

**HAWAII COMMUNITY COLLEGE  
ANNUAL UNIT REVIEW**

**ACADEMIC SUPPORT UNIT**

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AY 2008-2009**

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# ACADEMIC SUPPORT UNIT

## **Introduction:**

### Description of ASU Unit

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 is identified in *italics*.

- Library
- The Learning Center and Hale Kea Advancement & Testing Center
- Academic Computing Unit (inc Media Services)
- Institutional Research.
- *Coordination for Distance Education*
- *Coordination of student evaluation system, eCAFE*

The Library, The Learning Center and Hale Kea Advancement & Testing Center, and Academic Computing Unit (inc Media Services) conduct their own annual unit and comprehensive reviews on a regular and rotational basis.

### Institutional Research

This “office” is not considered to be an organized unit and currently, institutional research is not being required to do a unit review. Institutional Research consists of an Institutional Researcher, Programmer, and an Administrative Specialist.

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 in the prioritization of projects or requests for data. The Institutional Researcher is primarily a one-man shop with periodic developer support from the BANNER Programmer. The BANNER Programmer is only half time in his position at HawCC and spends the other half working on system requests. He is in high demand locally, working with Student Support Services, the Financial Aid Office, the Learning Center and Business Office, although the BANNER Programmer reports to the VCAA. The college has supported a temporarily funded/casual hire Programmer position in anticipation of his retirement. The Institutional Researcher is responsible for maintaining a working relationship with our System Office through participation in the IR Cadre in the system-wide approach to use a common language and agreed upon standards for instructional program reviews. Additional responsibilities to the system office include participation in some fairly large projects such as the National Community College Benchmark Project, and the Achieving the Dream Initiative.

The office is also responsible for training our faculty on the program review process, performing annual Graduate-Leaver Survey analysis, maintaining the assessment website with all documentation related to program reviews, demographic data collection for Native Hawaiian based Grants, reporting and making Achieving the Dream data available to our Core Team, providing assistance in the setting of benchmarks for instructional program data,

coordinating activities leading to the fulfillment of the National Postsecondary Student Aid Study, facilitation of the campus on-line (e-Café) faculty evaluation process, and development of the processes necessary to reduce the time that it takes to perform a program review. BANNER programming and scheduling is responsible for coordinating with the Institutional Researcher under the direction of the VCAA to assure that data inquiry routines needed to complete program review, University System reports and federal or state government mandated reports can be completed. The BANNER programmer also reports to the System Office to contribute to the BANNER implementation efforts conducted at that level. In times past as much as 50% of the programmer's time has been absorbed by the system implementation tasks and he has been working in Honolulu to carry out these duties. With the upcoming advent of BANNER version #8 the Programmer is likely to once again be drawn away from campus duties to help the system update all of its student information system forms pursuant to BANNER 8.

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:

#### Coordination for Distance Education

Distance education is not considered a separate program and therefore, is not reporting a separate program or unit review. The coordination of HawCC'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.

#### Coordination of student evaluation system, eCAFE

All HawCC lecturers and probationary faculty are required to gather student observations. 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 coordination 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.

### ASU Unit 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.

## **Library**

### Description of Library

Library support for Hawai'i Community College students and faculty is provided at two locations:

- UH Hilo Mookini Library  
Most users are serviced by the Mookini Library, per an agreement between Hawai'i Community College and the University of Hawai'i Hilo.
- Library and Learning Center of the UH Center West Hawai'i  
Faculty based at the UH Center, West Hawai'i in Kealakakua and students living in the general area of West Hawai'i (Kau – Kohala) are serviced by this Library and Learning Center

### Mission statement and goals of Mookini Library (East Hawai'i):

The Edwin H. Mookini Library serves the University of Hawai'i at Hilo (UHH) and Hawai'i Community College (HawCC) and its primary mission is to support the academic programs of both institutions. The Library also supports academic collaborations and addresses various information needs of the University of Hawai'i system. The Library provides resources in print and alternative formats that supplement and augment classroom instruction and support individual research and exploration. To achieve its mission, the Mookini Library:

- monitors, anticipates and responds to changing academic needs;
- provides resources to support the curricula, with a special emphasis on undergraduate programs;
- provides access to resources to help students and faculty meet their information needs;
- has a library instruction program with the goal of promoting information literacy, leading to life-long learning and self empowerment;
- utilizes technology to enhance access to library services and collections; and creates an environment that is conducive to the study, use, circulation and preservation of resources.

### Mission of the West Hawai'i Library and Learning Center:

To provide services and resources to help students succeed in their classes. The Library & Learning Center is an environment that encourages active but independent learning. The staff seeks to personalize instruction while helping students build confidence and insight into their own learning experience. The Center supports all Hawai'i Community College students taking classes from or residing in West Hawai'i. It also supports other local students taking classes or programs through distance education from other University of Hawai'i community colleges and universities.

### Student Learning Outcomes

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

West Hawai'i Library and Learning Center: This common student learning outcome maps to part of one College SLO/PLO for the Liberal Arts program:

#### CRITICAL AND CREATIVE THINKING

"Think and act with intellectual insight and integrity. Gather, analyze, and evaluate information. Pose questions, synthesize ideas, solve problems, and reach logical conclusions. Create new ideas and works that express individuality."

### The Learning Center (TLC) and Hale Kea Advancement and Testing Center (HKATC)

#### Description of TLC and HKATC Unit

The Learning Center (TLC) is an academic support program of Hawai'i Community College which is a shared service with University of Hawai'i at Hilo. Over the years, TLC has maintained its strong ties to instruction, providing faculty with an extension of their classroom and providing academic support college-wide. Its basic role of supporting faculty and students in reading, writing, math, and ESL continues to be the focus which provides a firm academic foundation for all students.

TLC services include:

- Tutoring – Reading Lab, ESL Lab, Math, Writing, Content Subjects, Learning Skills, computer assistance
- Academic resources in the form of instructional materials, computers/programs for instructional purposes
- A multi-media classroom
- General study/with computers
- Make-up testing
- Clearinghouse for community request for tutors (unadvertised)

The Hale Kea Advancement and Testing Center (HKATC) focuses on providing testing services, coordinating the use of an electronic classroom, and providing an independent study center with computers on the Manono Campus.

HKATC services include:

- HawCC Placement Testing
- ACT Testing Center Administrator
- Pearson Vue Testing Administrator
- Distance Education test proctoring (UH system and Non-UH)
- Make-up and Special Needs Testing
- General study/computer lab
- Tutoring (by faculty using the lab for office hours)
- Electronic classroom for instruction and college use

#### TLC & HKATC Mission Statement

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.

