

HAWAII COMMUNITY COLLEGE UNIT REVIEW REPORT

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

November 13, 2006

Assessment Period: July 1, 2003 to June 30, 2006

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Unit Review at Hawai'i Community College is a shared governance responsibility related to strategic planning and quality assurance. It is an important planning tool for the college budget process. Achievement of Student Learning Outcomes is embedded in this ongoing systematic assessment. Reviewed by a college-wide process, the Program/Unit Reviews are available to the college and community at large to enhance communication and public accountability.

HAWAII COMMUNITY COLLEGE
UNIT REVIEW REPORT
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PART I. REPORT SUMMARY

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.

History

Here in Hawaii, the "Learning Center" concept of centralized academic support service dates back to 1978 in the community colleges. Initially, individual learning labs were created to support the large number of students with deficiencies in their academic preparation attending community colleges. These deficiencies were basically described as students' need for remedial and developmental reading, writing and math skills. These individual labs were centralized for the purpose of improving efficiency which allowed a greater number of students to be served and additional services to be offered to the entire campus. The role of learning centers grew to include support of students in non-remedial/developmental courses and expanded services to include faculty support in providing instructional resources and services.

In the 1980's educational technology started to have an impact on education, thus the learning centers provided educational technology to support instruction. Computers such as, Atari, Commodore, and Apple computers were cutting edge. Aside from word processing, educational programs that assisted in learning began to flood the educational scene.

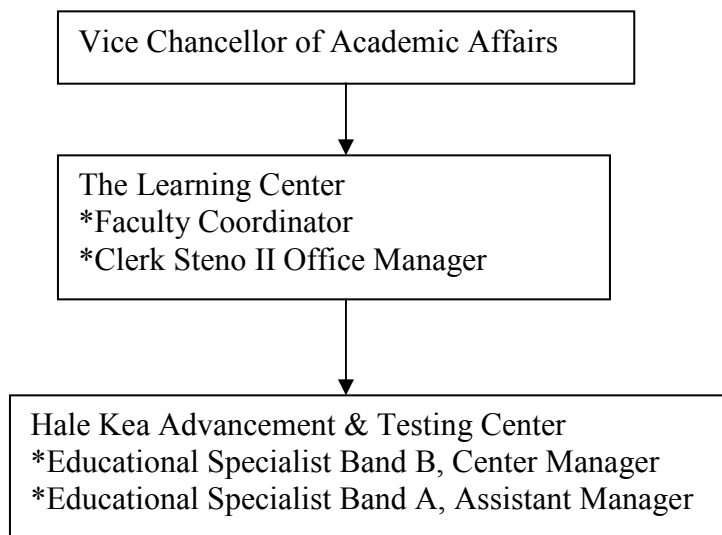
In present day, The Learning Center (TLC) continues as an academic support program of Hawaii Community College which is a shared service with University of Hawaii at Hilo. Over the years, TLC has maintained its strong ties to instruction. Its basic role of supporting student deficiencies in reading,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

TLC and HKATC serve the community including potential HawCC and other UHCC students by offering placement testing, testing for distance education students, testing for national exams, as well as acting as a clearing house for community requests for tutors (unadvertised). Both

Centers serve all credited students, faculty and staff of HawCC and UHH. Services for students include tutoring, make-up testing, computer usage, Internet access, learning skills development, and facilities for independent study. Center resources for faculty use include computer programs, multimedia classrooms, materials, the use of educational technology, and as a meeting place to help their students.

For the year 2005-06, the two Centers served 3,752 HawCC students and 805 UHH students, with a total of 48,952 student contacts. This number of contacts are broken down into areas which include placement, make-up, distance, ACT, PearsonVue testing, Business, ESL, General, Internet, Math, Nursing, Reading, Computer/word processing, Writing, Content Area Courses, and Learning Skills. HKATC counts faculty usage because of the multi-media classroom, the TLC does not include faculty and staff usage. TLC statistics are focused on student usage. Statistics from 2000 have been included because they provide an interesting snap shot of the last six years.

**The Learning Center and Hale Kea Advancement and Testing Center
Unit Organizational Chart**



PART II. PROGRAM

TLC Services:

- Faculty/Classroom support – provide educational resources as an extension of the classroom
- Tutoring - individual, small group (Reading, Writing, Math, English as a Second Language, Learning skills, content subjects)
- Computer access – word processing, internet, individualized instructional programs
- Make-up testing
- Multimedia classroom – (smart board and projection unit available for faculty and students)
- Community request for tutors

Hale Kea Services:

- Testing: Placement, Distance Education, Make-up, and Community testing (ACT, PearsonVue)
- Computer access: Word Processing, Internet Access
- Multimedia Classroom: Instruction and Training

TLC & HKATC Program Goals

- 1) Provide the necessary academic **resources for faculty** as an extension of their classrooms.
- 2) Increase students’ overall performance and independence by **infusing general learning skills into the tutorial sessions**.
- 3) Provide access for students to increase their **competency in using computers** to communicate, retrieve information, and receive instruction.
- 4) Provide the College and community with **testing services** for placement, distance education, certification, and make-up testing.

