

**HAWAII COMMUNITY COLLEGE
ANNUAL UNIT REVIEW**

**ACADEMIC SUPPORT UNIT
(ASU)**

**December 15, 2011
AY 2010-2011**

Writer: Joni Onishi

**Academic Support Unit
Executive Summary
2010-2011**

The Office of the Vice Chancellor for Academic Affairs is comprised of a Vice Chancellor, the Dean of Liberal Arts and Public Services, the Dean of Career and Technical Education, both in support of the instructional programs, and an Academic Support Unit.

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*.

- o Academic Computing Unit (including Computer Services/IT Support, Media Services, and College Webmaster)
- o The Learning Center and Hale Kea Advancement & Testing Center
- o Library
- o *Academic and Administrative Support*
- o *electronic Course and Faculty Evaluation (eCAFE) system, coordination of*
- o *Institutional Research, BANNER Programming, and Scheduling*
- o *Instructional Technology Support Office, including Campus Distance Coordination*

The Academic Computing Unit (including Computer Services/IT Support, Media Services, and College Webmaster), the Learning Center and Hale Kea Advancement & Testing Center, and the Library conduct their own annual unit reviews and comprehensive unit reviews as part of the 5 year cycle.

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

Quantitative Analysis of Computer Services/IT Support

DEMAND data:

- 97 number of online courses per year per total number of courses (live and online)
 $97/532=18.23\%$
- 380.25 number of students, faculty and staff computers per IT desktop support staff.

EFFICIENCY data:

- 7.29 days average response time for Help Desk calls.
- 22.31 days average processing time for work orders

- 101.91 total number of computers per Computer Services budget of \$155,000.

EFFECTIVENESS data: 3 questions were asked in a survey of faculty and staff. Results follow each:

1. I am satisfied with the customer service of the Help Desk/computer services staff
83.2% agreed/strongly agreed.
2. I am satisfied with the response time of the Help Desk/computer services staff—76.9% (3 days or less) agreed/strongly agreed
3. I am satisfied with the quality of work of the instructional design faculty and staff
84.2% agreed/strongly agreed

Qualitative Analysis of Computer Services/IT Support Services

The mission of the Academic Computing Unit and future Department of Information Technology 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.

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. During 2010-2011, the installation of the VoIP telephone, the Manono wireless replacement, and the UHH wireless expansion required an extensive redesign and re-engineering of the three campus networks to accommodate managed data/voice/video traffic in both a wired and/or wireless environment. This consumed a majority of the Computer Support resources during this entire fiscal year. Other factors that can add excessive burdens on computer support are system network changes, power outages, weather related disruptions, and construction activities.

Quantitative Analysis of Media Services, East Hawaii

Mission: The Media Services Unit provides support to the College and the Unit creates and delivers media training to the College.

DEMAND data:

- 184 work orders were completed during this review period, an increase from 85 for the prior period of review.
- 2,327.8 hours were spent on videoconference programming during this review period, an increase from 1,727.25 hours for the prior period of review. This includes on-campus for both upper and Manono and off-campus for the Kohala Center.

EFFICIENCY data: Based on the May 2011 survey, 65.9% responded that they received a resolution to their problem within 1 day (47.7% said the same day).

EFFECTIVENESS data: In May 2011, a survey of faculty and staff was done. Results follow each question:

1. *Classroom equipment services- video projectors, VCRs, DVD players, etc.:*

- I am satisfied with the customer service--86.1% agreed/strongly agreed.
 I am satisfied with the response/delivery time—83.8% agreed/strongly agreed.
 If there are procedures for use of equipment, they are understandable—81.4% agreed/strongly agreed.
 I am satisfied with the quality of the work—88.4% agreed/strongly agreed.
2. *Media Support, Maintenance & repair, etc.*
 I am satisfied with the customer service—79% agreed/strongly agreed.
 I am satisfied with the response/delivery time—73.8% agreed/strongly agreed.
 If there are procedures for use of equipment, they are understandable—72.1% agreed/strongly agreed
 I am satisfied with the quality of the work—81.4% agreed/strongly agreed.
 The Media Services staff are knowledgeable about media equipment—86% agreed/strongly agreed
3. *I think my capability to instruct has increased as a result of the services provided by...*
 Classroom equipment services—57.2% agreed/strongly agreed (31% NA)
 Media support, maintenance and repair—outside classroom—43.9% agreed/strongly agreed (39% NA)
4. *I think student learning has increased as a result of the services and technologies provided by...*
 Classroom equipment services—74.4% agreed/strongly agreed
 Media support, maintenance and repair—outside classroom—61% agreed/strongly agreed (26.8% NA)
5. *Media equipment operation and training*
 Media Services provides training on equipment & topics relevant to me—54.8% agreed/strongly agreed (16.7% NA)
 Training is available when needed—66.7% agreed/strongly agreed (9.5% NA)
 Overall I am satisfied with training provided by Media Services—64.3% agreed/strongly agreed (14.3% NA)

Qualitative Analysis of Media Services East Hawaii

- Underreporting of Media work requests has necessitated development of web-based work request form. It will provide statistics of requests submitted and completed.
- Response time to trouble shooting requests has been cut down due to a State vehicle being assigned to the Unit.
- High Definition polycom equipment replaced older standard definition systems and was installed through federal grant monies received through the Rural Development Program.
- Nursing's 2 portable classrooms were completed on Manono campus and Media Services designed and installed the equipment used for the simulation mannequin in the lab.
- Assessment Plan with unit outcomes was developed during Fall 2011.

External Factors Affecting Media Services East Hawaii

- Less time for service activities: Due to the economic downturn affecting the UH system budget and negotiated furloughs for employees, Winter and Spring breaks are no longer 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 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.

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.

Quantitative Analysis of College Web Developer

The College Web Developer was hired in May 2010.

Mission: to provide continuous support and improvement of the college website through developing or assisting units, programs, and departments with their web page needs as it supports the colleges' ongoing mission and goals.

DEMAND data: at this time, there are no data for determining demand of the services. Such data might include number of work requests received and the number of hours spent on work requests.

EFFICIENCY data: Based on the November 2011 survey of faculty and staff, 90.9% agreed/strongly agreed that services are delivered on a timely basis

EFFECTIVENESS data: The November 2011 survey had several questions in this category. Results follow for each question:

- *The web developer was clear and complete in communicating with me about my webpage needs—87.9% agreed/strongly agreed*
- *The web developer helped me to do what I needed to do online—90.9% agreed/strongly agreed*
- *The web developer provides services of value to my work in the College—100% agreed/strongly agreed*

Qualitative Analysis of College Web Developer

- New web site was launched February 2011.
- Some academic programs are not on the new web site or have not migrated to the new template.
- As areas of service have been defined as web development, updates, and home page promotion, the work flow process is becoming streamlined and completion time is improving. This will contribute to future data collection of demand for services data.
- Web page guidelines and policy (HAW 2.510) need to be updated.

- Web Developer is working with West Hawai'i to redesign the Center's web page.

External Factors Affecting College Webmaster

For this review period, there were no external factors identified.

Quantitative Analysis of The Learning Center (TLC)

Mission: 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.

DEMAND data for Tutoring:

- 1898 is number of students tutored per student FTE (FTE=2289) (83%)
- 3365 is number of students who placed in Dev Ed through COMPASS per student FTE (FTE=2289) (147%)

EFFICIENCY for Tutoring:

- 2.5 number of tutor contact hours per tutor paid hours
- 3.5 student contact hours per tutored paid hours
- 2.5 number of sessions per tutor paid hours
- \$10.64 tutoring budget per student contact hours

EFFECTIVENESS for Tutoring:

- UHCC Common Student Learning Outcome: 64% students who receive tutoring will pass their tutored course. At HawCC, students who received tutoring (5 or more times) will pass their tutored course=72% vs 45% of non-tutored students who passed their classes
- CCSSE Indicators:
 - 1.44 tutored or taught other students
 - 1.47 peer or other tutoring frequency
 - 2.09 peer or other tutoring satisfaction
 - 2.24 peer or other tutoring importance
 - 1.74 skills labs (writing, math, etc.) frequency
 - 2.22 skills labs (writing, math, etc.) satisfaction
 - 2.35 skills labs (writing, math, etc.) importance

Qualitative Analysis of The Learning Center (TLC)

A Fall evaluation survey is done each year. Results are shown for the current review period and the prior 2 years in the Annual Review. A notable achievement is that improvements were shown for all 7 questions from 2008 to Fall 2010. TLC also conducts electronic student evaluations and faculty are also surveyed. Results are shown in the Annual Review.

Quantitative Analysis of Hale Kea Advancement and Testing Center (HKATC)

DEMAND data for Testing:

- Number of placement tests administered per year per student—83%

- Number of Distance Learning tests administered per year per student FTE—52%
- Local campus tests proctored per year per student FTE—19%

EFFICIENCY data for Testing:

- Testing seats per student FTE--.013
- Testing seats per total number of tests--.009
- Total number of tests per Testing Budget--.03

EFFECTIVENESS data for Testing:

Five common survey questions were used. Results follow each question:

1. Testing Center Staff is friendly and helpful—100% agreed/strongly
2. The hours at the Testing Center meet my needs—90% agreed/strongly
3. The atmosphere at the Testing Center is conducive to testing—97% agreed/strongly
4. The services at the Testing Center are satisfactory—98% agreed/strongly
5. My test was administered in a timely and efficient manner—100% agreed/strongly

Qualitative Analysis of Hale Kea Advancement and Testing Center (HKATC)

- Tutoring in writing and math at HKATC was implemented during the 2010/2011 academic year as a result of the Student government's request for such services at Manono Campus. \$5,040 was added to the TLC budget to hire the tutors.
- Increased demand for testing services generated a review of services.

