. These services focus on academic support for an 'open door' institution, providing initial student assessment, access to technology, support for successful learning, and testing services." The Centers have evolved over the years to keep up with the needs of our diverse student population, rapidly changing technology, instructional delivery methods, and researched-based best practices to promote quality support for students and faculty. Aligned with HawCC's vision, the Centers focus on providing a supportive learning environment where students can improve or enhance their lives academically, professionally, and/or personally to become productive citizens of a global community.

    2.a. Action Plan Review and status.

The Action Plan tasks set for the last Comprehensive Unit Review were:

- **Work with instruction regarding educational resources for remedial and developmental education.**

TLC maintains its strong ties to instruction, providing faculty with an extension to their classroom and providing academic support college-wide. Faculty lab area (reading, writing, math, and ESL) coordinators serve as liaisons to their departments and oversee the development of curriculum and resource materials relevant for their classes and students. In addition to the regular lab usage, TLC has been actively involved with supporting Achieving the Dream initiatives. To especially support and raise the remedial/developmental students' passing rates, TLC implemented and/or assisted in supporting the following interventions:

In-Class Tutoring - In the 2008-2009 AY, VCAA Noreen Yamane provided TLC with monies to experiment with in-class tutoring for remedial/developmental reading, writing, and math classes. The Fall 2008 semester started out with three classes and increased to five classes in the Spring 2009 semester. Tutors were primarily TLC-trained tutors who worked with students in the lab when not scheduled for in-class tutoring.

Huluena In-Class Tutoring – In the 2009-2010 AY, Annie Maeda coordinated the in-class tutoring for the Hawaii Life Styles Program which received funding from a Congressionally delegated grant. Many of the Huluena tutors used TLC as a place to meet with their students.

Hui Makamae Project – This project provided retention/persistence strategies for students placing in remedial/developmental reading and math classes. For Spring 2010-Spring 2011, an ENG 21 tutor, when not in-class, held additional tutoring sessions in TLC.

Math/Reading Development Project – This was a remedial/developmental project designed to improve math students' conceptual understanding and problem-solving skills by integrating reading skills and strategies into the math curriculum. For 2010-2011 AY, training sessions for math tutors were held and relevant materials were posted on TLC Math Area website.

Tutoring at Hale Kea – For the Fall 2010-Spring 2011 AY, to accommodate the Student Senate's request for tutoring on the Manono Campus in writing and math, VCAA Mike Leialoha allocated an additional $5,040 to TLC's budget for tutors at Hale Kea. The writing and math tutors were hired by TLC and received tutor training by the area coordinators.

- **Explore needs for testing services**.

Hale Kea Testing and Advancement Center (HKATC) was originally designed as a testing and "advancement" (e.g., self-paced instruction) site. HKATC provides placement testing, distance education testing, make-up testing, special needs tests, and certification testing for the community.

Since its opening in 2004, HKATC has experienced many changes due to the increase in enrollment and increase in distance education testing. These increases have been so great that the Center was forced to cease much of its community testing services due to staffing and facility limitations. For example, HKATC discontinued ACT testing in 2008 and in 2010, transferred Pearson Vue testing over to the Office of Continuing Education and Training. Other changes include conforming to system-wide changes in policies and procedures (such as retake limits and the implementation of various testing fees). Furthermore, major changes imposed by the Federal government regarding testing in order to prove Ability to Benefit for Federal financial aid have resulted in recent sweeping changes in the administering and reporting of these test sessions. Student usage has also driven change, and variety in instruction and instructors has affected the services provided at HKATC.

- **Explore support for Distance Education**

In 2006, the UH system mandated campuses to proctor Distance Education tests. Hale Kea was designated as the center to administer tests for resident students enrolled in distance education courses. In the last four years nearly 6,000 DE exams were administered. In one semester alone, 1,500 tests for 75 different instructors from numerous institutions were administered; furthermore, each instructor has specific and unique policies and procedures for test administration, as well as varied lengths of tests (ranging from seven minutes to "unlimited"); types (web-based, paper and pencil, short answer, essay, etc.); and open periods (two hours on one specific day, entire semester).   HKATC will continue to service this growing population and be responsive in keeping up with new mandates and policies affecting DE testing.

- **Explore establishment of 100% college funded position for the second professional staff at Hale Kea.**

In July 2010, the Academic Support (Educational Specialist) APT G-funded position for the second professional staff at Hale Kea was filled. This position functions as an Assistant Manager who assists the Center Manager in general center operations, facilities maintenance, and program planning.

- **Explore the need for a position to support educational technology and curriculum development.**

This action plan resulted in the creation of the Instructional Technology Developer position. Kate Sims was given 6 credits reassigned time in Fall 2011; Leanne Urasaki was reassigned to assist faculty with the technology and the various tools available for teaching an online course.

2.b. Additional Unit Changes:

In 2008, Hale Kea was asked to proctor special needs testing for students with disabilities. Since then, the number of special needs tests has grown from 13 in 2008 to 60 in 2010, an increase of 361%. Hale Kea continues to service this special needs population and realizes that the numbers will continue to increase because of the high numbers of students entering college with documented disabilities.

In 2010, Student Government requested that tutoring services be available for students at the Manono Campus. In response to their request, Hale Kea has since been providing tutoring services in the areas of math and English. The response was underwhelming the first two semesters, but it is expected that as word spreads of this service, the number of students seeking such help will increase.

2.c. Unit Outcomes

1. The Learning Center and Hale Kea Advancement and Testing Center will provide tutoring services for students to support them in their success in their academic endeavors.
2. TLC/HKATC will provide an open access computer lab for students.
3. HKATC will provide the College and community with testing services for placement, distance education, certification, special testing and make-up testing.
4. Students who receive tutoring will pass their tutored course. (Systems common SLO)

The following is the format used for this section of the review: stated unit outcome, assessment method used, summarized assessment data collected, and changes made and future issues identified based on the assessment.

2.d. Assessment Method for Unit Outcome #1

> *The Learning Center and Hale Kea Advancement and Testing Center will provide tutoring services for students to support them in their success in their academic endeavors.*

Every Fall semester, students are asked to fill out a printed **Learning Center Evaluation**. The evaluations are distributed during the 12th week of instruction to students as they check into the Center. In addition, on Oct. 24-31, 2011 a brief **electronic survey** was sent to all students, faculty, and lecturers to assess their awareness of TLC/HKATC tutoring services. This was the first time a mass survey was conducted to determine campus awareness and perception of TLC/HKATC tutoring services.

TLC coordinator, area coordinators, tutors, and office assistants review the evaluations and use the results to improve the quality and effectiveness of TLC services. Recommendations and suggestions taken from the evaluations are incorporated into TLC's operations to address student and faculty concerns. TLC uses this assessment process to measure the quality and effectiveness of its services.

 Another important measurement used to assess Unit Outcome #1 is the **data collected** on the number of students who received tutoring. Statistics of students checking in for tutoring services will be analyzed to determine usage.

