

**HAWAII COMMUNITY COLLEGE
ANNUAL UNIT REVIEW**

**ACADEMIC SUPPORT UNIT
(ASU)**

**December 15, 2010
AY 2009-2010**

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ACADEMIC SUPPORT UNIT (ASU)

Introduction:

ASU Mission Statement

The Academic Support Unit (ASU) supports the needs of instructional programs, as well as academic support units to promote student learning in curricular and co-curricular endeavors.

Description of ASU

The Vice Chancellor for Academic Affairs is the administrator who oversees the Academic Support Unit (ASU). ASU, as defined by the approved organizational chart, is comprised of the following. Additional areas (not identified by the organizational chart) of ASU are identified in *italics*.

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

The Library, The Learning Center and Hale Kea Advancement & Testing Center, and Academic Computing Unit (including Computer Services/IT Support, Media Services, and College Webmaster) conduct their own annual unit and comprehensive reviews on a regular and rotational basis.

Institutional Research (IR), BANNER Programming, and Scheduling

These “offices” are not considered to be an organized unit and currently are not being required to do a unit review.

The Institutional Researcher is responsible for all data inquiries coming into the organization, both internally and externally. This is facilitated through the use of an on-line data request form and tracking system, which is used to manage requests for data, and the prioritization of projects. The Institutional Researcher is primarily a one-man shop with periodic developer support from the BANNER Programmer.

The Institutional Researcher is responsible for maintaining a positive working relationship with our System Office through participation in the IR Cadre. Responsibilities to the system office include participation in some fairly large projects such as the Annual Reports of Program Data (Program Review), National Community College Benchmark Project, Pacific Post Secondary Education Council (PPEC) data collection effort, and the Achieving the Dream Initiative.

The office is also responsible for training our faculty on the local comprehensive program review process, performing annual Graduate-Leaver Survey analysis, maintaining the assessment website with all documentation related to program reviews and assessment activities, demographic data collection for numerous Grants, reporting and making Achieving the Dream data available to our Core Team, local ad-hoc data collection and reporting, and providing support for survey development and deployments.

The BANNER Programmer is familiar with both programming practices and procedures related to the BANNER student information system (SIS) and the Operational Data Store (ODS) data warehouse. Although the BANNER programmer reports to the VCAA, the BANNER Programmer is in high demand locally, working with Student Support Services, the Financial Aid Office, the Learning Center, Testing Center, and Business Office. Responsibilities include interfacing with the BANNER system developers group, Institutional Research Office (IRO), and the Office of the Vice President Community Colleges (OVPC) who may request assistance in programming and data validation from time to time.

The demand for data at the class, program, and institutional levels has continued to increase, requiring more programming support. Within each business unit and department, there is a continuing need to develop our information systems to improve the accuracy of our measurements as well the efficiency of our business processes. It may be necessary to delay this development until a governance process is established at the system level, which allows each college to both access and update data in BANNER via third party tools and alternative programming languages.

BANNER scheduling is handled by an APT A position that is responsible for the schedule of courses, the booklet of student guidelines for course registration produced each semester, distance education scheduling/coordination, and the annual production of the college catalog, and the student evaluation of instructors summative reports that come out each semester. A staff including administrator, faculty, APT, clerical and student help coordinate and provide services to support the needs of instructional programs, non-instructional programs, administration, and other support services provided by the College. These services include support for staffing, scheduling, budgeting, institutional support and academic leadership activities.

In addition to the four areas noted above that comprise the Academic Support Unit, ACU also includes the coordination for Distance Education and a student evaluation system called eCafe:

The institutional research “unit” has identified three strengths:

- The ability to take all of the data needs of the organization into consideration and manage the process of prioritization and execution.
- A collaborative approach is used in the IR Office to solve a range of complex issues facing the college and deadlines are not missed.
- The development of good working relationships across the college and with our partners in the system office.

The institutional research “unit” has identified three weaknesses:

- Insufficient time to adequately plan many of the activities of the office. This is a resource allocation issue, highlighted by the many unmet needs of our college.
- We are increasingly finding ourselves working in a reactive mode in processing day to day requests for data.
- Building IR capacity through the recruitment of another IR position (currently still open), would enable us to move from a reactive shop, to a thoughtful, well planned operation.

The action plan for the institutional research “unit” are as follows:

- The office will attempt to fill the open IR position so that we have the resources needed to accomplish and increasing number of requests for data and services.

- Continue efforts to produce improvements in the data delivery from system to the campuses for program review. Moreover, considerable progress has been made in the coordination of system efforts to produce common routines for the Achieving the Dream data reports from the community college campuses. In both instances the effort must be maintained to continually improve these two functions.

Coordination for Distance Education

Distance Education Statement

A new statement on distance education was drafted by the Campus Distance Coordinator, presented to and approved by the ASU and subsequently approved by the Administrative Team, 10-25-10; approved unanimously by the Academic Senate, 11-12-10; and approved by the Chancellor, 11-17-2010. *Distance education at Hawai'i Community College supports the College's mission of "serving all segments of our Hawai'i Island community" by using alternative methods of delivery to offer higher education credit courses and programs to underserved areas.* This statement will go into the next Catalog and other relevant places.

Distance education is not considered a separate program and therefore, does not report a separate program or unit review. The coordination of HawaiiCC's distance education is a team effort. Scheduling of DE courses and programs is done with the instructional department and division chairs, assisted by staff in the Academic Support Unit. DE courses offered and enrollments are reported in the data element table in instructional units' comprehensive and annual program reviews. Academic support is offered by the library, learning centers and testing center, especially for exam proctoring. Each of these units reports its own unit review data or is covered within the Academic Support Unit Review. Counseling and other areas of student services support for DE are reported in those respective unit reviews. The Campus Distance Coordinator attends the system-wide Campus Distance Coordinators Group meetings on a monthly basis and the UHCC Distance Learning Committee meetings, also on a monthly basis.

Coordination of student evaluation system, eCAFE

All HawCC lecturers and probationary faculty are required to gather student observations by campus policies (HAW 9.204, Instructor Classroom Evaluation Procedure and HAW 9.205, Lecturer Classroom Evaluation Procedure). Since January 2007, HawCC has used the UH supported online system, eCAFE (electronic course and faculty evaluation) to collect student surveys of individual faculty and classes. The task of coordinating this operation was the Institutional Researcher's responsibility until Fall 2009. Beginning Fall 2009, responsibility was shifted to the Campus Distance Coordinator. The coordination of eCAFE does not currently require a program review.

Library, The Learning Center (TLC) and Hale Kea Advancement & Testing Center (HKATC), Academic Computing Unit (ACU) (including Media Services)

This is the second year Academic Support Services is being required to submit a system-wide Program Review. Data definitions for demand, efficiency, and effectiveness are still being worked on and health calls for each area are yet to be determined. The Library, TLC, HKATC, and ACU are separate units within the Academic Computing Unit and each has its own unique data and format for reporting; thus these are reported separately below.

Library

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

UH Hilo Mookini Library. Most users are serviced by the Mookini Library, per an agreement between Hawai'i Community College and the University of Hawai'i Hilo.

Library and Learning Center of the UH Center West Hawai'i. Faculty based at the UH Center, West Hawai'i in Kealakakua and students living in the general area of West Hawai'i (Kau – Kohala) are serviced by this Library and Learning Center

I. Narrative and Analysis of Data

a. Statement on the mission or purpose of the unit, including the target student population;

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

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

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

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

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

b. Information on external factors affecting the unit;

Mookini Library (East Hawai'i):

The library in East Hawai'i is in a unique position because it supports two institutions. Most of the statistics provided in this assessment reflect usage of both HawCC and UHH and cannot provide a clear picture of library usage of only HawCC students. The library does not have the ability to separate some of the reported statistics by institution (e.g. item circulation, reference questions, gate count). Only one librarian is assigned to be the liaison librarian to HawCC, which is reflected in the data,

but all Mookini librarians and staff members provide services to HawCC students, faculty, and staff.

Because the Mookini Library is a shared facility with UHH, HawCC students have access to more resources than students at other community colleges in the UH system. HawCC students do not have remote access to all databases listed on the library website due to licensing and other restrictions, but can access all databases when they are using computers in the library.

West Hawai'i Library and Learning Center:

The unit must support all UH system students who reside in the West Hawai'i area, but receives all of its funding directly through Hawai'i Community Colleges.

c. Required external measures, if applicable;

Both libraries use external measures agreed upon by the UH Community Colleges (UHCC). The UHCC libraries approved a data template for library assessment in October 2008, with some small modifications made in August 2009 and October 2010. The relevance of this data and how it will be used to assess unit health is yet to be determined.

Common Satisfaction Measurement.

Mookini Library began administering the UHCC Library Satisfaction Measurement Common Survey common survey to East Hawaii students in Spring 2010 and will continue to administer the survey every Spring. The West Hawai'i Library and Learning Center has administered the survey to West Hawaii students since Spring 2009. The relevance of this data and how it will be used to assess unit health is yet to be determined.

UHCC Common Student Learning Outcome:

“The student will evaluate information and its sources critically.”

Mookini Library (East Hawai'i):

The Mookini librarians will decide on a measurement to assess the common Student Learning Outcomes, which will also be included in the next review. The Mookini Library also has separate goals and Student Learning Outcomes which will be reexamined in 2011.

