HAWAII COMMUNITY COLLEGE
UNIT REVIEW REPORT

Hale Kea Advancement and Testing Center Testing

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Program/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 Program/Unit 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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Unit Description

(Official Description - then provide more in depth explanation of what this unit does, who it serves and generally describe its accomplishments)
The Hale Kea Advancement and Testing Center, established in 2004 on the Manono Campus, provides testing services, hosts an electronic classroom, a computer lab with printer access, and offers writing/math tutoring services. The Center serves HawCC students but is open to students in the UH System taking distance education courses that need proctored tests. HKATC is open Monday, Thursday, and Friday from 8:00 a.m. to 4:15 p.m.; Tuesday and Wednesday hours are from 8:00 a.m. to 7:15 p.m. The staff includes: one full time Educational Specialist B (Center Manager), one full time Educational Specialist A (Assistant Manager in a temporary position), four clerks, and two tutors.

HKATC services include:
  - HawCC Placement Testing
  - Distance Education test proctoring (UH system and Non UH)
  - Extended time for students with disabilities
  - Make-up and special testing
  - General study/computer lab
  - Tutoring (Writing and Math areas)
- Electronic classroom for instruction and college use

Unit Mission

The mission of The Learning Center (TLC) and Hale Kea Advancement and Testing Center (HKATC) as an academic support program for the college needs to be a responsive one which supports the college's mission and its academic programs. TLC and HKATC seek to provide 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.

3yr Review Report Summary– <mark>*If this Unit is scheduled for Comprehensive Review, this section must be more robust and detailed*</mark> *explaining changes made to the function of the unit in the past 3 years; funding received since last 3 years and results from funding, etc.*

1. Overall APRD Health call is in the cautionary range due mainly to <u>high demand</u> for testing services and computer usage. Despite decreasing overall student contacts (pass three years) in general study and placement and local tests, DE testing has increase by 78% from three years ago.
2. Since AY 12, a request for a third APT Band A has not materialized but still being perused.
3. Computers are on a replacement schedule and are working fine but the printers have not been changed.
4. Pay for printing has been research and given the green light to implement. Summer 15 is the new target date.
5. Establishing Starfish to assist in data gathering and communication with students have not been implemented as predicted in Summer 2014. End of Spring 2015 is the new target date.
6. Funding is part of TLC's overall budget which was reduced (request by VCAA) by 10% in the last two years. Support for clerks and tutoring has been increasing over the years for HKATC as demand for services has increased.

CERC Comments and Feedback

CERC Comments as listed in most recent Comprehensive Review:

CERC provided recommendations intended as suggestions for improvement. Provide a brief response to the suggestions made. i.e., Were the suggestion(s) valid? What change(s) were made as a result of the suggestion(s)?, etc.
- *If no changes were made at all, write "None."*
- *If no changes were made during this review period but you plan to in future periods, write "None in 2013-2014 however changes will be made in (AYs) and will be reported in that review.*
- *If no changes were made during this review period but changes were made in previous review periods, write "None in 2013-2014; however changes were made in (AYs)."*

Part I: Quantitative/Qualitative Indicators

A. Annual Report of Program Data (ARPD) Data Grid -- <mark>Pertains to only Library, Technology Resources, Testing Service, and Tutoring Service.</mark>

Look up 2014ARPD data at: http://www.hawaii.edu/offices/cc/arpd/index.php

List below any data elements related to the Unit.

Hawaii Community College
2014 Academic Support Services Annual Report of Program Data
Testing Services

Part I: Program Quantitative Indicators

Overall Program Health: Cautionary

Student and Faculty Information		Program Year			
		11-12	12-13	13-14	
1	Annual Unduplicated Student Headcount	4,754	4,424	3,998	
2	Annual FTE Faculty	126	131	137	
2a	Annual FTE Staff	125	135	140	
3	Annual FTE Student	2,281	2,114	1,976	

Demand Indicators		Program Year			Demand Health Call
		11-12	12-13	13-14	
4	Number of placement test sessions administered per year per student FTE	0	0.9	0.8	Cautionary
5	Number of Distance Learning tests administered per year per student FTE	0	1.1	1.4	
6	Local campus tests proctored per year per student FTE	0	0.4	0.2	

Efficiency Indicators		Program Year			Efficiency Health Call
		11-12	12-13	13-14	
7	Number of test sessions administered per FTE testing center staff		1,375	1,242	Healthy
8	Annual operational testing center budget allocation per number of test sessions administered	$0	$25	$27	

Effectiveness Indicators		Program Year			Effectiveness Health Call
		11-12	12-13	13-14	
	Satisfaction measurements using Common Survey questions				
9-1	The hours at the Testing Center meet my needs	0%	88.0%	96%	Healthy
9-2	The atmosphere at the Testing Center is conducive to testing	0%	99.0%	97%	
9-3	The services at the Testing Center are satisfactory	0%	99.0%	100%	
9-4	My test was administered in a timely and efficient manner	0%	97.0%	98%	

Last Updated: November 17, 2014

B. ARPD Data Analysis -- <mark>Pertains to only Library, Technology Resources, Testing Service, and Tutoring Service.</mark>

Based on the data from the ARPD, analyze the unit's strengths and weaknesses in terms of demand, efficiency, and effectiveness.
- *Based on data, determine and justify Health Calls – Healthy, Cautionary, Unhealthy*
- *If this Unit is scheduled for Comprehensive Review, analyze Unit over 3 years.*

Demand Health	Efficiency Health	Effectiveness Health
Demand – Cautionary Strengths: Demand for HKATC testing services as evidenced by the following data: • Number of Placement Testing sessions administered per year per student FTE for 2013-2014 was 83%. At 83%, this is considered "Healthy" on the scoring rubric. Weaknesses: • Number of Distance Learning Test sessions administered per year per student FTE for 2013- 2014 was 136%, placing it in the unhealthy category. DE testing is the only area that rose (27%) from the previous year. This increase shows that there is a continued demand that is escalating each year. At 136%, it is over the unhealthy limit by 26%. • Local campus test proctored per year per student FTE for 2013-14 was 24%, placing it in the unhealthy category. This category includes make-up and special testing. There was a significant drop from last year. • Continued increase and overwhelming demand for testing services may result in compromising HKATC's resources, services, and facilities, as well as the health and well-being of the	**Efficiency – Healthy** Strengths: Efficiency is Healthy for HKATC testing services as evidenced by the following: • For AY14, the number of test sessions administered per FTE testing center staff was 1,242, a 10% decrease compared to 1375 test sessions from the previous year but still in the healthy category. Weaknesses: • For AY 14, total testing services expenditure came out to $27.00 to administer each test session for AY14 compared to $25.00 the previous year. The slight rise in cost puts this health call in the cautionary range. • No change from AY13, Two professional staff must work overtime and come in even when sick to administer testing services. This is especially true at peak times during the semester (mid-term, finals, etc.). Because there are special testing protocols to follow, the responsibility lies heavily on these two staff members. They must also carefully manage the scheduling for testing request since only 20 computers are available for this use. Staff members	**Effectiveness – Healthy** Effectiveness is Healthy as evidenced by the following data: Strengths: For AY 14, Satisfaction measurements using common survey questions given to students received an average of 98% in the Strongly agree- Agree category. • The Hours at the Testing Center meet my needs received a rating of 97% • The atmosphere is conducive to testing received a rating of 97% • The services are satisfactory received a rating of 100% • Test were administered in a timely and efficient manner received a rating of 98% Weaknesses: • Due to lack of adequate staff, phones often go unanswered and students are not always given the help they need. (See Appendix A for HKATC Testing Data) (See Appendix B for Testing Rubric)

professional staff.	report high levels of stress and burn out.	

