The Academic Support Division is comprised of a diverse set of student and instructional support services and programs. Many of the Departments provide support and services to students, employees, and other programs at HonCC. The Division is made up the following Departments: Policy Planning and Institutional Research (PPIR), Student ACCESS, Library, Educational Technology, Testing and Tutoring, CARE (Retention), Career Services, and federally grant funded programs TRIO-SSS, I’KE, and C3T Academic Coaching. Testing and Tutoring, CARE, Career Services, and two federally funded programs (TRIO-SSS and C3T Academic Coaching) make up the recently created Student Success Center, tasked with providing coordinated individualized wrap around services for our students.

We continue to make strides as Division in improving communications through both leads and departmental meetings, organizing our Division’s assessment and program measures by the creation of annual assessment template, and developing a team concept to assist in moving the Division forward. In the two years that I have been working with this Division, we have made in my humble opinion tremendous strides in coming together as a team. We have supported and helped one another in getting what needed to get done often times beyond many individual's normal and customary duties.

Some of our Departments have gone through transformations within the past couple of years, below are some highlights:

- EMC is now Educational Technology
- Institutional Research is now Policy Planning and Institutional Research which will also house the APT Assessment Specialist (currently in recruitment)
- College Skills Center is now Testing and Tutoring
- Career Services moved to Academic Support under the umbrella of the Student Success Center
- Student Computer Lab moved from ITS to Academic Support and Educational Technology along with one employee, Wayne Chun. At this time, what has been agreed upon with the Hawaiian Center and Academic Support is that Wayne Chun will be organizationally under the Academic Support Division but will support and service the Hawaiian Center’s computer lab until the completion of the building 5 renovations.

There has been much energy and effort this year on organizing, nurturing and developing our Student Success Center. Through a lot of talk story sessions we are on the road to a collective support system for our students aimed at helping them from inception to the end of their academic journey. Our services continues to evolve to meet the changing needs of our students and campus. Moving forward in academic year we will be developing a SSC mission. The SSC is committed to:

- Promoting an environment that develops and engages a diverse community of learners.
- Empowering students to take responsibility and become accountable for their learning.
- Providing students with services and activities that develop the skills necessary for academic success and personal growth.
- Leading and collaborating with the campus community in the areas of student success, engagement, and retention

Through the Student Success Center, we continue to organize and run the iKEA Student Success Workshop Series, numerous workshops aimed at learning about themselves/the world of work/how to secure employment, how to advocate for themselves, receiving academic and life coaching, effective learning strategies, receive supplemental instructions, how to access campus and community resources, and support enrollment and retention through campaigns – to name a few of the services provided.

There are at this point in time (4) programs in the Academic Support Division that have an ARPD requirement (Testing, Tutoring, Library, and Career Services). What we have instituted in Academic Support is an annual report for all departments in the division to annually assess, create actions plans for improvement, and use for as a platform to create annual budgets for the following academic year.

In the following document, you will find program evaluations from all departments in the Academic Support Division. Of interest, there are two programs that are either newly created or new to the Division. CARE, our retention program has been in existence for two years and Career Services has been in our Division since Summer 2014. Their comprehensive evaluation will be limited to this time. As we continue to move forward as a Division we will be creating a mission that will attempt to incorporate the diverse services under the umbrella of the Academic Support Division.
<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career Services</td>
<td>4</td>
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<td>Policy Planning Institutional Research</td>
<td>9</td>
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<td>Student ACCESS</td>
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<td>Educational Technology Center</td>
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</tr>
<tr>
<td>Distance Education</td>
<td>111</td>
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</tbody>
</table>
Career Services

Mission
The primary mission of Career Services is to coordinate and facilitate all career
development and employment related activities for students, in partnership with faculty,
staff, employers, and community partners.

Goals
- Provide career development services to students that will assist them in
  identifying career and educational goals.
- Administer a variety of career assessments to assist students in identifying
  possible career options.
- Provide access to resources and networking opportunities to assist students in
  solidifying career options.
- Maintain a computerized system to post employment opportunities for current
  and alumni.
- Assist students in developing pre-employment competencies necessary to gain a
  competitive edge in the job market.
- Teach and promote appropriate workplace competencies necessary to maintain
  successfully employment.

Part I. Program Demands

A. Staff:
   a. 1 FTE – Civil Services (retirement 12/2014)
   b. 1 FTE – Faculty (Job Placement Coordinator)
   c. 1 FTE – Faculty (Career Counselor)

B. Cost of Program
   a. FY 12-13
      i. Operational $10,213
      ii. Student Employment $2837

   b. FY 13-14
      i. Operational $11,193
      ii. Student Employment $2753

C. Revenue Generation
   a. FY 13-14 (2255302) – All income and expenses associated w/ Job Fair
      i. Start of FY $4,385
      ii. End of FY $4,589
      iii. Fee’s Collected $1655
      iv. Expenditures

   b. FY 13-14 (2255302) – All income and expenses associated w/ Job Fair
      i. Start of FY $5,000
      ii. End of FY $5,500
      iii. Fee’s Collected $1000
      iv. Expenditures
1. Miscellaneous $142
2. Costco $216
3. Café (employer lunches) $520
4. HOPACO $405
5. UH Bookstore $68

Part II Quantitative Indicators
A. Career:
   a. Individual (in-person, phone, email): 50 students
   b. Workshops/Presentations: 10 workshops/175 students
B. Student Employment:
   a. Walk-in: 450
   b. Workshop/Presentations: 19 workshop / 180 students
   c. Individual (in-person, phone, email) 50 students / 300 employers
   d. Community Outreach Employability Activities : 52 students
C. Construction Academy
   a. HS Workshops/Presentation: 15 workshops / 294 students
   b. Summer Bridge: 5 workshops / 82 students

Part III. Assessment of Services
Career Services assesses many different services including individual meetings/appointments, workshops, presentations, job fairs, and classes taught that are used for program improvement (See attached for samples). As for Departmental assessment methods, for FY 13-14 the campus-wide satisfaction survey was used for that year. In FY 14-15 the newly created SAO’s that were developed through the campus-wide assessment workshop in Spring 2014 will be used from this point forward.

A. Expected Level of Achievement (see below chart)
B. Courses Assessed (if applicable)
   a. N/A
C. Assessment Strategy/Instrument
   a. Student Campus- wide Survey (2014)
      *Campus-wide survey questions developed by the then DoSS, and it is not reflective of developed SAO’s attached pages 8-24
D. Assessment Results:
E. Other Comments
   a. In FY 2015, assessment and implementation of survey instrument will be aligned to SAO’s, goals, and objectives.

Part IV. Analysis of Program (including accomplishments of program in year being evaluated)

Accomplishments in the Academic Year 2013-2014 are the following:
- Physical move from building 6 to 7
- Organizational move from Student Services to Academic Support in the summer of 2014
- Assist with organizing and running the iKEA workshop series
- Annual involvement in CNAC Workshops, CNAC Summer Bridge, AEC Portfolio class
- Annual involvement in TRIO-SSS peer mentor training workshops, TRIO-SSS summer bridge, ASUH/SLD Peer Mentor training workshops, NHC workshops
• Development and running of Employability Skills workshops
• Hosted Dress for Success/Professional Image workshop
• Facilitating numerous Career Assessment Workshops
• Development and running of SECE New Student Employee Orientation Workshops
• Individual Career Counseling Services
• Individual Job Prep Services
• Assist with coordinating recruitment activities: Wildland Fire recruitment, FedFire, etc., NAVFAC,
• Employer Site Visits with COOP/Counseling
• On-campus employer info tables/sessions
• CNAC involvement in staff, curriculum, program review, and advisory council
• HCC Campus wide committees: Accreditation, Assessment, Planning Council, CODA-H, COSE, Faculty Development, SS leads meetings, Academic Support Leads meetings, Campus wide Orientation team, Various Hiring Committees, Personnel Committees
• Begin training on KUALI request from Clerical to Faculty

Part V. Action Plan (including plans for improvement and goals for next academic year based On Analysis and Surveys)
A. Plans for improvement
   a. Solidify Assessment pieces in order to properly address SAO’s and Quantitative results for FY 14-15. During FY 13-14, new SAO’s were developed – will be creating an assessment plan to effectively evaluate. New SAO’s are listed below.
      i. SAO#1: 50% of students will be able to identify various career/major options based on their interest, values, skills, and educational goals
      ii. SAO#2: 50% of students will be able to use a multitude of career resources to identify and research various occupations and develop an action plan that connects their program of study to their career goals.
      iii. SAO#3: 50% of students will be able to identify and utilize pre-employment skills and resources to seek and obtain employment.
      iv. SAO#4: 90% of students will be able to follow the policies and procedures necessary to obtain student employment at HCC.
   b. Customer services training for front office employees
   c. Increase knowledge of services for students.

B. Goals for next Academic Year
   a. Outreach to students regarding our new location and program services
   b. Outreach to campus/faculty regarding our new location and program services
   c. Increase number and types of workshops and activities offered
d. Launch an annual Fall job fair  
e. Find ways to support Student Success Center’s initiatives  
f. Aim to provide more resources (materials, videos, links) on the website for DE Students

Part VI. Summary

Career Services has previously reported to the Student Services Division, directly supervised by the DoSS up until June of 2014. From July of 2013-March of 2014, we were given a new assessment methodology to consider. We were asked to develop a new set of SAO’s and assessment pieces utilizing our old program review information. We have not yet developed a system in which we are able to successfully (seamlessly) capture our SAO data in order to assess if students are meeting our targeted benchmarks. This is where we left off while directly reporting to Student Services.

As of June 2014, we report directly to the Academic Support Division and work under the umbrella of the Student Success Center. We have changed our name from the Career and Employment Center to Career Services. Our role in this division and center is a new concept to our program and we are currently evaluating ways in which we can directly support both the SSC as well as our division.

Part VII. Resource Implications and Needs

1) Administrative Assistant will retire in December 2014 – If an emergency hire and or casual hire is denied, the workload will be shared amongst the two full time faculty. In turn, processing time may be affected. As of right now, we don’t know what the processing turnaround timeframe will look like. (example: job approvals, employer posting approvals, etc …)

2) SECE minimum wage increased to $9.55 at the A2 classification for any new hire from this point on within our program. Our current student assistant is getting paid at $10.00. Therefore, we are anticipating on running short given our limited student assistant allocation for FY 14-15.

3) Both FTE faculty will be re-evaluating job duties and responsibilities of the Administrative Assistant position as well as our student assistant. We have no solid plans as to how we will move forward come January 2015. Everything is contingent upon whether or not we will be able to backfill for the FTE vacancy position. If denied, we need to take active measures in looking at ways to secure outside (federal) funds.
Policy, Planning and Institutional Research

Mission
The Policy, Planning, and Institutional Research (PPIR) office supports the mission of the college by providing accurate, timely, and reliable information to respond to the needs of various institutional constituencies. In addition, the PPIR office works with the college’s Assessment Committee to engage in and support processes for determining and documenting the effectiveness of programs and services and of the institution as a whole in order to foster continuous quality improvement.

Goals
1. Providing timely and accurate information to internal and external constituents.
2. Supporting college departments and programs with research to meet their information needs.
3. Providing technical and operational information, and guidance to administrators, faculty and staff to enhance their decision making processes.
4. Participating in ongoing and meaningful discussions of the college's purpose and performance.
5. Reporting on the demographic and statistical profile of the college, its students and staff, in a timely and understandable manner.
6. Creating linkages between strategic planning, college goals, and institutional data.

Service Area Outcomes

1. Provide publications that comply with Accreditation Standard II.B.2.
2. Determine sufficiency of information provided (clarity, usability, appropriateness), timeliness of response to requests; anticipate future college needs.
3. Improve College program review and assessment by revising current, and creating new, data definitions, metrics, and rubrics.
4. Provide input to the College Institutional Effectiveness Plan that reflects the current and evolving role of institutional research.
5. All agreed work requests will be completed by the scheduled deadline. Sensitive information will be handled following UH Executive Policy E2.214.

Part I. Program Demands

A. Staff Number, Type and Title
   Four (4.00) FTE (*1.0 vacancy as of this report)
   Educational Specialist
   Institutional Analyst
   Institutional Analyst*
   IT Specialist

B. Cost for AY 2009-10 to AY 2013-14:
<table>
<thead>
<tr>
<th>AY Year</th>
<th>Registration Guide Spring</th>
<th>Registration Guide Summer/Fall</th>
<th>Catalog</th>
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<tbody>
<tr>
<td>2009-10</td>
<td>$2,885 (Spring 2010)</td>
<td>$1,374 (Fall 2010)</td>
<td>$6,500 (2010-11)</td>
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<tr>
<td>2010-11</td>
<td>$1,382 (Spring 2011)</td>
<td>$1,433 (Fall 2011)</td>
<td>$6,500 (2011-12)</td>
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<tr>
<td>2011-12</td>
<td>$1,334 (Spring 2012)</td>
<td>$1,720 (Fall 2012)</td>
<td>$6,500 (2012-13)</td>
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<td>$1,225 (Spring 2013)</td>
<td>$1,479 (Fall 2013)</td>
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<tr>
<td>2013-14</td>
<td>$1,246 (Spring 2014)</td>
<td>$1,208 (Fall 2014)</td>
<td>$6,500 (2014-15)</td>
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</table>

C. Expenditures

<table>
<thead>
<tr>
<th>AY Year</th>
<th>Item</th>
<th>Price</th>
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<tbody>
<tr>
<td>2009-10</td>
<td>Mileage reimbursement to attend meetings</td>
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<td>2011-12</td>
<td>Mileage reimbursement to attend meetings</td>
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<tr>
<td>2012-13</td>
<td>Fellowes cross-cut paper shredder</td>
<td>$192.04</td>
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<tr>
<td></td>
<td>3 Dell PCs with Windows 7 to replace Windows XP systems</td>
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<td>Mileage reimbursement to attend meetings</td>
<td>$95.59</td>
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<tr>
<td>2013-14</td>
<td>Mileage reimbursement to attend meetings</td>
<td>$158.46</td>
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</table>
Part II. Quantitative Indicators

Institutional Research

Services provided by Institutional Research in AY 2013-14:
5 large projects completed (National Community College Benchmark Project, Achieving the Dream, Gainful Employment, comprehensive Program Review template, ACCJC accreditation data sets)
92 ad hoc requests (data for enrollment, applications, course completion, distance education, financial aid, testing and placement, degrees and certificates in support of campus programs and Title III, C3T, and other grants)
23 campus surveys administered (9 focus area, 7 subject, annual graduate leaver, 5 staff, Disability Services)

Publications

Recent publications distributed:

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<th>Publication</th>
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<td>Registration Guide (Spring 2014)</td>
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<tr>
<td>Registration Guide (Summer/Fall 2014)</td>
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<tr>
<td>Catalog (2014-15)</td>
<td>1,030</td>
<td>students, faculty, staff, system administration, public and private high schools, state libraries, employment and vocational agencies</td>
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</table>

Recent publications viewed on Web (per Todd Kobayashi):

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<th>Publication</th>
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<td>Registration Guide (Summer/Fall 2013)</td>
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<td>17,773 hits</td>
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<tr>
<td>Registration Guide (Spring 2014)</td>
<td>10/21/14 - 5/16/14</td>
<td>12,642 hits</td>
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<tr>
<td>Catalog (2013-14)</td>
<td>7/15/13 - 7/15/14</td>
<td>9,089 hits</td>
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### Catalog Revisions: Number of approved Curriculum Actions:

