Academic Support Unit
Executive Summary

The Office of the Vice Chancellor for Academic Affairs is comprised of a Vice Chancellor, two Interim Deans -- Dean of Liberal Arts and Public Services and Dean of Career and Technical Education -- for the instructional programs, and an Academic Support Unit.

ASU Mission Statement
The Academic Support Unit (ASU) supports the needs of instructional programs, as well as academic support units to promote student learning in curricular and co-curricular endeavors.

Description of ASU
The Vice Chancellor for Academic Affairs is the administrator who oversees the Academic Support Unit (ASU). ASU, as defined by the approved organizational chart, is comprised of the following. Additional areas (not identified by the organizational chart) of ASU are identified in *italics*.
o Library
o The Learning Center and Hale Kea Advancement & Testing Center
o Academic Computing Unit (including Computer Services/IT Support, Media Services, and College Webmaster)
o Institutional Research, BANNER Programming, and Scheduling
o *Coordination for Distance Education*
o *Coordination of student evaluation system, eCAFE*

The Library, The Learning Center and Hale Kea Advancement & Testing Center, and Academic Computing Unit (including Computer Services/IT Support, Media Services, and College Webmaster) conduct their own annual unit and comprehensive reviews on a regular and rotational basis.

Institutional Research (IR), BANNER Programming, and Scheduling
These "offices" are not considered to be an organized unit and currently are not being required to do a unit review.

The Institutional Researcher is responsible for all data inquiries coming into the organization, both internally and externally. This is facilitated through the use of an on-line data request form and tracking system, which is used to manage requests for data, and the prioritization of projects. The Institutional Researcher is primarily a one-man shop with periodic developer support from the BANNER Programmer.

The Institutional Researcher is responsible for maintaining a positive working relationship with our System Office through participation in the IR Cadre. Responsibilities to the system office include participation in some fairly large projects such as the Annual Reports of Program Data (Program Review), National Community College Benchmark Project, Pacific Post Secondary Education Council (PPEC) data collection effort, and the Achieving the Dream Initiative.

The office is also responsible for training our faculty on the local comprehensive program review process, performing annual Graduate-Leaver Survey analysis, maintaining the assessment website with all documentation related to program reviews and assessment activities, demographic data collection for numerous Grants, reporting and making Achieving the Dream data available to our Core Team, local ad-hoc data collection and reporting, and providing support for survey development and deployments.

The BANNER Programmer is familiar with both programming practices and procedures related to the BANNER student information system (SIS) and the Operational Data Store (ODS) data warehouse. Although the BANNER programmer reports to the VCAA, the BANNER Programmer is in high demand locally, working with Student Support Services, the Financial Aid Office, the Learning Center, Testing Center, and Business Office. Responsibilities include interfacing with the BANNER system developers group, Institutional Research Office (IRO), and the Office of the Vice President Community Colleges (OVPCC) who may request assistance in programming and data validation from time to time.

The demand for data at the class, program, and institutional levels has continued to increase, requiring more programming support. Within each business unit and department, there is a continuing need to develop our information systems to improve the accuracy of our measurements as well the efficiency of our business processes. It may be necessary to delay this development until a governance process is established at the system level, which allows each college to both access and update data in BANNER via third party tools and alternative programming languages.

BANNER scheduling is handled by an APT A position that is responsible for the schedule of courses, the booklet of student guidelines for course registration produced each semester, distance education scheduling/coordination, and the annual production of the college catalog, and the student evaluation of instructors summative reports that come out each semester. A staff including administrator, faculty, APT, clerical and student help coordinate and provide services to support the needs of instructional programs, non-instructional programs, administration, and other support services provided by the College. These services include support for staffing, scheduling, budgeting, institutional support and academic leadership activities.

In addition to the four areas noted above that comprise the Academic Support Unit, ACU also includes the coordination for Distance Education and a student evaluation system called eCafe:

The institutional research "unit" has identified three strengths:
- o The ability to take all of the data needs of the organization into consideration and manage the process of prioritization and execution.
- o A collaborative approach is used in the IR Office to solve a range of complex issues facing the college and deadlines are not missed.
- o The development of good working relationships across the college and with our partners in the system office.