Overall Health
Overall Health for ARPD indicators: Cautionary

C. Other Data, Trends & Factors -- *Report non-ARPD data, trends or factors that can be used to analyze the unit's strengths and weaknesses.*

- *Provide any non-ARPD data and a brief analysis in terms of the Unit's demand, efficiency and effectiveness, e.g., a summary of Satisfaction Survey Results, special studies and/or instruments used, e.g., CCSSE, etc.*
- *Describe trends including comparisons to any applicable standards, such as government regulations, national standards from accrediting associations, etc.*
- *Describe any external factors affecting the unit or additional unit changes not included elsewhere.*

Example:
There is a national trend toward on-line training, which requires expensive technological advancements and curriculum development.
Bureaucratic restrictions limit OCET's flexibility to be innovative, collaborative and entrepreneurial.

Other Data

Unit Outcome #2: TLC/HKATC will provide an open access computer lab for students.

Overall Health - Cautionary/Healthy with a score of 1.33

Demand - Healthy

Strengths:

Demand for Center Lab Usage as evidenced by the following data:

- **For AY14, 27% of TLC students used computers per student contact which scores in the cautionary range. TLC's emphasis is on tutoring and there are other computer labs available on the upper campus .**
- **For AY 14, 83% of HKATC students used computers per student contact. 83% is in the healthy range.**

Weaknesses:

- **Heavy demand for lab usage (HKATC) jeopardized and caused the efficiency health call to drop to an unhealthy score.**
- **Heavy demand leading to accelerated aging of equipment (printers).**

Efficiency - Unhealthy

Efficiency is unhealthy as evidenced by the following data:

- **For AY 14, benchmark set by the data scoring rubric placed the number of TLC students (93) using**

computers (40) available to score in the cautionary category.

- **For AY 14. benchmark set by the data scoring rubric placed the number of HKATC students (844) using computers (26) available to score in the unhealthy category. The range for the unhealthy rating in 300 to 500. This indicates that this ratio is Very unhealthy.**
- **26 computers in the HKATC computer lab are not sufficient to service all of students at the Manono Campus.**

Effectiveness - Cautionary
Strengths:
For AY14, CCSSE survey indicated an average mean score of 2.3 (average of 2.07, 2.50, 2.44) rating (somewhat/sometimes) for Frequency, Satisfaction, and Importance of using computer labs.

Weaknesses:
Even with two professional staff members, student workers (including two tutors) HKATC's Effectiveness has a weakness when it comes to handling the demand as it escalates. There are issues concerning overcrowding, the cost of printing services, noise level, assisting the adjacent electronic classroom, and students needing assistance from staff with technological problems.

(See Appendix C for Computer Lab Usage)
(See Appendix D for Computer Lab Rubric)

Appendix C
TLC/HKATC will provide an open access computer lab for students.
To assess this outcome, CCSSE surveys and student evaluation surveys were 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 were also used to provide data on the number of students using open access computer resources.

TLC	TLC 2011-2012	TLC 2012-2013	TLC 2013-2014
Personnel			
Student Assistants/Tutors	50	41	54
Faculty Coordinator	1	1	1
Assigned Faculty (9 contact hours)	4	4	4
Ed. Spec.	1	1	1
Support Staff Office Manager	1	1	1
Statistics			
# of Student Contacts	20,309	16,627	13,691
# of Students Unduplicated	2,062	1,959	1,740
# of HawCC Students	1,651	1,526	1,358
# of UHH Students	409	428	380
# of non-HawCC/UHH Students	2	5	3
Make up tests	184	289	235
General Study	2,038	1,994	1,951

Reading	7,667	6,015	4,829
Writing	1,672	1,336	1,626
Math	1,580	2,029	2,059
ESL	1,160	1,421	987
Courses	101	105	102
Computer Internet, e-mail, word processing	5,719	3,165	1,769
Equipment			
# of Computers	50	50	48
# of Printers	5	5	5
# of Copiers	1	1	1
Budget			
General Funds	80,000	80,000	75,380
UHH FWS	5,250	5,250	5,250
HawCC FWS	7,000	4,000	4,000
Supplies	20,000	15,000	20,000
Total Funds	112,250	104,250	104,630

CHART #2: HKATC Data for 2012, 2013, and 2014 AY

HKATC	HKATC 2011-2012	HKATC 2012-2013	HKATC 2013-2014
Personnel			
Office Assistants/Tutors	6	12	13
Ed. Spec.	2	2	2
Statistics			
# of Student Contacts	28,251	30,409	26,303
# of Students Unduplicated	3,622	3,867	N/A**
# of HawCC Students	3,275	3,512	N/A**
# of UHH Students	153	186	N/A**
# of non-HawCC/UHH Students	194	169	N/A**
Distance tests	1,512	2224	2701
Placement tests	1,809	1896	1410
Make up tests	453	449	215

Special testing	42	106	23
General Study	24,434*	25,732*	21,954*
Writing	34	132	89
Math	85	229	277
Equipment			
# of Computers	75	75	75
# of Printers	10	9	9
# of Copiers	1	1	1

*General Study included the following: Reading, Writing, Math, ESL, Courses, and
  Computer Internet, e-mail, and word processing.

** Due to data system program malfunction, this data could not be retrieved.

Appendix D
2014 ANNUAL REPORT OF PROGRAM DATA
TLC/HKATC Computer Lab Usage RUBRIC

Area	Benchmark	S
1) Demand Number of students using computers per student contact TLC HKATC	 30%-40% Healthy 20%-29% Cautionary 10%-19% Unhealthy 80%-90% Healthy 70%-79% Cautionary 60%-69 Unhealthy	2 = Healthy 1 = Cautionary 0 = Unhealthy 2 = Healthy 1 = Cautionary 0 = Unhealthy Average the two use the scoring the final "Dema score: 1.5 – 2.0 Health 0.5 – 1.0 Cautio 0.0 – 0.4 Unhea
2) Efficiency TLC Number of students using computers per computer availability HKATC	50-70 Healthy 70-90 Cautionary 90-110 Unhealthy 80-100 Healthy	2 = Healthy 1 = Cautionary 0 = Unhealthy 2 = Healthy

Number of students using computers per computer availability	100-300 Cautionary 300-500 Unhealthy	1 = Cautionary 0 = Unhealthy Average the two scores use the scoring rubric to the final "Efficiency" H score: 1.5 – 2.0 Healthy 0.5 – 1.0 Cautionary 0.0 – 0.4 Unhealthy
3) Effectiveness CCSSE Survey Results	2.0 – 3 Healthy 1.0 - 1.9 Cautionary 0.0 – 0.9 Unhealthy	2 = Healthy 1 = Cautionary 0 = Unhealthy
4) Overall Health	Average health call score from Demand, Efficiency, Effectiveness	1.5 – 2.0 Healthy 0.5 – 1.0 Cautionary 0.0 – 0.4 Unhealthy

Appendix A

HKATC Testing Data for 2011-2014 AY

HKATC	HKATC 2010-2011	HKATC 2011-2012	HKATC 2012-2013	HKATC 2013-2014
Placement tests	1,903	1,809	1,896	1410
Distance tests	1,185	1,512	2,224	2701
Make up tests	380	453	449	477 (w/TLC)
Special Testing	60	42	106	23

Satisfaction measurements using System-wide common survey questions				
Hale Kea Advancement and Testing Center Evaluation	2010-2011	2011-2012	2012-2013	2013-2014
The hours at the Testing Center meet my needs.	90%	94%	88%	97%
The atmosphere at the Testing Center is conducive to testing.	97%	98%	99%	97%
The services at the Testing Center are satisfactory.	98%	100%	99%	100%
My test was administered in a timely and efficient manner.	100%	99%	97%	98%

