

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

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

**November 30, 2012**

**Writer:  
Gwen Kimura**

ANNUAL UNIT PROGRAM REVIEW  
The Learning Center and Hale Kea Advancement and Testing Center  
2011-2012 School Year

**Introduction:**

**Program Mission Statement and brief description.**

Program Mission Statement:

*The mission of The Learning Center (TLC) and 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 is open Monday through Friday from 8:00 a.m. to 4:15 p.m. The staff includes: one full time Faculty Center Coordinator, one full time Clerk Steno II (Office Manager), one full time Educational Specialist A, four Faculty Lab Instructors (reading, writing, ESL, and math who are assigned three credits each to coordinate their area), ten clerks, and 39 tutors.

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)

**Hale Kea Advancement and Testing Center (HKATC)** focuses on providing testing services, providing an independent study center with computers and printers, coordinating the use of an electronic classroom, and tutoring in writing and math on the Manono Campus. HKATC is open Monday through Friday from 8:00 a.m. to 4:15 p.m.; Wednesday and Thursday hours were extended to 7:15 pm during the Fall 2012 semester. The staff includes: one full time Educational Specialist B (Center Manager), one full time Educational Specialist A (Assistant Manager), four clerks, and two tutors.

HKATC services include:

- HawCC Placement Testing
- Distance Education test proctoring (UH system and Non UH)
- Make-up and special testing
- General study/computer lab
- Tutoring (Writing and Math areas)
- Electronic classroom for instruction and college use

**Part I. Quantitative Indicators for Program Review**

**2011-2012 Tutoring Services Overall Health Call:**

<b>COLLEGE :</b>	<b>Quantitative Measure 2009-2010</b>	<b>Quantitative Measure 2010-2011</b>	<b>Quantitative Measure 2011-2012</b>
<b>Demand Indicators</b>			
Number of students tutored per student FTE	99%	83%	90%
Number of students who placed in Dev/Ed through COMPASS per student FTE	NA	68%	68%
<b>Efficiency Indicators</b>			
Tutor contact hours per tutor paid hours	1.8	2.5	2.7
Student contact hours per tutored paid hours	2.5	3.5	3.8
Number of sessions per tutor paid hours	1.8	2.5	2.7
Tutoring budget per student contact hours	NA	\$10.64	\$11.60
<b>Effectiveness Indicators</b>			
<b>Common Student Learning Outcome:</b> Students who receive tutoring will pass their tutored course	66%	64%	65%
<b>Community College Survey of Student Engagement (CCSSE)</b>			
4.h. Tutored or taught other students (paid or voluntary)		2010	2012
Very Often		2.6	3.4
Often		7.5	6.9
Sometimes		20.9	20.2
Never		68.9	69.5
13.d. Peer or other tutoring (frequency, satisfaction, importance)			
Frequency		7.4	10.9
Satisfaction		17.2	21.9
Importance		44.7	51.0
13.e. Skill labs (writing, math, etc.)			
Frequency		15.1	15.6
Satisfaction		21.2	24.5
Importance		53.0	52.2

**UNIT LEARNING OUTCOMES:**

1. Students who receive tutoring will pass their tutored course. (System-wide common SLO).
2. The Learning Center (TLC) and Hale Kea Advancement and Testing Center (HKATC) will provide tutoring services for students to support their success in their academic endeavors.
3. TLC/HKATC will provide an open access computer lab for students.
4. HKATC will provide the College and community with testing services for placement, distance education, certification, special testing, and make-up testing.

**UNIT LEARNING OUTCOME: #1:**

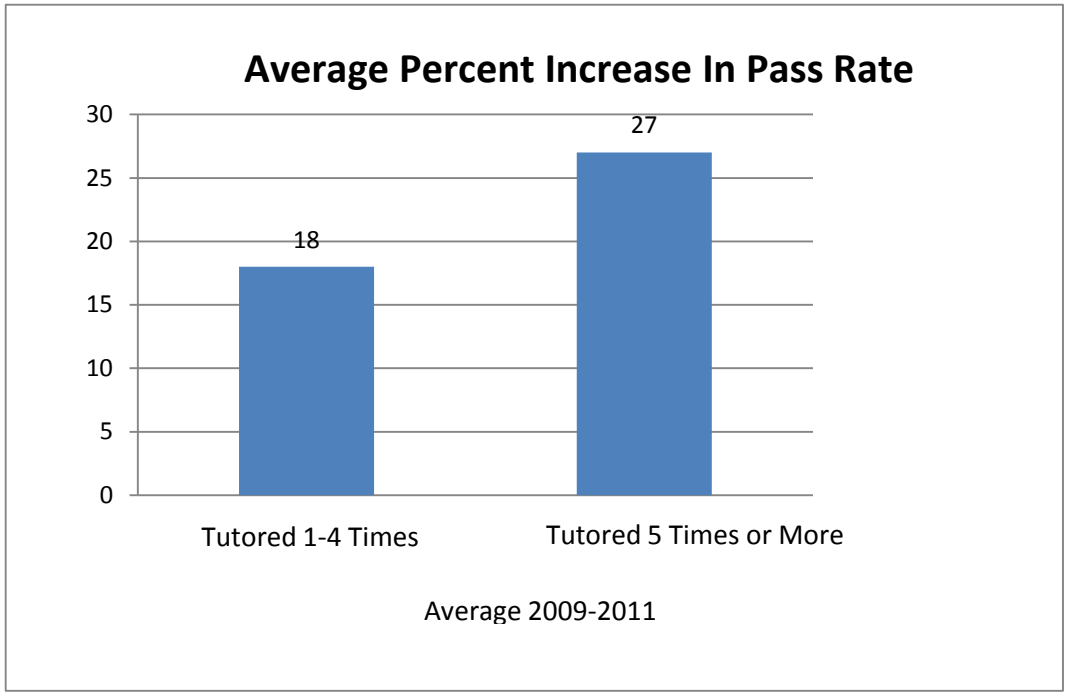
Based on the system-wide common learning outcomes, the average pass rate for students who received tutoring was 65%. This number may seem low, but when compared to the 47% pass rate for students who didn't receive tutoring, it is an 18% improvement. Furthermore, students who received tutoring 5 times or more passed their classes at a significantly higher rate of 74%.