#### Student Learning Outcomes

- a. Students will pass their tutored course at the same rate as or higher than non-tutored students
- b. Students will reenroll (persistence) at the same rate as or higher than non-tutored students

### **Academic Computing Unit (ACU)**

#### Description of ACU Unit

The Academic Computing Unit provides a complex set of services in support of all facets of computing, multi media technologies, and the network infrastructure across three primary campuses and multiple remote sites maintained by Hawai'i Community College. These services, directly or indirectly, impact each and every student, administrator, faculty, and staff member on a daily basis. Access to the campus network and to the Internet on a 24 hour/7 day(s) per week basis is critical for access to system wide services (Banner, HR, e-mail, etc.), electronic classrooms, learning centers, distance education, and additional programs and mediums.

Media Services in support of video-conferencing has historically been a service provided under the auspices of the HawCC Title III project. This technology connected the College programs to UHCWH, NHERC(Honokaa), and to rural sites such as Pahala and Waimea. Further expansion plans now include Na'alehu, Puna, and North Kohala. The Title III project provided for two media specialists of which one position has now been institutionalized by the College.

### ACU Unit Mission Statement

The mission of the Academic Computing Unit and future Department of Information Technology is to meet our College's growing demands in technology. This unit will provide service in the areas of Media Service and Institutional Technology for the purpose of meeting increasing technological needs and requirements. Successful achievement of the mission will provide necessary services to students, staff and faculty living, learning and working on our island.

### ACU Learning Outcomes

ACU provides direct technology-related services college-wide. The outcomes listed therefore have a substantial indirect impact to student learning outcomes. The program outcomes for the Academic Computing Unit and future Department of Information Technology are see:

- Deploy Video Conferencing and HITS network to service 4,000 sq mi area
- Implement, maintain and develop data inquiry tools for Banner system
- Provide academic administrative computing and support
- Train faculty on techniques of video Distance Education distribution
- Maintain servers (web, email, file)

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- Deploy Video Conferencing and HITS network to service 4,000 sq mi area
- Implement, maintain and develop data inquiry tools for Banner system
- Provide academic administrative computing and support
- Train faculty on techniques of video Distance Education distribution
- Maintain servers (web, email, file)

## Part I. Quantitative Indicators for Program Review

### Library

2009 Annual Report of Academic Support Services Program Data				
COLLEGE : Hawaii Community College (Served by Mookini Library and UH Center West Hawaii )	Quantitative Measure Mookini Library 2008	Quantitative Measure UH Center West Hawaii 2008	Quantitative Measure Mookini Library 2009	Quantitative Measure UH Center West Hawaii 2009
<b>Demand Health= Healthy</b>				
<b>Efficiency Health=Cautionary</b>				
<b>Effectiveness Health= Cautionary</b>				
<b>Library Data (Overall Health= Cautionary)</b>				
<b>Library Demand (Healthy)</b>				
Student FTE	1365	232	1541.5	265.5
Number of Faculty FTE (not including Lecturers)	74	12	79.75	14.25
Total FTE served	1439.00	244.00	1621.25	279.75
<b>Library Efficiency (Cautionary)</b>				
Student and faculty FTE per FTE Librarian	1439	244	1621.25	279.5
Student and faculty FTE per FTE staff	0	244	0	279.5
Hours of service per week	84	59	84	59
Number of presentation sessions (for HawCC students)	85	8	80	10
Number of students attending presentation sessions per student FTE (HawCC)	.82	0.41	0.66	0.6
Number of reference and informational questions per student and faculty FTE*	7.52	3.72	3.73	12.86
Fall semester gate count per student and faculty FTE*	18.64	na	27.37	na
Net volumes added per student and faculty FTE	.76	0	0.47	0.88
Library budget allocated by college per college budget*	.05	0.0066	0.02	0.0062
Circulation per student and faculty FTE*	13.7	4.2	19.41	4.3
Number of intra system items borrowed	.63	0.27	0.62	0.26

per S & F FTE*				
<b>Library effectiveness (Cautionary)</b>				
Number of online books and articles retrieved per student and faculty FTE* and **	27.4	7.1	40.6	8.06
*Mookini Library numbers reflect usage by both HawCC and UHH FTE - no way to differentiate ** West Hawaii "in library" use only, lab/home use goes to UHH count				
Common Student Learning Outcome: The student will evaluate information and its sources critically (See Narrative)				
Mean, median and mode of call numbers H,Q,R, and T				
Mean of call number H	1976	1987	1977	1988
Mean of call number Q	1976	1984	1977	1985
Mean of call number R	1985	1992	1985	1994
Mean of call number T	1980	1989	1980	1990
Mean of ALL call numbers	na	1982	1974	1983
Median of call number H	1981	1979	1978	1979
Median of call number Q	1983	1961	1979	2001
Median of call number R	2002	1971	2002	1978
Median of call number T	1993	1996	1990	1993
Median of ALL call numbers	na	1982	1970	1993
Mode of call number H	1975	1979	1975	1979
Mode of call number Q	1975	1989	1975	2002
Mode of call number R	1976	1989	1976	1989
Mode of call number T	1975	1986	1975	1986
Mode of ALL call numbers	na	1989	1975	1993
Satisfaction Measurements using common survey questions	Mookini Library - No Survey done 2007-2009			
Satisfaction Measurements using common survey questions	West Hawaii Spring 2009 Survey			
Percentage out of 111 Responses		Yes	No	Not Applicable
o I usually find enough books to meet my course needs.		0.61	0.14	0.25
o I get enough articles from the library databases to meet my class needs.		0.74	0.04	0.23

o The library staff guide me to resources I can use.		0.86	0.00	0.13
o The library's instruction sessions have increased my understanding of libraries and research.		0.64	0.05	0.32
o The library website is useful.		0.85	0.03	0.13
o The library's computers meet my needs.		0.86	0.10	0.02
o I feel comfortable being in the library.		0.92	0.02	0.04

