

HAWAI`I COMMUNITY COLLEGE ANNUAL UNIT REVIEW TEMPLATE

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Program/Unit Review at Hawai'i Community College is a shared governance responsibility related to strategic planning and quality assurance. It is an important planning tool for the college budget process. Achievement of Program/Unit Outcomes is embedded in this ongoing systematic assessment. Reviewed by a college-wide process, the Program/Unit Reviews are available to the college and community at large to enhance communication and public accountability.

HAWAI'I COMMUNITY COLLEGE
ANNUAL UNIT REVIEW TEMPLATE

HAWAI'I COMMUNITY COLLEGE ANNUAL UNIT REVIEW TEMPLATE

CERC Comments and Feedback (If you submitted a Comprehensive Unit Review in 2011 or 2012, please complete this section)

CERC gave recommendations intended as suggestions for improvement. Provide a brief response to the suggestions made. i.e. Were suggestion(s) valid? What change(s) were made as a result of the suggestion(s)?, etc.

CERC provided a very in-depth analysis of TLC/HKATC's Comprehensive Review with commendations and recommendations for improvement. The following are responses to the suggestions made and changes made as a result of their comments:

1. CERC suggested that focus groups be conducted to examine service needs, determine how to attract more students to the Center, and discuss what outreach strategies would work to increase student usage of tutoring services.

A focus group, conducted on September 1, 2011, addressed the above CERC recommendation. Twenty participants comprised of tutors, clerks, TLC staff, and faculty coordinators discussed and brainstormed strategies that targeted the concerns. As a result of this session, some of the strategies have been implemented as Unit Assessment Plans (i.e. early alert system) and will be discussed in this report.

2. CERC reviewers commented that data on the efficiency and effectiveness of the computer lab be included to determine whether the facilities and staffing are adequate in meeting the demand.

Data on the efficiency and effectiveness of computer lab usage supporting the need for human, financial, and physical resources have been included in this report.

3. CERC reviewers recommended that fiscal and human resources be budget priority items to address the high demand for testing services and computer lab usage at HKATC.

Fiscal and human resources have been included in this new Annual Review Report as a budget request.

4. CERC reviewers suggested that other budget priority items be included to replace old computers, printers, a print-card system so that it is self-sustaining, new programs, software...

Budgetary items have been listed in this report.

Unit Description (In addition, give more in depth explanation of what the unit does, who it serves and generally describe its accomplishments)

The Hale Kea Advancement and Testing Center, established in 2004 on the Manono Campus, provides testing services, hosts an electronic classroom, a computer lab with printer access, and offers writing/math tutoring services. HKATC is open Monday, Thursday, and Friday from 8:00 a.m. to 4:15 p.m.; Tuesday and Wednesday hours are from 8:00 a.m. to 7:15 p.m. The staff includes: one full time

HAWAI'I COMMUNITY COLLEGE ANNUAL UNIT REVIEW TEMPLATE

Educational Specialist B (Center Manager), one full time Educational Specialist A (Assistant Manager in a temporary position), four clerks, and two tutors.

HKATC services include:

- HawCC Placement Testing
- Distance Education test proctoring (UH system and Non UH)
- Extended time for students with disabilities
- 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

NO ENTRY

Part II: Analysis of the Unit

Alignment with College Mission and ILOs

Write a brief narrative describing the unit and how it supports the College's mission and Institutional Learning Outcomes (ILOs).

College's mission:

Hawai'i Community College (Hawai'iCC) promotes student learning by embracing our unique Hawai'i Island culture and inspiring growth in the spirit of "E`Imi Pono." Aligned with the UH Community Colleges system's mission, we are committed to serving all segments of our Hawai'i Island community.

Unit Mission:

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.

HAWAI'I COMMUNITY COLLEGE ANNUAL UNIT REVIEW TEMPLATE

Describe how this unit supports the College's mission.

The College's mission and Institutional Learning Outcomes (ILOs) are embedded in the Centers' mission by providing services, "that support and enhance academic development for the college community..." The Centers have evolved over the years to keep up with the needs of our diverse student population, rapidly changing technology, instructional delivery methods, and researched-based best practices to promote quality support for students and faculty. Aligned with HawCC's vision, the Centers focus on providing a supportive learning environment where students can improve or enhance their lives academically, professionally, and/or personally to become productive citizens of a global community.