(http://library.uhh.hawaii.edu/lib_services/services/goals_outcomes.htm)

The Mookini Library assesses student learning in most English 100 classes by using Laulima, the UH system's course management system. Librarians created a program with modules and quizzes that students are assigned to complete as homework. In these classes, a pretest is administered as a benchmark during the first session and a final quiz is given to test student learning during a second session. There is usually a 15-20 percent difference in pre-test and final quiz scores. Scores are sent to instructors, who generally incorporate the library program into their final grades.

West Hawai'i Library and Learning Center:

As an academic support unit we can respond and encourage the UHCC Common Learning Outcome to be incorporated into the College outcomes, but we must wait until the College agrees on its outcomes at various levels before instructors will be compelled to incorporate it into their classes. The latest GELO's (General Education Learning Outcomes) approved by the Academic Senate this Fall include three outcomes (Critical Reading, Critical Thinking, and Information Competency) that this common learning

outcome would map to. The Library will continue to offer group and individual sessions to classes and individuals about how to find information and evaluate it critically. When the various student learning outcomes for the College fall into alignment, the Library will be able to map the common outcome to departmental and College learning outcomes and promote projects to instructors that fulfill this outcome. In the meantime the library staff will investigate the Laulima based library instruction modules currently used by the Mookini Library staff for East Hawaii classes to see if they can be used for West Hawaii based classes.

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

Action Plan: Mookini Library (East Hawai'i)

| Action Plan Tasks | Year | Responsible Party | Update |
|--|-----------|---|------------------------------------|
| Add items to the READ collection to support HawCC's reading classes | 2010-2011 | Lari-Anne Au | Done Fall 2010 Ongoing |
| Faculty workshops to promote information literacy | 2010-2011 | Lari-Anne Au | Ongoing |
| Promote new faculty library orientation | 2010-2011 | Lari-Anne Au | Done Fall 2010 Next: Fall 2011 |
| Promote Book-a-Librarian program that allows students and faculty to easily set up individual appointments with librarians for research and computer assistances | 2010-2011 | Lari-Anne Au and UHH Public Services Librarians | Ongoing |
| Update Mookini Library SLOs and assessment methods | 2010-2011 | Lari-Anne Au and other UHH librarians | Ongoing |
| Find other methods to administer common UHCC student survey to reach more students | 2010-2011 | Lari-Anne Au | Done May 2010 Next: Spring 2011 |
| Map the library's English 100 program in Laulima to the Association of College and Research Libraries Information Literacy Standards | 2010-2011 | Lari-Anne Au and other UHH Public Services Librarians | Ongoing |

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

| Action Plan Tasks | Year | Responsible Party | Update |
|--|-----------|-----------------------------|---|
| Build or adapt the materials collection according to the needs of on site programs | 2010-2011 | Laurel Gregory and Karen Au | Ongoing |
| Participate in the final library space planning for the new Center at Palamanui | 2010-2012 | Laurel Gregory and Karen Au | Ongoing |
| Replace or update computer workstations and related technology on a regular basis | 2010-2011 | Laurel Gregory and ITS | Ongoing |
| Initiate assessment of a unit SLO that aligns with the College SLOs | 2010-2012 | Laurel Gregory | Ongoing- rubric and artifact collection |

| Action Plan Tasks | Year | Responsible Party | Update |
|--|-------------|-----------------------------|--|
| Investigate use of UHH Laulima library instruction module for West Hawaii classes | 2011 | Laurel Gregory and Karen Au | Will ask English dept to try it Spring 2011 |
| Administer common UHCC student survey | 2010-2011 | Laurel Gregory | Done April 2010 Next: April 2011 |
| Fill vacant APT B position generated by Learning Center Coordinator retirement | 2010-2011 | Beth Sanders | Redescribe, Advertise and Fill by June 2011 |
| Add an APT Band A Educational Specialist in the support new facility operations when it is built at Palamanui. | 2008-2012 | Beth Sanders | Approved in HawCC ADP review April 2009. Submitted in UH Center Comprehensive Unit Review Dec. 2009 and again in Annual Review Dec. 2010 |

Budget Request: Mookini Library (East Hawai'i)

The amount that Hawai'i Community College spends on library support for its faculty and staff in East Hawai'i is negotiated with UH Hilo. The funds provided by HawCC are used for the salary of one librarian at UHH. This librarian is assigned to provide library instruction to HawCC students, to participate in reference assistance, and to build the collection in areas related to HawCC programs. This funding also helps support the Mookini Library's electronic resources subscriptions and intrasystem loans to HawCC faculty and students. This amount has not been reviewed nor increased recently. Funding should be reviewed to support these services to reflect the increase in student enrollment.

Budget Request: UH Center West Hawai'i Library and Learning Center (West Hawai'i)

The Library and Learning Center in West Hawai'i falls under the general academic support services of the UH Center West Hawai'i and as such does not have a discreet budget managed by the Library staff. Staff and student assistant salaries, the annual cost of the Voyager online catalog system, supplies and resource material purchases are made from the general UH Center budget. The annual subscription costs for online article databases are covered for all of Hawaii Community College users by the UHH Mookini library, per the MOU on library services between the two colleges.

The most pressing need affecting the budget is the replacement of the APT position that went vacant in September 2009. The Learning Center Coordinator position (APT Band B) attached to the Library and Learning Center has been vacant since Mike Hopson retired. This has left only two staff members, the Librarian (non instructional faculty) and the Library Assistant IV (civil service) to administer all of the operations and offer the services of the Library and Learning Center. As a result the LLC has cut operating hours and is no longer open on Saturdays or in the evenings. If we are to maintain services to an increasing number of students and restore our former operating hours, the APT Band B position needs to be redescribed to fit the current needs of the unit and needs to be filled before Fall 2011.

In addition, funding was proposed for an additional APT Educational Specialist Band A in the 2009 biennium budget to help manage a larger facility at the new UH Center under development at Palamanui. Due to shifting timelines on the project, the request was deferred until the next biennium. In Fall 2010, the timeline on this project was revitalized by various actions of the developers and the University of Hawaii. Therefore the need to create and fill the position is included in this review and the Unit Review of the UH Center West Hawaii.

| 2010 Annual Report of Academic Support Services Program Data | | | | | | |
|--|--|---|---|---|---|---|
| COLLEGE : Hawaii Community College (Served by Mookini Library and UH Center West Hawaii) | Quantitative Measure Mookini Library 2008 | Quantitative Measure UH Center West Hawaii 2008 | Quantitative Measure Mookini Library 2009 | Quantitative Measure UH Center West Hawaii 2009 | Quantitative Measure Mookini Library 2010 | Quantitative Measure UH Center West Hawaii 2010 |
| Library Data (Overall Health) | | | | | | |
| Library Demand (Health) | | | | | | |
| Student FTE (2075 total) | 1365 | 232 | 1541.5 | 265.5 | 1755 | 320 |
| Number of Faculty FTE (116 total) | 74 | 12 | 79.75 | 14.25 | 100 | 16 |
| Total FTE served | 1439.00 | 244.00 | 1621.25 | 279.75 | 1855.00 | 336.00 |
| Library Efficiency (Health) | | | | | | |
| Student and faculty FTE per FTE Librarian | 1439 | 244 | 1621.25 | 279.75 | 1855.00 | 336.00 |
| Student and faculty FTE per FTE staff | 0 | 244 | 0 | 279.75 | 0 | 336.00 |
| Hours of service per week | 84 | 59 | 84 | 59 | 82 | 43.75 |
| Number of presentation sessions (for HawCC students) | 85 | 8 | 80 | 10 | 98 | 13 |
| Number of students attending presentation sessions per student FTE (HawCC) | .82 | 0.41 | 0.66 | 0.6 | 0.77 | 0.59 |
| Number of reference and informational questions per student and faculty FTE* | 7.52 | 3.72 | 3.73 | 12.86 | 11.66 | 10.71 |
| Fall semester gate count per student and faculty FTE* | 18.64 | na | 27.37 | na | 42.22 | na |
| Net volumes added per student and faculty FTE | .76 | 0 | 0.47 | 0.88 | 0.54 | 0.16 |
| Library budget allocated by college per college budget* | .05 | 0.0066 | 0.02 | 0.0062 | 0.02 | 0.0060 |
| Circulation per student and faculty FTE* | 13.7 | 4.2 | 19.41 | 4.3 | 14.95 | 4 |
| Number of intra system items borrowed per S & F FTE* | .63 | 0.27 | 0.62 | 0.26 | 0.39 | 0.88 |
| Library Effectiveness (Health) | | | | | | |
| Number of online books and articles retrieved per student and faculty FTE* and ** | 27.4 | 7.1 | 40.6 | 8.06 | 31.59 | 5.83 |
| *Mookini Library numbers reflect usage by both HawCC and UHH FTE - no way to differentiate | | | | | | |
| ** West Hawaii "in library" use only, lab/home use goes into UHH count | | | | | | |
| Mean, median and mode of call numbers H,Q,R, and T | Cancelled use per UHCC agreement Fall 2010 | | | | | |
| Common Student Learning Outcome: The student will evaluate information and its sources critically (See Narrative) | | | | | | |