### Tutoring Data

The Learning Center & HKATC - Hilo		Quantitative Measure 2008	Quantitative Measure 2009
<b>Tutoring Data (Overall Health)</b>			
<b>Tutoring Demand (Health)</b>			
Campus Enrollment FTE		1597	1807
Hours of operation per week		40	40
<b>Tutoring Efficiency (Health)</b>			
Number and description of staff		1 Faculty Coordinator, 1 Clerk Steno II, 1 APT Eng. Tutor, 4 Lab Coord. (3 cr. assign), 7 Clerks, 12 Tutors	1 Faculty Coordinator, 1 Clerk Steno II, 1 APT Eng Tutor, 4 Lab Coord. (3 cr. Assign) 7 Clerks, 18 Tutors
Tutor paid hours		2751	3367
Number of students tutored		850	1322
Tutor contact hours		9170	9882
Tutor contact hours per tutor paid hours		3	3
Tutoring budget per college budget		.0136	.0130
<b>Tutoring Effectiveness (Health)</b>			
Number Tutored Students who passed their courses		348	507
Rate at which Tutored Students pass their courses		64%	70%
Number Non-Tutored Students who passed their classes		830	708
Rate at which Non-Tutored Students pass their classes		59%	54%
Persistence rate Tutored Students		79%	80%
Persistence rate Non-Tutored Students		67%	69%

UH Center West Hawaii		Quantitative Measure 2008	Quantitative Measure 2009
<b>Tutoring Data (Overall Health)</b>			

<b>Tutoring Demand (Health)</b>			
Campus Enrollment FTE		232	265.5
Hours of operation per week		59	59
<b>Tutoring Efficiency (Health)</b>			
Number and description of staff		1	1
Tutor paid hours			562
Number of students tutored	na	na	
Tutor contract hours	na	na	
Tutor Contact hours per tutor paid hours	na	na	
Tutoring budget per college Budget	na	na	
<b>Tutoring Effectiveness (Health)</b>			
Number Tutored Students who passed their courses	na	na	
Rate at which Tutored Students pass their courses	na	na	
Number Non Tutored Students who passed their classes	na	na	
Rate at which Non Tutored Students pass their classes	na	na	
Persistence rate Tutored Students	na	na	
Persistence rate Non Tutored Students	na	na	
<b>Satisfaction measurements using common survey questions</b>		West Hawaii Spring 2009 Survey	
Percentage out of 111 Responses	Yes	No	N/A
The math tutor is very helpful	0.21	0.03	0.
The English tutor is very helpful	0.20	0.01	0.
The times of availability for the tutors meet my needs	0.21	0.06	0.
The atmosphere is conducive for tutoring	0.25	0.02	0.
The tutoring services are satisfactory	0.26	0.01	0.

<b>Testing DATA TLC &amp; HKATC (Overall Health)</b>			
<b>Testing Data Demand (Health)</b>			
Campus Enrollment FTE		1597	1807
<b>Testing Efficiency (Health)</b>			
Hours of operation per week		40	40
Number of staff (attach description)	1APT Band A 1 APT Band B, 4 Student Clerks	1APT Band A. 1APT Band B, 4 Student Clerks	
Student help hours per week	35	28	
Number of placement tests administered per year	2143	2197	
Number of Distance Learning tests administered per year	783	2262	
Testing seats per student FTE	.0187	.0167	
Testing budget per college budget tests	.0056	.0057	
<b>Testing Effectiveness (Health)</b>			

Satisfaction measurements using common survey questions		Strongly Agree and Agree category
1. The Testing Center Staff is friendly and helpful	NA	100%
2. The hours at the Testing Center meet my needs	NA	99%
3. The atmosphere at the Testing Center is conducive to testing	NA	99%
4. The services at the Testing Center are satisfactory	NA	100%
5. My test was administered in a timely and efficient manner	NA	100%

UH Center WH	Quantitative Measure 2008	Quantitative Measure 2009	
<b>Testing DATA (Overall Health)</b>			
<b>Testing Data Demand (Health)</b>			
Campus Enrollment FTE (West Hawaii HawCC)	232	265.5	
<b>Testing Efficiency</b>			
Hours of operation per week	59	59	
Number of staff (attach description)	1	1	
Student help hours per week	0	0	
Number of placement tests administered per year*	463	486	
Number of distance Learning tests administered per year	420	520	
Local campus tests proctored per year	158	411	
Testing seats per student FTE (9 seats)	0.04	0.03	
Testing budget per college budget tests**	na	na	
*Does not include Mobile Testing grant activity or staff			
** Testing within Library budget			
<b>Testing Effectiveness (Health)</b>			
Satisfaction measurements using common survey questions	West Hawaii Spring 2009 Survey		
Percentage out of 111 Responses	Yes	No	N/A
The Testing Center staff is friendly and helpful	0.78	0.00	0.22
The hours at the Testing Center meet my needs.	0.69	0.00	0.31
The atmosphere at the Testing Center is conducive to testing.	0.69	0.04	0.28
The services at the Testing Center are satisfactory	0.76	0.00	0.24

<b>Media Services/Graphic Artist Support/Printing Services/Instructional Support (HILO) (Overall Health)</b>		

<b>Media...Demand</b>	<b>(Health)</b>		
Campus Enrollment FTE		1598	1807
Number of faculty		110	108
Number of staff (attach description)		108	102.5
<b>Media... Efficiency</b>	<b>(Health)</b>		
Hours of operation per week		40	40
Number of staff (attach description)		2	2
Student worker hours per week		0	0
Number of work orders completed per year		72	83
Number of copies generated per year		Not Applicable	Not Applicable
Number of copies per FTE students per year		Not Applicable	Not Applicable
Hours spent on production of ITV or Cable or Videoconference programming per year (Below: Room, 2007 / 2008)		2131.25	2470.50
379A-6A: 211.0 / 239.75			
379A-6B: 174.75 / 258.75			
387-110: 98.75 / 186.25			
3393-104: 364.50 / 522.00			
NHERC: 61.0 / 230.0			
388-102: 731.75 / 617.00			
388-103: 375.50 / 269.25			
Kohala Center: 108.75 / 147.50			
Kau Rural Health: 5.5 / 0.00			
Media budget per college budget		\$20,000 per \$16,636,900 = .012%	\$20,000 per \$19,534,604 = .010%
Classrooms equipped per total classrooms (Below: Level, 2007 / 2008)		47 of 57 total	51 of 57
Level 1A: 29 / 31			
Level 1C: 0 / 2			
Level 1E: 5 / 5			
Level 1G: 2 / 2			
Level 2B: 8 / 7			
Level 2D: 0 / 1			
Level 2F: 3 / 3			
<b>Media... Effectiveness</b>	<b>(Health)</b>		
CCSSE survey frequency			
CCSSE survey satisfaction			

