Academic Support Division – Annual Report 2012-2013

Program Description

The various units within the Academic Support division have changed as a result of the College's reorganization, effective AY 2012-13. Up until August 2013 the division has been overseen by the Vice Chancellor of Academic Affairs while the College has recruited for a new Dean to oversee the division. Effective August 2013, the new Dean will oversee the this division, composed of the following: Library, Student Success, Educational Technology Center, Design Center, Disability Services, and Planning, Policy, and Institutional Research. This new structure represents a renewed focus by the College on student success and a continuum of services to promote retention. All units have drafted Student Learning Objectives and/or Service Area Outcomes, which are in the process of review and revision, and will be finalized by the end of summer for implementation in AY 2013-14. Metrics applicable to this division are under review by the UHCC system, and Honolulu CC academic support units have been consulted during this process. Further work is needed for some of the metrics to be applicable to Honolulu CC (for example, the testing and tutoring function is spread among several offices, including the Native Hawaiian Center). These will be worked on in the coming year as the College improves its ARPD measures.

Educational Technology Center

Responsible for planning, developing, and delivering high quality distance education support and other instructional media support. This office:

- Supports the development and delivery of distant education using a variety of media, such as broadcast television, cable television, web-based instruction, or other forms of digital delivery
- Supports curriculum innovation using computers or media technology in the classroom
- Supports academic website design and development
- Trains faculty and staff in the use of instructional media support technologies
- Participates in system-wide distance education planning and coordination with other university units
- Provides assessment and communication among campus consituents regarding distance education

Demands

- Campus Enrollment FY 2012-213 (FTE) from MAPS
  - Fall 2012 4,587
  - Spring 2013 4,091
  - Total 8,687
- Total Headcount FY 2012-2013 188 Full-time Faculty
- Total Headcount FY 2012-2013 44 Full time Staff
Educational Technology Staff
- 2 UHCC Full-Time Faculty
  - 1 Educational Technology Director
  - 1 Distance Education Coordinator
- 1 Office Assistant III
- 1 UH Media & Design and Production (Instructional Designer)
- 1 UH Media & Production (Digital Media, Photography, Videography Support)

Budget Allocation
General
Operations: ____________________________

Cost of program
General
Operations: ____________________________
Student Assistance: ________________________

NUMBER OF WORK ORDERS ALL SOURCES FY 2012-2013 = 140

![Chart 4]

Honolulu Community College - Educational Media Center Annual Assessment Survey FY20012-2012 Sep 10, 2013
The Student ACCESS center provides services to students with disabilities enrolled at Honolulu Community College. We are tasked with authorizing, coordinating, and implementing all academic accommodations at HCC. To comply with applicable laws (ADAA/504), Student ACCESS works with the eligible participants in developing and authorizing reasonable academic accommodations to fairly level the playing field for the student with a disability.

As service to all individuals with disabilities that come to campus to participate and/or utilize other entities at HCC, we also provide comprehensive disability accommodations for participants of Apprenticeship, PCATT (training and testing services), the Childcare Centers (both on and off campus), and programs such as graduation.

Goals
1. To provide reasonable accommodations to qualified students.
2. To promote an informed and hospitable learning community.
3. To advocate for campus-wide ADA/Section 504 compliance.

Students who receive disability accommodations through Student ACCESS will be able to (Service Area Outcomes):
1. Follow specified procedures and timelines.
2. Use accommodations effectively.
3. Exhibit self-advocacy skills.
4. Learn about their condition(s), strengths and weaknesses, and relevant disability laws.
5. Demonstrate academic responsibility.
Concerns
The primary concern for Student ACCESS for the 2012-2013 AY has continued to be outreach to students enrolled in developmental math and English courses, and accessibility and accommodations for Distance Education courses.

Focus continues to be similar to last academic year on the underprepared student (or more accurately, those students that may need services but are not aware they exist,) and to students in Distance Education courses who are seeking accommodations. A noticeable pattern of students who enter HCC after completing their high school diploma through the special education classes also place into the development math and English courses. These students historically have had the most difficulty in learning the material and passing the courses. Additionally, there have been many instances in which instructors of the developmental math and English courses consult with Student ACCESS over their concerns that there are more students in the class who may be struggling not only because of unfamiliarity with the content, but because of underlying learning difficulties. Student ACCESS has implemented an outreach program at the beginning of each semester to all developmental education courses (ENG 8,9,18,19,21 and Math 9). This past academic year we had successfully outreached (did class presentations) to 80% of all development education course in the Fall 2012 and 82% to all developmental education courses in the Spring of 2013. This had proven to be a challenge this past year as there was only one employee in Student ACCESS, however, we have successfully hired an APT which will make the ability to outreach a lot more manageable.

