

**HAWAI‘I COMMUNITY COLLEGE
UNIT ANNUAL REVIEW REPORT**

Hale Kea Advancement and Testing Center

February 16, 2017

**Review Period
July 1, 2015 to June 30, 2016**

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Program/Unit Review at Hawai‘i Community College is a shared governance responsibility related to strategic planning and quality assurance. Annual and 3-year Comprehensive Reviews are important planning tools for the College’s budget process. This ongoing systematic assessment process supports achievement of Program/Unit and Institutional Outcomes. Evaluated through a college-wide procedure, all completed Program/Unit Reviews are available to the College and community at large to enhance communication and public accountability. Please see <http://hawaii.hawaii.edu/files/program-unit-review/>

Please remember that this review should be written in a professional manner. Mahalo.

UNIT DESCRIPTION

Describe the Unit	
Provide the short description as listed in the current catalog.	<p>The Hale Kea Advancement and Testing Center, established in 2004 on the Manono Campus, provides testing services, hosts an electronic classroom, a computer lab with printer access, and offers writing/math tutoring services, upon request. The Center serves HawCC students but is open to students in the UH System taking distance education courses that need proctored tests. HKATC is open Monday through Friday from 8:00 a.m. to 4:15 p.m. The staff includes: one full time Educational Specialist B (Center Manager), one full time Educational Specialist A (Assistant Manager in a temporary position), and four clerks.</p> <p>HKATC services include:</p> <ul style="list-style-type: none"> • HawCC Placement Testing • Distance Education test proctoring (UH system and Non UH) • Extended time for students with disabilities • Make-up and special testing • General study/computer lab • Tutoring (Writing and Math areas) • Electronic classroom for instruction and college use
Provide and discuss the unit's mission (or goals and objectives if no unit mission statement is available).	<p>The mission of Hale Kea Advancement and Testing Center (HKATC) as an academic support program for the college needs to be a responsive one which supports the college's mission and its academic programs. TLC and HKATC seek to provide services that support and enhance academic development for the college community. These services focus on academic support for an "open door" institution, providing initial student assessment, access to technology, support for successful learning, and testing services.</p>

Comprehensive Review information

Provide the year and URL for the location of this unit's last Comprehensive Review on the HawCC Program/Unit Review website: http://hawaii.hawaii.edu/files/program-unit-review/	
Year	2015
URL	ASU - The Learning Center Tutoring - Hale Kea Advancement and Testing Center
Provide a short summary regarding the last Comprehensive Review for this unit. Discuss any significant changes to the unit since the last	<p>There were several key changes since the last Comprehensive 3-year Review Report for 2014-15.</p> <ol style="list-style-type: none"> 1. The 2014-15 report will be the last joint report for The Learning Center (TLC) and Hale Kea Advancement and Testing Center (HKATC). Each Unit will be providing separate reviews.

Comprehensive Review that are not discussed elsewhere in this review.	<ol style="list-style-type: none"> 2. The COMPASS placement test has been replaced with ACCUPLACER, a new web-based academic assessment and placement testing tool. 3. Tutoring in English and Math is being provided at HKATC. 4. New placement qualifiers have been approved by the UHCC system. HKATC plays a crucial role in the inputting of scores, grades and self-reported data. 5. SAT, ACT, High School transcripts and GED scores are being forwarded, received and inputted at HKATC.
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QUANTITATIVE INDICATORS

ARPD Data

IF ARPD data is available for the unit, please attach a copy of the ARPD data and submit with the Unit Review document.

If no ARPD data is available for the unit, please provide and discuss relevant and/or comparable data as available from the unit's records.

a) **If you will be submitting the Unit Review document in hard copy, print and staple a copy of the ARPD data tables, if available, or other unit data as applicable, to the submission; the icon to print the ARPD data tables is on the upper right side, just above the data tables.**

OR

b) **If you will be submitting the Unit Review document in digital form, attach a PDF copy of the ARPD data tables, if available, or other unit data as applicable, along with the digital submission; the icon to download the ARPD data tables as a PDF is in the upper right side, just above the data tables.**

Unit ARPD data, if available, can be found on the ARPD website:

<http://www.hawaii.edu/offices/cc/arpd/>

ANALYSIS OF THE UNIT'S DATA

Describe, discuss, analyze, and provide context for the unit's data.	
<p>Discuss, analyze, and provide context for the unit's ARPD health scores in the Demand, Efficiency, Effectiveness, and Overall Health categories as applicable.</p>	<p>Health for ARPD Indicators AY16</p> <p>Student and Faculty information</p> <ul style="list-style-type: none"> • Annual unduplicated Student Headcount: 3,838 • Annual FTE Faculty: 131 • Annual FTE Staff: 135 • Annual FTE Student: 1,670 <p>Testing Information</p> <ul style="list-style-type: none"> • Number of placement tests administered: 1,678. • Number of distance learning tests administered: 2,212 • Number of other local campus tests administered: 819 <p style="text-align: center;">Total: 4,709</p> <p>Demand – Cautionary</p> <p>Placement Tests</p> <ul style="list-style-type: none"> • Number of Placement Tests sessions administered for AY 15/16 was 1,678. Placement testing sessions administered per year per student FTE for AY16 scored 1 on the HKATC Testing Rubric, which is considered Cautionary on the scoring rubric. <p>Distance Education Tests</p> <ul style="list-style-type: none"> • Number of Distance Education Test sessions administered for AY15/16 was 2,212. Distance Education testing sessions administered per year per student FTE for AY16 scored 1.3 on the HKATC Testing Rubric, which is considered Cautionary on the scoring rubric. <p>Local Campus Tests</p> <ul style="list-style-type: none"> • Number of Local Campus Test sessions administered for AY15/16 was 819. Local Campus testing sessions administered per year per student FTE for AY16 scored 0.5 on the HKATC Testing Rubric, which is considered Cautionary on the scoring rubric. <p>Efficiency – Healthy</p> <ol style="list-style-type: none"> 1. Number of tests administered per FTE testing center staff: 1,472. Currently, there is (1) permanent APT FTE, (1) temporary APT FTE, and (5) part-time temporary student clerks. Only professional staff proctors exams.

