HAWAI`I COMMUNITY COLLEGE
ANNUAL UNIT
PROGRAM REVIEW

The Learning Center & Hale Kea Advancement and Testing Center

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2006-2007 School Year

I. Narrative and Analysis of Data
   a. Statement on the mission or purpose of the program, including the target student population;

The mission of The Learning Center and the Hale Kea Advancement and Testing Center as an academic support program for the college needs to be a responsive one which supports the college's mission and its academic programs. TLC and HKATC seek to provide services that support and enhance academic development for the college community. These services focus on academic support for an "open door" institution, providing initial student assessment, access to technology, support for successful learning, and testing services.

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

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

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

HKATC services include:
- HawCC Placement Testing
- ACT Testing Center Administrator
- Pearson Vue Testing Administrator
- Distance Education test proctoring
- General study/computer lab
- Tutoring (by faculty using the lab for office hours)
- Electronic classroom for instruction and college use.

For the year 2006-07, TLC/HKATC recorded 3,388 HawCC students and 765 UHH students. The two centers combined recorded a total of 50,837 student contacts (a record high since 1992). There were some significant changes in the number of student contacts that support direction and planning. Since last year, there was a notable increases of 44% of non-HawCC and UHH students. This increase came mainly from providing testing services. The number of ACT and Pearson Vue tests administered increase by 52% and 69% respectively. Also, there was a 48% increase in students' use of computers (internet/e-mail/word processing). This increase shows the importance/demand/use of educational technology. A noticeable decline of 37% in distance education tests administered this year. But, demand fluctuates each year depending course offerings. Overall, there is a steady increase in demand for test proctoring.
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TLC and HKATC collect data slightly different in the area of courses. As an example, TLC lists all math classes under math and HKATC list them separately. Data collection needs to be reviewed for each center's purpose and program reviews. This is the first report that data is being presented separately.

TLC and HKATC	TLC	HKATC	2006- 2007 Totals
Office Assistants/Tutors	28	4	32
Faculty Coordinator	1		1
Assigned Faculty (9 contact hours)	4		4
Ed. Spec.	1*	2	3
Support Staff Office Manager	1		1
Total personnel	35	6	41
Statistics			Total
# of Student Contacts	32,979	17,858	50,837
# of Students Unduplicated	2,110	2,802	4,912**
# of HawCC Students	1,432	1,956	3,388**
# of UHH Students	685	80	765
# of non-HawCC/UHH Students	20	766	786
# Faculty	N/A	166	166
Distance tests	N/A	545	545
Placement test	N/A	1,755	1,755***
Make up tests	689	114	803
ACT	N/A	56	56
PearsonVue	N/A	67	67
General Study	7,026	4,247	11,273
Reading	7,572	171	7,743
Writing	1,203	962	2,165
Math	938	2,232	3,170
ESL	5,235	3	5,238
Courses	91	437	528
Computer Internet,e-mail, word processing	9,978	7,302	17,280

*Starting in Fall 2006, an English Tutor joined the professional staff on a casual appointment at TLC. This position was created to also support efforts at the Honokaa site as necessary. The creation of the English Tutor position starting in October 2006 has been a tremendous help in stabilizing the Center's tutorial services. Since TLC relies heavily on student employees, this position provided backup and coverage for reading, writing, and ESL areas.

**duplication of individual students may occur between Centers.

***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.

Student & Faculty Evaluations of TLC& HKATC

Satisfaction base student and faculty evaluations were used to provide the Centers with student/faculty perceptions regarding service and if we were fulfilling our mission and meeting our program goals. The following chart highlights questions that provide the data specific to efficiency and effectiveness regarding the Center's main goals and the campus' emphasis on technology. Positive student evaluations and general comments indicated that a high percentage of students felt that both Centers provided quality services that met their needs.

TLC Student Evaluations	Fall 2006
# of Evaluations	216
#10 TLC overall Rating *	94%
#6 Studying at the Center helps me improve my overall performance as a student*	86%
#7 TLC help build learner independence *	87%
#8 recognize importance of technology*	82%
#9 Make-up testing provided at a convenient time and location. *	80%

* agree to strongly agree student rating

Hale Kea Student Evaluations (Areas)	Fall 2006
# of Evaluations	103 lab/70 placement
#1 HKATC overall Rating * (Computer/Study Area)	94%
#3 Access to computers/study area helps my overall performance * (Computer/Study Area)	94%
#2 Testing services are at a convenient time and location *(DE, Make-up testing)	97%
#3 Testing environment free of distractions *(DE, Make-up testing)	100%
#1 Availability of convenient appointments* (placement testing)	96%
#5 Staff helpful and informative regarding* COMPASS scores and HawCC (placement testing)	100%

* agree to strongly agree student rating

Faculty Evaluations of TLC & HKATC
For Fall 2006, no faculty evaluations were received for TLC (or they were misplaced during our move for renovations). Generally, TLC faculty evaluations are good but, only a small number are received. In 2005, there were only 18 evaluations returned to us. HKATC faculty evaluations/general comments, although low in the number collected, are very good which seems to indicate that the facility and services meet these faculty expectations on the Manono Campus. More needs to be done to get faculty input for both TLC and HKATC.