Faculty and Staff

Full time staff at TLC & HKATC consists of one full time faculty Center coordinator and one full time Clerk Steno II (Office Manager) for the TLC. Hale Kea is staffed with one full time Educational Specialist B (Center Manager) and one full time temporary Educational Specialist A (25% paid by collected testing fees), four faculty lab instructors from the English and Math departments are also assigned three credits each to coordinate their areas in TLC. These areas are Reading, Writing, Math, and ESL. The Centers also receive general funds and federal work study funds for tutors and office assistants. The number of student help varies according to funds allotted.

HILO (TLC, Satellites and HKATC – ‘04)	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006
Office Assistants/Tutors	42	40	23	22	23	22
Faculty Coordinator	1	1	1	1	1	1
Assigned Faculty (3cr.)	4	4	4	4	4	4
Ed. Spec.	1	1	1	1	2	2
Support Staff Office Manager	1	1	1	1	1	1
Total personnel	49	47	30	29	31	30

Program's Physical Facilities and Equipment

HILO (TLC, Satellites and HKATC '04)	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006
Facilities/Equipment						
# of Centers	3	3	1	1	2	2
# of Computers	72	72	52	52	116	111
# of Printers	4	4	1	2	5	5
# Copiers	1	1	1	1	2	2

TLC occupies 3,700 sq. ft. of space on the 1st floor of the Library. TLC has its own separate entrance and cannot be accessed through the Library. TLC's space is divided into sections by partitions. There are eight offices, an information/reception/test proctoring area, a small multimedia classroom, a general lab area, tutoring stations for Reading, Writing, Math, and English as a Second Language, and a testing area (used mainly for AIMS).

HKATC has 3,600 sq. ft. in the newly renovated building 387 on the Manono Campus. This area is also divided into sections. There is one office, a multimedia classroom, an information/reception testing proctoring area, a general lab area, and a testing room.

Program's Supplies

The TLC and HKATC have basic office/operational supplies and instructional supplies. Instructional supplies include materials such as scantron forms, files, folders, books, software and other instructional items. The Center also has some spare computer hardware to fix broken computers.

Program's Equipment and Technological Resources

Both TLC and HKATC have general lab areas with computers (36 TLC/25 HKATC) and printing station(s) available for students and faculty. These computers have Internet access, run on Windows XP, and have Office 2003. Both centers are equipped with a fax machine and copier for the Centers' use and smartboards for instructional presentations. TLC also has instructional software, two television/VCRs, and cassette players to support individualized lab instruction. The HKATC has a classroom setup for multimedia instruction with 25 PC workstations and video conferencing capability. HKATC's multimedia classroom also contains two wide screen televisions, a VCR/DVD player, and an ELMO digital document projector to support video conferencing. HKATC also has 20 computers with cameras in the testing room to support testing requirements and security.

PART III. QUANTITATIVE TREND DATA TABLE

Hilo (TLC, Satellites and HKATC '04)	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006
# of Student Contacts	34,088	30,088	25,519	22,895	38,667	48,906
# of Students Unduplicated	2,814	2,629	3,512	3,222	5,069	4,914
# of UHH Students	556	442	505	502	751	805
# of HawCC Students	2,258	2,187	3,007	2,720	3,940	3,752
# of non-HawCC/UHH Students	N/A	N/A	N/A	N/A	175	349
Distance tests	39	89	162	846	577	759
*Placement test	1,212	820	1,355	774	1,749	1,372
Make up tests	238	120	267	383	468	836
ACT	N/A	N/A	N/A	N/A	393	37
PearsonVue	N/A	N/A	N/A	N/A	15	21
General Study	11,551(lsk)	10,372(lsk)	8,360(lsk)	7559(lsk)	12,659	14,492
Reading	11,062	8,785	8,333	8,015	8,485	10,355
Writing	2,452	2,151	1,623	747	1,471	1,818
Math	2,005	1,752	1,201	816	2,274	4,298
ESL	2,849	3,987	3,887	4,425	4,017	5,416
Courses	294	405	203	220	459	464
Computer Internet, e-mail, word processing	633	473	193	4,075	5,177	8,298

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

PART IV. QUANTITATIVE DATA ANALYSIS

TLC is best compared to itself as related to the needs of instruction. As an academic support unit, TLC seeks to support students, faculty, the College, the UH/CC system, and the community (only limited to resources and facilities). Over the years there have been many changes that are reflected in the number of student usage/contacts, services, and facilities. Initially, TLC was the only source of tutorial and educational technology (1990's). Funding was adequate with support from vocational grants to support as many as four satellite sites (TLC, West Hawaii, Business Education Learning Center and Manono) in order to provide access and services for East and