Describe how this unit supports the College's Institutional Learning Outcomes below.

ILO 1: Our graduates will be able to communicate effectively in a variety of situations.

Describe how the Unit supports ILO1:

TLC/HKATC support this first ILO by assisting students with reading, writing, and English as a Second Language. Helping students develop good reading skills familiarizes them with the written word which increases their vocabulary. A good reader develops a better understanding of the structure of language and in turn becomes a better writer. Improving writing skills encourages students to communicate more readily with their instructors, their peers, and finally within their community. Assisting students who are non-native speakers to acquire a better knowledge of English will encourage them to communicate with native speakers more easily and often. Having good communication skills gives the students confidence which is important for them in becoming independent learners.

The following are excerpts of responses from tutors who felt they supported this ILO when tutoring in their subject area:

- ...we help bridge the gap that students often feel between themselves and their teachers.
- As writing tutors, we offer a direct correlation between becoming effective writers and effective communicators.
- I work to help students convey their ideas in an organized and accurate manner so that they can effectively communicate in various situations. With good communication comes empowerment and confidence...
- In writing and ESL, I assist students to express their ideas or feelings on paper. Effective communication is occurring both ways by the student expressing their feelings and me asking the appropriate questions to get them thinking.
- Through valuable discussions and meaningful interactions, tutoring sessions open the door for exceptional dialogue and receptive discussions.

HAWAI'I COMMUNITY COLLEGE ANNUAL UNIT REVIEW TEMPLATE

- From my own experience, I can assure you that The Learning Center does an amazing job by helping students to be able to communicate effectively. As a non-native English speaker, I am really thankful to all of the members of The Learning Center that helped me to be able to communicate effectively in a variety of situations.

ILO 2: Our graduates will be able to gather, evaluate and analyze ideas and information to use in overcoming challenges, solving problems and making decisions.

Describe how the Unit supports ILO 2:

Students coming to TLC/HKATC are assisted in gathering, evaluating, and analyzing ideas and information in a variety of ways. This is what is better known as critical thinking. Being able to think critically helps students to overcome challenges, solve problems and make decisions that will affect the rest of their lives. Helping students develop good math and reading skills will help them develop good critical thinking skills. Math is a logical science that presents a set pattern of variables to be followed to come to an exact answer. Reading is a more difficult application that asks the reader to extract information from the ideas put forth in order to gain knowledge and draw conclusions. These different methods of analysis prepare students for the challenges of problem solving in making important life decisions.

The following are excerpts of responses from tutors who felt they supported this ILO when tutoring in their subject area:

- In relation to everyday situations, students will be able to employ the learned skills/strategies that were put into use while completing schoolwork, and apply them to daily situations that require critical thinking, and problem-solving, in turn, overcome challenges.
- By showing students how to gather, evaluate, and analyze information effectively, I am providing students with problem solving tools that will help them overcome the challenges they face throughout life.
- ...math is all about being able to analyze what you know and use it to solve problems. Of course, life doesn't usually just throw formulas at us, so I encourage the students to really try hard with word problems (which are the hardest problems in a math book). If they can become adept at pulling out the important information from a paragraph of text and then setting up the problem, they can transfer this to all of their other classes.

ILO 3: Our graduates will develop the knowledge, skills and values to make contributions to our community in a manner that respects diversity and Hawaiian culture.

Describe how the Unit supports ILO 3:

Hawaii Community College is a culturally diverse institution. This speaks highly of the community as a whole since there are so many different cultures that have come together to live on this island. When local students come to TLC/HKATC, they come in already having the experience of living with different

HAWAI'I COMMUNITY COLLEGE ANNUAL UNIT REVIEW TEMPLATE

cultures. When students from other places come here, they are being immersed in that cultural diversity and gaining great knowledge of a collective community. The Centers cater to this diversity not only by assisting students that are learning English as a Second Language, but by also having a culturally diverse staff that is sensitive to the needs of the community. Students who come to the Centers for tutoring, leave with the knowledge, skills and values they need to make contributions to the community in a manner that respects diversity and the Hawaiian culture.

