

**HAWAII COMMUNITY COLLEGE  
ANNUAL INSTRUCTIONAL  
PROGRAM REVIEW**

**The Learning Center & Hale Kea  
Advancement and Testing Center**

**APRIL 2, 2007**

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**I. Narrative and Analysis of Data**

**a. Statement on the mission or purpose of the program, including the target student population;**

*The mission of The Learning Center and the Hale Kea Advancement and Testing Center 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.*

The Learning Center (TLC) is an academic support program of Hawaii Community College which is a shared service with University of Hawaii at Hilo. Over the years, TLC has maintained its strong ties to instruction. Its basic role of supporting student deficiencies in reading, writing, math, and ESL continues to be the focus which provides the foundation for Career & Technical Education as well as Liberal Arts students. TLC provides academic resources in the form of instructional materials, computers/programs, a multi-media classroom, open lab for computers/independent study, and tutoring. Under The Learning Center, testing services are provided. The Learning Center's services are a direct reflection of the colleges needs. In March 2004, The Learning Center moved its testing services to the new Hale Kea Advancement and Testing Center (HKATC) on the Manono Campus. HKATC was designed for testing and also provides a general study/computer lab, tutoring (limited), and an electronic classroom.

TLC and HKATC serve the community including potential HawCC and other UHCC students by offering placement testing, testing for distance education students, testing for national exams, as well as acting as a clearing house for community requests for tutors (unadvertised). Both Centers serve all credited students, faculty and staff of HawCC and UHH. Services for students include tutoring, make-up testing, computer usage, Internet access, learning skills development, and facilities for independent study. Center resources for faculty use include computer programs, multimedia classrooms, materials, the use of educational technology, and as a meeting place to help their students.

For the year 2005-06, the two Centers served 3,752 HawCC students and 805 UHH students, with a total of 48,906 student contacts. This number of contacts are broken down into areas which include placement, make-up, distance, ACT, PearsonVue testing, Business, ESL, General, Internet, Math, Nursing, Reading, Computer/word processing, Writing, Content Area Courses, and Learning Skills. HKATC counts faculty usage

because of the multi-media classroom, the TLC does not include faculty and staff usage. TLC statistics are focused on student usage.

<b>Hilo (TLC, Satellites and HKATC '04)</b>	2002-2003	2003-2004	2004-2005	2005-2006
# of Student Contacts	25,519	22,895	38,667	48,906
# of Students Unduplicated	3,512	3,222	5,069	4,914
# of UHH Students	505	502	751	805
# of HawCC Students	3,007	2,720	3,940	3,752
# of non-HawCC/UHH Students	N/A	N/A	175	349
Distance tests	162	846	577	759
*Placement test	1,355	774	1,749	1,372
Make up tests	267	383	468	836
ACT	N/A	N/A	393	37
PearsonVue	N/A	N/A	15	21
General Study	8,360(lsk)	7559(lsk)	12,659	14,492
Reading	8,333	8,015	8,485	10,355
Writing	1,623	747	1,471	1,818
Math	1,201	816	2,274	4,298
ESL	3,887	4,425	4,017	5,416
Courses	203	220	459	464
Computer Internet, e-mail, word processing	193	4,075	5,177	8,298

\*Placement Test contact numbers reflect only sessions recorded at HKATC. These numbers does not reflect test administered at West Hawaii (approx. 300) or Waiakea High School COMPASS Project (approx. 200) per year. Also, one recorded session may include up to three separate subject tests.

Since the 2002 school year, the Centers have experienced an increase in student contacts in all areas. In particular, there has been a rapid increase in distance education testing, make-up testing, general study use, and computer usage. Steady increases can also be seen in areas such as placement testing, reading, math, ESL, and the numbers of courses served. Testing services will continue to grow in demand as distance education gains in popularity. Two of the most significant effects on growth from 2004 -2005 were the increase of general funds for student employees and the opening of HKATC. The

increase of student employees (office assistants and tutors) and the new facility allowed us to significantly increase services.

### **Student & Faculty Evaluations of The Learning Centers**

Student user evaluations for TLC are distributed at the door to students starting the 12<sup>th</sup> week every Fall semester for at least 2 weeks. Fall semester was chosen because of the higher number of students as compared to the Spring semester. The 12<sup>th</sup> week of instruction was selected to give students enough time to experience the services provided by TLC. An evaluation instrument is being developed for the HKATC for the 2006 -2007 school year.