| Satisfaction Measurements using common survey questions | Mookini Library Spring 2010 Survey | | | | | |
|---|------------------------------------|--------------------------------|--------------------------------|--------------------------------|--------------------------------|--------------------------------|
| Percentage of 143 Responses | Strongly Disagree | Disagree | Not Applicable | Agree | Strongly Agree | |
| o I usually find enough books to meet my course needs. | 0 | 0.04 | 0.17 | 0.57 | 0.23 | |
| o I get enough articles from the library databases to meet my class needs. | 0 | 0.03 | 0.3 | 0.5 | 0.17 | |
| o The library staff guide me to resources I can use. | 0 | 0.007 | 0.1 | 0.46 | 0.43 | |
| o The library's instruction sessions have increased my understanding of libraries and research. | 0.01 | 0 | 0.04 | 0.46 | 0.48 | |
| o The library website is useful. | 0 | 0.02 | 0.14 | 0.42 | 0.42 | |
| o The library's computers meet my needs. | 0 | 0.02 | 0.13 | 0.48 | 0.37 | |
| o I feel comfortable being in the library. | 0 | 0.02 | 0.08 | 0.46 | 0.44 | |
| | | | | | | |
| Satisfaction Measurements using common survey questions | West Hawaii Spring 2009 Survey | West Hawaii Spring 2010 Survey | West Hawaii Spring 2009 Survey | West Hawaii Spring 2010 Survey | West Hawaii Spring 2009 Survey | West Hawaii Spring 2010 Survey |
| 2009: Percentage of 111 Responses 2010: Percentage of 115 Responses | Yes | Yes | No | No | Not Applicable | Not Applicable |
| o I usually find enough books to meet my course needs. | 0.61 | 0.74 | 0.14 | 0.07 | 0.25 | 0.19 |
| o I get enough articles from the library databases to meet my class needs. | 0.74 | 0.70 | 0.04 | 0.08 | 0.23 | 0.22 |
| o The library staff guide me to resources I can use. | 0.86 | 0.96 | 0.00 | 0.00 | 0.13 | 0.04 |
| o The library's instruction sessions have increased my understanding of libraries and research. | 0.64 | 0.72 | 0.05 | 0.03 | 0.32 | 0.25 |
| o The library website is useful. | 0.85 | 0.87 | 0.03 | 0.03 | 0.13 | 0.10 |
| o The library's computers meet my needs. | 0.86 | 0.91 | 0.10 | 0.00 | 0.02 | 0.03 |
| o I feel comfortable being in the library. | 0.92 | 0.97 | 0.02 | 0.00 | 0.04 | 0.03 |

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

Introduction

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
- 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

Student Learning Outcomes

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

Part I. Quantitative Indicators for Program Review: Tutoring Data

2010 Annual Report of Academic Support Services Program Data

| COLLEGE : | Quantitative Measure Fall 2008 | Quantitative Measure Fall 2009 | Quantitative Measure Fall 2010 |
|---|--|--|--|
| Tutoring Data (Overall Health) | | | |
| Tutoring Demand (Health) | | | |
| Campus Enrollment FTE | 1597 | 1807 | 2075 |
| Hours of operation per week | 40 | 40 | 40 |
| Tutoring Efficiency (Health) | | | |
| Number and description of staff | 1 Faculty Coordinator, 1 Clerk Steno II, 1 APT Eng. Tutor, 4 Lab Coord. (3cr. Assign Time), 7 Clerks, 12 Tutors | 1 Faculty Coordinator, 1 Clerk Steno II, 1 APT Eng. Tutor, 4 Lab Coord. (3cr. Assign Time), 7 Clerks, 18 Tutors | 1 Faculty Coordinator, 1 Clerk Steno II, 1 APT Eng. Tutor, 4 Lab Coord. (3cr. Assign Time), 9 Clerks, 21 Tutors |
| Tutor paid hours | 2751 | 3367 | 3927 |
| Number of students tutored | 850 | 1322 | 1363 |
| Tutor contact hours | 9170 | 9882 | 8074 |
| Tutor contact hours per tutor paid hours | 3 | 3 | 2 |
| Tutoring budget per college budget | 0.0136 | 0.0130 | 0.0154 |
| Tutoring Effectiveness (Health) | | | |
| Number Tutored Students who passed their courses | 348 | 507 | 553 |
| Rate at which Tutored Students pass their courses | 64% | 70% | 68% |
| Number Non Tutored Students who passed their classes | 830 | 708 | 935 |
| Rate at which Non Tutored Students pass their classes | 59% | 54% | 45% |
| Persistence rate Tutored Students | 79% | 80% | 78% |
| Persistence rate Non Tutored Students | 67% | 69% | 67% |

Outcomes

Student learning outcomes measurement:

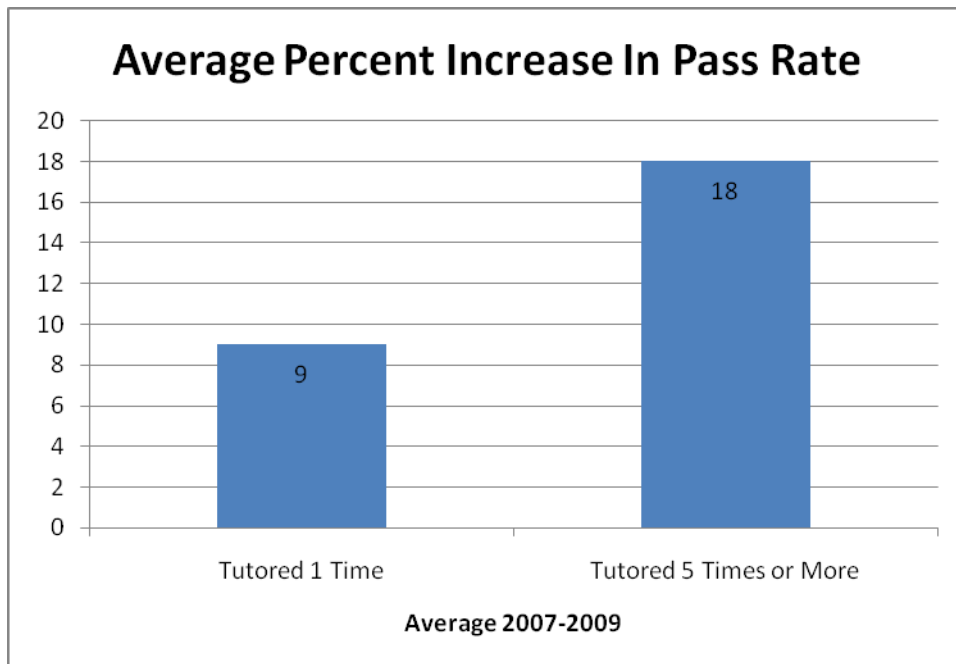
- a. Students will pass (or receive a grade of A, B, or C) their tutored course at the same rate as or higher than non-tutored students (all students who are tutored at least once compared to students in the same course, i.e. students tutored for Eng 22 compared to students in Eng 22 who were not tutored)

Non-Tutored vs. Tutored for Fall Semesters Only

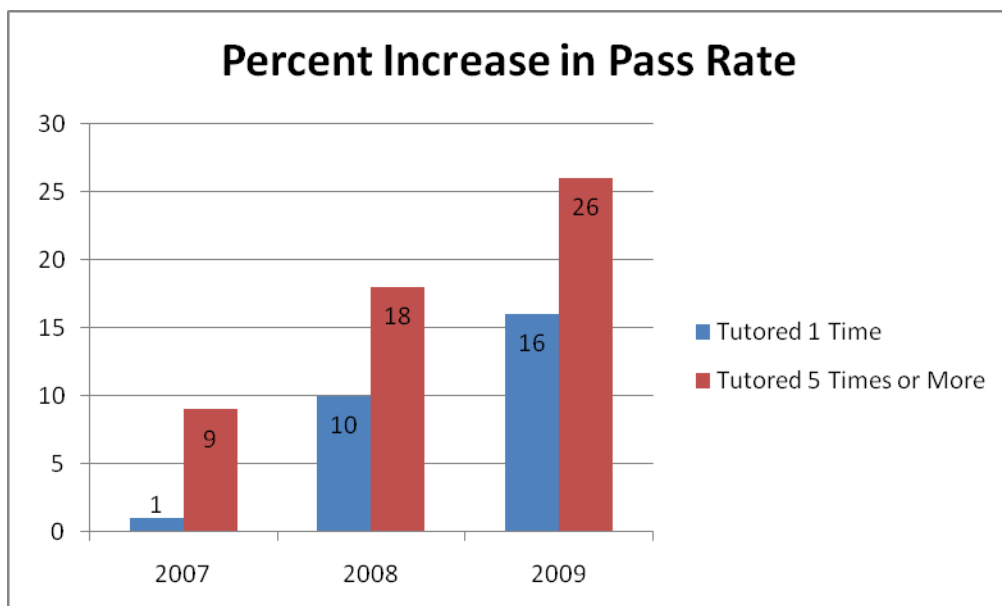
| Term | Non Tutored Ave. % passing | Tutored (At least once or more) Ave. % passing | Tutored (5 times or more) Ave. % passing |
|-----------|----------------------------|--|--|
| Fall 2007 | 64% | 65% | 73% |
| Fall 2008 | 57% | 67% | 75% |
| Fall 2009 | 49% | 65% | 75% |

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 2007 - 2009) was 9%.

Although not required for this report, data was generated for students tutored five or more times to see if the number of visits affected course success rates. The percentage increase in the pass rate of students tutored five or more times versus non-tutored students (average for 2007 - 2009) was 18%. This data clearly indicates that there was not only a correlation between students being tutored, but also the frequency of visits increased student success rates.



