

**HAWAI`I COMMUNITY COLLEGE  
ANNUAL UNIT PROGRAM REVIEW**

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

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# ANNUAL UNIT PROGRAM REVIEW

## The Learning Center and Hale Kea Advancement and Testing Center

### 2008-2009 School Year

#### 1. Narrative and Analysis of Data

##### a. Statement on the mission or purpose of the program, including the target student population:

Program Mission Statement:

*The mission of The Learning Center (TLC) and the 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.*

Description of the Program:

**The Learning Center (TLC)** is an academic support program of Hawai'i Community College which is a shared service with University of Hawai'i at Hilo. Over the years, TLC has maintained its strong ties to instruction, providing faculty with an extension 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 providing testing services, coordinating the use of an electronic classroom, and providing an independent study center with computers on the Manono Campus.

HKATC services include:

- HawCC Placement Testing
- ACT Testing Center Administrator

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

This year the Academic Support Units System-wide agreed upon the following common data elements and student learning outcomes for tutoring and testing. HawCC's Annual Unit Program Review will include these data elements for both TLC and HKATC for the 2007 and 2008 academic year (AY).

<b>2009 Annual Report of Academic Support Services Program Data</b>		
<b>COLLEGE : Hawai'i Community College</b>	<b>Quantitative Measure 2007-2008</b>	<b>Quantitative Measure 2008-2009</b>
<b>Tutoring Data (Overall Health)</b>		
<b>Tutoring Demand (Health)</b>		
Campus Enrollment FTE	1597	1807
Hours of operation per week	40	40
<b>Tutoring Efficiency (Health)</b>		
Number and description of staff	1 Faculty Coordinator, 1 Clerk Steno II, 1 APT Eng. Tutor, 4 Lab Coord. (3 cr. Assign Time), 14 Clerks, 27 Tutors	1 Faculty Coordinator, 1 Clerk Steno II, 1 APT Eng. Tutor, 4 Lab Coord. (3 cr. Assign Time), 14 Clerks, 36 Tutors
Tutor paid hours	6311	7607
Number of students tutored	1212	2113
Tutor contact hours	12,323	19,488
Tutor contact hours per tutor paid hours	2	3
Tutoring budget per college budget	.0141	.0134
<b>Tutoring Effectiveness (Health)</b>		
Number Tutored Students who passed their courses	610	955
Rate at which Tutored Students passed their courses	69%	66%
Number Non-Tutored Students who passed their classes	1366	1232
Rate at which Non-Tutored Students passed their classes	58%	55%
Persistence rate Tutored Students	79%	80%

Persistence rate Non-Tutored Students

67%

69%

Outcomes**Student learning outcomes measurement:**

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

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

Term	Non Tutored Ave. % passing	Tutored (At least once or more) Ave. % passing	Tutored (5 times or more) Ave. % passing
Fall 2007 Spr 2008	61%	66%	75%
Fall 2008 Spr 2009	56%	66%	71%

Data results indicated that students who were tutored at least once or more had a higher course success rate than non-tutored students. The percent increase in the pass rate of tutored versus non-tutored students (average for both 2007 & 2008 AY) was 7.5%. In addition, the percent increase in the rate of students who were tutored five times or more versus non-tutored students (average for both 2007 & 2008 AY) was 14.5%.

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

Subject	Non-Tutored Ave. % passing	Tutored (At least once or more) Ave. % passing	Tutored (5 times or more) Ave. % passing
Reading F2007 Spr2008	49%	67%	79%
F2008 Spr2009	49%	65%	77%
Writing F2007 Spr2008	62%	59%	67%
F2008 Spr2009	58%	62%	64%
ESL F2007 Spr2008	100% (1 student)	74%	76%
F2008 Spr2009	NA	64%	65%
MATH F2007 Spr2008	62%	74%	86%
F2008 Spr2009	57%	72%	72%

\*see attachments for complete data on Non-Tutored vs. Tutored Students

Averaging both 2007 and 2008 AY percentages, students in reading (17%), writing (1%), and math (14%) passed their courses at a higher rate than non-tutored students. Moreover, the results indicated that students passed their courses at an even higher success rate in reading (29%), writing (6%), and math (20%) when tutored five or more times. Data for ESL students who were considered non-tutored was not available because their curriculum required them to receive tutoring. For 2007 and 2008 AY, ESL students had a 2% higher success rate when tutored five or more times.

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

**PERSISTENCE**

**NON-TUTORED**

**TUTORED**

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

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

**Student and Faculty Evaluations of TLC:**

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

\*agree to strongly agree student rating

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

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

\*agree to strongly agree faculty rating

Although only a few faculty evaluations were received, results indicated that those surveyed were pleased with the services and the quality of tutor assistance their students were receiving.