West Hawaii. Since then, the West Hawaii Center started operating autonomously, the Business Education Learning Center closed due to lack of funding, and the Manono site also closed for a year due to funding but now operates in its newly renovated facility as HKATC. At the same time, UHH took responsibility and administration for the PC Lab in the Library. UHH also opened their own Writing and Math labs to support their classes and the HawCC Nursing department opened its own resource center. As these changes were taking place, the need for support in educational technology and communication, distance education, and the demand for testing services steadily began to grow. Since the 2002 school year, the Centers have experienced an increase in student contacts in all areas. In particular, there has been a rapid increase in distance education testing, make-up testing, general study use, and computer usage. Steady increases can also be seen in areas such as placement testing, reading, math, ESL, and the numbers of courses served. Testing services will continue to grow in demand as distance education gains in popularity. Two of the most significant effects on growth from 2004 -2005 were the increase of general funds for student employees and the opening of HKATC. The increase of student employees (office assistants and tutors) and the new facility allowed us to significantly increase services.

PART V. OTHER DATA

Satisfaction Survey Results and Quality Analysis by Coordinator

Student Evaluations of The Learning Centers

Student user evaluations for TLC are distributed at the door to students starting the 12th week every Fall semester for at least 2 weeks. Fall semester was chosen because of the higher number of students as compared to the Spring semester. The 12th week of instruction was selected to give students enough time to experience the services provided by TLC. Evaluations are done only in the Fall semester because the Fall and Spring semester showed basically similar results each semester and required a substantial amount of time and effort for everyone involved (staff, faculty and students). Also, rather than sending evaluations to the faculty and asking them to have their students fill them out, students were asked to fill out the evaluation when they came to the Center. An evaluation instrument is being developed for the HKATC for the 2006 -2007 school year.

For 2003 and 2004, the Student Evaluation consisted of ten statements and two open ended questions for comments. Students were asked to rate the ten statements by indicating "strongly agree, agree, undecided, disagree, and strongly disagree." The statements were:

1. The tutors are available
2. Tutors are knowledgeable
3. The tutors are concerned about my progress
4. The learning materials in the lab are helpful
5. I find the assistants at the office to be helpful
6. I enjoy working in the Center
7. My work in the Center is helping me to be a better student
8. I would recommend the Learning Center to my friends
9. Have you used the Center testing services? (yes/no)
10. My overall rating of the Learning Center (excellent, good, fair, poor, very poor)

The two open ended questions were:

1. How was The Learning Center helpful to you?
2. How do you think the Center can be improved?

The following figures reflect the results of student evaluations in the good to excellent range for “My work in the Center is helping me be a better student” and the strongly agree to agree range for “My overall rating of TLCs.” These two statements were selected because of their overall importance in determining if TLC were serving the students as it was designed to do. Statement seven indicates that the Center is meeting its goal to promote learner independence. Statement ten provides an overall view of students' satisfaction of our services.

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

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

TLC Student Evaluations	Fall 2003	Fall 2004	Fall 2005
# of Evaluations	117	213	192
#10 TLC overall Rating *	88%	99%	93%
#7 TLC help be a better student *	86%	94%	92%
#7 TLC help build learner independence * (2005)			96%
#8 recognize importance of technology* (2005)			86%

* agree to strongly agree student rating

Student evaluations are reviewed by the TLC coordinator, area coordinators, tutors, and office assistants and used to assess the quality and effectiveness of The Learning Centers’ services. Recommendations and suggestions taken from the evaluations were incorporated into the Centers’ operations to address student concerns. In 2002 - 2003 and 2003 – 2004 school years, TLC’s reduced funds affected access and variety of assistance. Nonetheless, student evaluation remained consistent. Student satisfaction remained high. Overall, the staff worked diligently to improve the Centers' services with positive results on the revised Fall 2005 student evaluations. These positive student evaluations indicated that a high percentage of students felt The Learning Center provided quality services and met their needs. A student summed up his/her experience

by stating, “The learning center is simply amazing! Keep up the excellent work and thank you so much! I learned a lot! More power to all especially the tutors. Again, thank you very much TLC!”

A consistently high percentage of the students evaluated felt that the Center helped them become better students. As indicated by the figures above, there was an increase in the percentage (2003 to 2004) of the students who rated TLC in the good to excellent range in helping them become better students. In the 2005 evaluation, students also rated TLC high in supporting their independence as learners. This rating reflected the Center’s commitment to providing integrated learning skills to help students succeed in becoming active independent learners. Students mentioned that the tutors and staff helped them understand the assignments, use computer assisted instruction, and with overall support. The following are students’ overall comments on their positive experiences at The Learning Center:

- “If there was no learning center I would be getting an F in my math class, so I am very grateful for the services.”
- “The software on the computers make it easy to get the work I’ve been assigned done.”
- "The staffing is very supportive. They encourage me in wanting to learn."

The Center’s goal to provide instructional resources was met by working closely with faculty who assigned students independent work as part of their curriculum. Students felt that the integration of the Center’s resources with their class curriculum helped them increase their academic skills. Staff received many comments from students who found educational technology to be very helpful. They commented:

- “It gives me hands on work with the computer and people to help if I get stuck.”
- “I didn’t have a computer and without the learning center I would have failed one of my classes.”
- “I use the computer Lab everyday to do my research paper. And also need help from the tutor to correct my writing paper.”