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

For this review period, there were no external factors identified for TLC. However, for HKATC, due to the increase in distance education classes throughout the UH System and because of system policy requiring all UH testing sites to offer DE testing, there has been a substantial increase in demand for proctored tests at HKATC. Demand for HKATC testing services has been so great that community testing, such as that for Pearson Vue, was transferred to OCET.

Quantitative Analysis of Mookini Library (East Hawai'i)

Mission: The Edwin H. Mookini Library is a gathering place and a gateway to many sources of learning and knowledge for the University of Hawai'i at Hilo and Hawai'i Community College 'ohana as well as our diverse Hawai'i Island community. With a spirit of aloha and commitment to excellence, the Library provides resources, instruction, and services to encourage academic success and develop information-literate, lifelong learners.

DEMAND data:

- Number of informational and reference questions per student and faculty FTE--7.35 (includes UHH)
- Number of students attending presentations sessions per student FTE--.72
- Number of circulations, electronic books used, full-text journal articles downloaded per student and faculty FTE—57.4 (includes UHH)
- Number of web accessible computers per student FTE--.03 (includes UHH)

EFFICIENCY data:

- Number of informational and reference questions answered per FTE librarian—4,571
- Number of book volumes per student FTE—58.5 (includes UHH)
- Total materials expenditures per student FTE--\$125.63 (includes UHH)
- Total library expenditures per student and faculty FTE--\$287.81 (includes UHH)

EFFECTIVENESS data:

Mookini Library uses a common Student Learning Outcome that was determined by all of the UHCC libraries: *the student will evaluate information and its sources critically*. The Annual Review has an explanation on how this was assessed as well as the other student learning outcomes the Library uses.

Qualitative Analysis of Mookini Library (East Hawai'i)

The Annual Review has results and an analysis of the UHCC Library Satisfaction Measurement Common Survey. The survey was first administered by Mookini Library in Spring 2010.

External Factors Affecting Mookini Library (East Hawai'i)

- Library must provide support, such as reference assistance, inter and intra-library loan services, for distance education students from other UH campuses
- Inability of being able to separate HawCC users from UHH users
- Manono campus students tend to not use the library as it is on the upper campus.

Quantitative Analysis of Library and Learning Center (West Hawai'i)

Mission: 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.

DEMAND data:

- Number of informational and reference questions per student and faculty FTE—8.79
- Number of students attending presentations sessions per student FTE--.53
- Number of circulations, electronic books used, full-text journal articles downloaded per student and faculty FTE—5.27
- Number of web accessible computers per student FTE--.04

EFFICIENCY data:

- Number of informational and reference questions answered per FTE librarian—1,890
- Number of book volumes per student FTE—212.64
- Total materials expenditures per student FTE--\$12.53
- Total library expenditures per student and faculty FTE--\$275.58

EFFECTIVENESS data:

The West Hawai'i Library uses a common Student Learning Outcome (SLO) that was determined by all of the UHCC libraries: *the student will evaluate information and its sources critically*. The Annual Review includes an explanation of how this SLO aligns with the 3 General Education Student Learning Outcomes adopted by the Academic Senate in 2010.

However, the Annual Review lacks an explanation of the assessment plan used by the West Hawai'i Library.

Qualitative Analysis of Library and Learning Center (West Hawai'i)

The Annual Review results and analysis of the UHCC Library Satisfaction Measurement Common Survey. The survey was first administered by the West Hawai'i Library in Spring 2009.

External Factors Affecting the Library and Learning Center (West Hawai'i)

- Library must provide support, such as reference assistance, inter and intra-library loan services, for distance education students from other UH campuses
- Limited space for growing student population
- APT position has remained vacant since 2009 contributing to understaffing of Library and Learning Center
- Inadequate formal information literacy program

The following “offices” are not considered to be organized units and currently are not being required to do a unit review. However, information is being provided as part of the Academic Support Unit Executive Summary Annual Review.

- *Academic and Administrative Support*
- *electronic Course and Faculty Evaluation (eCAFE) system, coordination of*
- *Institutional Research, BANNER Programming, and Scheduling*
- *Instructional Technology Support Office, including Campus Distance Coordination*

Academic and Administrative Support

This “office” is new as of August 2011. The 9-month faculty member in the position reports directly to the Vice Chancellor for Academic Affairs (VCAA) and provides assistance to the VCAA and the Chancellor in areas such as, review and revision of existing College policies, drafting new College policies, preparing draft reports, etc.

There are no quantitative measures for this office. However, an Assessment Plan was developed with 3 Unit Outcomes:

1. Academic & Administrative Support will make announcements in a timely manner regarding HawCC faculty and lecturers participating in eCAFE
2. Academic & Administrative Support will make edits in a timely manner to the HawCC database of eCAFE for faculty and lecturers participating in eCAFE
3. 20% of HawCC policies are new or have been revised by the end of each academic year

The third Unit Outcome will be assessed immediately after the end of the Spring 2012 semester.

As qualitative analysis, a summary of accomplishments so far have been: draft Academic Master Plan developed and distributed to Division/Department Chairs for review; Integrated Planning for Institutional Effectiveness policy was drafted, endorsed by the Academic Senate and approved by the Chancellor; draft Introduction to the Self-evaluation; new certification guidelines and form for General Education in progress; draft HawCC policy based on

CCCM6100 was written; new draft policy on Lecturer Absence was written; new draft policy on Social Media was written; new web pages were developed for eCAFE and Turnitin with student and faculty training materials included; a new draft Developmental Education policy was developed; a new draft Placement policy was developed; and revisions to Lecturer and Faculty evaluation policies were made. The last 4 policies are currently under review by the Academic Senate.

electronic Course and Faculty Evaluation (eCAFE) system, coordination of

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 falls within Academic and Administrative Support. The coordination of eCAFE does not currently require a program review.

There are no quantitative measures for this “office.” In the Assessment Plan developed for Academic and Administrative Support, two Unit Outcome were developed specifically for eCAFE. One will be assessed, perhaps during the 2012/2013 Academic Year and the other will be assessed during the 2013/2014 Academic Year.

As qualitative analysis, a new web page was developed to provide training materials to students and faculty about the use of eCAFE.

External factors affecting eCAFE are:

- UH system-driven schedule and procedures although there is a faculty advisory group
- Student disinterest in completing eCAFE surveys skews results for lecturers and probationary and non-probationary faculty who have to submit results to their respective Division/department Chairs or when including results in the preparation of a dossier.

Institutional Research (IR), BANNER Programming, and Scheduling

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 (OVPCC) 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.

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 an 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.

Instructional Technology Support Office (ITSO), including Campus Distance Coordination (CDC)

ITSO is a new “office” that was established effective, Fall 2011. It is staffed by 1 FTE APT and 40% of 1 FTE faculty.

DEMAND data for ITSO:

- During 2010/11, Number of technology workshops for faculty per FTE Faculty—15/127 (.12 or 11.81%)
- During 2010/11, Number of technology workshops for staff per FTE Staff—12/122 (.10 or 9.83%)
- During 2010/11, Number of technology workshops for students per FTE Students—6/2289 (.0026 or .26%)

Other data currently being collected and will be reported in the next Annual Review for Academic Support are the number of attendees at workshops and satisfaction of services.

ITSO has developed an Assessment Plan and is in the process of assessing its Unit Outcomes with results and analysis to be included in the next Annual Review.

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.

ANNUAL UNIT PROGRAM REVIEW
The Learning Center and Hale Kea Advancement and Testing Center
2010-2011 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, coordinating the use of an electronic classroom, tutoring in writing and math, and providing an independent study center with computers on the Manono Campus. HKATC is open Monday through Friday from 8:00 a.m. to 4:15 p.m. 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

Common Student Learning Outcome:

- Students who receive tutoring will pass their tutored course.