The institutional research "unit" has identified three weaknesses:
- o Insufficient time to adequately plan many of the activities of the office. This is a resource allocation issue, highlighted by the many unmet needs of our college.
- o We are increasingly finding ourselves working in a reactive mode in processing day to day requests for data.
- o Building IR capacity through the recruitment of another IR position (currently still open), would enable us to move from a reactive shop, to a thoughtful, well planned operation.

The action plan for the institutional research "unit" are as follows:
- The office will attempt to fill the open IR position so that we have the resources needed to accomplish an increasing number of requests for data and services.
- Continue efforts to produce improvements in the data delivery from system to the campuses for program review. Moreover, considerable progress has been made in the coordination of system efforts to produce common routines for the Achieving the Dream data reports from the community college campuses. In both instances the effort must be maintained to continually improve these two functions.

Coordination for Distance Education

Distance Education Statement
A new statement on distance education was drafted by the Campus Distance Coordinator, presented to and approved by the ASU and subsequently approved by the Administrative Team, 10-25-10; approved unanimously by the Academic Senate, 11-12-10; and approved by the Chancellor, 11-17-2010. *Distance education at Hawaiʻi Community College supports the College's mission of "serving all segments of our Hawaiʻi Island community" by using alternative methods of delivery to offer higher education credit courses and programs to underserved areas.* This statement will go into the next Catalog and other relevant places.

Distance education is not considered a separate program and therefore, does not report a separate program or unit review. The coordination of HawaiiCC's distance education is a team effort. Scheduling of DE courses and programs is done with the instructional department and division chairs, assisted by staff in the Academic Support Unit. DE courses offered and enrollments are reported in the data element table in instructional units' comprehensive and annual program reviews. Academic support is offered by the library, learning centers and testing center, especially for exam proctoring. Each of these units reports its own unit review data or is covered within the Academic Support Unit Review. Counseling and other areas of student services support for DE are reported in those respective unit reviews. The Campus Distance Coordinator attends the system-wide Campus Distance Coordinators Group meetings on a monthly basis and the UHCC Distance Learning Committee meetings, also on a monthly basis.

Coordination of student evaluation system, eCAFE

All HawCC lecturers and probationary faculty are required to gather student observations by campus policies (HAW 9.204, Instructor Classroom Evaluation Procedure and HAW 9.205, Lecturer Classroom Evaluation Procedure). Since January 2007, HawCC has used the UH supported online system, eCAFE (electronic course and faculty evaluation) to collect student

surveys of individual faculty and classes. The task of coordinating this operation was the Institutional Researcher's responsibility until Fall 2009. Beginning Fall 2009, responsibility was shifted to the Campus Distance Coordinator. The coordination of eCAFE does not currently require a program review.

Library, The Learning Center (TLC) and Hale Kea Advancement & Testing Center (HKATC), Academic Computing Unit (ACU) (including Media Services)

This is the second year Academic Support Services is being required to submit a system-wide Program Review. Data definitions for demand, efficiency, and effectiveness are still being worked on and health calls for each area are yet to be determined.

In our planning stages for the unit review this year we looked at last year's template and documentation to begin a conversation about what could be improved upon for this year's unit review. There were some areas from last year's review that had yet to be clarified or resolved. The Academic Support Unit met and discussed issues, documented areas that needed changes, and drafted an email to the original Chief Architect for the review template.

We learned that many of these issues were being addressed and that the Interim Dean of Academic Services from Leeward Community College would be taking over the work and setting meetings up to work with each individual group on their concerns. Numerous meetings were set up and the meetings were fairly productive, but we ran out of time and had to revert back to last year's template and documentation, which had been minimally updated.
The plan going forward is to continue to meet during the Spring 2011 semester so that we can conclude this work and have something approved for us by the next unit review.

Library

Information on external factors affecting the unit

Mookini Library (East Hawai'i):
       The library in East Hawai'i is in a unique position because it supports two institutions. Most of the statistics provided in this assessment reflect usage of both HawCC and UHH and cannot provide a clear picture of library usage of only HawCC students. The library does not have the ability to separate some of the reported statistics by institution (e.g. item circulation, reference questions, gate count). Only one librarian is assigned to be the liaison librarian to HawCC, which is reflected in the data, but all Mookini librarians and staff members provide services to HawCC students, faculty, and staff.
       Because the Mookini Library is a shared facility with UHH, HawCC students have access to more resources than students at other community colleges in the UH system. HawCC students do not have remote access to all databases listed on the library website due to licensing and other restrictions, but can access all databases when they are using computers in the library.