Students also liked coming to the Center to study because tutors were available to answer questions if they needed help. Students felt that the support in using computers for e-mail, Internet, and instruction promoted their learning and understanding of technology in the world today.

Students’ concerns were noise levels, lack of tutors, limited space, and not enough available hours. To assist with the noise level, the staff has been conscious of excessive noise and addressed it as soon as possible. Lab instructors also remind tutors about the need to keep noise to a minimum and posted reminder signs in the Center. All Learning Center staff, tutors, and faculty help in keeping the noise level down within the parameters of four feet.

To resolve the problem of not enough tutors and space, classes were scheduled throughout the day to limit the number of students in the Center at any one time. Computer policies for usage were also developed. A tutoring policy was implemented to guide students in making efficient use of time. To maximize tutorial services, tutors assist students in multiple areas. Although

this requirement was taxing on tutors, they became very versatile. Frequently, tutors worked with more than one student at a time to accommodate students' needs. Because of the limited space, tutoring also went on outside of TLC. Content tutors met with students in other convenient locations where they could use necessary resources for their instructions. Furthermore, designating alternative sites for specific services has been stressed. For example, faculty who needed computers for class instruction used the CISCO lab, a tutor met with Business students in the Business Classroom, and nursing students received tutoring at their resource center. In 2004, the Hale Kea Center opened and testing services were relocated there. This made a significant difference in the crowdedness and lack of computers in TLC. However, with increased in student contacts, TLC is still crowded at times.

In 2004, all of the computers at TLC were replaced and the Hale Kea Center opened with new equipment. TLC statistics were used to schedule tutors' during the hours that they were most in demand and TLC received additional base funds in the 2004 to 2005 school year. In the 2006 - 2007 school year, the VCAA recognized the Centers' needs and provided an additional allotment of \$20,000 to support student assistance for the 2006 school year. These additional funds will support hiring student assistants for all areas of the Centers and help us with TLC's temporary relocation this summer.

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

Faculty Evaluations of The Learning Centers

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

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

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

The two open ended statements were:

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

The results from faculty users are summarized below.

TLC Faculty Evaluations	Fall 2003	Fall 2004	Fall 2005
# of Evaluations	8	13	18
#1 TLC overall Rating *	100%	100%	100%
#2 Expectations met for tutoring *	100%	100%	86%
#5 Tutor Effectiveness *	100%	100%	92%

*good to excellent faculty rating

The statistics show a slight dip in Fall 2005. This drop in the percentage is due to the transition of relocating the Center Manager to Hale Kea and the increase of student usage. The Center Manager was in charge of tutor training and computer services. During the Spring 06 semester, the TLC coordinator recognized the void and focused on upgrading tutor training by providing more resources on our web site. He also developed the Tutor Assessment Rubric for Fall 2006 to better communicate the job expectations of the tutors. Faculty comments overall were positive, commenting about the friendly staff and wide range of resources available for their students. The following comments to the open-ended sentence, “The best thing about The Learning Center is...” further support the high ratings given in the evaluations:

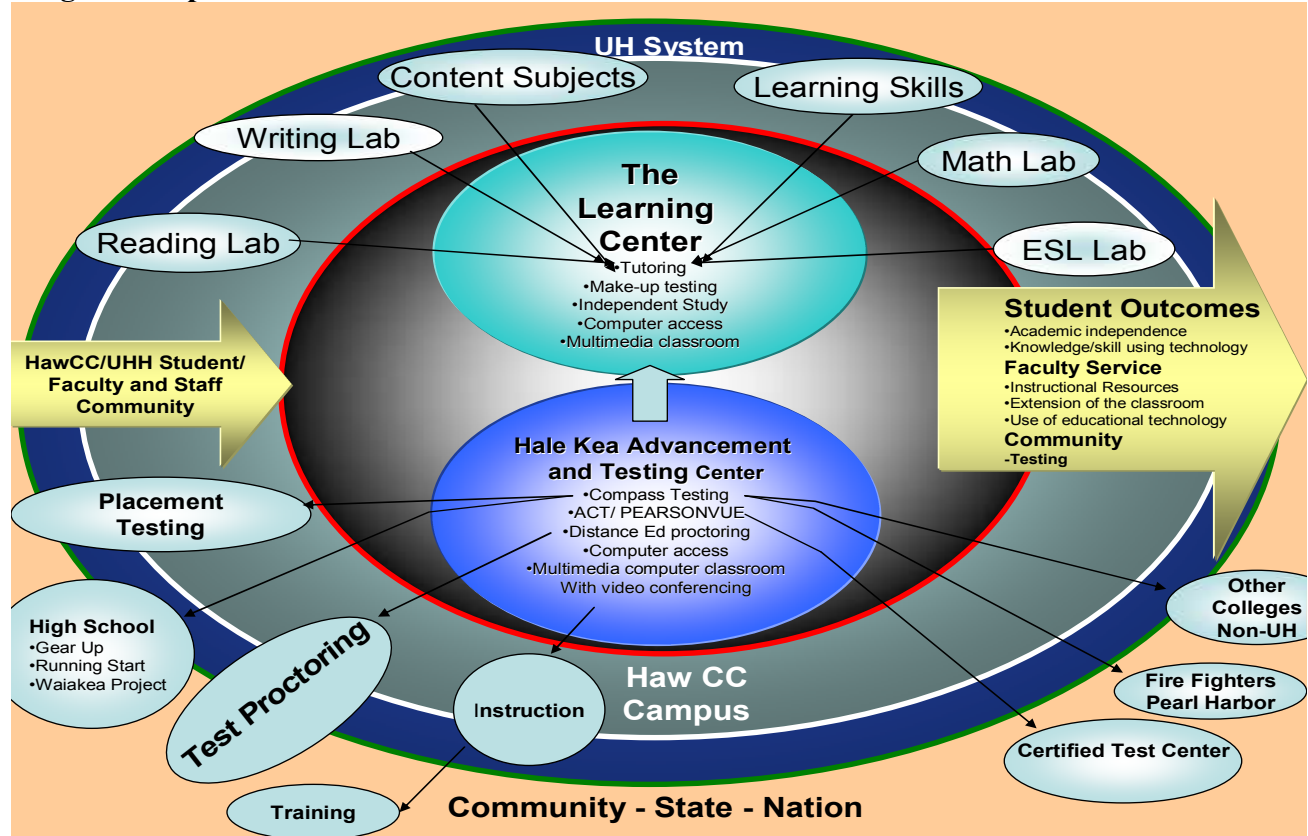
- “That you allow instructor/students to interact and confer one-on-one; provide individualized instructional materials & tutors; have a large inventory of instructor resource materials which can be used to supplement classroom instruction.”
- “Positive, supportive learning atmosphere.”
- “It supports classroom instruction.”
- “Ability of tutors and their professionalism.”

These comments reinforce our goal to support instruction.

Faculty also had an opportunity to address the concerns and problems of the Center by completing the open ended sentence, “The worst thing about The Learning Center is ...” Frequent concerns were related to funding such as "limited hours," "computers," over crowding and the noise level. In TLC history, 2003 school year was the worst year for funding. As a result, limited funds were concentrated in the basic areas and times of high usage. In 2004, the Interim Chancellor allowed the purchase of new computers. Thus, computer problems were minimal to non-existent. In 2004, TLC saw an increase in general operating funds and opened the new Hale Kea Advancement and Testing Center. Services were restored on the Manono campus. The Learning Center should continue to be flexible, shifting with the needs of the College. TLC should always seek a balance of providing the maximum services while maintaining quality.

TLC received good ratings from the faculty who turned in their evaluations. Although the number of faculty users who turned in their evaluations were low, their ratings of the overall services of the Center were consistent. The demand for instructional support from The Learning Center has evolved these past years to address faculty needs in providing a more “learning centered” approach to classroom instruction. The Learning Center will continue to take an active role in collaborating with faculty to provide integrated content and skills through its resources and educational technology.

PART VI. UNIT SLO'S
Program Map



Program SLOs

1. Provide educational resources for faculty to use as an extension of their classrooms. Task would be to communicate with faculty regarding their needs to support their curriculum and to increase student and faculty use of the Center.
2. The goal for tutorial services is to help the students succeed in their classes and become independent learners. To this end tutors integrate learning skill strategies into the tutorial sessions. Tutors can also refer students to our independent learning skills resources on the Internet and in the Center for additional support. Task would be to provide tutors with more training and resources.
3. Familiarize students with technology and offer multiple modes of learning. Students are provided with the opportunity to receive basic instruction on computer use as well as how to access/use the internet and e-mail. This knowledge of technology can be used outside of the college environment. Center evaluations measure these learning outcomes though "satisfaction base." Task would be to provide TLC/HKATC staff with training to use technology available in the Center in order to assist students and faculty.
4. Provide testing services to accommodate the College, UH System, and the community. Task would be to review the needs of these populations and assess what we can offer based on facilities and resources.

Unit SLOs are assessed by using the Centers' statistics, as well as student and faculty evaluations as mentioned in the previous section. Student and faculty evaluations provide the Centers with satisfaction-based evaluation and the Centers' statistics provide an indication of usage. According to student evaluations, The Learning Center is rated high in meeting goals and satisfying student learning outcomes.

PART VII. UNIT SUMMARY

Alignment with College Mission

The Centers' mission aligns with the UH Community College System's mission by supporting its open door policy in providing open-access to higher education. First, the HKATC provides placement testing to assess individual student competencies in reading, writing, and math. Placing these students correctly in these skills courses is the essential foundation for success in academic endeavors. Second, tutors and educational resources are provided to support remedial, developmental, and content classes to increase student success. Third, the Centers provide students with access and support for educational technology that supports student learning. Fourth, the HKATC provides testing services, "committed to serving all segments of our Hawaii Island community". And finally, as an academic support program, students and faculty are provided the opportunity to use resources such as computers, projection units, smartboards, instructional programs, access to Internet and E-mail to ensure that students are able to meet the "challenges of a global community".

