

**HAWAI‘I COMMUNITY COLLEGE  
UNIT COMPREHENSIVE 3-YEAR REVIEW REPORT**

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

**November 15, 2015**

**Review Period**

**July 1, 2012 to June 30, 2015**

**AY 2012-13, AY 2013-14, and AY2014-15**

**Initiator: Joni Onishi**

**Writer(s): Gwen Kimura**

*Program/Unit Review at Hawai'i Community College is a shared governance responsibility related to strategic planning and quality assurance. Annual and 3-year Comprehensive Reviews are important planning tools for the College's budget process. This ongoing systematic assessment process supports achievement of Program/Unit Outcomes. Evaluated through a college-wide procedure, all completed Program/Unit Reviews are available to the College and community at large to enhance communication and public accountability. Please see <http://hawaii.hawaii.edu/program-unit-review/>*

## PART I: ANALYSIS OF UNIT

For this section, analyze your Unit for the 3 year period from July 1, 2012 through June 30, 2015. Provide a narrative analysis that, at a minimum, describes and discusses the following aspects of the Unit:

**ARPD indicators:** health factors, trends and other factors, strengths and weaknesses. ARPD website: <https://www.hawaii.edu/offices/cc/arpd/index.php>

### TUTORING

There has been a steady decrease in student FTE at the College (2114, 1976, and 1817) for the past three years. However, the **Demand has remained Healthy** with a 9% increase from AY 13 to AY 15 in the number of students tutored per student FTE and a 5% increase for students tutored for Remedial/Developmental courses per student enrolled in Remedial/Developmental courses. Tutor contact per paid hours increased its efficiency from 2.0 to 3.1 contacts per hour despite the cost for tutoring per contact going up from \$15.00 to \$19.00. Even with the increase in pay raises across the board and with a 10% reduction for tutor and clerk funding, per VCAA request, TLC still managed a **Healthy score in the Efficiency category.**

Based on the system-wide common learning outcomes, the average pass rate for students who received tutoring was 72%. When compared to the 57% pass rate for students who didn't receive tutoring, there is a 15% improvement for students tutored at least once or more and a significant difference of 20% improvement for those who received tutoring 5 times or more. When analyzing the data by specific areas, you can see a significant difference in the following results: students in reading (22%), writing (20%), math (10%), and ESL (30%) on the average, passed their courses at a higher rate than non-tutored students. Moreover, the averaged results indicated that students passed their courses at an even higher success rate in reading (27%), writing (25%), math (13%), and ESL (42%) when tutored five or more times. The high correlation between tutoring and course pass rates is powerful evidence that TLC has a great impact on providing academic support for

student success at HawCC. Along with the positive pass rates, CCSSE survey results of 2 placed tutor **Effectiveness in the Healthy category.**

**TUTORING ARPD  
3 YEAR DATA**

<b>DEMAND</b>		
<b>#4 Unduplicated number of students tutored in one-on-one sessions per student FTE.</b>		
2012-2013	2013-2014	2014-2015
44%	51%	53%
<b>#5 Unduplicated students enrolled in Dev/Ed classes who were tutored per number of students enrolled in Dev/Ed classes.</b>		
2012-2013	2013-2014	2014-2015
40%	44%	45%
<b>EFFICIENCY</b>		
<b>#6 Tutor contact hours per tutor paid hours in one-on-one sessions.</b>		
2012-2013	2013-2014	2014-2015
2	2.3	3.1
<b># 8 Tutoring budget per student contact hours</b>		
2012-2013	2013-2014	2014-2015
\$15.00	\$18.00	\$19.00
<b>EFFECTIVENESS</b>		
<b>#9 Students who received tutoring should pass their tutored course</b>		
2012-2013	2013-2014	2014-2015
68%	74%	73%
<b>#10 CCSSE survey results average mean score</b>		
2012-2013	2013-2014	2014-2015
1.94	1.97	1.99

**UNIT LEARNING OUTCOME: Students who receive tutoring will pass their tutored course. (System-wide common SLO)**

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

	2012- 2013	2013-2014	2014-2015	2013-2015 Average
<b>Non-tutored students who passed their classes</b>	<b>49%</b>	<b>61%</b>	<b>60%</b>	<b>57%</b>
<b>*Students who</b>				

<b>receive tutoring (At least once or more) will pass their tutored courses</b>	<b>68%</b>	<b>74%</b>	<b>73%</b>	<b>72%</b>
<b>Students who received tutoring (5 or more times) will pass their tutored course</b>	<b>72%</b>	<b>79%</b>	<b>79%</b>	<b>77%</b>

**\*Common Student Learning Outcome**

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

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

<b>Subject</b>	<b>Non-Tutored Ave. % passing</b>	<b>Tutored (At least one or more times) Ave. % passing</b>	<b>Tutored (five times or more) Ave. % passing</b>
<b>Reading</b>			
<b>AY 13</b>	<b>37%</b>	<b>69%</b>	<b>76%</b>
<b>AY 14</b>	<b>54%</b>	<b>73%</b>	<b>78%</b>
<b>AY 15</b>	<b>59%</b>	<b>73%</b>	<b>76%</b>
<b>Average</b>	<b>50%</b>	<b>72%</b>	<b>77%</b>
<b>Writing</b>			
<b>AY 13</b>	<b>47%</b>	<b>65%</b>	<b>68%</b>
<b>AY 14</b>	<b>61%</b>	<b>81%</b>	<b>83%</b>
<b>AY 15</b>	<b>53%</b>	<b>76%</b>	<b>85%</b>
<b>Average</b>	<b>54%</b>	<b>74%</b>	<b>79%</b>
<b>MATH</b>			
<b>AY 13</b>	<b>54%</b>	<b>68%</b>	<b>66%</b>
<b>AY 14</b>	<b>63%</b>	<b>71%</b>	<b>75%</b>
<b>AY 15</b>	<b>59%</b>	<b>67%</b>	<b>76%</b>
<b>Average</b>	<b>59%</b>	<b>69%</b>	<b>72%</b>