The following are excerpts of responses from tutors who felt they supported this ILO when tutoring in their subject area:

- When students develop the things we teach them, they develop knowledge and values that allow them to make positive contributions to our community, which not only benefits our academic community but also benefits our whole community.
- One of the biggest steps in learning a culture is to learn the language and it is gratifying to see people in ESL learn about a different culture alongside the acquisition of the language.
- I firmly believe that people learn and teach one another through effective communication, critical thinking, and in conjunction with the practice of Hawaiian culture, the community benefits.

Annual Report of Unit Data (ARPD)

Based on the data from this Unit's ARPD, analyze the Unit's strengths and weaknesses in terms of demand, efficiency, effectiveness, and any other data provided. Disregard Indicators not relevant to your unit.

Overall Health-- Healthy

Demand -- Cautionary

Strengths:

Demand for HKATC testing services as evidenced by the following data:

- Number of Placement Testing sessions administered per year per student FTE for 2012-2013 was 90%.

Weaknesses:

- Number of Distance Learning Test sessions administered per year per student FTE for 2012-2013 was 105%, placing it in the unhealthy category.
- Local campus test proctored per year per student FTE for 2012-2013 was 40%, placing it in the cautionary category.

HAWAI'I COMMUNITY COLLEGE ANNUAL UNIT REVIEW TEMPLATE

- Continued increase and overwhelming demand for testing services may result in compromising HKATC's resources, services, and facilities, as well as the health and well-being of the professional staff.

Efficiency -- Healthy

Strengths:

Efficiency is healthy for HKATC testing services as evidenced by the following:

- The number of test sessions administered per FTE testing center staff was 1375, a 13% increase compared to 1212 test sessions from the previous year.
- Total testing services expenditure came out to \$25.00 to administer each test session for 2012-2013 compared to \$26.00 the previous year.

Weaknesses:

- Two professional staff must work overtime and come in even when sick to administer testing services. This is especially true at peak times during the semester (mid-term, finals, etc.). Because there are special testing protocols to follow, the responsibility lies heavily on these two staff members. They must also carefully manage the scheduling for testing request since only 20 computers are available for this use. Staff members report high levels of stress and burn out.

Effectiveness -- Healthy

Strengths:

Effectiveness is healthy as evidenced by the following data:

Satisfaction measurements using common survey questions given to students received an average of 96% in the Strongly agree- Agree category.

- The Hours at the Testing Center meet my needs received a rating of 88%
- The atmosphere is conducive to testing received a rating of 99%
- The services are satisfactory received a rating of 99%
- Test were administered in a timely and efficient manner received a rating of 97%

HAWAI'I COMMUNITY COLLEGE ANNUAL UNIT REVIEW TEMPLATE

Weaknesses:

- Survey question regarding hours at the Testing Center meeting needs received a 6% decrease in ratings of 88% compared to the previous year's 94%.
- Due to lack of adequate staff, phones often go unanswered and students are not always given the help they need.

(See Appendix A for HKATC Testing Data)

(See Appendix B for Testing Rubric)

Other Data

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

Overall Health - Cautionary

Demand - Healthy

Strengths:

Demand for Center Lab Usage as evidenced by the following data:

- 31% of TLC students used computers per student contact
- 84% of HKATC students used computers per student contact

Weaknesses:

- Heavy demand for lab usage jeopardized and caused the efficiency health call to drop to an unhealthy score.
- Heavy demand leading to accelerated aging of equipment (printers).

Efficiency - Unhealthy

Weaknesses:

Efficiency is unhealthy as evidenced by the following data:

- Benchmark set by the data scoring rubric placed the number of TLC students (129) using computers (40) available to score in the unhealthy category.
- Benchmark set by the data scoring rubric placed the number of HKATC students (990) using computers (26) available to score in the unhealthy category.

HAWAI'I COMMUNITY COLLEGE ANNUAL UNIT REVIEW TEMPLATE

- 26 computers in the HKATC computer lab are not sufficient to service all of students at the Manono Campus.

Effectiveness - Healthy

Strengths:

- CCSSE survey indicated an average mean score of 2.4 rating (somewhat/sometimes) for Frequency, Satisfaction, and Importance of using computer labs.