Non-Tutored vs. Tutored for Fall-Spring Semesters

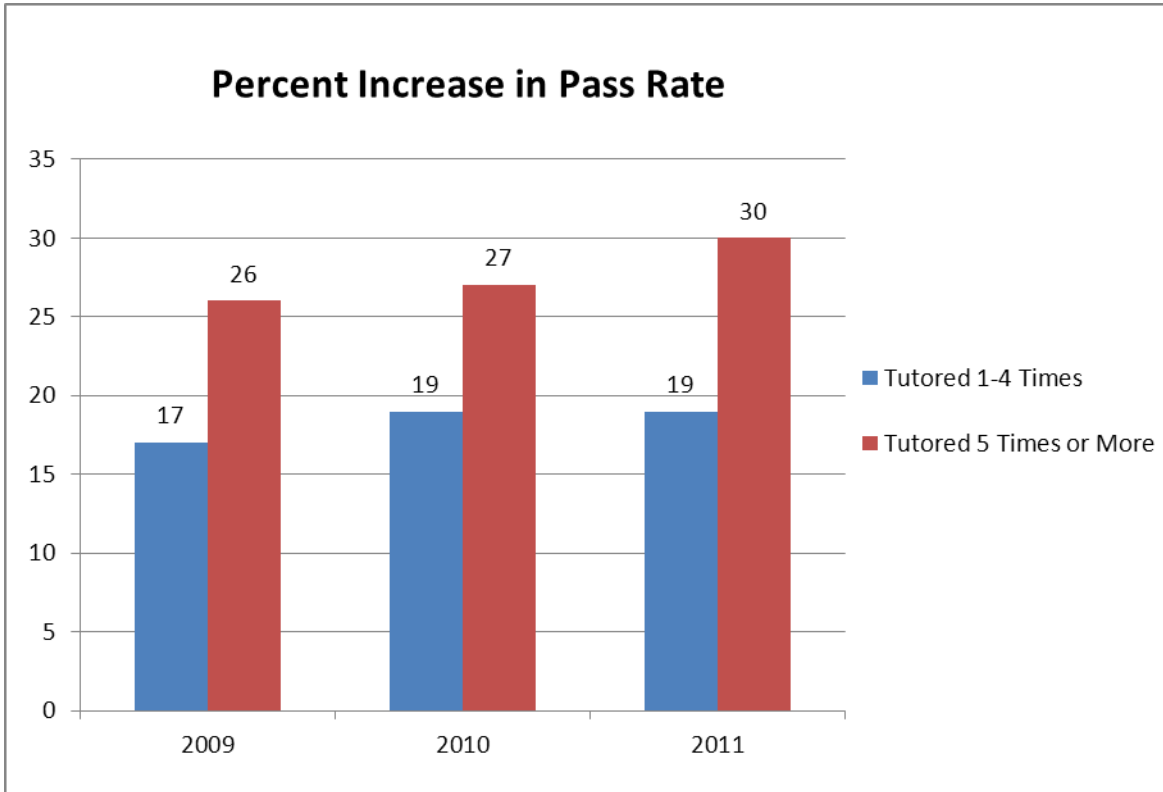
	2009 - 2010	2010- 2011	2011-2012	2009-2011 Average
<b>Non-tutored students</b> who passed their classes	49%	45%	46%	47%
<b>*Students who receive tutoring (At least once or more) will pass their tutored courses</b>	<b>66%</b>	<b>64%</b>	<b>65%</b>	<b>65%</b>
Students who received tutoring ( <b>5 or more times</b> ) will pass their tutored course	75%	72%	76%	74%

\*Common Student Learning Outcome

Data results indicate 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 2009-2011 AY) was **18%**. In addition, the percent increase in the rate of students who were tutored five times or more versus non-tutored students (average for 2009-2011 AY) was **27%**. 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.



It was also interesting to note that students tutored five times or more had a continuous increase in their pass rates over the years.