Alignment with College Academic Development Plan

To support the alignment with the College's 2002 – 2010 Academic Development Plan, the Centers provided support for instruction. Goal A, "Promote Learning and Teaching for Student Success" – The Centers provide educational resources for the under-prepared students and classroom instruction to assist with course completion using a learning centered approach. Goal B, "Function as a Seamless State System" -The Hale Kea Center in conjunction with HawCC departments, support the Running Start Program, the past P-20 (DOE/UHCC) COMPASS Project, Gear Up, and Early Admissions program by working with high schools and offering placement test services to these student populations. The establishment of the Hale Kea Center was part of the "long-range development plan for building 387 on the Manono Campus. Goal C, "Promote Workforce and Economic Development" –HKATC provides testing for workforce and economic development by being a certified ACT and PearsonVue test center. Popular tests were for TSA security, ASE (Automotive Service Excellence-for mechanics), ASWB (Association of Social Work Boards), and CIV (Compass Internet Version), Cisco, CompTIA, and Microsoft. Goal E, "Develop an Effective, Efficient, and Sustainable Infrastructure to Support Student Learning" – The basic structure of The Learning Center and Hale Kea supports student learning by initially providing placement testing for appropriate course placement and supports students with tutors and resources to promote learning. Program effectiveness is reflected in student evaluations and efficiency is addressed by the number of professional staff and the direct link with department through the lab instructors. The Centers have also established support for distance education courses and has supported (1992 to 2001) the establishment of the West Hawaii Learning Center as an autonomous and permanent facility.

Top three (3) Unit Strengths

- 1) Strong connection with English, math, and ESL in support of remedial and developmental education, the basic foundation for instruction
- 2) Use of Educational technology
- 3) Optimize access and expanded testing services for the community

Three (3) Main Unit Areas for Improvement/ Weaknesses

- 1) Lack of space for TLC's multiple activities
- 2) Lack of 100% college funded professional staff position to assure program consistency and development for HKATC and for TLC and also funding for student assistants
- 3) Lack of professional support to assist faculty in integrating educational technology into their curriculum

Unit Goals/Plans for the Next Review Period

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

Action Plan Including a Timeline

Action Plan Tasks	Year	Responsible Party
<ul style="list-style-type: none"> • Work with instruction regarding educational resource for remedial and developmental education 	2006-2009	TLC Coordinator
<ul style="list-style-type: none"> • Keep abreast of technology and educational resources 	2006 +	TLC Coordinator
<ul style="list-style-type: none"> • Explore support for distance education 	2006 -2007	TLC Coordinator
<ul style="list-style-type: none"> • Explore establishment of 100% college funded position for the second professional staff at Hale Kea 	2006 -2007	TLC Coordinator
<ul style="list-style-type: none"> • Explore needs for testing services 	2007-2008	TLC Coordinator
<ul style="list-style-type: none"> • Explore the need for a position to support educational technology and curriculum development 	2007-2008	TLC Coordinator

PART IX. BUDGET IMPLICATIONS

HILO (TLC, Satellites and HKATC – '04)	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006
Budget						
General Funds	\$ 32,000	\$ 32,000	\$ 30,000	\$ 26,565	\$ 51,649	\$ 51,649
Voc. Ed. Funds	39,780	38,000	-00-	-00-	-00-	-00-
UHH FWS	6,000	4,000	4,000	6,000	6,750	6,750
HawCC FWS	3,050	3,466	8,460	7,470	7,470	7,623
Supplies	10,000	10,000	10,000	10,000	17,000	17,000
Total funds	\$ 90,830	\$ 87,466	\$ 52,460	\$ 50,035	\$ 82,869	\$ 83,022

To address sufficient resources for TLC and HKATC, facility, personnel (professional/paraprofessional/ student assistants/tutors), supplies, and equipment need to be discussed. Sufficient resources depend on several factors: 1) Demand for services, 2) Age of computers, 3) Demand for facility space, and 4) Support of system-wide initiatives. TLC and HKATC are very dynamic entities. TLC embraces the changing nature of an academic support program according to the needs of instruction and the College. The present personnel are utilized efficiently to maintain current requests for services. However, since relocating TLC Center Manager to HKATC, support for tutors and technology has been limited. Also, as educational technology becomes more of the norm rather than supplemental, the need for a position to assist with educational technology and curriculum development becomes imperative. Funding for tutors has been limited to maintain basic services but not enough to fully cover the full range of student needs such as learning skills, computers, and content areas such as: science, foreign language, business and other content subjects.

Computers are the Centers' most used equipment by students and faculty. Used extensively everyday, these computers begin to wear out by the end of the third year. This becomes very apparent when we need to purchase monitors, power supplies, hard drives, floppy drives, and add more memory. By year four they become obsolete and cannot run the new programs necessary to support instruction. Compatibility, speed, and reliability become an issue as computers reach their later years of service. During these later years students and faculty become frustrated with slow and problematic computers. A replacement schedule should be adopted at least in the fourth year of service. Over the years, it has been difficult to keep computers up to date because of replacement costs. In the past, TLC relied on left-over year-end money to replace computers.