Part I. Quantitative Indicators for Program Review

Tutoring Data

2011 Annual Report of Academic Support Services Program Data			
COLLEGE :	Quantitative Measure 2008-2009	Quantitative Measure 2009-2010	Quantitative Measure 2010-2011
Tutoring Data (Overall Health)			
Tutoring Demand (Health)			
Number of students tutored per student FTE	117%	99%	83%
Number of students who placed in Dev/Ed through COMPASS per student FTE	NA	NA	91%
Tutoring Efficiency (Health)			
Tutor contact hours per tutor paid hours	2.6	1.8	2.5
Student contact hours per tutored paid hours	3.5	2.5	3.5
Number of sessions per tutor paid hours	2.6	1.8	2.5
Tutoring budget per student contact hours	NA	NA	\$10.64
Tutoring Effectiveness (Health)			

Common Student Learning Outcome: Students who receive tutoring will pass their tutored course	66%	66%	64%
CCSSE Indicators			
4.h. Tutored or taught other students (paid or voluntary)			1.44
13.d. Peer or other tutoring (frequency, satisfaction, importance)			
Frequency			1.47
Satisfaction			2.09
Importance			2.24
13.e. Skill labs (writing, math, etc.)			
Frequency			1.74
Satisfaction			2.22
Importance)			2.35

CCSSE DATA FOR LEARNING SUPPORT SERVICES

Items		2008			2010		
		HawCC	Other Consortium	2008 Cohort	HawCC	Hawaii Cohort	2010 Cohort
4.h. Tutored or taught other students		1.53	1.42	1.37*	1.44	1.42	1.38
13.d Peer or other tutoring	Frequency	1.49	1.44	1.46	1.47	1.48	1.46
	Satisfaction	2.07	2.14	2.15	2.09	2.22	2.16
	Importance	2.28	2.18	2.10*	2.24	2.21	2.11
1=Rarely/never, 2=Sometimes, 3=Often							
13.e Skills Labs (writing, math, etc.)	Frequency	1.75	1.64	1.71	1.74	1.65	1.71
	Satisfaction	2.22	2.21	2.26	2.22	2.23	2.26
	Importance	2.33	2.25	2.19	2.35	2.26	2.20

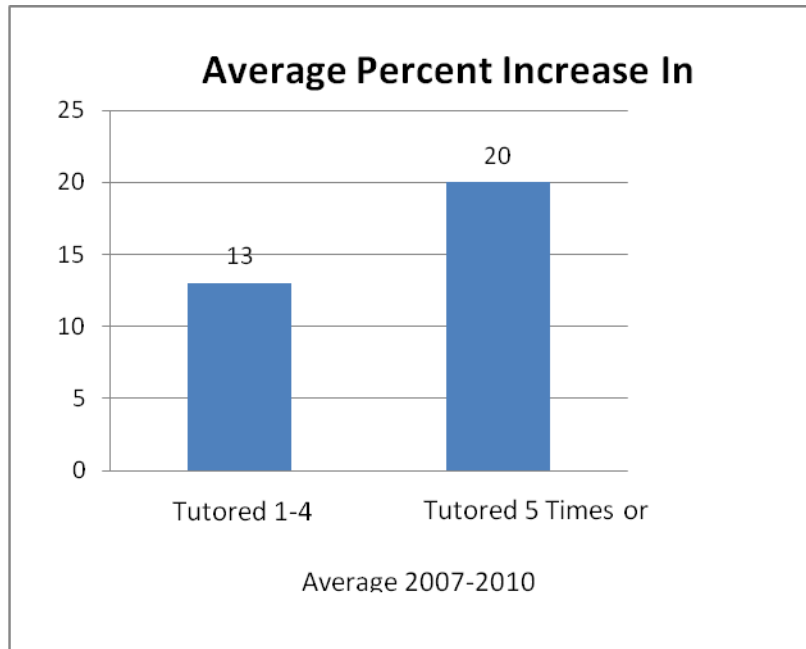
Based on the system-wide common learning outcomes, the average pass rate for students who received tutoring was 66%. This number may seem low, but when compared to the 53% pass rate for students who didn't receive tutoring, it is a big improvement. Furthermore, students who received tutoring 5 times or more passed their classes at a significantly higher rate of 73%.

Non-Tutored vs. Tutored for Fall-Spring Semesters

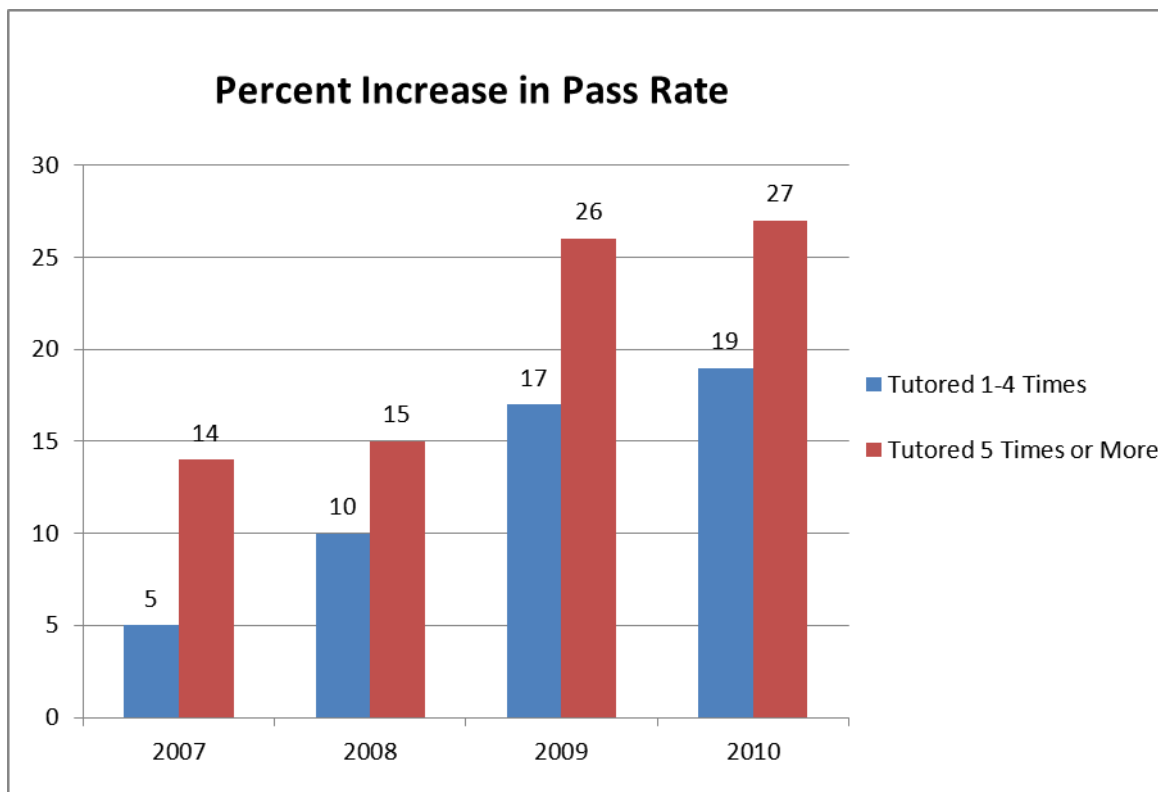
	2007– 2008	2008 - 2009	2009 - 2010	2010- 2011	2007-2010 Average
Non-tutored students who passed their classes	61%	56%	49%	45%	53%
*Students who receive tutoring (At least once or more) will pass their tutored courses	66%	66%	66%	64%	66%
Students who received tutoring (5 or more times) will pass their tutored course	75%	71%	75%	72%	73%

*Common Student Learning Outcome

Data results below 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 2007-2010 AY) was **13%**. In addition, the percent increase in the rate of students who were tutored five times or more versus non-tutored students (average for 2007-2010 AY) was **20%**. 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 one to four times and five times or more had a significant percent of increase in their pass rates over the years.



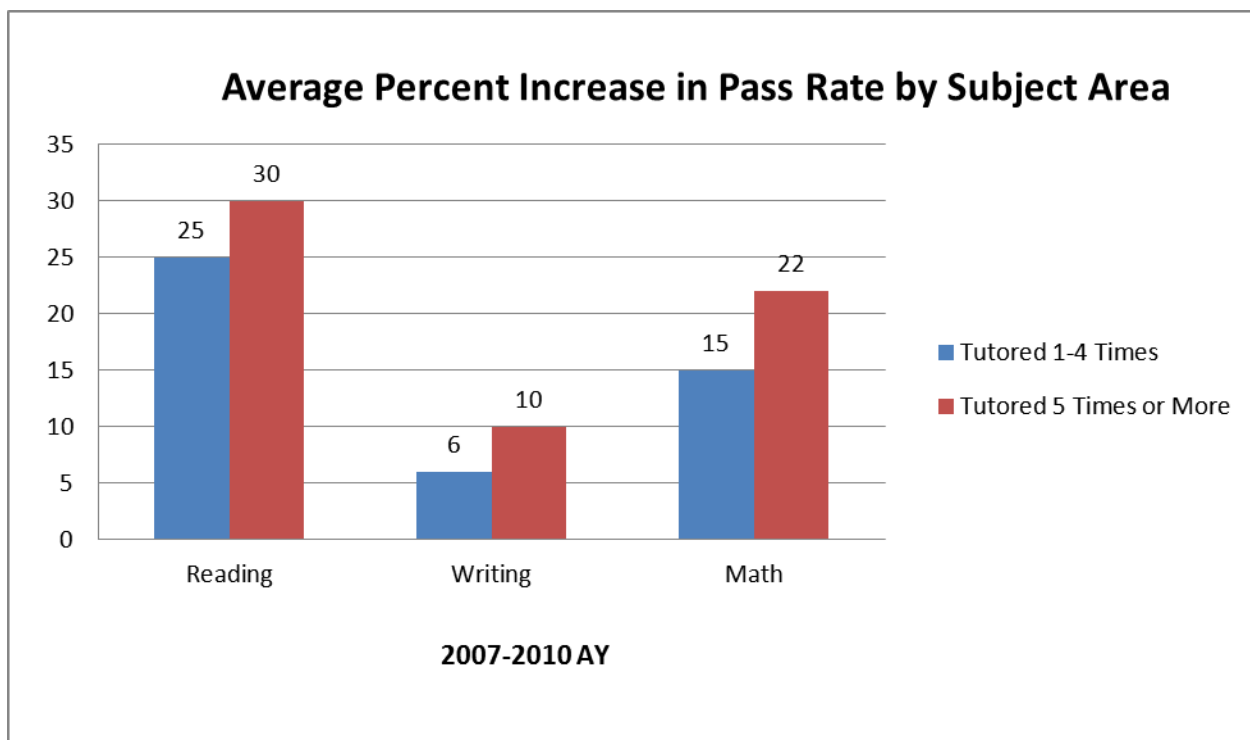
The following chart provides data on students who were non-tutored, tutored at least one-four times, and tutored five times or more by subject area.