The number of Distance Education (DE) courses being offered is increasing, along with the number of students with disabilities who choose to take Distance Education courses. The University of Hawaii system is also unique in that there are many different on-island and off-island campuses that offer DE courses, and a student within the UH system can take any of these courses. In addition to providing more education to the instructors regarding the need for accessible online materials, Student ACCESS must make more testing arrangements for students taking an HCC course but have a different home campus, or for HCC students who are taking an online course from a different home campus. More coordination is required to approve the accommodations as well as make the testing arrangements as a result of the increase in DE courses. We have successfully implemented a plan to meet these needs by reviewing our existing human resources and adjusting our work flow as necessary.

A final concern for Student ACCESS will be the funding of sign-language interpreters, as the UH system informed ACCESS that interpreter funds will not require a proposal and that the Perkins will be available on an as needed basis. This past year, we were not successfully in securing such funds which the process will need to be investigated further with the respective administrator.
Measure of Efficiency

1. Number of FTE staff
   - 1 APT and 1 Faculty with designated disability related responsibilities. New APT hired in February 2013
   - Gate Count Contacts (# of contacts) 428
   - Budget Allocation
     General
     Notetakers and in class assistants: $6515
     Operational (including sign language interpreters): $19,350
     Additional Funding from UH System Office: $5000

   - Cost of program
     General
     Note takers and in class assistants: $5696
     Operations/Sign language interpreters: $22,451

Fall 2011 – Spring 2012 (includes Summer Session 1)
Student Tracking Annual Summary

Count: 189 Students (numbers include the elevator/parking only students)
         95 Students came to Student ACCESS to discuss service, conduct an intake, but did not require/request services

Programs: 90 Liberal Arts
           99 CTE/Apprenticeship
           10 OTHER

Number of Accommodations Issued

   Fall 2012
   # of classes that accommodations were requested for = 129
   # of accommodations approved for classes = 337
   # of students that intakes conducted – services not pursued by student = 55

   SPRING 2013
   # of classes that accommodations were requested for = 104
   # of accommodations approved for classes = 320
   # of students that intakes conducted – services not pursued by student = 40

Use of Testing Rooms
Fall: 88x
Spring: 65x
Break-Down of Services/Accommodations for Fall 2012 – Spring 2013

<table>
<thead>
<tr>
<th>Type of Service/Accommodation</th>
<th># Students Approved for Accommodations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Notetaker</td>
<td>33</td>
</tr>
<tr>
<td>Extended Time on Tests</td>
<td>80</td>
</tr>
<tr>
<td>Quiet Room for Testing</td>
<td>86</td>
</tr>
<tr>
<td>Interpreter</td>
<td>6</td>
</tr>
<tr>
<td>Equipment Use</td>
<td>15</td>
</tr>
<tr>
<td>Alternate Formats for Text</td>
<td>9</td>
</tr>
<tr>
<td>Reader</td>
<td>4</td>
</tr>
<tr>
<td>Scribe</td>
<td>6</td>
</tr>
<tr>
<td>Alternative Desk</td>
<td>7</td>
</tr>
<tr>
<td>PC Test</td>
<td>12</td>
</tr>
<tr>
<td>Registration Assistance</td>
<td>80</td>
</tr>
<tr>
<td>Emergency Evacuation</td>
<td>13</td>
</tr>
<tr>
<td>Counseling</td>
<td>84</td>
</tr>
<tr>
<td>Elevator</td>
<td>34</td>
</tr>
<tr>
<td>*Other</td>
<td>13</td>
</tr>
<tr>
<td>Parking</td>
<td>33</td>
</tr>
</tbody>
</table>

**Total # of Accommodations Granted:** 515

** The accommodations included in the “Other” category include: faculty consultation and preferential seating.

_Student Count, Frequency of Disability, and Accommodations are counted per semester._

Evaluation of Student ACCESS Services – Fall 2012 Spring 2013

The survey used for the fall 202 semester followed the same format as the surveys from the past five years with slight modification to reflect the current practices and goals of the office. One modification was remittance of the question asking students if they preferred a different location for the Student ACCESS office as this is no longer a concern. The other modification was to add the question “Are you enrolled or planning on enrolling next semester?” which was added to identify the persistence of students who have used Student ACCESS services. Persistence is an overall concern of the campus and any additional method of evaluating persistence trends would be helpful in understanding the needs of students.