HKATC System-wide Common Survey Question

Appendix B
2014 ANNUAL REPORT OF PROGRAM DATA
HKATC TESTING RUBRIC

Area	Benchmark	Scoring
5) Demand Number of placement test sessions administered per student FTE per year Source: #4	80% - 90% Healthy 70%-79%; 91%- 100% Cautionary 60%-69%; 101%-110% Unhealthy	2 = Healthy 1 = Cautionary 0 = Unhealthy
Number of Distance Ed test sessions administered per student FTE per year Source: #5	80% - 90% Healthy 70%-79%; 91%- 100% Cautionary 60%-69%; 101%-110% Unhealthy	2 = Healthy 1 = Cautionary 0 = Unhealthy
Number of Local campus tests proctored per student FTE per year Source: #6	45% - 55% Healthy	2 = Healthy 1 = Cautionary 0 = Unhealthy Average the three scores together and use the scoring rubric to determine the final

	35% - 44% Cautionary 25% - 34% Unhealthy	"Demand" Health call score: 1.5 – 2.0 Healthy 0.5 – 1.0 Cautionary 0.0 – 0.4 Unhealthy

6) <u>Efficiency</u>
 	
Number of test sessions administered per student FTE per year
 	
<u>Source</u>: #9
 	
Annual operational budget per test administered
 	
<u>Source</u>: #8
	1300 or higher Healthy
	1200 – 1299 Cautionary
	1100 – 1199 Unhealthy
	
	$15 – 25 Healthy
	  26 – 35 Cautionary
	  36 – 45 Unhealthy
		2 = Healthy
		1 = Cautionary
		0 = Unhealthy
		
		2 = Healthy
		1 = Cautionary
		0 = Unhealthy
		
		Average the two scores together and use the scoring rubric to determine the final "Efficiency" Health call score:
		1.5 – 2.0 Healthy
		0.5 – 1.0 Cautionary
		0.0 – 0.4 Unhealthy

7) <u>Effectiveness</u> Satisfaction measurement using common survey questions <u>Source</u>: 9.2, 9.3, 9.4, 9.5	90% - 100% Healthy 80% – 89% Cautionary 70% – 79% Unhealthy	2 = Healthy 1 = Cautionary 0 = Unhealthy
8) <u>Overall Health</u>	Average health call score from Demand, Efficiency, and Effectiveness	1.5 – 2.0 Healthy 0.5 – 1.0 Cautionary 0.0 – 0.4 Unhealthy
9) <u>Efficiency</u> TLC Number of students using computers per computer	50-70 Healthy 70-90 Cautionary 90-110 Unhealthy	2 = Healthy 1 = Cautionary 0 = Unhealthy

availability HKATC Number of students using computers per computer availability	80-100 Healthy 100-300 Cautionary 300-500 Unhealthy	2 = Healthy 1 = Cautionary 0 = Unhealthy Average the two scores together and use the scoring rubric to determine the final "Efficiency" Health call score: 1.5 – 2.0 Healthy 0.5 – 1.0 Cautionary 0.0 – 0.4 Unhealthy
10) <u>Effectiveness</u> CCSSE Survey Results	2.0 – 3 Healthy 1.0 - 1.9 Cautionary 0.0 – 0.9 Unhealthy	2 = Healthy 1 = Cautionary 0 = Unhealthy
11) Overall Health	Average health call score from Demand, Efficiency, Effectiveness	1.5 – 2.0 Healthy 0.5 – 1.0 Cautionary 0.0 – 0.4 Unhealthy

Part II: Analysis of the Unit

A. Alignment with Institutional Mission & Learning Outcomes (ILOs)

1) College Mission Alignment

> *Hawai`i Community College (HawCC) promotes student learning by embracing our unique Hawai`i Island culture and inspiring growth in the spirit of "E `Imi Pono." Aligned with the UH Community Colleges system's mission, we are committed to serving all segments of our Hawai`i Island community.*

Copy/Paste from your 2012-2013 Unit Review, your description of how this Unit supports the College's Mission. Review and revise as you feel necessary. The description you finalize in the field below will be input into PATH for future reports.

Example:
The unit supports the UH Community College's mission by providing:
▪ access to post-secondary education in Hawaii
▪ training workforce needed in the State, the region, and internationally
▪ opportunities for personal enrichment, occupational upgrading and career mobility through non-credit courses and activities
▪ contributions that stimulate the cultural and intellectual life of the community

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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…" 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.

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2) ILO Alignment

   a) ILO1: *Our graduates will be able to communicate effectively in a variety of situations*.

Copy/Paste from your 2012-2013 Unit Review your description of how this Unit supports ILO1. Review and revise as you feel necessary. The description you finalize in the field below will be input into PATH for future reports. If Unit does not support this ILO, write "No alignment to ILO1."

Example:
OCET provides a wide range of professional development workshops that help participants improve their communication skills as well as many online classes with topics such as Keys to Effective Communication and Grant Writing. Test preparation classes include a review of written communication skills. Short-term international programs for students visiting from abroad focus on basic communication skills in English.

TLC/HKATC support this first ILO by assisting students with reading, writing, and English as a Second Language. Helping students develop good reading skills familiarizes them with the written word which increases their vocabulary. A good reader develops a better understanding of the structure of language and in turn becomes a better writer. Improving writing skills encourages students to communicate more readily with their instructors, their peers, and finally within their community. Assisting students who are non-native speakers to acquire a better knowledge of English will encourage them to communicate with native speakers more easily and often. Having good communication skills gives the students confidence which is important for them in becoming independent learners.

The following are excerpts of responses from tutors who felt they supported this ILO when tutoring in their subject area:

- This semester I have been privileged to work as an ESL and writing tutor at HawCC's Learning Center. In doing so, I have worked with students to help them achieve HawCC's Institutional Learning Outcomes. The primary outcome in that I have facilitated development is number 1: "Our graduates will be able to communicate effectively in a variety of situations".

  I have worked with students on their verbal and written communication skills, as well as their comprehension and processing of others' written and verbal communications.

  I encouraged students to speak freely on topics in which they were knowledgeable, this way they were comfortable and could focus on language production. I asked prompting questions that would elicit long responses requiring description and explanation, but could be provided using basic grammar and vocabulary.

  In their written work, I aided students with their organization, allowing them to more freely express their points in a way that flowed clearly and efficiently. I noticed that as students felt they were understood when communicating simple ideas, they gained confidence when tackling more complex concepts and were less afraid to step out of their comfort zones.

  I think it is most important to promote a student's confidence. Start simple and then work towards the complex.

  For next semester, the ESL group has talked about implementing a series of workshops for the students to help with simple, yet common, grammatical errors. Hopefully this can be achieved :) AY14

- In order to work towards Institutional Learning Outcome #1, I try to help students to communicate openly regarding the ideas about which they write so that they are able to practice expressing themselves in spoken as well as in written conversations. When tutoring students in both ESL and Writing, I encourage them to express their thoughts and opinions clearly and effectively by having them discuss openly what their thoughts are rather than just reading what they have written down. This way, their communication skills can improve significantly from the opportunity not only to explain, but to back up their ideas and viewpoints. AY 15

- Being able to effectively communicate in both spoken and written contexts is crucial as one moves forward from the academic to working world. One can take the skills they have learned for these situations and apply them into other aspects of their lives. What I emphasize the most when helping students is clarity and organization of ideas. By being as clear and organized as possible, your point will come across in the most effective way and it saves time and unnecessary confusion. AY 15

- …we help bridge the gap that students often feel between themselves and their teachers.

- As writing tutors, we offer a direct correlation between becoming effective writers and effective communicators.

- I work to help students convey their ideas in an organized and accurate manner so that they can effectively communicate in various situations. With good communication comes empowerment and confidence...