Non-Tutored vs. Tutored Students by Subject Area

Subject	Non-Tutored Ave. % passing	Tutored (At least one-four times) Ave. % passing	Tutored (five times or more) Ave. % passing
Reading F2007 Spr2008	49%	67%	79%
F 2008 Spr2009	49%	65%	77%
F2009 Spr2010	36%	69%	83%
F2010 Spr 2011	34%	68%	50%
Writing F2007 Spr2008	62%	59%	67%
F2008 Spr2009	58%	62%	64%
F2009 Spr2010	44%	57%	58%
F2010 Spr 2011	43%	55%	59%
ESL F2007 Spr2008	NA	74%	76%
F2008 Spr2009	NA	64%	65%
F2009 Spr2010	NA	64%	65%
F2010 Spr2011	NA	55%	57%
MATH F2007 Spr2008	62%	74%	86%
F2008 Spr2009	57%	72%	72%
F2009 Spr2010	54%	71%	76%

Subject	Non-Tutored Ave. % passing	Tutored (At least one-four times) Ave. % passing	Tutored (five times or more) Ave. % passing
F2010 Spr2011	49%	67%	77%

Averaging 2007-2010 AY percentages, students in reading (25%), writing (6%), and math (15%) 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 (30%), writing (10%), and math (22%) when tutored five or more times. Data for ESL students who were considered non-tutored was not available because their curriculum required them to receive tutoring. For 2007-2010 AY, ESL students had a 2% 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).

Persistence Rate

Students will reenroll (persistence) at the same rate as or higher than non-tutored students. This common system-wide outcome was reported in the past two program reviews and, although not required for this review, TLC has continued to analyze this data.

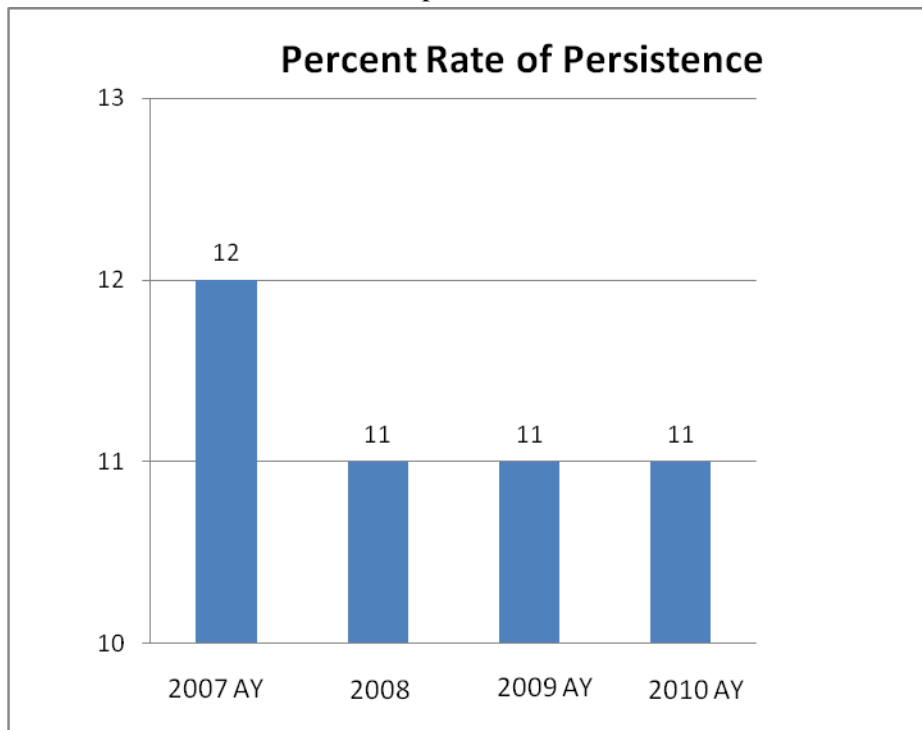
To determine the effectiveness of tutoring on persistence rate, data on students tutored in business, ESL, math, reading, writing, nursing, and general content subjects were monitored. The outcome of tutored students reenrolling the following semester was an overwhelming **12%** (Fall 2007), **11%** (Fall 2008), **11%** (Fall 2009), and **11%** (Fall 2010) 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 tutoring sessions, and social support environment, students may take advantage of and benefit from the support services. These factors may contribute and influence students' decisions to reenroll the following Spring semester.

PERSISTENCE

Term	NON-TUTORED			TUTORED		
	Headcount	Persist Count	% Reenrolled	Headcount	Persist Count	% Reenrolled
Fall 2007-Spring 2008	1666	1113	67%	454	359	79%
Fall 2008-Spring 2009	1704	1176	69%	607	486	80%
Fall 2009-Spring 2010	1798	1210	67%	874	685	78%
Fall 2010-Spring 2011	2367	1723	72%	649	540	83%

“Percent Increase of Persistence”
of tutored students compared with non-tutored students



**The Learning Center (TLC) Evaluation Survey
Fall 2008-2010**

Percentages represent Agree/Strongly Agree Responses for #2-#9

Items	Fall 2008	Fall 2009	Fall 2010
Number of evaluations	141	267	247
#2 Tutors are knowledgeable	86%	88%	88%
#3 Tutors are concerned about my progress	66%	74%	78%
#4 The learning activities materials in the Lab help my overall learning	82%	86%	87%
#5 I find the clerks at the Center to be helpful and informative regarding services available at TLC and HawCC	87%	90%	93%
#6 Studying at TLC helps me improve my overall performance as a student	88%	89%	92%
#7 My work in TLC is helping me learn to become more independent as a student	82%	86%	86%
#8. Using and receiving assistance with computers help me recognize the importance of technology in the world today	80%	80%	87%
#9. Make-testing services allow me to catch up with tests I missed at a convenient time and location	74%	79%	85%
#10. My overall rating of TLC is (Percentages represent good to excellent responses)	89%	93%	97%

Looking at the past three years, Fall 2010 results reflect TLC's highest ratings in the areas that support student success. 97% of the students rated TLC in the good to excellent range for its overall service in 2010 (#10). 92% of the students felt that the Center helped them become better students (#6). Students rated TLC high in supporting their independence as learners (#7). This rating reflected the Center's commitment to providing integrated learning skills to help students succeed in becoming active independent learners. 87% of the students felt that the learning activities materials in the lab helped their overall learning. These positive student evaluations indicated that a high percentage of students felt The Learning Center provided quality services and met their needs.

An area of concern, based on the above survey results, was in the rating of #3, "Tutors are concerned about my progress." In 2008, ratings dropped to 66%, but later increased to 78% in 2010. This was an area which had been identified as needing attention and improvement. Area coordinators conducted workshops for their tutors where strategies and techniques were developed to address this issue.

The evaluation form also included a section where students could respond to the following open ended question: How do you think the Center can be improved? Comments about noise levels, lack of tutors, limited space, and not enough available hours were concerns that students noted on the evaluations.

ELECTRONIC STUDENT SURVEY TLC Tutoring Services

<i>Question</i>	<i>Results (43 students responded)</i>			
1. Are you aware of The Learning Center (TLC) tutoring services?	<i>Yes</i>	83.7%		
	<i>No</i>	16.3%		
2. If so, which of the following tutoring services have you used at TLC? Check all that apply.	<i>Reading</i>	7.1%		
	<i>Math</i>	16.7%		
	<i>Writing</i>	38.1%		
	<i>ESL</i>	2.4%		
	<i>Content subject</i>	0		
	<i>Other</i>	14.3%		
3. How did you learn about TLC? Check all that apply.	<i>Student newspaper/advertisement</i>	11.9%		
	<i>Flyers on campus</i>	14.3%		
	<i>Teacher referral or recommendation</i>	54.8%		
	<i>Tutor class presentation</i>	14.3%		
	<i>Class activity</i>	16.7%		
	<i>Student orientations</i>	23.8%		
	<i>College website</i>	14.3%		
	<i>Word of mouth</i>	23.8%		
	<i>By accident</i>	2.4%		
4. If you used TLC tutoring services, did it help you to:		<i>Yes</i>	<i>No</i>	<i>Don't know</i>
	a. Improve your assignment grades?	58.1%	6.5%	35.5%
	b. Improve your test scores?	43.8%	9.4%	46.9%
	c. Improve your overall scores?	46.7%	3.3%	50%
	d. Understand course content better?	51.6%	6.5%	41.9%

ELECTRONIC STUDENT SURVEY HKATC Tutoring Services

<i>Question</i>	<i>Results (43 students responded)</i>	
1. Are you aware of Hale Kea Advancement and Testing Center (HKATC) tutoring services?	<i>Yes</i>	60%
	<i>No</i>	40%
2. If so, which of the following tutoring services have you used at HKATC? Check all that apply.	<i>Math</i>	5.9%
	<i>Writing</i>	14.7%
	<i>Other</i>	5.9%
	<i>None</i>	73.5%

3. How did you learn about HKATC? Check all that apply.	<i>Student newspaper/advertisement</i>	8.3%		
	<i>Flyers on campus</i>	11.1%		
	<i>Teacher referral or recommendation</i>	30.6%		
	<i>Tutor class presentation</i>	8.3%		
	<i>Class activity</i>	8.3%		
	<i>Student orientations</i>	13.9%		
	<i>College website</i>	11.1%		
	<i>Word of mouth</i>	13.9%		
	<i>By accident</i>	8.3%		
	<i>Other</i>	30.6%		
4. If you used TLC tutoring services, did it help you to:	Yes	No	Don't know	
	<i>a. Improve your assignment grades?</i>			
	<i>b. Improve your test scores?</i>	29.2%	12.5%	58.3%
	<i>c. Improve your overall scores?</i>	30.4%	13%	56.5%
<i>d. Understand course content better?</i>	30.4%	13%	56.5%	
	36%	8%	56%	

This was the first time an electronic student survey was sent to all students to find out their awareness and perception of TLC/HKATC services. It was disappointing to see that only 43 students responded; however, the information received will be used in the assessment and future planning of tutoring services.