The survey was mailed out to students enrolled in the fall 2012 and Spring 2013 semester who received academic accommodations.
A break-down of the responses are detailed below:

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
<th>Unanswered</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Do you know what your disability is</td>
<td>100%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Are you aware of your academic strengths and weaknesses</td>
<td>90%</td>
<td>10%</td>
<td></td>
</tr>
<tr>
<td>5. Disability documentation requirements were clear to me</td>
<td>85%</td>
<td>15%</td>
<td></td>
</tr>
<tr>
<td>6. Disability service providers were helpful in setting up my accommodations</td>
<td>100%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Accommodations were set up in a timely manner for me to use</td>
<td>100%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. My accommodations contributed to my academic progress</td>
<td>90%</td>
<td>10%</td>
<td></td>
</tr>
<tr>
<td>9. Student ACCESS promoted a positive/realtistic attitude towards my academic participation.</td>
<td>95%</td>
<td>5%</td>
<td></td>
</tr>
</tbody>
</table>

Overall satisfaction and quality of services provided by ACCESS staff

<table>
<thead>
<tr>
<th>Satisfaction Level</th>
<th>Poor</th>
<th>Average</th>
<th>Good</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1%</td>
<td>6%</td>
<td>93%</td>
<td></td>
</tr>
</tbody>
</table>

Are you enrolled or planning to enroll in the upcoming semester? (If no, please share why and what will you be doing?)

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
<th>Undecided</th>
</tr>
</thead>
<tbody>
<tr>
<td>89%</td>
<td>6%</td>
<td>5%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Delays in Financial Aid and not being prepared for college work</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Construction distracting</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

What are the most important things that contribute to your success at HCC? (highlights)

- Attendance
- ACCESS
- Individual motivation
- Math tutors
- I was alone to replay my tapes on my lectures, to study. I also made flash cards for review before tests.

What are the biggest obstacles to your success at HCC? (highlights)

- Stress
- My disability is my only obstacle.
- The finals and the mid-terms.
- Noise
- Parking

In what ways can HCC improve its disability services to students? (highlights)

- More staff and individual counseling when needed from a student with an appointment
- Keep ACCESS funded.
- Nothing. I appreciated all the help and was completely satisfied with Student ACCESS.
- Student ACCESS is great.
- Good use of learning skills.
- Lap tops to borrow
- They are doing an excellent job already
SUMMARY:

The responses did not produce any noteworthy suggestions or concerns from the students. Overall, students were satisfied with services, with all 100% of respondents answering “Good” to “Excellent” in terms of the overall service Student ACCESS provides. 80% of the students will be returning for the spring semester.

55% of respondents were from CTE programs and the other 45% were from Liberal Arts. Something that has consistently been noted throughout the semesters and remains true in these responses is that the students believe that their disabilities, or features of their disability, are the biggest obstacles to their success. 60% of the responses regarding obstacles to success had to do with their disability. Interestingly, only 30% of the responses regarding the biggest contributions to success had to do with receiving Student ACCESS services. This assessment supports the overall purpose of the accommodations, in that they do help to level the playing field, but they alone will not guarantee success. Using the accommodations, along with other study strategies and campus resources will increase the level of success a student achieves.

Activities and Accomplishments Academic Year 2011 - 2012
The academic year of 2011-2012 was an interesting time for Student ACCESS and one of continual transition in terms of staffing as previously mentioned in the section “Measure of Efficiency.” The focus of efforts during this time was not so much of beginning new initiatives, but rather maintaining the level of services to the best of ability given that staffing was either new or temporary. The primary concerns such as outreach to developmental courses and ensuring accessibility in DE courses were initially addressed and will be expanded and refined in the next academic year when staffing is again stabilized.

• Met with all of the area DOE High School Special Education Transition Coordinators to facilitate transition plans and raise student awareness about the rigors of a college education and the differences between high school and college.
  1. Provided brief on-campus overviews of the Student ACCESS program to interested high school students whenever asked.
• Conducted outreach to 80% (Fall 2012) and 82% (Spring 2013) of all developmental education classes. Last academic year outreached to 73% of all remedial and developmental math and English courses.
• Attended Disability Service Provider meeting at UH Manoa to stay on top of trends and practices, updated information regarding laws of service animals.
• Disability Specialist secured 100 hours of continuing education credits to maintain Certified Rehabilitation Counseling national certificate and State of Hawaii Mental Health License.
• Finalized information to provide to the students and campus in terms of assisting students with disabilities evacuate in an emergency, submitted to the Emergency Planning Committee and CODA for review.
• Created a personalized Student Evacuation Plan for students when asking for assistance in evacuating.
• Create signage for alternated Library site Test screen reading software on Apple Computers.
• Continue to work with Administration to secure available funding for interpreting services now that Perkins funding will no longer be available.