<b>ESL</b>			
<b>AY 14</b>	<b>42%</b>	<b>75%</b>	<b>89%</b>
<b>Ay 15</b>	<b>54%</b>	<b>81%</b>	<b>90%</b>
<b>Average</b>	<b>48%</b>	<b>78%</b>	<b>90%</b>

Persistence Rate: Students will reenroll (persistence) at the same rate as or higher than non-tutored students. This was once a system-wide SLO that has since been discontinued; however, we have maintained this as a measurement for assessment purposes. 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. For AY13-15, the average outcome for students tutored at least once or more reenrolling the following semester resulted in an increase of 2% for students who did not use TLC services and a greater increase of 7% when they were tutored 5 times or more. Aside from individual tutoring, small group tutoring sessions, and having a social support environment, students may take advantage of and benefit from the support services. Although not the only reason for students' persistence, these factors may contribute and influence their decisions to reenroll the following spring semester.

**Persistence for AY 2013-2015  
Non-Tutored vs. Tutored  
% of reenrolled**

<b>Term (AY)</b>	<b>Non-Tutored</b>	<b>Tutored 1-4 hours</b>	<b>Tutored 5 or more hours</b>
<b>2013</b>	<b>67%</b>	<b>74%</b>	<b>78%</b>
<b>2014</b>	<b>72%</b>	<b>71%</b>	<b>76%</b>
<b>2015</b>	<b>68%</b>	<b>68%</b>	<b>74%</b>
<b>Average</b>	<b>69%</b>	<b>71%</b>	<b>76%</b>

Over the last three years, the following Assessment Strategies were implemented to improve the demand, efficiency, and effectiveness in reaching its unit outcome of providing tutoring services for students to support their success in their academic endeavors. TLC/HKATC has accomplished this goal by scoring **Healthy for its Overall Health**.

**Advertised tutoring support services to increase awareness and referrals:**

- Area Coordinators informed faculty and lecturers about TLC/HKATC services through DC's meetings
- Flyers were posted around both Manono and Upper campus
- Classroom visitations were scheduled where tutors presented five minute orientations of Centers' services and resources

**Provided in-class tutoring:**

- Math classes
- Biology class
- English classes

**Provided tutor training:**

- Area Coordinators conducted discipline specific workshops for their tutors
- CRLA training workshops were available for all tutors
- General tutor training sessions were held for all tutors
- On-line Laulima tutor modules were available for all tutors

**Conducted evaluations and surveys to assess satisfaction of services:**

- TLC evaluation for students
- Reading Lab evaluations for students
- ESL Lab evaluations for students
- ASU electronic survey for faculty
- TLC/HKATC faculty evaluations for lab users

**Established Starfish management system for checking in students, tracking their success, providing feedback to instructors, testing, and keeping track of data needed for reporting purpose:**

- Starfish was implemented in fall 2015 and will be assessed at the next program review period

**TLC/HKATC TUTORING RUBRIC**

Area	Benchmark	Scoring
1) <u>Demand</u> Unduplicated number of students tutored in one-on-one sessions per student FTE  <b>Source: #4</b>	40% - 50% <b>Healthy</b> 30% - 39% <b>Cautionary</b> 20% - 29% <b>Unhealthy</b>	2 = <b>Healthy</b> 1 = <b>Cautionary</b> 0 = <b>Unhealthy</b>

<p>Unduplicated number of students enrolled in Dev/Ed classes who were tutored</p> <p><u>Source: #5</u></p>	<p>40% - 50%    Healthy  30% - 39%    Cautionary  20% - 29%    Unhealthy</p>	<p>2 = Healthy  1 = Cautionary  0 = Unhealthy</p> <p>Average the two scores together and use the scoring rubric to determine the final "Demand"</p> <p>Health call score:  1.5 – 2.0    Healthy  0.5 – 1.0    Cautionary  0.0 – 0.4    Unhealthy</p>
<p><b>2) Efficiency</b></p> <p>Tutor contact hours per tutor paid hours in one-on-one sessions</p> <p><u>Source: #6</u></p> <p>Tutoring Budget per student contact hours</p> <p><u>Source: #8</u></p>	<p>1.5 – 2        Healthy  0.5 – 1.4      Cautionary  0.0 – 0.4      Unhealthy</p> <p>\$15 – 25      Healthy  26 – 35        Cautionary  36 – 45        Unhealthy</p>	<p>2 = Healthy  1 = Cautionary  0 = Unhealthy</p> <p>2 = Healthy  1 = Cautionary  0 = Unhealthy</p> <p>Average the two scores together and use the scoring rubric to determine the final "Efficiency"</p> <p>Health call score:  1.5 – 2.0 Healthy  0.5 – 1.0 Cautionary  0.0 – 0.4 Unhealthy</p>
<p><b>3) Effectiveness</b></p> <p>Students who receive tutoring should pass their tutored course</p> <p><u>Source: #9</u></p> <p>CCSSE survey results</p> <p><u>Source (Average): #10, 11, 12</u></p> <p>Persistence (fall to spring)</p>	<p>70% - 80%    Healthy  60% - 69%    Cautionary  50% - 59%    Unhealthy</p> <p>2.0 – 3        Healthy  1.0 – 1.9      Cautionary  0.0 – 0.9      Unhealthy</p> <p>Healthy:      70% or higher  Cautionary: 50% - 69%  Unhealthy:    &lt; 50%</p>	<p>2 = Healthy  1 = Cautionary  0 = Unhealthy</p> <p>2 = Healthy  1 = Cautionary  0 = Unhealthy</p> <p>2 = Healthy  1 = Cautionary  0 = Unhealthy</p> <p>Average the three scores for "Effectiveness" Health call score:  1.5 – 2.0 = Healthy  0.5 – 1.0 = Cautionary  0.0 – 0.4 = Unhealthy</p>

## TESTING

Placement testing (9%) and DE testing (37%) increased at an alarming rate during AY 13 – AY 15, placing **demand in the unhealthy category**. In particular, the increase in the number of DE testing sessions administered per student FTE for AY 15 was 142%, resulting in the highest, 32%, over the unhealthy limit. Demand for testing services continued to escalate, especially since the following requirements were instituted: authentication policy for Distance Education testing requiring ID verification and mandatory COMPASS placement testing policy required for orientation. Even with declining enrollments, Placement and DE testing continued to rise.