	<p>2. Annual operational testing center budget allocation per number of tests sessions administered: \$23</p> <p>3. Test proctoring overview</p> <ul style="list-style-type: none"> • The ACCUPLACER exam takes approximately 2-3 minutes from intake to test start of per student. The average duration of each section (Reading, Writing and Math), takes approximately 30-45 minutes. The entire test package averages approximately 2 hours to complete. Students have the option to take one or all sections of the exam. There are also English-as-a-Second-Language (ESL) exams available as an option for ESL students. Between the December 1, 2016 launch – February 9, 2017, we have administered 674 ACCUPLACER tests. • The proctoring of Distance Education, online exams and Local campus Tests at HKATC are still in high demand. To address the demands, the policies and procedures for scheduling, intake and test administration have been streamlined for accuracy, security and efficiency. <p>Effectiveness - Healthy</p> <p>Satisfaction measurements using common survey questions.</p> <ol style="list-style-type: none"> 1. The hours at Testing Center meet my needs: 97% 2. The atmosphere is conducive to testing: 98% 3. The services were satisfactory: 100% 4. Test was administered timely and efficiently: 100% <p>Overall Program Health – Healthy</p>
<p>Describe, discuss, analyze, and provide context for unit data that was collected based on its specific operations and functions. Examples could include, but are not limited to, work logs and activities records, meeting and session records, and any other relevant internal or external data, as appropriate.</p>	<p>Specific Operations and Functions</p> <ul style="list-style-type: none"> • HKATC provides an open access computer lab for students. The Starfish check-in/check-out system used at the HKATC check in kiosk were used to provide data on the number of students using open access computer lab. There are three computers at this check-in kiosk. Student clerks are provided training to assist students with the check-in process. They are also tasked with inputting and balancing all of the lab usage data collected through Starfish in Microsoft Access at the end of each workday. HKATC manager uses the data to assess the frequency, satisfaction, and importance of using computer lab.

	<ul style="list-style-type: none"> • In AY15/16, HKATC implemented the PaperCutNG pay-for-print system. Students pay 10-cents per page, and their printing accounts are setup through the HawCC Business Office. The implementation of PaperCutNG has addressed many challenges that directly resulted from free printing. To provide some context on the challenges, the AY14/15 Annual Unit Review was examined to reveal that free printing created numerous conflicts between students and an overburdening of HKATC staff. The result was a hostile environment that did not support student academic success. Based upon data collected from Student Evaluation Surveys 100% rating and ARPD Health Indicators data, the quality of service had increased dramatically. Additionally, in AY14/15, the unduplicated student headcount totaled 3,847. In AY15/16, the headcount was 3,838. After the pay-for-print policy, there was only a slight 0.02% decrease in student contacts. Based upon these results, the implementation of PAPER CUTNG has been successful. The following is the printing data collected from dates January 15 – February 14, 2017. This data is a reflection monthly printing consistency at HKATC. <ol style="list-style-type: none"> 1) Active Users: 77 2) Active Printers: 5 3) Total printed pages: 1,498 4) Total jobs: 484 5) Average sheets per day: 48
<p>Describe any trends, and any internal and/or external factors that are relevant to understanding the unit’s activities during the review period.</p>	<p>Staffing Changes</p> <p>Upon the resignation of the previous administrator, a new center Manager was hired at HKATC in AY15/16. Under the new leadership, there was an internal shift in direction, attitude and approaches to the overall administration of the center. Establishing and maintaining a center conducive to learning and academic success was the highest priority. To accomplish this, the focus shifted back to direct student support and the addressing student specific needs. HawCC student body is very broad; students currently enrolled range from (but is not limited to) first-time freshmen, disabled or retired veterans, special needs, middle-aged people pursuing new careers, single parents, the unemployed and returning and transfer students. In order to accommodate this broad</p>

range of students, stringent policies and procedures were reviewed and revised. With these internal changes, HKATC is headed in a more positive and academically supportive direction, while maintain the integrity, purpose and focus of the organization.

Improvements and developments to testing and placement

New UHCC placement qualifiers, students have the option of to place into HAWcc courses using records, scores and courses approved by the system. This has resulted in a 5.82% decrease in the number of placement tests administered. However, HKATC is designated to receive the student records and self-placement worksheets and input scores into BANNER. Though placement testing has decreased slightly, student contact has remained steady. The professional staff has been extensively trained on policies and procedures to insure the accuracy of the data being inputted.