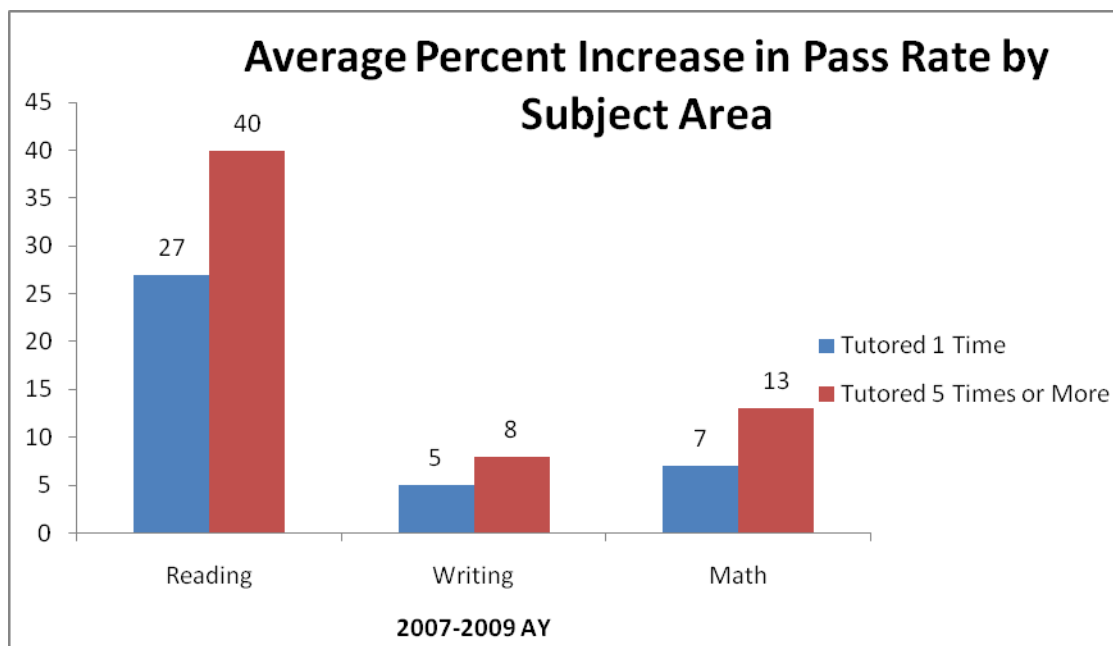
It was also interesting to note that students tutored one time and five times or more had a significant percent of increase in their pass rates over the years.



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 | 48% | 69% | 80% |
| F 2008 | 44% | 67% | 80% |
| F2009 | 32% | 68% | 83% |
| Writing | | | |
| F2007 | 59% | 60% | 63% |
| F2008 | 57% | 63% | 66% |
| F2009 | 44% | 53% | 55% |
| ESL | | | |
| F2007 | NA | 63% | 68% |
| F2008 | NA | 79% | 79% |
| F2009 | NA | 75% | 75% |
| MATH | | | |
| F2007 | 70% | 63% | 71% |
| F2008 | 60% | 70% | 71% |
| F2009 | 55% | 74% | 81% |

Averaging Fall 2007 - 2009 percentages, students in reading (27%), writing (5%), and math (7%) 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 (40%), writing (8%), and math (13%) when tutored five or more times. Data for ESL students who were considered non-tutored was not available because their curriculum required them to receive tutoring. For Fall 2007 - 2009, ESL students had a 2% higher success rate when tutored five or more times.



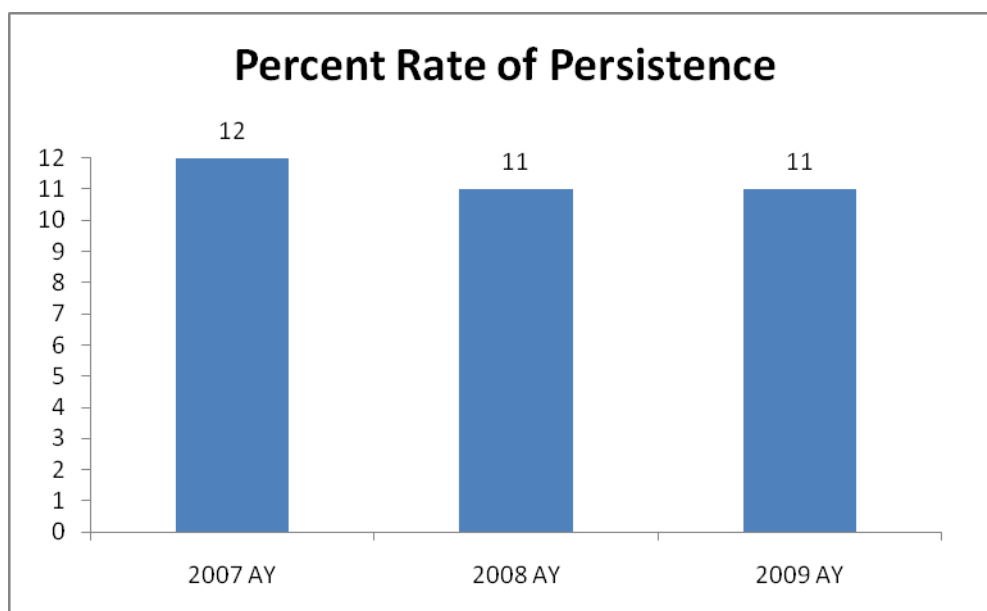
- b. Students will reenroll (persistence) at the same rate as or higher than non-tutored students:

Persistence from Fall to Spring

PERSISTENCE

| Term | NON-TUTORED | | | TUTORED | | |
|-----------|-------------|---------------|--------------|-----------|---------------|--------------|
| | Headcount | Persist Count | % Reenrolled | Headcount | Persist Count | % Reenrolled |
| Fall 2007 | 1666 | 1113 | 67% | 454 | 359 | 79% |
| Fall 2008 | 1704 | 1176 | 69% | 607 | 486 | 80% |
| Fall 2009 | 1798 | 1210 | 67% | 874 | 685 | 78% |

The data indicated that students who received tutoring from The Learning Center had approximately 11% higher rate of persistence than those who did not receive tutoring. This 11% rate of persistence has been consistent over the past three years.



- c. Student and Faculty Evaluations of TLC:

| TLC Student Evaluations | Fall 2007 | Fall 2008 | Fall 2009 |
|---|-----------|-----------|-----------|
| # of Evaluations | 135 | 141 | 267 |
| #10 TLC overall Rating* | 91% | 89% | 93% |
| #6 Studying at the Center helps me improve my overall performance as a student* | 85% | 88% | 89% |
| #7 TLC help build learner independence* | 83% | 82% | 86% |
| #8 recognize importance of technology* | 76% | 80% | 80% |
| #9 Make-up testing provided at a convenient time and location* | N/A 07-08 | 74% | 79% |

*agree to strongly agree student rating

Student evaluations were used to provide TLC with students' perceptions regarding services 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.

| TLC Faculty Evaluations | Fall 2007 | Fall 2008 | Fall 2009 |
|-----------------------------------|------------------|------------------|------------------|
| # of Evaluations | 4 | 7 | 5 |
| #1 TLC overall Rating* | 100% | 100% | 100% |
| #2 Expectations met for tutoring* | 100% | 100% | 80% |
| #5 Tutor Effectiveness* | 100% | 100% | 80% |

*agree to strongly agree faculty rating

Every Fall semester, faculty evaluations are sent to faculty who used TLC services. Although only a few faculty evaluations were received, results indicated that those surveyed were pleased with the services and the quality of tutor assistance their students were receiving. When analyzing the drop in ratings for #2 and #5, I noticed that both questions received NAs. One explanation for the NA results could be that the faculty doing the rating did not use TLC tutoring services.

| 2010 Annual Report of Academic Support Services Program Data COLLEGE : Hawaii Community College (East Hawaii only) | | | |
|---|--|--|--|
| | Quantitative Measure 2007-2008 | Quantitative Measure 2008-2009 | Quantitative Measure 2009-2010 |
| Testing DATA (Overall Health) | | | |
| Testing Data Demand (Health) | | | |
| Campus Enrollment FTE | 1597 | 1807 | 4046.8 |
| Testing Efficiency (Health) | | | |
| Hours of operation per week | 40 | 40 | 40 |
| Number of staff (attach description) | 1 APT Band A, 1 APT Band B, 4 Student Clerks | 1 APT Band A, 1 APT Band B, 4 Student Clerks | 1 APT Band A, 1 APT Band B, 4 Student Clerks |
| Student help hours per week | 35 | 28 | 41 |
| Number of placement tests administered per year | 2143 | 2197 | 2124 |
| Number of distance Learning tests administered per year | 783 | 2262 | 1384 |
| Local campus tests proctored per year | 410 | 529 | 617 |
| Testing seats per student FTE | 0.0187 | 0.0167 | 0.0074 |
| Testing budget per college budget tests | 0.0056 | 0.0057 | 0.0055 |
| Testing Effectiveness (Health) | | | |
| Satisfaction measurements using common survey questions | | | Strongly Agree and Agree |
| 1. The Testing Center Staff is friendly and helpful | NA | 100% | 99% |
| 2. The hours at the Testing Center meet my needs | NA | 99% | 94% |
| 3. The atmosphere at the Testing Center is conducive to testing | NA | 99% | 96% |
| 4. The services at the Testing Center are satisfactory | NA | 100% | 100% |
| 5. My test was administered in a timely and efficient manner | NA | 100% | 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.