2.e. Summary of Assessment Data Collected for Unit Outcome #1

- **The Learning Center Evaluation Survey (TLC)**
- **Electronic Student Survey (TLC/HKATC)**
- **TLC Faculty Evaluation Survey**
- **Electronic Faculty Survey (TLC/HKATC)**
- **TLC Data for 2006-2010 AY**

The Learning Center (TLC) Evaluation Survey
Fall 2006-2010

Percentages represent Agree/Strongly Agree Responses for #2-#9

Items	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010
Number of evaluations	216	135	141	267	247
#2 Tutors are knowledgeable	82%	82%	86%	88%	88%
#3 Tutors are concerned about my progress	70%	71%	66%	74%	78%
#4 The learning activities materials in the Lab help my overall learning	81%	87%	82%	86%	87%
#5 I find the clerks at the Center to be helpful and informative regarding services available at TLC and HawCC	89%	87%	87%	90%	93%
#6 Studying at TLC helps me improve my overall performance as a student	86%	85%	88%	89%	92%
#7 My work in TLC is helping me learn to become more independent as a student	87%	84%	82%	86%	86%
#8. Using and receiving assistance with computers help me recognize the importance of technology in the world today	82%	76%	80%	80%	87%
#9. Make-up testing services allow me to catch up with tests I missed at a convenient time and location	80%	76%	74%	79%	85%
#10. My overall rating of TLC is (Percentages represent good to Excellent responses)	94%	91%	89%	93%	97%

Looking at the past five years, Fall 2010 results reflect TLC's highest ratings in the areas that support student success. 97% of the students rated TLC in the good to excellent range for its overall service in 2010 (#10). 92% of the students felt that the Center helped them become better students (#6). Students rated TLC high in supporting their independence as learners (#7). This rating reflected the Center's commitment to providing integrated learning skills to help students succeed in becoming active independent learners. 87% of the students felt that the learning activities materials in the lab helped their overall learning. These positive student evaluations indicated that a high percentage of students felt The Learning Center provided quality services and met their needs.

An area of concern, based on the above survey results, was in the rating of #3, "Tutors are concerned about my progress." In 2006, ratings dropped to 66%, but later increased to 78% in 2010. This was an area which had been identified as needing attention and improvement. Area coordinators conducted workshops for their tutors where strategies and techniques were developed to address this issue.

The evaluation form also included a section where students could respond to the following open ended question: How do you think the Center can be improved? Comments about noise levels, lack of tutors, limited space, and not enough available hours were concerns that students noted on the evaluations.

ELECTRONIC STUDENT SURVEY
TLC Tutoring Services

Question	Results (43 students responded)		
1.Are you aware of The Learning Center (TLC) tutoring services?	*Yes*	*83.7%*	
	No	*16.3%*	
2.If so, which of the following tutoring services have you used at TLC? Check all that apply.	*Reading*	*7.1%*	
	Math	*16.7%*	
	Writing	*38.1%*	
	ESL	*2.4%*	
	Content subject	*0*	
	Other	*14.3%*	
	None	*42.9%*	
3.How did you learn about TLC? Check all that apply.	*Student newspaper/advertisement*	*11.9%*	
	Flyers on campus	*14.3%*	
	Teacher referral or recommendation	*54.8%*	
	Tutor class presentation	*14.3%*	
	Class activity	*16.7%*	
	Student orientations	*23.8%*	
	College website	*14.3%*	
	Word of mouth	*23.8%*	
	By accident	*2.4%*	
	Other	*19%*	
4. If you used TLC tutoring services, did it help you to:	*Yes*	*No*	*Don't know*
a. Improve your assignment grades?	*58.1%*	*6.5%*	*35.5%*
b. Improve your test scores?	*43.8%*	*9.4%*	*46.9%*
c. Improve your overall scores?	*46.7%*	*3.3%*	*50%*
d. Understand course content better?	*51.6%*	*6.5%*	*41.9%*

ELECTRONIC STUDENT SURVEY

HKATC Tutoring Services

Question	Results (43 students responded)		
1.Are you aware of Hale Kea Advancement and Testing Center (HKATC) tutoring services?	*Yes*		*60%*
	No		*40%*
2.If so, which of the following tutoring services have you used at HKATC? Check all that apply.	*Math*		*5.9%*
	Writing		*14.7%*
	Other		*5.9%*
	None		*73.5%*
3.How did you learn about HKATC? Check all that apply.	*Student newspaper/advertisement*		*8.3%*
	Flyers on campus		*11.1%*
	Teacher referral or recommendation		*30.6%*
	Tutor class presentation		*8.3%*
	Class activity		*8.3%*
	Student orientations		*13.9%*
	College website		*11.1%*
	Word of mouth		*13.9%*
	By accident		*8.3%*
	Other		*30.6%*
4. If you used TLC tutoring services, did it help you to:	*Yes*	*No*	*Don't know*
a. Improve your assignment grades?			
b. Improve your test scores?	*29.2%*	*12.5%*	*58.3%*
c. Improve your overall scores?	*30.4%*	*13%*	*56.5%*
d. Understand course content better?	*30.4%*	*13%*	*56.5%*
	36%	*8%*	*56%*

This was the first time an electronic student survey was sent to all students to find out their awareness and perception of TLC/HKATC services. It was disappointing to see that only 43 students responded; however, the information received will be used in the assessment and future planning of tutoring services.

An analysis of the results indicated that 83.7% of the students knew about TLC tutoring services, but only 60% were aware of HKATC services. Tutoring at HKATC started in 2010 so many students may be unaware of the services. Students learned about the Centers' services primarily from teachers' referrals or recommendations and used the writing services the most. It was interesting to note that approximately 50% (TLC) and 32% (HKATC) of the students who did use tutoring services found it helpful compared to 6% (TLC) and 12% (HKATC) who said it didn't help.

TLC's Faculty Evaluations

Faculty who referred their students to TLC, used the make-up testing services, and reviewed and utilized available resources were asked to complete TLC Faculty Evaluations. Although only a

few faculty evaluations were received, results indicated that those surveyed were pleased with the services and quality of tutor assistance their students were receiving.

The results from faculty users are summarized below:

TLC Faculty Evaluations	Fall 2007	Fall 2008	Fall 2009	Fall 2010
# of Evaluations	4	7	5	12
#1 TLC overall Rating *	100%	100%	100%	100%
#2 Expectations met for tutoring *	100%	100%	80%	100%
#5 Tutor Effectiveness *	100%	100%	80%	100%

*good to excellent faculty rating

The following comments to the open-ended sentence, "The best thing about The Learning Center is…" further support the high ratings given in the evaluations:

- "The conducive learning environment."
- "It provides many important services for students in one convenient location."
- "Its central location, its outstanding tutors, and availability of computers so that students can work on assignments."

Faculty also had an opportunity to address the concerns and problems of the Center by completing the open-ended sentence, "The worst thing about The Learning Center is …"
As in previous evaluations, frequently listed concerns dealt with limited hours, computers, over-crowding, and the noise level. These concerns were similar to those previously addressed in the student evaluation section.