Computer Lab and Study Areas

For AY 16, overall computer usage is still in demand. Students are directed to HKATC by the Financial Aid office to complete aid forms (e.g., FAFSA, private scholarships, online exit interviews, etc.); by Admissions and Records office (to check class availability, check registration status, track academic journey in STAR, etc.); by Counseling (to complete online orientations and to register for classes); by the Business office (to make payments); and by instructors for tutoring and various purposes. In many cases, students encounter difficulties with these tasks. HKATC staff is trained and expected to be supportive and try to provide the highest level of professional support to all students, especially those in need. Additionally, in AY15/16 the unit was able to acquire new and updated technology resources. This includes a new Xerox color copier and printer (the previous one was purchased in early 2000). Lastly, through an agreement between HKATC and I Ola Haloa Title III program, the unit was also able to acquire five Microsoft Surfaces and two MacBook Pros for students to use in the lab

Report and discuss all major/meaningful actions and activities that occurred in the unit during the review period. For example:

<p>Changes to the unit's services, functions, and/or operations.</p>	<p>Unit Operational Changes and increased student support</p> <ul style="list-style-type: none"> • In AY15/16, HKATC policies and procedures have been reviewed, revised and updated where deemed necessary. The purpose was to identify and change any redundancy in daily operations, update outdated procedures, and eliminate any over-complicated or unnecessary policies. The main policies that were addressed includes: <ul style="list-style-type: none"> - The policy that required the daily lab usage numbers to be inputted in three separate programs. Inputting the same data three times was redundant and unnecessary. In AY 15/16, the outdated process was changed, now data is inputted into Microsoft Access and Starfish – which is sufficient for data maintenance and reporting purposes. - Walk-ins and late arrivals were not accepted. Students without an appointment or are a late needed to reschedule. The currently policy, provides some leeway to students. If space and time allows, our unit tries to accommodate students whenever possible. - Prior policy, limited the support that staff could provide to students needing assistance with FAFSA, MyUH Portal, and registration. Under new guidelines, if time and staffing allows staff members are encouraged to provide the highest level of support possible. - With the implementation of PAPER CUTNG, the issues created by free printing and the over-burdening of HKATC resources and staff have been addressed. <p>These internal changes have increased the quality of the services our unit provides and created a more positive and academically conducive environment. Operations manuals have been updated to include the changes, and all professional and student staff have reviewed and agreed to the changes, and re-trained where necessary.</p>
<p>Changes to the clients it serves (students, faculty, staff, community, UH System etc.).</p>	<p>Significant Changes to Client Demography</p> <p>Because of the services provided and the resources available, HKATC serves a broad range of students. There has been a noticeable increase in several key population groups.</p>

	<ul style="list-style-type: none"> • Special needs • United States Armed Forces Veterans • Vocational rehabilitation and / or career transformation • Full-time workers enrolled in online courses • First-time freshmen • Early College / Running Start High School students
<p>Personnel and position additions and/or losses.</p>	<p>Personnel Additions AY15/16</p> <ul style="list-style-type: none"> • Educational Specialist, Center Manager FTE • Educational Specialist, On-call, FTE. During peak testing times and on specified days, a fulltime support staff from The Learning Center provides test proctoring support at HKATC. • HKATC employs (at least) three student clerks on a part-time basis. Though limited in their duties, clerks provide support with test scheduling, intake, lab maintenance and student support. Funding for student clerk is provided through General Funds and Federal Work-study.
<p>Other major/meaningful activities, including responses to previous CERC feedback, if applicable.</p>	<p>Special Projects and Activities</p> <p>In AY16, HKATC partnered with other units on key enrollment and retention projects. These projects included:</p> <ul style="list-style-type: none"> • Express Admissions Day • English and Math Boots Camps • Collaborations with High Schools and Early College / Running start to test students interested in taking college courses while in High School. Schools include; Waiakea High School, Hilo High School, Kamehameha High School, Kua o Kala PCS, Hawai'i Academy of Arts and Sciences, and Kealakehe.

<p>Describe, analyze, and celebrate the unit's successes and accomplishments. (For example, more students were served OR the unit successfully integrated new strategies/technologies.)</p>	
<p>Discuss what the unit has been doing well that needs to be maintained and strengthened.</p>	<p>Successes and Accomplishments AY15/16</p> <ul style="list-style-type: none"> • Recruitment and hiring of a new Manager for HKATC • Integration and implementation of ACCUPLACER as the

	<p>new HawCC placement tool</p> <ul style="list-style-type: none"> • Separation of HKATC and TLC, both units operate independently and will complete separate unit reports • Implementation of policies and procedures regarding the input and storage of the new placement qualifiers • Streamlining of Distance Education, Placement, Make-up, extended time and special test scheduling, intake and test proctoring procedures. • Increased involvement in campus-wide activities: Express Admissions Day, College Day, End of the Year Breakfast, various kipaepae welcoming ceremonies, and participation in Hanakahi Culture Week activities. • Updated website and promotional materials (flyers, brochures, poster boards, etc.) • Tutoring in English and Math
<p>Validate these successes by discussing positive improvements in the unit.</p> <p>Please provide evidence if applicable (ex: unit data reports, relevant URL links, etc.).</p>	<p>Validation of Successes</p> <p>Based upon student feedback and a series of meetings and discussions with professional staff, prior to the hiring of the new HKATC manager, the staff dynamics did not foster a healthy and productive working environment. There was minimal cohesion, levels of dissention, and a lack of positive communication between staff. This negative environment was compounded by the tension between students that arouse from the free printing policy. In order to re-establish a safe, positive, healthy and academically supportive environment, the new HKATC manager implemented different approaches to accomplish the goals of the unit. The first goal was to understand, identify and (where necessary) eliminate the root causes of the conflicts between staff. The main issue identified was the lack of clear boundaries between the manager and staff. Over time, the relationship became combative, un-supportive, and there existed levels of sabotage directed toward the previous administrator. This created wide-reaching negative impacts that affected unit functions. With this understanding, the new manager established clear boundaries with staff, removed or replaced old policies or controls that limited the ability of all staff to do their jobs, revised and revised employees manuals and policies, and encouraged open, positive and direct communication between staff, students and</p>