Analysis of Unit
Overall assessment of Unit health is Healthy. Student ACCESS has been able to successfully meet its goals and objectives, though there continues to be room to improve and grow in years to come. We have been fortunate to have a supportive administration that have provided resources for providing services, positions, and operations. We have been able to reach out to our entire campus (including our non-credit, apprenticeship, and off campus programs). We are actively involved in campus committees, faculty and staff training (as requested), and many other various campus activities.

Plans for Academic Year 2012-2013
• Refine the process for counting the number of students who visit the office, as well as the number of students who seek services based off of outreach efforts to developmental courses.
• Continue to educate faculty about making class resources and materials accessible.
• Continue to meet with high school transition counselors and prospective students on an as needed basis.
• Post the guidelines for emergency evacuation procedures for students with disabilities.
• Begin having students develop their personalized evacuation plans with assistance from Student ACCESS.
• Implement newly designed Service Survey to address updated in more detail the

Resource Implications
We will need to work with our VCAS regarding the potential for additional funding as Perkins monies which was once available to assist in paying for some disability related services for CTE student has been modified. To our general understanding the funding is still available, though access to the funds have been modified. We are awaiting reply regarding the process to access such funds – however in the mean time, the college may need to provide additional resources to cover projected expenses for services.
Student Success Center

The reorganization for Honolulu Community College (HCC) was formally approved by the BOR in Fall 2012. This reorganization formally created a unit called Student Success that is composed of two units: Testing and Tutoring as well as Retention. These two units report to a new faculty position called the Student Success Coordinator. This faculty coordinator reports to the Dean of Academic Support, which is a new administrative position created by HCC’s reorganization. This Dean oversees the Student Success division as well as all areas of academic support.

HCC’s formal reorganization documentation does not refer to any area of the college called the College Skills Center. However, the areas with the formal responsibilities for Testing and Tutoring have been called the College Skills Center in the past. Since there has yet to be a formal effort to call these areas Testing and Tutoring, as they are called on HCC’s official reorganization documentation, staff in this area still prefer to refer to it as the College Skills Center.

The College Skills Center (Testing and Tutoring)
The College Skills Center provides access to the skills necessary for students to become responsible, self-directed learners.

Outcomes and Goals
1. Students and faculty will receive quality testing services to meet their academic support needs.
   - Student satisfaction surveys will average 4.0 or higher on a 1 – 5 (highly satisfied) rating scale.
   - Number of tests administered will be above 9,000 per fiscal year.
2. Students and faculty will receive quality in-person and online tutoring services that meet their academic support needs.
   - Students receiving tutoring will succeed in the courses they were tutored in at 70% or higher.
   - Student satisfaction surveys will average 4.0 or higher on a 1 – 5 (highly satisfied) rating scale.
3. Students enrolled in the Brush-Up courses will develop the necessary skills to place higher than the levels in Essentials English and/or math.
   - Students who meet the exit requirements of the Math Brushup course will place into a higher level of math at 70% or higher.
4. Students and faculty will receive quality service learning support to meet their academic support needs.
   - Students in service learning courses will total more 2,000 hours or more of service to community/educational organizations.

History
The College Skills Center (CSC), was originally called the Learning Assistance Center (LAC), began with city funds, and in 1981 was primarily funded by Title III federal funds. Academic support services included drop-in tutoring in various subjects and testing. The
Center has since converted personnel positions to general-funded positions and expanded to provide; distance education/placement testing support, and non-UH testing; and the delivery of entry-level math and English non-credit classes and college study skills courses.

In August 16, 2010, a memo from Chancellor Mike Rota informed the CSC that the math and English faculty members will be moved to the Mathematics and Language Arts departments, respectively. Remedial courses were also transferred to these departments.

A subsequent e-mail from Vice-Chancellor of Academic Affairs Erika Lacro was sent out on March 16, 2011, to inform CSC that the Math and Language Arts departments are to cover mathematics and English tutoring services with their own budgets. The College Skills Center was then told to focus on tutoring at the higher levels.

On August 16, 2012, the College’s reorganization chart was approved. In this new structure, CSC is in the Testing and Tutoring component of Student Success within the Academic Support Division.

An Assessment Workshop (April 17-19, 2013) was followed by a meeting with Russell Uyeno, Interim Vice-Chancellor of Academic Affairs and Chair Jerry Saviano, of Student Success. CSC’s current SLO’s were approved with goals to be established. According to the Accreditation Report (p. 45), the other newly separated units (i.e., Essentials English, Essentials Math) “need to go through their own program review process.”