Weaknesses:

- Even with two professional staff members, student workers (including two tutors that do the work of the clerks when not tutoring) HKATC's Effectiveness has a weakness when it comes to handling the Demand as it escalates. There are issues concerning overcrowding, the cost of printing services, noise level, managing the adjacent electronic classroom, and students needing assistance from staff with technological problems.

(See Appendix C for Computer Lab Usage)

(See Appendix D for Computer Lab Rubric)

Previous Unit Actions

From previous Reviews, list the Unit Actions for this unit. Give a progress report for each Unit Action, describe the degree of achievement. Indicate "Delete" if this Unit Action will no longer be a priority Unit Action

| Unit Actions | Progress Evaluation |
|---|---|
| <p>Action Plan: Support HKATC's increasing testing and computer lab access demand utilization with human, financial, and physical resources by implementing the following:</p> <ul style="list-style-type: none"> • Increase the number of | <p>We were not able to accomplish majority of this action plan for 2012-2013 AY. Requests for a permanent APT position (currently there is a full-time temporary staff) and another third professional staff position were submitted to the Office of the Vice President for Community Colleges (OVPC) via VCAA Onishi and the results of the requested positions are still pending. Manono Electronic Classroom, dedicated to instruction, was heavily scheduled for classes and booked for meetings for the</p> |

HAWAI'I COMMUNITY COLLEGE ANNUAL UNIT REVIEW TEMPLATE

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| <p>professional staff from two to three.</p> <ul style="list-style-type: none"> • Increase the number of student workers so that we have double coverage at all times. • Expand evening hours from two days per week to four days 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. | <p>2012-2013 AY.</p> <p>However, we were able to increase the number of student workers for coverage, continue opening evening hours two days per week, but no longer weekend testing.</p> |
| <p>Action Plan: Implement better tracking data collection and use data for setting of future goals.</p> | <p>Commercial products were researched, but as of this date, we have not found a tracking system that fits TLC/HKATC's reporting needs.</p> <p>However, a scheduler was purchased for HKATC which assists with scheduling, confirming, and changing testing appointments on the web.</p> |
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Significant Unit Actions for 2012-2013. (include gain/loss of positions, changes in procedures, etc.)

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HAWAI'I COMMUNITY COLLEGE ANNUAL UNIT REVIEW TEMPLATE

Analysis of Strengths and Weaknesses

Briefly describe the unit's top 3 strengths and 3 weaknesses. Provide an explanation and supporting evidence for each strength and weakness (e.g. assessment results, data elements from ARPD, surveys, etc.)

| Strengths | Using supporting evidence, describe why this is a strength |
|--|---|
| S1. High Demand for HKATC testing services | <p>Testing demands continue to increase as evidenced by the data presented below:</p> <ul style="list-style-type: none"> • Placement Testing increased 11% from 1,809 (2011-2012) to 1,896 (2012-2013) • Distance Learning Testing increased 34% from 1,512 (2011-2012) to 2,224 (2012- 2013) • Make-up/Special Testing increased 10% from 495 (2011-2012) to 555 (2012 – 2013) <p>In addition, the increased number of tests administered lowered the total testing expenditures by \$1.00.</p> <p>Even with just two professional staff members and student workers, HKATC scored an overall health call of Healthy for demand, efficiency, and effectiveness of its testing services, but at a negative cost.</p> |
| S2. High Demand for HKATC computer lab usage | <p>Since HKATC is the only site for computer usage and printing for all students on the Manono Campus, students flock to the Center for these services as evidenced by the increase in computer lab usage presented below:</p> <ul style="list-style-type: none"> • HKATC Student Contacts increased 8% from 28,251 (2011-2012) to 30,409 (2011-2012) • HKATC Students Using Computers increased 5% from 24,434 (2011-2012) to 25,732 (2012-2013) • HKATC Number of Students Unduplicated increased 7% from 3,622 (2011-2012) to 3,867 (2011-2013) • HKATC Number of HawCC Students increased 7% |