	<p>constituents. With a new direction and focus, the unit is functioning well, student evaluations are positive, lab usage is consistent, and though the testing numbers are very high, test proctoring operates with minimal set-backs or problems.</p>
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<p>Describe, analyze, and discuss any challenges and/or obstacles the unit has faced.</p>	
<p>Identify and discuss the unit's challenges/obstacles.</p>	<p>Challenges</p> <p>1. In AY 15/16, the demand for services (test proctoring, lab usage, printing, etc.) is still high:</p> <ul style="list-style-type: none"> • Total # of tests: 4,709 • Total # students accessing services: 3,838 • Average # tests sessions administered by FTE staff: 1,472 <p>Based upon the HKATC data, there is a substantial workload for FTE center staff. Currently, there is one FTE permanent APT staff (Center Manager) and one FTE temporary APT staff (Educational Specialist). Confidentiality and information security issues limit the ability of student clerk to assist with testing. Also, all HKATC student clerks are full-time students and the hours of availability is limited. The responsibilities of coordination, scheduling and proctoring belongs to the HKATC FTE APT staff. To meet the needs, testing appointments are spread through the workday (when possible). This alleviates that number of tests that needs to be proctored during a single time block. However with increased student enrollment in early college / running start, High Schools often need to schedule students to test on one specific time and day. These groups range from 5 to 20 students per testing session.</p>
<p>Discuss changes and actions taken to address those</p>	<p>1. In 2012, CERC noted that the hiring of an additional APT was documented as a top priority Unit Action Plan in AY</p>

<p>challenges.</p>	<p>13 and AY 14 program reviews. In addition, requests for a permanent APT position and another third professional staff position were submitted to the Office of the Vice President for Community Colleges (OVPC) via VCAA Onishi and the results of the requests are still pending.</p> <p>2. Through outreach and recruitment, we were able to address the student staff shortage by hiring students that qualified for special funding sources. These included, Federal Work Study (FWS) and Bridge to Hope (BTH). HKATC was able to hire 3 students from FWS and 1 from BTH.</p>
<p>Describe and explain the results of these actions.</p>	<p>To meet the demand and insure that the quality of service was maintained, one FTE APT Educational Specialist from TLC was utilized at HKATC on an as-needed casual basis. Though temporary, this arrangement has helped to address the need for a full-time permanent support staff at HKATC.</p>
<p>Discuss what still needs to be done in order to successfully meet and overcome these challenges.</p>	<ul style="list-style-type: none"> • To address the need for center support, a request for an additional FTE APT position will be requested again in the AY 15/16 review. • Another option to an APT position would be to request a Civil Service Clerical position. This would be a new position. The primary responsibilities for this person would be to manage the coordination of tests with instructors, scheduling appointments, monitoring student clerk schedules, provide support to students accessing lab, and provide over sight of the front desk area. This position will be requested in the AY 15/16 review.

UNIT ACTION PLAN

<p>Discuss the unit's prior year's (AY14-15) action plan and results.</p>	
<p>Describe the unit's action plan from the prior review period and discuss how it was implemented in AY15-16.</p>	<p>Part III Action plan AY14/15</p> <p>1. Action Plan #1: The demand for HKATC services are evidence that the request to establish a full-time APT position is critical in providing resources and services to promote student success.</p>

	<ol style="list-style-type: none"> 2. Action Plan #2: Implement Starfish as a management system for checking in students and for keeping track of data needed for reporting purposes. As the staff becomes more comfortable with the system, the potential to use it as a testing management system, where students can make their own appointments, will be explored. We look forward to utilizing the many different features that Starfish has to offer to make HKATC operations run efficiently and effectively. 3. Action Plan #3: December 2016 will be the end date of when COMPASS can be used as a placement and discussion is underway of finding an alternate instrument to replace it. In addition, there is a system-wide movement based on UH Strategic Directions 2015-2021 to restructure the placement process.
<p>Discuss the results of the action plan and the unit's success in achieving its goals.</p> <hr/>	<ol style="list-style-type: none"> 1. RESULT: Unit Action Plan #1 is still a goal; however the position has still not been approved. As mentioned earlier in this report, to temporarily address the staffing needs TLC loans us one of their FTE APT staff on a casual as need basis. Another viable option is to consider, pursuing a Civil Service (non APT) position. 2. RESULT: Unit Action Plan #2. HKATC utilizes Starfish on a regular basis. Starfish is primarily used for checking students in and out of HKATC. Currently, we do not use the program to schedule tests. 3. RESULT: Unit Action Plan #3: COMPASS was phased out and replaced by ACCUPLACER on December 01, 2016. HKATC played a vital role in programming the courses, placement rules, and branching profiles within ACCUPLACER. Additionally, new placement qualifiers and placement policies and procedures were approved system-wide. The new placement qualifiers include; SAT, ACT, GED, SBAC, HiSET, and GPA scores. Other qualifiers include; Algebra I and II and Advanced English course completion with a grade of "B" or better.