The total number of test sessions administered from AY 13-15 (1375, 1240, and 1587 respectfully) continued to increase and according to the rubric, is considered healthy. Total testing expenditures averaged \$26.00 placing it in the cautionary category. According to the rubric, the average test administered and cost to administer them placed **Efficiency in the Cautionary** category. The number of test administered from AY 13-15 increased 15% and compromised HKATC’s resources, services, facilities, and personnel. To accommodate for this increase, the staff must carefully manage the scheduling for testing request since only 20 computers are available for this use. Twenty 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, and administer DE tests for the entire system. Staff members reported high levels of stress and burn out. To support HKATC, a TLC staff member was temporarily scheduled two days a week during the spring of AY 15 to assist with testing and daily operations. In March 2015, one of the professional staff members suddenly resigned, leaving HKATC with one professional staff member, a casual hire, and the TLC staff assisting temporarily so services could resume.

**Effectiveness was Healthy** based on the 100% ratings received for the UHCC common survey questions on testing services. Over the three years, HKATC has consistently received ratings all in the 90-100%.

**HKATC Testing Demand Indicators for 2013-2015 AY**  
**Number of Test Administered per Student FTE**

HKATC Test/Student FTE	HKATC 2012-2013	HKATC 2013-2014	HKATC 2014-2015	2013-2015 % Increase or decrease
Placement tests	1896/2114= 90%	1410/1976= 71%	1786/1817= 98%	9% increase



Distance tests	2224/2114= 105%	2701/1976= 136%	2585/1817= 142%	37% increase
Local Make-up tests HKATC/TLC	844/2114= 40%	477/1976= 24%	391/1817= 22%	18% decrease

**HKATC Testing Efficiency Indicators for 2013-2015 AY**  
**Total Number of Test Administered per FTE Center Staff**

HKATC Total Test/FTE Center Staff	HKATC 2012-2013	HKATC 2013-2014	HKATC 2014-2015	2013-2015 % Increase or decrease
Total tests	4964/3.8 = 1375	4588/3.7 = 1240	4762/3 = 1587	15% increase

**HKATC Effectiveness Indicators for 2014-2015 AY**

Satisfaction measurements using System-wide common survey questions			
Hale Kea Advancement and Testing Center Evaluation	2012-2013	2013-2014	2014-2015
The services at the Testing Center are satisfactory	88%	100%	100%
My test was administered in a timely and efficient manner	99%	98%	100%
The services at the Testing Center are satisfactory	99%	98%	100%
My test was administered in a timely and efficient manner	97%	98%	100%

Over the last three years, the following Assessment Strategies were implemented to improve the demand, efficiency, and effectiveness in reaching its unit outcome of providing the College and community with testing services. Based on the testing rubric, HKATC scored in the **Cautionary category for its Overall Health**. This score was probably influenced by the unhealthy demand of Placement and DE testing.

**Researched commercial products for a management system for data and reporting and to help determine the demand during heavy usage times for testing:**

- Established Starfish management system for checking in students, scheduling testing appointments, determining heavy usage times, and for reporting purposes. Starfish has been implemented at HKATC in fall 2015 for checking in students and will be assessed at the next program review period
- Implemented a “Scheduler” system to assist with scheduling, confirming and changing testing appointments on the web

**Requested to have the Electronic Classroom become a dedicated testing room to allow for more testing during heavy demand times:**

- The Electronic Classroom has been assigned to HKATC from spring 2015 and will be assessed on the next program review report

**Conducted evaluations to assess satisfaction of services:**

- Hale Kea Advancement and Testing Center Evaluation for faculty

**Hire an additional APT. This was documented as a top priority Unit Action Plan in AY 13, AY 14, and again in AY 15 program reviews:**

- Establishing this APT position is critical to the operations of HKATC.

**HKATC TESTING RUBRIC**

Area	Benchmark	Scoring
<p><b><u>Demand</u></b>  <b>Number of placement test sessions administered per student FTE per year</b></p>	<p><b>80% - 90%                      Healthy</b>  <b>70%-79%; 91%- 100%      Cautionary</b>  <b>60%-69%; 101%-110%      Unhealthy</b></p>	<p><b>2 = Healthy</b>  <b>1 = Cautionary</b>  <b>0 = Unhealthy</b></p>
<p><b><u>Source: #4</u></b></p>		
<p><b>Number of Distance Ed test sessions administered per student FTE per year</b></p>	<p><b>80% - 90%                      Healthy</b>  <b>70%-79%; 91%- 100%      Cautionary</b>  <b>60%-69%; 101%-110%      Unhealthy</b></p>	<p><b>2 = Healthy</b>  <b>1 = Cautionary</b>  <b>0 = Unhealthy</b></p>
<p><b><u>Source: #5</u></b></p>		
<p><b>Number of Local campus tests proctored per student FTE per year</b></p>	<p><b>45% - 55%                      Healthy</b>  <b>35% - 44%                      Cautionary</b>  <b>25% - 34%                      Unhealthy</b></p>	<p><b>2 = Healthy</b>  <b>1 = Cautionary</b>  <b>0 = Unhealthy</b></p>
<p><b><u>Source: #6</u></b></p>		<p><b>Average the three scores together and use the scoring rubric to determine the final “Demand”</b>  <b>Health call score:</b>  <b>1.5 – 2.0 Healthy</b>  <b>0.5 – 1.0 Cautionary</b>  <b>0.0 – 0.4 Unhealthy</b></p>