| 2010 Annual Report of Academic Support Services Program Data COLLEGE : Hawaii Community College (West Hawaii only) | | | |
|---|--|--|--|
| | Quantitative Measure 2008 | Quantitative Measure 2009 | Quantitative Measure 2010 |
| Testing DATA (Overall Health) | | | |
| Testing Data Demand (Health) | | | |
| Campus Enrollment FTE (West Hawaii HawCC) | 232 | 265.5 | 320 |
| Testing Efficiency | 232 | 265.5 | |
| Hours of operation per week | 59 | 59 | 43.75 |
| Number of staff (attach description) | 1 | 1 | 0 |
| Student help hours per week | 0 | 0 | 0 |
| Number of placement tests administered per year* | 463 | 486 | 557 |
| Number of distance Learning tests administered per year | 420 | 520 | 350 |
| Local campus tests proctored per year | 158 | 411 | 317 |
| Testing seats per student FTE (9 seats) | 0.04 | 0.03 | 0.03 |
| Testing budget per college budget tests** | na | na | na |
| *Does not include Mobile Testing grant activity or staff | | | |
| ** Testing within Library budget | | | |

| Testing Effectiveness (Health) | | | | | | |
|--|------------------------|------------------------|------------------------|------------------------|------------------------|------------------------|
| Satisfaction measurements using common survey questions | | | | | | |
| West Hawaii Spring Surveys | West Hawaii 2009 | West Hawaii 2010 | West Hawaii 2009 | West Hawaii 2010 | West Hawaii 2009 | West Hawaii 2010 |
| 2009: Percentage of 111 Responses | | | | | | |
| 2010: Percentage of 88 Responses | | | | | | |
| | Yes | Yes | No | No | na | na |
| The Testing Center staff is friendly and helpful | 0.78 | 83.00 | 0.00 | 0.00 | 0.22 | 17.00 |
| The hours at the Testing Center meet my needs. | 0.69 | 73.00 | 0.00 | 0.02 | 0.31 | 25.00 |
| The atmosphere at the Testing Center is conducive to testing. | 0.69 | 77.00 | 0.04 | 0.02 | 0.28 | 21.00 |
| The services at the Testing Center are satisfactory | 0.76 | 78.00 | 0.00 | 0.02 | 0.24 | 20.00 |

Part II. Analysis of the Unit

a. TUTORING

Success Rate:

For this Fall 2009 review, 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 9% 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 18% 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), 11% (Fall 2008), and 11% (Fall 2009) 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 2009, approximately 89% 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:

This is the second year Academic Support Services is being required to submit a system-wide Program Review. Data definitions for demand, efficiency, and effectiveness are still being worked on and health calls for each area are yet to be determined.

STRENGTHS and WEAKNESSES OF TUTORING DATA

Strengths:

- **Tutoring Demand for TLC services** as evidenced by the following:
 - Increase of FTE enrollment for Fall 2007 (1597), Fall 2008 (1807), and Fall 2009 (2075).
- **Tutoring Efficiency** rate as evidenced by the following:
 - Unduplicated student contacts for 2008 AY (**850**), 2009 AY (**1322**), and 2010 AY (**1363**),
 - Approximately 1.58% of the college's budget was used to run operations at TLC.
- **Tutoring Effectiveness** percentages as evidenced by the following:
 - Higher course pass rates of 9% when tutored at least once or more and increased to 18 % when tutored five or more times,
 - Consistent persistence rate, 11% higher, for students who were tutored in Fall 2007-2009 than those students who did not use TLC services,

- 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.

b. TESTING

Distance Education Testing:

UH System has mandated campuses to proctor Distance Education tests. Over the years, TLC has supported the direction of system-wide initiatives. In 2008-2009, Hale Kea proctored 2,262 DE tests, an increase of 189% over the previous year's 783 tests proctored. This year, 2009-2010, there was a 38% (1384) decrease in DE testing. The demand for DE services fluctuated depending on courses and instructors teaching the classes, but there has been a definite upward trend. DE services require a significant amount of resources to proctor the 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 11th 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.

Special Testing:

As a certified Pearson Vue test center, community needs have a direct impact on our resources to provide services. Pearson Vue and other special testing are value added services for the community and are administered upon request. 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 sessions 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 felt that Hale Kea Center provided quality testing services that met their needs

Health of Program:

This is the second year Academic Support Services is being required to submit a system-wide Program Review. Data definitions for demand, efficiency, and effectiveness are still being worked on and health calls for each area are yet to be determined.

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

- **Demand for testing services** as evidenced by the following:
 - Increase of FTE enrollment for Fall 2007 (1597), Fall 2008 (1807), and Fall 2009 (4046.8)
(Fall 2007 and 2008 used only Fall FTE enrollment; whereas, Fall 2009 included both Fall 2009 and Spring 2010 FTE enrollment per system-wide requirement),
 - 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.

- **Testing Efficiency** as evidenced by the following:
 - Demand for testing services especially in the area of Distance Education, Placement Testing, Special Testing, and Make-up Testing,
 - Certified special testing Center to accommodate college and community needs, and
 - Less than 1% of college budget used to run operations at HKATC.

- **Testing 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.

Part III. Action Plan**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 2010-2011 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. Review overall testing services.
6. Continue to incorporate system data elements and SLO's for tutoring and testing.

ACTION PLAN

| Action Plan Tasks | Year | Responsible Party |
|---|-------------|-----------------------------------|
| • Work with instruction regarding educational resource for remedial and developmental education | 2010-2011 | TLC Coordinator |
| • Keep abreast of technology and educational resources | 2010+ | TLC Coordinator |
| • Review support for distance education | 2010 + | HKATC Manager/ TLC Coordinator |
| • Review overall testing services | 2010 + | HKATC Manager/ TLC Coordinator |
| • Incorporate system developed SLO's for tutoring and testing | 2010-2011 | TLC Coordinator/ HKATC Manager |
| • Upgrade Hale Kea's computers to Office 2010 | 2010-2011 | TLC Coordinator/ HKATC Manager |

Part IV: Resource Implications

Tutoring and Testing:

Additional funds may be needed to:

- Support increased tutor hours to accommodate increase in (the number of) students usage,
- Purchase supplies, materials, and license upgrades,
- Maintain and develop both TLC and Hale Kea Testing services, and
- Provide funding and resources for professional development

Academic Computing Unit (including Computer Services/IT Support, Media Services, and College Webmaster)

ACU is no longer descriptive of only IT Support and is a collection of services reporting to the VCAA including Computer Services/IT Support, Media Services, and College Webmaster.

Mission Statement (ACU)

The mission of the Academic Computing Unit is to meet our College's growing demands in technology. This unit will provide service in the areas of Media service and Institutional technology for the purpose of meeting increasing technological needs and requirements.

Successful achievement of the mission will provide necessary services to students, staff, faculty, and administrators living, learning, and working on our island.

Description Computer Services/IT Support

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

Unit Outcomes Computer Services/IT Support

ACU provides direct technology-related services college-wide. The outcomes listed therefore have a substantial indirect impact to student learning outcomes. The program outcomes for the Academic Computing Unit are

- a. Provide academic administrative computing and support
- b. Maintain servers (web, email, file)

| Computer Services/IT Support | (Overall Health) | 2007-2008 | 2008-2009 | 2009-2010 |
|--|-------------------------|------------------|------------------|------------------|
| Computer Services/IT Support demand | (Health) | | | |
| Campus enrollment FTE | | 1598 | 1807 | 4047 |
| Number of faculty | | 110 | 108 | 113 |
| Number of staff | | 108 | 102.5 | 99 |
| Computer Services/IT Support Efficiency | (Health) | | | |
| Hours of operation or access per week | | 43.75 | 43.75 | 43.75 |
| Number of staff (attach description) | | *5 | **5 | ***5 |
| Student worker hours per week | | 25-30 hpw | 10-15 hpw | 10-15 hpw |
| Help desk counts per week | | **** | **** | 2.79 |
| Number of faculty and staff computers | | 352 | 506 | 506 |
| Number of student computers per FTE | | 0.387 | 0.324 | 0.26 |
| Number work orders for repair and upgrade per computer | | 7.91 | 1.32 | 1.36 |
| Computer services Budget per college budget | | 0.01084 | 0.00921 | 0.0105 |
| Average processing time for work orders | | 1 | 1.1 | 10.88 |
| Percent of wireless coverage | | ***** | ***** | ***** |
| Average number of logins per computer per week | | 8 | 12 | 15 |
| *Number of staff (attach description) - 2007-2008 | | | | |
| IT Specialist Band B (1) | | | | |
| IT Specialist Band A (3) | | | | |
| Office Worker III (1) | | | | |
| **Number of staff (attach description) - 2008-2009 | | | | |
| IT Specialist Band B (1) | | | | |
| IT Specialist Band A (4) | | | | |
| Office Worker III (frozen 0) | | | | |
| ***Number of staff (attach description) - 2009-2010 | | | | |

| | | | |
|--|--|--|--|
| IT Specialist Band B (1) | | | |
| IT Specialist Band A (4)currently 2 positions are vacant | | | |
| Office Worker III (1) | | | |
| **** Help desk counts are included in number of work orders | | | |
| ****College budget includes personnel costs, computer services budget does NOT | | | |
| *****Hawaii CC maintains wireless on three campuses (2007-08) | | | |
| Hawaii CC Manono campus = est. 80% | | | |
| Hawaii CC UHH campus = est. 20% | | | |
| UH- West Hawaii Center = est. 95% | | | |
| *****Hawaii CC maintains wireless on three campuses (2008-09) | | | |
| Hawaii CC Manono campus = est. 80% | | | |
| Hawaii CC UHH campus = est. 25% | | | |
| UH- West Hawaii Center = est. 98% | | | |
| *****Hawaii CC maintains wireless on three campuses (2009-10) | | | |
| Hawaii CC Manono campus = est. 90% | | | |
| Hawaii CC UHH campus = est. 25% | | | |
| UH- West Hawaii Center = est. 98% | | | |
| Computer Services/IT Support Effectiveness (Health) | | | |
| CCSSE satisfaction | | | |
| CCSSE Frequency | | | |