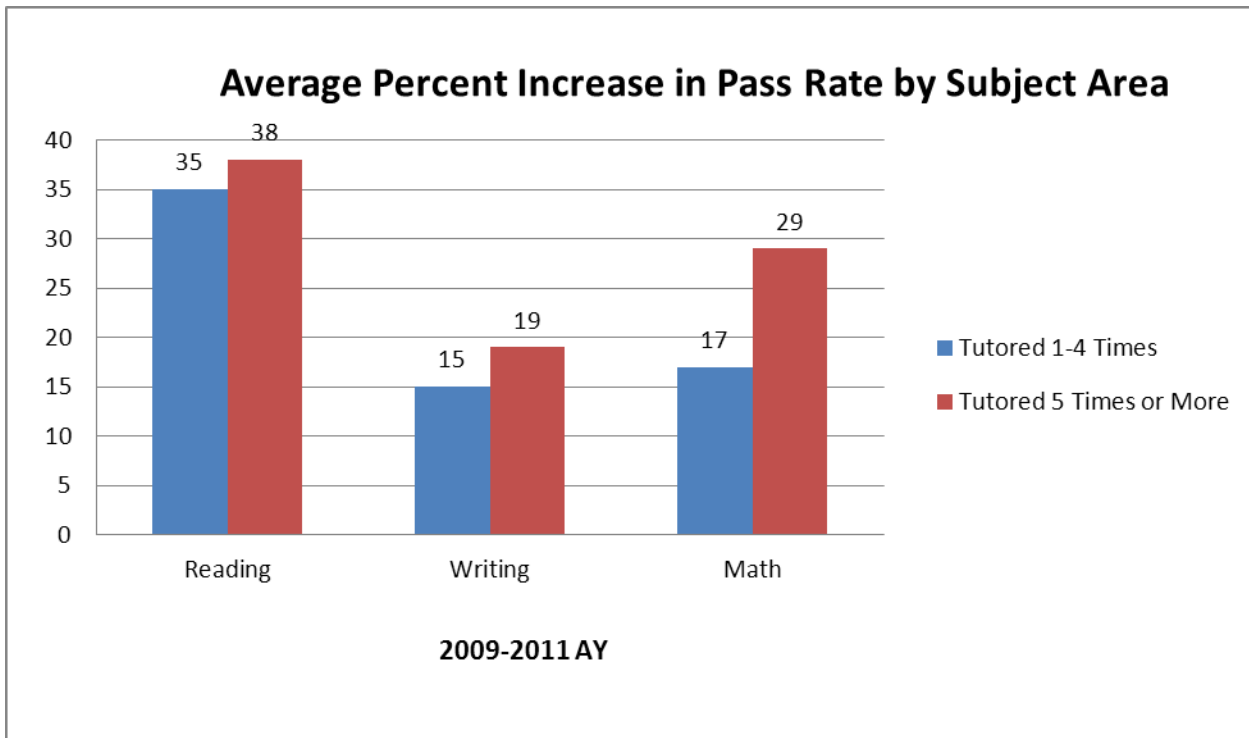


The following chart provides data on students who were non-tutored, tutored at least one-four times, and tutored five times or more by subject area.

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

<b>Subject</b>	<b>Non-Tutored Ave. % passing</b>	<b>Tutored (At least one-four times) Ave. % passing</b>	<b>Tutored (five times or more) Ave. % passing</b>
Reading F2009 Spr2010	36%	69%	83%
F2010 Spr2011	34%	68%	50%
F2011 Spr 2012	27%	65%	78%
Writing F2009 Spr2010	44%	57%	58%
F2010 Spr2011	43%	55%	59%
F2011 Spr2012	41%	63%	68%
ESL F2009 Spr2010	NA	64%	65%
F2010 Spr2011	NA	55%	57%
F2011 Spr2012	NA	71%	75%
MATH F2009 Spr2010	54%	71%	76%
F2010 Spr2011	49%	67%	77%
F2011 Spr2012	53%	69%	90%

Averaging 2009-2011 AY percentages, students in reading (**35%**), writing (**15%**), and math (**17%**) 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 (**38%**), writing (**19%**), and math (**29%**) 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 2009-2011 AY, ESL students had a **3%** higher success rate when tutored five or more times.



The data confirms that tutoring does make a difference in the pass rate of students who received tutoring by subject areas. Reading numbers are high because instructors require Reading lab as part of the course curriculum, as opposed to the voluntary nature of writing/math lab. The writing and math coordinators will look for ways to encourage their faculty to refer their students to the Centers for tutoring. In addition, more study is needed to help TLC determine what is the most effective type of tutoring (i.e., walk-ins, groups, in-class, others).

**UNIT LEARNING OUTCOME #2:**

- 2: The Learning Center (TLC) and Hale Kea Advancement and Testing Center (HKATC) will provide tutoring services for students to support their success in their academic endeavors.

TLC and HKATC’s assessment plan focused on faculty and students AWARENESS, USAGE, AND EFFECTIVENESS of tutoring services. Based on the survey results from the first iteration, assessment activities and strategies were created, implemented, and evaluated. The following describe the assessment process for LO#2:

First Round (Iteration): TLC Coordinator sent out TLC/HKATC electronic Faculty and Student surveys of tutoring services on Oct. 2011 via Survey Monkey to determine:

- **AWARENESS**
- **USAGE**
- **EFFECTIVENESS**

- Results of the survey were discussed with TLC/HKATC staff and Area Coordinators and intervention strategies and assessment activities were developed and implemented for the 2011-2012 AY.
- Second Round (Iteration): TLC Coordinator sent out TLC/HKATC electronic Faculty and Student surveys on April 2012 via Survey Monkey to determine how effective assessment activities were in increasing awareness, usage, and effectiveness of tutoring services.

### Student Survey Results

#### AWARENESS:

##### TLC Tutoring Services

Question	Oct 2011 (43 respondents)		April 2012 (100 respondents)	% Increase
1. Are you aware of The Learning Center (TLC) tutoring services?	Yes	83.7 %	84 %	.4%

##### HKATC Tutoring Services

Question	Oct 2011 (43 respondents)		April 2012 (100 respondents)	% Increase
1. Are you aware of Hale Kea Advancement and Testing Center (HKATC) tutoring services?	Yes	60%	65.7 %	10%

The first iteration survey identified “*Teacher referral or recommendation,*” “*Student orientations,*” and “*Word of mouth*” as the top three methods by which students learned about both centers’ services. Based on these survey results, the following assessment activities were implemented to see if they would increase awareness of TLC/HKATC services:

- **Area Coordinators informed faculty and lecturers about TLC/HKATC services through Division Chairs’ (DCs) meetings.**
- **Writing and math Coordinators scheduled classroom visitations where tutors presented five minute orientations of TLC/HKATC services and resources.**
- **TLC/HKATC staff and Area Coordinators provided flyers with TLC/HKATC services in student/faculty orientation packets and posted around campus. Advertised services campus-wide via email.**
- **TLC Staff designed and posted a large Banner and poster outside TLC to designate location and advertise services.**
- **TLC staff collaborated with Daniel Fernandez to make TLC Website easily accessible and informative.**



On the second survey administered in April 2012, it was rewarding to see the number of students responding increase by **132%** (43 to 100). The varied strategies of advertising the Centers’ services resulted in a **.4%** (TLC) and **10%** (HKATC) increase in the number of students’ awareness.