<p><b><u>Efficiency</u></b></p> <p>Number of test sessions administered per student FTE per year</p> <p><b>Source: #9</b></p> <p>Annual operational budget per test administered</p> <p><b>Source: #8</b></p>	<table> <tr> <td>1300 or higher</td> <td>Healthy</td> </tr> <tr> <td>1200 – 1299</td> <td>Cautionary</td> </tr> <tr> <td>1100 – 1199</td> <td>Unhealthy</td> </tr> </table> <table> <tr> <td>\$15 – 25</td> <td>Healthy</td> </tr> <tr> <td>26 – 35</td> <td>Cautionary</td> </tr> <tr> <td>36 – 45</td> <td>Unhealthy</td> </tr> </table>	1300 or higher	Healthy	1200 – 1299	Cautionary	1100 – 1199	Unhealthy	\$15 – 25	Healthy	26 – 35	Cautionary	36 – 45	Unhealthy	<table> <tr> <td>2 = Healthy</td> </tr> <tr> <td>1 = Cautionary</td> </tr> <tr> <td>0 = Unhealthy</td> </tr> </table> <table> <tr> <td>2 = Healthy</td> </tr> <tr> <td>1 = Cautionary</td> </tr> <tr> <td>0 = Unhealthy</td> </tr> </table> <p>Average the two scores together and use the scoring rubric to determine the final “Efficiency”</p> <p>Health call score:</p> <table> <tr> <td>1.5 – 2.0</td> <td>Healthy</td> </tr> <tr> <td>0.5 – 1.0</td> <td>Cautionary</td> </tr> <tr> <td>0.0 – 0.4</td> <td>Unhealthy</td> </tr> </table>	2 = Healthy	1 = Cautionary	0 = Unhealthy	2 = Healthy	1 = Cautionary	0 = Unhealthy	1.5 – 2.0	Healthy	0.5 – 1.0	Cautionary	0.0 – 0.4	Unhealthy
1300 or higher	Healthy																									
1200 – 1299	Cautionary																									
1100 – 1199	Unhealthy																									
\$15 – 25	Healthy																									
26 – 35	Cautionary																									
36 – 45	Unhealthy																									
2 = Healthy																										
1 = Cautionary																										
0 = Unhealthy																										
2 = Healthy																										
1 = Cautionary																										
0 = Unhealthy																										
1.5 – 2.0	Healthy																									
0.5 – 1.0	Cautionary																									
0.0 – 0.4	Unhealthy																									
<p><b><u>Effectiveness</u></b></p> <p>Satisfaction measurement using common survey questions</p> <p><b>Source: 9.2, 9.3, 9.4, 9.5</b></p>	<table> <tr> <td>90% - 100%</td> <td>Healthy</td> </tr> <tr> <td>80% – 89%</td> <td>Cautionary</td> </tr> <tr> <td>70% – 79%</td> <td>Unhealthy</td> </tr> </table>	90% - 100%	Healthy	80% – 89%	Cautionary	70% – 79%	Unhealthy	<table> <tr> <td>2 = Healthy</td> </tr> <tr> <td>1 = Cautionary</td> </tr> <tr> <td>0 = Unhealthy</td> </tr> </table>	2 = Healthy	1 = Cautionary	0 = Unhealthy															
90% - 100%	Healthy																									
80% – 89%	Cautionary																									
70% – 79%	Unhealthy																									
2 = Healthy																										
1 = Cautionary																										
0 = Unhealthy																										
<p><b><u>Overall Health</u></b></p>	<p>Average health call score from Demand, Efficiency, and Effectiveness</p>	<table> <tr> <td>1.5 – 2.0</td> <td>Healthy</td> </tr> <tr> <td>0.5 – 1.0</td> <td>Cautionary</td> </tr> <tr> <td>0.0 – 0.4</td> <td>Unhealthy</td> </tr> </table>	1.5 – 2.0	Healthy	0.5 – 1.0	Cautionary	0.0 – 0.4	Unhealthy																		
1.5 – 2.0	Healthy																									
0.5 – 1.0	Cautionary																									
0.0 – 0.4	Unhealthy																									

**HALE KEA ADVANCEMENT AND TESTING CENTER EVALUATION**

This survey is administered at the end of every Fall semester by the HKATC’s Center Manager. Please circle your response.

1. The hours at the Testing Center meet my needs.  
Strongly Agree      Agree      Disagree      Strongly Disagree      Neutral
2. The atmosphere at the Testing Center is conducive to testing.  
Strongly Agree      Agree      Disagree      Strongly Disagree      Neutral
3. The services at the Testing Center are satisfactory.  
Strongly Agree      Agree      Disagree      Strongly Disagree      Neutral
4. My test was administered in a timely and efficient manner .  
Strongly Agree      Agree      Disagree      Strongly Disagree      Neutral

## Computer Lab Usage

HKATC, the only site for computer usage and free printing for all students on the Manono Campus, averaged 22,497 students using computer services for AY 13- AY 15. These numbers calculated to an average of 83% of HKATC students using computers per student contact, placing the health call for **Demand in the Healthy category**. The following are possible reasons for the heavy computer usage demand and for the onerous responsibility placed on HKATC staff to support these needs:

Many 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.

HKATC staff assist in the adjacent electronic classroom. Up until fall 2014, the room was usually tightly booked for semester-length courses, workshops, meetings, and presentations. Many users are underprepared to use the electronic equipment, so HKATC staff is called in to troubleshoot. The noise from the classroom bleeds into the testing room and study areas, disturbing students.

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.

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 Lulima. HKATC staffs frequently assist students needing help with Lulima or others who are not computer literate.

Even with two professional staff members, one temporary TLC staff member, and student workers, HKATC is in jeopardy when it comes to handling the demand as it escalates. There are issues concerning overcrowding, the cost of printing services, noise level, assisting the adjacent electronic classroom, and students needing assistance from staff with technological problems. Therefore, establishing an additional APT position is critical to the operations of HKATC.

This heavy demand for lab/computer usage, according to the scoring rubric, placed the **Efficiency health call in the Unhealthy** category for AY 13-15. Usage exceeded approximately 8-10 times what was considered healthy. At times it was not uncommon for every computer to be in use, with students waiting for computers to become available. 26 computers in HKATC computer lab are not sufficient to service all of the students at the Manono Campus.