Survey Results to Measure Satisfaction Computing Service East Hawaii

| Question: | Strongly Disagree | Disagree | Neither Agree Nor Disagree | Agree | Strongly Agree | N/A |
|--|-------------------|----------|----------------------------|-------|----------------|-----|
| | 1 | 2 | 3 | 4 | 5 | |
| The help desk/computer services staff effectively solve my computer problems | 2 | 1 | 4 | 16 | 24 | 3 |
| The help desk/computer services staff are knowledgeable about computers | 3 | 0 | 4 | 16 | 25 | 2 |
| I am satisfied with the customer service of the helpdesk/computer services staff | 3 | 2 | 4 | 13 | 24 | 3 |
| I am satisfied with my overall Help Desk/Computer Services experience | 2 | 1 | 4 | 14 | 26 | 2 |

How often have you asked for help from the Help Desk/Computer Services? (HILO)

| Answer Options | Response Percent | Response Count |
|---------------------------------|------------------|----------------|
| 1-2 times per semester | 36.0% | 18 |
| 3-6 times per semester | 42.0% | 21 |
| 7-12 times per semester | 12.0% | 6 |
| More than 12 times per semester | 4.0% | 2 |
| Not applicable | 6.0% | 3 |

How often have you asked for help from the Help Desk/Computer Services? (West Hawaii Campus)

| Answer Options | Response Percent | Response Count |
|---------------------------------|------------------|----------------|
| 1-2 times per semester | 30.0% | 3 |
| 3-6 times per semester | 50.0% | 5 |
| 7-12 times per semester | 0.0% | 0 |
| More than 12 times per semester | 0.0% | 0 |
| Not applicable | 20.0% | 2 |

On average, how long have you had to wait for a resolution from the Help Desk/Computer Services? (HILO)

| Answer Options | Response Percent | Response Count |
|---------------------|------------------|----------------|
| Same day | 24.0% | 12 |
| One day | 24.0% | 12 |
| 1-3 days | 40.0% | 20 |
| 1 week | 4.0% | 2 |
| 2 weeks | 0.0% | 0 |
| More than two weeks | 2.0% | 1 |
| Not applicable | 6.0% | 3 |

On average, how long have you had to wait for a resolution from the Help Desk/Computer Services? (West Hawaii Campus)

| Answer Options | Response Percent | Response Count |
|---------------------|------------------|----------------|
| Same day | 50.0% | 5 |
| One day | 10.0% | 1 |
| 1-3 days | 10.0% | 1 |
| 1 week | 10.0% | 1 |
| 2 weeks | 0.0% | 0 |
| More than two weeks | 0.0% | 0 |
| Not applicable | 20.0% | 2 |

East Hawaii Comments or Concerns

1. I have no idea of what to do. Is there a website to request services? Our dept advises us to just email computing services. What info do you need? If there was/is a website with a survey or questionnaire then perhaps we would write all the info you folks need and thus cut the response time.
2. Confirmation of when job was completed or not completed would be helpful (classrooms).
3. again, a ballpark idea of time to fix would be helpful.
4. I have often been treated brusquely by staff when I call regarding a computer problem w/my office computer. The complete stranglehold they have on the computers (software, hardware, Internet accessibility) often hampers my ability to work. I get the feeling they think we're all a bunch of idiots when it comes to computers. Which is as untrue as it is insulting. There are a ton of small problems with my computer that I could easily and quickly fix if I had access, but instead I have to put in a work order (which is not a simple process; there should be a web form or a place with instructions for submitting a work order), and then have to wait til they are available. As for the next question: I don't ask nearly as often as I need to. Instead, I just put up with small problems.
5. One to two weeks on average. One technician, seemed to be knowledgeable but when it came to Apple, that person didn't really seem to know.

Another technician, has been rude and intrusive on more than one occasion (twice in my class/to me and reports from other instructors on other occasions) and then turned out that person didn't fix anything although they said they did.

If a technician comes to fix something during class time and an instructor does not know that person, and that tech person just starts towards a computer, during class time, it is FULLY in that instructors right to inquire as to whom that person is without a rude response. Not only that but that technician is thus interrupting class and should NOT work during that class unless they work on units that are not in use during class.

6. Please update the desk top so students can use their jumpdrive for powerpt presentation on Word 2007 and up.
7. Considering they are short-handed, they are doing a GREAT job. Kudos to Steve Schulte and his crew.

They should all get a raise!

8. Have a number posted somewhere near the equipment to call in case of emergency. Confused on who to call, IT or media to support. but often it is same day service

West Hawaii Comments or Concerns

1. Thanks for great progress in reliable operations over the past two years.
2. Great people and service ethic - they really make a difference in the quality of the student learning - just with they had bigger budgets!
3. I have always been very pleased with the ACU services. My only complaint is with the HITS services on the Hilo side. Seldom is the 8am class ready to begin at 8am. That's not because of Chuck. He is there in the WH classroom and trying to get a response from Hilo but many times no one is there....they are usually late. This is completely unacceptable in my view!! Our students are also very irritated by this. They report there is as much as a 20 minute delay on occasion. If it is in your power to fix this problem, it would be much appreciated. Thank you!
4. I have been quite impressed with the response time when I have asked for help. THANK YOU!!!!

Analysis of Computer Services/IT Support Services

Since our helpdesk software was fully implemented in 2008, we have had Internet based access for 100 users to input trouble tickets. This access was assigned primarily to the clerical staff at all levels and in all departments throughout the college. The users who don't have web access are able to create trouble tickets by submitting e-mail to hcchelpd@hawaii.edu. If there is no access to a computer than a trouble report can be submitted via phone (beginning 1/2009) to the Computer Services clerk, who will then input a work request. A notice to this effect is sent out at the beginning of each semester to the list serve(s) for faculty, staff, lecturers, and administrators. As long as a ticket has been created, a notification is sent (to the person creating the request) upon completion of the work. Administrative control of the systems has negative and positive benefits. It does help to minimize the frequency of viruses, malware, etc. and on the other hand some basic updates cannot be accomplished by the user(s). By maintaining this control the computer support staff has been able to minimize disruptions and downtime in most instances and more effectively maintain over 1000 networked devices with a minimal staff. The computer support telephone number has been the same for the past 13+ years. While instructional offerings have extended into the evenings and weekends, the availability of computer support is limited to a 9 hour day, so in many cases The West Hawaii campus has been less difficult to support with the use of remote access software and a managed network that can be administrated over the Internet, thus providing quicker response times and more frequent intervention without the excessive 2 ½ hour drive time between campuses.

The data used for reporting the average processing time for work requests in the past two annual reviews was found to be flawed and this year's data has been corrected to exhibit the corrected formula. It does not accurately reflect an actual time span ten times greater than in previous reviews.

External Factors Affecting Computer Services/IT Support Services

Computer Services are often put into a reactionary mode by system level initiatives that greatly impact the levels of service and support that we attempt to maintain. This past year there have been three major announcements that will require the investment of unknown man hours to plan for, implement, and to maintain. These are the community college security project, the Google mail migration, and the VoIP telephone systems. Other factors that can add excessive burdens on computer support are system network changes, power outages, and construction activities. The current long range plan that was just unveiled has the current offices and workroom used for computer support being demolished and replaced by a parking structure as the very first objective. Current remodeling efforts, such as those in Buildings 333, 345, 383, and 396 are often begun without involving the computer support staff and we are often left behind in trying to anticipate and recover from what the Planning and Operations group has committed us to without our knowledge.

Description Media Services

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

The media Services unit supports the media needs for the College. This support includes the distance education (DE), multimedia display and audio technologies employed by the faculty to enhance learning. The media services unit indirectly affects classroom learning by supplying

and maintaining media equipment, and training faculty and staff on its use.