TLC Faculty Evaluations	Fall 2006
# of Evaluations	N/A
#1 TLC overall Rating *	N/A
#2 Expectations met for tutoring *	N/A
#5 Tutor Effectiveness *	N/A

Hale Kea Faculty Evaluations	Fall 2006
# of Evaluations	7
#1 HKATC overall Rating * (Computer/Study Area)	100%
#3 Computer/study area are available * (Computer/Study Area)	86%
#1 Up to date technology (electronic classroom)	75%
#4 Room available when needed (electronic classroom)	100%
#2 Testing services are at a convenient time and location (DE, Make-up testing)	100%
#4 Testing environment ensures security/integrity (DE, Make-up testing)	100%
#1 Staff is helpful and informative regarding service (overall)	100%
#2 My overall rating (overall)	100%

* agree to strongly agree student rating

b. Information on external factors affecting the program:

- The Learning Center and the Hale Kea Advancement and Testing Center are dynamic entities whose main purpose is to support instruction. Thus, instructional activities/goals affect us directly. The Centers need to be flexible enough to provide support with resources available.

- UH System has mandated campuses to proctor distance education tests. Over the years, TLC has supported the direction of system-wide initiatives. The demand for these services fluctuates depending on courses/programs offered but there is a definite upward trend. In 2006 – 2007, Hale Kea proctored 545 tests. This service has required a significant amount of resources to proctor tests, coordinate, and handle specialized instructions.

- Administering UHCC COMPASS placement test is an external factor which requires uniform policies and procedures across the system. Also, the demand for the use of COMPASS has been increasing beyond placement into our English and math classes. With new initiatives to establish a smoother transition for high school students to attend college, high schools are asking to use COMPASS as an early prediction indicator for college readiness.

- As a certified ACT and Pearson Vue test center, community needs have a direct impact on our resources to provide services. ACT pays us testing fees. Pearson Vue is mainly a value added service for the community. For both testing services there is a high demand for technical assistance and

maintenance of software and equipment. As indicated in the above data chart, there has been a significant gain in the amount of tests administered.

- The demand for services at TLC is an external factor which has been a challenge. Space has been a constant issue. The addition of the Distance Reading Lab has provided alternative online service for students and faculty. With the increasing use of educational technology, TLC will need to support faculty in this area. A professional staff with an educational technology background would be very helpful.

- The demand for testing services at HKATC is beginning to reach a critical state. A review of the services needs to be done based on priority, facilities, and personnel.

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

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

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

Unit Goals/Plans
Based upon the Centers' mission, alignment to the College's mission, the ADP and the program determine SLO's the following goals and plans will continue through the 2007 - 2008 year.

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 student assistants.
5) Explore funding for a position to support educational technology and curriculum development.

Action Plan

Action Plan Tasks	Year	Responsible Party
• Work with instruction regarding educational resource for remedial and developmental education	2007-2009	TLC Coordinator
• Keep abreast of technology and	2007 +	TLC Coordinator

educational resources		
• Explore support for distance education	2007 -2009	TLC Coordinator
• Explore establishment of 100% college funded position for the second professional staff at Hale Kea	2007 -2009	TLC Coordinator
• Explore needs for testing services	2007-2009	Hale Kea Center Manager/TLC Coordinator
• Explore the need for a position to support educational technology and curriculum development	2007-2009	TLC Coordinator

TABLES
1) **Budget Requests**
2) **Data Chart**

CHART 3: BUDGET REQUESTS

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

Data Chart

HILO TLC/HKATC	2005-2006	TLC	Hale Kea	2006-2007
Facilities/Equipment	Total			Total
# of Centers	2	1	1	2
# of Computers	111	36	75	111
# of Printers	5	3	4	7
# Copiers	2	1	1	2
Statistics				Total
# of Student Contacts	48,952	32,979	17,858	50,837
# of Students Unduplicated	4,914	2,110	2,802	4,912
# of HawCC Students	3,752	1,432	1,956	3,388
# of UHH Students	805	685	80	765
# of non-HawCC/UHH Students	349	20	766	786
# Faculty		N/A	166	166
Distance tests	759	N/A	545	545
Placement test	1,372	N/A	1,755	1,755
Make up tests	836	698	114	812
ACT	37	N/A	56	56
PearsonVue	21	N/A	67	67
General Study	14,492	7,026	4,247	11,273
Reading	10,355	7,572	171	7,743
Writing	1,818	1,203	962	2,165
Math	4,298	938	2,232	3,170
ESL	5,416	5235	3	5,238
Courses	464	91	437	528
Computer Internet,e-mail, word processing	8,298	9,978	7.302	17,280
Budget				Total
General Funds	$ 51,649			$71,240*
UHH FWS	6,750			7,000
HawCC FWS	7,623			7,623
Supplies	17,000			22,273**
Total funds	$83,022			$105,863

 *$20,000 – one time general fund allotment for student help, base is $51,240

** $2,273 – one time Annual Program Review, base is $20,000