The demand for facilities has always been a challenge. Comments from student and faculty evaluations have always indicated that more space was needed for the expansion of services and to ease overcrowding. Because of overcrowding, noise has also been an issue. Make-up testing at TLC is always a challenge because to proctor tests, students need to sit in plain view of the office staff. This area has constant movement and conversation. For the space that TLC occupies, many activities go on simultaneously which indicates efficient use of space.

Since the opening of HKATC, placement testing, distance education testing, community testing have all been upgraded. The new facility was specifically built to provide testing services, absolving TLC from having to test in crowded conditions and having to carefully schedule the usage of the computers. The HKATC now provides permanent services on the Manono Campus. Aside from the testing, HKATC also provides an open computer/study lab and a multimedia classroom with video conferencing capabilities.

With the existing facilities, TLC and HKATC are able to adequately support the general population. This support includes the Reading, Writing, Math, and ESL Labs (TLC); make-up testing (both sites); placement testing (HKATC); distance education test proctoring (HKATC); and ACT and PearsonVue testing (HKATC). Limited support is also available for content subject tutoring, and learning skills development (TLC). Both Centers provide use of a multimedia classroom and open computer labs. However, the Centers are still lacking in supporting programs such as the Business Education Division (BEAT). Prior to 2002, TLC operated the Business Education Learning Center that catered to BEAT students and faculty. Upon the loss of Vocational funding, that Center was given to the CISCO program and limited services and resources remain for BEAT students aside from a tutor in an open business classroom several hours per week.

Over the years, TLC has supported the direction of system-wide initiatives. The latest has been the support of distance education test proctoring. The demand for services has been growing over the past two years because of the flexibility and availability of courses. Since 2001, this service has grown from 123 tests proctored to about 838 a year. The proctoring of tests and the coordination/handling of these tests require a lot of attention to special instructions. Resources are adequate with the hiring of the temporary Educational Specialist A for HKATC. This position needs to be supported with 100% general funds rather than relying on testing fees collected to pay for 25% of the position's salary.

TLC and HKATC are stretching their resources to promote student progress and learning. Our statistics show a dramatic increase in student usage. Our biggest concern over the past few years (since 2002) has been having enough money to hire an adequate number of tutors/student assistants to maintain services.

Meeting Program Goals for the Next Review

For Goal #1, continue to support instruction with instructional materials, tutors, educational technology, and facilities - The Learning Center and the Hale Kea Advancement and Testing Center are dynamic entities whose purpose and goal is to support instruction. Thus, instructional goals affect us directly. In the near future, distance education and the resurgence of remedial and developmental education will most likely be areas of focus. So aside from existing services, TLC and HKATC will explore ways to support instruction in these areas. TLC will play a major role at HawCC in providing access and resources for individualized instruction which would most likely be integrated into the curriculum. If this occurs, facilities will need to expand and/or evening and weekends will need to be utilized; additional resources including supplies, instructional materials, tutors, and professional personnel to assist with educational technology and curriculum will need to be hired. Also, computers need to be replaced by 2008.

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

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

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

TABLES

- 1) Facilities Assigned to Program
- 2) Inventory List
- 3) Budget Requests

CHART 1: FACILITIES ASSIGNED TO PROGRAM

List Bldg/Rm/Lab/Shop	Describe Renovation/Repair Needed	Estimated Cost
TLC Bldg. 334	Summer 2006 Flooring and air conditioning	none
HKATC Bldg 387	none	none

CHART 2: INVENTORY LIST: EQUIPMENT and CONTROLLED PROPERTY

Program Assigned Equipment (E) and Controlled Property (CP) (List in order of chronological depreciation date)	Category: E =item value > than \$5K CP =item value \$1K - \$5K	Expected Depreciation Date	Estimated Replacement Cost
Scanner Scantron	\$1915.30	1990 -1995	\$2000
Scanner Scantron	\$2111.46	1994-1999	\$2000
Scanner Scantron	\$2111.46	1994-1999	\$2000
Machine Facsimile Xerox	\$1,765.92	1992-1997	\$1,700
Printer Hewlett Packard M5	\$1,648.96	1997-2002	\$1,600
Printer Hewlett Packard M5	\$1,648.96	1997-2002	\$1,600
Printer Hewlett Packard 4050N	\$1,389.00	2001-2006	\$1,400
Printer Hewlett Packard 4050N	\$1,389.00	2001-2006	\$1,400
Printer Hewlett Packard 4200N	\$1,129.95	2004-2009	\$1200
Server Computer Dell Poweredge	\$3,039	2006-2012	\$3000

Note: HKATC's inventory does not appear on TLC's inventory. Also, items that would not be replaced in the future were not listed.