CCSSE survey indicated an average mean score of 2.4 for Frequency, Satisfaction, and Importance of using computer labs, scoring it in the **Healthy category for Effectiveness**.

TLC's computer **Demand** averaged 27% over the past three years, placing it in the **Cautionary range**. This steady decline in the number of students using computer resources may be attributed to the availability of multiple computer labs located on the upper campus. The benchmark set by the scoring rubric for **Efficiency** placed the number of TLC students using computers available in the **Cautionary** range. Because of the high numbers of classes scheduled to use the lab, computer usage is carefully monitored and, thus far, demand and efficiency have not jeopardized lab resources. CCSSE survey indicated an average mean score of 2.4 for Frequency, Satisfaction, and Importance of using computer labs, scoring it in the **Healthy category for Effectiveness**.

**Computer Lab Usage  
TLC/HKATC Demand Indicators for 2013-2015 AY**

		<b>2012-2013</b>	<b>2013-2014</b>	<b>2014-2015</b>
<b>Demand</b>	Number of Students using computer over Student contacts - <b>TLC</b>	5159/16627 <b>31%</b>	3720/13691 <b>27%</b>	2745/11660 <b>23%</b>
	Number of Students using computer over Student contacts - <b>HKATC</b>	25732/30409 <b>85%</b>	21954/26303 <b>83%</b>	19804/24360 <b>81%</b>
<b>Efficiency</b>	Number of Students using computer Computer availability – <b>TLC</b>	5159/40 <b>129</b>	3720/40 <b>93</b>	2745/40 <b>68</b>
	Number of Students using computer Computer availability – <b>HKATC</b>	25732/26 <b>989</b>	21954/26 <b>844</b>	19804/26 <b>762</b>
<b>Effectiveness</b>	<b>CCSSE mean:</b> Frequency of computer labs use Satisfaction with computer labs Importance of computer labs	<b>2.11</b> <b>2.50</b> <b>2.55</b> <b>Ave. 2.4</b>	<b>2.07</b> <b>2.46</b> <b>2.54</b> <b>Ave. 2.4</b>	

The following Assessment Strategies were implemented to improve demand, efficiency, and effectiveness in reaching its unit outcome of providing computer access for students. The demand for computer usage continued to place an overwhelming burden on the facilities, equipment, and especially the personnel, causing TLC/HKATC to remain in the **“Cautionary” Overall Health category.**

**Researched commercial products for a management system for data and reporting and to help determine the demand during heavy usage times for computer usage:**

- Established Starfish management system for checking in students, determining heavy usage times, and for reporting purposes. Starfish has been implemented at HKATC in fall 2015 for checking in students and will be assessed on the next program review period

**Researched software that would charge students for printing**

- Pay for printing software was implemented in fall 2015 semester and it is anticipated that the number of students coming in for computer usage and printing will decrease. This strategy will be assessed on the next program review period

**Hire an additional APT. This was documented as a top priority Unit Action Plan in AY 13, AY 14, and again in AY 15 program reviews:**

- Establishing this APT position is critical to the operations of HKATC

**TLC/HKATC Computer Lab Usage RUBRIC**

Area	Benchmark	Scoring
<u>Demand</u> Number of students using computers per student contact  TLC          HKATC	30%-40% Healthy 20%-29% Cautionary 10%-19% Unhealthy     80%-90% Healthy 70%-79% Cautionary 60%-69 Unhealthy	2 = Healthy 1 = Cautionary 0 = Unhealthy          2 = Healthy 1 = Cautionary 0 = Unhealthy  Average the two scores together and use the scoring rubric to determine the final “Demand” Health call score: 1.5 – 2.0 Healthy 0.5 – 1.0 Cautionary 0.0 – 0.4 Unhealthy
<u>Efficiency</u> TLC Number of students using computers per computer availability	50-70 Healthy 70-90 Cautionary 90-110 Unhealthy	2 = Healthy 1 = Cautionary 0 = Unhealthy

<b>HKATC</b> <b>Number of students using computers per computer availability</b>	<b>80-100 Healthy</b> <b>100-300 Cautionary</b> <b>300-500 Unhealthy</b>	<b>2 = Healthy</b> <b>1 = Cautionary</b> <b>0 = Unhealthy</b>  <b>Average the two scores together and use the scoring rubric to determine the final "Efficiency" Health call score:</b> <b>1.5 – 2.0 Healthy</b> <b>0.5 – 1.0 Cautionary</b> <b>0.0 – 0.4 Unhealthy</b>
<u><b>Effectiveness</b></u>  <b>CCSSE Survey Results</b>	<b>2.0 – 3 Healthy</b> <b>1.0 - 1.9 Cautionary</b> <b>0.0 – 0.9 Unhealthy</b>	<b>2 = Healthy</b> <b>1 = Cautionary</b> <b>0 = Unhealthy</b>
<b>Overall Health</b>	<b>Average health call score from Demand, Efficiency, Effectiveness</b>	<b>1.5 – 2.0 Healthy</b> <b>0.5 – 1.0 Cautionary</b> <b>0.0 – 0.4 Unhealthy</b>

**College Mission: how the Unit aligns with and supports the College Mission and the Unit’s effectiveness in its support/assistance in achieving the College 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.

**Institutional Learning Outcomes (ILOs): the Unit’s effectiveness in its support/assistance in achieving the College’s ILOs.**

**ILO website:** <http://hawaii.hawaii.edu/assessment/outcomes.php#ilo>

ILO Alignment

**a) ILO1: Our graduates will be able to communicate effectively in a variety of situations.**

TLC/HKATC supports 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:

- This semester I have been privileged to work as an ESL and writing tutor at HawCC's Learning Center. In doing so, I have worked with students to help them achieve HawCC's Institutional Learning Outcomes. The primary outcome in that I have facilitated development is number 1: "Our graduates will be able to communicate effectively in a variety of situations".

I have worked with students on their verbal and written communication skills, as well as their comprehension and processing of others' written and verbal communications.