<b>Testing DATA (Overall Health)</b>	2007-2008	2008-2009
<b>Testing Data Demand (Health)</b>		
Campus Enrollment FTE	1597	1807
<b>Testing Efficiency</b>		
Hours of operation per week	40	40
Number of staff (attach description)	1APT Band A 1 APT Band B, 4 Student Clerks	1APT Band A. 1APT Band B, 4 Student Clerks
Student help hours per week	35	28
Number of placement tests administered per year	2143	2197
Number of Distance Learning tests administered per year	783	2262
Testing seats per student FTE	.0187	.0167
Testing budget per college budget tests	.0056	.0057
<b>Testing Effectiveness (Health)</b>		
Satisfaction measurements using common survey questions		Strongly Agree and Agree category
1. The Testing Center Staff is friendly and helpful	NA	100%
2. The hours at the Testing Center meet my needs	NA	99%
3. The atmosphere at the Testing Center is conducive to testing	NA	99%
4. The services at the Testing Center are satisfactory	NA	100%
5. My test was administered in a timely and efficient manner	NA	100%

### Outcomes

Satisfaction measurements using common survey questions:

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

### HawCC's Hale Kea Faculty Evaluations

Hale Kea Faculty Evaluations	Fall 2007	Fall 2006
# of Evaluations	7	7
#1 HKATC overall Rating* (Computer/Study Area)	100%	100%
#3 Computer/study area are available* (Computer/Study Area)	71%	86%
#1 Up to date technology (electronic classroom)	100%	75%
#4 Room available when needed (electronic classroom)	100%	100%
#2 Testing services are at a convenient time and location (DE, Make-up testing)	100%	100%
#4 Testing environment ensures security/integrity (DE, Make-up testing)	100%	100%
#1 Staff is helpful and informative regarding service (overall)	100%	100%
#2 My overall rating (overall)	100%	100%

\*agree to strongly agree student rating

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.

### Analysis of Data

#### TLC

##### Student Contacts:

During the academic year 2007-2008 while TLC was being renovated, the total student contact hours dropped to 15,391. After returning to its original location in 2008-2009, the total student count increased 74% or approximately 26,704 students back to its normal usage. The number of (unduplicated) student contacts also increased 74% from 1212 the previous year to 2113. Other significant increases in overall contacts were noted: 114% UHH students, 11% reading, 154% writing, 333% math, 11% ESL, 144% computer usage, and 151% general study. These extremely high student contact numbers indicate a high demand for TLC services, in particular in the areas of tutoring, computer usage, and study area.

##### Success Rate:

Students were considered tutored if they signed in at TLC for their classes at least once or more. Results positively indicated that students who were tutored had a 7.5% higher rate of passing their courses than non-tutored students. An additional data element of five or more tutoring sessions was generated to determine if the number of visits affected course pass rates. The results indicated that students passed their courses with a 14.5% higher pass rate when tutored five or more times. The high correlation between tutoring and course pass rates is powerful evidence that TLC has a great impact on providing academic support for student success at HawCC.

##### Persistence Rate:

To determine the effectiveness of tutoring on persistence rate, data on students tutored in business, ESL, math, reading, writing, nursing, and general content subjects was monitored. The outcome of tutored students reenrolling the following semester was an overwhelming 12% (Fall 2007) and 11% (Fall 2008) higher than those students who did not use TLC services. Because TLC provides a wide range of tutoring services, computer assistance, individual and small group sessions, and social support

environment, students may take advantage of and benefit from the support services. These factors may contribute and influence students' decision to reenroll the following Spring semester.

### **Evaluation Surveys:**

The Learning Center conducts student and faculty evaluations every Fall semester to assess its effectiveness and quality of services. For Fall 2008, approximately 88% of the students felt The Learning Center helped them to improve their overall performance as a student. Of the faculty who used TLC, 100% rated the overall services in the excellent to good category. Results from the survey are used to help continually monitor and improve the quality of services provided at The Learning Center. Alternative strategies to increase the number of faculty completing evaluation surveys will be reviewed.

### **Data Collection:**

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

### **Health of Program:**

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

## **STRENGTHS and WEAKNESSES OF TLC DATA**

### **Strengths:**

- **Large demand for TLC services** as evidenced by the following:
  - Increase of FTE enrollment for Fall 2006 (1453), Fall 2007 (1597), and Fall 2008 (1807)
  - 144% increase from 2007 AY (2793) to 2008 AY (6,818) regarding computer, internet, e-mail, and word processing usage.
  