<b>Media Services/Graphic Artist Support/Printing Services/Instructional Support (West HI)</b> <b>(Overall Health)</b>		
<b>Media...Demand</b>	<b>(Health)</b>	
Campus Enrollment FTE	1598	1807
Number of faculty	110	108
Number of staff (attach description)	108	102.5
<b>Media... Efficiency</b>	<b>(Health)</b>	
Hours of operation per week	62.1 Average	52.1 Average
Number of staff (attach description)	1.5 *	1.5 *
Student worker hours per week	0	0
Number of work orders completed per year	144	144
Number of copies generated per year	Not Applicable	Not Applicable
Number of copies per FTE students per year	Not Applicable	Not Applicable
Hours spent on production of ITV or Cable or Videoconference programming per year (Below: Room, 2007 / 2008)	3972.5	4542
B1 B4: 633 / 262		
Admin Conference 94.5 / 144.0		
B4 R1: 1277.50 / 1369.25		
B4 R2: 333.5 / 1634.0		
B4 R3: 1634.00 / 1408.25		
Media budget per college budget	\$66,518 per \$16,636.900 = .0399%	\$69619 per \$19534604 = .0356%
Classrooms equipped per total classrooms (Below: Level, 2007 / 2008)	6 of 6	6 of 6
Level 1C: 2 / 2		
Level 1G: 4 / 4		
*Number of staff (attach description) 2007-2008 And 2008-2009: (2) 0.5 Media Specialists APT and (1) 0.5 APT Casual Hire		
<b>Media... Effectiveness</b>	<b>(Health)</b>	
CCSSE survey frequency		
CCSSE survey satisfaction		

<b>Computer Services/IT Support</b>	<b>(Overall Health)</b>		
<b>Computer Services/IT Support demand</b>	<b>(Health)</b>		
Campus enrollment FTE	1598	1807	
Number of faculty	110	108	

Number of staff	108	102.5
<b>Computer Services/IT Support Efficiency (Health)</b>		
Hours of operation or access per week	43.75	43.75
Number of staff (attach description)	*5	**5
Student worker hours per week	25-30 hpw	10-15 hpw
Help desk counts per week	***	***
Number of faculty and staff computers	352	506
Number of student computers per FTE	599/1598=.387	586/1807=.324
Number work orders for repair and upgrade per computer	7519/951=7.91	1774/1343=1.32
Computer services Budget per college budget	0.01084****	0.00921****
Average processing time for work orders	1 day	1.1 day
Percent of wireless coverage	*****	*****
Average number of logins per computer per week	8	12
*Number of staff (attach description) - 2007-2008		
IT Specialist Band B (1)		
IT Specialist Band A (3)		
Office Worker III (1)		
**Number of staff (attach description) - 2008-2009		
IT Specialist Band B (1)		
IT Specialist Band A (4)		
Office Worker III (frozen 0)		
*** Help desk counts are included in number of work orders		
****College budget includes personnel costs, computer services budget does NOT		
*****Hawaii CC maintains wireless on three campuses (2007-08)		
Hawaii CC Manono campus = est. 80%		
Hawaii CC UHH campus = est. 20%		
UH- West Hawaii Center = est. 95%		
*****Hawaii CC maintains wireless on three campuses (2008-09)		
Hawaii CC Manono campus = est. 80%		
Hawaii CC UHH campus = est. 25%		
UH- West Hawaii Center = est. 98%		
<b>Computer Services/IT Support Effectiveness (Health)</b>		
CCSSE satisfaction		
CCSSE Frequency		

## Part II. Analysis of the Unit

### Library

The UH Library Council collects yearly statistics that include some of the raw data used to arrive at the ratios listed in the Data section. The complete Council 2008-2009 statistics for all of the UH Libraries will not be available until February 2010. Since the data for HawCC is split between UH Hilo and West Hawai'i, it is difficult to make meaningful comparisons between Hawaii Community College and other community colleges in the system.

This year, the UHCC asked that the libraries assign health indicator levels in their annual reviews. The three levels used in program reviews are: Healthy, Cautionary, and Unhealthy. The rubrics used for program assessment do not correlate well to academic support units, so the assignments in this review are arbitrary at best. The establishment of baselines to track trends and rubrics to validate these “Health calls” will need to be discussed further by the UHCC libraries.

## **The Learning Center and Hale Kea Advancement and Testing Center – Tutoring & Testing**

### **Tutoring**

#### Outcomes

Student learning outcomes measurement:

- a. Students will pass (or receive a grade of A, B, or C) their tutored course at the same rate as or higher than non tutored students (all students who are tutored at least once compared to students in the same course, i.e. students tutored for Eng. 22 compared to students in Eng. 22 who were not tutored)

#### Non-Tutored vs. Tutored for Fall Semesters

Term	Non-Tutored Ave. % passing	Tutored (At least once or more) Ave. % passing	Tutored (5 times or more) Ave. % passing
Fall 2007	64%	65%	73%
Fall 2008	57%	67%	75%

Data results indicated that students who were tutored at least once or more had a higher course success rate (A, B, or C grade) than non-tutored students. The percent increase in the pass rate of tutored versus non-tutored students (average for both Fall 2007 and 2008) was 5.73%.

Although not required for this report, data was generated for students tutored five or more times to see if the number of visits affected course success rates. The percent increase in the pass rate of students tutored five or more times versus non-tutored students (average for both Fall 2007 and 2008) was 13%. This data clearly indicates that there was not only a correlation between students being tutored, but also the frequency of visits increased student success rates.

#### Non-Tutored vs. Tutored Students by Subject Area

<b>Subject</b>	<b>Non Tutored Ave. % passing</b>	<b>Tutored (At least once or more) Ave. % passing</b>	<b>Tutored (5 times or more) Ave. % passing</b>
Reading	48%	69%	80%

F2007			
F2008	44%	67%	80%
Writing	59%	60%	63%
F2007			
F2008	57%	63%	66%
ESL	100%	63%	68%
F2007	(1 student)		
F2008	NA	79%	79%
MATH	70%	63%	71%
F2007			
F2008	60%	70%	71%

\*Complete data on Non-Tutored vs. Tutored Students is available upon request

Averaging both Fall 2007 and 2008 percentages, students in reading (22%), writing (4%), and math (2%) passed their courses at a higher rate than non-tutored students. Moreover, the results indicated that students passed their courses at an even higher success rate in reading (34%), writing (7%), and math (6%) when tutored five or more times. Data for ESL students who were considered non-tutored was not available because their curriculum required them to receive tutoring. For Fall 2007, ESL students had a 3% higher success rate when tutored five or more times.