- In writing and ESL, I assist students to express their ideas or feelings on paper. Effective communication is occurring both ways by the student expressing their feelings and me asking the appropriate questions to get them thinking.

- Through valuable discussions and meaningful interactions, tutoring sessions open the door for exceptional dialogue and receptive discussions

b) ILO2: *Our graduates will be able to gather, evaluate and analyze ideas and information to use in overcoming challenges, solving problems and making decisions.*

Copy/Paste from your 2012-2013 Unit Review your description of how this Unit supports ILO2. Review and revise as you feel necessary. The description you finalize in the field below will be input into PATH for future reports. If Unit does not support this ILO, write "No alignment to ILO2."

Students coming to TLC/HKATC are assisted in gathering, evaluating, and analyzing ideas and information in a variety of ways. This is what is better known as critical thinking. Being able to think **critically helps students to overcome challenges, solve problems and make decisions that will affect the** rest of their lives. Helping students develop good math and reading skills will help them develop good critical thinking skills. Math is a logical science that presents a set pattern of variables to be followed to come to an exact answer. Reading is a more difficult application that asks the reader to extract information from the ideas put forth in order to gain knowledge and draw conclusions. These different methods of analysis prepare students for the challenges of problem solving in making important life decisions.

The following are excerpts of responses from tutors who felt they supported this ILO when tutoring in their subject area:

- As a math tutor, it is my responsibility to give students the skills "to gather, evaluate, and analyze ideas and information to use in overcoming challenges, solving problems, and making decisions." Our philosophy at the math desk is to help students to become independent learners and to make them not solely dependent on the tutors. When a student comes in, often we will work through an example or two and give the student the skills and the analytic reasoning that they need to be able to do more problems on their own. From that point, we leave the student to themselves until they have another question. The fact that we don't have to help the student with every problem shows that we are giving them the skills they need to become more independent learners. AY14

- My name is Erica and I have been a tutor for Hawaii Community College for the past year and a half. During this time, I have helped many students with their assignments and self-esteem. Most importantly, I have seen them develop the ability to "gather, evaluate and analyze ideas and information to use in overcoming challenges, soling problems and making decisions," as well as "communicate effectively in a variety of situations." One example is a student who came in at the beginning of the spring 2014 semester who was timid, scattered, and intimidated by her English 100 class. She explained that she was only good at typing memos and not developing essays. Over the semester she developed the skills necessary to choose a topic, brainstorm, gather resources, and produce a final draft. She even won a scholarship award for submitting one of her essays. AY14

- Working at the reading desk, I've seen lots of students come to us trying to make sense of the information they're given daily by their instructors. Though not often due to a lack of effort on their part, sometimes students simply need help seeing things a different way. In my own experience with students I've gone over a variety of different methods to try and help them not only understand, but grow as well. From reading out loud to acting stories out (to an extent), I've tried all kinds of tricks to help them understand, and from what I've seen in those short periods of time I've witnessed quite the improvement. I think the reason for this is that rather than simply trying to understand their work, I try to help them understand themselves. I know that may sound very zen and more than a bit cheesy but, more often than not, all it really comes down to is making the student feel comfortable with their own reading style. Everybody reads and processes information differently, but most are only taught to read one way. Sure it may work for some but there are times where

an individual approach has to be taken. This is where we as tutors come in, and I'm more than happy to play my part. AY14

- When tutoring most subjects, I find it very helpful to have the student explain what the class has covered so far and where the student is having problems. What is it he/she is not grasping? What doesn't he/she understand? Once this is established, I can more easily determine what to work on. One of the best strategies is to ask questions to get students thinking. Writing: "How do you feel about the topic you're writing about?" "What would you like to convey to the audience you're writing for?" "What are some ideas that support your major theme?" Another good strategy is to have the student speak aloud either by reading an essay or stating the steps to follow in solving a proof for Logic. When an essay is read aloud, students tend to find sentence structure and grammar errors more easily. When solving a logic proof, if students have trouble recognizing the patterns of the rules as they apply to the solution, then having them speak aloud each step usually helps them to see how it all fits together. I have seen many students have "aha" moments using the talk-it-out method. This can help them to approach the next essay or the next proof with more confidence that they are becoming more independent in their learning. These strategies help to develop skills that will assist them in not only the rest of their academic career, but on into the future.

- This semester, I felt like a lot of my job as a tutor involved giving students confidence in themselves. A majority of the time, I could see that the skills to gather, evaluate, and analyze ideas were already present; I simply needed to show them what they were already capable of. This often occurs when I help students answer questions based on a passage that they have read. First I will ask a student what kind of information do they have available to help them answer the question. What do you know from this passage? How do you know what you know? I then establish if they understand what the question is asking them. What are they asking you? I have found that often the problem lies in misinterpretation of the question itself and will help clarify. Then, I ask them to give me a possible answer and prove to me why that is the correct one. What do you think the answer is? Why do you think that? By asking them this, they must map out their thinking process for me which allows them to really delve into the problem and analyze it. If the student is correct on their initial try, this technique teaches them to be confident in their answer and their capabilities. If their initial answer is incorrect, we are still able to legitimize their thought process while still encouraging the student to search for more information that can lead them to the correct answer. I see why you chose that answer, but is there a better answer? Why did you choose that instead? How do you know? I will typically sit with a student for a small amount of time and repeat this process with each new passage/question. I find that soon after, I am able to step away, and the student will begin to ask themselves those very same questions and arrive at the correct answer. The entire process, I feel, essentially helps the student to see that they have everything they need in front of them and in their heads. What is required is that they really evaluate the available information and gain confidence in their answer by double-checking and analyzing the question. AY15

- In relation to everyday situations, students will be able to employ the learned skills/strategies that were put into use while completing schoolwork, and apply them to daily situations that require critical thinking, and problem-solving, in turn, overcome challenges.

- With regard to Institutional Learning Outcome #2, when working with students who have an assignment that requires them to interpret and analyze data and the ideas of others, I try to make sure that they fully understand these ideas and the perspective from which they are presented by offering some discussion on this data and asking the student how the data might be similar to or differ from their own findings; this way, the student can understand the supporting points as well as the arguments against their idea and strengthen their understanding and their argument. AY 15

- By showing students how to gather, evaluate, and analyze information effectively, I am providing students

with problem solving tools that will help them overcome the challenges they face throughout life.

- …math is all about being able to analyze what you know and use it to solve problems. Of course, life doesn't usually just throw formulas at us, so I encourage the students to really try hard with word problems (which are the hardest problems in a math book). If they can become adept at pulling out the important information from a paragraph of text and then setting up the problem, they can transfer this to all of their other classes.

c) **ILO3:** *Our graduates will develop the knowledge, skills and values to make contributions to our community in a manner that respects diversity and Hawaiian culture.*

Copy/Paste from your 2012-2013 Unit Review your description of how this Unit supports ILO3. Review and revise as you feel necessary. The description you finalize in the field below will be input into PATH for future reports. If Unit does not support this ILO, write "No alignment to ILO3."

Hawaii Community College is a culturally diverse institution. This speaks highly of the community as a whole since there are so many different cultures that have come together to live on this island. When local students come to TLC/HKATC, they come in already having the experience of living with different cultures. When students from other places come here, they are being immersed in that cultural diversity and gaining great knowledge of a collective community. The Centers cater to this diversity not only by assisting students that are learning English as a Second Language, but by also having a culturally diverse staff that is sensitive to the needs of the community. Students who come to the Centers for tutoring, leave with the knowledge, skills and values they need to make contributions to the community in a manner that respects diversity and the Hawaiian culture.