HAWAI'I COMMUNITY COLLEGE ANNUAL UNIT REVIEW TEMPLATE

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| | from 3,275 (2011-2012) to 3,512 (2012-2013) |
| S3. | |

| Weaknesses | Using supporting evidence, describe why this is a Weakness |
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| <p>W1. High Demand for HKATC testing services</p> | <p>Demand for testing services will only continue to escalate, especially since the following requirements were instituted: authentication policy for Distance Education testing requiring ID verification, mandatory COMPASS placement testing policy required for orientation, and make-up and special testing. An example of extreme conditions occurred when 105% of DE testing along with 90% placement testing and 40% local testing were administered per student FTE for 2012-2013.</p> <p>Although cited as a strength, this overwhelming demand is considered a weakness when it compromises HKATC's resources, services, and facilities as described below:</p> <p>Two professional staff and student help have been scheduled to work overtime two nights a week for testing to accommodate the increase demand for services. These two professional staff members come to work although feeling under the weather and often must work alone, forgoing a lunch break when colleague or student workers are out sick or not scheduled to work. Running HKATC single-handedly, assisting students, administering tests, answering phones, and fulfilling teacher demands, is very stressful.</p> <p>20 computers in the testing room are not sufficient when HKATC is required to administer placement tests to all incoming students/retests for current students, provide make-up and special needs testing for the entire campus, administer DL tests for the entire system, and students are unable to do required tests in a timely matter.</p> <p>Survey question regarding hours at the Testing Center meeting needs received a 6% decrease in ratings of 88% compared to the previous year's 94%. This could be directly</p> |

HAWAI'I COMMUNITY COLLEGE ANNUAL UNIT REVIEW TEMPLATE

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| | <p>related to the increased demand for testing and consistent with comments from surveys repeatedly requesting for expanded evening and weekend testing opportunities.</p> |
| <p>W2. High demand for HKATC computer lab usage and printing services.</p> | <p>Since HKATC is the only site for computer usage and printing for all students on the Manono Campus, they flock to the Center for these services. For example: Given Student FTE (2114) per amount of computers (26) available at HKATC, each computer can service 81 unduplicated students per year. Based on HKATC's data, each computer serviced 990 duplicated students for 2012-2013, exceeding approximately 12 times the projected amount. It was not uncommon for every computer to be in use, with students waiting for computers to become available. When this happened, a general announcement was made letting computer users know other students were waiting, with the hope that some students would voluntarily move off computers. If necessary, students using computers for non-course work purposes were asked to let other students use the computers for academic purposes. In the future, a stricter computer policy may have to be implemented.</p> <p>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.). Students are commonly unable to complete these tasks on their own and HKATC staff must assist them.</p> <p>Hale Kea staff oversees the adjacent electronic classroom. The room is usually tightly booked for semester-length</p> |

HAWAI'I COMMUNITY COLLEGE ANNUAL UNIT REVIEW TEMPLATE

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| | <p>courses, workshops, meetings, and presentations. Many users are underprepared to use the electronic equipment, so Hale Kea staff is called in to troubleshoot. In addition, the noise from the classroom bleeds into the testing room and study areas, disturbing students.</p> <p>Because HKATC does not charge for printing, there are often lines for printing, and Hale Kea staff must police the waiting students to ensure fairness. Often students resent being asked to move off printing computers and tempers flare. Additionally, an increasing number of UHH students come to the center to take advantage of the free printing services. A rough estimate for supplying printing services at HKATC for one semester follows:</p> <table style="margin-left: auto; margin-right: auto;"> <tr> <td style="padding-right: 20px;">10 toners@ \$200 each</td> <td style="text-align: right;">= \$2,000.00</td> </tr> <tr> <td style="padding-right: 20px;">4 printers@ \$1000 each</td> <td style="text-align: right;">= \$4,000.00</td> </tr> <tr> <td style="padding-right: 20px;">Reams of paper</td> <td style="text-align: right;">= \$400.00</td> </tr> <tr> <td style="padding-right: 20px;">Total</td> <td style="text-align: right;">= \$6,400.00</td> </tr> </table> <p>Student Life also donates paper but restricts the number of pages, so HKATC staff must stop what they are doing to dole out sheets of paper upon request. One resolution for this problem would be to implement a system that could charge students for printing.</p> <p>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 Lualima. HKATC staff frequently assist students needing help with Lualima or others who are not computer literate.</p> | 10 toners@ \$200 each | = \$2,000.00 | 4 printers@ \$1000 each | = \$4,000.00 | Reams of paper | = \$400.00 | Total | = \$6,400.00 |
| 10 toners@ \$200 each | = \$2,000.00 | | | | | | | | |
| 4 printers@ \$1000 each | = \$4,000.00 | | | | | | | | |
| Reams of paper | = \$400.00 | | | | | | | | |
| Total | = \$6,400.00 | | | | | | | | |
| W3. | | | | | | | | | |