**USAGE:**

**TLC**

		Oct 2011	April 2012
<b>If so, which of the following tutoring services have you used at TLC? Check all that apply.</b>	<b>Reading</b>	<b>7.1%</b>	<b>12%</b>
	<b>Math</b>	<b>16.7%</b>	<b>20.7%</b>
	<b>Writing</b>	<b>38.1%</b>	<b>30.4%</b>
	<b>ESL</b>	<b>2.4%</b>	<b>1.1%</b>
	<b>Content subject</b>	<b>0</b>	<b>2.2%</b>
	<b>Other</b>	<b>14.3%</b>	<b>8.7%</b>
	<b>None</b>	<b>42.9%</b>	<b>53.3%</b>

**HKATC**

		Oct 2011	April 2012
<b>If so, which of the following tutoring services have you used at HKATC? Check all that apply.</b>	<b>Math</b>	<b>5.9%</b>	<b>12.3 %</b>
	<b>Writing</b>	<b>14.7%</b>	<b>17.3 %</b>
	<b>Other</b>	<b>5.9%</b>	<b>7.4 %</b>
	<b>None</b>	<b>73.5%</b>	<b>71.6 %</b>

The first iteration survey provided data on specific areas of tutoring which students were seeking; however, it was not clear what students meant when checking off the “other” category. The following assessment activities were implemented to clarify and increase the usage of tutoring services:

- **Modify the survey to include a comment section where students could expand on what other tutoring services they used.**
- **Area Coordinators informed faculty and lecturers about TLC/HKATC services through DCs meetings.**
- **Writing and math Coordinators scheduled classroom visitations where tutors presented five minute orientations of TLC/HKATC services and resources.**

The modification of adding the comment section to the April 2012 survey provided valuable feedback as to the different types of tutoring students were seeking. TLC will use that information to help in the planning of future tutoring needs. Advertising services encouraged students to take advantage of the resources available for them, especially HKATC where the biggest increase (**108%**) in usage occurred in the math area.

The second survey results highlights the large number of students checking off the “none” category. After consulting with the Assessment Coordinator, he suggested ways to modify the survey to include other choices and comments which may give insight as to why “none” was selected. He also suggested having focus groups conducted to find out what other services TLC/HKATC could provide the College. These recommendations will be incorporated in the next round of iterations.

**EFFECTIVENESS:**

**TLC**

<b>If you used TLC tutoring services, did it help you to:</b>	<b>Oct. 2011</b>	<b>April 2012</b>	<b>% Increase</b>
<b>a. Improve your assignment grades?</b>	<b>58.1%</b>	<b>70%</b>	<b>20%</b>
<b>b. Improve your test scores?</b>	<b>43.8%</b>	<b>63.8%</b>	<b>46%</b>
<b>c. Improve your overall scores?</b>	<b>46.7%</b>	<b>65%</b>	<b>39%</b>
<b>d. Understand course content better?</b>	<b>51.6%</b>	<b>71.2%</b>	<b>38%</b>

**HKATC**

<b>If you used HKATC tutoring services, did it help you to:</b>	<b>Oct. 2011</b>	<b>April 2012</b>	<b>% Increase</b>
<b>a. Improve your assignment grades?</b>	<b>29.2%</b>	<b>56.3%</b>	<b>93%</b>
<b>b. Improve your test scores?</b>	<b>30.4%</b>	<b>50%</b>	<b>64%</b>
<b>c. Improve your overall scores?</b>	<b>30.4%</b>	<b>50%</b>	<b>64%</b>
<b>d. Understand course content better?</b>	<b>36%</b>	<b>51.1%</b>	<b>42%</b>

The first iteration survey provided good baseline data of students’ perception of tutoring assistance which was used in the assessment process. Because a key component to providing effective tutoring service is having competent and well-trained tutors, TLC staff and Area Coordinators provided the following:

- **Applied for re-certification of the College Reading and Learning Association (CRLA) Tutor Training Program Certification which was approved for the next five years. This certification allowed us to develop a super tutoring program with CRLA Tutor Training Handbook combined with area tutoring workshops.**
- **Area Coordinators conducted tutor meetings and in-service training for tutors in the subject areas.**
- **Area Coordinators developed and implemented rubrics to evaluate tutors’ performance. Individual conferences with tutors were conducted at the end of the semester to discuss their performance rating.**

TLC and HKATC survey results from Oct. 2011 to April 2012 showed an increase in student satisfaction with tutoring services. Students indicated that tutoring improved assignment grades, test

and overall scores and helped them to understand the course content better. These results reflect the goals of tutoring which are to help students become independent learners, provide insight into learning, and increase self-confidence in order to achieve their academic goals. This in turn supports the theory of self-efficacy in which students perceive that tutoring is helping them improve in their studies and reach their goals. Thus, students will value the assistance they have received and continue to seek it in the future.

### Faculty Survey Results

#### **AWARENESS:**

#### **TLC**

<b>TLC</b>	<b>Oct 2011 (45 respondents)</b>	<b>April 2012 (25 respondents)</b>	<b>% Increase</b>
<b>Are you aware of The Learning Center (TLC) tutoring services?</b>	<b>90.7%</b>	<b>96%</b>	<b>6%</b>

#### **HKATC**

	<b>Oct 2011 (45 respondents)</b>	<b>April 2012 (25 respondents)</b>	<b>% Increase</b>
<b>Are you aware of Hale Kea Advancement and Testing (HKATC) tutoring services?</b>	<b>71.1%</b>	<b>88%</b>	<b>24%</b>

The first iteration survey identified *“Fliers,” “Word of mouth,”* and *“Other”* as the top three methods by which faculty learned about both centers’ services. Based on these survey results, the following assessment activities were implemented to see if awareness of TLC/HKATC services would increase:

- **Area Coordinators informed faculty and lecturers about TLC/HKATC services through DCs meetings.**
- **Writing and math Coordinators scheduled classroom visitations where tutors presented five minute orientations of TLC/HKATC services and resources.**
- **TLC/HKATC staff and Area Coordinators provided flyers with TLC/HKATC services in student/faculty orientation packets and posted around campus. Advertised services campus-wide via email.**
- **TLC Staff designed and posted a large Banner and poster outside TLC to designate location and advertise services.**
- **TLC staff collaborated with Daniel Fernandez to make TLC Website easily accessible and informative.**

Even though the number of respondents decreased from the first to the second iteration, the awareness of the services provided by TLC/ HKATC increased by 6% and 24% respectively. This seems to indicate that the strategies put into place worked to inform more of the faculty about services available. The low number of respondents on the second iteration is disconcerting. This is something that will need to be addressed when further assessments are made. On the second survey, a “comments” box was provided for the “other” category (which was the second highest response for TLC). The respondents making

comments about TLC noted that they had worked there, knew employees, had been an area coordinator, or that TLC “has been around forever.”