ELECTRONIC FACULTY SURVEY
The Learning Center (TLC) Tutoring Services

Question	Results (45 responded)	
1.Are you aware of The Learning Center (TLC) tutoring services?	Yes	90.7%
	No	9.3%
2.If so, how did you learn about TLC?	Kukui newsletter	9.5%
	Kauhale newsletter	14.3%
	Flyers on campus	23.8%
	Class activity	16.7%
	Tutor class presentation	7.1%
	Student orientations	16.7%
	College website	28.6%
	Word of mouth	69%
	Other	42.9%
3.Have you referred your students to TLC for tutoring?	Yes	72.7%
	No	27.3%
4. If so, which of the following services did you direct your students to use at TLC? Check all that apply.	Reading	42.5%
	Math	45%

	Writing	*52.5%*
	ESL	*32.5%*
	Content subject	*20%*
	Other	*12.5%*
	None	*17.5%*
5.If your student used TLC services, do you think their learning increased as a result of tutoring services?	*Yes*	*96.6%*
	No	*3.4%*

ELECTRONIC FACULTY SURVEY
Hale Kea Advancement and Testing Center Tutoring Services

Question	Results (45 responded)	
1.Are you aware of Hale Kea Advancement and Testing Center (HKATC) tutoring services?	*Yes*	*71.1%*
	No	*28.9%*
2.If so, how did you learn about HKATC?	*Kukui newsletter*	*14.7%*
	Kauhale newsletter	*17.6%*
	Flyers on campus	*23.5%*
	Class activity	*8.8%*
	Tutor class presentation	*0*
	Student orientations	*8.8%*
	College website	*23.5%*
	Word of mouth	*67.6%*
	Other	*41.2%*
3.Have you referred your students to HKATC for tutoring?	*Yes*	*38.1%*
	No	*61.9%*
4. If so, which of the following services did you direct your students to use at HKATC? Check all that apply.	*Math*	*22.6%*
	Writing	*25.8%*
	Other	*22.6%*
	None	*42.2%*
5.If your student used HKATC services, do you think their learning increased as a result of tutoring services?	*Yes*	*90.5%*
	No	*9.5%*

This is the first time an electronic survey was sent to all faculty and lecturers. The response of 45 faculty/lecturers compared to 12 in 2010, is already a positive indication that technology can improve the response rate. It was reaffirming to see that 90.7% of the respondents were aware of TLC services and 7l.1% knew of HKATC services as well. It was interesting that "word of mouth" was the method of how faculty/lecturers learned about TLC/HKATC services. For TLC, 72.7% of the faculty/lecturers referred their students and 96.6% felt that tutoring helped them. It was puzzling to note that 90.5% of the faculty/lecturers felt HKATC services helped their students, yet only 38.1% referred them for tutoring. If such a high percentage of faculty/lectures felt tutoring assistance helped their students, why was there such a low referral rate? Perhaps

this is where a Wala'au or focus group session would give more insight and strategies on how we can improve this area.

TLC Data for 2006-2010 AY

TLC	TLC 2006-2007	TLC 2007-2008	TLC 2008-2009	TLC 2009-2010	TLC 2010-2011
Statistics					
# of Student Contacts	32,979	15,391	26,704	20,858	21,596
# of Students Unduplicated	2,110	1,212	2,113	2,049	1,898
# of HawCC Students	1,432	921	1,485	1,474	1,473
# of UHH Students	685	290	622	568	422
General study	7,026	2,454	6,155	2,562	2,232
Reading	7,572	5,836	6,485	7,168	7,745
Writing	1,203	588	1,492	1,079	1,025
Math	938	366	1,583	1,416	1,674
ESL	5,235	3,079	3,415	2,637	2,357
Courses	91	72	108	109	106

Student Contacts:
During the academic year 2007-2008 while TLC was being renovated, the total student count was 15,391. After returning to its original location in 2008-2009 AY, the total student count **increased 74%** to approximately 26,704 students. In addition, the number of (unduplicated) student contacts also **increased 74%** from 1212 to 2113. For 2009-2010 AY, the total student count and number of unduplicated student contacts **decreased 22%** (20,858) and **3%** (2049), respectfully, compared to the previous year. For 2010-2011 AY, the total student count went **up by 4%** (21,596) yet the number of unduplicated student contact, mainly UHH students, **decreased by 7%** (1,898). Grants, initiatives, and other funding sources supporting in-class tutoring or tutoring not connected to TLC could be possible factors influencing the fluctuation in numbers. The recent opening of UHH's Kilohana Resource Center may also have had an impact on the number of students TLC serviced. There is still a high demand for TLC services, particularly in the areas of tutoring, computer usage, and study area.

2.f. Changes Made and Future Issues Identified Based on Unit Assessment #1

TLC and Faculty Evaluation Survey
The concerns taken from TLC and Faculty Evaluation surveys were: noise level, overcrowding, lack of tutors, limited space, not enough computers, and not enough available hours. These concerns were addressed and discussed at coordinators' meetings, tutor/clerk training workshops, and general orientation sessions. Outcomes from these focus group sessions resulted in changes to TLC operational procedures and/or were made into policies to help resolve areas of concern.

An example of how TLC addressed the noise problem was to have TLC staff remind each other about the need to keep noise to a minimum. Signs were made and posted around the Center reminding students to keep the noise down and to turn off their cell phones.

To resolve the problem of not enough tutors and space, classes were scheduled throughout the day to limit the number of students in the Center at any one time. Computer usage policies were also developed. To maximize tutorial services, tutors assisted students in multiple areas. Although this requirement was taxing on tutors, they became very versatile and effective in meeting the needs of students. Frequently, tutors worked with more than one student at a time to provide for small group needs. In addition, TLC Writing Desk piloted a new service to complement their face-to-face tutoring in Spring 2011. This new service enabled students to communicate with tutors by email if they didn't have time to come in to the Center.

Electronic Student and Faculty Survey
Based on the electronic survey results, TLC may reconsider how and when it administers its surveys.   Another change which will be considered is in the way we advertise TLC/HKATC services to students and faculty. Students and Faculty marked teacher recommendation, student orientation, college website, flyers, and word of mouth as the main ways they learned about the Centers' services. Learning Center staff came up with the following strategies on how to publicize services: put up flyers around campus and in classes, schedule classroom visitations to do short presentations of TLC/HKATC services, provide handouts or bookmarks to new hires at orientation tours and student orientations, improve TLC/HKATC website, put articles in the Kekalahea newpaper, Kukui news, and Kauhale newsletter about services, and conduct Wala'au or focus group sessions on Centers'services.

Data
Though there are many other UHH resources available, the data reflect that the number of HawCC students TLC serviced has been consistent for the past couple of years.   These numbers may go up as HawCC's enrollment continues to rise and we need to make sure we are proactive in planning for this increase. Strategies focusing on concerns are discussed at our TLC coordinator's meetings and implemented as appropriate.

Assessment Method for Unit Outcome #2

TLC/HKATC will provide an open access computer lab for students.

To assess this outcome, student evaluation surveys will be conducted at the end of the Fall semesters by TLC coordinator and HKATC manager. The check-in/check-out system at TLC/HKATC front desks will also be used to provide data on the number of students using computer resources.

Summary of Assessment Data Collected for Unit Outcome #2

- TLC/HKATC Student Evaluation Survey
- Data on Open Access Computer Lab For Students

TLC/HKATC Student Evaluation Survey Question:
Using and receiving assistance with computers help me recognize the importance of technology in the world today

	Fall 2007	Fall 2008	Fall 2009	Fall 2010
TLC	76%	80%	80%	87%
HKATC	94%	NA	99%	NA

Percentages represent Agree/Strongly Agree

TLC/HKATC provide open access computer labs for students to increase their competency in using computers to communicate, retrieve information, and receive instruction. High ratings received in the student evaluation indicate that students recognize the value computers have in enabling students to keep up with technology. The following comments were written on the student evaluation survey:

- "It gives me hands on work with the computer and people to help if I get stuck."
- "I didn't have a computer and without the learning center I would have failed one of my classes."
- "I am very thankful of the Hale Kea Testing Center! There is always a computer available, the environment is peaceful, and the staff are very helpful when I am in need of assistance."