<p>Discuss any challenges the unit had in implementing that action plan or achieving its goals.</p>	<ol style="list-style-type: none"> 1. Action Plan #1 was not accomplished. Currently, there is only one FTE APT permanent and one FTE APT temporary staff. Though testing and placement is a critical aspect of HawCC and data support this action, approving this position was not accomplished thus far. 2. Action Plan #2: For the most part, this action was a success. HKATC utilizes Starfish regularly to check students in and out of the lab. Starfish is a user friendly program that serves an important purpose. In the past students needed check in via paper slip. At the end of the day, the info needed to be inputted into the system. Using the Starfish system has streamlined the check in and data management process. However, there are limitations to the system and are not able to use it to schedule tests. HKATC uses AppointmentPlus to schedule for ACCUPLACER and UH Google Calendar for Distance Education and Online tests.
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- Did the unit review its website during AY15-16? Please check the box below that applies.

Reviewed website, no changes needed.

Reviewed website and submitted change request to webmaster on _____(date)_____.

Reviewed website and will submit change request to webmaster.

Unit does not have a website.

Please note that requests for revisions to unit websites must be submitted directly to the College's webmaster at

<http://hawaii.hawaii.edu/web-developer>

<p>Discuss the unit’s overall action plan for AY16-17, based on analysis of the unit’s data and the overall results of unit outcomes assessments conducted during AY15-16.</p> <p>The following Action Plans support the College’s Mission by providing services that support and enhance academic development for the college community. These services focus on academic support for an “open door” institution, providing initial student assessment, testing services, access to technology and support for successful learning. This action plan specifically targets the following four areas in the HawCC’s Strategic Directions 2015-2021:</p> <ul style="list-style-type: none"> • HGI1: “Strengthen the pipeline from K-12 to the university to improve college readiness and increase college attendance” by using multiple measures for college placement. • HGI2: “Implement structural improvements that promote persistence to attain a degree and timely Completion” by providing wrap around services. “Utilize Summer Term to promote college readiness and degree completion” by providing free retesting for math booth camp students. • HPMS1: “Employ best practices in management, administration and operations” by maximizing efficient use of facilities and classrooms and increase utilization of software such as STAR, STARFISH, and Laulima. • HPMS2: “Increase opportunity and success for students and overall cost-effectiveness by leveraging academic resources and capabilities across the system” by expanding student-centered distance learning testing and by using STARFISH data to improve operating efficiencies and effectiveness in student support services. 	<p>Benchmarks and Timelines for implementation and achievement of goals.</p>
<p>Action Goal 1:</p> <p>HKATC’s Unit Action Goal #1 request, as recommended from the CERC in AY 12, to have a permanent FTE APT Band A position will again be pursued. Additionally, a request for a Civil Service clerical position will also be pursued. As previously documented in this review and in subsequent reviews, HKATC is extremely overextended with increasing testing demands combined with increasing computer usage. The demand for HKATC services are</p>	<p>Benchmarks/Timelines:</p> <ol style="list-style-type: none"> 1. Request for permanent FTE APT position. Have position approved by summer 2017. Complete hiring by

<p>evidence that the request to establish a FTE APT position and Civil Service clerical position is critical in providing resources and services to promote student success. With two permanent APT FTE positions and one Civil Service clerical staff, HKATC will be able to (1) provide streamlined, efficient and high-quality testing services, (2) provide the highest level of support to students accessing the lab while maintaining an environment conducive to academic success, (3) substantially increase the number of testing services provided, and (4) provide placement testing and college opportunities for students interested in Gear Up / Running Start, and other early college programs.</p>	<p>fall 2017. 2. Request for FTE Civil Service clerical position. Have position approved by summer 2017. Complete hiring by fall 2017.</p>
<ul style="list-style-type: none"> To effectively address the demand for services it is critical to establish a second permanent APT position and a Civil Service clerical position at HKATC. With adequate staffing, HKATC will provide the resources and high-level services needed to promote HawCC student academic success. Additionally, we will be able to increase the amount and quality of the testing services provided. 	
<p>Action Goal 2: Further train and familiarize HKATC staff with Starfish. Continue to use the program to check students in and out of the lab. Currently the unit utilizes AppointmentPlus to schedule for ACCUPLACER and UH Google Calendar for Distance Education and Online tests. This action is to establish Starfish as the sole system utilized for check ins, test scheduling and data management.</p>	<p>Benchmarks/Timelines:</p> <ol style="list-style-type: none"> Summer 2017, in-depth training for HKATC staff in Starfish. Understand the capabilities, limitations and benefits to streamline Unit's operations. Fall 2017, implement Starfish as the check in, test scheduling and data management tool at HKATC.
<ul style="list-style-type: none"> This action directly addresses HPMS 1 & 2 (as noted above). In utilizing Starfish, the unit will be able to maximize staff outputs and effectiveness by reducing the level redundancies that exists when using multiple programs to schedule test and manage data. Additionally, HKATC will cut costs by not having to pay for AppointmentPlus (the program used to schedule placement tests). 	