I encouraged students to speak freely on topics in which they were knowledgeable, this way they were comfortable and could focus on language production. I asked prompting questions that would elicit long responses requiring description and explanation, but could be provided using basic grammar and vocabulary.

In their written work, I aided students with their organization, allowing them to more freely express their points in a way that flowed clearly and efficiently. I noticed that as students felt they were understood when communicating simple ideas, they gained confidence when tackling more complex concepts and were less afraid to step out of their comfort zones.

I think it is most important to promote a student's confidence. Start simple and then work towards the complex.

For next semester, the ESL group has talked about implementing a series of workshops for the students to help with simple, yet common, grammatical errors. Hopefully this can be achieved :)

AY14

- In order to work towards Institutional Learning Outcome #1, I try to help students to communicate openly regarding the ideas about which they write so that they are able to practice expressing themselves in spoken as well as in written conversations. When tutoring students in both ESL and Writing, I encourage them to express their thoughts and opinions clearly and effectively by having them discuss openly what their thoughts are rather than just reading what



they have written down. This way, their communication skills can improve significantly from the opportunity not only to explain, but to back up their ideas and viewpoints. AY 15

- Being able to effectively communicate in both spoken and written contexts is crucial as one moves forward from the academic to working world. One can take the skills they have learned for these situations and apply them into other aspects of their lives. What I emphasize the most when helping students is clarity and organization of ideas. By being as clear and organized as possible, your point will come across in the most effective way and it saves time and unnecessary confusion. AY 15

- ...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.

**b) ILO2: Our graduates will be able to gather, evaluate and analyze ideas and information to use in overcoming challenges, solving problems and making decisions.**

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:

- As a math tutor, it is my responsibility to give students the skills "to gather, evaluate, and analyze ideas and information to use in overcoming challenges, solving problems, and making decisions." Our philosophy at the math desk is to help students to become independent learners and to make them not solely dependent on the tutors. When a student comes in, often we will work through an example or two and give the student the skills and the analytic reasoning that they need to be able to do more problems on their own. From that point, we leave the student to themselves until they have another question. The fact that we don't have to help the student with every problem shows that we are giving them the skills they need to become more independent learners. AY14

- My name is Erica and I have been a tutor for Hawaii Community College for the past year and a half. During this time, I have helped many students with their assignments and self-esteem. Most importantly, I have seen them develop the ability to "gather, evaluate and analyze ideas and information to use in overcoming challenges, solving problems and making decisions," as well as "communicate effectively in a variety of situations." One example is a student who came in at the beginning of the spring 2014 semester who was timid, scattered, and intimidated by her English 100 class. She explained that she was only good at typing memos and not developing essays. Over the semester she developed the skills necessary to choose a topic, brainstorm, gather resources, and produce a final draft. She even won a scholarship award for submitting one of her essays. AY14

- Working at the reading desk, I've seen lots of students come to us trying to make sense of the information they're given daily by their instructors. Though not often due to a lack of effort on their part, sometimes students simply need help seeing things a different way. In my own experience with students I've gone over a variety of different methods to try and help them not only understand, but grow as well. From reading out loud to acting stories out (to an extent), I've tried all kinds of tricks to help them understand, and from what I've seen in those short periods of time I've witnessed quite the improvement. I think the reason for this is that rather than simply trying to understand their work, I try to help them understand themselves. I know that may sound very zen and more than a bit cheesy but, more often than not, all it really comes down to is making the student feel comfortable with their own reading style. Everybody reads and processes information differently, but most are only taught to read one way. Sure it may work for some but there are times where an individual approach has to be taken. This is where we as tutors come in, and I'm more than happy to play my part. AY14

- When tutoring most subjects, I find it very helpful to have the student explain what the class has covered so far and where the student is having problems. What is it he/she is not grasping? What doesn't he/she understand? Once this is established, I can more easily determine what to

work on. One of the best strategies is to ask questions to get students thinking. Writing: “How do you feel about the topic you’re writing about?” “What would you like to convey to the audience you’re writing for?” “What are some ideas that support your major theme?” Another good strategy is to have the student speak aloud either by reading an essay or stating the steps to follow in solving a proof for Logic. When an essay is read aloud, students tend to find sentence structure and grammar errors more easily. When solving a logic proof, if students have trouble recognizing the patterns of the rules as they apply to the solution, then having them speak aloud each step usually helps them to see how it all fits together. I have seen many students have “aha” moments using the talk-it-out method. This can help them to approach the next essay or the next proof with more confidence that they are becoming more independent in their learning. These strategies help to develop skills that will assist them in not only the rest of their academic career, but on into the future.

- This semester, I felt like a lot of my job as a tutor involved giving students confidence in themselves. A majority of the time, I could see that the skills to gather, evaluate, and analyze ideas were already present; I simply needed to show them what they were already capable of. This often occurs when I help students answer questions based on a passage that they have read. First I will ask a student what kind of information do they have available to help them answer the question. What do you know from this passage? How do you know what you know? I then establish if they understand what the question is asking them. What are they asking you? I have found that often the problem lies in misinterpretation of the question itself and will help clarify. Then, I ask them to give me a possible answer and prove to me why that is the correct one. What do you think the answer is? Why do you think that? By asking them this, they must map out their thinking process for me which allows them to really delve into the problem and analyze it. If the student is correct on their initial try, this technique teaches them to be confident in their answer and their capabilities. If their initial answer is incorrect, we are still able to legitimize their thought process while still encouraging the student to search for more information that can lead them to the correct answer. I see why you chose that answer, but is there a better answer? Why did you choose that instead? How do you know? I will typically sit with a student for a small amount of time and repeat this process with each new passage/question. I find that soon after, I am able to step away, and the student will begin to ask themselves those very same questions and arrive at the correct answer. The entire process, I feel, essentially helps the student to see that they have everything they need in front of them and in their heads. What is required is that they really evaluate the available information and gain confidence in their answer by double-checking and analyzing the question. AY15

- 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.
- With regard to Institutional Learning Outcome #2, when working with students who have an assignment that requires them to interpret and analyze data and the ideas of others, I try to make sure that they fully understand these ideas and the perspective from which they are presented by offering some discussion on this data and asking the student how the data might be similar to or differ from their own findings; this way, the student can understand the supporting points as well as the arguments against their idea and strengthen their understanding and their argument. AY 15
- 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.