An analysis of the results indicated that 83.7% of the students knew about TLC tutoring services, but only 60% were aware of HKATC services. Tutoring at HKATC started in 2010 so many students may be unaware of the services. Students learned about the Centers' services primarily from teachers' referrals and recommendations and used the writing services the most. It was interesting to note that approximately 50% (TLC) and 32% (HKATC) of the students who did use tutoring services found it helpful compared to 6% (TLC) and 12% (HKATC) who said it didn't help.

TLC's Faculty Evaluations

Faculty who referred their students to TLC, used the make-up testing services, and reviewed and utilized available resources were asked to complete TLC Faculty Evaluations. Although only a few faculty evaluations were received, results indicated that those surveyed were pleased with the services and quality of tutor assistance their students were receiving.

The results from faculty users are summarized below.

TLC Faculty Evaluations	Fall 2008	Fall 2009	Fall 2010
# of Evaluations	7	5	12
#1 TLC overall Rating *	100%	100%	100%
#2 Expectations met for tutoring *	100%	80%	100%

#5 Tutor Effectiveness *	100%	80%	100%
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*good to excellent faculty rating

The following comments to the open-ended sentence, “The best thing about The Learning Center is...” further support the high ratings given in the evaluations:

- “The conducive learning environment.”
- “It provides many important services for students in one convenient location.”
- “Its central location, its outstanding tutors, and availability of computers so that students can work on assignments.”

Faculty also had an opportunity to address the concerns and problems of the Center by completing the open ended sentence, “The worst thing about The Learning Center is ...”

As in previous evaluations, frequently listed concerns dealt with limited hours, computers, over-crowding, and the noise level. These concerns were similar to those previously addressed in the student evaluation section.

ELECTRONIC FACULTY SURVEY The Learning Center (TLC) Tutoring Services

<i>Question</i>	<i>Results (45 responded)</i>	
1. Are you aware of The Learning Center (TLC) tutoring services?	<i>Yes</i>	90.7%
	<i>No</i>	9.3%
2.If so, how did you learn about TLC?	<i>Kukui newsletter</i>	9.5%
	<i>Kauhale newsletter</i>	14.3%
	<i>Flyers on campus</i>	23.8%
	<i>Class activity</i>	16.7%
	<i>Tutor class presentation</i>	7.1%
	<i>Student orientations</i>	16.7%
	<i>College website</i>	28.6%
	<i>Word of mouth</i>	69%
3.Have you referred your students to TLC for tutoring?	<i>Yes</i>	72.7%
	<i>No</i>	27.3%
4. If so, which of the following services did you direct your students to use at TLC? Check all that apply.	<i>Reading</i>	42.5%
	<i>Math</i>	45%
	<i>Writing</i>	52.5%
	<i>ESL</i>	32.5%
	<i>Content subject</i>	20%
	<i>Other</i>	12.5%
	<i>None</i>	17.5%

5. <i>If your student used TLC services, do you think their learning increased as a result of tutoring services?</i>	<i>Yes</i>	96.6%
	<i>No</i>	3.4%

ELECTRONIC FACULTY SURVEY
Hale Kea Advancement and Testing Center Tutoring Services

<i>Question</i>	<i>Results (45 responded)</i>	
1. <i>Are you aware of Hale Kea Advancement and Testing Center (HKATC) tutoring services?</i>	<i>Yes</i>	71.1%
	<i>No</i>	28.9%
2. <i>If so, how did you learn about HKATC?</i>	<i>Kukui newsletter</i>	14.7%
	<i>Kauhale newsletter</i>	17.6%
	<i>Flyers on campus</i>	23.5%
	<i>Class activity</i>	8.8%
	<i>Tutor class presentation</i>	0
	<i>Student orientations</i>	8.8%
	<i>College website</i>	23.5%
	<i>Word of mouth</i>	67.6%
	<i>Other</i>	41.2%
3. <i>Have you referred your students to HKATC for tutoring?</i>	<i>Yes</i>	38.1%
	<i>No</i>	61.9%
4. <i>If so, which of the following services did you direct your students to use at HKATC? Check all that apply.</i>	<i>Math</i>	22.6%
	<i>Writing</i>	25.8%
	<i>Other</i>	22.6%
	<i>None</i>	42.2%
5. <i>If your student used HKATC services, do you think their learning increased as a result of tutoring services?</i>	<i>Yes</i>	90.5%
	<i>No</i>	9.5%

This is the first time an electronic survey was sent to all faculty and lecturers. The response of 45 faculty/lecturers compared to 12 in 2010, is already a positive indication that technology can improve the response rate. It was reaffirming to see that 90.7% of the respondents were aware of TLC services and 71.1% knew of HKATC services as well. It was interesting that “word of mouth” was the method of how faculty/lecturers learned about TLC/HKATC services. For TLC, 72.7% of the faculty/lecturers referred their students and 96.6% felt that tutoring helped them. It was puzzling to note that 90.5% of the faculty/lecturers felt HKATC services helped their students, yet only 38.1% referred them for tutoring. If such a high percentage of faculty/lectures felt tutoring assistance helped their students, why was there such a low referral rate? Perhaps this is where a Wala’au or focus group session would give more insight and strategies on how we can improve this area.

TLC Data for 2007-2010 AY

TLC	TLC 2007-2008	TLC 2008-2009	TLC 2009-2010	TLC 2010-2011
Statistics				
# of Student Contacts	15,391	26,704	20,858	21,596
# of Students Unduplicated	1,212	2,113	2,049	1,898
# of HawCC Students	921	1,485	1,474	1,473
# of UHH Students	290	622	568	422
General study	2,454	6,155	2,562	2,232
Reading	5,836	6,485	7,168	7,745
Writing	588	1,492	1,079	1,025
Math	366	1,583	1,416	1,674
ESL	3,079	3,415	2,637	2,357
Courses	72	108	109	106

Student Contacts:

During the academic year 2007-2008 while TLC was being renovated, the total student count was 15,391. After returning to its original location in 2008-2009 AY, the total student count **increased 74%** to approximately 26,704 students. In addition, the number of (unduplicated) student contacts also **increased 74%** from 1212 to 2113. For 2009-2010 AY, the total student count and number of unduplicated student contacts **decreased 22%** (20,858) and **3%** (2049), respectfully, compared to the previous year. For 2010-2011 AY, the total student count went **up by 4%** (21,596) yet the number of unduplicated student contact, mainly UHH students, **decreased by 7%** (1,898). Grants, initiatives, and other funding sources supporting in-class tutoring or tutoring not connected to TLC could be possible factors influencing the fluctuation in numbers. The recent opening of UHH's Kilohana Resource Center may also have had an impact on the number of students TLC serviced. There is still a high demand for TLC services, particularly in the areas of tutoring, computer usage, and study area.

Testing Data

2011 Annual Report of Academic Support Services Program Data			
COLLEGE :	Quantitative Measure 2008-2009	Quantitative Measure 2009-2010	Quantitative Measure 2010-2011
Testing DATA (Overall Health)			
Testing Data Demand (Health)			
Number of placement tests administered per year per student FTE	2197/1807= 122%	2124/2075= 102%	1903/2289 = 83%
Number of Distance Learning tests administered per year per student FTE	2262/1807= 125%	1353/2075= 65%	1185/2289 = 52%
Local campus tests proctored per year per student FTE	137/1807= 7%	291/2075= 14%	440/2289= 19%
Testing Efficiency (Health)			
Testing seats per student FTE	1.67	1.45	.013
Testing seats per total number of tests	.006	.008	.009
Total number of tests per Testing Budget			.03
Testing Effectiveness (Health)			
Satisfaction measurements using common survey questions			
1. The Testing Center Staff is friendly and helpful	100%	99%	100%
2. The hours at the Testing Center meet my needs	99%	94%	90%
3. The atmosphere at the Testing Center is conducive to testing	99%	96%	97%
4. The services at the Testing Center are satisfactory	100%	100%	98%
5. My test was administered in a timely and efficient manner	100%	100%	100%

97% of the students surveyed rated Hale Kea in the Agree to Strongly Agree category in meeting their testing needs.