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<td>2010-11</td>
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<td>2011-12</td>
<td>249 (2012 Catalog)</td>
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<td>2012-13</td>
<td>269 (2013 Catalog)</td>
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<td>2013-14</td>
<td>260 (2014 Catalog)</td>
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### Banner Prerequisites: Number of Prerequisite Rules Updated/Created:

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<td>71</td>
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Banner Pre-Registration Course Data Checks: Number of Sections to Edit:

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<td>Summer 2010</td>
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<td>12 Prerequisite 96 Prerequisite</td>
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<td></td>
<td>41 Co-requisite 32 Major Restriction</td>
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<td></td>
<td>23 Focus 41 Co-requisite</td>
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<td>19 DE 23 Focus</td>
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<td></td>
<td>1 Recommended Prep 29 Major Restriction</td>
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<td>Spring 2011</td>
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<td></td>
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<td>6 CENT 17 Prerequisite</td>
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<td>Summer 2013</td>
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<tr>
<td></td>
<td>5 Wi 65 Prerequisite</td>
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<tr>
<td></td>
<td>4 Wi 9 Wi Prerequisite</td>
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</tr>
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</tr>
<tr>
<td></td>
<td>16 MARR 24 Co-requisite</td>
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<td>20 WELD 24 Co-requisite</td>
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<td>Spring 2014</td>
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<tr>
<td></td>
<td>5 COSM 67 Prerequisite</td>
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<td>11 MARR 67 Prerequisite</td>
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<tr>
<td></td>
<td>5 COSM 52 Co-requisite</td>
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<td>10 Prerequisite 23 Comments</td>
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<td></td>
<td>5 DE 23 Comments</td>
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<td></td>
</tr>
<tr>
<td></td>
<td>6 DE 23 Comments</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Operational Support

Tracking for work requests was first started in November 2014 so there is no data available for a 5 year comparison. Below is the breakdown for the work requests for AY 2013-14:
20 report modifications (Banner, R25, C3T)
59 new reports (Banner, R25, C3T)
10 system admin modifications (AiM)
104 report updates (Banner, R25, C3T)
39 user assistance (Banner, R25, AiM)

Part III. Assessment of Service Area Outcome

Below is a table summarizing PPIR office’s results on the Academic Support survey for AY 2013-14:

Please indicate the overall quality of service you may have received from your contact with Policy, Planning and Institutional Research

<table>
<thead>
<tr>
<th></th>
<th>Excellent</th>
<th>Above Average</th>
<th>Average</th>
<th>Below Average</th>
<th>Poor</th>
<th>Total</th>
<th>No.</th>
<th>%</th>
<th>Goal + 2%</th>
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</thead>
<tbody>
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<td>22</td>
<td>12</td>
<td>1</td>
<td>1</td>
<td>50</td>
<td>36</td>
<td>72%</td>
<td>74%</td>
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<tr>
<td>Efficient</td>
<td>13</td>
<td>24</td>
<td>10</td>
<td>2</td>
<td>2</td>
<td>51</td>
<td>37</td>
<td>73%</td>
<td>75%</td>
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<tr>
<td>Courteous</td>
<td>13</td>
<td>21</td>
<td>13</td>
<td>2</td>
<td>2</td>
<td>51</td>
<td>34</td>
<td>67%</td>
<td>69%</td>
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<tr>
<td>Responsive</td>
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<td>22</td>
<td>11</td>
<td>1</td>
<td>3</td>
<td>50</td>
<td>35</td>
<td>70%</td>
<td>72%</td>
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<tr>
<td>Professional</td>
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<td>51</td>
<td>37</td>
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<td>69%</td>
<td>71%</td>
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<tr>
<td>Overall Satisfaction</td>
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<td>21</td>
<td>12</td>
<td>2</td>
<td>1</td>
<td>49</td>
<td>34</td>
<td>69%</td>
<td>71%</td>
</tr>
</tbody>
</table>

As AY 2013-14 was the first year of the Academic Support survey, the results serve as baseline data. Improvement is targeted for two percentage point increases for
“Excellent” and “Above Average” totals for quality of service items and “Strongly Agree” and “Agree” for satisfaction items, excluding “N/A” responses. Although PPIR is a small department within Academic Support, it comprises three separate units. There will be a need to revise and refine survey questions to better assess specific areas of improvement for the distinct functional units within PPIR.

Part IV. Analysis of the Program

Institutional Research

In AY 2013-14, the PPIR office increased its web presence by providing information on the College internet. Besides a basic fact sheet, there are now additional links to HCC data from the UH system IRO site and contact information, allowing better coordinated communication with the campus. The website was announced on 2/18/14 and has received 89 page views to date per Todd Kobayashi.

During the year, one Institutional Analyst position was filled and quickly became vacant again. Transitionally, it is difficult to accommodate this turnover because even skilled analysts require time to acclimate to the community college environment and the unique characteristics of HCC as an institution. There are challenges to be addressed even as this position is filled; the ongoing support for the C3T grant diverts some of the resources that would otherwise be devoted to the data and analysis needs of the College, which themselves have grown substantially over the last five to seven years. Another area of concern is the partial transfer of survey administration responsibilities to Institutional Research that has increased in volume just from the previous fall to spring in various campus divisions. These tasks are time-consuming during certain periods but do not require special knowledge or access to complete, whereas only two Institutional Analyst positions have access to ODS data and perform analysis to any significant degree. Further increases in the surveying responsibilities will have a deleterious effect on the ability of Institutional Research to respond to ad hoc data requests and conduct regular reporting.

Publications

The catalog and registration guide publications are widely utilized based on copies distributed (1,030-2,125) and number of web page views (9,089-17,773).

Catalog: The 2013 and 2014 catalog publications were reviewed by a visiting Accrediting Team and determined to meet prescribed standards. Program administrators strengthened the General Education components in response to the review. Approximately 60 authors are asked to review their catalog section(s) each year. In addition, there are as many as 269 curriculum changes. Curriculum changes are also outlined for the Secretaries to input into Banner for the Fall, Spring and Summer terms, to improve data consistency. In 2014 the catalog publication date changed from July to March, to better accommodate Fall registration.
Registration Guide: The Summer/Fall and Spring Registration Guides for AY 2009-10 to AY 2013-14 were published as planned. Approximately 40 authors are asked to review their section(s) each semester. Timelines are also created to coordinate campus class scheduling.

Banner Course Data: Term Set Up, Class Roll-over, and Term Activation were completed for the Fall, Spring and Summer terms in AY 2009-10 to AY 2013-14. Up to 208 Prerequisite rules were updated/created in response to curriculum or system changes that impact course requirements for registration. Pre-registration course data checks have become an essential step in preparing class schedules as well. Reports that Kelly devised, extract and flag discrepancies in course data. Each discrepancy is then researched and resolved before Banner is edited. Up to 177 class sections are edited and this reduces registration errors encountered by students.

Operational Support

The campus reorganization in AY 2011-2012 transferred three of the four IT Specialist positions to different divisions/departments. However support for the room scheduling module and Banner support for the Apprenticeship office were left to the remaining person/staff. As a result the unit’s workload was increased.

Scheduler Plus, a room scheduling module, was purchased and self-supported by the Operational Support unit. It was running on an unsupported operating system as Administration decided not to upgrade the software to a newer vendor-supported version. Resource 25, selected to replace Scheduler Plus, is supported by the UH system and was implemented for the Summer 2013 semester. Unlike Scheduler Plus, Resource 25 interfaces directly with Banner but due to system limitations, additional data checking is required to ensure accurate room bookings.

To ensure data integrity, building and room codes were standardized to 2-digit and 3-digit codes respectively in Banner, Resource 25 and AiM. AiM is a facilities management module and is supported by the UH system. This standardization helps users identify the same location/space with the identical codes when going from one system to another.

When the campus was awarded a C3T grant in AY 2011-12, the Institutional Analyst assigned to the project concentrated on implementing new policies and procedures thus C3T grant reporting was assigned to the Operational Support unit. This assignment greatly increased the unit’s workload. When the Institutional Analyst was replaced, the C3T office was in a more stable position that existing reports were rewritten using the ODS environment and transferred back to the Institutional Research unit.

Completed 100% of agreed work requests by the scheduled deadline in AY 2013-14.
Part V. Action Plan

Institutional Research

A. Plans for Improvement

In the past, a data request form was discussed internally within PPIR, but it was decided that it or some other formal mechanism would have an adverse impact on timeliness responding to inquiries. To address survey concerns about accessibility, a set of guidelines will be developed to assist those requesting information on how to focus and explain their inquiries. This should help direct requests to the proper party and help improve response time and appropriateness of information received.

In addition, perhaps on an annual basis, an email announcement to the campus will be sent to direct people to the PPIR web site for College data and for information on PPIR office’s location and email and phone number contacts.

B. Goals for AY 2014-15

There is currently a vacant Institutional Analyst position that should be filled in AY 2014-15, which should help with the requirements for data and analysis and representation on campus and UH system committees.

Publications

A. Plans for Improvement

Responsibility for the Catalog and Registration Guide publications will be reassigned. Focus will be on Banner curriculum updates and emerging UH System curriculum management software, in addition to current Banner responsibilities.

B. Goals for AY 2014-15

A new direction in curriculum management will be explored.

Operational Support

A. Plans for Improvement

Start data collection earlier as the AY 2013-14 started late in November versus the scheduled July 1st start date.

Include the section’s name on all reports so that follow-up questions and Academic Support survey results for PPIR can be addressed and overall quality can be improved.

B. Goals for AY 2014-15
Maintain 100% completion of agreed work requests by the scheduled deadline.

**Part VI. Summary**

The survey in 2014 was the first time that non-instructional groups have attempted to formally obtain information about outcomes. Previously, at least for PPIR, there was reliance on direct feedback from users and indirect feedback to administration on the timeliness and adequacy of its regular duties. While the survey results are too general to focus on more than a few issues, there is recognition that this is part of an ongoing process to assess and improve performance.  

PPIR has undergone some personnel changes and some transitory changes to its duties, but has continued to function largely as it has in the past. A stable mission and consistent staffing would enable PPIR to continue growing and evolving as the institution does.

**Part VII. Resource Implications and Needs**

Three replacement PCs with Windows 7 were incorporated into PPIR’s use in late AY 2013-14. The machines suffer from occasional response lags and require additional RAM modules to improve performance. The existing PC with Windows XP for the vacant Institutional Analyst position needs to be replaced with a Windows 7 PC and access enabled to the ODS database with existing software.

If the vacant Institutional Analyst position remains unfilled for an extended duration, it will cause a hardship for the Institutional Research unit of PPIR. Beyond the regular campus and C3T grant support duties that must be fulfilled, the newly formed Campus Council on Institutional Effectiveness results in three groups requiring Institutional Research representation instead of the two in the past (Assessment Committee and Accreditation Oversight Committee).

Over the course of the five year review period, and again more recently during the process of completing the annual and comprehensive reviews, it has become evident the department would benefit from a director or other intermediate supervisory position. While it is small relative to other departments in Academic Support, PPIR’s mission is diverse, comprising not only a wide scope of impact on the rest of the College including registration, curriculum, scheduling, assessment and accreditation, but also a vertically extensive range of requestors from the Chancellor to Deans to individual faculty and staff. It is a balancing act that has been mostly successful, but it is not possible for any of the existing PPIR’s positions to function effectively as a de facto supervisor because of the diverse range of responsibilities. Moreover, it has been a difficult task for these positions to provide a focused and coherent program review of PPIR from a broader perspective and nearly impossible to develop an integrated plan and associated strategies for the next five years.
PPIR would benefit from a position with more administrative responsibility both in formation and promulgation of policy, as well as being represented on campus and system committees that are not strictly technical in nature. This position would serve as a liaison between the technical functions and processes of PPIR and the more general requirements and understanding of the rest of the College. It should also be noted that PPIR is in a precarious position with the departure of any of the individuals from their positions. In the short-term, it would be difficult to account for specific duties and responsibilities as there is no one with a detailed and encompassing view of its various functions.

Although PPIR could continue to operate without a director, there are areas for improvement that cannot take place without one. The recruitment and filling of the Assessment Specialist position further underscores the need as the functional units increase from three to four, with potential jurisdictional issues in duties and responsibilities.
**Institutional Mission**
Honolulu Community College serves the community, the city, the state of Hawaii, and the Pacific region as an affordable, flexible, learning-centered, open-door, comprehensive community college. HCC meets the evolving post-secondary educational needs of individuals, businesses, and the State of Hawaii by:

- Offering high quality courses and programs in the liberal arts and career and technical fields;
- Maintaining unique educational partnerships with state-registered apprenticeship programs in diverse career fields;
- Supporting the Hawaiian community and its language, history, and culture;
- Delivering continuing education and training to meet the demand for a competitive workforce; and,
- Providing diverse educational opportunities for personal enrichment.

As a learning-centered, open-door college, HCC is committed to providing the academic and student support to assist students as they progress through their respective courses and programs, and to facilitate the important work of campus faculty and staff. The college will acknowledge, promote, and maintain a multicultural environment in which gender diversity and other aspects of personal identity are appreciated and respected.

**Institutional Student Learning Outcomes**
Honolulu Community College defines the following six core competencies as its Institutional Learning Outcomes:

1. **Critical Thinking**: Effectively analyze arguments, assumptions, and problems and draw conclusions.
2. **Information Literacy**: Form strategies to locate, evaluate, and apply information, and know the ethical and legal issues surrounding information and information technology.
3. **Effective Communication**: Actively express and exchange ideas through listening, speaking, reading, writing, and other modes of interpersonal expression.
4. **Quantitative Reasoning**: Effectively analyze numerical data, solve quantitative problems, and apply mathematical concepts.
5. **Career Preparation**: Demonstrate knowledge and skills to successfully move to a baccalaureate education or selected vocation.
6. **Community Awareness and Social Responsibility**: Demonstrate and apply an understanding of moral and ethical issues that pertain to the environment, social justice, and cultural diversity.
**Program Mission**
Student ACCESS is committed to assuring equal access to Honolulu Community College facilities, programs, services, and activities for students with disabilities.

**Program Description**
Student ACCESS provides services to students with disabilities at Honolulu Community College and its affiliated off-campus locations. Student ACCESS is tasked to authorize, coordinate and implement all academic accommodations at Honolulu Community College. In compliance with applicable disability laws (ADAA/504), Student ACCESS works with eligible students to develop reasonable and appropriate academic accommodations to create equal access and opportunities; this does not necessarily mean equal outcome.

Student ACCESS also provides comprehensive disability accommodations to all individuals with disabilities who participate in programs and/or entities on or affiliated with Honolulu Community College. Some examples of these programs include, but are not limited to: early childhood childcare centers, graduation ceremonies, Pacific Center for Advanced Technical Training trainings and workshops, etc.

I. Program Description
   A. History
The coordinated disability services program was driven out of the Accreditation Report (dated 2006), and included the creation of two positions, one APT Band A (Instructional and Student Support Specialist) and one non-instructional faculty position (Disability Specialist). Prior the creation of the coordinated office, two individuals (Health Nurse and Educational Specialist in the College Skills Center) were tasked with providing the services from different departments and locations. The original location of the office was in 2-401. Since then, the office has been relocated twice to 7-319 and finally to 5-107B. Organizationally, Student ACCESS originally fell under the CSC until the program was moved directly under the Dean of Academic Support in 2012 through a campus-wide reorganization. This move has appropriate aligned the program responsible for coordinating ADA/504 services directly under the Dean of Academic Support, who is the HCC campus ADA/504 Coordinator.