**USAGE:**

**TLC**

	<b>Oct 2011</b> (45 respondents)	<b>April 2012</b> (25 respondents)	<b>% Increase</b>
<b>Have you referred your students to TLC for tutoring?</b>	<b>72.7%</b>	<b>80%</b>	<b>10%</b>

**TLC 2012**

**Oct. 2011**

**April**

<b>If so, which of the following services did you direct your students to use at TLC? Check all that apply.</b>		<b>42.5%</b>	<b>50%</b>
<b>Reading</b>			
<b>Math</b>		<b>45%</b>	<b>45.5%</b>
<b>Writing</b>		<b>52.5%</b>	<b>63.6%</b>
<b>ESL</b>		<b>32.5%</b>	<b>45.5%</b>
<b>Content subject</b>		<b>20%</b>	<b>13.6%</b>
<b>Other</b>		<b>12.5%</b>	<b>0</b>
<b>None</b>		<b>17.5%</b>	<b>9.1%</b>

**HKATC**

	<b>Oct 2011</b> (45 respondents)	<b>April 2012</b> (25 respondents)	<b>% Increase</b>
<b>Have you referred your students to HKATC for tutoring?</b>	<b>38.1%</b>	<b>56%</b>	<b>47%</b>

**HKATC 2012**

**Oct. 2011**

**April**

<b>If so, which of the following services did you direct your students to use at HKATC? Check all that apply.</b>		<b>22.6%</b>	<b>53.3%</b>
<b>Math</b>			
<b>Writing</b>		<b>25.8%</b>	<b>53.3%</b>
<b>Other</b>		<b>22.6%</b>	<b>6.7%</b>
<b>None</b>		<b>42.2%</b>	<b>13.3%</b>

Both the first and second iteration asked the faculty if they had referred their students to TLC/HKATC for tutoring and if so, which of the subject areas did they direct their students to. After the first iteration, the following assessment activities were implemented to increase referrals:

- **Area Coordinators informed faculty and lecturers about TLC/HKATC services through DCs meetings.**
- **Writing and math Coordinators scheduled classroom visitations where tutors presented five minute orientations of TLC/HKATC services and resources.**

The results of the surveys showed that referrals increased by 10% for TLC and 47% for HKATC. The subject areas to which the students were referred also showed increases. At TLC, referrals to reading and writing increased by **18%** and **21%** respectively. At HKATC, math referrals significantly increased by **136%** and writing referrals by **107%**. It was rewarding to note that for both Centers, the “other” and “none” categories decreased by significant amounts. These results are very encouraging even though the number of respondents on the second survey was lower than the first. These increases seem to indicate that as faculty awareness of the centers’ services rose, so did the referrals for tutoring.

**EFFECTIVENESS:**

<b>TLC</b>	<b>Oct. 2011</b>	<b>April 2012</b>	<b>% increase</b>
<b>If your student used TLC services, do you think their learning increased as a result of tutoring services?</b>	<b>96%</b>	<b>100%</b>	<b>4%</b>

<b>HKATC</b>	<b>Oct. 2011</b>	<b>April 2012</b>	<b>% increase</b>
<b>If your student used HKATC services, do you think their learning increased as a result of tutoring services?</b>	<b>90.5%</b>	<b>100%</b>	<b>10.5%</b>

The first iteration survey indicated that 96% (TLC) and 90.5% (HKATC) of the faculty/lecturers felt that the tutoring services had a positive effect on their students. The following assessment activities were implemented to see if these numbers could be further increased:

- **Area Coordinators informed faculty and lecturers about TLC/HKATC services through DCs meetings.**
- **TLC/HKATC staff and Area Coordinators provided flyers with TLC/HKATC services in student/faculty orientation packets and posted around campus. Advertised services campus-wide via email.**

Results of the second iteration survey indicated that **100% of the respondents for both Centers felt that their students increased their learning as a result of tutoring services.** These positive improvements and increases may be attributed to increased awareness of resources, teacher referrals, and tutor effectiveness in working with students.

It is interesting to note that although 100% of the respondents felt tutoring had a positive impact on their students, only 80% (TLC) and 56% (HKATC) of the faculty/lecturers referred their students for tutoring.

## Testing Data

<b>2011 Annual Report of Academic Support Services Program Data</b>			
<b>COLLEGE :</b>	<b>Quantitative Measure 2009-2010</b>	<b>Quantitative Measure 2010-2011</b>	<b>Quantitative Measure 2011-2012</b>
<b>Testing DATA</b>	<b>(Overall Health)</b>		
<b>Testing Data Demand</b>	<b>(Health)</b>		
Number of placement tests administered per year per student FTE	2124/2075= 102%	1903/2289 = 83%	1809/2281 = 79%
Number of Distance Learning tests administered per year per student FTE	1353/2075= 65%	1185/2289 = 52%	1512/2281 = 66%
Local campus tests proctored per year per student FTE	291/2075= 14%	440/2289= 19%	679/2281 = 30%
<b>Testing Efficiency</b>	<b>(Health)</b>		
Testing seats per student FTE	1.45	.013	.013
Testing seats per total number of tests	.008	.009	.008
Total number of tests per Testing Budget		.03	.04
<b>Testing Effectiveness</b>	<b>(Health)</b>		
Satisfaction measurements using common survey questions			
1. The Testing Center Staff is friendly and helpful	99%	100%	100%
2. The hours at the Testing Center meet my needs	94%	90%	94%
3. The atmosphere at the Testing Center is conducive to testing	96%	97%	98%
4. The services at the Testing Center are satisfactory	100%	98%	100%
5. My test was administered in a timely and efficient manner	100%	100%	99%

**98%** of the students surveyed rated Hale Kea in the Agree to Strongly Agree category in meeting their testing needs.

### UNIT LEARNING OUTCOME #3:

3. TLC/HKATC will provide an open access computer lab for students.

To assess this outcome, CCSSE surveys and student evaluation surveys were conducted at the end of the Fall semesters by TLC coordinator and HKATC manager. The check-in/check-out system at TLC/HKATC front desks were also used to provide data on the number of students using open access computer resources.