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 DATA

Strengths:

Tutoring Demand for TLC services as evidenced by the following:

- 91% of the students taking COMPASS placed in Dev.Ed: 45.61% placed in remedial reading, 66.59% placed in remedial writing, and 88.9% placed in remedial math, and
- Increase of FTE enrollment for Fall 2008 (**1807**), Fall 2009 (**2075**), and Fall 2010 (**2289**)

Tutoring Efficiency Measures as evidenced by the following:

- Student contacts for 2008 AY (**26,704**), 2009 AY (**20,858**), and 2010 AY (**21,596**),
- Tutor contact hours for 2008 AY (**19,488**), 2009 AY (**15,034**), and 2010 AY (**15,284**), and
- Tutoring budget per student contact hours was \$10.64.

Tutoring Effectiveness as evidenced by the following:

- Average of common student learning outcome: students receiving tutoring passed their tutored course for 2007-2010 at an average of **66%**,
- Higher course pass rates of **13%** when tutored one to four times and increased to **20%** when tutored five or more times,
- Consistent persistence rate, **11%** higher, for students who were tutored in Fall 2008- 2010 compared to those students who did not use TLC services,
- CCSSE Data indicated that HawCC had a higher percentage rate when compared to Hawaii Cohort or 2010 Cohort for: tutored or taught other students (4.h), importance of having peer or other tutoring (13.d), and importance of skills lab (13.e),
- 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:

Tutoring Demand/Efficiency/Effectiveness

- Staffing and funding may need to be increased due to continuous enrollment growth,
- Space is a concern because of increased usage and demand for services,

- Check-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.

STRENGTHS and WEAKNESSES OF HKATC DATA

Strengths:

Testing Demand for HKATC services as evidenced by the following:

- Increase of FTE enrollment for Fall 2008 (**1807**), Fall 2009 (**2075**), and Fall 2010 (**2289**),
- 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, and
- Demand for Distance Education testing.

Testing Efficiency as evidenced by the following:

- Testing seats per student FTE was **.013** for 2010. As enrollment increases, fewer testing seats are available: **1.67** in 2008 and **1.45** in 2009,
- Testing seats per total number of tests increased each year from 2008 (**.006**), 2009 (**.008**) and 2010 (**.009**), and
- Total number of tests per testing budget was **.03**.

Testing Effectiveness percentages as evidenced by the following:

- **97%** 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:

Testing Demand/Efficiency/Effectiveness:

- Staffing and funding may need to be increased due to continuous enrollment growth, heavy computer lab usage, and increased demand for testing services, especially in the area of Distance Education,
- Space is a concern because of increased usage and demand for services, and
- Professional development and training need to be available and accessible for staff, tutors, and faculty.

UPDATE ON PREVIOUS YEAR'S ACTION

- **Work with instruction regarding educational resources for remedial and developmental education.**

TLC maintains its strong ties to instruction, providing faculty with an extension to their classroom and providing academic support college-wide. Faculty lab area (reading, writing, math, and ESL)

coordinators serve as liaisons to their departments and oversee the development of curriculum and resource materials relevant for their classes and students. In addition to the regular lab usage, TLC has been actively involved with supporting Achieving the Dream initiatives. To especially support and raise the remedial/developmental students' passing rates, TLC implemented and/or assisted in supporting the following interventions:

In-Class Tutoring - In the 2008-2009 AY, VCAA Noreen Yamane provided TLC with monies to experiment with in-class tutoring for remedial/developmental reading, writing, and math classes. The Fall 2008 semester started out with three classes and increased to five classes in the Spring 2009 semester. Tutors were primarily TLC-trained tutors who worked with students in the lab when not scheduled for in-class tutoring.

Huluena In-Class Tutoring – In the 2009-2010 AY, Annie Maeda coordinated the in-class tutoring for the Hawaii Life Styles Program which received funding from a Congressionally delegated grant. Many of the Huluena tutors used TLC as a place to meet with their students. **Hui Makamae Project** – This project provided retention/persistence strategies for students placing in remedial/developmental reading and math classes. For Spring 2010-Spring 2011, an ENG 21 tutor, when not in-class, held additional tutoring sessions in TLC.

Math/Reading Development Project – This was a remedial/developmental project designed to improve math students' conceptual understanding and problem-solving skills by integrating reading skills and strategies into the math curriculum. For 2010-2011 AY, training sessions for math tutors were held and relevant materials were posted on TLC Math Area website.

Tutoring at Hale Kea – For the Fall 2010-Spring 2011 AY, to accommodate the Student Senate's request for tutoring on the Manono Campus in writing and math, VCAA Mike Leialoha allocated an additional \$5,040 to TLC's budget for tutors at Hale Kea. The writing and math tutors were hired by TLC and received tutor training by the area coordinators.

- **Review overall testing services.**

Hale Kea Testing and Advancement Center (HKATC) was originally designed as a testing and “advancement” (e.g., self-paced instruction) site. HKATC provides placement testing, distance education testing, make-up testing, special needs tests, and certification testing for the community.

Since its opening in 2004, HKATC has experienced many changes due to the increase in enrollment and increase in distance education testing. These increases have been so great that the Center was forced to cease much of its community testing services due to staffing and facility limitations. For example, HKATC discontinued ACT testing in 2008 and in 2010, transferred Pearson Vue testing over to the Office of Continuing Education and Training. Other changes include conforming to system-wide changes in policies and procedures (such as retake limits and the implementation of various testing fees). Furthermore, major changes imposed by the Federal government regarding testing in order to prove Ability to Benefit for Federal financial aid have resulted in recent sweeping changes in the administering

and reporting of these test sessions. Student usage has also driven change, and variety in instruction and instructors has affected the services provided at HKATC.

- **Review support for Distance Education**

In 2006, the UH system mandated campuses to proctor Distance Education tests. Hale Kea was designated as the center to administer tests for resident students enrolled in distance education courses. In the last four years nearly 6,000 DE exams were administered. In one semester alone, 1,500 tests for 75 different instructors from numerous institutions were administered; furthermore, each instructor has specific and unique policies and procedures for test administration, as well as varied lengths of tests (ranging from seven minutes to “unlimited”); types (web-based, paper and pencil, short answer, essay, etc.); and open periods (two hours on one specific day, entire semester). HKATC will continue to service this growing population and be responsive in keeping up with new mandates and policies affecting DE testing.

- **Incorporate system developed SLO’s for tutoring and testing.**

TLC and HKATC followed the updated template, approved by the UHCC Academic Affairs Administrators, for the 2010 Annual Unit Program Review. System’s SLO’s for tutoring and testing were reported in this review.

What value does tutoring add to a student’s experience and success?

Here are some of the responses from TLC staff and tutors when asked this question:

“There are many values that tutoring adds to a students’ experience and success such as learning various study strategies, enhancing various reading skills and skill areas. In addition, I believe that tutors teach students the value of having a positive self-concept, as well as, the importance of learning and the value of education.”

“In TLC, we help local and international students improve their understanding of written English through tutoring. As tutors, we show students ways to find meaning in a sea of information. These methods give students the tools they need to be more efficient in school, facilitating success.

The ability to process information from written English opens up many opportunities that an improve their quality of life.”

“As a tutor, it is my job to encourage, support, and assist students along the way. With empathy and understanding, warmth and genuineness, tutoring provides students with the added support they need to maintain their obstacle-filled path to a higher education. When challenges arise, students may feel anxious, stressed, and possibly hopeless. Through tutoring, they may leave feeling uplifted, positive, and progressive. Through tutoring sessions, students can learn how to become more independent, confident, and secure in their own talents and skills.”

“Engagement with a tutor not only helps a student to grasp the concept of the subject being tutored, but also helps the student to see the value of sharing ideas with a fellow student. The tutor, at one time, was

at the same level of understanding about the subject that the student is now. The student is then able to see how continuing to work at the subject can bring further understanding. This concept of perseverance can help a student throughout not only his/her academic career, but also in life in general.”

“Tutors are more than a resource to help students with assignments. Tutors can be friends that students come to so they can get help or advice for many situations. Sometimes students come in and are having problems, academic and personal, and we try to help them solve the problems. Even though a tutors’ primary goal is to teach students to think independently and better their study habits, we also build confidence in students that already have good study habits so they can continue to grow as students and be successful in life.”

What value does testing add to a student’s experience and success?

Testing for appropriate placement ensures that students will be placed in courses that are suitable for each individual’s level, therefore, creating a positive learning experience and success in their academic journey.

Because Hawaii CC has an “open door” policy, students arrive on our doorstep with a wide variety of skill levels, ranging, for instance, from third grade reading levels to holders of PhDs. At the most basic level, the COMPASS placement test is used to determine the best math, reading and writing courses for students to enroll in; the ideal class is not too difficult to cause frustration nor too easy to generate boredom.

The placement test is also used to make sure that incoming students are prepared to meet the demands of the classroom. For instance, textbooks for college level psychology classes are geared towards students with college-level reading abilities. Students with third grade reading levels would likely flounder in such an environment. For some trade programs, such as Carpentry, mathematical knowledge is necessary. Therefore, certain programs have entry level requirements based on math, reading and/or writing levels. Other programs do not have entry requirements, but certain math, reading, and writing levels are required for completion of the degree. Examples are Accounting, Administration of Justice, Agriculture, and Business Technology, to name a few.