The following are excerpts of responses from tutors who felt they supported this ILO when tutoring in their subject area:

> Hawaii Community College is a culturally diverse institution. This speaks highly of the community as a whole since there are so many different cultures that have come together to live on this island. When local students come to TLC/HKATC, they come in already having the experience of living with different cultures. When students from other places come here, they are being immersed in that cultural diversity and gaining great knowledge of a collective community. The Centers cater to this diversity not only by assisting students that are learning English as a Second Language, but by also having a culturally diverse staff that is sensitive to the needs of the community. Students who come to the Centers for tutoring, leave with the knowledge, skills and values they need to make contributions to the community in a manner that respects diversity and the Hawaiian culture.

> The following are excerpts of responses from tutors who felt they supported this ILO when tutoring in their subject area:

- When working to achieve Institutional Learning Outcome #3, it is especially important to be aware of and sensitive to the diversity of backgrounds from which students at The Learning Center come and how our community benefits from the contribution of people of all different cultures and upbringings. In one case, I worked with a student who was working on a paper regarding the history of Hawaii and the current attempts to revitalize Hawaiian language and culture. To help the student move forward with their main point, I suggested that the student think about the cultural and societal implications of revitalization of Hawaiian culture and what it means to have a Hawaiian identity in the midst of the great diversity of the islands. The student was encouraged to discuss the emergence of a 'modern' Hawaiian culture and identity that is not limited solely to native Hawaiians, as the residents of Hawaii come from all different backgrounds, and presented possible plans for moving forward with the revitalization of Hawaiian culture. Many students have

great ideas and skills that would benefit our community with their forward-thinking and cultural sensitivity, but can have trouble expressing themselves or putting their ideas into words. Because of this, for all Institutional Learning Outcomes it is important that we encourage students to express themselves. AY 15When students develop the things we teach them, they develop knowledge and values that allow them to make positive contributions to our community, which not only benefits our academic community but also benefits our whole community.

- One of the biggest steps in learning a culture is to learn the language and it is gratifying to see people in ESL learn about a different culture alongside the acquisition of the language.

- I firmly believe that people learn and teach one another through effective communication, critical thinking, and in conjunction with the practice of Hawaiian culture, the community benefits.

B. Strengths and Weaknesses

1) Strengths (Top 3 defined)

State Strength	Using supporting evidence, describe why this is a strength
Example: *OCET hires knowledgeable and responsive instructors*	*Example:* *Class evaluations showed that 98% of students agreed or strongly agreed that the instructors were knowledgeable about the class subject matter and 96% agreed or strongly agreed that the instructors were responsive to their learning needs.*
S1 High Demand for HKATC testing services	Testing demands (slight decrease from last year except for DE) continues as evidenced by the data presented below: • Placement Testing decreased 25% from 1,896 (2012-2013) to 1,410 (2013-2014) • Distance Learning Testing increased 27% from 2,224 (2012-2013) to 2,701 (2013- 2014) • Make-up/Special Testing decreased 46% from 449 (2012-2013) to 242 (2013 – 2014) Note: TLC logged 235 For 2013- 2014, the decrease number of placement tests Make-up , and Special testing could attributed to the declining enrollment . Make up and special testing decline could just be based on faculty and students needs for the year. The increase in DE testing is alarming. The amount of test administered from AY13 to AY 14 has increased by 27%. This increase in DE testing is competing with COMPASS testing during high demand periods. For AY 14, the overall decrease in the number of tests administered, raised the total testing expenditures per test to $27. This is a $2 increase from last year. For AY 14, Even with just two professional staff members and student workers, HKATC scored an overall cautionary call for testing services.

	Demand health call is cautionary, efficiency is healthy, and effectiveness is healthy. The previous year the overall health call was healthy.
S2 High Demand for HKATC computer lab usage	Since HKATC is the only site for computer usage and printing for all students on the Manono Campus, students flock to the Center for these services. Although reflected as a decrease in contacts, usage remains high. See stats below: • HKATC overall Student Contacts decreased 13.6 % from 30,409 (2012-2013) to 26,303 (2013-2014) • HKATC Students Using Computers decreased 15% from 25,732 (2012-2013) to 21,1954 (2013-2014) • HKATC Number of Students Unduplicated was not available due to data loss. • HKATC Number of HawCC Students was not available due to data loss.
S3	

2) Weaknesses (Top 3 defined)

State Weakness	Using supporting evidence, describe why this is a Weakness	Proposed solution
Example: *Lack of island-wide professional staffing*	*Example:* *Program coordinators are based in East Hawaii which makes it difficult to design classes for the West Hawaii community. Many classes are cancelled due to not knowing the community as well as best ways to market classes in Kona. 47% of the classes scheduled in Kona were cancelled due to low enrollment.*	*Example:* *Hire a program coordinator for West Hawaii (see Resource Implication).*
W1 High Demand for HKATC testing services	Demand for testing services will only continue to escalate, especially since the following requirements were instituted: authentication policy for Distance Education testing requiring ID verification, mandatory COMPASS placement testing policy required for orientation, and make-up and special testing. Even with declining enrollments, DE testing continues to rise. For AY 14, DE testing rose by 27% Although sited as a strength, this overwhelming demand is considered a weakness when it compromises HKATC's	Hire additional APT as originally requested in AY 13 and AY 14

| | resources, services, and facilities as described below:

Continuing from AY 13, in AY 14, two professional staff and student help have been scheduled to work overtime to accommodate the increase demand for services. These two professional staff members come to work although feeling under the weather and often must work alone, forgoing a lunch break when colleague or student workers are out sick or not scheduled to work. Running HKATC single-handedly, assisting students, administering tests, answering phones, and fulfilling teacher demands, is very stressful.

 20 computers in the testing room are not sufficient when HKATC is required to administer placement tests to all incoming students/retests for current students, provide make-up and special needs testing for the entire campus, administer DL tests for the entire system, and students are unable to do required tests in a timely matter. | |
|---|---|---|
| W2 High demand for HKATC computer lab usage and printing services. | Since HKATC is the only site for computer usage and printing for all students on the Manono Campus, they flock to the Center for these services. For example: Given Student FTE (1976) per amount of computers (26) available at HKATC. Based on HKATC's data, each computer serviced 844 duplicated students for 2013-2014. According to the scoring rubric, a healthy score would be one computer per 80 contacts. Usage is exceeding approximately 10 times what is considered healthy. At times it was not uncommon for every computer to be in use, with students waiting for computers to become available. When this happened, a general announcement was made letting computer users know other students were waiting, with the hope that some students would voluntarily move off computers. If necessary, students using computers for non-course work purposes were asked to let other | Implement Pay for Printing to reduce excessive use. This was an original request for AY 14. |

	students use the computers for academic purposes. Other sources for computers on the Manono Campus should be established. For AY 14 HKATC overall computer usage is still in demand. 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 tutoring and various purposes (e.g. to complete sexual harassment training, complete eCafe, etc.). Students are commonly unable to complete these tasks on their own and HKATC staff must assist them. Hale Kea staff assist in 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 is called in to troubleshoot. In addition, the noise from the classroom bleeds into the testing room and study areas, disturbing students. Because HKATC does not charge for printing, there are often lines for printing, and Hale Kea staff must police the waiting students to ensure fairness. Often students resent being asked to move off printing computers and tempers flare. Additionally, an increasing number of UHH students come to the center to take advantage of the free printing services. A rough estimate for supplying printing services at HKATC for one semester follows: 10 toners@ $200 each = $2,000.00 4 printers@ $1000 each = $4,000.00	

	Reams of paper = $400.00 Total = $6,400.00 Student Life also donates 10 cases of paper per semester to support free printing. One resolution for this problem would be to implement a system that could charge students for printing. In AY15, the pay for printing system will be finalized for implementation. 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 staffs frequently assist students needing help with Laulima or others who are not computer literate.	
W3		

Part IIIA: Unit Outcomes and Assessment

A. Unit Outcome(s) Assessed -- *List the Unit Outcome(s) assessed during this reporting period.*

Example: (UO1) OCET will provide training that is relevant to the needs of the Hawaii Island community

Performance Rate for Unit Outcome #1 TLC/HKATC will provide the College and community with testing service (AY14 Assessment Report):

B. Expected Level of Achievement -- *Describe the different levels of achievement for each characteristic of the learning outcome(s) that were assessed. That represented "excellent," "good," "fair," or "poor" performance using a defined rubric and what percentages were set as goals for student success; i.e. 85% or more participants will choose "Strongly Agree" or "Agree" when asked whether OCET successfully provides training relevant to the needs of the Hawaii Island community on course evaluation.*

- COMPASS and DE Testing Manuals will have been completed.