### TLC Data for 2009-2011 AY

TLC	TLC 2009-2010	TLC 2010-2011	TLC 2011-2012
<b>Computer Lab Demand</b>			
# of Student Contacts	20,858	21,596	20,309
# of Student Using Computers	8231	8271	7757
# of Students Unduplicated	2,049	1,898	2062
# of HawCC Students	1,474	1,473	1651
# of UHH Students	568	422	409
<b>Computer Lab Efficiency</b>			
Computer seats per FTE	.015	.014	.014
Computer seats per Students Using Computers	.004	.004	.004
<b>Computer Lab Effectiveness</b>			
TLC Student Evaluation Survey: Using and receiving assistance with computers help me recognize the importance of technology in the world today. <i>Percentages represent Agree/Strongly Agree</i>	80%	87%	84%
Community College Survey/ of Student Engagement (CCSSE)			
13.h. Computer Lab Frequency		25.9	35.1
Satisfaction		37.9	46.2
Importance		58.2	65.0

TLC provides academic resources in the form of instructional materials, 31 computers, software programs, a multi-media classroom, tutoring, and an open access computer lab for students. Because of the high number of classes scheduled to use the lab (62% of the time), open access computer usage is limited (38% availability.) At TLC, a computer policy for usage was developed because of the demand and limited computers available.

Aligning with HawCC's Institutional Learning Outcomes #1 which states, "Our graduates will be able to communicate effectively in a variety of situations," TLC/HKATC provide open access computer labs for students to increase their competency in using computers to communicate, retrieve information, and receive instruction. An average of **84%** (2009-2011 AY) of the students agreed/strongly agreed that using and receiving assistance with computers helped them recognize the importance of technology in the world today. An increase of **36%** (frequency), **22%** (satisfaction), and **12%** (importance) from the 2012 CCSSE results indicated that initiatives and intervention activities are having positive outcomes on computer lab effectiveness. In addition, for the 2009-2011 AY, the number of HawCC's students using TLC open computer lab increased from **72%**, **78%**, and **80%** respectfully.

HKATC had their computer programs updated to Windows 7 and new flat screen monitors were installed. New programs requested by departments have been installed on the computers and extended computer lab hours during the evening at HKATC have been added to provide more accessibility. Because computers are used extensively every day, TLC/HKATC are on a regular replacement campus schedule.

### HKATC Data for 2009-2011 AY

HKATC	HKATC 2009-2010	HKATC 2010-2011	HKATC 2011-2012
<b>Computer Lab Demand</b>			
# of Student Contacts	29,627	29,501	28,251
# of Students Using Computers	25,805	26,033	24,434
# of Students Unduplicated	3,367	3,591	3,622
# of HawCC Students	2,578	3,012	3,275
# of UHH Students	252	1315	153
<b>Computer Lab Efficiency</b>			
Computer seats per FTE	.013	.011	.011
Computer seats per Students using Computers	.001	.001	.001
<b>Computer Lab Effectiveness</b>			
TLC Student Evaluation Survey: Using and receiving assistance with computers help me recognize the importance of technology in the world today. <i>Percentages represent Agree/Strongly Agree</i>	99%	NA	NA
Community College Survey/ of Student Engagement (CCSSE)			
13.h. Computer Lab Frequency		25.9	35.1
Satisfaction		37.9	46.2
Importance		58.2	65.0

HKATC provides 28 computers and four printers for student use in the general lab area, tutoring, and academic resources in the form of instructional materials. Additionally, students are directed to HKATC by the Financial Aid office to complete aid forms (e.g., FAFSA, private scholarships, online exit interviews, etc.); by Admissions and Records office (to check class availability, check registration status, track academic journey in STAR, etc.); by Counseling (to complete online orientations and to register for classes); by the Business office (to make payments); and by instructors for tutoring and various purposes (e.g. to complete sexual harassment training, complete eCafe, etc.).

Regarding instructional styles, many instructors no longer duplicate and distribute course handouts, and instead expect students to print these documents- including syllabi, handbooks, and PowerPoint presentations which can be many hundreds of pages in length. Additionally, many classes are “hybrid” meaning that along with face-to-face class work, students are required to spend time communicating with classmates or completing assignments via Laulima. HKATC staff frequently assist students needing help with Laulima or others who are not computer literate.

Hale Kea staff oversees the adjacent electronic classroom. The room is usually tightly booked for semester-length courses, workshops, meetings, and presentations. Many users are underprepared to use the electronic equipment, so Hale Kea staff are called in to troubleshoot.



Since HKATC is the only site for computer usage and printing on the Manono Campus, students flock to the Center for these services. It is not uncommon for every computer to be in use, with students waiting for computers to become available. When this happens, a general announcement is made letting computer users know other students are waiting, with the hope that some students will voluntarily move off computers. If necessary, students using computers for non-course work purposes are asked to let other students use the computers for academic purposes. In the future, a stricter computer policy may have to be implemented. There are often lines for printing as well, and Hale Kea staff must police the waiting students to ensure fairness.

**UNIT LEARNING OUTCOME #4:**

- 4. HKATC will provide the College and community with testing services for placement, distance education, certification, special testing, and make-up testing.

To assess this outcome, student evaluation surveys are conducted at the end of the Fall semesters by the HKATC manager. Data of the number of placement, distance education, certification, and make-up testing will be compiled to determine the demand and satisfaction of testing services.

Since 2008, HKATC has been administering the system-wide common survey questions of testing services as their evaluation tool. Results of the evaluation indicate that a high percentage of students felt that HKATC provided quality testing services that met their needs.