Staff
As a result of the above changes, CSC staff members have been transferred to different departments resulting in the following CSC staffing:
1 Coordinator
1 Math faculty (relocated back to Math Department effective August 2013)
3 T & F and 1 Perkins-funded educational specialists (testing, tutoring, service learning)
1 VISTA member (high school outreach and service learning)
1 clerical staff
LSK 30/30A lecturer
1 .50 IT specialist (selection, maintenance, installation of computer hardware/software programs to service students and staff)
Student assistants (testing/tutoring)

Budget Allocation for Testing and Tutoring
General
Operations: $17,000
Student Assistants: 95,000
Cost of program
General
Operations: _____________________
Student Assistants: ________________

Testing Services

Goals:
**Student satisfaction surveys will average 4.0 or higher on a 1 – 5 (highly satisfied) rating scale.**

Of 399 students surveyed for Fall 2012 and Spring 2013 semesters, the average overall score is 4.9 on a 5.0 rating scale. Students have indicated that they are very satisfied with the testing services provided; therefore, no further analysis is needed. Since these satisfaction survey results have been consistently high, other survey instruments may be developed to further assess testing services.

**Number of tests administered will be above 9,000 per fiscal year.**

In FY 2013, 11,429 tests were administered, meeting the goal of 9,000 tests. Because CSC is being moved to a temporary location which has a much smaller space and seat capacity in Fall 2013 due to building renovations, counts are expected to be less, so the goal will remain the same.

Testing Data for Annual Report of Program Data (ARPD) (7/1/2012 – 6/30/2013)

Annual Student FTE: 2,469

Demand Indicators

- **(24)** Number of placement tests administered per year per student FTE: 0.8
  - Number of placement tests administered: 2,053

- **(25)** Number of Distance Learning tests administered per year per student FTE: 1.0
  - Number of distance learning tests administered: 2,455

- **(26)** Local campus tests proctored per year per student FTE: 2.8
  - Number of campus tests proctored: 6,921

Efficiency Indicators

- **(27)** Testing seats per student FTE: 0.0
  - Testing seats: 63

- **(28)** Testing seats per total number of tests: 0.0
  - Total number of tests: 11,429
Total number of tests per Testing Budget: 0.0

Effectiveness Indicators

Satisfaction measurements using common survey questions: 4.9

See below.

**Rating:** 1- Strongly Disagree, 2-Disagree, 3-Neither Agree Nor Disagree, 4 – Agree, 5 – Strongly Agree

<table>
<thead>
<tr>
<th>The Testing Center staff is friendly and helpful</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.7</td>
<td>Fall 2012 = 0</td>
<td>Fall 2012 = 5</td>
<td>Fall 2012 = 6</td>
<td>Fall 2012 = 42</td>
<td>Fall 2012 = 195</td>
</tr>
<tr>
<td>4.9</td>
<td>Spring 2013 = 0</td>
<td>Spring 2013 = 0</td>
<td>Spring 2013 = 2</td>
<td>Spring 2013 = 5</td>
<td>Spring 2013 = 144</td>
</tr>
<tr>
<td>The hours at the Testing Center meet my needs.</td>
<td>4.9</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>5.0</td>
<td>Fall 2012 = 0</td>
<td>Fall 2012 = 0</td>
<td>Fall 2012 = 0</td>
<td>Fall 2012 = 21</td>
<td>Fall 2012 = 227</td>
</tr>
<tr>
<td>5.0</td>
<td>Spring 2013 = 1</td>
<td>Spring 2013 = 0</td>
<td>Spring 2013 = 0</td>
<td>Spring 2013 = 3</td>
<td>Spring 2013 = 146</td>
</tr>
<tr>
<td>The atmosphere at the Testing Center is conducive to testing.</td>
<td>4.8</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>5.0</td>
<td>Fall 2012 = 0</td>
<td>Fall 2012 = 0</td>
<td>Fall 2012 = 1</td>
<td>Fall 2012 = 39</td>
<td>Fall 2012 = 208</td>
</tr>
<tr>
<td>5.0</td>
<td>Spring 2013 = 1</td>
<td>Spring 2013 = 0</td>
<td>Spring 2013 = 0</td>
<td>Spring 2013 = 3</td>
<td>Spring 2013 = 147</td>
</tr>
<tr>
<td>The services at the Testing Center are satisfactory</td>
<td>4.9</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>5.0</td>
<td>Fall 2012 =</td>
<td>Fall 2012 = 3</td>
<td>Fall 2012 =</td>
<td>Fall 2012 =</td>
<td>Fall 2012 =</td>
</tr>
</tbody>
</table>
Hiring a Second APT for Testing

There is one APT position designated as a testing coordinator. For coverage of testing during the day and evening hours to students at HCC and system-wide, a second APT position would support the increased demand for testing services. CSC advocated for this position during FY 2012 through the college budget request process, which was unanimously supported by the HCC campus governing bodies (FSEC, ASUH, SSEC, Kupu Ka Wai, Planning Council).