HAWAI'I COMMUNITY COLLEGE ANNUAL UNIT REVIEW TEMPLATE

Trends and Other Factors

Describe trends including comparisons to any applicable standards, such as government regulations, national standards from accrediting associations, etc. Include, if relevant, a summary of Satisfaction Survey Results, special studies and/or instruments used, e.g., CCSSE, etc. Describe any external factors affecting the unit or additional unit changes not included elsewhere.

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Part III: Action Plan

Goals and Planning

List the top 3 immediate Unit Actions (Goals) for this unit for unit success. Identify the AMP Priorities (if applicable), College's ILOs, Strategic Plan Action Strategies, and UH System collaboration (if applicable) to which these Unit Action(s) align.

For Academic Support Units: List additional Unit Action(s), not included in the AMP to be implemented for unit success. Identify the AMP Priorities, College's ILOs, Strategic Plan Action Strategies, and UH System collaboration (if applicable) to which these Program Action(s) align.

| Unit Action 1 | AMP Priorities <small>(disregard if NA)</small> | ILO Alignment <small>(select up to 3)</small> | Strategic Plan Alignment <small>(select best alignment; max 3)</small> | | UH System Collaboration |
|---|---|---|--|-----------------|----------------------------|
| | | | Performance Measure | Action Strategy | |
| Support HKATC's testing and computer lab access demand with human resources | Graduation | ILO 1 | D.1 | c. | |
| | Graduation | ILO 2 | A2.3 | f. | |
| | Graduation | ILO 3 | A2.5 | b. | |

[Link to Hawaii Community College Institutional Learning Outcomes](#)

[Link to Hawai'i Community College Strategic Plan](#)

[Link to Hawaii Community College Academic Master Plan](#)

Narrative of New Strategy for Strategic Plan:

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HAWAI'I COMMUNITY COLLEGE ANNUAL UNIT REVIEW TEMPLATE

Briefly explain how **Unit Action 1** aligns to the College's AMP Priorities (if applicable), ILOs, Strategic Plan, and UH System collaboration (if applicable):

Unit Action Plan #1 aligns to the College's AMP, ILOs, Strategic Plan, and UH system by providing initial student assessment, testing services, access to technology, and support for successful learning. Specifically it focuses on A2.3 by providing COMPASS placement testing so students can get immediate advising and enroll in appropriate classes, A2.4 by providing academic and support services to students to increase graduation or transfer to higher institutions, and A2.5 by expanding Distance Learning support through DE testing for online courses throughout the system. Most important is the funding of the new APT position recommended by CERC so HKATC can provide all of the above services.

Calendar of planned activities for **Unit Action 1** – In chronological order, briefly describe the procedures/activities planned to achieve **Unit Action 1**

| Activity(ies) | When will the activity take place |
|-------------------------|-----------------------------------|
| Example: Fire Drill | Fall 2014 |
| Hiring of APT personnel | Fall 2014 |
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| Unit Action 2 | AMP Priorities (disregard if NA) | ILO Alignment (select up to 3) | Strategic Plan Alignment (select best alignment; max 3) | | UH System Collaboration |
|---|-------------------------------------|-----------------------------------|--|-----------------|-------------------------|
| | | | Performance Measure | Action Strategy | |
| Support TLC/ HKATC's computer lab demand with financial resources | Graduation | ILO 1 | A2.3 | d. | |
| | Graduation | ILO 2 | A2.4 | f. | |
| | Graduation | ILO 3 | A2.5 | c. | |

Narrative of New Action Strategy for Strategic Plan:

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Briefly explain how **Unit Action 2** aligns to the College's AMP Priorities (if applicable), ILOs, Strategic Plan, and UH System collaboration (if applicable):

Unit Action Plan #2 aligns to the College's AMP, ILOs, Strategic Plan, and UH system by providing access to technology and resources to support successful learning. Specifically it focuses on A2.3 by providing computer access where students can develop technology skills, A2.4 by providing academic and support services to students to increase graduation or transfer to higher institutions, and A2.5 by expanding, updating, and replacing instructional enhancements and equipment for Distance Learning and

HAWAI'I COMMUNITY COLLEGE ANNUAL UNIT REVIEW TEMPLATE

computer support.