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

Operational Policies and Procedures for accessing disability-related accommodations can be found in the Guidebook for Academic Accommodations at Honolulu Community College, both in hard copy (located in various departments/divisions, including the library) and posted on the Honolulu Community College Disability Access website (http://www2.honolulu.hawaii.edu/disability/).
C. Program Service Area Outcomes

1. Students will be able to identify their individual strengths and weaknesses with regard to their disability(ies) in the college environment. (Understanding of self and disability)

2. Students will be able to exhibit self-advocacy skills and understand their rights and responsibilities within applicable laws pertaining to higher education and in the world of work. (Self-Advocacy)

3. Students will be able to identify individual skills, college resources, and community resources to assist in meeting academic challenges. (Academic responsibility and independence)

4. Students will be able to identify the connection between their disability(ies) and their academic accommodations. (Understanding of self and disability)

5. Students will be able to identify and follow specific procedures and timelines related to academic accommodations. (Academic responsibility and independence)

*As part of our services and through the Committee of Disability Access – Honolulu (CODA-H) also maintains an on-going list of access related concerns at HCC. Though the campus is fully ADA compliant there are areas of concerns that are added and removed from the list as they are addressed and resolved. CODA-H serves a mechanism of communication between the campus community and the Student ACCESS to continuously keep the campus update, informed, and to promote a compliant, informed, and hospitable learning environment. The Disability Specialist chairs this committee; the Dean of Academic Support/ADA Coordinator represents Administration and the Instructional and Student Support Specialist also participates in this committee.

D. Faculty and Staff

(1) Non-Instructional Faculty (Disability Specialist)

(1) Instructional and Student Support Specialist (APT Band A)

E. Resources

1. Physical Resources
   a. 5-107B meets the programs needs at this point in time. The Student ACCESS office has been moved from a few locations on campus with the latest being from 7-319 to 5-107B. The latest move afforded students with disabilities a discrete location to access services. In 7-319, the students needed to access services through the learning lab; many students had expressed concerns regarding confidentiality. With the location in 5-107B the students are able to access services more discretely. Additionally, the program was successfully moved out of a
building in which primary access to the upper floors was only accessible through elevators that stopped on half floors and required students to navigate a flight of stairs up or down. Operationally, each location has its pros and cons. For example, building 7 was convenient in that most of the program services and the major of classes were housed in that building. The program also has access to an area in the testing center reserved for students with disabilities eligible for testing accommodations. When testing was not in session, those rooms were utilized as a mini-assistive technology lab for students to access disability related tech resources to aid in learning.

2. Resource sufficiency
   a. Student ACCESS has used and/or continues to utilize the resources that were acquired during or prior to the five-year reporting period. The resources utilized to provide access services include or included:
      1) Assistive technology (software): Zoom Text 9, Kurzweil 3000, Dragon Naturally Speaking 7, JAWS for Windows, Victor Reader, Adobe Acrobat Professional 7.0, Learning Ally ReadHear text-to-speech software, NVDA text-to-speech software
      2) Assistive technology (hardware): Text teletype devices, Braille converter, Canon copier/scanner with OCR encoding capability, flatbed scanner with OCR encoding capability, duplex scanner with OCR encoding capability, headsets with microphones, digital and tape recorders, track ball mice, left/right handed keyboards, Dell laptop, text magnifiers, foam earplugs, telephone (landline) amplifiers, closed-circuit magnifier with television monitor, talking desktop calculator, large format scientific calculator, sound reduction headsets, 21-inch monitor
      3) Adjustable furniture: adjustable height tables and chairs, split-level single-user desks
      4) Spaces: testing rooms 7-314 and 7-315
      5) Subscriptions/affiliations/agreements: Learning Ally, AccessText, Bookshare, CourseSmart
      6) Interdepartmental collaboration: Educational Technology (video conversion, uploading and encoding for captioning); Library (study rooms for use of test proctoring); CARE (referrals and academic coaching), Wellness Center (referrals and community resources), TRIO-SSS (coaching, mentoring, tutoring)
   b. Resources for administrative and operational purposes include or included:
      1) Assistive technology (software): Omnipage software
      2) Assistive technology (hardware): Desktop computers, black and white laser printer, Canon copier/scanner
      3) Space: Room 5-107B
3. Student ACCESS Program Cost
   a. 09-10
      i. Tuition and Fees
         1. Notetakers and in class assistants: $6,809
         2. Operational (includes sign language interpreters): $14,664
      ii. Perkins
         1. Notetakers/in class assistants: $3,249
         2. Sign language interpreters: $26,146
   b. 10-11
      i. Tuition and Fees
         1. Notetakers and in class assistants: $2,465
         2. Operational (includes sign language interpreters): $13,354
      ii. Perkins
         1. Notetakers/in class assistants: $4,155
         2. Sign language interpreters: $12,801
   c. 11-12
      i. Tuition and Fees
         1. Notetakers and in class assistants: $5,696
         2. Operational (including sign language interpreters): $14,114
      ii. Perkins
         1. Sign language interpreters: $16,041
   d. 12-13
      i. Tuition and Fees
         1. Notetakers and in class assistants: $14,588
         2. Operational (including sign language interpreters): $22,083
   e. 13-14
      i. Tuition and Fees
         1. Student Employment: $19,925
         2. Operational (including sign language interpreters): $24,581*
            *14,315 covered by DAS account

*2011-2012 was the last year Student ACCESS was able to secure Perkins funding to assist in defraying cost of sign-language interpreters and notetaking services for CTE students (system changes).

4. Community Connections
   a. Student ACCESS has maintained a positive working relationship with the State of Hawaii, Division of Vocational Rehabilitation (DVR). Through this relationship, though DVR is required to do so, DVR has assisted HCC in paying for some of the sign language interpreter costs for some of their eligible clients attending our college. This has helped tremendously in managing the escalating cost of this particular accommodation. During the review period, Student ACCESS has also worked collaboratively with the Hawaii International Dyslexia
Association, Learning Disability Association of Hawaii, Disability and Communication Access Board, and Assistive Technology Resource Center. In the 2013-2014 year, new collaborative relationships were formed with the Hawaii Disability Rights Center (Protection and Advocacy for Individuals with Mental Illness), Sounding Joy Music Therapy, Hale Kipa and the Department of Health (Developmental Disabilities Division).

5. Distance Delivery/Off Campus Programs
   a. Student ACCESS services all associated HCC campuses including AVIT, METC, and the AERO program. In addition to servicing students at our office campus sites, at least once a year Student ACCESS has performed a site visit to insure that the facilities continues to meet physical access requirements.
   b. Student ACCESS supports childcare centers affiliated with the HCC child care program. For example, Student ACCESS coordinated sign language interpreter services for Deaf parents at the KCC child care site.
   c. Student ACCESS provided access services for off-site college-sanctioned events, such as sign language interpreters at the annual commencement exercises at the Waikiki Shell and the Phi Theta Kappa induction ceremony at Pier 35.

II. Quantitative Indicators
A. Hours of Operation: Student ACCESS operates on weekdays (excluding State holidays) from 7:45 am to 4:30 pm. Student ACCESS is open over the spring, summer and winter breaks. Services are provided during evenings, weekends or holidays as needed (ex: notetakers for weekend classes, graduation ceremonies, etc.).
B. Demand and Efficiency
   1. Gate Count
      2009-2010: 760
      2010-2011: 794
      2011-2012: 451
      2012-2013: 428
      2013-2014: 904

2. Outcomes

   Fall 2009 – Spring 2010
   Student Total = 206
   Includes: ETC Students = 13
   Other Services = 7 events in which disability related accommodations were provided (Alani Child Care Center, PCATT [Apple Institute, Testing Accommodations])

   Programs: 90 Liberal Arts
              96 CTE/Apprenticeship
Fall 2010 – Spring 2011
Student Total = 190
Includes: Other Services = 7 events in which disability related accommodations were provided (Alani Child Care Center, PCATT [Apple Institute, Testing Accommodations)]

Programs: 97 Liberal Arts
93 CTE/Apprenticeship
10 OTHER (ETC, Senior Net, Other Services not included in total student count)

Fall 2011 – Spring 2012
Student Total = 203
75 Students came to Student ACCESS to discuss service, conduct an intake, but not pursue further services

Programs: 82 Liberal Arts
109 CTE/Apprenticeship
12 OTHER

Fall 2012- Spring 2013
Student Total: 189 Students
95 Students came to Student ACCESS to discuss service, conduct an intake, but did not pursue further services

Programs: 90 Liberal Arts
99 CTE/Apprenticeship
10 OTHER

Fall 2013-Spring 2014
Student Total: 147 Students
45 Students came to Student ACCESS to discuss service, conduct an intake, but did not pursue further services

Programs: 77 Liberal Arts
69 CTE/Apprenticeship
3 Other
# of classes that accommodations were requested
<table>
<thead>
<tr>
<th></th>
<th>F09</th>
<th>S10</th>
<th>F10</th>
<th>S11</th>
<th>F11</th>
<th>S12</th>
<th>F12</th>
<th>S13</th>
<th>F13</th>
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</thead>
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<tr>
<td></td>
<td>174</td>
<td>141</td>
<td>163</td>
<td>138</td>
<td>155</td>
<td>131</td>
<td>129</td>
<td>104</td>
<td>188</td>
<td>192</td>
</tr>
</tbody>
</table>

# of accommodations approved for classes
|    | 421 | 388 | 409 | 354 | 495 | 357 | 337 | 320 | 152 | 154 |

# of students that intakes conducted – services not pursued by student
|    | 109 | 88  | 96  | 73  | 91  | 87  | 55  | 40  | 25  | 20  |

Testing Room Usage

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<th></th>
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<th>F10</th>
<th>S11</th>
<th>F11</th>
<th>S12</th>
<th>F12</th>
<th>S13</th>
<th>F13</th>
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<td>86</td>
<td>78</td>
<td>84</td>
<td>72</td>
<td>88</td>
<td>65</td>
<td>37**</td>
<td>109</td>
<td></td>
</tr>
</tbody>
</table>

*Starting Tracking in S10
**Half of the disability testing room was unavailable. Alternate arrangements were made for students to take examinations (ex: classroom, faculty offices, Student ACCESS office, library, etc.).

Overall Health: Overall, the status of the unit is healthy and the unit has been able to meet its goals and objectives. Student ACCESS has been able to maintain services for eligible students. Staff have and continue to serve on various campus committees (ex: CODA-H, COSA, DEAC and Health and Safety) to raise disability awareness, provide consultation and guidance for on- and off-campus staff and faculty, and address access needs and concerns. Student ACCESS will continue to work towards further streamlining and improving services for the college.

III. Evaluation of Service Area Outcomes

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<th>SAO (% of yes)</th>
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<th>F10</th>
<th>S11</th>
<th>F11</th>
<th>S12</th>
<th>F12</th>
<th>S13</th>
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<th>S14</th>
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<tr>
<td>Students will be able to identify individual strengths and weaknesses. (Understanding of self and disability)</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>90%</td>
<td>93%</td>
<td>90%</td>
<td>92%</td>
<td>100%</td>
<td>80%</td>
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<tr>
<td>Students will be able to exhibit self-advocacy skills and understand their rights and responsibilities within applicable laws pertaining to higher education and in the world of work. (Self-Advocacy)</td>
<td>92%</td>
<td>93%</td>
<td>88%</td>
<td>95%</td>
<td>90%</td>
<td>95%</td>
<td>90%</td>
<td>94%</td>
<td>95%</td>
<td>65%</td>
</tr>
<tr>
<td>Students will be able to identify individual skills, college resources, and community resources to</td>
<td>85%</td>
<td>84%</td>
<td>86%</td>
<td>93%</td>
<td>90%</td>
<td>93%</td>
<td>94%</td>
<td>92%</td>
<td>92%</td>
<td>85%</td>
</tr>
</tbody>
</table>
assist in meeting academic challenges. (Academic responsibility and independence)

| Students will be able to identify the connection between their disability(ies) and their academic accommodations. (Understanding of self and disability) | 92% | 100% | 92% | 100% | 100% | 94% | 100% | 94% | 92% | 95% |

| Students will be able to identify and follow specific procedures and timelines related to academic accommodations. (Academic responsibility and independence) | 92% | 93% | 92% | 93% | 90% | 92% | 85% | 94% | 100% | 85% |

IV. Survey Results

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<th>S10</th>
<th>F10</th>
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<th>S12</th>
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<th>S13</th>
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<th>S14</th>
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</thead>
<tbody>
<tr>
<td>Promotion of a positive and realistic attitude towards academic participation</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>90%</td>
<td>94%</td>
<td>95%</td>
<td>96%</td>
<td>95%</td>
<td>80%</td>
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<tr>
<td>Overall Satisfaction</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Excellent</td>
<td>83%</td>
<td>77%</td>
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<td>83%</td>
<td>93%</td>
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<td>94%</td>
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<td>40%</td>
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<td>Good</td>
<td>17%</td>
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<td>15%</td>
<td>6%</td>
<td>5%</td>
<td>6%</td>
<td>4%</td>
<td>17%</td>
<td>35%</td>
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<td>Average</td>
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<td>1%</td>
<td>4%</td>
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<td>15%</td>
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<tr>
<td>Poor</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>10%</td>
</tr>
</tbody>
</table>

V. Analysis of Program

A. Alignment with HCC Mission

1. Student ACCESS is aligned with the HCC mission of meeting the educational needs of individuals as an open door institution and the program is committed to providing the academic and student support to assist students as they progress through their respective courses and programs, and to facilitate the important work of campus faculty and staff.
2. Additionally, Student ACCESS provides means to the campus in complying to applicable federal laws (Rehabilitation Act of 1973 and the Americans With Disabilities Act) in providing equal access for individuals with disabilities.

B. Strengths and Weaknesses based on Analysis of Data
1. Based on the on-going annual assessment of the program, Student ACCESS has continuously been involved in seeking to improve its programs and services year after year. Through semester based survey of students (2x year), the program, with the input of students, have been able to make securing services through the program more meaning than simply obtaining reasonable academic accommodations. The program added components of lifelong learning applicable to their journey in higher education and beyond including:

2. All of the SLOs were successfully met at an 84% rate or higher, with the single exception of SLO #2 in the Spring 2014 semester (65%).

3. Overall, students expressed satisfaction with academic accommodations, services and education provided to them from Student ACCESS.

4. The areas in which Student ACCESS has and continues to experience challenges and needs to strive for improvement are in:
   a. Budget decreases and cutbacks: As the cost of services continues to increase (ex: technology, sign language interpreter services, student assistant wages), budget decreases and cutbacks provide a challenge in maintaining compliance and providing services per federal regulations. Some students and faculty have indicated that services, especially those involving assistive technology, are outdated, cumbersome or ineffective. While Student ACCESS continues to explore additional funding sources, the unit is also looking into creative accounting and other cost-saving measures while minimizing any disruptions in services.
   b. Staff turnover: Since the creation of the unified Student ACCESS/Disability Services office, there have only been two Disability Specialists (i.e., one turnover in the position). However, the Instructional and Student Support Services Specialist position has experienced numerous turnovers, with employees averaging about 1.5 years in the position. This constant change in staffing has impacted services in that there is some disruption while a new person is trained. There have also been periods in which the Instructional and Student Support Services position has been vacant and the Disability Specialist has shouldered the responsibility of running the office alone. This has often resulted in the office being closed and/or the services not being available if the Disability Specialist was working outside of the office.