Finally, students who apply for Federal financial aid but who did not graduate from high school or receive a GED (or who are unable to provide relevant documentation of these achievements) currently may use COMPASS scores to prove the “Ability to Benefit” from a college education. The Federal government will award or restrict financial aid based on minimum scores, and has set strict administration practices for this use of the test.

Part III. Action Plan

Weaknesses #1

Electronic survey results indicated low percentage of faculty/lecturer referring students to Centers although they rated high satisfaction results for those receiving tutoring services. Strategies for faculty/lecturers to have their students take advantage of the tutoring services need to be explored.

- 38% referred students to HKATC for tutoring
- 72.7% referred student to TLC for tutoring

Weaknesses #2

Better data collection and tracking system of data are needed to assess unit outcomes. In 2009, TLC's check-in system was updated to reflect a more accurate account of the classes students were being tutored in. In 2010, another component to refine the data was to be installed, but had to be postponed because of the departure of the computer programmer. TLC is in the process of looking for other tutor tracking systems that will fit our reporting needs.

Weaknesses #3

High demand (29,501 student count) for testing services and computer lab usage at HKATC must be addressed. Staffing may need to be increased due to continuous enrollment growth, heavy computer lab usage, and increased demand for testing services, especially in the area of Distance Education. In addition, space is a concern because of increased usage and demand for services. More resources need to be allocated to support HKATC so it can continue to meet the needs of students, faculty, and staff on the Manono Campus.

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

To accomplish Action Plan:

- #1- Human resources will be needed. Faculty, lecturers, Lab coordinators, TLC/HKATC staff, and tutors/clerks will work together to promote Centers' services to students.
- #2 - Financial and human resources will be needed. TLC coordinator will research different tutor tracking systems and their costs. TLC may purchase a commercial system depending on the cost and whether it fits our reporting needs. Another alternative would be to consult with a computer programmer to refine our current system.
- #3 - Human and financial resources will be needed. Professional development workshops in using technology and other computer programs may be needed in training tutors/clerks to assist students who are not computer literate. Resource allocations to support HKATC with additional clerks and tutors for the open computer lab area need to be considered.

Library System Unit Review
Hawaii Community College
November 30, 2011

Submitted by Lari-Anne Au and Laurel Gregory

Introduction:

The majority of Hawai'i Community College students and faculty reside in the Hilo area and are served by the Mookini Library of the University of Hawai'i at Hilo. Those attending classes or distance education students residing on the west side of the island are served by the Library & Learning Center of the UH Center West Hawai'i in Kealahou. Both libraries are covered in this annual review.

Mission Statements and Program Descriptions:

Mookini Library (East Hawai'i):

The Edwin H. Mookini Library is a gathering place and a gateway to many sources of learning and knowledge for the University of Hawai'i at Hilo and Hawai'i Community College 'ohana as well as our diverse Hawai'i Island community. With a spirit of aloha and commitment to excellence, the Library provides resources, instruction, and services to encourage academic success and develop information-literate, lifelong learners.

The Mookini Library houses the following resources on three floors:

- 235,000 monograph volumes
- 85,000 microform pieces
- 11,000 audiovisual items
- 476 current print serials
- Course reserves with materials contributed by instructors
- Special Hawaiian Collection with access to Hawaiian monographs, maps, and Hawaiian language newspapers on microfilm
- 100 PCs located on all floors that have access to the internet and Microsoft Office 2010 programs
- two scanners
- four televisions with 2 DVD players and 2 VCRs
- an accessible PC in the Reference Area loaded with Jaws and Zoomtext
- a video magnifier (Optelec) on an adjustable table
- an electronic classroom with an instructor's computer, projector, and 27 PCs is used for library instruction
- nine study rooms located throughout the second and third floors of the library
- three copy machines
- three microform reader-printers
- ATM machine

West Hawai'i Library and Learning Center:

The mission is 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.

This facility services faculty and staff who are based at the UH Center, West Hawai'i, in Kealakakua, and students living in the general area of West Hawai'i (Kau – Kohala). 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. In less than 2,500 square feet, the Library and Learning Center supports the library, testing, and tutoring needs of students and instructors in West Hawaii. It contains:

- Study space and small discussion tables
- 18 Student computer workstations including one with ADA related software
- 2 Printers and one scanner
- 1 Media playback station
- 1 Public Photocopier
- A Course Reserve Collection
- Over 6, 000 circulating books, videos, and DVDs

UHCC Common Student Learning Outcome: “The student will evaluate information and its sources critically.”

Mookini Library (East Hawai'i):

In addition to the UH CC Common Student Learning Outcome, the Mookini Library has student learning goals and outcomes which were developed using different standards, including the Association of College and Research Libraries' (ACRL) Information Literacy Competency Standards for Higher Education.

These additional outcomes also include evaluation of information

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

The library assesses the competencies in information literacy through the use of online library programs used by many English 100 and English 102 classes, student and faculty surveys, and the use of clicker technology. Most English 100 classes are taught information literacy skills through 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. The HawCC librarian also uses clicker technology to gauge

student understanding of information literacy and is investigating ways to use the technology as an assessment tool.

Beginning in Fall 2010, the library also sends a survey to faculty members who have used the library instruction program. The survey is sent at the end of each Fall semester for feedback on the impact sessions may have had on students' research assignments.

West Hawai'i Library and Learning Center:

The latest college GELO's (General Education Learning Outcomes) approved by the Academic Senate this in 2010 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, particularly for English 100 and English 102 classes about how to find information and evaluate it critically. The library staff met with the instructional librarians at Mookini Library in Hilo in July 2011 to investigate the Laulima based library instruction modules currently used by the Mookini Library staff for East Hawaii classes. The UH Hilo librarians demonstrated how their Laulima tutorial was put together and shared a copy of their basic Laulima template with the West Hawaii staff. Laulima tutorials adapted to the circumstances at West Hawaii will be developed from this template.

Part I. Quantitative Indicators for Program Review

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.

Notes:

Major revisions were made to the data template in July 2011 by the UHCC system office. Data presented in 2008-2009 and 2009-2010 was calculated in a different way and can be found in the previous Academic Support Unit annual reviews on the Hawaii Community College Assessment website. Because of these revisions, only 2010-11 data is presented in this review.

The Mookini 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 users, 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). In some of the reported data, FTEs for both HawCC and UHH are used as well as the total number of Mookini librarians to give a more representative view of usage.

Common Satisfaction Measurement:

Included in the data are the results for the UHCC Library Satisfaction Measurement Common Survey. The West Hawai'i Library and Learning Center has administered the survey to West Hawaii students since Spring 2009, while the Mookini Library began administering the survey East Hawaii students in Spring 2010. The relevance of this data and how it will be used to assess unit health is yet to be determined. Additional questions about faculty satisfaction were added in July 2011 and will be included in the next survey.

COLLEGE : Hawaii Community College (Serviced by Mookini Library and UH Center West Hawaii)	Quantitative Measure Mookini Library 2011	Quantitative Measure UH Center West Hawaii 2011
Library Data (Overall Health)		
Demand Measures (Health)		
Number of informational and reference questions per student and faculty FTE*	7.35	8.79
Number of students attending presentations sessions per student FTE	.72	.53
Number of circulations, electronic books used, full-text journal articles downloaded per student and faculty FTE*	57.4	5.27
Number of web accessible computers per student FTE*	.03	.04
Efficiency Measures (Health)		
Number of informational and reference questions answered per FTE librarian	4,571	1,890
Number of book volumes per student FTE*	58.5	212.64
Total materials expenditures per student FTE*	\$125.63	\$12.53
Total library expenditures per student and faculty FTE*	\$287.81	\$275.58
*Mookini Library numbers reflect usage by both HawCC and UHH FTE - no way to differentiate		
Effectiveness Measures (Health)		
Common Student Learning Outcome: The student will evaluate information and its sources critically.	see narrative	

Faculty satisfaction measurement – 1 or 2 questions 1. I usually find enough course resources to meet my needs. 2. I am satisfied with the service I receive from the library staff.	Will be reported on next annual unit review			Question 1: Yes=100% (4 responders) (N/a= 8 responders)	
Student Satisfaction Measurements using common survey questions	Mookini Library Spring 2011 Survey				
2011-Percentage of 268 Responses	Strongly Disagree	Disagree	Not Applicable	Agree	Strongly Agree
o I usually find enough books to meet my course needs.	0.007	0.02	0.16	0.59	0.22
o I get enough articles from the library databases to meet my class needs.	0.007	0.015	0.18	0.62	0.18
o The library staff guide me to resources I can use.	0.02	0.007	0.09	0.51	0.38
o The library's instruction sessions have increased my understanding of libraries and research.	0.02	0.01	0.05	0.47	0.46
o The library website is useful.	0.01	0	0.07	0.50	0.42
o The library's computers meet my needs.	0.01	0.007	0.09	0.51	0.38
o I feel comfortable being in the library.	0.02	0.01	0.05	0.48	0.43
	Mookini Library Spring 2010 Survey				
	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 Library Spring Surveys 2009 - 2011							
	2009	2010	2011		2009	2010	2011		2009	2010	2011
2009: Percentage of 111 Responses											
2010: Percentage of 115 Responses	Yes	Yes	Yes		No	No	No		N/A	N/A	N/A
2011: Percentage of 79 Responses											
o I usually find enough books to meet my course needs.	0.61	0.74	.66		0.14	0.07	.10		0.25	0.19	.24
o I get enough articles from the library databases to meet my class needs.	0.74	0.70	.66		0.04	0.08	.06		0.23	0.22	.28
o The library staff guide me to resources I can use.	0.86	0.96	.85		0.00	0.00	0		0.13	0.04	.11
o The library's instruction sessions have increased my understanding of libraries and	0.64	0.72	.71		0.05	0.03	.00		0.32	0.25	.29

research.											
o The library website is useful.	0.85	0.87	.87		0.03	0.03	0		0.13	0.10	.10
o The library's computers meet my needs.	0.86	0.91	.84		0.10	0.00	.06		0.02	0.03	.08
o I feel comfortable being in the library.	0.92	0.97	.94		0.02	0.00	.0		0.04	0.03	.04