<b>Hale Kea Advancement and Testing Center Evaluation</b>	2009-2010	2010-2011	2011-2012
Satisfaction measurements using common survey questions.			
1. The Testing Center Staff is friendly and helpful.	99%	100%	100%
2. The hours at the Testing Center meet my needs.	94%	90%	94%
3. The atmosphere at the Testing Center is conducive to testing.	96%	97%	98%
4. The services at the Testing Center are satisfactory.	100%	98%	100%
5. My test was administered in a timely and efficient manner.	100%	100%	99%

### HKATC Testing Data for 2009-2011 AY

HKATC	HKATC 2009-2010	HKATC 2010-2011	HKATC 2011-2012
<b>Statistics</b>			
<b>Distance tests</b>	1,353	1,185	1,512
<b>Placement tests</b>	2,124	1,903	1,809
<b>Make up tests</b>	245	380	453
<b>Special testing</b>	Disability 46	60	42

#### **Distance Education Testing:**

The UH System has mandated campuses to proctor Distance Education tests. DE services require a significant amount of resources to organize and proctor tests. In previous semesters, Hale Kea had to curtail other activities in order to accommodate the flood of students who must complete their tests during certain periods of the semester (usually mid-term, the concluding weeks of the semester, and during finals week). Beginning Fall 2011, we had to curtail other activities almost from the beginning of the semester. Additionally, it was determined that students enrolled in online classes must present photo ID in person at some point during the semester in order to prove that course work is being completed by the enrolled person. It was determined that this would take place at our testing center. This has dramatically increased the number of students taking DE tests; e.g. the number of DE testers during **October 2011 was 130; for Fall 2012, it was 396.**

#### **COMPASS Testing:**

COMPASS tests are required for nearly all incoming students. Because of this, the demand for placement testing is determined by enrollment as well as by changes in the advising process instituted by the Student Services department. Number of students taking the placement test decreased slightly during the first three months of the Fall 2012 semester (362 for Fall 2012 over 380 during Fall 2011).

HKATC responds to the needs of the college, community, and system when new initiatives, policies, and requests are made.

#### **Make-up and Special Testing:**

HKATC administers make-up and special needs testing. Testing for students with disabilities has dramatically increased (Four during October 2011; 34 during October 2012)

#### **Part II. Analysis of the Unit**

Data definitions for demand, efficiency, and effectiveness for the Academic Support Units are still being worked on and health calls for each area are yet to be determined.

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

#### **Strength #1:**

TLC is recognized by faculty and students as a center where students can get tutoring services to help them be successful in their academic endeavors.

**Tutoring Demand for TLC services** as evidenced by the following:

- **68.32%** of the students taking COMPASS placed in Dev.Ed: 45.78% placed in remedial reading, 66.61% placed in remedial writing, and 89.16% placed in remedial math, and
- Increase of FTE enrollment for Fall 2009 (**2075**), Fall 2010 (**2289**), and Fall 2011 (**2281**), and
- Number of students tutored for 2009 AY (**2049**), 2010 AY (**1898**), and 2011 AY (**2062**)

**Tutoring Efficiency Measures** as evidenced by the following:

- Tutor contact hours per tutor paid hours for 2009 AY (**1.8**), 2010 AY (**2.5**), and 2011 AY (**2.7**), and
- Student contact hours per tutor paid hours for 2009 AY (**2.5**), 2010 AY (**3.5**), and 2011 AY (**3.8**), and
- Number of sessions per tutor paid hours for 2009 AY (**1.8**), 2010 AY (**2.5**), and 2011 AY (**2.7**), and
- Tutoring budget per student contact hours was **\$11.60**.

**Tutoring Effectiveness** as evidenced by the following:

- Average of common student learning outcome: students receiving tutoring passed their tutored course for 2009-2011 at an average of **65%**,
- Higher course pass rates of **18%** when tutored one to four times and increased to **27%** when tutored five or more times,
- CCSSE Data indicated that HawCC improved its percentage rate in all but one area for 2012 when compared to the 2010 Cohort for: tutored or taught other students (4.h), peer or other tutoring (13.d), and skills lab (13.e), and
- Positive student and faculty evaluation results indicate mission and goals of both were fulfilled and needs were met.

**Strength#2:**

HKATC provides the College and community with testing services for placement, distance education, certification, special testing, and make-up testing.

**Testing Demand** for HKATC services as evidenced by the following:

- Increase of FTE enrollment for Fall 2009 (**2075**), Fall 2010 (**2289**), and Fall 2011 (**2281**),
- High demand for COMPASS mandatory placement testing of all FTE enrolled students. Also, high school students using COMPASS as an early prediction indicator for college readiness,
- Demand for Distance Education testing and authentication policy,
- Increase of local campus testing (make-up testing) Fall 2009 (**245**), Fall 2010 (**380**), and Fall 2011 (**453**).

**Testing Efficiency** as evidenced by the following:

- Testing seats per student FTE was **.013** for 2011. As enrollment increases, fewer testing seats are available: **1.45** in 2009 and **.013** in 2010,
- Testing seats per total number of tests increased each year from 2009 (**.008**), 2010 (**.009**) and 2010 (**.008**), and
- Total number of tests per testing budget was **.04**.

**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.

**Strength #3**

TLC/HKATC provide open access computer lab for students.

**Open Access Computer Lab Demand**

- Number of HawCC Students using TLC lab increased: (**72%**) 2009, (**78%**) 2010, and (**80%**) 2011,
- Average of **87%** of the students used computer lab resources at HKATC for 2009-2011 AY,
- Number of HawCC Students using HKATC lab increased: (**76%**) 2009, (**86%**) 2010, and (**90%**) 2011,
- HKATC is the only site for computer usage and printing on Manono Campus
- Referrals to HKATC by Financial Aid office, Admissions and Records office, Business office, and instructors, increase computer usage, and
- High demand of computer usage for school work and personal needs for both TLC and HKATC.

**Open Access Computer Lab Efficiency**

- TLC Computer seats per student FTE was **.014** for 2011. As enrollment increases, fewer seats are available: **.015** in 2009 and **.014** in 2010 and,
- TLC Computer seats per students using computers consistently **.004** for 2009-2011 AY, and
- HKATC Computer seats per student FTE was **.011** for 2011. As enrollment increases, fewer seats are available: **.013** in 2009 and **.011** in 2010, and
- HKATC Computer seats per students using computers consistently **.001** for 2009-2011 AY.

### **Open Access Computer Lab Effectiveness**

- TLC evaluation results – average of **84%** (for 2009-2011 AY) of the students agreed/strongly agreed that using and receiving assistance with computers helped them recognize the importance of technology in the world today, and
- HKATC evaluation results – **99%** (for 2009 AY) of students rated agreed/strongly agreed that using and receiving assistance with computers helped them recognize the importance of technology in the world today, and
- 2012 CCSSE results regarding Computer Lab usage increased: **36%** (frequency), **22%** (satisfaction), and **12%** (importance).