5. Changing nature of course curriculum: with the ETC program being discontinued and the increase in the rigor of HCC courses after the last accreditation, students who utilize access services may be finding that the difficulty level has increased in their classes. As students also progress
from fundamental to upper-level courses, they may also find that they need to increase the amount of effort put into their classes. As a result, many of them may have felt less satisfaction with services than when they were enrolled in developmental or introductory classes with less rigor. Student ACCESS will continue

C. Evidence of Quality
1. The quality of services provided to eligible students has remained relatively stable over the 5 year reporting period:
   a. The same or similar level of services has been maintained despite budget cutbacks and staff turnover, especially during the end of the reporting period.
   b. Gate counts have increased significantly over the reporting period.
   c. The number of students participating with Student ACCESS has remained fairly stable, with only a slight decrease.
   d. The number of classes in which accommodations were provided remained relatively stable, while the number of accommodations decreased, which may suggest that students required fewer accommodations over time.
2. Service Area Outcomes were achieved at an overall minimum of 85% or higher (with one exception).
3. Overall, almost all students who participated with Student ACCESS were satisfied with their services for all semesters in the reporting period (77% or higher indicated services were Excellent); for the Spring 2014 semester, the satisfaction rate for Excellent was 40% and Very Good received 30%.

D. Evidence of Service Area Outcomes
1. Achievement of SAOs were determined by student self-report through the survey given to students at the end of each semester. It seems that students had a positive experience regarding self-understanding and self-advocacy as related to their disability and learning. Student self-reports over the reporting period were consistently high (with one exception, see next item). This may indicate that the SAOs are appropriate for the students being served through Student ACCESS.
2. Based on the analysis of the data, all of the student area outcomes were met at a minimum rate of 84% in all areas. The exception was in the Spring 2014 semester for SAO 2 (self-advocacy), with a rate of 65%. This may be due to a lower number of return responses to the semester survey.
VI. Action Plan

A. Student ACCESS will continue to provide services to eligible students and the campus by maintaining the current level of services. Student ACCESS will continue to look for ways to improve or streamline services. In addition to the current practices, Student ACCESS will:

1. Work closely with the Dean of Academic Support, Campus Security, the Health and Safety committee and other relevant HCC departments in order to ensure continued physical access to various campus structures during renovations and construction.

2. Participate in professional development, education and training for Student ACCESS staff in order to improve upon their level of expertise and knowledge, and consequently increasing the level of quality services provided.

3. Provide in-service trainings and workshops to faculty, staff and students in the areas of disability awareness, rights and methodology in working with diverse learners.

4. Revise, streamline and update Student ACCESS procedures as needed; this includes updating information that Student ACCESS makes available to the college and the community, such as the handbook and the website.

5. Conduct direct observations of services being provided to students in the academic and/or HCC-affiliated setting in order to assess the effectiveness and appropriateness of the service.

6. Consult and collaborate with disability coordinators at the other UH campuses in order to learn and integrate new and effective strategies in working with individuals with disabilities.

7. Provide supplementary services to students, such as captioning of videos, and pending available resources, time and manpower.

8. Collaborate with other HCC departments in order to connect students with the appropriate services and provide more comprehensive services.

VII. Budget Implications

A. With the increase in the number of students with significant disability(ies) (ex: Deaf, Blind) and the number of students attending HCC for the developmental education courses, there will be a need for creative use of limited resources and funds. The majority of funding will need to be allocated for operational expenses (sign language interpreters) and personnel (notetakers/student assistants). This means that services will need to be incorporated into existing manpower (ex: in-house captioning) to avoid additional expenditure or alternate means of obtaining free or low-cost manpower should be explored (ex: internship students, volunteers, service-learning students, etc.). Another option is to reframe/rework how existing paid services so that costs are not incurred. For example, students who request and are eligible for notetakers may also benefit from audio recording lectures using their personal devices (ex: cell phones, tablets, etc.).
Additional funding sources will also be explored, such as the Carl D. Perkins CTE grant. It should be noted that proposals for this grant will need to ensure that current services are not being supplanted. Suggestions for possible proposals include updating assistive technology (ex: Dragon Dictate) and seeking funding for supplementary services, such as captioning.
College Achieve and Retention Experience (C.A.R.E.)

Assessment Period Fall 2013 – Fall 2014

Program History:
The creation of a retention program began in Fall 2011 academic year with the Essentials curriculum. A full time Student Resource Coordinator and one student assistant provided retention support for 2835 (duplicated count) students enrolled in English 8, 9, 18, 19 and 21 classes. Retention support services included class room visits, phone calls, academic withdrawal and acceleration placement, COMPASS advising, and personal and academic guidance.

At the start of the Fall 2012 academic year, the reorganization of the Honolulu CC was finally approved by the Board of Regents, and the Student Success Center was formed. As part of Student Success Center, the College Achievement and Retention Experience (C.A.R.E.) program was created to provide retention support for students. HCC’s retention center is called College Achievement and Retention Experience (C.A.R.E.) 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. C.A.R.E. strives to be as "high touch" as possible in serving students. No matter the barriers keeping students from success, C.A.R.E. wants to help by providing the most personalized and effective service possible. During this time, the program was staffed with two full time retention specialists and one student assistant that provided support service for 999 (duplicated count) students enrolled in the Essentials English and Math 9 courses. By the end of the Summer 2013 term, the C.A.R.E. program was fully staffed with two full time non-instructional faculty, one APT (reassignment), one casual hire and three student assistants. There were 3280 (duplicated count) students serviced by a C.A.R.E. personnel.

C.A.R.E. Mission:
The College Achieve and Retention Experience (CARE) at Honolulu Community College strives to foster an environment of accountability, support, and achievement. 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.

C.A.R.E. Goals/Service Area Outcomes:
The College Achieve and Retention Experience (C.A.R.E.) at Honolulu CC helps students achieve success by helping students achieve these outcomes:

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.

Part I. Program Demands

A. Staff
   1. Number, Type, and Title
      a. 2 FTE faculty members
      b. 1 APT
      c. 1 casual hire

B. Cost of Program (AY 14)
   1. Operations - $11,111
   2. Student Employment - $5427

Part II. Quantitative Indicators (ie. Gate counts, # of services providing, # of students serviced)

Gate Count Contacts (# of contacts):

<table>
<thead>
<tr>
<th>Service/Activity Title</th>
<th>Description</th>
<th>Fall 2013 Count</th>
<th>Spring 2014 Count</th>
<th>Fall 2014 Count</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>*Academic Alert/MySuccess (Unduplicated # of students)</td>
<td>Follow up on instructor referrals for students who are at risk of failing a course. The purpose is to help students continue in the course and/or connect them to resources on campus.</td>
<td>593</td>
<td>716</td>
<td>380</td>
<td>1689</td>
</tr>
<tr>
<td>Walk-in and/or appointment advising</td>
<td>Types of advising include general, personal, academic, career and financial aid, as well as, connecting students to</td>
<td>195</td>
<td>692</td>
<td>556</td>
<td>1443</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------------------------</td>
<td>-----------------------------------------------------------------</td>
<td>-------</td>
<td>-------</td>
<td>-------</td>
<td></td>
</tr>
<tr>
<td>COMPASS Placement/ACT</td>
<td>Advising First Year students placed into Math 9 and/or Essentials English about the course expectations in relation to their intended major. Evaluated ACT/SAT scores for recent High School graduates to determine placement into English 100 and/or Math 103</td>
<td>N/A</td>
<td>123</td>
<td>25</td>
<td>148</td>
</tr>
<tr>
<td>Placement</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>*Campaign Calls</td>
<td>995 (Fall 2013)</td>
<td>46 (Spring 2014)</td>
<td>1021 (Fall 2014)</td>
<td>1629 (Spring 2015)</td>
</tr>
<tr>
<td></td>
<td>Phone call attempts to encourage continuing students to register for upcoming term.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>*Coaching</td>
<td>7</td>
<td>10</td>
<td>29</td>
<td>46</td>
</tr>
<tr>
<td></td>
<td>Provided academic coaching for students enrolled in Development Education courses to help them persist each term</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Math 9 Presentations</td>
<td>Conducted weekly presentations focused on college success skills such as note-taking, time</td>
<td>N/A</td>
<td>113 (based on sem. enrollment)</td>
<td>206 (based on sem. enrollment)</td>
<td>319</td>
</tr>
</tbody>
</table>
management, test anxiety, etc.

| Essentials English Acceleration | Provided students, whose COMPASS scores are 5 points away from placing into English 22, an opportunity to submit a writing sample that will be evaluated by an English instructor and to determine if students can be placed into a higher-level writing course. | 23 | 13 | N/A | 36 |

| COMPASS Brush up program | Tracked students who signed up for a free MyFoundationsLab online program to help them prep for the COMPASS placement. | 76 | 52 | 36 | 164 |

*Additional data provided*
Fall 2013 Academic Alert Summary

1. Total Referrals - Duplicated (Some student have more than one referral) = 605

2. Total referrals – Unduplicated (This amount reflects total number of students that were referred. Amount is less that the duplicated amount since some student had more than one referral) = 518

3. Total amount who didn’t pass - Includes “I” grades (Summary - Unduplicated) = 379
   - “IC” = 1
   - “IN” = 1
   - “IF” = 4
   - “F” = 174
   - “N” = 58
   - “W” = 107
   - “DC” (Drop Course w/o W) = 17
   - “A-1” (Admin Drop w/o “W”) = 17

4. Amount of referrals for Distance Education (DE) courses (Unduplicated) = 128
   - “A” – 7
   - “B” – 5
   - “C” = 8
   - “D” = 2
   - “F” – 44
   - “N” – 26
   - “W” – 27
   - “A-1” – 4
   - “DC” – 5

5. Amount of referrals for developmental courses (Unduplicated) = 139
   - See “Developmental Breakdown” spreadsheet for details

6. Number of times was referred for each class = See “Summary – dup count” tab of Kelly’s spreadsheet.

7. Number of students that were referred and is registered for the spring 2014 semester = 198

8. Not registered for spring = 317
   - 38 = Suspended
   - 1 = graduated
   - 91 = Financial obligation
   - 6 = Suspended and financial obligation
Spring 2014 Academic Alert Summary

1. Total Referrals - Duplicated (This amount include students have more than one referral for same class but submitted at different times) = 716

2. Total referrals – Unduplicated (This amount reflects total number of students that were referred. Amount is less that the duplicated amount since some student had more than one referral for same class but submitted at different times. Count also includes same student if the student received referrals for different classes) = 593

3. Total amount who didn’t pass - Includes “I” grades (Summary - Unduplicated) = 390
   - “IB” = 1
   - “IC” = 1
   - “ID” = 2
   - “IN” = 1
   - “IF” = 3
   - “F” = 183
   - “N” = 38
   - “W” = 129
   - “DC” (Drop Course w/o “W”) = 20
   - “A-1” (Admin Drop w/o “W” – 100% Refund) = 9
   - “A-2” (Admin Drop w/o “W” – 50% Refund) = 2
   - “L” = 1

4. Amount of referrals for Distance Education (DE) courses (Unduplicated) = 172
   - “A” = 7
   - “B” = 9
   - “C” = 15
   - “D” = 4
   - “IF” = 2
   - “IN” = 1
   - “F” = 63
   - “N” = 6
   - “W” = 46
   - “A-1” = 2
   - “A-2” = 2
   - “DC” = 15

5. Amount of referrals for developmental courses (Unduplicated) = 92
   - See “Developmental Breakdown” spreadsheet for details

6. Number of students that were referred and is registered for the fall 2014 semester = 177

7. Not registered for spring = 416
   - Suspended = 70
- graduated = 20
- Financial obligation = 87
- Suspended and financial obligation = 26

8.  
- CTE = 352
- Liberal Arts = 227
- Unclassified = 14

9.  Method of Contact (Old system only. Unable to get this info from Starfish)
- Phone = 195
- E-mail = 12
- In Person = 16
- Phone & In Person = 2
- No Contact = 290


**Fall 2014 Academic Alert Summary**

1. Total Referrals - Duplicated (This amount include students who have multiple referral for different classes as well as students who have more than one referral for a same class) = 1,346

2. Total referrals – Unduplicated (This amount reflects total number of students that were referred. Amount is less that the duplicated amount since some student had more than one referral for same class but submitted at different times. Amount may also count the same student more than once if he/she have referrals for multiple classes.) = 380

3. Total amount who didn’t pass - Includes “I” grades (Amount is more than #2 above since some students had alerts for more than one class. E.g. Student had a referral for two different classes so he is only listed once in #2 but will have two different grade in the breakdown below) = 429
   - “IB” = 0
   - “IC” = 1
   - “ID” = 0
   - “IN” = 3
   - “IF” = 6
   - “F” = 205
   - “N” = 65
   - “W” = 100
   - “DC” (Drop Course w/o “W”) = 7
   - “A-1” (Admin Drop w/o “W” – 100% Refund) = 42
   - “A-2” (Admin Drop w/o “W” – 50% Refund) = 0

4. Amount of referrals that passed their class (Unduplicated) = 200
   - “A” = 30
- “B” = 50
- “C” = 85
- “D” = 35

5. Amount of referrals for developmental courses (Unduplicated) = 114
   - See “Developmental Breakdown” spreadsheet for details

6. Number of students that were referred and are registered for the spring 2015 semester = 278

7. Number of students referred that are suspended in the spring 2015 semester = 26

8. Number of students referred that are dismissed in the spring 2015 semester = 4

**Fall 2013 Campaign Call Results:**

<table>
<thead>
<tr>
<th>Category</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continuing Students who did not register for F’13 as of 05/20/13(^1)</td>
<td>1492</td>
</tr>
<tr>
<td>Graduated in Spring 2013(^2)</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>
<tr>
<td><strong>Total students who have registered</strong></td>
<td>383</td>
</tr>
<tr>
<td>Face-to-face visits</td>
<td>48</td>
</tr>
<tr>
<td>Registered in person with an ASC staff</td>
<td>36</td>
</tr>
<tr>
<td>Registered because of phone contact</td>
<td>178</td>
</tr>
<tr>
<td>Registered because of email contact</td>
<td>21</td>
</tr>
<tr>
<td>Registered on their own (email/phone reminders)</td>
<td>100</td>
</tr>
</tbody>
</table>

\(^1\)Graduation and Academic Standing status not confirmed
\(^2\)Graduation confirmed through Records Office