- Survey questions will have results in the 90%-100% (Healthy) range using the HKATC testing rubric.

C. Assessment Strateg(y/ies) & Instrument(s) -- *Describe what, why, where, when, and from whom assessment artifacts were collected.*

Example: OCET seeks community feedback on personal and professional training needs via evaluation forms collected at the conclusion of every course, as well as through focus groups.

Strategy/Instrument 1: **FOR 13-14 Performance Rate for Unit Outcome #1: (Based on TLC/HKATC Assessment Report Spring 2014)**

• COMPASS and DE Testing Manuals will have been completed.

• Survey questions will have results in the 90%-100% (Healthy) range using the

   HKATC testing rubric.

Strategy/Instrument 2:

Strategy/Instrument 3:

D. Results of Unit Assessment - Provide a summary of assessment results.

Example: Out of 998 total response, 78% Strongly Agree and 21% Agree that OCEET provides training that is relevant to the needs of our island community. OCET has offered 162 courses with 2,211 attendees to meet workforce and personal enrichment needs, some of which are repeat customers. OCET provides offer various courses at varying times of the day, week and year to better meet the needs of individuals and businesses. It is important that OCET continually seek innovative ways to conduct training

and provide course topics that are most relevant to the community's needs.

Summary of results from AY 13 and AY14 Program Review: Carry over from AY13 to AY14 Request for additional staff and sole use of the electronic classroom.

We were not able to accomplish majority of this action plan for AY 13 and AY 14.   Requests for a permanent APT position (currently there is a full-time temporary staff) and another third professional staff position were submitted to the Office of the Vice President for Community Colleges (OVPCC) via VCAA Onishi and the results of the requested positions are still pending. Manono Electronic Classroom, dedicated to instruction, was heavily scheduled for classes and booked for meetings for the 2012-2013 and 2013-2014.

The electronic classrooms reserved for instruction and our control of the scheduling is now done by POM instead of Hale Kea staff.   So if the room needs to be use for any testing a request would need to be made to POM.

The following methods were used to assess and measure Unit Outcome #1 in the Spring 2014 Assessment Report:

- •   COMPASS and DE Testing Manuals will have been completed.

- •   Survey questions will have results in the 90%-100% (Healthy) range using the HKATC testing rubric.

HKATC System-wide Common Survey Question

Satisfaction measurements using System-wide common survey questions			
Hale Kea Advancement and Testing Center Evaluation	2011-2012	2012-2013	2013-2014
The services at the Testing Center are satisfactory.	100%	99%	100%
My test was administered in a timely and efficient manner.	99%	97%	98%

Changes Implemented as a result of Assessment	**Evaluation of the changes that were implemented**
Change 1: See above from Assessment report Spring 2015	*Evaluation of Change 1:* See above from Assessment report Spring 2015
Change 2:	*Evaluation of Change 2:*

E. Next Steps – *Based on your experience with Assessment so far, what do you plan to do in the future? Include any changes that are planned for the Unit as a result of Unit Outcome assessments. For example, changes to rubrics, changes to level of expectation, changes to services provided, etc.*

1. Design a COMPASS brochure to illustrate the importance to doing well on the placement test.
2. Implement Starfish software to increase opportunity for scheduling, checking in students and data collection.
3. HKATC will have a kiosk with three computers for students to sign in to Starfish. This process will allow clerks to devote more time to testing activities.
 4. Look into special scheduling for high demand for testing for DE and COMPASS. For DE testing, review midterm and finals schedules. For COMPASS, review demand during registration

Part IIIB: Course Assessment & 20% Course Review

<mark>(Section IIIB pertains only to units with courses)</mark>

A. Course Assessment

1) Course(s) Assessed -- *List the course(s) (Alpha/#) assessed during this reporting period.*

Example: *Courses: SUBS 140, 245, 268* *PLO#1: Satisfy the addiction studies educational requirements for Hawaii State Department of Health Alcohol and Drug Division's (ADAD) Certification:* *Embedded in PLO#1 are PLO's 2, 3, 4, & 5*

2) Expected Level of Achievement -- *Describe the different levels of achievement for each characteristic of the learning outcome(s) that were assessed. That represented "excellent," "good," "fair," or "poor" performance using a defined rubric and what percentages were set as goals for student success; i.e. 85% of students will achieve good or excellent in the assessed activity."*

3) Assessment Strateg(y/ies) & Instrument(s) -- *Describe what, why, where, when, and from whom assessment artifacts were collected.*

Example: SAMPLING- College records for seven (all) 2009 program graduates
Strategy/Instrument 2:
Strategy/Instrument 3:
Strategy/Instrument 4:

4) Results of Course Assessment -- *Provide a summary of assessment results.*

Example: RESULTS: 86% (6/7) program graduates met or exceeded expectations: completed SUBS 140,245, 268 with a "C" grade or better. 1/7 students received an incomplete grade.

Changes Implemented as a result of Assessment	**Evaluation of the changes that were implemented**
Change 1:	*Evaluation of Change 1:*

Change 2:	*Evaluation of Change 2:*

5) Next Steps -- *Based on your experience with Assessment so far, what do you plan to do in the future? Include any changes that are planned for the Unit as a result of course assessments. For example, changes to rubrics, changes to level of expectation, any Unit and/or curriculum modifications, etc.*

B. 20% Course Review

1) Courses Reviewed -- *List the Course Alpha/Number and Course Title of courses that were reviewed in AY 2013-2014.*

Course Alpha Number	Course Title

2) 20% Course Review Schedule -- *Input the Program's 20% Course Review Schedule for the next 5 years. If a schedule cannot be located, refer to HAW 5.250 Course Review Policy (http://hawaii.hawaii.edu/ovcadmin/admin-manual/haw5-250.pdf) to create a new schedule.*

Course Alpha Number	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019

Part IV Action Plan

A. Previous Goals (Unit Actions) & Planning

- *Report all new and uncompleted goals from your 2012-2013 report. If your unit is included in the Academic Master Plan (AMP) Appendix, you should use the list of unit actions listed for your unit in the AMP Appendix, except for crossed out items. (http://hawaii.hawaii.edu/docs/academic-master-plan-appendix-priority-actions.pdf)*
- *Review and specify which unit actions were addressed/completed during Review Period AY 2013-2014.*
- *Give a progress report for each unit action that is not yet address/completed and describe the degree to which the goal was achieved over the review period.*
- *If listed in the AMP, specify unit actions that are no longer being pursued by the unit and should be deleted from the AMP.*