Calendar of planned activities for **Unit Action 2** – In chronological order, briefly describe the procedures/activities planned to achieve **Unit Action 2**

| Activity | When will the activity take place |
|------------------------------------|-----------------------------------|
| Research printing charging systems | Fall 2013 |
| Purchase printing charging system | Spring 2014 |
| Install printing charging system | Summer 2014 |
| update computers | Spring 2014 |
| replace printers | Spring 2014 |

| Unit Action 3 | AMP Priorities (disregard if NA) | ILO Alignment (select up to 3) | Strategic Plan Alignment (select best alignment; max 3) | | UH System Collaboration |
|---------------|-------------------------------------|-----------------------------------|--|-----------------|-------------------------|
| | | | Performance Measure | Action Strategy | |
| | Graduation | ILO 1 | A1.1 | New Strategy | |
| | Graduation | ILO 1 | A1.1 | New Strategy | |
| | Graduation | ILO 1 | A1.1 | New Strategy | |

Narrative of New Strategy for Strategic Plan:

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Briefly explain how **Unit Action 3** aligns to the College's AMP Priorities (if applicable), ILOs, Strategic Plan, and UH System collaboration (if applicable):

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Calendar of planned activities for **Unit Action 3** – In chronological order, briefly describe the procedures/activities planned to achieve **Unit Action 3**

| Activity | When will the activity take place |
|----------|-----------------------------------|
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Part IV: Resource Implications

HAWAI'I COMMUNITY COLLEGE ANNUAL UNIT REVIEW TEMPLATE

List Top 3 Cost Items needed for unit success. Identify alignment to the AMP Program Actions (if applicable), Strategic Plan Action Strategies and/or Strengths and/or Weaknesses to address.

| Cost Item 1 | Type | Cost | Strategic Plan Alignment (select best alignment; max 3) | | AMP Alignment (select best alignment; max 3) | Strength | Weakness |
|------------------------------------|-----------|--------|--|-----------------|--|----------|----------|
| | | | | Action Strategy | Program Action from AMP (ie 4.3) or write "New Strategy" | | |
| Fund permanent APT Band A position | Personnel | 32,000 | D.1 | c. | | S1 | W1 |
| | | | A2.3 | a. | | S2 | W2 |
| | | | A2.5 | b. | | None | None |

[Link to Hawaii Community College Institutional Learning Outcomes](#)

[Link to Hawai'i Community College Strategic Plan](#)

[Link to Hawaii Community College Academic Master Plan](#)

Briefly explain why **Cost Item 1** is necessary to meet priorities of unit and/or to address strengths and/or weaknesses.

HKATC is extremely overextended with increasing testing demands combined with increasing computer usage. Administering placement, distance ed, and local campus testing (90%, 105%, and 40% respectively) while managing 25,732 students working in the computer lab justifies establishing another APT position. This position is critical to the operations of HKATC in meeting the needs of faculty, students, and the community. Moreover, there are no other options to deliver the services and resources provided by HKATC. This cost item #1 is a budget priority as justified in this program review and as recommended by the CERC reviewers in 2012.

| Cost Item 2 | Type | Cost | Strategic Plan Alignment (select best alignment; max 3) | | Academic Master Plan Alignment (select best alignment; max 3) | Strength | Weakness |
|--|-----------|---|--|-----------------|--|----------|----------|
| | | | | Action Strategy | Program Action from AMP (ie 4.3) or write "New Strategy" | | |
| Fund budget for replacing old computers, printers, a printing system for charging for printing, and updating new | Equipment | Cost to buy printing system \$6,000, cost for toners \$2,000, | A2.3 | a. | | S2 | W2 |
| | | | A2.4 | f. | | None | None |
| | | | A2.5 | b. | | None | None |

HAWAI'I COMMUNITY COLLEGE ANNUAL UNIT REVIEW TEMPLATE

| | | | | | | | |
|-----------------------|--|---|--|--|--|--|--|
| programs and software | | cost for four replacement printers \$4,000, and paper 400 | | | | | |
|-----------------------|--|---|--|--|--|--|--|

Briefly explain why **Cost Item 2** is necessary to meet priorities of unit and/or to address strengths and/or weaknesses.