Data on Open Access Computer Lab For Students

	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
TLC	9,978	2,793	6,818	5,669	6,039
HKATC	15,421	22,973	18,590	25,805	26,033

TLC provides academic resources in the form of instructional materials, computers/programs, a multi-media classroom, tutoring, and an open access computer lab for students. Because of the high number of classes scheduled to use the lab, open access computer usage is limited. When compiling data for TLC/HKATC's Annual Program Review in 2009, the computer programmer noticed discrepancies with some of the student ID numbers, names, and courses students were logged into for tutoring or computer lab usage. In addition, tracking of some of the students was difficult and inputting of incorrect information may have led to some unusable data. Moreover, making sure students check in and out has been a constant concern for both Centers.

HKATC has 28 computers and four printers available for student use in the general area. From 2006 to 2011, there has been a 69% increase in the number of students using HKATC's services, from 15,421 to 26,033. Additionally, students are directed to HKATC by the Financial Aid office to complete aid forms (e.g., FAFSA, private scholarships, online exit interviews, etc.); by Admissions and Records office (to check class availability, check registration status, track academic journey in STAR, etc.); by Counseling (to complete online orientations and to register for classes); by the Business office (to make payments); and by instructors for various purposes (e.g. to complete sexual harassment training, complete eCafe, etc.).

Regarding instructional styles, many instructors no longer duplicate and distribute course handouts, and instead expect students to print these documents- including syllabi, handbooks, and PowerPoint presentations which can be many hundreds of pages in length. Additionally, many classes are "hybrid" meaning that along with face-to-face class work, students are required to spend time communicating with classmates or completing assignments via Laulima. HKATC staff frequently assist students needing help with Laulima or others who are not computer literate.

Hale Kea staff oversees the adjacent electronic classroom. The room is usually tightly booked for semester-length courses, workshops, meetings, and presentations. Many users are underprepared to use the electronic equipment, so Hale Kea staff are called in to troubleshoot.

Changes Made and Future Issues Identified Based on Unit Assessment #2

At TLC, a computer policy for usage was developed because of the demand and limited computers available.   Classes scheduled to use the computers in the lab have first priority. In 2010, both TLC/HKATC had their computer programs updated to Windows 7 and new flat screen monitors were installed. Because computers are used extensively every day, TLC/HKATC are on a regular replacement campus schedule.

Since HKATC is the only site for computer usage and printing on the Manono Campus, students flock to the Center for these services. It is not uncommon for every computer to be in use, with students waiting for computers to become available. When this happens, a general announcement is made letting computer users know other students are waiting, with the hope that some students will voluntarily move off computers. If necessary, students using computers for non-course work purposes are asked to let other students use the computers for academic purposes. In the future, a computer policy may have to be implemented if the need increases.

Assessment Method for Unit Outcome #3

HKATC will provide the College and community with testing services for placement, distance education, certification, special testing, and make-up testing.

To assess this outcome, student evaluation surveys are conducted at the end of the Fall semesters by the HKATC manager. Data of the number of placement, distance education, certification, and make-up testing will be compiled to determine the demand and satisfaction of testing services.

Summary of Assessment Data Collected for Unit Outcome #3

- Hale Kea Testing and Advancement Center Evaluation Survey
- Data on number of tests proctored

Since 2008, HKTAC has been administering the system-wide common survey questions of testing services as their evaluation tool. Results of the evaluation indicate that a high percentage of students felt that HKATC provided quality testing services that met their needs.

Hale Kea Testing and Advancement Center Evaluation	2007-2008	2008-2009	2009-2010	2010-2011
Satisfaction measurements using common survey Questions.				
1. The Testing Center Staff is friendly and helpful.	NA	100%	99%	100%
2. The hours at the Testing Center meet my needs.	NA	99%	94%	90%
3. The atmosphere at the Testing Center is conducive to testing.		99%	96%	97%
4. The services at the Testing Center are satisfactory.	NA	100%	100%	98%
5. My test was administered in a timely and efficient manner.	NA	100%	100%	100%

HKATC Data for 2006-2010 AY

HKATC	HKATC 2006-2007	HKATC 2007-2008	HKATC 2008-2009	HKATC 2009-2010	HKATC 2010-2011
Statistics					
Distance tests	545	783	2,262	1,384	1,185
Placement tests	1,755	2,143	2,197	2,124	1,903
Make up tests	114	265	134	245	380
Special testing	ACT 56	ACT 42	Disability 13	46	60

Distance Education Testing:
The UH System has mandated campuses to proctor Distance Education tests. In 2008-2009 AY, Hale Kea proctored 2,262 DE tests, an increase of **189%** over the previous year's 783 tests proctored. For both 2009-2010 and 2010-2011, there was a 38% (1384) and 14% (1185) decrease in DE testing. The demand for DE services fluctuated depending on courses and instructors teaching the classes, and there will be a definite upward trend as DE course offerings increase.

COMPASS Testing:
Administering UHCC COMPASS placement test is an external factor which requires uniform policies and procedures across the system. Also, the demand for the use of COMPASS has increased beyond placement into our English and math classes. With new initiatives to establish a smoother transition for high school students to attend college, high schools are asking to use COMPASS as an early prediction indicator for college readiness. In 2006, the VCAA approved the idea of early testing of 11th graders with the condition that the high schools be responsible for the cost of the units. Aside from the cost of the tests, other administrative and technical resources needed to be considered too. In 2009, Mobile COMPASS started servicing high schools island-wide which may be a reason for the drop in placement testing for 2010-2011. However, it is anticipated that there will be a demand for placement testing with the new

mandatory in-person orientation requiring students to take COMPASS test before attending the orientation which takes effect in 2011.

Make-up and Special Testing:
HKATC administers make-up and special needs testing. From 2006–2010, there has been a 233% increase (from 114 to 380) in make-up tests administered, and a 362% increase (from 13 to 60) in special needs tests proctored from 2008-2010.   HKATC is committed to securing test integrity and administering tests fairly and thoroughly, as well as providing a favorable testing site. The system-wide common survey results indicated that 97% of the students were pleased with HKATC testing services.   HKATC also provides community and certification testing when requested.

Changes Made and Future Issues Identified Based on Unit Assessment #3

DE services require a significant amount of resources to proctor tests, coordinate, and handle specialized instruction. During certain periods of the semester (usually mid-term, the concluding weeks of the semester, and during finals week), Hale Kea curtails other activities in order to accommodate the flood of students who must complete their tests. Scheduling test sessions during these periods requires complicated, multi-page schedules with little room for leeway.   In addition, ACCJC's Distance Education policy requiring verification that students taking DE courses are legitimate will be implemented in Spring 2012. This new policy may seriously impact HKATC services. HKATC may need to reevaluate the resources, staffing, and space capacity to accommodate the increase of, new mandates for, and policies affecting DE testing.

HKATC's Center Manager has opened up extra placement testing days on Saturdays and Wednesday evenings to accommodate the new mandatory in-person orientation. HKATC has been responsive and quick to service the needs of the college, community, and system when new initiatives, policies, and requests are made.