Goals /AMP Unit Actions	Progress Evaluation & Evidence of Achievement
Examples: *Goal: Increase opportunities for island-wide training* *AMP 29.3: Outreach to departments who have not used library services*	*Examples:* *Delivered ag training island-wide. Seeking partnership w/new online vendor. Need to find other methods in addition to email.*
Goal **FOR 13-14 Performance Rate for Program Review for Unit Outcome #2:** **Action Plan**: Implement better tracking data collection and use data for setting of future goals.	**Progress Evaluation** **FOR 13-14 Performance Rate for Program Review Unit Outcome #2:** • Commercial products were researched, but as of this date, we have not found a tracking system that fits TLC/HKATC's reporting needs. • However, a scheduler was purchased for HKATC which assists with scheduling, confirming, and changing testing appointments on the web. • For 2013-2014, At the end of Spring Starfish is being review to provide better communication with students, faculty, and HKATC. Implementation is projected for Spr 2015
Goal 2 **FOR 13-14 Performance Rate for Program Review Unit Outcome #**3: Action Plan: Support TLC/ HKATC's computer lab demand with financial resources • Research pay for printing **For 13-14 Unit Outcome #3 From Assessment Report** Action Plan: HKATC created COMPASS and DE testing manuals that can be used as a training and reference resources to provide the College and community with efficient and effective testing services.	**Progress Evaluation** • Pay for printing was reviewed and a program was found to establish this services. The effort is continuing in AY 15. Unit Outcomes #3 The expected level of achievement has been met by the completion of COMPASS and DE Testing Manuals available for training and reference resources. These manuals will be reviewed and modified, as necessary

The following methods were used to assess and measure this unit outcome: • COMPASS and DE Testing Manuals completed: Yes___ No___ In progress___ Data from the following survey questions were used to measure the efficiency and effectiveness of testing services: testing.	to reflect changes, by the testing staff. In addition, HKATC has developed a video production and a brochure stressing the importance of the COMPASS test. • COMPASS Manual : Completed • DE Manual: Completed Based on the survey questions measuring efficiency and effectiveness of testing services below, results reflect HKATC to have exceeded the expected level of achievement set in the 90-100% (Healthy) range using the testing rubric. HKATC System-wide Common Question Survey Results: Testing Services Satisfactory: 100% Test Administered timely and efficient: 98%
Goal 3	

B. New Goals (Action Strategies) and Alignment – *Describe New Goals, if any*

Define Goal (Action Strategy) 1

Goal 1 -- *Example: Reduce non-credit course cancellation rates to less than 20%.*
Strategy 3 from AY15 Assessment Plan, Expected levels of Achievement: Collect and assess data on computer usage to determine demand, efficiency and effectiveness of present equipment and usage.

Alignment of Goal 1 to ILO(s)

Explain how Goal 1 aligns with ILO(s) and provide supporting rationale
Example: Goal 1 aligns with ILO1. By reducing the cancellation rate of courses, there will be more opportunities to provide training to help improve students' communication skills that will contribute to an educated workforce.
ILO 1: Our graduates will be able to communicate effectively in a variety of situations. Use of computers provides students with the opportunity to communicate through electronic means.
ILO 2: Our graduates will be able to gather, evaluate and analyze ideas and information to use in overcoming challenges, solving problems and making decisions. Through the use of computers, students will use various instructional and utility programs that will require them to think critically.
ILO 3: Our graduates will develop the knowledge, skills and values to make contributions to our community in a manner that respects diversity and Hawaiian culture. Through the use of computers and technology, students have available to them information that will increase their knowledge of the community and our

Hawaiian culture. Academic instruction would require the use of computers to seek available information as part of the curriculum.

Alignment of Goal 1 to Strategic Plan (SP)
http://hawaii.hawaii.edu/docs/HawCCStrategicPlan_20082015_102909.pdf

Explain how Goal 1 aligns with an Action Strategy in the Strategic Plan (SP). Include SP Reference(s) and provide supporting rationale. If Goal 1 does not align with a listed strategy, explain how it aligns to a SP Performance measure. Then, propose a new action strategy in the next field.

Example: Goal 1 aligns with A.2.1 Increase enrollment in regions and with groups who are underserved by making sure course offerings are what our communities are asking for and concentrate on offering in rural areas.

Goal 1 aligns to the Strategic Plan, and UH system by providing access to technology and resources to support successful learning. Specifically it focuses on A2.3 by providing computer access where students can develop technology skills, A2.4 by providing academic and support services to students to increase graduation or transfer to higher institutions, and A2.5 by expanding, updating, and replacing instructional enhancements and equipment for Distance Learning and computer support.

Proposed New SP Action Strategy/Strategies (if applicable) – *If Goal 1 does not align with a listed HawCC Action Strategy, indicate above how it aligns with a Performance Measure, and then use the field below to propose a new Action Strategy to be added to the HawCC Strategic Plan. New action strategies should be written in generalized terms so that other Programs and Units could also align their goals to them in the future.*

Alignment of Goal 1 to Academic Master Plan (if applicable)
Academic Master Plan: http://hawaii.hawaii.edu/docs/HawCCStrategicPlan_20082015_102909.pdf
AMP Appendix: http://hawaii.hawaii.edu/docs/academicmasterplanappendixpriorityactions.pdf

Check this box if your Unit is not currently listed in AMP but would like to be added in the next revision.

Indicate which Academic Master Plan (AMP) Action Priorities Goal 1 aligns with (if applicable) and provide supporting reasoning.

	STEM	Graduation Remediation Workforce	Student Transfer	Underserved Populations	Green Curricula	Program Development
Assess computer lab access demand through data sources including Starfish Use Computer usage Rubric: Demand = TLC: 30% of students using computers per student contacts, HKATC is 80%; Efficiency = TLC 50 students using computers		*X*		*X*		

per computer availability, HKATC 80; Effectiveness = CCSSE Survey results combine TLC/KHATC scores to determine adequacy and overall health.						

UH System Collaboration (if applicable)
● *include collaboration efforts w/other campuses*
● *include alignment with the UHCC Initiatives http://uhcc.hawaii.edu/OVPCC/ (listed on the left of John Morton's picture).*

Example: The new statewide online registration system will help to improve marketing efforts, access to course information and registration, and data tracking.

Calendar of planned activities for Goal 1 -- *In chronological order, briefly describe the procedures/activities planned to achieve Goal 1*

Activity	When will the activity take place

Example:
   1. Determine base cancellation rate.
   2. Improve marketing strategies
   3. Monitor enrollment beginning four weeks prior to scheduled class date and increase marketing efforts.
	Example:
	   1. Completed for this Annual Review
	   2. Ongoing with training and collaboration efforts
	   3. Ongoing as new strategies are implemented Spring/Summer 2015

Data Collection and Analysis	Fall 2015
Pay for Printing	Summer 15

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Define Goal (Action Strategy) 2

Unit Action Plan #2: Strategy 4 from AY15 Assessment Plan, Meet Expected levels of Achievement: Collect Data on Testing administrations per student FTE for efficiency; use qualitative data from UHCC common survey questions for effectiveness.

Alignment of Goal 2 to ILO(s)

Explain how Goal 2 aligns with ILO(s) and provide supporting rationale
ILO 1: Our graduates will be able to communicate effectively in a variety of situations. By participating in the testing services provided, student will be given the opportunity to communicate at various levels including electronically and in writing with faculty and test site administrators.

ILO 2: Our graduates will be able to gather, evaluate and analyze ideas and information to use in overcoming challenges, solving problems and making decisions. Through testing services provided, student will need to think critically to complete tests.

ILO 3: Our graduates will develop the knowledge, skills and values to make contributions to our community in a manner that respects diversity and Hawaiian culture. Through testing services, students will be able to provide proof of the knowledge they have gained that supports their contributions to the community in our unique Hawaiian culture.

Alignment of Goal 2 to Strategic Plan (SP)

http://hawaii.hawaii.edu/docs/HawCCStrategicPlan_2008-2015_10-29-09.pdf

Explain how Goal 2 aligns with an Action Strategy in the Strategic Plan (SP). Include SP Reference(s) and provide supporting rationale. If Goal 2 does not align with a listed strategy, explain how it aligns to a SP Performance measure. Then, propose a new action strategy in the next field.