**c) ILO3: Our graduates will develop the knowledge, skills and values to make contributions to our community in a manner that respects diversity and Hawaiian culture.**

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 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 working to achieve Institutional Learning Outcome #3, it is especially important to be aware of and sensitive to the diversity of backgrounds from which students at The Learning Center come and how our community benefits from the contribution of people of all different cultures and upbringings. In one case, I worked with a student who was working on a paper regarding the

history of Hawaii and the current attempts to revitalize Hawaiian language and culture. To help the student move forward with their main point, I suggested that the student think about the cultural and societal implications of revitalization of Hawaiian culture and what it means to have a Hawaiian identity in the midst of the great diversity of the islands. The student was encouraged to discuss the emergence of a 'modern' Hawaiian culture and identity that is not limited solely to native Hawaiians, as the residents of Hawaii come from all different backgrounds, and presented possible plans for moving forward with the revitalization of Hawaiian culture. Many students have great ideas and skills that would benefit our community with their forward-thinking and cultural sensitivity, but can have trouble expressing themselves or putting their ideas into words. Because of this, for all Institutional Learning Outcomes it is important that we encourage students to express themselves. AY 15When 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.

**2008-2015 Strategic Plan: the Unit's alignment with the 2008-2015 Strategic Plan and the value of the Unit to the College in terms of achieving that Strategic Plan's goals and initiatives.**

**[Hawaii Community College Strategic Plan: 2008-2015](#)**

**[HawCC Strategic Outcomes and Performance Measures 2008-2015 listed with funding sources and responsible parties.](#)**

Goal 1: Establish Starfish in TLC to increase tutoring contacts with referrals from faculty and student services. Specifically, it meets the strategic plan's goals and initiatives by contributing to the graduation remediation workforce, program development, and underserved populations by aligning to the following Strategic Outcomes and Performance Measures for 2008-2015:

**A2.3 action strategy d and f**

**A2.4 action strategy a and f**

**B.3 action strategy c and d**

Goal 2: Increase student success rate in Remedial/Development classes and target STEM courses using Starfish. TLC/HKATC stated as a priority that it will look for ways to provide tutoring options for students in courses with low success rates and especially for those students who are in the STEM programs. This goal aligns to the following Strategic Outcomes and Performance Measures for 2008-2015:

**A2.3 action strategy d and f**

**A2.4 action strategy a and f**

**B.3 action strategy c and d**

Goal 3: Providing computer access for students. This goal specifically focuses on providing computer access where students can develop technology skills. The centers also provide academic and support services to students to increase graduation or transfer to higher institutions. Expanding, updating, and replacing instructional enhancements and computer equipment are ways the centers provide resources to support successful learning.

**A2.3 action strategy d and f**

**A2.4 action strategy a and f**

**A2.5 action strategy b and c**

Goal 4: Providing the College and community with testing services. Testing allows for proper placement and DE accommodations to maximize student options and opportunities.

**A2.3 action strategy a**

**A2.5 action strategy b and c**

Goal 5: Hiring of APT personnel for HKATC. This goal aligns with the Strategic Outcomes and Performance Measures for 2008-2015 by providing initial student assessment, testing services, access to technology, and support for successful learning. Specifically, it focuses on providing COMPASS placement testing so students can get immediate advising and enroll in appropriate classes, it provides academic and support services to students to increase graduation or transfer to higher institutions, and it provides DE testing for online courses throughout the system.

**A2.3 action strategy a, d, and f**

**A2.4 action strategy a and f**

**A2.5 action strategy b and c**

**B.3 action strategy c**

**D.1 action strategy c**

**CERC comments and feedback: based on the CERC comments and feedback from your most recent Comprehensive Review, discuss CERC's recommendations and your Unit's successes and/or challenges in implementing them.**

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.**

Addressing CERC's recommendation, a focus group was conducted where twenty participants comprised of tutors, clerks, TLC staff, and faculty coordinators discussed and brainstormed strategies that targeted the

above concerns. As a result of that session, some of the strategies have been implemented as Unit Assessment Plans. Focus groups involving TLC staff, faculty coordinators, tutors, clerks, and special guest presenters are now on the agenda for TLC's Annual General Orientation sessions. Other focus groups were also conducted during area coordinators' workshop sessions throughout the semester.

**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 all subsequent program reviews. In addition, rubrics and assessment strategies have been developed to measure the demand, efficiency, and effectiveness of the computer lab resources.

**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 subsequent annual review reports as budget requests. Hiring of an APT position for HKATC has been a priority budget item on annual program reviews since CERC's recommendation of 2012.

**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...**

Replacing old computers are done on a cycle determined by the Academic Computing Unit so TLC does not need to list them as a budget priority. Likewise, other computer equipment, software, supplies, and tutoring expenses are accounted for in TLC's allotted budget and does not need to be a budget ask. High cost items will be included as budget priority asks when it exceeds TLC's budget allocations.

- Other successes, challenges/barriers, concerns, and/or other issues not addressed elsewhere in this Comprehensive Report.

## **PART II: ACTION PLAN**

**For this section, describe and discuss your Unit's Action Plan for the 3 year period from July 1, 2015 through June 30, 2018. For each action strategy or tactic, provide details about the goal, expected level of success, implementation timeline, and any challenges or barriers you anticipate may affect implementation or success.**

1. TLC/HKATC's Action Plan for the next three years is to not only use Starfish for data, but to also utilize its functions to its fullest potential. At this time, Starfish is being used as a check-in system for usage and contact purposes; however, once the staff gets comfortable with the system, we can continue expanding its features, analyze its strengths and weaknesses, discover what worked/what didn't, and assess its effectiveness in meeting the Centers' needs. For example, it is hoped that features in Starfish will alert faculty and student services to refer students early for tutoring and feedback on their progress can be communicated back to all the stakeholders. As documented in the annual program review, Starfish has been listed as a strategy for several assessment activities where the expected level of success for testing and tutoring is scoring "Healthy" in the Overall Program Health, as determined by the demand, efficiency, and effectiveness health indicators. This Action Plan specifically targets the following three areas in the HawCC's Strategic Directions 2015-2021:

HGI2: "Strengthen developmental education initiatives that increase preparation, improve placement methods and reduce time spent in developmental education."