**Spring 2014 Campaign Call Results:** *limited staffing for sufficient campaign calls.*

<table>
<thead>
<tr>
<th>Category</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dev. Ed. Continuing Students who did not register for Sp’14 as of 11/27/2013(^1)</td>
<td>231</td>
</tr>
<tr>
<td>Graduated in Fall 2014(^2)</td>
<td>N/A</td>
</tr>
<tr>
<td>Transferred out of HCC</td>
<td>4</td>
</tr>
<tr>
<td>Category</td>
<td>Total</td>
</tr>
<tr>
<td>----------------------------------------------</td>
<td>-------</td>
</tr>
<tr>
<td>Continuing Students who did not register for F’14 as of 06/16/2014(^1)</td>
<td>1229</td>
</tr>
<tr>
<td>Graduated in Spring 2014</td>
<td>16</td>
</tr>
<tr>
<td>Transferred out of HCC</td>
<td>56</td>
</tr>
<tr>
<td>FOB/Suspended/Hold</td>
<td>229</td>
</tr>
<tr>
<td>Personal/Work/Military/</td>
<td>59</td>
</tr>
<tr>
<td>Faculty/Staff member</td>
<td>0</td>
</tr>
<tr>
<td>Apprenticeship/Special Early Admit</td>
<td>4</td>
</tr>
<tr>
<td>Unable to contact</td>
<td>787</td>
</tr>
<tr>
<td>Calls made to students 06/01 to 08/29</td>
<td>1021</td>
</tr>
<tr>
<td>Total students who have registered</td>
<td>460</td>
</tr>
<tr>
<td>Face-to-face visits</td>
<td>5</td>
</tr>
<tr>
<td>Registered in person with a CARE staff</td>
<td>8</td>
</tr>
<tr>
<td>Registered because of phone contact</td>
<td>117</td>
</tr>
<tr>
<td>Registered because of email contact</td>
<td>15</td>
</tr>
<tr>
<td>Registered on their own (email/phone reminders)</td>
<td>315</td>
</tr>
</tbody>
</table>

\(^1\)Graduation and Academic Standing status not confirmed

\(^2\)Graduation confirmed through Records Office
### Spring 2015 Campaign Call Results:

<table>
<thead>
<tr>
<th>Category</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Continuing Students who did not register for Sp’15 as of 11/17/2014¹</strong></td>
<td>1800</td>
</tr>
<tr>
<td>Graduated in Fall 2014²</td>
<td>21</td>
</tr>
<tr>
<td>Transferred out of HCC</td>
<td>22</td>
</tr>
<tr>
<td>FOB/Suspended/Dismissed/Hold</td>
<td>111</td>
</tr>
<tr>
<td>Personal/Work/Military/Other</td>
<td>61</td>
</tr>
<tr>
<td>Faculty/Staff member</td>
<td>0</td>
</tr>
<tr>
<td>Apprenticeship/Special Early Admit</td>
<td>2</td>
</tr>
<tr>
<td>Unable to contact (students did not respond to phone/email attempts)</td>
<td>456</td>
</tr>
<tr>
<td>Out of Service phone numbers</td>
<td>170</td>
</tr>
<tr>
<td>Calls made to students 11/17 to 12/29</td>
<td>1629</td>
</tr>
<tr>
<td><strong>Total students who have registered (02/04/15)</strong></td>
<td>1128</td>
</tr>
<tr>
<td>Registered in person with a CARE staff</td>
<td>42</td>
</tr>
<tr>
<td>Registered based on phone contact confirmation</td>
<td>290</td>
</tr>
<tr>
<td>Registered based on email contact confirmation</td>
<td>8</td>
</tr>
<tr>
<td>Registered on their own (email/phone reminders)</td>
<td>685</td>
</tr>
</tbody>
</table>

¹Graduation and Academic Standing status not confirmed
²Graduation confirmed through Records Office
## Coaching Data Summary

<table>
<thead>
<tr>
<th>Description</th>
<th>Fall 2013</th>
<th>Spring 2014</th>
<th>Fall 2014</th>
<th>Total Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>College Experience Week (CE)</strong></td>
<td>NA</td>
<td>NA</td>
<td>23</td>
<td>23</td>
</tr>
<tr>
<td>CE Students coached by peer coaches</td>
<td>NA</td>
<td>NA</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>CE Student participants coached and registered Sp'15</td>
<td>NA</td>
<td>NA</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>CE Student participants registered Sp'15</td>
<td>NA</td>
<td>NA</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>CE Student participants NOT registered Sp'15</td>
<td>NA</td>
<td>NA</td>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>

| **Coached by C3T Academic Coaches:**                                      | 7         | 10          | 19        | 36                 |
| Students coached and registered                                           | 5         | 10          | 16        | 31                 |
| Students coached NOT registered                                           | 2         | 0           | 3         | 5                  |

| **Total Students coached Fall 2013 - Fall 2014**                          | 7         | 10          | 29        | 46                 |
| Students coached and registered Sp'15                                     | 5         | 10          | 26        | 41 (89.1%)         |
| Students coached and NOT registered Sp'15                                 | 2         | 0           | 3         | 5 (10.8%)          |
Part III. Assessment of Service Area Outcome  
A. Expected Level of Achievement (of each SAO)

C.A.R.E. Program Survey for Fall 2013-Summer 14

<table>
<thead>
<tr>
<th>How important do you feel this office/program is to your success as a student?</th>
<th>Very Important</th>
<th>Somewhat Important</th>
<th>Not Important</th>
<th>Not applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>150</td>
<td>9</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

For the AY 13-14, 159 program surveys were collected from students who walked-in or had an appointment with any member of the CARE program. 94.3% felt the program was very important to their success as a student. While only 5.6% felt that the program was somewhat important.
<table>
<thead>
<tr>
<th>CARE Staff were friendly.</th>
<th>Strongly Agree (1)</th>
<th>Agree (2)</th>
<th>Neutral (3)</th>
<th>Disagree (4)</th>
<th>Strongly Disagree (5)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>152</td>
<td>1</td>
<td>4</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>CARE staff answered my questions in a manner that I could understand.</td>
<td>146</td>
<td>9</td>
<td>2</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>CARE office hours are convenient.</td>
<td>141</td>
<td>12</td>
<td>4</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>I would recommend students to seek out help from the CARE staff.</td>
<td>147</td>
<td>7</td>
<td>3</td>
<td>0</td>
<td>2</td>
</tr>
</tbody>
</table>

According to the survey results, 91.8% of the students strongly agreed that the staff members answered their questions in a manner that they could understand, and 92.4% would strongly recommend other students seek out help from the CARE staff.
The top three reasons for students to seek assistance with any of the CARE staff are:

- 32.7% of the students that worked with a staff member came in to get help with registration.
- 27% of the students received help with other issues related, but not limited to personal or academic related.
- 22.6% of the students received help with financial aid related issues such as FAFSA application, scholarships, SAP and troubleshooting.
Comments from survey:

A lot of heart/commitment/dedication to work.
Thank you for being here for me.
Excellent Service
I don't think it could be any better because the staff goes above and beyond and if they can't answer the question they guide the student in the direction to get the right answer.
Ina is the best.
Definitely very helpful, courteous, and makes you comfortable as if you were @ home =)
Ina is a very sweet, friendly person and is very helpful when it comes to answering questions. The whole staff especially Ina and Mara make the experience easier.

Very Friendly
No comment. I am very satisfied.
Thanks for everything (Mrs. Ina and Derick)
I got all the information I needed to answer my questions
The staff is already doing a fine job.
Thank you for being here for me! The help here is very important.

Very helpful
Thank you for Derick as a counselor and very understanding and kind, humble. He explained all I need to know. Thank you for someone like him that cares.

Keep doing what you're doing its being noticed.
Thank you Derick for your help and time.

Derick Pang is very helpful. He goes out on his busy schedule to help me w/questions on financial aid and questions on Pell Grant. Need questions to be asked answered! I recommend Derick Pang to any student or parents for help for tuition, financial [aid], classes in school, etc.

Students should come more often

Great help

C.A.R.E. Program Survey for Fall 2014

<table>
<thead>
<tr>
<th>Answer Options</th>
<th>Response Percent</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Alert</td>
<td>8.6%</td>
<td>3</td>
</tr>
<tr>
<td>Create an education success plan</td>
<td>17.1%</td>
<td>6</td>
</tr>
<tr>
<td>Assistance with Financial Aid</td>
<td>17.1%</td>
<td>6</td>
</tr>
<tr>
<td>Assistance with Registration</td>
<td>57.1%</td>
<td>20</td>
</tr>
<tr>
<td>Assistance with solving a campus related problem</td>
<td>5.7%</td>
<td>2</td>
</tr>
<tr>
<td>Get information about a program or service</td>
<td>25.7%</td>
<td>9</td>
</tr>
<tr>
<td>COMPASS test placement</td>
<td>14.3%</td>
<td>5</td>
</tr>
<tr>
<td>Other (please specify)</td>
<td>14.3%</td>
<td>5</td>
</tr>
</tbody>
</table>
### answered question

<table>
<thead>
<tr>
<th>Numbe</th>
<th>Response Date</th>
<th>Other (please specify)</th>
<th>Categories</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Feb 15, 2015 1:39 AM</td>
<td>help with fasfa</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Feb 13, 2015 10:10 PM</td>
<td>mentoring</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Jan 26, 2015 11:56 PM</td>
<td>Registering for classes</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Dec 29, 2014 10:00 PM</td>
<td>transcript evaluation request</td>
<td>registratio</td>
</tr>
<tr>
<td>5</td>
<td>Dec 29, 2014 9:59 PM</td>
<td></td>
<td>n</td>
</tr>
</tbody>
</table>

What were your reasons for this visit? Please choose all that apply.

- [ ] Academic Alert
- [ ] Assistance with Financial Aid
- [ ] Assistance with solving a campus related problem
- [ ] COMPASS test placement

![Bar chart showing response distribution](chart.png)
How important do you feel this office/program is to your progress and success as a student?

<table>
<thead>
<tr>
<th>Answer Options</th>
<th>Response Percent</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Important</td>
<td>94.3%</td>
<td>33</td>
</tr>
<tr>
<td>Somewhat Important</td>
<td>5.7%</td>
<td>2</td>
</tr>
<tr>
<td>Not important</td>
<td>0.0%</td>
<td>0</td>
</tr>
<tr>
<td>Not applicable</td>
<td>0.0%</td>
<td>0</td>
</tr>
</tbody>
</table>

answered question 35
skipped question 0

The CARE Staff assisted me with identifying and utilizing resources on campus. (Check all that apply)

<table>
<thead>
<tr>
<th>Answer Options</th>
<th>Response Percent</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCESS</td>
<td>25.0%</td>
<td>5</td>
</tr>
<tr>
<td>Career Services</td>
<td>25.0%</td>
<td>5</td>
</tr>
<tr>
<td>Tutoring</td>
<td>25.0%</td>
<td>5</td>
</tr>
<tr>
<td>Financial Aid</td>
<td>25.0%</td>
<td>5</td>
</tr>
<tr>
<td>Writing Center</td>
<td>20.0%</td>
<td>4</td>
</tr>
<tr>
<td>Library</td>
<td>20.0%</td>
<td>4</td>
</tr>
<tr>
<td>TRIO-SSS</td>
<td>15.0%</td>
<td>3</td>
</tr>
<tr>
<td>Native Hawaiian Center</td>
<td>10.0%</td>
<td>2</td>
</tr>
<tr>
<td>Academic Counseling</td>
<td>60.0%</td>
<td>12</td>
</tr>
<tr>
<td>Other (please specify)</td>
<td>25.0%</td>
<td>5</td>
</tr>
</tbody>
</table>

answered question 20
skipped question 15

<table>
<thead>
<tr>
<th>Number</th>
<th>Response Date</th>
<th>Other (please specify)</th>
<th>Categories</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Feb 6, 2015 11:49 PM</td>
<td>Pearson MWL</td>
<td></td>
</tr>
</tbody>
</table>
The CARE Staff assisted me with identifying and utilizing resources on campus. (Check all that apply)

The CARE Staff helped me assess my academic progress by utilizing STAR, HCC Website, and other resources

<table>
<thead>
<tr>
<th>Answer Options</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neither Disagree Nor Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Rating Average</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>27</td>
<td>6</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>4.71</td>
<td>35</td>
</tr>
</tbody>
</table>

answered question
skipped question

4.71
The CARE Staff helped me assess my academic progress by utilizing STAR, HCC Website, and other resources

<table>
<thead>
<tr>
<th>Answer Options</th>
<th>Response Percent</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time management</td>
<td>33.3%</td>
<td>6</td>
</tr>
<tr>
<td>Goal setting</td>
<td>55.6%</td>
<td>10</td>
</tr>
<tr>
<td>Organizing priorities</td>
<td>55.6%</td>
<td>10</td>
</tr>
<tr>
<td>Life commitments</td>
<td>22.2%</td>
<td>4</td>
</tr>
<tr>
<td>Other (please specify)</td>
<td>22.2%</td>
<td>4</td>
</tr>
<tr>
<td><strong>answered question</strong></td>
<td><strong>18</strong></td>
<td></td>
</tr>
<tr>
<td><strong>skipped question</strong></td>
<td><strong>17</strong></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number</th>
<th>Response Date</th>
<th>Other (please specify)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Feb 6, 2015 11:49 PM</td>
<td>Getting access to MWL for my DE English 22 class</td>
</tr>
<tr>
<td>2</td>
<td>Jan 28, 2015 1:40 AM</td>
<td>Questions re:registration status.</td>
</tr>
<tr>
<td>3</td>
<td>Jan 28, 2015 1:40 AM</td>
<td>Questions re:registration status.</td>
</tr>
<tr>
<td>4</td>
<td>Dec 13, 2014 2:14 AM</td>
<td>What courses are available to meet my requirements</td>
</tr>
</tbody>
</table>
I would recommend students to seek out help from the CARE Staff.

<table>
<thead>
<tr>
<th>Answer Options</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neither Disagree Nor Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Rating Average</th>
<th>Response Count</th>
</tr>
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<tbody>
<tr>
<td>answered question</td>
<td>29</td>
<td>5</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>4.77</td>
<td>35</td>
</tr>
<tr>
<td>skipped question</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0</td>
</tr>
</tbody>
</table>
Please provide additional comments to help us provide better service to students.

<table>
<thead>
<tr>
<th>Answer Options</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>answered question</td>
<td>18</td>
</tr>
<tr>
<td>skipped question</td>
<td>17</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number</th>
<th>Response Date</th>
<th>Response Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Feb 15, 2015 1:39 AM</td>
<td>Jan is very knowledgeable about the programs that I needed to help me accomplish my goals. Plus she has a very pleasant way about her that doesn't make you feel uncomfortable about knowing. She is a GREAT employee for the Care program. Jan and Mr. Frost is very helpful, kind-hearted, caring people. Who go over and beyond to help students. And Maia is very helpful and helps me to see things from a different perspective, she's a good role model. Very grateful for them and all their help and support from my first day till now.</td>
</tr>
<tr>
<td>2</td>
<td>Feb 13, 2015 10:10 PM</td>
<td>Thank you for the help!</td>
</tr>
<tr>
<td>3</td>
<td>Feb 6, 2015 11:49 PM</td>
<td>The staff was very helpful. Offering me prudent advice and guidance, which helped me to resolve my issues.</td>
</tr>
<tr>
<td>4</td>
<td>Jan 28, 2015 1:40 AM</td>
<td>The staff was very helpful. Offering me prudent advice and guidance, which helped me to resolve my issues.</td>
</tr>
<tr>
<td>5</td>
<td>Jan 28, 2015 1:40 AM</td>
<td></td>
</tr>
</tbody>
</table>
Overall, the feedback and responses from students were positive. In addition to the CARE program evaluation results, all faculty were given a MySuccess academic alert system survey at the end of the Fall 2014 term. Unfortunately, students who were referred through the MySuccess did not complete any of the survey that was sent out to them. The following are the results from 23 faculty members who have completed the survey:
Early Alert Faculty Survey Fall 2014

I heard about the MySuccess Academic Alert referral system from: (Check all that apply)

<table>
<thead>
<tr>
<th>Answer Options</th>
<th>Response Percent</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>A presentation at a Departmental/Division Meeting</td>
<td>73.9%</td>
<td>17</td>
</tr>
<tr>
<td>A campus wide email notification</td>
<td>60.9%</td>
<td>14</td>
</tr>
<tr>
<td>A colleague</td>
<td>17.4%</td>
<td>4</td>
</tr>
<tr>
<td>Discovered it on the C.A.R.E. website/intranet</td>
<td>0.0%</td>
<td>0</td>
</tr>
</tbody>
</table>

answered question 23
skipped question 0

Did you utilize the MySuccess Alerts this semester?