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

**Persistence from Fall to Spring**

Term	NON-TUTORED			TUTORED		
	Headcount	Persist Count	% Reenrolled	Headcount	Persist Count	% Reenrolled
Fall 2007-Spring 2008	1666	1113	67%	454	359	79%
Fall 2008-Spring 2009	1704	1176	69%	607	486	80%

The data indicated that students who received tutoring from The Learning Center had approximately 12% higher rate of persistence than those who did not receive tutoring.

c. Student and Faculty Evaluations of TLC:

<b>TLC Student Evaluations</b>	<b>Fall 2007</b>	<b>Fall 2008</b>
# of Evaluations	135	141
#10 TLC overall Rating*	91%	89%
#6 Studying at the Center helps me improve my overall performance as a student*	85%	88%
#7 TLC helps build learner independence*	83%	82%
#8 Recognize importance of technology*	76%	80%
#9 Make-up testing provided at a convenient time and location*	N/A 07-08	74%

\*agree to strongly agree student rating

Every Fall semester, satisfaction-based student evaluations are used to provide TLC with students' perceptions regarding service and if we were fulfilling our mission and meeting our program goals. The chart above highlights questions that provide the data specific to efficiency and effectiveness regarding the Center's main goals and the campus' emphasis on technology. Positive student evaluations and general comments indicated that a high percentage of students felt that TLC provided quality services that met their needs.

<b>TLC Faculty Evaluations</b>	<b>Fall 2007</b>	<b>Fall 2008</b>
# of Evaluations	4	7
#1 TLC overall Rating*	100%	100%
#2 Expectations met for tutoring*	100%	100%
#5 Tutor Effectiveness*	100%	100%

\*agree to strongly agree faculty rating

Every Fall semester, faculty evaluations are sent to faculty who used TLC services. Although only a few faculty evaluations were received, results indicated that those surveyed were pleased with the services and with the quality of tutor assistance their students were receiving.

## **Testing**

### Outcomes

Satisfaction measurements using common survey questions:

Of the students surveyed, 98% rated Hale Kea in the Agree to Strongly Agree category in meeting their testing needs. The last survey question was worded differently when the survey was sent out, but it will be revised to reflect the above version in the future.

## *Analysis of TLC & HKATC*

### **a. TUTORING**

#### **Success Rate:**

For this Fall 2008 review, students were considered tutored if they signed in at TLC for their classes at least once or more. Results positively indicated that students tutored at least once or more passed their courses at a higher rate than non-tutored students. In addition, results from students receiving five or more tutoring sessions indicated that frequency of tutoring significantly affected course pass rates. 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 were monitored. The outcomes of tutored students reenrolling the following Spring semesters were an overwhelming 12% (Fall 2007) and 11% (Fall 2008) 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 a social support environment, students may take advantage of and benefit from the support services. These factors may have contributed to and influenced 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 2008, approximately 88% 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.

#### **Data Collection:**

When compiling data for this report, our IT specialist noticed discrepancies with some of the student ID numbers, names, and courses students were logged in for tutoring. In addition, tracking of some of the students was difficult and inputting of incorrect information may have led to some unusable data.

#### **Health of Program:**

Because this is the first time Academic Support Services is being required to submit a system-wide Program Review, this report will be used as a baseline data. However, looking at past and current data for the different areas--tutoring demand, tutoring efficiency, and tutoring effectiveness--results indicate TLC to be in the Healthy category.

### **STRENGTHS and WEAKNESSES OF TUTORING DATA**

### **Strengths:**

- **Large demand for tutoring services** as evidenced by the following:
  - Increase of FTE enrollment for Fall 2006 (1453), Fall 2007 (1597), and Fall 2008 (1807).
- **High efficiency** rate as evidenced by the following:
  - Increase of 56% unduplicated student contacts from Fall 2007 (850) to Fall 2008 (1322),
  - 8% increase in tutor contact hours from Fall 2007 (9170) to Fall 2008 (9882),
  - High usage of tutor contact hours (3 hours spent tutoring students) per tutor paid hours, and
  - Approximately 1.33% of the college's budget was used to run operations at TLC.
- **High effectiveness** percentages as evidenced by the following:
  - Higher course pass rates of 5% for Fall 2007 and 16% for Fall 2008 when tutored at least once or more. Pass rates increased by 11% for Fall 2007 and 20% for Fall 2008 when tutored five or more times,
  - Increased persistence rate, 12% higher, for students who were tutored in Fall 2007 and 11% increase for Fall 2008,
  - Positive student and faculty evaluation results indicate mission and goals of both were fulfilled and needs were met, and
  - Excellent relationship and collaboration between TLC and area coordinators in providing relevant Lab instruction, materials, activities, and tutor training for their students and classes.

### **Weaknesses:**

- Staffing and funding may need to be increased due to continuous enrollment growth,
- Space is a concern because of increase usage and demand for services,
- Checking-in system need to be fine tuned to reflect more accurate data, and
- More tutor training and professional development activities need to be available and accessible for tutors, staff, and faculty.

## **b. 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. The demand for DE services fluctuated depending on courses/programs offered, but there has been a definite upward trend. In 2008-2009, Hale Kea proctored 2,262 DE tests, an increase of 189% over last year's 783 tests proctored. This service required a significant amount of resources to proctor tests, coordinate, and handle specialized instruction.

**COMPASS Testing:**

Administering UHCC COMPASS placement tests 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 11<sup>th</sup> 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. Also, adhering to UH Executive Policy E2.214 (discontinuing use of the Social Security number as an identifier), HKATC manager started generating Banner ID numbers for people who would not normally fill out an application prior to applying to the College. Since November 2008, Hale Kea has generated 794 Banner ID for COMPASS testing.

**Special Testing:**

HKATC is a certified ACT and Pearson Vue test center, and community needs have a direct impact on our resources to provide services. ACT pays us testing fees. Pearson Vue is mainly a value added service for the community. For both testing services there is a high demand for technical assistance and maintenance of software and equipment. 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. 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 the Hale Kea Center provided quality services that met their needs.

**Health of Program:**

Because this is the first time Academic Support Services is being required to submit a System-wide Program Review, this report will be used as a baseline data. However, looking at past and current data for the different areas--testing demand, testing efficiency, and testing effectiveness--results indicate Hale Kea to be in the Healthy category.