Unit Outcomes Media Services

- a. Research, recommend and approve the purchase of distance learning video conferencing equipment.
- b. Install, maintain or replace video conferencing equipment.
- c. Work with Distance Education faculty to adapt their curriculum and teaching delivery for video conferencing.
- d. Train DE faculty on video conferencing equipment operation.
- e. Work with faculty to identify multimedia and traditional audio visual needs for the classroom.
- f. Research, recommend and approve the purchase of media equipment.
- g. Maintain, repair, and replace media equipment on campus and at rural sites.
- h. Train faculty and staff on media equipment operation
- i. Transport, setup and operate audio visual display, and public address equipment for school functions

| Media Services/Graphic Artist Support/Printing Services/Instructional Support (East Hawaii) | Fall 2008 to Spring 2009 | Fall 2009 to Spring 2010 |
|--|---------------------------------|---------------------------------|
| Campus Enrollment FTE | 1807 | 4046.8 |
| Number of faculty | 108 | 113 |
| Number of staff (attach description) | 102.5 | 99 |
| Hours of operation per week | 40 | 40 |
| Number of staff (attach description) | 2 | 2* |
| Student worker hours per week | 0 | 12 to 20 |
| Number of work orders completed per year | 83 | 85 plus **1460 |
| Number of copies generated per year | Not | 51300*** |
| Number of copies per FTE students per year | Not | 12.68 |
| *1 Media Specialist, Band A | | |
| *1 Student help, on board 3/6/2010 | | |
| **1460 UHH Graphics Dept. work orders for HawaiiCC | | |
| ***Copies made by UHH Graphics Dept., 51100 Black and White, 200 Color | | |
| | 2008 | 2009 |
| Hours spent on production of ITV or Cable or Videoconference programming per year (Below: Room, 2008 / 2009) | 2470.5 | 1727.25 |
| 379A-6A | 239.75 | 164.5 |
| 379A-6B | 258.75 | 134.5 |
| 387-110 | 186.25 | 277.5 |
| 3393-104 | 522 | 221.25 |
| 388-102 | 617 | 429.75 |
| 388-103 | 269.25 | 260.25 |
| PB3-103 | 0 | 163 |
| Kohala Center | 147.5 | 77 |
| NHERC | 230 | 0 |

| | | |
|---|---------------------------------------|---------------------------------------|
| Kau Rural Health | 0 | 0 |
| Media budget per college budget | \$20,000 per \$16,636,900 .012% | \$20,000 per \$19,534,604 .010% |
| Classrooms equipped per total classrooms (Below: Level, 2008 / 2009) | 51 of 57 | 51 of 57 |
| Level 1A | 31 | 31 |
| Level 1C | 2 | 2 |
| Level 1E | 5 | 5 |
| Level 1G | 2 | 2 |
| Level 2B | 7 | 7 |
| Level 2D | 1 | 1 |
| Level 2F | 3 | 3 |

Media Services East Hawaii Survey

Question #1: I think my capability to instruct has increased as a result of the services provided by

| Question #1: | Strongly Disagree | Disagree | Neither Agree Nor Disagree | Agree | Strongly Agree | N/A | Rating Average |
|---|---|----------|----------------------------|-------|----------------|-----|----------------|
| Electronic Maintenance and Repair—Outside Classroom | 2 | 1 | 13 | 10 | 8 | 12 | 3.62 |
| Classroom Equipment Services | 2 | 1 | 9 | 11 | 13 | 9 | 3.89 |
| Other (please specify) | As long as we have functioning equipment we can teach. When it's not functioning we can not teach and no one is available immediately to fix it, immediately. | | | | | | |
| | Neal's training helped me to be more self sufficient. | | | | | | |
| | HANDS DOWN GREAT SERVICE. | | | | | | |
| | Again, I think my capability to instruct has DECREASED as a result of the lack of Internet availability in some classrooms. | | | | | | |

Question#2: Rate the following services: Electronic Maintenance & Repair – Outside of the classroom – Video systems, overheads, campus cable, cable TV, network wiring (wireless and wired), sound systems, electronic display, computers, media classroom design, equipment purchases.

| Question #2: | Strongly Disagree | Disagree | Neither Agree Nor Disagree | Agree | Strongly Agree | N/A | Rating Average |
|---|--|----------|----------------------------|-------|----------------|-----|----------------|
| I am satisfied with the customer service | 1 | 2 | 3 | 15 | 22 | 5 | 4.28 |
| I am satisfied with the response/delivery time | 2 | 0 | 5 | 13 | 22 | 5 | 4.26 |
| If there are procedures for use of equipment, they are understandable | 3 | 2 | 7 | 16 | 13 | 7 | 3.83 |
| I am satisfied with the quality of the work | 1 | 1 | 3 | 18 | 20 | 5 | 4.28 |
| Other (please specify) | You helped me check for a virus when I needed to – Thank you!! | | | | | | |
| | Do not use equipment/electronic maintenance & repair outside classroom | | | | | | |
| | Neal is always available via cell or comes to my room when I need his assistance for the vidcom. He explains thoroughly and is knowledgeable of the equipment, etc. Mahalo Neal | | | | | | |
| | Sometimes when I submit a request for services y email I have no idea when the fix will take place. | | | | | | |
| | Please consider a ball park estimate that the gal in your office can send us that says something to the effect that, “Based on our current workload you should hear from someone regarding your problem in x number of days”...That way we will have an idea of when we can expect a call. | | | | | | |
| | GREAT FACULTY RELATIONSHIP | | | | | | |

Question#3: Rate the following services: Classroom Equipment Services – Overhead projectors, Elmos, VCRs, slide projectors, sound systems, video projectors, display systems, language labs, test scanners.

| Question #3: | | | | | | | |
|---|--|----------|----------------------------|-------|----------------|-----|----------------|
| | Strongly Disagree | Disagree | Neither Agree Nor Disagree | Agree | Strongly Agree | N/A | Rating Average |
| I am satisfied with the customer service | 1 | 3 | 6 | 15 | 17 | 5 | 4.05 |
| I am satisfied with the response/delivery time | 1 | 2 | 5 | 13 | 18 | 5 | 4.08 |
| If there are procedures for use of equipment, they are understandable | 4 | 2 | 6 | 16 | 13 | 6 | 3.78 |
| I am satisfied with the quality of the work | 3 | 1 | 6 | 19 | 14 | 4 | 3.93 |
| Other (please specify) | The desk top powerpoint/word needs to be updated.. | | | | | | |
| | In Room 102 there are soooo many remote controls and when one doesn't work there are soooooo many possible reasons: batteries, wrong remote. The first part of the semester was maddeningly random and difficult. It's gotten better, but mostly because I've just made myself learn the things. Please understand that having a deaf student exponentially increased the challenges of delivering classroom information | | | | | | |
| | Could there be special tutoring for us lecturers on the equipment? Especially when we have special needs students.... | | | | | | |
| | Power Point application needs to be updated in Bldg 388 Room 102, and possibly in room 101. | | | | | | |
| | I just wish for this sort of equipment... | | | | | | |
| | UNDERSTANDING AND VERY HELPFUL TECH. | | | | | | |
| | I'm not clear where, on this survey, it is appropriate to comment on the Internet availability, so I am doing it here. We are encouraged, pressured really, to use Laulima and to integrate the use of the internet into our f2f classes, only to be put into classrooms that have no Internet. This is ridiculous, extremely inconvenient and hampers instruction and learning. | | | | | | |

Question#4: Rate the following services: I think student learning has increased as a result of the services and technologies provided by

| Question #4: | Strongly Disagree | Disagree | Neither Agree Nor Disagree | Agree | Strongly Agree | N/A | Rating Average |
|---|---|----------|----------------------------|-------|----------------|-----|----------------|
| Electronic Maintenance and Repair—Outside Classroom | 1 | 3 | 12 | 13 | 10 | 8 | 3.72 |
| Classroom Equipment Services | 2 | 3 | 8 | 11 | 17 | 5 | 3.93 |
| Other (please specify) | Student Learning can only take place if equipment is functioning. | | | | | | |
| | I have students who are technology inclined help me with the computer portion. | | | | | | |
| | Not sure how I would quantify this without first creating a baseline of comparison. Are you asking for an opinion here? | | | | | | |

Analysis of Media Services East Hawaii

Overall, respondents were satisfied with the Media Unit’s service of electronic maintenance and repair outside of the classroom (video systems, overheads, campus cable, cable TV, network - wired and wireless, sound systems, electronic display, computers, media classroom design, equipment purchases).

Respondents were also satisfied with the service with classroom equipment - media equipment inside of the classroom (Overhead projectors, Elmos, VCRs, slide projectors, sound systems, video projectors, display systems, language labs, test scanners).

Some short comings revealed in the survey, comments and speaking informally with faculty and staff include: confusion from controlling equipment (“sooo many remote controls”), accommodating special needs students, more media training especially for new teachers, converting instructional materials stored on “old” technologies to new, and identifying media needs and solutions. These issues must be addressed and fixed in the upcoming months.

On the issue of the level of electronic maintenance and repair services outside the classroom: if it enhanced instruction delivery, 39% responded with at least “Agree.” If it increased student learning, 48% responded with at least “agree.” The results don’t favor the Media Unit’s efforts. More effort must be taken by the Media unit to increase response time to problems. In the unit’s defense, the question incorrectly lists items outside the unit’s responsibilities: wired and wireless networks, campus cable and computers. In the future this question should correctly divide the responsibilities with ACU and clearly describe the items. On the issue of the level of classroom equipment services: if it enhanced instruction delivery, 51% responded with at least “Agree.” If it increased student learning, 61% responded with at least “agree.” It appears that the faculty feels that classroom services helps them teach and helps students learn. The Media Unit’s efforts are moving in the right direction, and in the future more effort be taken to increase results.