<table>
<thead>
<tr>
<th>Answer Options</th>
<th>Response Percent</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>69.6%</td>
<td>16</td>
</tr>
<tr>
<td>No. Why? Skip questions 3-8.</td>
<td>30.4%</td>
<td>7</td>
</tr>
</tbody>
</table>

answered question 23
skipped question 0

<table>
<thead>
<tr>
<th>Number</th>
<th>Response Date</th>
<th>No. Why? Skip questions 3-8.</th>
<th>Categories</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Dec 10, 2014 8:45 PM</td>
<td>n/a</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Dec 9, 2014</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>6:40 PM</td>
<td>not applicable to any students</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>6:05 PM</td>
<td>Had no need</td>
<td></td>
</tr>
</tbody>
</table>
I was not sufficiently organized to do so. I regret that.

no access to Starfish

I was not able to raise alerts---I am a non-academic faculty.

not instructing this semester

---

If you answered "No" to the previous question, skip to question 8. The C.A.R.E. staff provided sufficient information about my student(s) in their follow-up messages.

<table>
<thead>
<tr>
<th>Answer Options</th>
<th>Very Satisfied</th>
<th>Satisfied</th>
<th>Neutral</th>
<th>Dissatisfied</th>
<th>Very Dissatisfied</th>
<th>Rating Average</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>answered question</td>
<td>6</td>
<td>7</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1.64</td>
<td>14</td>
</tr>
<tr>
<td>skipped question</td>
<td>9</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

If you answered "No" to the previous question, skip to question 8. The C.A.R.E. staff provided sufficient information about my student(s) in their follow-up messages.
The C.A.R.E. staff was professional and accommodating.

<table>
<thead>
<tr>
<th>Answer Options</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Rating Average</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>9</td>
<td>6</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1.50</td>
<td>16</td>
</tr>
<tr>
<td>answered question</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>16</td>
</tr>
<tr>
<td>skipped question</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>7</td>
</tr>
</tbody>
</table>

The C.A.R.E. staff provided me with timely follow up responses:

<table>
<thead>
<tr>
<th>Answer Options</th>
<th>Response Percent</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>on the same day the report was made</td>
<td>0.0%</td>
<td>0</td>
</tr>
<tr>
<td>within 48 hours</td>
<td>31.3%</td>
<td>5</td>
</tr>
<tr>
<td>within 1 week</td>
<td>62.5%</td>
<td>10</td>
</tr>
<tr>
<td>more than 1 week</td>
<td>6.3%</td>
<td>1</td>
</tr>
<tr>
<td>answered question</td>
<td></td>
<td>16</td>
</tr>
<tr>
<td>skipped question</td>
<td></td>
<td>7</td>
</tr>
</tbody>
</table>

The C.A.R.E. staff provided me with timely follow up responses:

- on the same day the report was made: 0.0%
- within 48 hours: 31.3%
- within 1 week: 62.5%
- more than 1 week: 6.3%
Overall, the MySuccess Academic Alert referral system was useful in addressing my student concerns.

<table>
<thead>
<tr>
<th>Answer Options</th>
<th>Response Percent</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>93.8%</td>
<td>15</td>
</tr>
<tr>
<td>No (Why not):</td>
<td>6.3%</td>
<td>1</td>
</tr>
</tbody>
</table>

No (Why not):

<table>
<thead>
<tr>
<th>Number</th>
<th>Response Date</th>
<th>Categories</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Dec 9, 2014 6:56 PM</td>
<td>There was no change in behavior.</td>
</tr>
</tbody>
</table>

I would continue to use the MySuccess Academic Alert for future student referrals.

<table>
<thead>
<tr>
<th>Answer Options</th>
<th>Response Percent</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>85.7%</td>
<td>18</td>
</tr>
<tr>
<td>No (Why not):</td>
<td>14.3%</td>
<td>3</td>
</tr>
</tbody>
</table>

No (Why not):

<table>
<thead>
<tr>
<th>Number</th>
<th>Response Date</th>
<th>Categories</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Dec 9, 2014 6:56 PM</td>
<td>I will continue to use it although my direct contact with students seems to be more effective.</td>
</tr>
<tr>
<td>2</td>
<td>1:37 AM Dec 9, 2014</td>
<td>I don't have access to Starfish</td>
</tr>
<tr>
<td>3</td>
<td>1:06 AM Dec 9, 2014</td>
<td>Same comment as Q #2</td>
</tr>
</tbody>
</table>
Please provide any areas to improve upon.

<table>
<thead>
<tr>
<th>Answer Options</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>answered question</td>
<td>9</td>
</tr>
<tr>
<td>skipped question</td>
<td>14</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number</th>
<th>Response Date</th>
<th>Response Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Dec 11, 2014 1:05 AM</td>
<td>I did receive follow-up a few times, but not on many other alerts I put in. Instructors should always get follow up.</td>
</tr>
<tr>
<td>2</td>
<td>Dec 10, 2014 11:30 PM</td>
<td>Leave each time window open longer.</td>
</tr>
<tr>
<td>3</td>
<td>Dec 9, 2014 9:17 PM</td>
<td>I have been very satisfied with the service.</td>
</tr>
<tr>
<td>4</td>
<td>Dec 9, 2014 6:05 PM</td>
<td>None</td>
</tr>
<tr>
<td>5</td>
<td>Dec 9, 2014 5:23 PM</td>
<td>See the comment below also. The biggest problem we have is that too many students are not realistic about the time needed to take college courses. Not sure it is the CARE staff's job, but any help in informing students of the time commitment needed would be a big help.</td>
</tr>
<tr>
<td>6</td>
<td>Dec 9, 2014 2:38 AM</td>
<td>Item 6 of this survey only allowed me one choice. In fact, students improved in several areas, behavior, attendance, academic progress and communication with me</td>
</tr>
<tr>
<td>Number</td>
<td>Response Date</td>
<td>Response Text</td>
</tr>
<tr>
<td>--------</td>
<td>---------------------</td>
<td>-------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>1</td>
<td>Dec 10, 2014 11:30 PM</td>
<td>Provide direct link to service in each email.</td>
</tr>
<tr>
<td>2</td>
<td>Dec 10, 2014 8:58 PM</td>
<td>CARE is outstanding for helping students who may have personal issues that are affecting their studies.</td>
</tr>
<tr>
<td>3</td>
<td>Dec 9, 2014 2:18 AM</td>
<td>Something was different this semester compared to past semesters. Did not seem as effective. I very much appreciate the C.A.R.E. staff in their responses to my Alerts. They have followed up with my students but have also closed the loop with me as well. I strongly recommend the C.A.R.E. staffs' Early Alert responders.</td>
</tr>
<tr>
<td>4</td>
<td>Dec 9, 2014 9:17 PM</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Dec 9, 2014 6:05 PM</td>
<td>None</td>
</tr>
<tr>
<td>6</td>
<td>Dec 9, 2014 5:23 PM</td>
<td>I really appreciate the service and we have been asking for something like this for a long time. Although student success has not improved yet, students seem to appreciate the concern expressed. Big step in the right direction but the students who get in trouble have to be more realistic about the time needed for college courses.</td>
</tr>
<tr>
<td>7</td>
<td>Dec 9, 2014 6:37 AM</td>
<td>It would be useful if the software drew directly from BANNER class lists And gradebooks.</td>
</tr>
<tr>
<td>8</td>
<td>Dec 9, 2014 1:37 AM</td>
<td>No complaints--great job! Always thorough and detailed.</td>
</tr>
</tbody>
</table>

Additional Comments:

<table>
<thead>
<tr>
<th>Answer Options</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>answered question</td>
<td>10</td>
</tr>
<tr>
<td>skipped question</td>
<td>13</td>
</tr>
</tbody>
</table>
The overall feedback from faculty showed that 93.8% found that the service was useful in addressing their students' concerns, and 85.7% would continue to use the alert. 14.3% of the faculty surveyed would not use the alert because direct contact works better for one faculty and the others mentioned that they did not have access to the MySuccess site.

B. Courses Assessed (if applicable)
In addition to assisting students who meet individually with a CARE staff, a FT CARE member worked closely with the Math 9 student population in facilitating college success skill class presentations. The CARE staff conducts weekly presentations focused on time management, note-taking, test anxiety, and other related topics. The objective is to provide these students study skills that they can incorporate into their college classes so that they may be successful. The following 340 evaluations are from the Spring 2014, Summer 2014 and Fall 2014 Math 9 courses.

Math 9 Study Skills Evaluation for Spring 2014, Summer 2014, and Fall 2014

<table>
<thead>
<tr>
<th>STUDY SKILLS EVALUATION</th>
<th>SPRING 2014</th>
<th>SUMMER 2014</th>
<th>FALL 2014</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) I found the following Study Skills presentations useful in helping me be successful in my classes: (check all that apply)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identifying Learning Styles</td>
<td>90</td>
<td>14</td>
<td>134</td>
<td>238</td>
</tr>
<tr>
<td>Note-taking Strategies</td>
<td>82</td>
<td>12</td>
<td>154</td>
<td>248</td>
</tr>
<tr>
<td>Time Management</td>
<td>99</td>
<td>11</td>
<td>149</td>
<td>259</td>
</tr>
<tr>
<td>Test Anxiety</td>
<td>78</td>
<td>13</td>
<td>113</td>
<td>204</td>
</tr>
<tr>
<td>STAR Academic Journey</td>
<td>81</td>
<td>7</td>
<td>112</td>
<td>200</td>
</tr>
<tr>
<td>None of the above</td>
<td>4</td>
<td>0</td>
<td>3</td>
<td>7</td>
</tr>
</tbody>
</table>
2) The information in the handouts provided in the study skills presentations were useful.

<table>
<thead>
<tr>
<th></th>
<th>SPRING 2014</th>
<th>SUMMER 2014</th>
<th>FALL 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>80</td>
<td>10</td>
<td>116</td>
</tr>
<tr>
<td>Agree</td>
<td>52</td>
<td>5</td>
<td>75</td>
</tr>
<tr>
<td>Disagree</td>
<td>2</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

3) The counselor made the information easy for me to understand and digest.

<table>
<thead>
<tr>
<th></th>
<th>SPRING 2014</th>
<th>SUMMER 2014</th>
<th>FALL 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>93</td>
<td>11</td>
<td>104</td>
</tr>
<tr>
<td>Agree</td>
<td>39</td>
<td>4</td>
<td>88</td>
</tr>
<tr>
<td>Disagree</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>2</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

4) The course activities were useful in helping me apply different study skills techniques to be successful in my classes.

<table>
<thead>
<tr>
<th></th>
<th>SPRING 2014</th>
<th>SUMMER 2014</th>
<th>FALL 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>77</td>
<td>9</td>
<td>103</td>
</tr>
<tr>
<td>Agree</td>
<td>52</td>
<td>6</td>
<td>81</td>
</tr>
<tr>
<td>Disagree</td>
<td>5</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

5) I recommend the study skills presentations continue for future students.

<table>
<thead>
<tr>
<th></th>
<th>SPRING 2014</th>
<th>SUMMER 2014</th>
<th>FALL 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>90</td>
<td>11</td>
<td>131</td>
</tr>
<tr>
<td>Agree</td>
<td>42</td>
<td>4</td>
<td>59</td>
</tr>
<tr>
<td>Disagree</td>
<td>3</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>0</td>
<td>0</td>
<td>2</td>
</tr>
</tbody>
</table>

Comments from Math 9 class presentations:
It was very nice to have some clarity with STAR.

You helped me more than the counselors helped me with scholarships and what class to take next after or alternatives like Brush-ups.

This helped me in various ways.

Learned some great tips

I am a really good student and I already do these things so I thought these presentations wasted my time. However, I do think students who need it benefit from it.

I really found everything that Ms. Ina talked about with us to be very helpful :)

Thank you for your Everything :) Everything was very useful.

Thank you so much! All this info. helped me :)

I like the presentations because its my first year of college and learning about different study skills were helpful.

The study sskills class was good. Only recommendation is less interruption during class.

you got the right person for the right job keep her.

Thank you.

I think the STAR Academic Journey should be explained in the beginning of the semester before everything else.

The presentations are useful to students who are un-accustomed to an academic environment. The information to me was an over-redundancy, as I am well aware of my intellectual weaknesses and strengths.

Great speaker, who really gets you motivated and driven towards you're goals.

Ina is a good teacher.

Sorry, I didn't go to class more.

Helped me out a lot.

Since I'm a returning student, this really stamped in my brain :) 

Thank you for everything, for helping me with my schedule

Fantastic!

Great presentations.

Very handy

Complete AA degree to transfer to UH Manoa (civil engineer)

Nothing but positive feedback! :)

The study skills that helped me best was "ID learning styles" and "Time management." Also, Ina Miller-Cabasug is a great speaker and motivated me to implement a few of the study skills that truly helps me…
Very useful, thank you!

Many people forget the basics of things such as note-taking and test taking. This is a good refresher.

Thank you for your help!

Scholarship info was very useful.

Good

Ina was great in explaining each presentation, she was very clear and very informative!

Good job Ina!

To be honest, study skills is only useful in certain areas, such as time management, note-taking strategies, and identifying learning styles.

You have been the best for me. Thank you

Everything is useful and hopeful

What's going on?

I'm lost.

Good job!!

This is informative and helpful. Thank you!

Great job Ina! =)

This really helped with my test anxiety :)

Thanks

Great presentations all week, really enjoyed the time movie

Thank you Ina!

All good

These visits were very informative and helpful. Thank you!!

Everything is good.

These study skill presentations helped me a lot with this Math 9 class, as well as my other classes. Test Anxiety was the most helpful.

None, perfectly explained & executed (: 

It helps me to use my time to do my homework and to study. Also use different methods to taking notes.

It's good.

Stay caught up with work.

None that I can think of.