**STRENGTHS and WEAKNESSES OF TESTING DATA****Strengths:**

- **Large demand for testing services** as evidenced by the following:
  - Increase of FTE enrollment for Fall 2006 (1453), Fall 2007 (1597), and Fall 2008 (1807).  
High demand for COMPASS mandatory placement testing of all FTE enrolled students. Also, high demand of high school students using COMPASS as an early prediction indicator for college readiness.

- **High efficiency** rate as evidenced by the following:
  - Significant increase in the demand for testing services especially in the area of Distance Education. Nearly three times the amount of DE tests were proctored for 2008-2009 (2262) compared to (783) the previous 2007-2008 year,
  - Certified special testing Center to accommodate college and community needs, and
  - Less than 1% of college budget used to run operations at HKATC.
  
- **High effectiveness** percentages as evidenced by the following:
  - 98% of the students were pleased with HKATC testing services and felt that their needs were met, and
  - Staff is flexible and responsive to the needs and requests from the college, system, and community.

**Weaknesses:**

- Staffing and funding may need to be increased due to continuous enrollment growth and increased demand for testing services, especially in the area of Distance Education,
- Space is a concern because of increase usage and demand for services, and
- Professional development and training need to be available and accessible for staff and faculty.

**Academic Computing Unit and Media Services**

The staffing and funding requirements for the Academic Computing Unit was partially supported in the biennium budget request 2007-2009, sent forward and approved by the state legislature with funding beginning October 1, 2007. The biennium budget request 2007-2009 identified 18 positions needed to create the Department of Information Technology. Of these positions and within this review period of 2006-2009, this unit has 7.5 FTE positions, one position temporary budgeted, 0.5 T unbudgeted position. To complete the staffing to create this Department, the unit is lacking 9 positions which include a Director (E/M) position.

The annual budget in the first year allocation was reduced since funding was not available at the start of the fiscal year. Beginning 2008, ACU has been allocated \$276,000 which has been divided into a series of three Priorities and three Categories:

The three priorities are: computer replacements for labs and lab equivalents (\$125K); computing (\$30K); and media services budget (\$20K)

The remaining \$100K were used to fund the 3 categories: Instructional needs in the classroom (computers and media); Divisional/Unit hardware needs (new faculty and existing faculty); and College wide technology and media needs

This comprised the initial plan to budget the allocations for the three priorities and 3 categories. We did not include server and server maintenance purchases and did not factor in specialized equipment and software for programs such as Digital Media Arts, Forest TEAM, AEC to be funded through this legislative allocation. It appears that current software support contracts and software updates cannot be maintained within the current estimated "supplies" amount(s). Network infrastructure (both wired and wireless) will also be an ongoing need as technology evolves.

Currently there are no known plans for additional staffing or restructuring. One Media Specialist has been hired by the college, but operates independently. The webmaster position has been advertised several times and is currently now in recruitment.

Over the past years, there has been a large increase in the number of Apple systems to include laptops, desktops, and servers. It is anticipated the number of Apple computer systems will increase by at least 100 systems in the next year. Additionally, there will be an increase in the number of laptops used in the lab classrooms to convert them to multipurpose usages – computer lab and face-to-face instruction.

In order to support the entire island, ACU staff uses a 10-year old Chevrolet van to travel. The van is experiencing a number of mechanical problems and it is anticipated that within a year or two the van will have to be replaced.

Media services experienced a proliferation of video projectors and video conferencing equipment located in Hilo, West Hawaii and remote site locations. Services for Hilo and remote sites were provided by one G-funded media specialist and one federally funded specialist. Services for WH are provided by one FTE media specialist. Currently, the federal position is a half-time position that will end in February 2010.

HawCC will receive RDP funding to purchase HD video conferencing equipment to replace the current inventory for Hilo, UHCWH, and the remote sites. No additional staffing was requested in the RDP grant to support the installation, operation, and maintenance of approximately \$1M in equipment over a 2-year period. The College has continued to move towards furnishing ALL classrooms with multi-media equipment for both Hilo and West Hawaii with close to 90% of our classrooms now requiring maintenance, servicing, replacement, and support for users. Once the part-time federally funded media position ends in February 2010, the medial specialist will have to provide support services and training to

the users for all video conferencing and multi-media classrooms. West Hawaii media specialists will continue to provide these services and training to WH users in Kealahou. They also support HITS classes. In the absence of the media specialist in Hilo (sick or at off site locations), there are no support services available.

**SUMMARY OF HEALTH CALLS:**

Unit	Overall Unit Health	Demand	Efficiency	Effectiveness
Library	Cautionary	Healthy	Cautionary	Cautionary
Tutoring	Not available	Not available	Not available	Not available
Testing	Not available	Not available	Not available	Not available
Media Services				
Hilo	Not available	Not available	Not available	Not available
WH	Not available	Not available	Not available	Not available
Computer Services/IT Support	Not available	Not available	Not available	Not available

**Institutional Research**

The institutional research “unit” has identified three strengths:

- The ability to take all of the data needs of the organization into consideration and manage the process of prioritization and execution.
- A collaborative approach is used in the IR Office to solve a range of complex issues facing the college.
- The development of good working relationships across the college.

The institutional research “unit” has identified three weaknesses:

- 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.
- We are increasingly finding ourselves working in a reactive mode in processing day to day requests for data. The State budget stringencies will for the foreseeable future redound to the detriment of resolving this situation as witnessed by the discontinuance of the recruitment for a temporarily funded Institutional Researcher.
- There appears to be little if any connection or coordination between what the system is asking the IR office to deliver on and what is needed locally. This lack of engagement between the community colleges and the System office tends to polarize the organization, which is a non productive exercise in an environment of limited resources.