For Fall 2005, the student evaluation instrument was revised to reflect The Learning Center's main goals and the campus' emphasis on technology. The revised statements were as follows:

- Studying at the Center helps me improve my overall performance as a student.
- My work in the Center is helping me learn to become more independent as a student.
- Using and receiving assistance with computers help me recognize the importance of technology in the world today.
- Make-up services allow me to catch up with tests I missed at a convenient time and location.
- My overall rating of the Learning Center (excellent, good, fair, poor, very poor).
- Comments

<b>TLC Student Evaluations</b>	<b>Fall 2005</b>
# of Evaluations	192
#10 TLC overall Rating *	93%
#7 TLC help be a better student *	92%
#7 TLC help build learner independence * (2005)	96%
#8 recognize importance of technology* (2005)	86%

\* agree to strongly agree student rating

Overall, the staff worked diligently to improve the Centers' services with positive results on the revised Fall 2005 student evaluations. These positive student evaluations indicated that a high percentage of students felt The Learning Center provided quality services and met their needs. A student summed up his/her experience by stating, "The learning center is simply amazing! Keep up the excellent work and thank you so much! I learned a lot! More power to all especially the tutors. Again, thank you very much TLC!"

In the 2005 evaluation, students also rated TLC high in supporting their independence as learners. This rating reflected the Center's commitment to providing integrated learning

skills to help students succeed in becoming active independent learners. Students mentioned that the tutors and staff helped them understand the assignments, use computer assisted instruction, and with overall support.

A steady flow of Center users have demanded that our tutors be multi-talented in various subjects and to be computer literate. A dedicated staff, good tutors, supportive faculty, and administrative support are key factors contributing to the Centers' success in providing quality services, access, and instructional support to the students at HawCC.

### **Faculty Evaluations of The Learning Centers**

During the same time period that student evaluations are given out, all faculty who come into the Center are given a TLC evaluation to fill out. Faculty users consisted of those who referred their students to the Center, used the make-up testing services, and reviewed and utilized available resources. Although the number of evaluations returned to us is low, the information received will help overall assessment of our services.

The evaluation instrument consisted of five statements and two open-ended statements for comments. Faculty were asked to rate aspects of the Center's services by indicating "Excellent, Good, Fair, Poor, Very Poor." These statements were:

1. Rate the overall services of The Learning Center.
2. Please note the extent to which the Center services met your tutoring expectations.
3. I use the make-up exam service in The Learning Center (yes or no) and rate the service.
4. Are you getting the information you need about The Learning Center in a timely manner?
5. Please rate the effectiveness of the Center's tutors

The two open ended statements were:

1. The best thing about The Learning Center is ...
2. The worst thing about The Learning Center is ...

The results from faculty users are summarized below.

<b>TLC Faculty Evaluations</b>	<b>Fall 2005</b>
# of Evaluations	18
#1 TLC overall Rating *	100%
#2 Expectations met for tutoring *	86%
#5 Tutor Effectiveness *	92%

\*good to excellent faculty rating

TLC received good ratings from the faculty who turned in their evaluations. Although the number of faculty users who turned in their evaluations were low, their ratings of the overall services of the Center were consistent. The demand for instructional support from The Learning Center has evolved these past years to address faculty needs in providing a more "learning centered" approach to classroom instruction. The Learning Center will

continue to take an active role in collaborating with faculty to provide integrated content and skills through its resources and educational technology.

**b. Information on external factors affecting the program:**

- The Learning Center and the Hale Kea Advancement and Testing Center are dynamic entities whose main purpose is to support instruction. Thus, instructional activities/goals affect us directly. The Centers need to be flexible enough to provide support with resources available.
- UH System has mandated campuses to proctoring distance education tests. Over the years, TLC has supported the direction of system-wide initiatives. The latest has been the support of distance education test proctoring. The demand for services has been growing over the past two years because of the flexibility and availability of distance learning courses. Since 2001, this service has grown from 123 tests proctored to about 759 a year. This service has required a significant amount of resources to proctor tests, coordinate, and handle specialized instructions.
- 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 been increasing 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. COMPASS is also used for Gear Up and the Running Start programs.
- As a certified ACT and PearsonVue test center, community needs have a direct impact on our resource to provide services. The number of test fluctuates and we are required to provide test dates. As an example, in 2004, HKATC proctored 408 test and in 2005, only 58. One of the main reasons for the decrease was the loss of the Travel Security Agency (TSA) test from ACT. HKATC receives testing fees from ACT which are used to support 25% of the temporary Educational Specialist's salary. This decrease has affected our operating funds. In order to test for TSA, their contract needs to be reviewed by UH Legal Affairs. The review process is still pending.
- The demand for services is an external factor which has been a challenge. Comments from student and faculty evaluations have always indicated that more space was needed to ease overcrowding. We have been doing our best to schedule classes through out the day and the opening of HKATC has improved testing services.