Thank you (: You were very helpful in many ways :

The study skills presentation help students.
<table>
<thead>
<tr>
<th>Thanks for the information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Great presentation! You’re the bomb!</td>
</tr>
<tr>
<td>Great presentations</td>
</tr>
<tr>
<td>Thank you for the help.</td>
</tr>
<tr>
<td>Great presentation useful helpful thanks Ina for all the help with transitioning to HCC!</td>
</tr>
<tr>
<td>I love being here!</td>
</tr>
<tr>
<td>Thank you for giving us some important tips</td>
</tr>
<tr>
<td>Very descriptive and clear with everything :)</td>
</tr>
<tr>
<td>The time management presentation is useful. Now, I have plenty more available time to do all my homeworks for my classes.</td>
</tr>
<tr>
<td>Everything was really helpful. Notified me about a lot of online help.</td>
</tr>
<tr>
<td>The topics that Mrs. Miller-Cabasug went over with us were very helpful.</td>
</tr>
<tr>
<td>All the study skills helped me with my work and test.</td>
</tr>
<tr>
<td>I like it...best ever.</td>
</tr>
<tr>
<td>Really great presentations that were detailed and really is helpful.</td>
</tr>
<tr>
<td>All G</td>
</tr>
<tr>
<td>This helped me find out how much sleep I take and how to manage my time.</td>
</tr>
<tr>
<td>Keep it up (: It's very useful for students now and in the future.</td>
</tr>
<tr>
<td>All the study skills Ina showed me, were really helpful, and useful especially when taking tests.</td>
</tr>
<tr>
<td>It was good and explanatory, presentational experiences for the student was to further progress in their futures and education.</td>
</tr>
<tr>
<td>I found study skills to be very helpful</td>
</tr>
<tr>
<td>Great useful information skills!</td>
</tr>
<tr>
<td>Did a good job on everything, helped me how to organize my time.</td>
</tr>
<tr>
<td>For me personally, I went through somewhat similar informational seminars in my previous semesters, with that being said I believe that this should be a separate class from Math, some students do benefit from classes such as these.</td>
</tr>
<tr>
<td>Having someone as Ina Miller come to help students with study skills shows that this school cares about it's students. Awesome!</td>
</tr>
<tr>
<td>Very useful information were given otherwise I won't be able to use the honolulu site.</td>
</tr>
<tr>
<td>This really helped me understand about school and to help me be more comfortable with school.</td>
</tr>
<tr>
<td>Mahalo for all your help and support! And taking the time to go over these study skills/strategies with our class</td>
</tr>
<tr>
<td>So for I'm satisfied.</td>
</tr>
</tbody>
</table>
Great job!
Helped me understand STAR more.
Good information for new students.
It was great because Ms. Ina actually talked about STAR Academic Journey.
Study skills help first time college students.
Learned more about counseling

According to the 340 survey results collected from Math 9 students, 60.5% strongly agreed that the presentations were useful. 55.5% (strongly agree) and 40.8% (agree) that the course activities were useful in helping them apply different study skills techniques to be successful in their classes. The feedback from the Math 9 students demonstrates the need and appreciation of the study skills portion of the Math 9 courses.

C. Assessment Strategy/Instrument
For the assessment strategy used to collect feedback from faculty and students was through Survey Monkey and/or paper survey given in the Math 9 classes.

D. Assessment Results for Service Area Outcomes

CARE Service Area Outcomes:

The College Achieve and Retention Experience (C.A.R.E.) at Honolulu CC helps students achieve success by helping students achieve these outcomes:

1. Demonstrate the use of self-management skills necessary to succeed in new and increasingly challenging academic environments.
The CARE Staff helped me assess my academic progress by utilizing STAR, HCC Website, and other resources.

2. Take responsibility for their learning; set goals and prioritize; and self-assess progress to succeed in varied and challenging academic environments.
The CARE Staff assisted me with:
   (check all that apply)

3. Recognize and address obstacles and use all appropriate resources to further learning as a worker, family member and community citizen.
The CARE Staff assisted me with identifying and utilizing resources on campus.
   (Check all that apply)
<table>
<thead>
<tr>
<th>Results:</th>
<th>94.2% rated strongly agree or agree</th>
<th>Top 3: Goal Setting, Organizing Priorities and Time Management</th>
<th>Top 3: Academic Counselor, ACCESS, Financial Aid</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math 9 Study Skills</td>
<td>1) I found the following Study Skills presentations useful in helping me be successful in my classes: (check all that apply)</td>
<td>4) The course activities were useful in helping me apply different study skills techniques to be successful in my classes.</td>
<td></td>
</tr>
<tr>
<td>Presentations</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Results</td>
<td>Top 3: Time Management, Note-taking, and Identifying Learning Styles</td>
<td>96.4% strongly agree or agree</td>
<td></td>
</tr>
<tr>
<td>MySuccess Alert Survey</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>(Student)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

E. Other Comments
The CARE program will need to be diligent in collecting student responses from the MySuccess academic alerts. Each month, emails are generated to students requesting for their feedback, however, none of the students identified responded to the survey request.

Part IV. Analysis of the Program (including accomplishments of the program in year being evaluated)

The CARE program has expanded in providing a variety of services and support to students. The MySuccess Academic Alert referrals, increased from 593 unduplicated (Fall 2013) to 716 unduplicated (Spring 2014) count. The increase in referral was due to the monthly reminders for faculty, individualized assistance by the CARE staff to assist faculty in navigating the MySuccess referral site, and open communication to faculty on the outcomes of the contacts made by the CARE staff members.

The positive feedback by the Math 9 students in regards to the college success skills presentations shows a high interest and value in the topics and activities delivered in the classes.

The Peer and Academic Coaching numbers show a high retention and persistence rate from Fall 2013 – Fall 2014. Since the Fall 2013, there have been 46 students who are coached by either a peer coached or a C3T academic coach. 41 out of 46 students
coached have persisted and registered as of Spring 2015. 5 out of the 46 students have dropped out of college due to personal or unknown reasons. With a success rate of 89.1%, the coaching program clearly shows the positive impact this type of highly personalized and proactive approach is for student success and retention.

The final area of accomplishment for the CARE program is the success of the Call Center. Since Summer 2013, the CARE student assistants have been in charge of calling HCC’s continuing students to register for the upcoming term. The number of students who have registered due to the call campaigns are as follows:

- 383 registered for the Fall 2013 term
- 41 registered for the Spring 2014 term
- 460 registered for the Fall 2014 term
- 1128 registered for the Spring 2015 term

These numbers clearly show the success of the efforts made by the CARE student assistants who worked diligently in calling over a thousand students each semester.

Part V. Action Plan (Including plans for improvement and goals for next academic year based on Analysis and or Surveys)

A. Plans for Improvement
   Based on the past year data outcome, the CARE program will need to:
   - Reassess the student survey questions to properly reflect the program’s SAOs.
   - Work closely with faculty in supporting and connecting students to resources on campus through the MySuccess academic alert referral system.
   - Disseminate and collect academic alert student and faculty evaluations to determine the effectiveness of the referral process and areas for improvement.

B. Goals for next Academic Year
   Goals for next Academic Year (AY 14-15) will include:
   - Create a follow up system for students who were referred to the CARE program from the MySuccess Academic Alerts
   - Expand the Peer Coaching program for students who participated in the College Experience Workshops and enrolled in CTE programs.
   - Continue to expand the academic alert referral system through MySuccess. This will include training faculty on the new system.

Part VI. Summary

Honolulu Community College’s retention center, the College Achievement and Retention Experience (CARE), began formally operating in Fall 2013. Since then, the program has had an increase in student walk-in and appointments, academic alert
referrals, and other duties such as COMPASS advising, campaign calls focused on enrollment, and assisting students with the online brush up program called MyFoundationsLab.

The CARE program also needs to request students and faculty complete the surveys related to the SAOs and to properly assess the activities and services. The CARE program will need to develop a follow up system focused on supporting students who were referred through the MySuccess academic alert system and students who are matched with peer coaches.

**Part VII. Resource Implications and Needs**

None identified at this time. Budget allocation is appropriate at this time for operations, however we will be looking into external funding (primarily Perkins) to continue Peer academic coaching initiative, professional coaching concept and to create an case management program (for the length of the students academic career at HonCC) for all students who had previously received an academic alert from an instructor.
Library

Mission
The Library supports the mission of Honolulu Community College by assisting students, faculty and staff in obtaining and using information resources effectively to enable and promote student learning.

Goals/Service Area Outcomes

Student Learning Outcomes (SLO) and Service Area Objectives (SAO)
SLO 1: Students will be able to identify and access needed information effectively and efficiently.

ACRL Information Literacy Standard 1 (know) and Standard 2 (access)

Instructional objectives include:
- Gain familiarity with the library and its online resources. [e.g. services physical layout, website, etc.]
- Identify and use keywords, synonyms, and related terms to locate needed information
- Access and retrieve appropriate sources for specific needs.

Assessment measurement: Student instruction survey, faculty instruction survey, annual library survey, and general student feedback/observation

Assessment of results: Continuous (annually and by semester).

SLO 2: Students will be able to evaluate information and its sources critically.

ACRL Information Literacy Standard 3 (evaluate) and Standard 5 (ethical/legal)

Instructional objectives include:
- Evaluate for reliability, validity, accuracy, authority, timeliness, and a point of view or bias.
- Recognize and apply search strategies to limit or expand results.
- Select and appropriate citation style and use it consistently to cite resources.
- Develop and understanding of plagiarism.

Assessment measurement: Student instruction survey, faculty instruction survey, annual library survey, and general student feedback/observation.

Assessment of results: Continuous (annually and by semester)
These SLOs were developed using the guidelines set forth in the Information Literacy Competency Standards for Higher Education.* Association of College & Research Libraries (ARCL).

SAO 1: Provide consistent, accurate, and timely professional support services to students, faculty, staff, and the community.

Service areas covered:

- Library administration – Management and supervision.
- Circulation Services – Borrowing books, media, articles (ISL & ILL), and assistance with implementing library policies for fees and fines.
- Reference Services – Reference desk interviews, telephone & email contacts and referral.
- Technical Services – Acquisition, cataloging, serials, and classification of print and electronic library collections.

Objectives and goals: The Library will address service area objectives annually based on assessment results and/or self-evaluation.

Assessment measurement: Surveys, statistics; and student, faculty and staff feedback.

Assessment of results: Continuous (annually and/or by semester).

*ACRL Information Literacy Standards

An Information literate student is able to:

Standard 1. Determine the nature and extent of the information needed.
Standard 3. Evaluate information and its sources critically and incorporates selected information into his or her knowledge base and value system.
Standard 4. Use information effectively to accomplish a specific purpose.
   (Instruction librarians will survey faculty and determine outcome of this Standard)
Standard 5. Understand the economic, legal and socio-economic issues surrounding the use of information and uses information ethically and legally.
Part I. Program Demands

A. Library Staff
   1. 10 staff:
      5 Librarians (Faculty)
      2 Library Technicians V
      3 Library Assistants IV
   2. 4 Student assistants

In the last five years, there have been significant changes in the library staff. Two new librarians were hired in 2009. They received tenure in June 2014. One Librarian retired in December 2010 and the library filled this tenure-track position in July 2011. A Library Assistant IV retired in December 2012. We had an emergency hire position, until the position was filled in January 2014.

It should be noted that Academic Support had a dedicated IT position for 6 years. While the position was organizationally under Management and Information Research, it was primarily shared between the Library and the College Skills Center. With the college reorganization in 2012, this position was moved to IT. This staff person still assists the library, but not to the same extent.

With the campus reorganization, in August 2013, the Library no longer reported to the Vice-Chancellor of Academic Affairs, but to the newly created Dean of Academic Support. Other organizational changes were made with the departments within Academic Support.

B. Budget Allocation

Over the last five years, the library budget has been reduced or remained flat. The majority of the library’s budget covers continuing costs including the library’s management system, subscriptions to databases, software programs, serial subscriptions and maintenance contracts for library equipment including security gate, photocopiers and microform machines. Through grants, including Perkins, Access for All, UH Women’s Campus Club, Diversity and Equity Initiative (DEI) Award and the Bridging Cultures Bookshelf: Muslim Journey collection, the library has been able to purchase or obtain library materials and equipment.

<table>
<thead>
<tr>
<th>Total Collection Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY2010</td>
</tr>
<tr>
<td>$51,574</td>
</tr>
</tbody>
</table>
Grants received FY2010-2014
Total - $22,090.99

FY2010 – U.S. Department of Commerce broadband stimulus grants – public computer centers
This grant was awarded to the University of Hawaii to coordinated public computer centers within the UH System and the Hawaii State Public Library System. Honolulu Community College Library was the recipient of 10 Dell computers, including one ADA workstation with an ADA keyboard and software. The grant is also known as Access for All.

Fall 2011 – The National Endowment for the Humanities and the American Library Association grant for The Muslim Journeys Bookshelf collection. This collections includes 25 books and 4 DVDs The Bridging Cultures Bookshelf: Muslim Journeys is a collection of books, films, and database resources to familiarize us with Islam and the cultural heritage of Islamic civilizations around the world.

FY2012-2013 – Perkins Grant: Subscription to the Technical Education Collection of Films on Demand - $2,205

FY2013-2014 Grants
Women’s Campus Club Grant – Color printer to “improve our support to students for their assignments, research, and educational goals. Requested $900.00 for printer and ink. Received $400 [$374.99]

Perkins Grant: CTE General Education Accelerated English 60/100 library research sources, $19,011.00

Opposing viewpoints database - $1,265
Vocational Studies Complete database - $3,590
iPads (3/adapters & covers) - $2,500
Books, magazines, DVD - $11,656 [1 DVD, 468 books, 5 magazines]

UH Diversity and Equity Initiative (DEI) Award – $500 to purchase materials for “Humanizing the Homeless: Library Materials to Promote Understanding”. [7 books, 5 DVDs]

Part II. Quantitative Indicators (i.e. Gate counts, # of services providing, # of students serviced)

Gate count
The library is open 54 hours per week during the semester and 35 hours per week
during the summer and semester breaks. The decrease in the gate count statistics from 2012 is due to the floor and building relocation and renovation projects.

<table>
<thead>
<tr>
<th>Gate count</th>
<th>FY2010</th>
<th>FY2011</th>
<th>FY2012</th>
<th>FY2013</th>
<th>FY2014</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>107,191</td>
<td>113,574</td>
<td>110,922</td>
<td>55,953</td>
<td>78,735</td>
</tr>
</tbody>
</table>

Circulation statistics
The notable change in the circulation statistics over the last five years is due in part to the floor and building relocation and renovation projects.

Circulation statistics FY 2010 - 2014

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td>25,212</td>
<td>26,755</td>
<td>18,202</td>
<td>4,385</td>
<td>6,414</td>
</tr>
<tr>
<td>Faculty &amp; others</td>
<td>1,161</td>
<td>1,122</td>
<td>1,300</td>
<td>934</td>
<td>1,050</td>
</tr>
<tr>
<td>Total charges &amp; renewals</td>
<td>26,374</td>
<td>27,877</td>
<td>19,502</td>
<td>5,319</td>
<td>7,464</td>
</tr>
<tr>
<td>Intrasystem loans</td>
<td>389</td>
<td>574</td>
<td>589</td>
<td>261</td>
<td>352</td>
</tr>
</tbody>
</table>

Library Instruction
Library instruction classes are provided upon request by the faculty. The librarians collaborate with the faculty to design a session for that particular class. Instruction is provided on locating library materials in the online catalog, search strategies of electronic databases, online resources and evaluation of websites. The library has a classroom area with 25 computers for students. Insight, a software program, allows the librarian to manage the computers so the students can follow demonstrations on the computers as well as view the image from an overhead projector. After the demonstrations, the librarian can release the computers and the students can do hands on exercises. The instructional librarians continue to reach out to faculty, encouraging them to schedule sessions for their classes.