HPMS1: "Increase utilization of available software and database such as Destiny One, STAR, STARFISH, KFS, Curriculum Central, and Lailima" and "Maximize efficient use of facilities and classrooms"

HPMS2: "Increase opportunity and success for students and overall cost-effectiveness by leveraging academic resources and capabilities across the system" by expanding student-centered distance learning testing and by using Starfish data to improve operating efficiencies and effectiveness in student support services.

2. Increasing the numbers of tutors who earn CRLA Certificates is another Action Plan TLC has set for the next three years. In 2015, only 20% of the tutors were CRLA certified. At our annual coordinator's meeting held in fall 2015, it was decided that increasing the number of tutors being CRLA certified at the end of spring 2016 by 10% (and 10% each subsequent year) would be one of our assessment strategies to bring about the following: increased rate of students tutored passing their classes and increased rating for the comment, "Tutors are concerned about my progress." Specifically, this Action Plan would focus on HawCC's Strategic Directions 2015-2021:

HGI Strategy 2: "Strengthen developmental education initiatives that increase preparation, improve placement methods and reduce time spent in developmental education"

HGI Strategy: Productivity and Efficiency Measures for Hawaii Graduation Initiative in improving time to degree by completing math, STEM, and English courses.

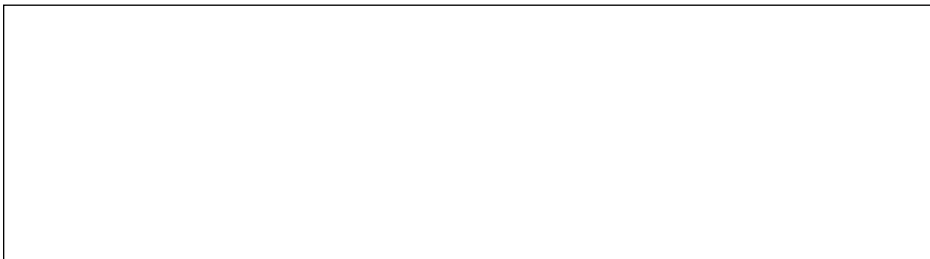


3. Increase the level of satisfaction ratings from faculty who refer their students for tutoring, based on the Academic Support Unit Satisfaction Survey, to 70%. As part of this strategy, a feedback loop with faculty who use TLC tutors will be developed to see how we can improve in this area. Information received may also give us insight as to why 40% of the faculty who referred their students rated “neutral” in their response to whether tutoring helped their students’ learning. In addition to the feedback loop, an outreach plan collaborating with CTE and Lib Arts faculty to find out what other support services can be provided for their students will be explored. This Action Plan focuses on the following HawCC’s Strategic Directions 2015-2021:

HGI2: “Strengthen developmental education initiatives that increase preparation, improve placement methods and reduce time spend in developmental education.”  
HPMS2: “Collaborate on shared services to improve operating efficiencies and effectiveness in student support services.”

**Action Plans must align with the new Hawai‘i Community College 2015-2021 Strategic Plan. Discuss how the Unit’s Action Plan aligns with and supports the 2015-2021 Strategic Plan’s Initiatives, Strategies, and Tactics.**

<http://hawaii.hawaii.edu/docs/hawcc-strategic-directions-2015-2021.pdf>



**PART III: Budget Items**

**For this section, describe and discuss your Unit’s cost-item “budget asks” for the 3 year period from July 1, 2015 through June 30, 2018. For each budget item, describe the needed item in detail, including cost(s) and timeline(s).**

**Budget asks for all categories of cost items may be included in the 3-year Comprehensive Review. Explain how the item aligns with the Hawai‘i Community College 2015-2021 Strategic Plan (see link above in Part II). Identify and discuss how each item aligns with the Strategic Plans Initiatives, Goals, Action Strategies, and Tactics.**

As recommended by CERC reviewers in 2012, hiring of an additional APT was documented as a top priority Unit Action Plan in AY 13 and AY 14 program reviews. Request to have this APT 1.0 fte Band A position at \$32,000 will again be submitted in this AY 15 report. As previously emphasized in this review and in subsequent reviews, HKATC is extremely overextended with increasing testing demands combined with increasing computer usage. Over the past three years, administering placement and especially DE testing (9% and 37% increase) while managing an average of 27,024 students working in the computer lab, justifies establishing another APT position. The demand for HKATC services are evidence that the request to establish a full-time APT position is critical in providing resources and services to promote student success. It is a concern that the overwhelming demand for testing services and lab usage may result in compromising HKATC's resources, services, facilities, and personnel. Forms requesting for a permanent APT position were submitted to the Office of the Vice President for Community Colleges (OVPC) via VCAA Onishi and the results are still pending. This action plan specifically targets the following four areas in the HawCC's Strategic Directions 2015-2021:

HGI1: "Strengthen the pipeline from K-12 to the university to improve college readiness and increase college attendance" by using multiple measures for college placement.

HGI2: "Implement structural improvements that promote persistence to attain a degree and timely completion" by providing wrap around services.  
"Utilize Summer Term to promote college readiness and degree completion" by providing free retesting for math booth camp students.

HPMS1: "Employ best practices in management, administration and operations" by maximizing efficient use of facilities and classrooms and increase utilization of software such as STAR, STARFISH, and Laulima.

HPMS2: "Increase opportunity and success for students and overall cost-effectiveness by leveraging academic resources and capabilities across the system" by expanding student-centered distance learning testing and by using STARFISH data to improve operating efficiencies and effectiveness in student support services.