CHART 3: BUDGET REQUESTS

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

CHART 4: TLC/HKATC at a Glance

HILO (TLC, Satellites and HKATC –'04)	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006
Facilities/Equipment						
# of Centers	3	3	1	1	2	2
# of Computers	72	72	52	52	116	111
# of Printers	4	4	1	2	5	5
# Copiers	1	1	1	1	2	2
Statistics						
# of Student Contacts	34,088	30,088	25,519	22,895	38,467	48,952
# of Students Unduplicated	2,814	2,629	3,512	3,222	5,069	4,906
# of HawCC Students	2258	2187	3007	2720	3,940	3,752
# of UHH Students	556	442	505	502	751	805
# of non-HawCC/UHH Students	N/A	N/A	N/A	N/A	175	349
Distance tests	39	89	162	846	557	759
Placement test	1,212	820	1,355	774	1,749	1,372
Make up tests	238	120	267	383	468	836
ACT	N/A	N/A	N/A	N/A	393	37
PearsonVue	N/A	N/A	N/A	N/A	15	21
General Study	11,551 (lsk)	10,372 (lsk)	8,360 (lsk)	7559 (lsk)	12,659	14,492
Reading	11,062	8,785	8,333	8015	8,485	10,355
Writing	2,452	2,151	1,623	747	1,471	1,818
Math	2,005	1,752	1,201	816	2,274	4,298
ESL	2,849	3,987	3,887	4,425	4,017	5,416
Courses	294	405	203	220	459	464
Computer Internet, e-mail, word processing	633	473	193	4,075	5,177	8,298
Budget						
General Funds	\$ 32,000	\$ 32,000	\$ 30,000	\$ 26,565	\$ 51,649	\$ 51,649
Voc. Ed. Funds	39,780	38,000	-00-	-00-	-00-	-00-
UHH FWS	6,000	4,000	4,000	6,000	6,750	6,750
HawCC FWS	3,050	3,466	8,460	7,470	7,470	7,623
Supplies	10,000	10,000	10,000	10,000	17,000	17,000
Total funds	\$ 90,830	\$ 87,466	\$ 52,460	\$ 50,035	\$ 82,869	\$83,022

January 9, 2007

TO: Douglas Dykstra, VCAA – CERC Chair
FROM: Guy Kimura, TLC Coordinator

SUBJECT: CERC Review Questions and Comments

Thank you for the opportunity to respond to the CERC questions and comments which provides additional details and supplement to the TLC and HKATC's Program Review. Below are responses to the CERC's questions and comments.

1. How is it that the # of Students Unduplicated is significantly higher than HawCC enrollment?

TLC and the HKATC serve UHH students, UH students including Distance Education students, and also students from the community because of ACT and Pearson Vue Testing. For example, 2005 – 2006 school year, TLC/HKATC served 805 UHH students and 349 non UHH/HawCC students (See amendment on page 6 and Chart 4 for UHH/Other unduplicated student count from 2000) who did not enroll at HawCC. Also, there are a number of students who take placement tests and do not enroll at HawCC. In addition, each instructional semester brings new students that add to the unduplicated count which is higher than the current student count for each semester.

2. This question comes from a comment made on page 16 of the Program Review which states, "Our biggest problem over the past few years has been having enough money to hire an adequate number of student tutors/student assistants to maintain services." And, why this cost has not included a figure in the budgetary request? The CERC Chair clearly defines what is needed by stating "what needs to be determined is, how you define a proper level of funding with in set parameters that can be validated?"

To establish a simple parameter, we could start by using the unduplicated student count and/or the number of student contacts for the past six years. Using these statistics, each amount could be divided into the funds used each year since 2000. In the last six years, unduplicated student cost has ranged between \$14.93 and \$32.27 per student with an average cost of \$21.54 per student. If statistics for student contacts were being used, \$1.69 to \$2.68 per contact was spent with an average of \$2.26 per contact. If these averages are used, a projection for 5,000 students would be \$107,700 or based on 50,000 student contacts, the cost would be \$113,000. This is a conservative projection because our statistics show that we are close to these numbers now. Since Hale Kea opened in 2004 and the VCAA increased our base to \$71,649 (not including UHH and HawCC Work Study allotments), providing services have become easier. Based on the figures above, and projected growth, a \$19,000 increase in our base budget projection for the biennium requests in Chart 3 will be added.

3. Your increase in support when HKATC opened actually failed to keep up with all of the additional responsibility and represents a bottom line decrease when this is taken into account. Clearly, the service provided by TLC & HKATC is appreciated by our reviewers and the fact that you are able to do more with less is appreciated.

In academic support, many activities cannot be anticipated. Therefore flexibility and creativity need to be used to support instruction, the college, and the system until resources can be allocated. So, with this understanding, TLC and HKATC try their best to prioritize needs to meet demands.

4. CERC Chair's review of the TLC/HKATC budget request reveals that request for equipment replacement of approximately \$14K of depreciated equipment has not been requested and should be considered in the budget request.

Therefore, \$13,700 has been added to Chart 3 Budget Requests for replacement of old equipment.