Specifically it focuses SP A2.4 by providing academic and support services to students to increase graduation or transfer to higher institutions. Test allows for proper placement and DE accommodations to maximize student options/opportunities.

Proposed New SP Action Strategy/Strategies (if applicable) – *If Goal 2 does not align with a listed HawCC Action Strategy, indicate above how it aligns with a Performance Measure, and then use the field below to propose a new Action Strategy to be added to the HawCC Strategic Plan. New action strategies should be written in generalized terms so that other Programs and Units could also align their goals to them in the future.*

Alignment of Goal 2 to Academic Master Plan (if applicable)

Academic Master Plan: http://hawaii.hawaii.edu/docs/HawCCStrategicPlan_2008-2015_10-29-09.pdf
AMP Appendix: http://hawaii.hawaii.edu/docs/academic-master-plan-appendix-priority-actions.pdf

	Check this box if your Unit is not currently listed in AMP but would like to be added in the next revision.

	STEM	Graduation Remediation Workforce	Student Transfer	Underserved Populations	Green Curricula	Program Development
Collect testing data (administrations per FTE) for Placement exams - 80%, Distance Ed. Tests - 80%, and other local campus test - 45%. Testing Services provide an opportunity for students/faculty to assess student performance to be academically prepared.		X	X			

UH System Collaboration (if applicable) –
- *include collaboration efforts w/other campuses*

include alignment with the UHCC Initiatives http://uhcc.hawaii.edu/OVPCC/ (listed on the left of John Morton's picture).

Calendar of planned activities for Goal 2 -- *In chronological order, briefly describe the procedures/activities planned to achieve Goal 2*

Activity	When will the activity take place
Collection of Testing Data via Starfish and other instruments to determine adequacy of resource and facility needs	Fall 2015

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Define Goal (Action Strategy) 3

Alignment of Goal 3 to ILO(s)

Explain how Goal 3 aligns with ILO(s) and provide supporting rationale

Alignment of Goal 3 to Strategic Plan (SP)

http://hawaii.hawaii.edu/docs/HawCCStrategicPlan_2008-2015_10-29-09.pdf

Explain how Goal 3 aligns with an Action Strategy in the Strategic Plan (SP). Include SP Reference(s) and provide supporting rationale. If Goal 3 does not align with a listed strategy, explain how it aligns to a SP Performance measure. Then, propose a new action strategy in the next field.

Proposed New SP Action Strategy/Strategies (if applicable) – *If Goal 3 does not align with a listed HawCC Action Strategy, indicate above how it aligns with a Performance Measure, and then use the field below to propose a new Action Strategy to be added to the HawCC Strategic Plan. New action strategies should be written in generalized terms so that other Programs and Units could also align their goals to them in the future.*

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Alignment of Goal 3 to Academic Master Plan (if applicable)

Academic Master Plan: http://hawaii.hawaii.edu/docs/HawCCStrategicPlan_2008-2015_10-29-09.pdf
AMP Appendix: http://hawaii.hawaii.edu/docs/academic-master-plan-appendix-priority-actions.pdf

	Check this box if your Unit is not currently listed in AMP but would like to be added in the next revision.

	STEM	Graduation Remediation Workforce	Student Transfer	Underserved Populations	Green Curricula	Program Development

UH System Collaboration (if applicable) –
- *include collaboration efforts w/other campuses*
include alignment with the UHCC Initiatives http://uhcc.hawaii.edu/OVPCC/ (listed on the left of John Morton's picture).

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Calendar of planned activities for Goal 3 -- *In chronological order, briefly describe the procedures/activities planned to achieve Goal 3*

Activity	When will the activity take place

Part V: Resource Implications

A. Cost Item 1

Description	Type ● Personnel ● Facilities ● Equipment ● Health/Safety ● Others (Define)	Estimated Cost
Example: 1.0 fte APT B, West Hawaii	*Personnel*	*$55,000*
None for AY15, Request from AY 13/14 have already been done 1. 1.0 fte APT Band A for Hale Kea	Personnel	$32,000

Alignment of Cost Item 1 to Strategic Plan (SP)

Explain how Cost Item 1 aligns with the Strategic Plan (SP). Include SP Reference(s) and provide supporting rationale
Example: Cost Item 1 aligns with SP A1.1 (Increase Native Hawaiian enrollment by 3% per year particularly in regions that are underserved.) by ...

Alignment of Cost Item 1 to Academic Master Plan (AMP) (if applicable)

Explain how Cost Item 1 aligns with the Academic Master Plan (AMP) Action Priorities.
Example: Cost Item 1 aligns with Action Priority Underserved Populations because additional equipment is necessary to provide greater access to students.

Alignment of Cost Item 1 to Strength(s)

Explain how Cost Item 1 aligns with Unit Strengths (From Part II. Section C). Address and provide supporting rationale. If there's no alignment, write "No Alignment."
Example: No Alignment

Alignment of Cost Item 1 to Weaknesses(s)

Explain how Cost Item 1 aligns with Weaknesses (From Part II. Section C). Address and provide supporting rationale. If there's no alignment, write "No Alignment."

B. Cost Item 2

Description	Type ● Personnel ● Facilities ● Equipment ● Health/Safety ● Others (Define)	Estimated Cost

Alignment of Cost Item 2 to Strategic Plan (SP)

Explain how Cost Item 2 aligns with the Strategic Plan (SP). Include SP Reference(s) and provide supporting rationale

Alignment of Cost Item 2 to Academic Master Plan (AMP) (if applicable)

Explain how Cost Item 2 aligns with the Academic Master Plan (AMP) Action Priorities.

Alignment of Cost Item 2 to Strength(s)

Explain how Cost Item 2 aligns with Unit Strengths (From Part II. Section C). Address and provide supporting rationale. If there's no alignment, write "No Alignment."

Alignment of Cost Item 2 to Weaknesses(s)

Explain how Cost Item 2 aligns with Weaknesses (From Part II. Section C). Address and provide supporting rationale. If there's no alignment, write "No Alignment."

C. Cost Item 3

Description	Type ● Personnel ● Facilities ● Equipment ● Health/Safety ● Others (Define)	Estimated Cost

Alignment of Cost Item 3 to Strategic Plan (SP)

Explain how Cost Item 3 aligns with the Strategic Plan (SP). Include SP Reference(s) and provide supporting rationale

Alignment of Cost Item 3 to Academic Master Plan (AMP) (if applicable)

Explain how Cost Item 3 aligns with the Academic Master Plan (AMP) Action Priorities.

Alignment of Cost Item 3 to Strength(s)

Explain how Cost Item 1 aligns with Unit Strength (From Part II. Section C). Address and provide supporting rationale. If there's no alignment, write "No Alignment."

Alignment of Cost Item 3 to Weaknesses(s)

Explain how Cost Item 3 aligns with Weakness (From Part II. Section C). Address and provide supporting rationale. If there's no alignment, write "No Alignment."

Part VI: Justification for Unit Existence

Write a brief statement describing the value of this Unit to the College. Is your Unit sustainable? If so, briefly state why. If not, briefly state why the College should continue to support your Unit.
(Sources include Industry Validation, ARPD Data Validation, and Other Data, Trends & Factors.)

Unit is sustainable:
1. Provides mandatory placement testing for all incoming students
2. Provides Distance Education Testing (mandatory for student identification)
3. Provides Make-up and special request testing
4. Provide access to computers and printing service on the Manono Campus
5. APRD data indicate cautionary Demand and healthy effectiveness and efficiency. Demand is cautionary due to the high usage rate for DE testing and computer usage.
6. Provides Tutoring (as necessary and if funding is available), assistance with computer relate questions, and a facility for faculty to meet students.