West Hawai'i Library and Learning Center:
       The unit must support all UH system students who reside in the West Hawai'i area, but receives all of its funding directly through Hawai'i Community Colleges.

Required external measures
        Both libraries use external measures agreed upon by the UH Community Colleges (UHCC). The UHCC libraries approved a data template for library assessment in October 2008, with some small modifications made in August 2009 and October 2010. The relevance of this data and how it will be used to assess unit health is yet to be determined.

Common Satisfaction Measurement.
        Mookini Library began administering the UHCC Library Satisfaction Measurement Common Survey common survey to East Hawaii students in Spring 2010 and will continue to administer the survey every Spring. The West Hawai'i Library and Learning Center has administered the survey to West Hawaii students since Spring 2009. The relevance of this data and how it will be used to assess unit health is yet to be determined.

UHCC Common Student Learning Outcome:
        "The student will evaluate information and its sources critically."

Mookini Library (East Hawai'i):
        The Mookini librarians will decide on a measurement to assess the common Student Learning Outcomes, which will also be included in the next review. The Mookini Library also has separate goals and Student Learning Outcomes which will be reexamined in 2011. (http://library.uhh.hawaii.edu/lib_services/services/goals_outcomes.htm)
        The Mookini Library assesses student learning in most English 100 classes by using Laulima, the UH system's course management system. Librarians created a program with modules and quizzes that students are assigned to complete as homework.   In these classes, a pretest is administered as a benchmark during the first session and a final quiz is given to test student learning during a second session. There is usually a 15-20 percent difference in pre-test and final quiz scores. Scores are sent to instructors, who generally incorporate the library program into their final grades.

West Hawai'i Library and Learning Center:
        As an academic support unit we can respond and encourage the UHCC Common Learning Outcome to be incorporated into the College outcomes, but we must wait until the College agrees on its outcomes at various levels before instructors will be compelled to incorporate it into their classes. The latest GELO's (General Education Learning Outcomes) approved by the Academic Senate this Fall include three outcomes (Critical Reading, Critical Thinking, and Information Competency) that this common learning outcome would map to. The Library will continue to offer group and individual sessions to classes and individuals about how to find information and evaluate it critically. When the various student learning outcomes for the College fall into alignment, the Library will be able to map the common outcome to departmental and College learning outcomes and promote projects to instructors that fulfill this outcome. In the meantime the library staff will investigate the Laulima based library instruction modules currently used by the Mookini Library staff for East Hawaii classes to see if they can be used for West Hawaii based classes.

Hale Kea Advancement & Testing Center (HKATC)

Analysis of the Unit

TUTORING

Success Rate:
For this Fall 2009 review, students were considered tutored if they signed in at TLC for their classes at least once or more. Results positively indicated that students who were tutored had a 9% higher rate of passing their courses than non-tutored students. An additional data element of five or more tutoring sessions was generated to determine if the number of visits affected course pass rates. The results indicated that students passed their courses with a18% higher pass rate when tutored five or more times. 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.

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 was monitored. The outcome of tutored students reenrolling the following semester was an overwhelming 12% (Fall 2007), 11% (Fall 2008)), and 11% (Fall 2009) 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 sessions, and social support environment, students may take advantage of and benefit from the support services. These factors may contribute and influence students' decision to reenroll the following Spring semester.

Evaluation Surveys:
The Learning Center conducts student and faculty evaluations every Fall semester to assess its effectiveness and quality of services. For Fall 2009, approximately 89% of the students felt The Learning Center helped them to improve their overall performance as a student. Of the faculty who used TLC, 100% rated the overall services in the excellent to good category. Results from the survey are used to help continually monitor and improve the quality of services provided at The Learning Center. Alternative strategies to increase the number of faculty completing evaluation surveys will be reviewed.

Data Collection:
When compiling data for this report, our institutional researcher noticed discrepancies with some of the student ID numbers, names, and courses students were logging in for tutoring. In addition, tracking of some of the students was difficult and inputting of incorrect information may have lead to some unusable data.