<p>Action Goal 3: Streamline and improve the process for receiving, documenting and storing of the alternative placement data and information. This will include the UHCC approved alternative placement qualifiers, HawCC Self-placement worksheets, High School transcripts, SAT, ACT and GED score (received via mail-in). Current processes lack efficient back-tracking capabilities. This action will include improved categorization of collected information (IE: date stamps, alphabetization, categorization of information / document types, and the implementation of information access procedures that allows for efficient location of and access to requested / needed data. Additionally, in regards to SAT and ACT score sheets that HKATC, a more thorough screening process for receiving and inputting scores is necessary. Currently, HKATC receives boxes of ACT and SAT score sheets, and on average 75% of these scores received are from without UH student identification numbers who may not be prospective HawCC students. Also in this action, the goal to substantially reduce the level of bulk paper / file storage within our unit. Documents received (that do not need to be saved in hard copy) will be scanned and categorized online on a secure drive or online server.</p>	<p>Benchmarks/Timelines:</p> <ol style="list-style-type: none"> 1. Fall 2017
<ul style="list-style-type: none"> • Improvements to the policies and procedures for data and information management will greatly improve operations by; (1) providing appropriate mechanism for screening and inputting ACT and SAT scores, (2) allow for quick access to student files and records pertaining to the new placement qualifiers, and (3) better utilizing staff / personnel hours by eliminating un-necessary tasks, such as sorting through inapplicable boxes of score sheets. 	

RESOURCE IMPLICATIONS

NOTE: General budget asks are included in the 3-year Comprehensive Review. Budget asks for the following categories only may be included in the Annual review: health and safety needs, emergency needs, and/or necessary needs to become compliant with Federal/State laws/regulations.

Please provide a brief statement about any implications of or challenges with the unit's current operating resources.

The following are budget expenses for HKATC:

1. Currently, expenses for Pay for printing have already been budgeted for 2015-2016.
2. HKATC uses Appointment Plus which is software used to schedule testing appointments. At this time, HKATC plans to continue using Appointment Plus on a month-to-month basis until the staff becomes more familiar with STARFISH capabilities. This item has been included in the allotted budget for 2015-2016 and the contract can be renewed or discontinued when a decision is made.
3. Replacing old computers are done on a cycle determined by Academic Computing Unit. Other computer equipment, software, and supplies have already been budgeted for 2015-2016.
4. Establishing a permanent FTE APT and a Civil Service clerical position for HKATC as a budget ask will be reported in detail in the 3-year Comprehensive Review, which has been submitted for this AY 16 period.

For budget asks in the allowed categories (see above):

Describe the needed item(s) in detail.	Please see above
Include estimated cost(s) and timeline(s) for procurement.	<ol style="list-style-type: none"> 1. Submit request for permanent FTE APT position in AY 15/16. Have position approved by summer 2017. Complete hiring by fall 2017. 2. Submit request for permanent FTE Civil Service clerical position AY15/16. Have position approved by summer 2017. Complete hiring by fall 2017.
Explain how the item(s) aligns with one or more of the strategic initiatives of <u>2015-2021 Strategic Directions</u> .	Items 1 and 2 (above), aligns directly with HGI 1 and 2, and HPMS 1 and 2 of the strategic initiatives of the 2015 – 2021 Strategic Directions. As discussed in Action Goal 1, by hiring one permanent APT FTE and one Civil Service clerical staff, HKATC will be able to (1) provide more streamlined, efficient and high-quality testing services, (2) increase the level of support to students accessing the lab and maintain an environment conducive to academic success, (3) substantially increase the number of testing services provided, and (4) provide placement testing and college opportunities for more students interested in Gear Up / Running Start, and other early college programs.

<http://hawaii.hawaii.edu/sites/default/files/docs/strategic-plan/hawcc-strategic-directions-2015-2021.pdf>

UNIT OUTCOMES ASSESSMENT

For all parts of this section, please provide information based on unit outcomes (UO) assessments conducted in AY 2015-16.

Unit Outcomes Assessed

- List all unit outcomes assessed during AY 2015-16.

Assessed Unit Outcome #	Unit Outcome Text
Check last review (copy paste) from last annual	Talk about student evals...results. Separate outputs and outcomes... 1. Students who receive tutoring will pass their tutored courses (System-wide SLO)
	2. HKATC will provide tutoring services for students to support their success in their academic endeavors
	3. HKATC will provide computer access for students.
	4. HKATC will provide the College and community with testing services

Assessment Strategies

For each UO assessed in AY 2015-16 listed above, provide a brief description of the assessment strategy, including:	
a description of the type of <u>unit work or activity assessed</u> , including unit service records, client satisfaction surveys, and other types of assessment instruments.	<p>Unit Outcome 3: HKATC will provide computer access for students.</p> <p>As a strategy, HKATC planned to establish Starfish as a management system for checking in students, for keeping track of data for reporting purposes, and for keeping track of days and times of heavy usage. Data was to be collected by HKATC during 7/1/14 to 6/30/15 for reporting purposes. In addition, the PaperCutNG pay-for-printing system was selected to be implemented at HKATC to alleviate the heavy computer lab usage. The following rubric was designed to determine the health calls for Demand, Efficiency, and Effectiveness of TLC/HKATC's computer lab usage.</p>