Assessment Method for Unit Outcome #4

Students who received tutoring will pass their tutored course. (Systems SLOs)

To assess this outcome, students checking into TLC designate the classes they need tutoring assistance in. At the end of the semester, results of students who received tutoring and passed their tutored course are provided by our IT person.

Summary of Assessment Data Collected for Unit Outcome #4

- Data from check-in system

Based on the system-wide common learning outcomes, the average pass rate for students who received tutoring was 66%. This number may seem low, but when compared to the 53% pass rate for students who didn't receive tutoring, it is a big improvement. Furthermore, students who received tutoring 5 times or more passed their classes at a significantly higher rate of 73%.

Non-Tutored vs. Tutored for Fall-Spring Semesters

	2007– 2008	2008 - 2009	2009 - 2010	2010- 2011	2007-2010 Average
Non-tutored students who passed their classes	61%	56%	49%	45%	53%
*Students who receive tutoring (At least once or more) will pass their tutored courses	**66%**	**66%**	**66%**	**64%**	**66%**
Students who received tutoring **(5 or more times)** will pass their tutored course	75%	71%	75%	72%	73%

*Common Student Learning Outcome

Data results below indicated that students who were tutored at least once or more had a higher course success rate than non-tutored students. The percent increase in the pass rate of tutored versus non-tutored students (average for 2007-2010 AY) was **13%**. In addition, the percent increase in the rate of students who were tutored five times or more versus non-tutored students (average for 2007-2010 AY) was **20%**. The high correlation between tutoring and course pass rates is powerful evidence that TLC has a great impact on providing academic support for student success at HawCC.

Average Percent Increase In Pass Rate

Average 2007-2010

17
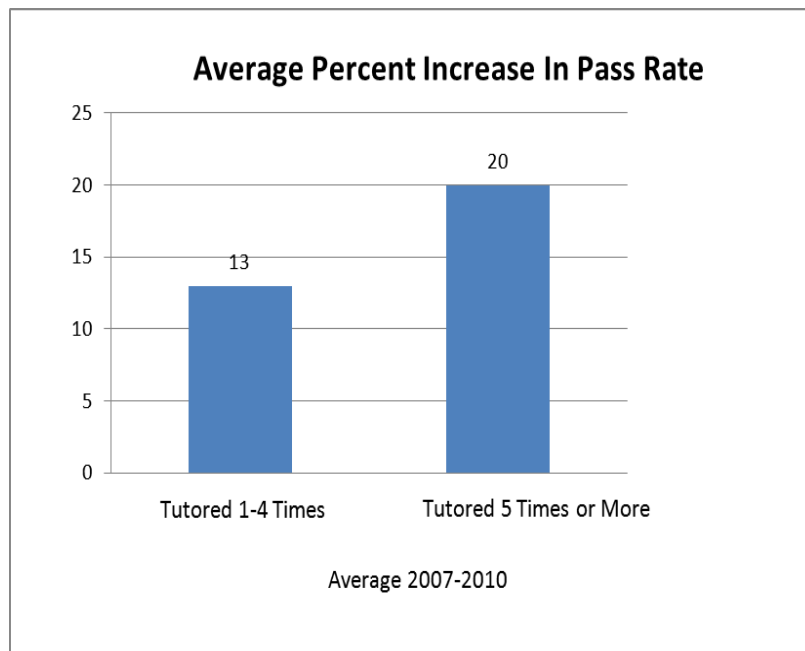
It was also interesting to note that students tutored one to four times and five times or more had a significant percent of increase in their pass rates over the years.

Percent Increase in Pass Rate
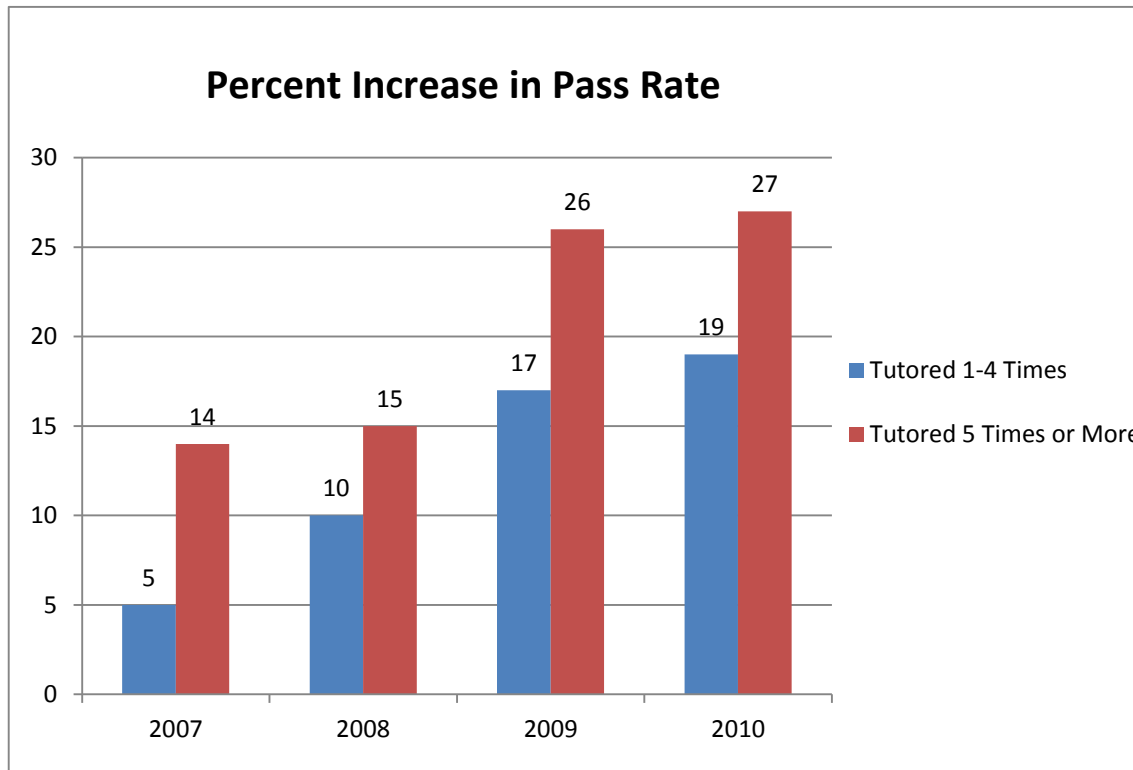
The following chart provides data on students who were non-tutored, tutored at least one-four times, and tutored five times or more by subject area.