External Factors Affecting Media Services East Hawaii

- Less time for service activities:
- Due to the economic downturn affecting the UH system budget, Winter and Spring breaks could no longer be used to install and maintain equipment.
- A second media specialist is needed:
- If two trouble calls come simultaneously one media specialist cannot physically serve both requests. This is complicated by the Media unit's service area of two campuses one mile apart. And this can be further compounded by a trouble call from a rural site. If the media specialist travels to a rural site to help, both campuses will be without support. If the distances to these sites are great, the media specialist's absence could be many hours. If the media specialist is sick or on vacation, again there would be no coverage.
- 2009 no vehicles:
During the Fall 2009 semester there were no vehicles to travel to rural sites. The media unit had to borrow 15 passenger vans from UHH Auxiliary Services, and use personal cars to service rural sites. In the Spring 2010 semester, the school acquired three vehicles that are capable of traveling to rural sites. The media department also received an old but capable vehicle to quickly go to the upper campus for trouble calls and servicing, without joining the queue for available pool vehicles.
- A lack of space:
- In the Fall 2009 semester, the Media Services unit was housed in a closet office in the Hawaiian Lifestyles department. In the Spring 2010 the Media unit moved to a new location, sharing a former classroom with ACU. In the future a video conferencing upgrade for 15 to 16 classrooms will take place, and space will be a major concern. Space will have to be secured or rented to store large amounts of expensive electronic equipment used in the upgrade.

| Media Services/Graphic Artist Support/Printing Services/Instructional Support (West Hawaii) | | |
|--|----------------|-----------|
| | 2008-2009 | 2009-2010 |
| Media...Demand | | |
| Campus Enrollment FTE | 1807 | 4046.8 |
| Number of faculty | 108 | 113 |
| Number of staff (attach description) | 102.5 | 99 |
| Media... Efficiency | | |
| Hours of operation per week (including summer hours) | 40 | 55 |
| Number of staff (attach description) | 2* | 2 * |
| Student worker hours per week | 12 TO 20 | NA |
| Number of work orders completed per year | 85 | 1470 |
| Number of copies generated per year | Not Applicable | NA |
| Number of copies per FTE students per year | Not Applicable | NA |
| Hours spent on production of ITV or Cable or Videoconference programming per year | 1727.75 | 6652 |
| B1 B4: 633 / 262 | | |
| Admin Conference 94.5 / 144.0 | | |
| B4 R1: 1277.50 / 1369.25 | | |
| B4 R2: 333.5 / 1634.0 | | |

| | | |
|---|--------|--------|
| B4 R3: 1634.00 / 1408.25 | | |
| Media budget per college budget | NA | NA |
| Classrooms equipped per total classrooms (Below: Level, 2007 / 2008) | 6 of 6 | 6 of 6 |
| Level 1C: 2 / 2 | | |
| Level 1G: 4 / 4 | | |
| *Number of staff (attach description) 2008-2009 And 2009-2010: (1) 0.5 Media Specialists APT and (1) 0.5 APT Casual Hire | | |

Media Services West Hawaii

Question #1: I think my capability to instruct has increased as a result of the services provided by

| Question #1: | Strongly Disagree | Disagree | Neither Agree Nor Disagree | Agree | Strongly Agree | N/A | Rating Average |
|---|--|----------|----------------------------|-------|----------------|-----|----------------|
| Electronic Maintenance and Repair—Outside Classroom | 1 | 0 | 0 | 2 | 4 | 3 | 4.14 |
| Classroom Equipment Services | 0 | 0 | 1 | 2 | 5 | 1 | 4.50 |
| Other (please specify) | Our service from ITS has been outstanding, given that they have to service West Hawaii from a distance | | | | | | |
| | Services should be properly maintained & updated by media | | | | | | |

Question#2: Rate the following services: Electronic Maintenance & Repair – Outside of the classroom – Video systems, overheads, campus cable, cable TV, network wiring (wireless and wired), sound systems, electronic display, computers, media classroom design, equipment purchases.

| Question #2: | | | | | | | |
|--|---|----------|----------------------------|-------|----------------|-----|----------------|
| | Strongly Disagree | Disagree | Neither Agree Nor Disagree | Agree | Strongly Agree | N/A | Rating Average |
| I am satisfied with the customer service | 1 | 0 | 0 | 4 | 5 | 0 | 4.20 |
| I am satisfied with the response/delivery time | 1 | 0 | 2 | 5 | 2 | 0 | 3.70 |
| If there are procedures for use of equipment, they are | 1 | 0 | 0 | 6 | 2 | 1 | 3.89 |
| I am satisfied with the quality of the work | 1 | 0 | 1 | 4 | 3 | 0 | 3.89 |
| Other (please specify) | Echo in PB3-103 has not been solved. Is it internal or external? | | | | | | |
| | Look at the worse case that could happen, can't communicate with the business office, find backup communication if phone & email capability can't or not able to work. What next? | | | | | | |

Question#3: Rate the following services: Classroom Equipment Services – Overhead projectors, Elmos, VCRs, slide projectors, sound systems, video projectors, display systems, language labs, test scanners.

| Question #3: | | | | | | | |
|--|---|----------|----------------------------|-------|----------------|-----|----------------|
| | Strongly Disagree | Disagree | Neither Agree Nor Disagree | Agree | Strongly Agree | N/A | Rating Average |
| I am satisfied with the customer service | 1 | 0 | 1 | 4 | 4 | 0 | 4.00 |
| I am satisfied with the response/delivery time | 1 | 1 | 1 | 5 | 2 | 0 | 3.60 |
| If there are procedures for use of equipment, they are | 1 | 0 | 2 | 4 | 2 | 1 | 3.67 |
| I am satisfied with the quality of the work | 1 | 2 | 1 | 5 | 1 | 0 | 3.50 |
| Other (please specify) | Camera in B4R1 drops to feet of instructor if other equipment is used for more than 15 minutes. | | | | | | |
| | From West Hawaii – We have good people but generally are lacking in some of the equipment mentioned. | | | | | | |
| | Communication between IP address should be address to secretary or clerk's to be on the same page as everyone else. | | | | | | |

Question#4: Rate the following services: I think student learning has increased as a result of the services and technologies provided by

| Question #4: | Strongly Disagree | Disagree | Neither Agree Nor Disagree | Agree | Strongly Agree | N/A | Rating Average |
|---|---|----------|----------------------------|-------|----------------|-----|----------------|
| Electronic Maintenance and Repair—Outside Classroom | 1 | 0 | 2 | 4 | 3 | 0 | 3.80 |
| Classroom Equipment Services | 1 | 0 | 2 | 5 | 2 | 0 | 3.70 |
| Other (please specify) | So many students in West Hawaii rely on the public workstations in the library and lab | | | | | | |
| | They couldn't complete their assignments without this access to decent internet, wireless connections, printers and computers | | | | | | |

Analysis of Data Media Services West Hawaii

It is clear from the comments received on the survey that there was a great deal of misunderstanding amongst the participants on what they were being requested to comment on. Nearly all the comments were relative to IT matters, not Media Services. Therefore the ratings and comments, despite receiving medium to high ratings, must be understood in that context.

Therefore, a first lesson in the analysis must be that the structure, content and delivery methods for this first survey were inadequate and must be revisited as an action item.

#1. Enhancement of Capability to Instruct

Maintenance: Timely repairs are difficult, in that we have no relationship with any electronic repair shop, and none of our equipment has been purchased with ongoing service plans. However, it is interesting to see we have relatively high ratings in this section.

Classroom Services: We will be preparing training documentation for individual sessions with each teacher in each classroom. We will concentrate especially on new lecturers and/or faculty. Also we will raise our profile with regular check-ins to address problems more currently.

#2 & 3. Specific Services, in and outside the classroom

Questions 2 & 3 appear to have been conflated by most respondents.

Customer Service, Delivery, Procedures, Quality: Customer Service is rated highly, response, procedures and quality equate similarly at a midrange. The midrange ratings might reflect the reality that there is only one Media Person here at a time.

#4. Enhanced Student Learning

As with most academic support services, it is difficult to tie directly to student outcome measure, as our clients, for the most part, are the teaching staff.

Maintenance and Services: We received midrange ratings. It bears mentioning again that the survey participants did not seem to understand that they were rating Media Services.

External Factors Affecting Media Services West Hawaii

There are significant coordination issues between West Hawaii and East Hawaii Media Services. Especially difficult has been resource allocation and grant administration. We will work this year to meet more regularly and to begin to standardize business processes, procedures, forms, etc. so that we can make a more efficient Media Services department.

College Webmaster

The College Webmaster was hired in May 2010. Review will be deferred till next review period.

Action Plan ACU and Media Services

| Action Plan Tasks | Year | Responsible Party |
|---|-------------|----------------------------|
| Maintain status quo while implementing new system and campus initiatives (eg: Google mail, VoIP, infrastructure, RDP) | 2010-2011 | ACU IT staff |
| Fill two vacant positions | 2011 | Administration |
| Establish and outfit a second major server room at the Manono campus and expand the IT infrastructure in West Hawaii | 2010-2011 | ACU IT staff |
| Prepare for Palamanui campus in West Hawaii | 2010-2011 | ACU IT staff |
| Upgrade PolyCom video conferencing equipment with new High Definition units | 2011 | HawCC RDP / Media Services |
| Maintain present media technologies and look into new technology to support instruction | 2010 - 2011 | Media Services |
| Restructure Media Services portion of client survey | 2010-2011 | Media Staff |
| Improved coordination of business process through regular meetings. | 2010-2011 | Media and ACU Staff |

Resource Implications ACU and Media Services

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

| | |
|--|-----------|
| Position Title | # Staff |
| Director | 1 |
| Coordinators | 2 |
| APT Ed Specialist | 1 |
| Media Specialist (2 Hilo, 0.5 WH) | 2.5 |
| IT Specialist (0.5 Hilo, 0.5 WH) | 1 |
| IT Specialist Server Administrator | 1 |
| IT Specialist Network Management | 1 |
| TOTAL | 9.5 |
| Add'l Resources for equipment & supplies | \$700,000 |
| 20,000 ft ² facility | TBA |
| Professional Development | \$100,000 |
| Vehicle – Sedan & Van | \$60,000 |