TLC/HKATC Computer Lab Usage RUBRIC

Area	Benchmark	Scoring
Demand		
Number of students using computers per student contact		2 = Healthy 1 = Cautionary 0 = Unhealthy
TLC	30%-40% Healthy 20%-29% Cautionary 10%-19% Unhealthy	2 = Healthy 1 = Cautionary 0 = Unhealthy
HKATC	80%-90% Healthy 70%-79% Cautionary 60%-69% Unhealthy	Average the two scores together and use the scoring rubric to determine the final "Demand" Health call score: 1.5 – 2.0 Healthy 0.5 – 1.0 Cautionary 0.0 – 0.4 Unhealthy
Efficiency		
TLC Number of students using computers per computer availability	50-70 Healthy 70-90 Cautionary 90-110 Unhealthy	2 = Healthy 1 = Cautionary 0 = Unhealthy
HKATC Number of students using computers per computer availability	80-100 Healthy 100-300 Cautionary 300-500 Unhealthy	2 = Healthy 1 = Cautionary 0 = Unhealthy
		Average the two scores together and use the scoring rubric to determine the final "Efficiency" Health call score: 1.5 – 2.0 Healthy 0.5 – 1.0 Cautionary 0.0 – 0.4 Unhealthy

Unit Outcome 4: TLC/HKATC will provide the College and community with testing services. Several strategies were planned by HKATC for achieving this unit outcome. The first was to implement Starfish as a testing management system, the second was to have control over the electronic classroom for testing, and the most important was to have the APT position approved and filled. Data was to be collected from 7/1/14 to 6/30/15, as set by ARPD, for reporting purposes. The following rubric was designed to determine the health calls for Demand, Efficiency, and Effectiveness of HKATC’s testing services.

HKATC TESTING RUBRIC

Area	Benchmark	Scoring
Demand		
Number of placement test sessions administered per student FTE per year <i>Source: #4</i>	80% - 90% Healthy 70%-79%; 91%- 100% Cautionary 60%-69%; 101%-110% Unhealthy	2 = Healthy 1 = Cautionary 0 = Unhealthy
Number of Distance Ed test sessions administered per student FTE per year <i>Source: #5</i>	80% - 90% Healthy 70%-79%; 91%- 100% Cautionary 60%-69%; 101%-110% Unhealthy	2 = Healthy 1 = Cautionary 0 = Unhealthy
Number of Local campus tests proctored per student FTE per year <i>Source: #6</i>	45% - 55% Healthy 35% - 44% Cautionary 25% - 34% Unhealthy	2 = Healthy 1 = Cautionary 0 = Unhealthy
		Average the three scores together and use the scoring rubric to determine the final "Demand" Health call score: 1.5 – 2.0 Healthy 0.5 – 1.0 Cautionary 0.0 – 0.4 Unhealthy
Efficiency		
Number of test sessions administered per student FTE per year <i>Source: #9</i>	1300 or higher Healthy 1200 – 1299 Cautionary 1100 – 1199 Unhealthy	2 = Healthy 1 = Cautionary 0 = Unhealthy
Annual operational budget per test administered <i>Source: #8</i>	\$15 – 25 Healthy 26 – 35 Cautionary 36 – 45 Unhealthy	2 = Healthy 1 = Cautionary 0 = Unhealthy

	<table border="1"> <tr> <td></td> <td></td> <td>Average the two scores together and use the scoring rubric to determine the final "Efficiency" Health call score: 1.5 – 2.0 Healthy 0.5 – 1.0 Cautionary 0.0 – 0.4 Unhealthy</td> </tr> <tr> <td><u>Effectiveness</u> Satisfaction measurement using common survey questions <u>Source: 9.2, 9.3, 9.4, 9.5</u></td> <td>90% - 100% Healthy 80% – 89% Cautionary 70% – 79% Unhealthy</td> <td>2 = Healthy 1 = Cautionary 0 = Unhealthy</td> </tr> <tr> <td><u>Overall Health</u></td> <td>Average health call score from Demand, Efficiency, and Effectiveness</td> <td>1.5 – 2.0 Healthy 0.5 – 1.0 Cautionary 0.0 – 0.4 Unhealthy</td> </tr> </table>			Average the two scores together and use the scoring rubric to determine the final "Efficiency" Health call score: 1.5 – 2.0 Healthy 0.5 – 1.0 Cautionary 0.0 – 0.4 Unhealthy	<u>Effectiveness</u> Satisfaction measurement using common survey questions <u>Source: 9.2, 9.3, 9.4, 9.5</u>	90% - 100% Healthy 80% – 89% Cautionary 70% – 79% Unhealthy	2 = Healthy 1 = Cautionary 0 = Unhealthy	<u>Overall Health</u>	Average health call score from Demand, Efficiency, and Effectiveness	1.5 – 2.0 Healthy 0.5 – 1.0 Cautionary 0.0 – 0.4 Unhealthy
		Average the two scores together and use the scoring rubric to determine the final "Efficiency" Health call score: 1.5 – 2.0 Healthy 0.5 – 1.0 Cautionary 0.0 – 0.4 Unhealthy								
<u>Effectiveness</u> Satisfaction measurement using common survey questions <u>Source: 9.2, 9.3, 9.4, 9.5</u>	90% - 100% Healthy 80% – 89% Cautionary 70% – 79% Unhealthy	2 = Healthy 1 = Cautionary 0 = Unhealthy								
<u>Overall Health</u>	Average health call score from Demand, Efficiency, and Effectiveness	1.5 – 2.0 Healthy 0.5 – 1.0 Cautionary 0.0 – 0.4 Unhealthy								
a description of <u>who conducted the assessment</u> , (e.g., an individual unit faculty/staff member, <u>OR</u> a group of unit faculty/staff).	* TLC and HKATC staff conducted the assessment									
a discussion of the <u>assessment rubric/scoring guide</u> that identifies criteria/categories and standards used in the assessment.	*The scoring guide is included within the rubric.									