While the CSC was in the process of developing the testing position in Fall 2012, Jerry Saviano, chair for Student Success proposed to have the duties of this testing position be covered by Varouny Sybounmy.

Additional Room for Testing

There is a demonstrated need for an additional testing room because of increased demand for computerized testing. There have been requests for exit tests for reading courses and developmental writing courses, as well as placement testing for specific groups of high school students. At the end of each semester, an extra room is needed to accommodate overflow testing resulting from many final exam requests, especially for distance education testing.

Building 7, Room 319 was secured for FY 2012, but because of Building 7 renovations, CSC needs to continue to justify usage of the room and secure it for future use.
Tutoring Services

Goals:

**Students receiving tutoring will succeed in the courses tutored at 70% or higher.**

70% of students receiving tutoring successfully completed the courses they were tutored in with a C grade or higher which meets the stated goal. Based on overall data collected for AY 2013 (1,645 sessions or contacts, 538 unduplicated students), students who received tutoring sessions did significantly better than those who received less, both in terms of number of sessions and in the time spent in the sessions. Students who had three or more sessions did better than their counterparts with two or fewer sessions, 76% success compared to 63%. Also, students with 400 minutes or more of tutoring time did far better than those with less, 79% to 59% success rates. These success rates of 76% and 79%, respectively, exceed the goal of 70%, if time and sessions are increased. In sum, more tutoring time and sessions both significantly improved student performance, but more computer work only slightly improved

**Student satisfaction surveys will average 4.0 or higher on a 1 – 5 (highly satisfied) rating scale.**

Of 27 students surveyed, 7 satisfaction questions received responses averaging scores between 4.6 and 4.9 on a scale of 1-5 (highest satisfaction) This meets the stated goal of 4.0 or higher. This high level of satisfaction indicates that students have been very satisfied with the level of service and competency provided by the tutors.

It is not surprising that additional tutoring service helps students. To help students is, after all, the goal of tutoring. Finally, the measure of success is very broad. A great many factors contribute to a grade of C or higher, and CSC use influences only a few of those factors.

The following are recommendations:

1. More accurate tracking of the classes for which students come in. The institutional analyst was unable to link up all students to their classes for the year.

2. Programming a way to switch between session types with a single click, so that brief tutoring help can be tracked.

3. Devising a better measure of student success. Perhaps students can be surveyed when they complete a session and combine this information with the grades for a more comprehensive assessment.

During AY 2011, personnel from the College Skills Center were transferred to other departments. Some of their functions included in-class tutoring, and drop-in tutoring of math and English. Data and budgets were in transition during this period. In addition, reorganization of the college resulted in movement of various functions and services which rendered it difficult to collect accurate data on services to students during the
transition period. In addition, tutoring services are available in other areas of the campus such as the Native Hawaiian Center and TRIO-SSS.

Online Tutor Login System
A system was developed in Spring 2011 to collect data due to the expertise and efforts of the educational specialist overseeing tutoring. The current software program developed is being refined to collect additional information which may be useful in analyzing services. These include number and hours of contacts with students tutored.

Smathinking
UH Community colleges as a system purchased Smathinking, an online tutorial for student use. The CSC was trained, promoted the tutorial system, and trained faculty and students interested in utilizing the system. Instructors utilizing Smathinking attest to the value of the service. Six live sessions were conducted to students to demonstrate its use. Comments from the professional tutors are encouraging and provide constructive feedback but do not “fix” the problems. Suggestions are provided so students can apply the concept to their specific problem such as in writing or math equations. Success rates of students tutored were difficult to obtain because identification of courses students were tutored in was not indicated in data supplied by the company.

<table>
<thead>
<tr>
<th>FY</th>
<th>#sessions</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012-13</td>
<td>571</td>
<td>370</td>
</tr>
<tr>
<td>2011-12</td>
<td>365</td>
<td>234</td>
</tr>
</tbody>
</table>

Student Wrap-Around Concept
The current combination of tutors, faculty, and staff in the CSC supports student learning with a scope that goes well beyond just tutoring. Students are able to express their concerns, and the CSC personnel work with the students to discuss their strategies and how to resolve their issues. Student assistant training sessions in the fall of 2012 addressed this concept, and tutors, faculty, and staff practiced the concept during the academic year.

Non-Credit Brushup Courses

Goal
Students who meet the exit requirements of the Math Brushup course will place into a higher level of math at 70% or higher.