TESTING

Distance Education Testing:
UH System has mandated campuses to proctor Distance Education tests. Over the years, TLC has supported the direction of system-wide initiatives. In 2008-2009, Hale Kea proctored 2,262 DE tests, an increase of 189% over the previous year's 783 tests proctored. This year, 2009-

2010, there was a 38% (1384) decrease in DE testing. The demand for DE services fluctuated depending on courses and instructors teaching the classes, but there has been a definite upward trend. DE services require a significant amount of resources to proctor the tests, coordinate, and handle specialized instruction.

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. 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.

Special Testing:
As a certified Pearson Vue test center, community needs have a direct impact on our resources to provide services. Pearson Vue and other special testing are value added services for the community and are administered upon request. Because of the high demand for mandatory UH test proctoring services, ACT testing has been terminated (Nov. 08) and Pearson Vue will now become a private testing center (require scheduling two sessions a month). This change will allow us to focus on the increasing demands for distance education test proctoring, placement testing, and make-up testing.

Evaluation Surveys:
Positive student evaluations and general comments indicated that a high percentage of students felt that Hale Kea Center provided quality testing services that met their needs

Academic Computing Unit (including Computer Services/IT Support, Media Services, and College Webmaster)
ACU is no longer descriptive of only IT Support and is a collection of services reporting to the VCAA including Computer Services/IT Support, Media Services, and College Webmaster

Analysis of *Computer Services/IT Support Services*
Since our helpdesk software was fully implemented in 2008, we have had Internet based access for 100 users to input trouble tickets. This access was assigned primarily to the clerical staff at all levels and in all departments throughout the college. The users who don't have web access are able to create trouble tickets by submitting e-mail to hcchelpd@hawaii.edu. If there is no access to a computer than a trouble report can be submitted via phone (beginning 1/2009) to the Computer Services clerk, who will then input a work request. A notice to this effect is sent out at the beginning of each semester to the list serve(s) for faculty, staff, lecturers, and administrators. As long as a ticket has been created, a notification is sent (to the person creating the request) upon completion of the work. Administrative control of the systems has negative and positive benefits. It does help to minimize the frequency of viruses, malware, etc. and on the other hand some basic updates cannot be accomplished by the user(s). By maintaining this control the computer support staff has been able to minimize disruptions and downtime in most instances and more effectively maintain over 1000 networked devices with a minimal staff. The computer

support telephone number has been the same for the past 13+ years. While instructional offerings have extended into the evenings and weekends, the availability of computer support is limited to a 9 hour day, so in many cases The West Hawaii campus has been less difficult to support with the use of remote access software and a managed network that can be administrated over the Internet, thus providing quicker response times and more frequent intervention without the excessive 2 ½ hour drive time between campuses.

The data used for reporting the average processing time for work requests in the past two annual reviews was found to be flawed and this year's data has been corrected to exhibit the corrected formula. It does not accurately reflect an actual time span ten times greater than in previous reviews.

External Factors Affecting *Computer Services/IT Support Services*
Computer Services are often put into a reactionary mode by system level initiatives that greatly impact the levels of service and support that we attempt to maintain. This past year there have been three major announcements that will require the investment of unknown man hours to plan for, implement, and to maintain. These are the community college security project, the Google mail migration, and the VoIP telephone systems. Other factors that can add excessive burdens on computer support are system network changes, power outages, and construction activities. The current long range plan that was just unveiled has the current offices and workroom used for computer support being demolished and replaced by a parking structure as the very first objective. Current remodeling efforts, such as those in Buildings 333, 345, 383, and 396 are often begun without involving the computer support staff and we are often left behind in trying to anticipate and recover from what the Planning and Operations group has committed us to without our knowledge.

Analysis of *Media Services East Hawaii*
Overall, respondents were satisfied with the Media Unit's service of electronic maintenance and repair outside of the classroom (video systems, overheads, campus cable, cable TV, network - wired and wireless, sound systems, electronic display, computers, media classroom design, equipment purchases).

Respondents were also satisfied with the service with classroom equipment - media equipment inside of the classroom (Overhead projectors, Elmos, VCRs, slide projectors, sound systems, video projectors, display systems, language labs, test scanners).