Non-Tutored vs. Tutored Students by Subject Area

Subject	Non-Tutored Ave. % passing	Tutored (At least one-four times) Ave. % passing	Tutored (five times or more) Ave. % passing
Reading F2007 Spr2008	49%	67%	79%
F2008 Spr2009	49%	65%	77%
F2009 Spr2010	36%	69%	83%
F2010 Spr2011	34%	68%	50%

Writing F2007 Spr2008	62%	59%	67%
F2008 Spr2009	58%	62%	64%
F2009 Spr2010	44%	57%	58%
F2010 Spr2011	43%	55%	59%
ESL F2007 Spr2008	NA	74%	76%
F2008 Spr2009	NA	64%	65%
F2009 Spr2010	NA	64%	65%
F2010 Spr2011	NA	55%	57%
MATH F2007 Spr2008	62%	74%	86%
F2008 Spr2009	57%	72%	72%
F2009 Spr2010	54%	71%	76%
F2010 Spr2011	49%	67%	77%

Averaging 2007-2010 AY percentages, students in reading (**25%**), writing (**6%**), and math (**15%**) passed their courses at a higher rate than non-tutored students. Moreover, the results indicated that students passed their courses at an even higher success rate in reading (**30%**), writing (**10%**), and math (**22%**) when tutored five or more times. Data for ESL students who were considered non-tutored was not available because their curriculum required them to receive tutoring. For 2007-2010 AY, ESL students had a **2%** higher success rate when tutored five or more times.

Average Percent Increase in Pass Rate by Subject Area

2007-2010 AY

Tutored 1-4 Times
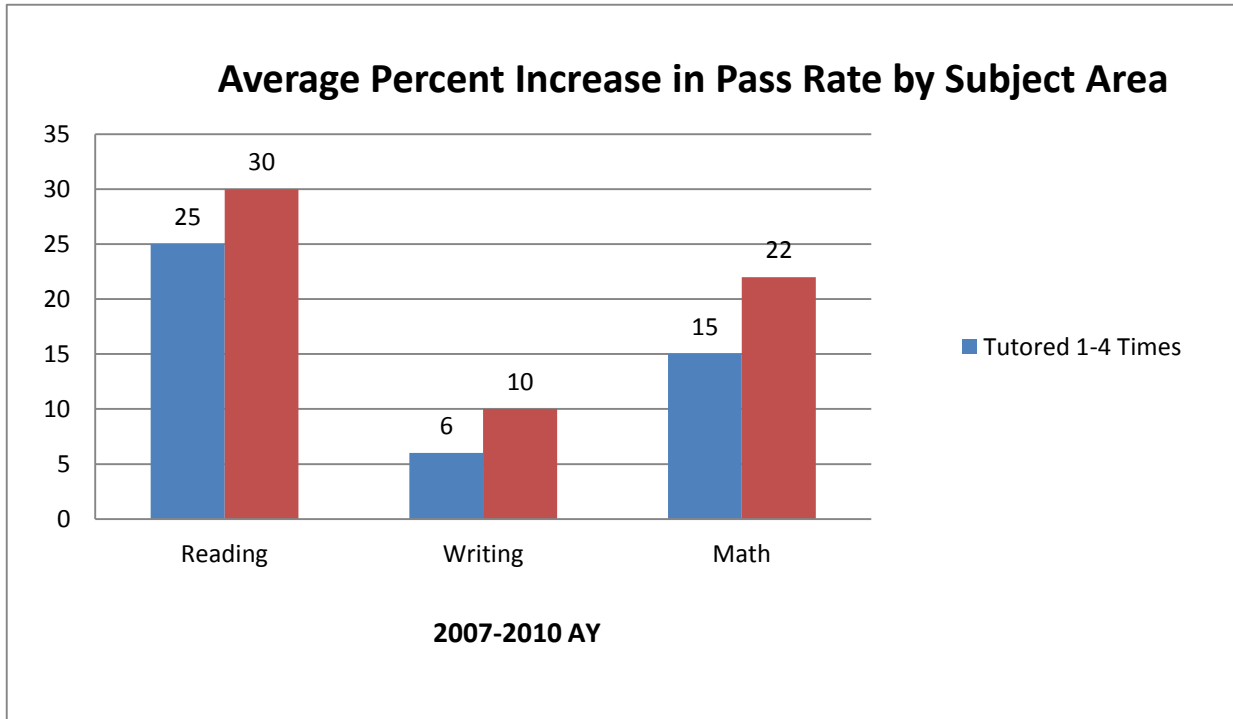
Changes Made and Future Issues Identified Based on Unit Assessment #4

The data confirms that tutoring does make a difference in the pass rate of students who received tutoring by subject areas. Reading numbers are high because instructors require Reading lab as part of the course curriculum, as opposed to the voluntary nature of writing/math lab. The writing and math coordinators will look for ways to encourage their faculty to refer their students to the centers for tutoring. More study is needed to help TLC determine what is the most effective type of tutoring (i.e., walk-ins, groups, in-class, others).

3. Unit Strengths and Weaknesses

a. Briefly describe the top 3 strengths and weaknesses of TLC/HKATC

Strength #1

TLC is recognized by faculty and students as a center where students can get tutoring services to help them be successful in their academic endeavors. The assessment of survey results and analysis of the data collected (described in 2 d.e.f.) provide evidence supporting TLC's tutoring effectiveness.

Tutoring Demand for TLC services as evidenced by the following:
- 91% of the students taking COMPASS placed in Dev.Ed. 45.61% placed in remedial reading, 66.59% placed in remedial writing, and 88.9% placed in remedial math, and
- Increase of FTE enrollment for Fall 2007 (**1597**), Fall 2008 (**1807**), Fall 2009 (**2075**), and Fall 2010 (**2289**).

Tutoring Efficiency Measures as evidenced by the following:
- Student contacts for 2007 AY (**15,391**), 2008 AY (**26,704**), 2009 AY (**20,858**), and 2010 AY (**21,596**),
- Tutor contact hours for 2007 AY (**12,323**), 2008 AY (**19,488**), 2009 AY (**15,034**), and 2010 AY (**15,284**), and
- Tutoring budget per student contact hours was $10.64.

Tutoring Effectiveness percentages as evidenced by the following:
- Average of common student learning outcome: students receiving tutoring passed their tutored course for 2007-2010 at an average of **66%**,
- Higher course pass rates of **13%** when tutored one to four times and increased to **20%** when tutored five or more times,
- Consistent persistence rate, **11%** higher, for students who were tutored in Fall 2008-2010 compared to those students who did not use TLC services,
- CCSSE Data indicated that HawCC had a higher percentage rate when compared to Hawaii Cohort or 2010 Cohort for: tutored or taught other students (4.h), importance of having peer or other tutoring (13.d), and importance of skills lab (13.e),
- Positive student and faculty evaluation results indicate mission and goals of both were fulfilled and needs were met, and
- Excellent relationship and collaboration between TLC and area coordinators in providing relevant lab instruction, materials, activities, and tutor training for their students.

Strength #2

HKATC provides the College and community with testing services for placement, distance education, certification, special testing, and make-up testing.

Testing Demand for HKATC services as evidenced by the following:
- Increase of FTE enrollment for Fall 2007 (**1597**), Fall 2008 (**1807**), Fall 2009 (**2075**), and Fall 2010 (**2289**),
- High demand for COMPASS mandatory placement testing of all FTE enrolled students. Also, increased number of high school students using COMPASS as an early prediction indicator for college readiness, and
- Demand for Distance Education testing.

Testing Efficiency as evidenced by the following:
- Testing seats per student FTE was .013 for 2010. As enrollment increases, fewer testing seats are available: 1.67 in 2008 and 1.45 in 2009,
- Testing seats per total number of tests increased each year from 2008 (**.006**), 2009 (**.008**) and 2010 (**.009**), and
- Total number of tests per testing budget was .03.

Testing Effectiveness percentages as evidenced by the following:
- **97%** of the students were pleased with HKATC testing services and felt that their needs were met, and
- Staff is flexible and responsive to the needs and requests from the college, system, and community.