### **Weaknesses #1**

Hale Kea continues to experience high number of student contacts from 2009 to 2011 (**29,627, 29,501, and 28,251**) in usage, placing a strain on facilities and staff. The number of HawCC's students (unduplicated) using HKATC lab has steadily increased from 2009 to 2010 (**76%, 86%, 90% respectively**) causing an overwhelming demand on resources, services, and facilities. The testing room has only 20 computers, yet the Center is expected to administer placement tests to all incoming students/retests for current students, provide make-up and special needs testing for the entire campus, and administer DL tests for the entire system (nearly 400 DL tests were given during October 2012) with these twenty computers. Additionally, the number of professional staff (two) has remained constant during surges of increased use; during busy periods, phones go unanswered, students cannot get the help they request, and our ability to clean the facilities is greatly diminished. On too many occasions, staff have come to work although feeling under the weather, or skip lunch, or come in when someone is out sick (or even during the one month per year 11-month appointment employees are not supposed to work), causing a rather stressful situation. As for facilities, students wait in line to use computers or printers, or just leave when they walk in the door and see how busy we are. Managing the electronic classroom is a drain on our already burdened facility as most users require assistance and the room requires constant janitorial services by Hale Kea staff; additionally, the noise from the classroom bleeds into the testing room and study areas, disturbing students. Lastly, students consistently request expanded evening and weekend testing opportunities.

At the beginning of the Fall 2012 semester, the following data based on the numbers from last September 2011 to September 2012 indicated that more support was needed to accommodate the overwhelming demands and increase in HKATC services:

- DE testing increased from **52 to 132**
- Special needs testing increased from **1 to 16**
- Make-up testing increased from **27 to 39**
- Student count increased from **842 to 952**
- Student contacts increased from **2999 to 3415**

A proposal to extend evening hours on Wed/Thurs for testing and tutoring in the open lab was requested, approved, and immediately implemented to temporarily accommodate the increase demand for services.

However, as the data indicates, there is a need to put into our Action Plan a permanent resolution to support HKATC with human, financial, and physical resources to accommodate this trend.

### **Weaknesses #2**

A frequent concern expressed by faculty/lecturers involves the at-risk students who avoid coming in to the Centers for help. As an intervention, TLC/HKATC would like to develop and implement an early alert referral form that instructors can use to target these students. In addition, TLC/HKATC will also continue investigating other tutoring options to support students in courses with low success rates.

### **Weaknesses #3**

TLC/HKATC continues to look for a better check-in system that can track and collect data for assessment and reporting purposes. Different tracking tools have been investigated to see which system would be most appropriate for our reporting needs.

## **UPDATE ON PREVIOUS YEAR'S ACTION**

### **Goal#1: Increase faculty referrals to Centers by 10%:**

During the Spring 2012 semester, faculty referrals to TLC increased by 10% which was our stated goal. Referrals to HKATC increased by a whopping 47% during the same period! To keep referrals on the upswing, we will continue implementing the strategies that have been so effective thus far. 1. Area coordinators will continue to inform faculty/lecturers of TLC/HKATC services through department meetings. 2. Writing and Math tutors will present 5 minute classroom orientations of TLC/HKATC services and resources at the start of the Spring 2013 semester.

For students who are struggling and are not coming for tutoring on their own, we are looking into designing an early intervention referral form for use by the faculty/lecturers. This may be a more convenient way for them to get these students into the lab for the tutoring they need to help them succeed.

### **Goal #2: Improve data collection and tracking system:**

Efforts have been made to research tracking systems other campuses use, exchange of ideas, and best practices during the Spring 2012 semester when HKATC manager visited several testing/learning centers on Oahu. Despite attempts to find a better tracking tool, this goal has been put on hold until the college can find an appropriate tracking system that can be institutionalized for the whole campus. Until then, TLC/HKATC will continue to use the same check-in check-out system and data collection system.

### **Goal #3: Provide resources to support HKATC to meet the needs of students, faculty, and staff on the Manono Campus:**

We were able to accomplish this goal for the 2011-2012 AY despite the heavy computer lab usage and increased demand for testing services, especially in the area of Distance Education

by providing HKATC with additional clerk and tutor hours. In addition, evening and Saturday hours were scheduled upon request.

### **Part III. Action Plan**

1. Support HKATC's increased utilization of its services with human, financial, and physical resources.
2. Provide early alert referral process and tutoring options for students in courses with low success rates.
3. Implement better tracking data collection and use data for setting of future goals.

### **Part IV. Resource Implications (physical, human, financial)**

#### **To accomplish the following Action Plan:**

1. - Physical, human, and financial resources will be needed to support HKATC's increasing testing and computer lab access demand. (HawCC's 2008-2015 strategic outcomes A2.3.a A2.3.f,A2.4.f, A2.5.b.c).:
  - Increase the number of professional staff from two to three.
  - Increase the number of student workers so that we have double coverage at all times.
  - Expand evening hours from two per week to four per week, easing the burden on the testing room computers.
  - Add Saturday testing.
  - Discontinue use of Manono Electronic Classroom as class/meeting/presentation room and dedicate it to testing thereby doubling instantly our testing facilities.
2. Tutoring options and early alert referrals process will be explored and provided to support student success (HawCC's 2008-2015 strategic outcome A2.3.d.f,A2.4.f,B1.3):
  - Design early assistance referral form that can be used by faculty/lecturers to continue to increase in faculty referrals to the Centers.
  - Continue to support instruction with instructional materials, tutors, educational technology, and facilities.
  - Remedial/development and gatekeeper initiatives will continue to be areas of focus along with the exploration of STEM initiatives. TLC and HKATC will look for ways to provide tutoring options for students in courses with low success rates and especially for those students who are in the STEM programs.

3. College will look into a system that could be shared with entire campus for data collection. Based on the recommendations from the CERC, this goal should be an institutional effort. (HawCC's 2008-2015 strategic outcome B-1.a, D.3.a):
  - Research commercial products or refine internal data tracking system that will fit TLC/HKATC's reporting needs.
  - Work with IR to determine how data can be used to set direction for TLC/HKATC in providing academic support and services for students.