Expected Levels of Achievement

- For each unit outcome (UO) assessed in AY 2015-16, indicate the benchmark goal for unit success.

Assessed UO#	Benchmark Goal for Unit Success for Each UO Assessed
Unit Outcome #3	Using HKATC Computer Usage Rubric (See Section VI A for rubric), the expected level of achievement for this unit outcome is to score Healthy in the Overall Health category (average of the Demand, Efficiency, and Effectiveness indicators).
Unit Outcome #4	Unit Outcome 4: Using HKATC Testing Rubric (See Section VI A for rubric), the expected level of achievement for this outcome is to score Healthy in the Overall Health category (average of the Demand, Efficiency, and Effectiveness indicators).

Results of Unit Assessment

For each UO assessed in AY 2015-16:

provide a description of the assessment results in terms of unit's attainment of the UOs.

Unit Outcome 3: HKATC will provide computer access for students.

- HKATC Lab Usage Data (Student and Faculty)
 - Annual unduplicated Student Headcount: 3,838
 - Annual FTE Faculty: 131
 - Annual FTE Staff: 135
 - Annual FTE Student: 1,670

AY 15/16 HKATC computer usage, printing and general lab usage had remained in high demand. During peak usage times (between the hours of 9:30am – 2:00pm), most of the 20 computer stations not connected to printers are in use.

Students in need of printing, continuously rotate using the 4 printing computers. As reflected in the data, the unit is fulfilling the mission to provide computer access for students.

Unit Outcome 4: TLC/HKATC will provide the College and community with testing services.

- Testing Information
 - Number of placement tests administered: 1,678.
 - Number of distance learning tests administered: 2,212
 - Number of other local campus tests administered: 819
 - Total: 4,709

Testing Information

- Number of placement tests administered: 1,678.
- Number of distance learning tests administered: 2,212
- Number of other local campus tests administered: 819
- Total: 4,709

AY 15/16 testing data continues to reflect a high demand for testing at HKATC. As the level of service improves, more instructors are requesting proctoring support from our unit. Additionally, the resources available for testing at HKATC, which includes a secure testing room with 20 computers and a tech lab with 24 computers for overflow, makes our unit highly suitable to instructors and students. Based upon the data, our unit has been successful in achieving the mission of providing the college and community with testing services.

Other Comments

Include any additional information that will help clarify the unit's UO assessment results.	
Include comparisons to any applicable College or related UH-System service-unit standards, or to any national standards from industry, professional organizations, or accrediting associations, as applicable.	<ul style="list-style-type: none"> • HKATC in one of the only computer labs with printing that is accessible to HawCC students at the Manono Campus. Student regularly access the services provided by our unit. Additionally, student accesses increased with the provision of tutoring support in both Math and English. • Currently, HKATC can accommodate the highest number of testers per sitting on both the Manono and Hawcc campuses. When compared to the UH Hilo testing center, with 8 testing computers available, with the 20 computer available, our unit can administer 40% more test at any given time.

Next Steps – Assessment Action Plan

Describe the unit's intended next steps to improve assessment of the UOs based on the unit's overall AY 2015-16 assessment results. Include any specific strategies, tactics, activities, or plans for revisions to assessment practices, and/or service or operational change, or increased student support:	
Changes to assessment practices, activities, or projects.	<ul style="list-style-type: none"> • Use STARFISH for data collection and maintenance. Get training and explore the program to utilize its features to its fullest potential to help improve the effectiveness and efficiency of the unit. • Pursue alternate ways of alleviating the heavy demands of test proctoring services. • Be involved in the system-wide movement to restructure the placement process.
Modifications to the unit's services, functions, operations, client relations, and/or faculty/staff professional development activities over the next 3 years.	<ul style="list-style-type: none"> • If STARFISH meet the test scheduling and data management needs of HKATC, eventually the unit would like to cease using both AppointmentPlus for placement test and Google Calendar for Distance Education scheduling. • In AY 15/16, re-submit the request for a permanent FTE APT Educational Specialist and submit request for a Civil Service Clerical position. • In regards to the new placement qualifiers, continue to improve upon the data management, input and storage processes.
Increases or changes in student support activities and services to support	HKATC continues to improve upon the delivery of the services we provide. To continue in this right direction, the goal is to increase amount, and quality of the services we provide. To achieve these goals,

student learning and achievement.	HKATC will; <ul data-bbox="560 273 1421 441" style="list-style-type: none"><li data-bbox="560 273 1421 346">• Pursue the options of offering Boot Camps and/or workshops to support students that require remedial support.<li data-bbox="560 357 1421 388">• Continue to offering tutoring in English and Math<li data-bbox="560 399 1421 441">• Explore the option of increasing the hours of operation.
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