- **High efficiency** rate as evidenced by the following:
  - Increase of 74% unduplicated student contacts from 2007 AY (1212) to 2008 AY (2113),
  - 58% increase in tutor contact hours from 2007 AY (12,323) to 2008 AY (19,488),
  - High usage of tutor contact hours (3 hours spent tutoring students) per tutor paid hours, and
  - Approximately 1.33% of the college's budget was used to run operations at TLC.
  
- **High effectiveness** percentages as evidenced by the following:
  - Higher course pass rates of 7.5% when tutored at least once or more and increased to 14.5 % when tutored five or more times,
  - Increased persistence rate, 12% higher, for students who were tutored in Fall 2007 and 11% increase for Fall 2008,
  - Positive student and faculty evaluation results indicate mission and goals of both were fulfilled and needs were met, and



- Excellent relationship and collaboration between TLC and area coordinators in providing relevant lab instruction, materials, activities, and tutor training for their students.

### **Weaknesses:**

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

## **TESTING**

### **Distance Education Testing:**

UH System has mandated campuses to proctor Distance Education tests. Over the years, TLC has supported the direction of system-wide initiatives. The demand for DE services fluctuated depending on courses/programs offered, but there has been a definite upward trend. In 2008-2009, Hale Kea proctored 2,262 DE tests, an increase of 189% over last year's 783 tests proctored. This service required a significant amount of resources to proctor tests, coordinate, and handle specialized instruction.

### **COMPASS Testing:**

Administering UHCC COMPASS placement test is an external factor which requires uniform policies and procedures across the system. Also, the demand for the use of COMPASS has increased beyond placement into our English and math classes. With new initiatives to establish a smoother transition for high school students to attend college, high schools are asking to use COMPASS as an early prediction indicator for college readiness. The VCAA approved the idea of early testing of 11<sup>th</sup> graders with the condition that the high schools be responsible for the cost of the units. Aside from the cost of the tests, other administrative and technical resources needed to be considered too. Also, adhering to UH Executive Policy E2.214 (discontinuing use of the Social Security number as an identifier), HKATC manager started generating Banner ID numbers for people who would not normally fill out an application prior to applying to the College. Since November 2008, Hale Kea had generated 794 Banner ID for COMPASS testing.

### **Special Testing:**

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. Because of the high demand for mandatory UH test proctoring services, ACT testing has been terminated (Nov. 08) and Pearson Vue will now become a private testing center (require scheduling two session a month). This change will allow us to focus on the increasing demands for distance education test proctoring, placement testing, and make-up testing.

### **Evaluation Surveys:**

Positive student evaluations and general comments indicated that a high percentage of students and faculty felt that the Hale Kea Center provided quality services that met their needs. Like TLC, a way to encourage more faculty to complete evaluation surveys need to be explored.

### **Health of Program:**

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

### **STRENGTHS and WEAKNESSES OF HKATC DATA**

#### **Strengths:**

- **Large demand for testing services** as evidenced by the following:
  - Increase of FTE enrollment for Fall 2006 (1453), Fall 2007 (1597), and Fall 2008 (1807). High demand for COMPASS mandatory placement testing of all FTE enrolled students. Also, increased number of high school students using COMPASS as an early prediction indicator for college readiness.
- **High efficiency** rate as evidenced by the following:
  - Significant increase in the demand for testing services especially in the area of Distance Education. Nearly three times the amount of DE tests were proctored for 2008-2009 (2262) compared to (783) the previous 2007-2008 year,
  - Certified special testing Center to accommodate college and community needs, and
  - Less than 1% of college budget used to run operations at HKATC.
- **High effectiveness** percentages as evidenced by the following:
  - 98% of the students were pleased with HKATC testing services and felt that their needs were met, and
  - Staff is flexible and responsive to the needs and requests from the college, system, and community.

#### **Weaknesses:**

- Staffing and funding may need to be increased due to continuous enrollment growth and increased demand for testing services, especially in the area of Distance Education,
  - Space is a concern because of increase usage and demand for services, and
  - Professional development and training need to be available and accessible for staff and faculty.
- b. Information on external factors affecting TLC and HKATC Units:
- Faculty request for implementation and coordination of materials and lab activities in TLC to support classroom instruction for their students,
  - Distance Education Test proctoring mandated by UH system,
  - COMPASS placement tests which requires system-wide policies and procedures, and
  - HKATC certified testing center for college and community.
- c. Required external measures, if applicable:
- CRLA Tutor Certification Training,
  - The HKATC and test administrators need to be certified by Pearson-Vue to qualify as a Testing Center.