Funding for replacing old computers/printers and installing a printing system for charging for printing is crucial in providing computer lab access and resources for the students, faculty, and staff on the Manono Campus. Approximately 30,409 student contacts were recorded for 2012-2013 because HKATC is the only place on the Manono campus that provides computer lab access and free printing for all students. This high volume and usage creates wear and tear on the equipment, adds to the cost of toners, paper, and printing supplies. Approximately \$12,400 is needed to fund Cost Item 2.

| Cost Item 3 | Type | Cost | Strategic Plan Alignment (select best alignment; max 3) | | Academic Master Plan Alignment (select best alignment; max 3) | Strength | Weakness |
|-------------|-----------|------|--|-----------------|--|--------------------|--------------------|
| | | | | Action Strategy | Action from AMP (ie 4.3) or write "New Strategy" | From Part II above | From Part II above |
| | Equipment | | A1.1 | New Strategy | | S1 | W1 |
| | | | A1.1 | New Strategy | | S1 | W1 |
| | | | A1.1 | New Strategy | | S1 | W1 |

Briefly explain why **Cost Item 3** is necessary to meet priorities of unit and/or to address strengths and/or weaknesses.

Part V: Unit Outcomes

For the 2012-2013 year, list all Unit Outcomes and check mark those assessed this year.

| | | |
|--|----------------------------------|----------------------|
| | Check mark if Assessed this year | Unit Outcomes |
|--|----------------------------------|----------------------|

HAWAI'I COMMUNITY COLLEGE ANNUAL UNIT REVIEW TEMPLATE

| | | |
|-----------|-------------------------------------|---|
| 1 | <input checked="" type="checkbox"/> | HKATC will provide the College and community with testing services. |
| 2 | <input type="checkbox"/> | |
| 3 | <input type="checkbox"/> | |
| 4 | <input type="checkbox"/> | |
| 5 | <input type="checkbox"/> | |
| 6 | <input type="checkbox"/> | |
| 7 | <input type="checkbox"/> | |
| 8 | <input type="checkbox"/> | |
| 9 | <input type="checkbox"/> | |
| 10 | <input type="checkbox"/> | |

A) Expected Level of Achievement – Describe the different levels of achievement for each characteristic of the outcome(s) that were assessed. What represented “excellent,” “good,” “fair,” or “poor” performance using a defined rubric and what percentages were set as goals for student success. i.e. 85% of students will achieve good or excellent in the assessed activity

90% of the students using HKATC testing services will rate the common survey questions in the strongly agree – agree category.

B) Assessment Strategy/Instrument – Describe what, why, where, when, and from whom assessment artifacts were collected.

Student evaluation surveys are conducted (100 collected) at the end of the Fall semesters by the HKATC manager. Data of the number of placement, distance education, and make-up testing are compiled to determine the demand and satisfaction of testing services.

C) Results of Unit Assessment

A positive 97% or above was given to all survey questions, exceeding the expected level of achievement, except for the question stating, “The hours at the Testing Center meet my needs” which received an 88% rating.

A section for additional comments about HKATC or suggestions on how we could improve our services provided insight as to reasons why students rated the hours 88%.

The following are some of the comments taken from the survey:

“A weekend would be excellent. I work and take 7 classes during the week.”

“Sat & Sun hours would be nice.”

“Please stay open M-TH @ the latest time allotted. Wed/Thur is excellent.”

D) Other Comments – Include any information that will clarify the assessment process report.

HAWAI'I COMMUNITY COLLEGE ANNUAL UNIT REVIEW TEMPLATE

E) Next Steps – Describe what the unit will do to improve the results.

The following are HKATC's next steps in improving testing services:

1. Design a COMPASS manual that can be used as a guide to follow process and procedures.
2. Testing professionals will learn the new COMPASS test scheduled to be available in Spring 2014 so administering of the tests will have a smooth transition with uninterrupted services.