77% of students who retook the placement test placed into a higher level of math which meets the stated goal. Since the creation of the course a total of 173 students have enrolled in the program. 16 students were enrolled mainly for enrichment purposes to prepare for their initial placement test, to prepare for their next math class, or to prepare for another test such as the ASVAB and PHNSY test. 52 students were allowed to retake the placement test with 40 of these students, or 77%, placing into a higher math level. 12 of the 40 students have
actually placed at least 2 levels higher than their initial placement. Students who have taken the next level math course have done as well or better than other students in the courses.

The Compass Math Brush-Up program was started in the summer of 2011 as a non-credit course designed to help students review their basic math skills and retake the Compass Placement Test. The course utilizes the ALEKS online learning system and was initially offered free to students with the assistance of ARRA monies distributed by the UHCC System. Currently the course costs $40 for 6 weeks of access to the ALEKS program. Students are expected to spend at least 2 hours per day, Monday through Friday, working on the ALEKS system. Upon completion of 100% of the Pre-Algebra curriculum, students are allowed to retake the placement test with the $25 retake fee waived.

An online English Brushup program was pilot tested but did not yield positive results. Of 8 students that started the program, one completed and exited the program, retook the placement test but did not place into English 22. Further research is needed to determine a more suitable program which may increase student success of students.

Service Learning

Goal: **Students in service learning courses will total more 2000 hours or more of service to community/educational organizations.**

In FY 2013, students contributed 2,235 service learning hours meeting the stated goal. Projects included hair and nail service to the elderly in a nursing facility, installation of a sidewalk at the University of Hawaii urban garden center, rebuilding stairs at several homes in a native Hawaiian neighborhood, and reading to elementary school students.

In Spring 2011, the CSC began to take on the role of service learning for the campus. Interested faculty members have been trained in implementing service learning in their courses. With the assistance of the EMC Director and VISTA member, a service learning website was designed. At the end of the Spring 2012 semester, an information session was held for instructors (7) utilizing and interested in service learning.

For the first time (FY2012-FY2013) through AMERICORPS and Hawaii Pacific Islands Campus Compact (HPICC), a full-time VISTA member volunteer was assigned to Honolulu Community College to develop a mentorship project to provide educational opportunities for low-income students. The VISTA member established collaboration with Farrington High School by providing weekly visits to encourage students to pursue higher education and explored outreach through meetings with community organizations in the area.
LSK 30 Courses

LSK 30 (3 credits) and LSK 30A (1 credit) College Study Skills are courses that have been offered for students practical skills to succeed in their coursework including testing, notetaking, as well as establishing short and long-term educational goals. Courses are often well-attended, student evaluations have been very positive, and success rates average around 75%.

Status of Past Action Plans for 2012-2013
For details, see related sections in this report.

General
Review CSC mission and outcomes. - COMPLETED
Plan move out of Building 7 due to renovations. - COMPLETED

Testing
Hire an APT for the testing position. – NOT COMPLETED

Tutoring
Refine data collection about tutoring and facility use. Add an interface to the online check-in web app so that faculty can review contact made by their students. Add check-in system to mobile devices. Add online evaluations to the check-in system so that students can evaluate tutors online. - COMPLETED

Service Learning
Develop a kit for faculty to integrate service learning into instructors’ courses. COMPLETED
Collect data for reporting purposes. – COMPLETED

RETENTION – (Mid Year Evaluation – Newly created program)

Program Description

In the latest reorganization of Honolulu Community College (HCC), which was formally approved in Fall 2012, the college created a retention center in order to improve student persistence. HCC’s retention center is called The Academic Success Center (ASC), and it began formal operations in Fall 2013. Consensus opinion on successful community college retention is that institutional approaches involving "high touch" are most likely to be successful. The ASC strives to be as "high touch" as possible in serving students. No matter the barriers keeping students from success, the Academic Success Center wants to help by providing the most personalized and effective service possible.
Mission

The Academic Success Center (ASC) at Honolulu Community College strives to foster an environment of accountability, support, and achievement, an environment that also challenges all stakeholders to advocate for student success.

Our commitment is to:

• Increase student success through proactive intervention and increased interaction with students, faculty, and staff.
• Increase student success through guidance, personalized assistance and support as well as access to programs and services that develop attitudes and behaviors necessary for success.
• Increase student success through collaboration and cooperation with students, faculty, staff, and support services.

Goals

Enrollment support

For students who are registered and are struggling academically, the ASC strives to aid them in achieving their educational and career goals. When students are admitted to Honolulu CC and have yet to register, we call them to offer information about how Honolulu CC can best meet their needs. The ASC provides proactive, innovative, and high touch outreach to keep students attending Honolulu Community College.