Part II. Analysis of the Unit

Mookini Library (East Hawai'i):

Hours and Staffing:

The Library is open during the academic year and average of 81.5 hours a week, with special hours for Finals. The library consists of five main units: Access Services, Public Services, Library Administration, Library Systems, and Technical Services. There are ten full-time librarians and seventeen paraprofessional staff members. One Public Services librarian is assigned as the Hawaii Community College liaison (HawCC librarian). The HawCC librarian communicates with faculty to ensure there are materials to support the curriculum. The HawCC librarian solicits suggestions for resources, including serials, when budget permits and gets feedback when deciding to cancel subscriptions. The HawCC librarian regularly attends Academic Support meetings and is notified of new programs.

The HawCC librarian is the main subject liaison who is responsible for selecting library materials to support Hawaii Community College programs. She works with several other subject liaison librarians to purchase materials to support specific programs, e.g. Nursing, Agriculture. The subject liaison list is located on the library homepage (http://library.uhh.hawaii.edu/lib_services/services/coll_dev liaisons.htm)

Distance Education Support:

The library supports all users, including distance learning students. There is one Distance Learning Librarian, who communicates with faculty and students to promote library resources and maintains the library's Distance Learning webpage, which has information about library services for distance learning students. The Distance Learning Librarian administers the English 100 library program in Lualaba for online classes. The library has used different methods, including Adobe Connect, Elluminate, and Skype, to provide library instruction to distance learning students.

List of courses, workshops and other held each year and attendance

Mookini Library	2008-2009	2009-2010	2010-2011		
# of sessions*	82	80	93		
# of participants	1065	1025	1258		

*individual classes may have scheduled more than one session

Strengths:

Because the Mookini Library supports the UH Hilo bachelors and masters programs, and is a larger facility than Hawaii Community College could support on its own, HawCC students and faculty benefit in these ways:

Access to more resources than students at other community colleges in the UH system. HawCC students, faculty, and staff may 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.

The services of a larger professional staff and their expertise. While only one librarian is assigned to be the liaison librarian to HawCC, all Mookini librarians and staff members provide services to HawCC students, faculty, and staff.

A well developed information literacy program. The HawCC liaison librarian partners with the other UH Hilo instructional librarians to teach library use and information literacy via classes and custom instructional modules in the UH Lailima system.

Weaknesses:

There is currently a lack of the ability to separate out HawCC users from UHH users in most of the quantitative data collected. This limits its usefulness for assessing services to HawCC students and faculty.

It is difficult to do outreach to students because the library is located on upper campus. Many students who have classes on the Manono campus never come to the library.

West Hawai'i Library and Learning Center:

The LLC is open Monday – Friday, 7:45 a.m. – 4:30 p.m. Current staffing consists of one librarian (faculty) and one library assistant (civil service). Student assistants and student peer tutors are utilized during fall and spring semesters.

General library use and information literacy instruction is available informally on demand or more formally through sessions scheduled for individual classes. The staff and student assistants offer help on how to use the college information system (MyUHPORTAL) which includes campus email, class registration and transcript records, and the Lauima class management system. Staff also help students learn how to use Microsoft Office modules to write papers and complete other assignments.

A collection of information material resources (books, videos and DVDs) is maintained by the staff, with new items purchased based on the discussions with students and resident instructors. Due to limited space, the staff makes an effort to remove outdated items as soon as newer materials are added to the collection. Electronic information resources, in the form of article databases like those from EBSCO and more than 81,000 electronic books, are available on site or from home, with access gained through the UHH proxy server, per the MOU agreement with UHH. In addition to this immediate access, all circulating materials in the library collections of UH Hilo, UH Manoa, UH West Oahu and each of the UH community colleges, are available at no charge through the UH Intrasystem Loan system.

Distance Education Support:

In West Hawai'i, library related services are available to both on site and distance education students living in the West Hawaii area (Kau – Kohala). If users cannot come to the campus for the use of resources or instruction, the library staff can be reached by phone, fax or email. Distant users can initiate their own intra-system loans, but must come to the library to pick them up and return them for mailing back to the owning library. Articles not from a full-text database can be supplied by the UH Manoa Hamilton Library as pdf files to the distance user. Some distance learning class instructors have put information literacy modules into their course content, often in consultation with the library staff.

List of courses, workshops and other held each year and attendance

West Hawai'i	2008-2009	2009-2010	2010-2011		
# of sessions	10	13	16		
# of participants	160	187	216		

Strengths

Access to information resources. Even with the small size of the facility, the LLC still offers a small but relevant collection of books and DVDs for circulation, free and timely delivery of materials from other UH system libraries, and instant access to over 81,000 electronic books to the user's desktop. Through the UH library system, users have access to full text articles from over 12,000 periodicals and journals, indexed in 34 electronic databases. Additional journals and databases are available through the MOU with UH Hilo.

Access to immediate individualized assistance and literacy instruction. The experienced two person staff is always available to help with any library related or academic support question. The LLC functions as the academic hub for West Hawaii students, offering help library services, test proctoring, tutoring, and computer application usage. Many of the students are on a first name basis with the staff.

Weaknesses

The facility is too small for a growing student population. There is not enough space for individual studying, meeting in groups or enough computer workstations during peak morning and early afternoon times.

Not enough staff. An APT position has been vacant since 2009, and this has made it difficult for the other two individuals to keep up with the demands of a busier facility and increased assessment responsibilities. Student assistants provide up to 20 hours a week general library use assistance, but they cannot perform the professional level duties of a staff member.

A more formal information literacy program is needed. While several West Hawaii based instructors work closely with the staff to introduce beginning library use and information literacy into their classes, a more consistent and measurable program would help to meet the college SLOs.

Part III. Action Plan

Action Plan: Mookini Library (East Hawai'i)

Action Plan Tasks	<u>Year</u>	<u>Responsible Party</u>	<u>Update</u>
Work with Intensive English Program/ESL instructors to expand graded readers collection	2011-12	Lari-Anne Au	Will meet by January 2012 to finalize list of books to purchase.
Create clicker presentations to use as assessment	2011-12	Lari-Anne Au	Ongoing

Update Mookini Library SLOs and assessment methods	2011-12	Lari-Anne Au and other UHH librarians	Worked with Laurel Gregory in Summer 2011 to come up with unit outcomes and assessment plans. Plan on implementing assessment tools in 2011-12.
Find other methods to administer common UHCC student survey to reach more students	2011-12	Lari-Anne Au	Plan to use Survey Monkey in Spring 2012 in addition to methods in place.
Find methods to reach distance learning students directly	2012	Lari-Anne Au and the Mookini Distance Learning Librarian	Spring 2012

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

Action Plan Tasks	<u>Year</u>	<u>Responsible Party</u>	<u>Update</u>
Build or adapt the materials collection according to the needs of on site programs	2011-2012	Laurel Gregory and Karen Au	Ongoing
Participate in the final library space planning for the new Center at Palamanui	2011-2012	Laurel Gregory and Karen Au	Ongoing
Replace or update computer workstations and related technology on a regular basis	2011-2012	Laurel Gregory and ITS	June 2011 - 5 new computer workstations for placement testing and general use, new monitors for 4 other public workstations. Ongoing improvements in the wireless network.
Initiate assessment of a unit SLO	2011-2012	Laurel Gregory	Ongoing- rubric and artifact

that aligns with the College SLOs			collection
Investigate use of UHH Laulima library instruction module for West Hawaii classes	2011	Laurel Gregory and Karen Au	Started – template acquired, try it Spring 2012
Administer common UHCC student survey	2011-2012	Laurel Gregory	Done April 2011 Next: April 2012, Update questions to new UHCC template issued in July, 2011
Fill vacant APT B position generated by Learning Center Coordinator retirement	2010-2011	Beth Sanders	Done August 2012.
Add an APT Band A Educational Specialist to support the growing enrollment now and when the new facility 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. In process – Complete by June 2012

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

Budget Request: Mookini Library (East Hawai'i)

The amount that Hawai'i Community College spends on library support for its students, faculty, and staff in East Hawai'i is negotiated with UH Hilo through a Memorandum of Understanding (MOU). 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 monograph collections, electronic resources subscriptions and intrasystem loans to HawCC faculty and students. This amount has not been reviewed nor increased recently. There are plans to update and renegotiate the MOU in 2012.

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 Director of the Center, Beth Sanders, has included a funding request for a new APT Educational Specialist Band A in the Center budget request to support the growing enrollment now and when the new facility is built at Palamanui. This position will replace the civil service library assistant IV position that went vacant in September 2011.