**Part III. Action Plan**

**Library**

**Action Plan: Mookini Library (East Hawai’i)**

- The Library Unit has identified the following action plan:
- Add items to the READ collection to support HawCC’s reading classes
- Purchase DVDs and books to support the HawCC vocational programs

- Faculty workshops to promote information literacy
- Workshops to promote library resources to students
- Promote new faculty library orientation
- Update Mookini Library SLOs and assessment methods
- Administer common UHCC student survey

**Action Plan: UH Center West Hawai'i Library and Learning Center (West Hawai'i)**

- Add items to the READ collection to support HawCC's reading classes
- Purchase DVDs and books to support the HawCC vocational programs
- Faculty workshops to promote information literacy
- Workshops to promote library resources to students
- Promote new faculty library orientation
- Update Mookini Library SLOs and assessment methods
- Administer common UHCC student survey

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

Based upon the Centers' mission, alignment with the College's mission, the ADP, and the program determined SLOs, the following goals and plans will continue through the 2009 – 2010 year:

1. Continue to support instruction with instructional materials, tutors, educational technology, and facilities. Support Achieving the Dream and Remedial Developmental Initiatives.
2. Work with institutional researcher and IT specialist to ensure more accuracy in data collection for future reviews. Interface check-in system with Banner for accuracy in inputting data.
3. Keep abreast of technology and educational resources. Continue program of pre-service and in-service training for tutors to include different delivery modes such as on line, in-class, and distance education tutoring.
4. Review policies and procedures, facilities, and other resources necessary to support distance education and placement testing.
5. Explore obtaining 100% college funding for the second Hale Kea Professional staff member and also additional funds for student assistants.
6. Explore funding for a position to support educational technology and curriculum development.
7. Review overall testing services.
8. Incorporate system data elements and SLOs for tutoring and testing.

<b>Action Plan Tasks</b>	<u>Year</u>	<u>Responsible Party</u>
<ul style="list-style-type: none"> <li>• Work with instruction regarding educational resource for remedial and developmental education</li> </ul>	2009-2010	TLC Coordinator

<ul style="list-style-type: none"> <li>• Work with Institutional Researcher and IT specialist for data collection</li> </ul>	2009+	TLC Coordinator
<ul style="list-style-type: none"> <li>• Keep abreast of technology and educational resources</li> </ul>	2009+	TLC Coordinator
<ul style="list-style-type: none"> <li>• Review support for distance education</li> </ul>	2009 +	Hale Kea Center Manager/TLC Coordinator
<ul style="list-style-type: none"> <li>• Explore establishment of 100% college funded position for the second professional staff at Hale Kea</li> </ul>	2009 - 2010	TLC Coordinator
<ul style="list-style-type: none"> <li>• Review overall testing services</li> </ul>	2009 +	Hale Kea Center Manager/TLC Coordinator
<ul style="list-style-type: none"> <li>• Explore the need for a position to support educational technology and curriculum development</li> </ul>	2009-2010	TLC Coordinator
<ul style="list-style-type: none"> <li>• Incorporate system developed SLOs for tutoring and testing</li> </ul>	2009-2010	TLC Coordinator/Hale Kea Center Manager

### **Academic Computing Unit and Media Services**

#### **Action Plan:**

- The staff of the Academic Computing Unit will continue to maximize the resources allocated by the college to maintain, support, and replace the greatest number of systems possible. Lab and lab equivalents have been established to provide a working model based on a projected four year life cycle for most staff and student computers across the three campuses.
- The network infrastructure in all buildings and campuses is continually being monitored and upgraded in an attempt to provide a gigabit backbone between most buildings and gigabit connections to the desktop in select areas.
- ACU support is consistent with the services offered campus wide and resources are allocated proportionate to the other Departments and units within the college.
- Seek additional work and storage space. The facilities that the ACU moved into four years ago are being maximized as the allocated positions are becoming filled. This is being further compounded as the need to allocate space for media support and supplies further strains existing limits.
- The college needs to develop an adequate motor pool and maintain the vehicles assigned to it, or to provide funds for the units to do so. As the ACU attempts to continue weekly visits to the West Hawaii campus, it has become increasingly difficult to maintain this schedule with NO “motor pool” vehicles being approved for travel across the island. The one vehicle assigned to the ACU is over 10 years old and currently serves as the only means of transportation between the Manono and UHH campuses. When this vehicle is being used for transport to West Hawaii, service between the Hilo campuses comes to a standstill.

## **Institutional Research**

### **Action plan:**

- The office will attempt to hold on to the temporarily funded casual hire Programmer to continue to cross train with the BANNER Programmer who has announced his intention to retire in September 2010.
- 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.

## **Part IV. Resource Implications**

### **Library**

The amount that Hawai'i Community College spends on Library support for its faculty and staff in East Hawai'i is negotiated with UH Hilo. The funds provided by HawCC are used for the salary of one librarian at UHH. This librarian is assigned to provide library instruction to HawCC students, to participate in reference assistance, and to build the collection in areas related to HawCC programs. This funding also helps support the Mookini Library's electronic resources subscriptions and intrasystem loans to HawCC faculty and students. This amount has not changed recently and should be reviewed. The Library and Learning Center in West Hawai'i falls under the general academic support services of the UH Center West Hawai'i and as such does not have a discreet budget managed by the Library staff. Funding was proposed for an additional APT Educational Specialist in the 2009 biennium budget to help manage a larger facility at the new UH Center under development at Palmanui. Due to shifting timelines on the project, the request was deferred until the next biennium. In Fall 2009 the timeline on this project was revitalized by various actions of the Hawaii County Planning Commission and the UH Board of Regents. Therefore the position will be included in the next UH Center Unit Review and budget request. This position is being requested as a Band A APT.

### **Academic Computing Unit and Media Services**

The unit does NOT have sufficient resources to meet the unit goals/plans for the next review period. ACU will seek additional staffing to create a Technology Department:

Position Title	# Staff
Director	1
Coordinators	2
APT Ed Specialist	1
Media Specialist (2 Hilo, 0.5 WH)	2.5
IT Specialist (0.5 Hilo, 0.5 WH)	1

IT Specialist Server Administrator	1
IT Specialist Network Management	1
TOTAL	9.5
Add'l Resources for equipment & supplies	\$700,000
20,000 ft <sup>2</sup> facility	TBA
Professional Development	\$100,000
Vehicle – Sedan & Van	\$60,000

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

Additional funds may be needed to:

- Support increased tutor hours to accommodate increase in (the number of) students usage,
- Obtain 100% college funding for the second Hale Kea professional staff member,
- Purchase supplies and materials,
- Maintain and develop both TLC and Hale Kea services, and
- Provide resources for professional development.

**UHCC December 2009 Coversheet –  
Annual Report Program Data**

**College: Hawai'i Community College**

**Program: Middle College**

<b>Check All Credentials Offered</b>	<b>AA</b>	<b>AS</b>	<b>ATS</b>	<b>AAS</b>	<b>CA</b>	<b>CC</b>	<b>COM</b>	<b>ASC</b>	<b>APC</b>
	N/A								

**Introduction: Brief description of the program and program mission.**

**Brief Program Description**

The program is designed to take seniors in high school who have ability but are disengaged from the traditional high school environment into an innovative alternative education environment M-F, 8-12. An interdisciplinary team uses a learning communities model to deliver dual credit—5 high school credits (English, Environmental Science, Food Science, and 2 Electives) and 12 college credits (I.S. 101, SPCO. 51, SSCI 111, and HUM. 100). The teaching “team” includes qualified community college faculty, a ¾ time Kea`au High School (KHS) teacher, and three skills trainers in video production, music/sound recording and culinary arts who deliver an applied curriculum which stresses project-based learning, community engagement, entrepreneurial training, and capstone assessment activities required at the end of the Fall and Spring semesters.