Assisting with accurate placement

The ASC assists developmental English instructors in placing students into higher levels of English when warranted by student performance. In Fall 13, ASC accelerated 24 students into higher levels of English. The ASC also helps students in preparing for the placement test by either enrolling them in brush up classes or providing them access to software that prepares a student for the placement test.

Program Outcomes/SAOs

1. Demonstrate the use of self-management skills necessary to succeed in new and increasingly challenging academic environments.
2. Take responsibility for their learning; set goals and prioritize; and self-assess progress to succeed in varied and challenging academic environments.
3. Recognize and address obstacles and use all appropriate resources to further learning as a worker, family member and community citizen.

Program Data Sources

Internally kept records, and some use of Banner as far as checking student progress.
Measure of Efficiency

Number of FTE staff:
2 faculty members (one on extended medical leave),
1 APT
1 casual hire

Gate Count Contacts (# of contacts) contacted 453 referrals on the college’s Early Alert system midway through Fall 13. In summer 2013, retention center called 1,000 students and assisted 383 of these students in enrolling for Fall 13. Assisted with accelerating 25 students in developmental English.

Budget Allocation

General $29,500 (FY 14)
Student workers $22,000
Operations $2,500
Equipment $5,000

Cost of program (budget developed in FY 14)

SUMMARY AND FINDING OF ASSESSMENT:

Honolulu Community College’s retention center, the Academic Success Center, began formally operating in Fall 2013. As far as specifically assessing our SAOs, we discovered that our SAOs should be rewritten in order to allow for more precise assessment. Our SAOs were written in Spring 2013 while attending an assessment workshop given by consultants specializing in assessment for higher education. These consultants directed us to write SAOs with focus that was too broad in retrospect. Before this semester, we wanted to respond to at least 300 referrals on HCC’s Early Alert System. Because our Early Alert system has been chronically underused, we hoped that intense efforts at encouraging more people to use Early Alert would be effective, and they were. At this point in Fall 2013, there have been 453 referrals on Early Alert. This is exciting and unprecedented use of Early Alert at HCC. Now, at semester’s end, we will closely examine the data we’re collecting regarding Early Alert referrals in order to better focus our activities and write SAOs that allow for more precise measurement. The ASC also needs to insist that walk-in visitors to the Center go online and complete the survey that was created in spring of 2013.

Total Number of Referrals Received as of November, 2013 462
Number of Referrals We Made Contact With 235
  By Phone 213
  By E-Mail 7
  In Person 15
Activities and Accomplishments Academic Year 2013

Aside from enthusiasm over the remarkable increase in campus participation with Early Alert, the ASC is pleased with our summer 2013 enrollment support campaign. The purpose of the campaign was to call as many students who were registered in spring 2013 but had not registered for fall 13. The results of the campaign are in the following chart:

Summer Enrollment Support

<table>
<thead>
<tr>
<th>Total</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Continuing Students who did not register for F'13</td>
<td>1492</td>
</tr>
<tr>
<td>Graduated in Spring 2013</td>
<td>222</td>
</tr>
<tr>
<td>Transferred out of HCC</td>
<td>130</td>
</tr>
<tr>
<td>FOB/Suspended/Hold</td>
<td>166</td>
</tr>
<tr>
<td>Personal/Work/Military/</td>
<td>79</td>
</tr>
<tr>
<td>Faculty/Staff member</td>
<td>3</td>
</tr>
<tr>
<td>Apprenticeship/Special Early Admit</td>
<td>85</td>
</tr>
<tr>
<td>Unable to contact</td>
<td>496</td>
</tr>
<tr>
<td>Calls made to students 06/03 to 08/21</td>
<td>995</td>
</tr>
</tbody>
</table>

| Total students who have registered | 383 |
| Face-to-face visits               | 48  |
| Registered in person with an ASC staff | 36  |
| Registered because of phone reminder | 178 |
| Registered because of email reminder | 21  |
| Registered on their own           | 100 |

The ASC has also been involved closely in accelerating students whose writing samples merit a higher placement in English than their initial placement score. In Fall 2013, the ASC assisted 24 students in being accelerated.

Analysis of Unit

As a new part of the college, the ASC needs to be more precise in defining how we measure success and how we determine whether we’re meeting these measures. It’s extremely important that the data we’re collecting on Early Alert be examined closely in order to construct more measurable outcomes and also to provide greater focus to our efforts in helping struggling students be more successful.

Plans for Academic Year 2013-2014

Continue to expand Early Alert.
Continue to expand efforts in helping developmental students be placed more accurately.
Increase visibility of ASC so that students see the center as a site for problem-solving regarding academic and personal challenges to their success.
Input Library