**c. Attach PHI Report (CTE Programs only) – *not applicable to TLC/HKATC***

**d. Required external measures, if applicable (e.g.) Nursing Cert.**

- **CRLA Tutor Certification Training**
- **The HKATC and test administrators need to be certified by ACT and PearsonVue to qualify as Testing Center**

**II. Update or Create Your Action Plan including Budget Request with Justification, if needed.**

**Unit Goals/Plans**

- 1) Continue to support instruction with instructional materials, tutors, educational technology, and facilities.
- 2) Explore testing services for the college and community.
- 3) Explore support for distance education as recommended by Academic Senate's ad hoc committee
- 4) Explore obtaining 100% college funding for the second Hale Kea professional staff and also additional funds and students assistants.
- 5) Explore funding for a position to support educational technology and curriculum development.

**Action Plan Including a Timeline from 2006 Comprehensive Program Review**

<b>Action Plan Tasks</b>	<b>Year</b>	<b>Responsible Party</b>
• Work with instruction regarding educational resource for remedial and developmental education	2006-2009	TLC Coordinator
• Keep abreast of technology and educational resources	2006 +	TLC Coordinator
• Explore support for distance education	2006 -2007	TLC Coordinator
• Explore establishment of 100% college funded position for the second professional staff at Hale Kea	2006 -2007	TLC Coordinator
• Explore needs for testing services	2007-2008	TLC Coordinator
• Explore the need for a position to support educational technology and curriculum development	2007-2008	TLC Coordinator

**Meeting Program Goals**

For Goal #1, continue to support instruction with instructional materials, tutors, educational technology, and facilities - The Learning Center and the Hale Kea

Advancement and Testing Center are dynamic entities whose purpose and goal is to support instruction. Thus, instructional goals affect us directly. In the near future, distance education and the resurgence of remedial and developmental education will most likely be areas of focus. So aside from existing services, TLC and HKATC will explore ways to support instruction in these areas. TLC will play a major role at HawCC in providing access and resources for individualized instruction which would most likely be integrated into the curriculum. If this occurs, facilities will need to expand and/or evening and weekends will need to be utilized; additional resources including supplies, instructional materials, tutors, and professional personnel to assist with educational technology and curriculum will need to be hired. Also, computers need to be replaced by 2008.

For Goal #2, explore testing services for the college and community - TLC and HKATC need to assess the growing need for all testing services.

For Goal #3, explore support for distance education – TLC and HKATC need to look closely at the findings of the ad hoc Distance Learning Committee of the Faculty Senate. Based on the present needs and expected growth, resources need to be assessed.

For Goal #4, explore 100% college funding for the second professional staff for Hale Kea and student assistants for both sites to support services - TLC Coordinator needs to assess the demand for services and submit a plan for personnel to support services in demand. TLC relies heavily on student employees to maintain services. Also, additional professional staff would lessen the dependency on student help and improve continuity and quality service.

**TABLES**

- 1) Budget Requests
- 2) Data Chart

**CHART 3: BUDGET REQUESTS**

Describe Item	Biennium Request – 1 <sup>st</sup> Yr. 2008	Biennium Request – 2 <sup>nd</sup> Yr. 2009	Reallocation of Funds and/or Positions	X Amt. Line Item
111 Computers TLC/HKATC	\$88,800			
HKATC APT 25% general funds	\$9,588 per year			
TLC position for Ed. Tech/Curr. Dev	\$36,000			
Base Budget increase for tutors/assistants and supplies	\$9,000	\$10,000		
Equipment replacement cost from inventory	\$7000	\$6700		

### Data Chart

<b>HILO TLC/HKATC</b>	2005-2006
<b>Facilities/Equipment</b>	
# of Centers	2
# of Computers	111
# of Printers	5
# Copiers	2
<b>Statistics</b>	
# of Student Contacts	48,952
# of Students Unduplicated	4,906
# of HawCC Students	3,752
# of UHH Students	805
# of non- HawCC/UHH Students	349
Distance tests	759
Placement test	1,372
Make up tests	836
ACT	37
PearsonVue	21
General Study	14,492
Reading	10,355
Writing	1,818
Math	4,298
ESL	5,416
Courses	464
Computer Internet,e- mail, word processing	8,298
<b>Budget</b>	
General Funds	\$ 51,649
Voc. Ed. Funds	-00-
UHH FWS	6,750
HawCC FWS	7,623
Supplies	17,000
Total funds	\$83,022