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

**Unit Goals/Plans for Tutoring and Testing:**

Based upon the Centers’ mission, alignment to the College’s mission, the ADP, and the program determined SLO’s, the following goals and plans will continue through the 2009-2010 year:

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

**ACTION PLAN**

<b>Action Plan Tasks</b>	<b>Year</b>	<b>Responsible Party</b>
<ul style="list-style-type: none"> <li>• Work with instruction regarding educational resource for remedial and developmental education</li> </ul>	2009-2010	TLC Coordinator
<ul style="list-style-type: none"> <li>• Keep abreast of technology and educational resources</li> </ul>	2009+	TLC Coordinator
<ul style="list-style-type: none"> <li>• Review support for distance education</li> </ul>	2009 +	HKATC Manager/TLC Coordinator
<ul style="list-style-type: none"> <li>• Explore establishment of 100% college funded position for second professional staff at Hale Kea</li> </ul>	2009 - 2010	TLC Coordinator
<ul style="list-style-type: none"> <li>• Review overall testing services</li> </ul>	2009 +	HKATC Manager/TLC Coordinator
<ul style="list-style-type: none"> <li>• Explore the need for a position to support educational technology and curriculum development</li> </ul>	2009-2010	TLC Coordinator
<ul style="list-style-type: none"> <li>• Incorporate system developed SLO’s for tutoring and testing</li> </ul>	2009-2010	TLC Coordinator/HKATC Manager

**BUDGET REQUEST**

Describe Item	Request for 2009	Request for 2010
Base Budget increase for tutors/assistants and supplies	\$9,000	\$10,000
HKATC APT 100% general funds		\$9,588 per year
TLC position for Ed. Tech/Curr. Dev		\$36,000
Equipment replacement cost from inventory	\$7,000 none	\$6,700

**CHART #1: TLC Data for 2006, 2007, and 2008 AY**

<b>TLC</b>	<b>TLC 2006-2007</b>	<b>TLC 2007-2008</b>	<b>TLC 2008-2009</b>
<b>Office Assistants/Tutors</b>	28	28	28
<b>Faculty Coordinator</b>	1	1	1
<b>Assigned Faculty (9 contact hours)</b>	4	4	4
<b>Ed. Spec.</b>	1*	1*	1
<b>Support Staff Office Manager</b>	1	1	1
<b>Total personnel</b>	35	35	35
<b>Statistics</b>			
# of Student Contacts	32,979	15,391	26,704
# of Students Unduplicated	2,110	1,212	2,113
# of HawCC Students	1,432	921	1,485
# of UHH Students	685	290	622
# of non-HawCC/UHH Students	20	1	6
# of Faculty	N/A	N/A	N/A
Distance tests	N/A	N/A	N/A
Placement tests	N/A	N/A	N/A
Make up tests	689	N/A 07-08 (3)	308
Special testing	N/A	N/A	N/A
PearsonVue	N/A	N/A	N/A
General Study	7,026	2,454	6,155
Reading	7,572	5,836	6,485
Writing	1,203	588	1,492
Math	938	366	1,583
ESL	5,235	3,079	3,415
Courses	91	72	108
Computer Internet, e-mail, word processing	9,978	2,793	6,818

**CHART #2: HKATC Data for 2006, 2007, and 2008 AY**

<b>HKATC</b>	<b>HKATC 2006-2007</b>	<b>HKATC 2007-2008</b>	<b>HKATC 2008-2009</b>
<b>Office Assistants/Tutors</b>	4	4	4
<b>Faculty Coordinator</b>			
<b>Assigned Faculty (9 contact hours)</b>			
<b>Ed. Spec.</b>	2	2	2
<b>Support Staff Office Manager</b>			
<b>Total personnel</b>	6	6	6
<b>Statistics</b>			
# of Student Contacts	17,858	26,606	26,276
# of Students Unduplicated	2,802	4,655	3,629
# of HawCC Students	1,956	3,432	2,536
# of UHH Students	80	155	138
# of non-HawCC/UHH Students	766	907	836
# of Faculty	166	161	119
Distance tests	545	783	2,262
Placement tests	1,755	2,143	2,197
Make up tests	114	265	134
Special testing	ACT 56	ACT 42	Disability 13
PearsonVue	67	100	74
General Study	4,247	7,850	6,703
Reading	171	129	123
Writing	962	743	1,419
Math	2,232	2,267	1,564
ESL	3	1	0
Courses	437	428	478
Computer Internet-e-mail, word processing	7,302	11,455	8,303