Some short comings revealed in the survey, comments and speaking informally with faculty and staff include: confusion from controlling equipment ("sooo many remote controls"), accommodating special needs students, more media training especially for new teachers, converting instructional materials stored on "old" technologies to new, and identifying media needs and solutions. These issues must be addressed and fixed in the upcoming months.

On the issue of the level of electronic maintenance and repair services outside the classroom: if it enhanced instruction delivery, 39% responded with at least "Agree." If it increased student learning, 48% responded with at least "agree." The results don't favor the Media Unit's efforts. More effort must be taken by the Media unit to increase response time to problems. In the unit's defense, the question incorrectly lists items outside the unit's responsibilities: wired and wireless networks, campus cable and computers. In the future this question should correctly divide the responsibilities with ACU and clearly describe the items.

On the issue of the level of classroom equipment services: if it enhanced instruction delivery, 51% responded with at least "Agree." If it increased student learning, 61% responded with at least "agree." It appears that the faculty feels that classroom services helps them teach and helps students learn. The Media Unit's efforts are moving in the right direction, and in the future more effort be taken to increase results.

External Factors Affecting *Media Services East Hawaii*
- Less time for service activities:
- Due to the economic downturn affecting the UH system budget, Winter and Spring breaks could no longer be used to install and maintain equipment.
- A second media specialist is needed:
- If two trouble calls come simultaneously one media specialist cannot physically serve both requests. This is complicated by the Media unit's service area of two campuses one mile apart. And this can be further compounded by a trouble call from a rural site. If the media specialist travels to a rural site to help, both campuses will be without support. If the distances to these sites are great, the media specialist's absence could be many hours. If the media specialist is sick or on vacation, again there would be no coverage.
- 2009 no vehicles:
  During the Fall 2009 semester there were no vehicles to travel to rural sites. The media unit had to borrow 15 passenger vans from UHH Auxiliary Services, and use personal cars to service rural sites. In the Spring 2010 semester, the school acquired three vehicles that are capable of traveling to rural sites. The media department also received an old but capable vehicle to quickly go to the upper campus for trouble calls and servicing, without joining the queue for available pool vehicles.
- A lack of space:
- In the Fall 2009 semester, the Media Services unit was housed in a closet office in the Hawaiian Lifestyles department. In the Spring 2010 the Media unit moved to a new location, sharing a former classroom with ACU. In the future a video conferencing upgrade for 15 to 16 classrooms will take place, and space will be a major concern. Space will have to be secured or rented to store large amounts of expensive electronic equipment used in the upgrade.

Analysis of Data *Media Services West Hawaii*
It is clear from the comments received on the survey that there was a great deal of misunderstanding amongst the participants on what they were being requested to comment on. Nearly all the comments were relative to IT matters, not Media Services. Therefore the ratings and comments, despite receiving medium to high ratings, must be understood in that context.

Therefore, a first lesson in the analysis must be that the structure, content and delivery methods for this first survey were inadequate and must be revisited as an action item.

#1. Enhancement of Capability to Instruct
Maintenance: Timely repairs are difficult, in that we have no relationship with any electronic repair shop, and none of our equipment has been purchased with ongoing service plans. However, it is interesting to see we have relatively high ratings in this section.

Classroom Services: We will be preparing training documentation for individual sessions with each teacher in each classroom. We will concentrate especially on new

lecturers and/or faculty. Also we will raise our profile with regular check-ins to address problems more currently.

#2 & 3. Specific Services, in and outside the classroom
Questions 2 & 3 appear to have been conflated by most respondents.
Customer Service, Delivery, Procedures, Quality: Customer Service is rated highly, response, procedures and quality equate similarly at a midrange. The midrange ratings might reflect the reality that there is only one Media Person here at a time.

#4. Enhanced Student Learning
As with most academic support services, it is difficult to tie directly to student outcome measure, as our clients, for the most part, are the teaching staff.
Maintenance and Services: We received midrange ratings. It bears mentioning again that the survey participants did not seem to understand that they were rating Media Services.

External Factors Affecting *Media Services West Hawaii*
There are significant coordination issues between West Hawaii and East Hawaii Media Services. Especially difficult has been resource allocation and grant administration. We will work this year to meet more regularly and to begin to standardize business processes, procedures, forms, etc. so that we can make a more efficient Media Services department.

College Webmaster
The College Webmaster was hired in May 2010. Review will be deferred till next year.