Strength #3

TLC/HKATC provide open access computer lab for students.
Open Access computer Lab Demand
- 69% increase in computer lab usage for HKATC from 2006-2011,
- HKATC is the only site for computer usage and printing on Manono Campus
- Referrals to HKATC for computer usage by Financial Aid office, Admissions and Records office, Business office, and instructors, and
- High demand of computer usage for school work and personal needs for both TLC and HKATC.

Weaknesses #1

Electronic survey results indicated low percentage of faculty/lecturer referring students to the Centers although they rated high satisfaction results for those receiving tutoring services. Strategies for faculty/lecturers to have their students take advantage of the tutoring services need to be explored.

- 38% referred students to HKATC for tutoring
- 72.7% referred student to TLC for tutoring

Weaknesses #2

Better data collection and tracking system of data are needed to assess unit outcomes. In 2009, TLC's check-in system was updated to reflect a more accurate account of the classes students were being tutored in. In 2010, another component to refine the data was to be installed, but had to be postponed because of the departure of the computer programmer. TLC is in the process of looking for other tutor tracking systems that will fit our reporting needs.

Weaknesses #3

High demand (29,501 student contacts) for testing services and computer lab usage at HKATC need to be addressed. Staffing may need to be increased due to continuous enrollment growth, heavy computer lab usage, and increased demand for testing services, especially in the area of Distance Education. In addition, space is a concern because of increased usage and demand for services. More resources need to be allocated to support HKATC so it can continue to meet the needs of students, faculty, and staff on the Manono Campus.

b. Unit Strengths and Weaknesses enumerated

        SI – TLC tutoring services have a great impact on providing academic support for student
            success.
        S2 – HKATC provides quality testing services.
        S3 - TLC/HKATC provides open access computer labs.
        W1 – Teacher referral for tutoring assistance need to be developed.
        W2 – Better check-in system is needed for assessment and reporting of data.
        W3 – High demand for HKATC services may require more resources.

4. **List the Unit's top 3 goals/plans for the next Comprehensive Review period. Briefly describe evidence that supports these goals/plans.**

Goal #1: Continue to support instruction with instructional materials, tutors, educational technology, and facilities. Remedial/development and gatekeeper initiatives will continue to be areas of focus along with the exploration of STEM initiatives. TLC and HKATC will look for ways to provide tutoring options for students in courses with low success rates and especially for those students who are in the STEM programs. This goal aligns with HawCC's 2008-2015 strategic outcome: A2.3 where the action strategy is to "provide tutoring options for students in courses with low success rates." (evidence described in Part II A.3.a)

Goal #2: TLC and HKATC will look for ways to support students who are taking Distance Education courses and for those needing technology assistance. Technology has allowed access to tutorial and distance learning support for students taking DE courses. Many students receive help through online tutorials and most recently, HawCC students can log in to myUH portal and get assistance 24 hours a day through Smarthinking tutorial services. Tutors competent in using Laulima, word processing, Excel, and other computer programs are needed to help assist students who are not computer literate. Professional development workshops may be needed in training tutors to assist this growing population. This goal aligns with HawCC's 2008-2015 strategic outcome: A2.3 where the action strategy focuses on providing Distance Learning support.

Goal #3: TLC needs a better check-in system that can track and collect data for assessment and reporting purposes. Different tracking tools will be investigated to see which system would be most appropriate for our reporting needs. This goal aligns with HawCC's 2008-2015 strategic outcome: B 1.a where the action strategy uses data to focus on strategic recruitment, retention, graduation, and transfer.

B. Other Relevant Data Analysis

Students will reenroll (persistence) at the same rate as or higher than non-tutored students:

PERSISTENCE

| | NON-TUTORED | | | TUTORED | | |

Term	Headcount	Persist Count	% Reenrolled	Headcount	Persist Count	% Reenrolled
Fall 2007-Spring 2008	1666	1113	67%	454	359	79%
Fall 2008-Spring 2009	1704	1176	69%	607	486	80%
Fall 2009-Spring 2010	1798	1210	67%	874	685	78%
Fall 2010-Spring 2011	2367	1723	72%	649	540	83%

"Percent Increase of Persistence"
of tutored students compared with non-tutored students

Percent Rate of Persistence
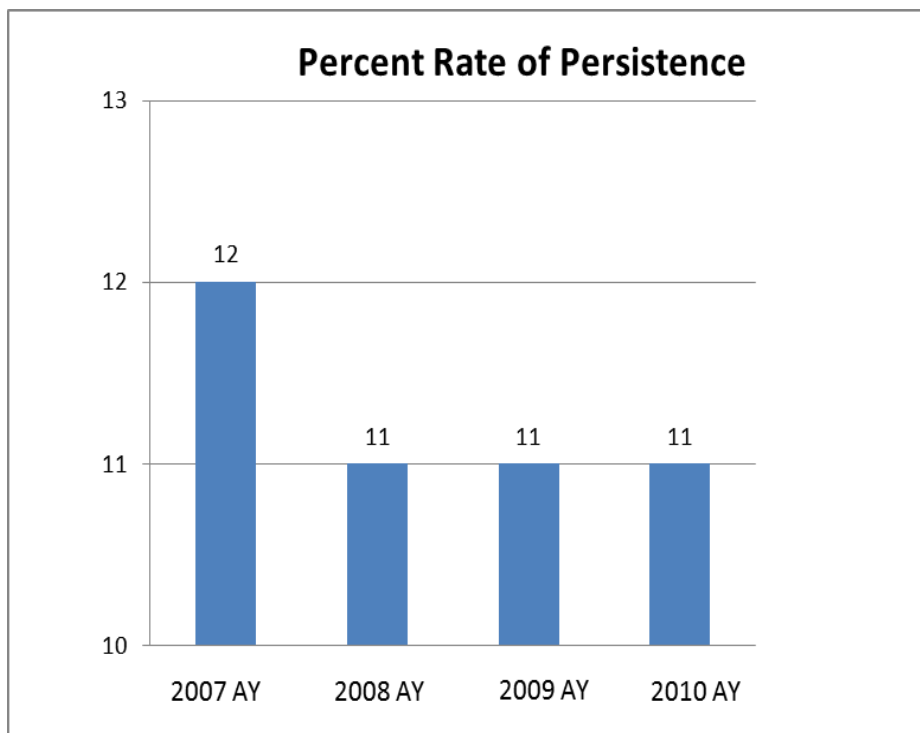
Persistence Rate:
To determine the effectiveness of tutoring on persistence rate, data on students tutored in business, ESL, math, reading, writing, nursing, and general content subjects were monitored. The outcome of tutored students reenrolling the following semester was an overwhelming **12%** (Fall 2007), **11%** (Fall 2008), **11%** (Fall 2009), and **11%** (Fall 2010) higher than those students who did not use TLC services.   Because TLC provides a wide range of tutoring services, computer assistance, individual and small group tutoring sessions, and social support environment, students may take advantage of and benefit from the support services. These factors may contribute and influence students' decisions to reenroll the following Spring semester.