**Program Mission Statement**

Middle College seeks to increase the high school graduation rate and successful transition to higher education and workforce development pathways by providing a supportive, challenging, and engaging educational environment in which high school seniors at-risk of graduating earn dual credit—high school and HawCC college credits. This program seeks to implement the newest UHCC initiatives like the *P-20 Initiative* and *Achieving the Dream*, by closing the “achievement gap”-- helping learners, who have traditionally, not been well-served by institutions.

**Program Student Learning Outcomes**

**PLO #1: *Communication***

Use writing, language, and technology skills to participate fully in helping to resolve local and global issues.

**PLO #2: *Educational/Career Pathways***

Assess personal passions and natural abilities to envision lifework opportunities and plan for further educational pathways.

**PLO#3: *Creativity***

Use an ever-increasing awareness of self, others, and natural environments to produce unique ideas, works, and solutions—creating new life on an old foundation.

**PLO#4: *Care of Self and Others:***

Engage in a growing awareness of self throughout life, developing and maintaining personal relationships, and caring for self and others within the community.

**Part I: Annual Report of Program Data for Middle College**

Demand	AY2006-2007	AY2007-2008	AY2008-2009
No. of Studs.	18	20	15
SSHs Prog.Classes	216	240	180
FTE Prog. Enrollment	N/A	N/A	N/A
No. of Classes taught	4	4	4
Detetermination of Health based on demand	H	H	H
Efficiency			
Average Class Size	18	20	15
Class fill rate	N/A	N/A	N/A
Student/Faculty Ratio	18:1	20:1	15:1
No. of Students per FTE faculty	N/A	N/A	N/A
Estimated Grant Cost	\$86,350	\$86,350	\$86,350
Grant Cost per SSH	\$399.77	\$359.79	\$479.72
Determination of Health based on efficiency	H	H	H
Effectiveness			
No. of students grad. high school	15 (83%)	20 (100%)	15(100%)
Increase in Kea`au High School graduation rate *	10%	10%	10%
Increase in Kea`au High School "going rate" to HawCC	7%	7%	7%
SSHs Prog. Classes Completed	210	240	180
Beginning Current GPA Entering MC*	2.0	2.1	1.9
Ending Current GPA Exiting MC *	2.6	2.7	2.4
No. of students going onto higher education/tech. training**	11 (73%)	15 (75%)	13 (86%)
No. of students going into the workforce **	3	3	
Determination of Health based on effectiveness	H	H	H

\*Extracted from Kea`au High School records

\*\*3 month follow-up

## **Part II.**

### **Analysis of the Program (strengths and weaknesses in terms of demand, efficiency, and effectiveness based on an analysis of the data).**

MC fares well on measures of effectiveness. This year 15 out of 15 or 100% graduated from high school, and 13 of these or 86% of these went on to higher education, 10 of these to HawCC. MC students increased their academic performance an average of 0.5 in comparing their performance in the traditional classroom during their junior year and the Middle College learning environment in their senior year. The 2008-2009 cohort averaged 1.9 in their junior year and 2.4 in their senior year in MC. This compares favorably with the previous two years in which MC students increased their average GPA by 0.6.

#### **Strengths**

- 1) Increased achievement motivation as measured by increased GPA in the traditional classroom vis-à-vis the MC learning environment.
- 2) Increased the Kea`au High School graduation rate by 10%.
- 3) Increased the college going rate of Kea`au High School by 7%.
- 4) State-of-the-art facility with multimedia MAC lab, sound recording studio, and certified mobile kitchen has capacity to bring in income for self-sustainability.
- 5) Considered model program for Creativity Academies (the combining of STEM with Digital Arts) and 21<sup>st</sup> C. education utilizing applied academics (integration of CTE with Liberal Arts).
- 6) Supported by the highest levels of administration within the DOE (Sup. Pat Hamamoto) and UH (Pres. McClain) as well as receiving \$50,000 from VPCC, John Morton.

#### **Weaknesses**

- 1) Need for institutionalized funding streams
- 2) Volatility of building owner and community partner, Bay Clinic, Inc.'s economic situation.
- 3) High cost per SSH points out need for self-sustainability plan.

#### **Significant Program Actions (new certificates, stop-out; gain/loss of positions, results of prior year's action plan)**

- 1) Contract No. CO-60061, Project No. MOA D06-040, Amendment No. 2: For Provision of the Middle College Program between UH and DOE was successfully executed for the period: Oct. 1, 2008 – Sept. 30, 2009.
- 2) An MOA between HawCC and the Bay Clinic, Inc. for the temporary sublease of Kea`au Youth Business Center, site of the Kea`au Middle College High School Program was successfully executed through the UH Office of Procurement and Real Property Management (OPRPM).

### **Part III. Action Plan (2009/2010)**

- 1) Execute Amendment 3 of the MOA between the DOE and UH, so that Middle College can continue as a pilot project and seek information to institutionalize the program as a regular offering of both entities rather than a pilot project.
- 2) Explore and seek more funding sources like D.O.E. student weighted formula; HawCC Dept. funding; Carl Perkins funds; Kamehameha Schools Collaborative RFP; Bill and Melinda Gates Foundation; Alu Like; Workforce Development.
- 3) Work with other area schools: Kua O Ka La PCS, Hawai'i Academy of Arts and Sciences (HAAS), Pahoa High School to extend the Middle College concept and/or offer the facility as a lab which can enhance their curriculum and increase program sustainability.

### **Part IV. Resource Implications (physical, human, financial).**

- 1) Continue to pay for HawCC dual credit instruction at 12 credits per academic year;
- 2) Continue to allow 3-6 credits a semester for coordination and evaluation of the program;
- 3) Continue to pay for sublease of the Kea`au Youth Business Center facility at \$3,000/mo. or \$27,000/yr.;
- 4) Continue to pay for 3 skills trainers

**Annual Report Program Data and analysis located on college website at:**

**[AY 2009 Completed Annual Program-Unit Reviews](#)**