C. Action Plan for Unit Improvement

Table 1- Prioritized Top 3 Non-Cost Items

				Justifications
Task	Academic yr.	Who is responsible?	How does it improve unit effectiveness?	Address which strength or weakness*
1. Provide in-class presentations of tutoring services for writing and math classes	Spring 2012	Writing and Math Lab coordinators and writing and math tutors	Students and faculty will learn about writing and math tutoring services and be able to see tutors in person	S1 & W1
2.Hold Wala'au sessions on how to encourage more faculty/lecturers to refer their students for tutoring	2012 – 2013	TLC Coordinator and HKATC Center Manager	TLC/HKATC will be able to increase pass rate of students when more faculty/lecturers refer them for tutoring services.	S1 & W1
3.Explore a better data collection and tracking system	2012	TLC Coordinator	Accurate data for program review and unit assessment	W2

Table 2 – Prioritized Top 3 Cost Items ("G" funded requests only)

Priority	$ amount & budget category* Except R/M	Justifications		Addresses which strength or weakness?	If currently grant funded, please explain: put date when funding ends and indicate HawCC commitment to support, if any
		Best fits which Action Strategies in the Strategic Plan and how? If it doesn't match to any of the existing Action Strategies, you may write a new one for recommendation.			
1.Replace 75 chairs at Hale Kea	$15k, SE	Chairs are breaking because of heavy usage and are becoming a Safety issue		S3 & W3	

Table 3—Repair and Maintenance

Nature of Problem	Describe Location: eg. building(s) & Room(s)

Table 4—Unit Data Elements

2011 Annual Report of Academic Support Services Program Data

COLLEGE :	Quantitative Measure 2008-2009	Quantitative Measure 2009-2010	Quantitative Measure 2010-2011
Tutoring Data **(Overall Health)**			
Tutoring Demand **(Health)**			
Number of students tutored per student FTE	117%	99%	83%
Number of students who placed in Dev/Ed through COMPASS per student FTE	NA	NA	91%
Tutoring Efficiency **(Health)**			
Tutor contact hours per tutor paid hours	2.6	1.8	2.5
Student contact hours per tutored paid hours	3.5	2.5	3.5
Number of sessions per tutor paid hours	2.6	1.8	2.5
Tutoring budget per student contact hours	NA	NA	$10.64
Tutoring Effectiveness **(Health)**			
Common Student Learning Outcome: Students who receive tutoring will pass their tutored course	66%	66%	64%
CCSSE Indicators			
4.h. Tutored or taught other students (paid or voluntary)			1.44
13.d. Peer or other tutoring (frequency, satisfaction, importance)			
Frequency			1.47
Satisfaction			2.09
Importance			2.24

13.e. Skill labs (writing, math, etc.)
                   Frequency
                   Satisfaction
                   Importance
			1.74
			2.22
			2.35

CCSSE DATA FOR LEARNING SUPPORT SERVICE

Items		2008			2010		
		HawCC	Other Consortium	2008 Cohort	HawCC	Hawaii Cohort	2010 Cohort
4.h. Tutored or taught other students		**1.53**	1.42	1.37*	**1.44**	1.42	1.38
13.d Peer or other tutoring	Frequency	**1.49**	1.44	1.46	**1.47**	1.48	1.46
	Satisfaction	**2.07**	2.14	2.15	**2.09**	2.22	2.16
	Importance	**2.28**	2.18	2.10*	**2.24**	2.21	2.11
1=Rarely/never, 2=Sometimes, 3=Often							
13.e Skills Labs (writing, math,	Frequency	**1.75**	1.64	1.71	**1.74**	1.65	1.71
	Satisfaction	**2.22**	2.21	2.26	**2.22**	2.23	2.26
	Importance	**2.33**	2.25	2.19	**2.35**	2.26	2.20

2011 Annual Report of Academic Support Services Program Data

COLLEGE :	Quantitative Measure 2008-2009	Quantitative Measure 2009-2010	Quantitative Measure 2010-2011
Testing DATA **(Overall Health)**			
Testing Data Demand **(Health)**			
Number of placement tests administered per year per student FTE	2197/1807= 122%	2124/2075= 102%	1903/2289 = 83%
Number of Distance Learning tests administered per year per student FTE	2262/1807= 125%	1353/2075= 65%	1185/2289 = 52%
Local campus tests proctored per year per student FTE	137/1807= 7%	291/2075= 14%	440/2289= 19%
Testing Efficiency **(Health)**			
Testing seats per student FTE	1.67	1.45	.013
Testing seats per total number of tests	.006	.008	.009
Total number of tests per Testing Budget	NA	NA	.03
Testing Effectiveness **(Health)**			
Satisfaction measurements using common survey questions			
1. The Testing Center Staff is friendly and helpful	100%	99%	100%
2. The hours at the Testing Center meet my needs	99%	94%	90%
3. The atmosphere at the Testing Center is conducive to testing	99%	96%	97%
4. The services at the Testing Center are satisfactory	100%	100%	98%
5. My test was administered in a timely and efficient manner	100%	100%	100%

Attachment A:

The Learning Center and Hale Kea Advancement and Testing Center
Unit Organizational Chart

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┌─────────────────────────────────────────────┐
│    Vice Chancellor of Academic Affairs        │
└─────────────────────────────────────────────┘
                      │
                      ▼
┌─────────────────────────────────────────────┐
│  The Learning Center                          │
│  *Faculty Coordinator                         │
│  *Clerk Steno II Office Manager               │
│  *Educational Specialist Band A               │
└─────────────────────────────────────────────┘
                      │
                      ▼
┌─────────────────────────────────────────────┐
│  Hale Kea Advancement & Testing Center        │
│  *Educational Specialist Band B, Center Manager │
│  *Educational Specialist Band A, Assistant Manager │
└─────────────────────────────────────────────┘
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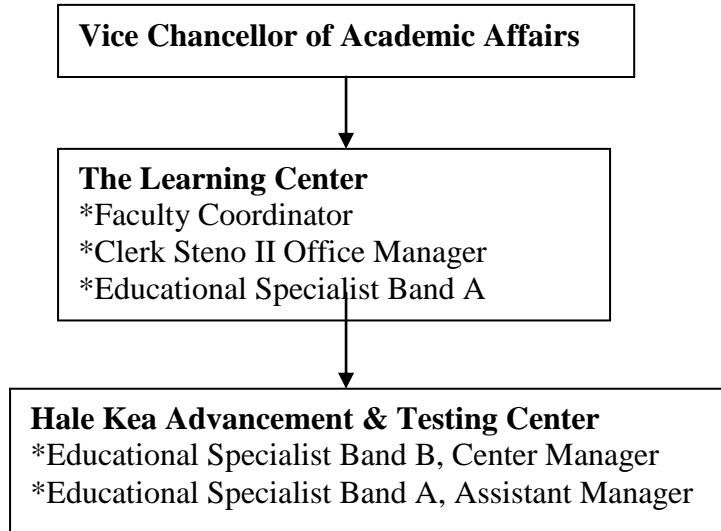
Faculty and Staff

TLC Staff:
- one full time Faculty Center Coordinator
- one full time Clerk Steno II (Office Manager)
- one full time Educational Specialist A
- four Faculty Lab Instructors (Reading, Writing, Math, and ESL) assigned three credits each to coordinate their area
- clerks and tutors

HKATC Staff:
- one full time Educational Specialist B (Center Manager)
- one full time Educational Specialist A (July 1, 2010)
- clerks and tutors