<table>
<thead>
<tr>
<th>Library Instruction</th>
<th>FY2010</th>
<th>FY2011</th>
<th>FY2012</th>
<th>FY2013</th>
<th>FY2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presentation sessions</td>
<td>109</td>
<td>102</td>
<td>149</td>
<td>120</td>
<td>126</td>
</tr>
<tr>
<td>No. of Participants</td>
<td>1,665</td>
<td>1,563</td>
<td>2,173</td>
<td>1,753</td>
<td>1,963</td>
</tr>
</tbody>
</table>

Reference Questions
The librarians rotate shifts, covering the Reference Desk during library hours.
A variety of questions are fielded daily from how to find a book to locating primary sources for a research paper. The library subscribes to

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<tbody>
<tr>
<td></td>
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</tr>
<tr>
<td></td>
<td>5,182</td>
<td>4,430</td>
<td>4,015</td>
<td>2,329</td>
<td>3,617</td>
</tr>
</tbody>
</table>

Technical Services
The Technical Services Department is responsible for acquisitions, cataloging, and serials. Collection development is shared among the librarians and purchase for library materials is based on their recommendations as well as faculty and student requests. Once the materials are received, the Cataloger adds and processed the materials into the library's collection. It is critical to catalog materials so they can be easily located in the library's online catalog. Donations are also accepted, especially popular fiction books, which the library usually does not buy. With the library's budget remaining flat, the librarians have applied for various grants and partnered with other departments that have enabled the library to purchase library materials and databases.

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<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Books</td>
<td>451</td>
<td>622</td>
<td>772</td>
<td>513</td>
<td>789</td>
</tr>
<tr>
<td>Media</td>
<td>56</td>
<td>78</td>
<td>55</td>
<td>21</td>
<td>46</td>
</tr>
<tr>
<td>Total</td>
<td>507</td>
<td>700</td>
<td>827</td>
<td>534</td>
<td>835</td>
</tr>
</tbody>
</table>

In addition to library materials added to the collection, over the last five years, the library has added several database subscriptions to our resources. Through grant and library funds, we have added:

- Technical Education Collection of Films on Demand
- Opposing viewpoints
- Vocational Studies Complete
- CQ Researcher
- JSTOR
- ImageQuest

**Part III. Assessment**

**Assessment activities for FY2010-FY2014.**

**Library Instruction Survey**
**Student Survey**
At the end of each library instruction session, students are asked to complete a short survey. The students are asked if the session was helpful, what they learned and they can provide additional comments. The librarians self-evaluate after each session and also review the survey and made adjustments accordingly.

**Faculty Survey**
At the end of each semester, the faculty is asked to evaluate the library instruction sessions. The librarians use the results to gauge their effectiveness and make improvements in their library instruction.

Magazine Survey
The librarian responsible for managing our magazine subscriptions, surveys the faculty on magazines and journals in their discipline. This is conducted on a rotational basis. Faculty is given a list of magazines or journals for their program and are asked if the magazine is a) must have b) helpful, but not essential c) not needed. Faculty is also asked for replacement titles or recommendations. They can also submit any comments. We have used this survey to add, drop and or replace magazine titles.

Library Survey Spring 2011
The library survey was conducted from February 28 – March 29, 2011, via Survey Monkey. There were a total of 497 responses. Some of the highlights from suggestions and comments:

- More study space, rooms, and areas with comfy chairs/couches and larger tables for group work...upstairs and down. The library as a PLACE to socialize and do group study. A more welcoming atmosphere (a less restrictive environment).
- Computers - newer equipment with current operating systems (Windows 7); Microsoft Office (not Open Office) & better software applications in general; more power strips upstairs. Several comments wondered why students need to check in at the circulation counter for computer use; other campuses don't do that.
- Printing - free printing like computer lab; use of a "copy card" like Manoa & KCC; color printing.
- WIFI confusion - students weren't aware of campus wide wireless access (lack of signs/posters; they don't know where to go for info).
- Hours - open earlier with longer hours on Fri/Sat/Sun.
- Favorable comments about librarians and library staff.

Library Survey Fall 2013
The library survey was conducted from November 12 – December 20, 2013, via Survey Monkey. Some paper copies were distributed in the library. There were a total of 226 responses, most from full-time students. The results indicated that most users were satisfied with the hours, study areas, and were able to locate physical resources using the online catalog and online databases. The staff is professional and approachable. Users are also satisfied with obtaining materials from other UH System libraries and have found library instruction sessions helpful. [SLO 1 and SAO 1] Students also agreed that color printing would assist in their college work. More than half of the users use their laptop or mobile devices to connect to the campus wireless network within the library.

The survey asked “What other services and resources would you like to have available in the library?”
Several comments on more computers, newer computers, laptop borrowing program, computers on the 2nd floor
More power outlets or power strips on the 2nd floor
Comments on printing: free printing, color printers, double-sided printing
More private rooms, soundproof rooms
More ebooks and availability of reference books online
Several comments on longer hours
More comfortable seating
More library sessions in order to understand the resources
Copy of all HCC textbooks.

“Other comments / questions / suggestions about the HCC Library”.

- Positive comments about the staff
- Like our new food and drink policy
- Wish the library was open at 7:30 am to print materials for all his classes

In response to the survey, Librarians Nadine Leong-Kurio and Sarah Myhre applied and received grant money from the University of Hawai‘i Women’s Campus Club to purchase a color printer. Copies are $.50 per print.

We also reconfigured seating areas and added more power strips to the 2nd floor.

The library needs to address the comments that the computers are slow and old. We have student computer areas. One doubles as the library instruction areas, with 25 computers. When there are no classes, these computers are available for students. We also have 10 computers for students that are available during library hours. Additionally, we have 2 stand-up computers on the first floor and 1 computer on the 2nd floor to search the online catalog and databases. Most of the 38 computers available to students are hand-me-down computers. In 2011, the library received 10 Dell computers from the Access For All Federal Grant award that the University of Hawaii coordinated for computers and Microsoft software for the UH System Libraries and the Hawaii State Public Libraries. We do not currently have the budget to replace the computers.

The usage numbers for FY2014 were high:

- 30,015 computer users
- 52,927 print jobs

The library staff computers also need to be replaced. Staff work is being impaired by slow connecting computers and computers shut down without warning.

The survey also mentioned more comfortable seating, padded chairs and couches. The library plans to reconfigure the existing space on the 1st floor with flexible tables, chairs and comfortable chairs in the magazine reading area.
Part IV. Analysis of the Program

The library renovation was 90% completed by May 2013 and the library staff returned to library building. The renovation included a new air conditioning system, energy efficient lights, and newly painted walls. It took a few weeks to move back and more time to get our computers operational. The library reopened on June 13, 2013. The library’s temporary entrance was from the rear entrance to the building. The front entrance was closed, due to the construction of the new elevators fronting the library.

When the library was temporarily relocated in Building 72A, we had only have 10 computers for students. We created a “laptop bar” area so students could utilized their own devices. We also hosted a few events in the large open area. Returning to Building 7, we wanted to create a similar flexible open area on the first floor. Study carrels and magazine shelves were moved, creating a welcoming space. We setup a laptop bar area with power strips and seating for twelve. The College Skills Center gave us some tables adding more open seating areas. The library instruction area was also reconfigured for teaching and for easier collaboration by the students. We also purchased 25 office task chairs.

The library would like to purchase flexible furniture for the first floor that will enable us to easily reconfigure the space to host speakers and other events. The reading area also needs more comfortable new furniture. Currently we are using the original furniture from 1974, when the library was built forty years ago.

With our return to Building 7 we had in increase across all statistics including gate count, circulation, reference questions answered and library instruction sessions. The computers are used for library instruction and are heavily used when there are no classes scheduled. The computers need to be upgraded as well as staff computers. We have tried to rotate the purchase of staff computers, but cuts to the library’s budget have made it difficult.

The budget cut this year affected the books and supplies budget of the library. We were very limited in the number of new materials we could purchase. Fortunately, the library received funds from two grants, the Diversity and Equity Initiative (DEI) Award and the Perkins grant which enable the library to purchase materials on the homeless and equipment and materials for the CTE programs.

Nadine Leong-Kurio applied for the DEI award from the University of Hawai‘i Office of Student Equity, Excellence and Diversity (SEED). She received $500 to purchase materials for “Humanizing the Homeless: Library Materials to Promote Understanding.” These materials can be located in the library’s catalog by doing a keyword search for “HCC: UH Diversity and Equity Initiative (DEI) Award, 2014.

Through the efforts of Jeff Stearns, the library received $19,011 in Perkins funds for “CTE General Education Accelerated English 60/100 library research sources”. The library subscribed to “Opposing Viewpoints” and the “Vocational Studies Complete”
databases, purchased 3 iPads to assist with library reference and instruction, and purchased over $11,600 on materials for 23 CTE programs. These materials can be located in the library’s catalog by doing a keyword search for “HCC: CTE Grant 2014”.

The budget for the library needs to include not only fix cost items for the library’s management system, numerous databases and software subscriptions, and equipment maintenance costs, but also for new computers and library materials.

Part V. Action Plan

Plans for Improvement

Based on the library survey, daily interactions and observations with students and faculty, staff self-assessments and to create a better environment for our students, the library’s improvement plans include:

- Research and secure grant opportunities to fund library materials and equipment
- Improve campus awareness of library services and resources, and
- Purchase new computers for students and staff

Intermediate and Long-Term Goals include:

- Redesign the first floor space to be flexible and multipurpose i.e. for collaboration, hosting events, study space, laptop bar,
- Plan/Design a separate library instruction area,
- Evaluate collection (discard worn books, purchase replacements, update collection),
- Work with campus to have security cameras installed in the library,
- Work with campus on installing a permanent PA system, and
- Acquire art work from the State Foundation on Culture and the Arts

Part VI. Summary

The library is a welcoming place for students to study, do research, collaborate with other students, read magazine or relax between classes. The library staff is available to assist students, faculty, staff and the community locating various library materials. The library’s program includes library instruction, reference and circulation services, and collection development. The library will continue to assess its program and make improvements to our services. The library needs funding to improve its services, such as new equipment, including computers and furniture, and to keep our library collection current.
Part VII. Resource Implications and Needs

The main priority is to upgrade the computers in the library for the students and the staff. If they are not upgraded soon, the library will have fewer computers available for the students. Library instruction classes will also be impacted with fewer computers. The library also needs IT support to assist in servicing and maintaining our computers.
Testing and Tutoring

Mission: Testing and Tutoring (TNT) provides access to the skills necessary for students to become responsible, self-directed learners.

Goals/Service Area Outcomes (2013-2014)

- Students and faculty will receive quality testing services to meet their academic support needs.
- Students and faculty will receive quality in-person and online tutoring services that meet their academic support needs.
- 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 and faculty will receive quality service learning support to meet their academic support needs.

Motto:
Helping underprepared students prepare, prepared students advance, and advanced students excel. (from NADE motto)

History

The College Skills Center (CSC), 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 converted personnel positions to general-funded positions and expanded to include academic accommodations for students with disabilities; distance education, placement, and non-UH testing; tutoring; and the delivery of entry-level math, entry-level English, and study skills credit courses and non-credit classes.

2009-2012 College Skills Center (CSC)

Services included offering of developmental math and English and learning skills credit courses; English and math placement testing, distance education exams, non-UH testing, and make-up testing for any course on campus; tutoring services by peer tutors and by faculty and staff tutors; academic accommodations for students with disabilities; and other CSC initiatives and projects (e.g. Perkins funded projects, community request for training or testing services).

As CSC, there was efficient and effective delivery of services to students and faculty per assessment evaluations. Day and evening credit classes were offered in basic math and English and study skills each semester to meet the diverse scheduling needs of students. Annual Assessments were completed yearly and are posted to the Honolulu Community College’s Intranet site at: http://programs.honolulu.hawaii.edu/intranet/. Performance evaluations of educational specialists and office assistant were completed in a timely manner. Faculty and staff attended professional development workshops and conferences, some on the mainland
and outer island. General T&F fund account for operating expenses and non-general fund accounts were managed competently.

2009-2013: Perkins grants totaling $492,060 on CTE developmental math and English, tutoring, preparation for placement testing, and retention were initiated, granted, coordinated, and successfully completed. Result: For the last year of the grant (2012-13), completion rates for courses students were tutored in was at 72% (183 out of 254), and 100% of CTE students (13 out of 13) who completed the exit requirement of the placement test preparation course exited out of the basic math course level.

2011-2013: Through the Hawaii/Pacific Islands Campus Compact and its VISTA grant, a project was submitted and approved by AmeriCorps VISTA to hire 2 full-time volunteer VISTA members (1 for each year) to develop a mentoring program at the College for low-income adults and at-risk youth. Result: Mentor training manual was completed, 7 mentors were recruited, 97 students from a nearby high school were contacted, and 69 college applications were submitted.

2009: Due to recarpeting of the third floor and CSC space, services were moved to two different locations on campus during Summer 2009. Result: Little disruption in services to student learning occurred.

2009: Non-UH fee-based testing for the campus was established. These tests are administered to students who request testing in a proctored environment and are enrolled in courses at other colleges. Result: Mechanisms and procedures allow for the cost of this testing to follow system guidelines. Revenues generated $5,955 (2013 – 2014) has supported testing services, primarily the funding of student assistant proctors.

**2012-2014 Testing and Tutoring (TNT)**

TNT services include offering UH Community College System placement testing, distance education testing, on-campus make-up, and non-UH testing; non-credit courses in placement test preparation in various modes; tutoring services by peer tutors and faculty and staff tutors, as well as online; and other TNT projects.

On August 16, 2012, the College’s reorganization chart was approved. In this new structure, CSC has become the Testing and Tutoring (TNT) component of Student Success within the Academic Support Division. According to the 2012 Accreditation Report’s External Evaluation Report (p. 45), “The newly separated units need to go through their own program review process.” Some of these units include Essentials Mathematics and Essentials English which compile data on completion rates for their developmental courses, tutoring statistics, and other assessments.
Staffing

2009-2010
1 coordinator (11-month faculty)
2 math instructors (11-month faculty)
1 English instructor (11-month faculty)
1 English instructor (9-month faculty)
1 disability specialist (11-month faculty)
5 educational specialists (testing, English and math, [1] Perkins)
1 educational specialist (disability)
1 .50 IT specialist (Academic Support)
1 clerical staff

Lecturers
Student assistants (20-30)

2010-2011
As a result of the above changes, staff have been shifted to different departments and the current CSC staffing is as follows:
1 coordinator (11-month faculty)
3 educational specialists (testing, tutoring)
1 clerical staff
LSK 30/30A lecturer
1 .50 IT specialist (Academic Support)
Student assistants (testing/tutoring)

Movement of staff to other departments are as follows:
1 English instructor (11-month faculty) – Moved to Language Arts in Fall 2010
1 English instructor (9-month faculty) – Moved to Language Arts in Fall 2010
1 disability specialist (11-month faculty) – Moved under Academic Affairs
1 educational specialist (math tutoring) – Moved to the Mathematics Department
1 educational specialist (disability) – Moved under Academic Affairs
English and Math Lecturers – Moved to Mathematics and Language Arts departments in Fall 2010

2011-2012
As a result of the above changes, CSC staff have members been shifted to different departments and the current CSC staffing is as follows:
1 coordinator (11-month faculty)
3 educational specialists (testing, tutoring)
1 clerical staff
LSK 30/30A lecturer
1 .50 IT specialist (Academic Support)
Student assistants (testing/tutoring)

2012-2013
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
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)

2013-2014
1 Coordinator (Faculty)
3 Educational Specialists
Student Assistants

Several staff/faculty have been moved during 2012-13:
1 Math Faculty Member - Moved to tutor in AERO
1 Educational Specialist – Position lost due to completion of Perkins grant
1 VISTA Member (outreach and service learning) - Ended service
1 Clerical Staff – Administration abolished the position
1 LSK 30/30A Lecturer – Courses replaced by IKEA workshops coordinated by Dean of Academic Support’s Office
1 .50 IT Specialist – Moved under IT

Cost of Program
2009-2010
*College Skills Center (Testing/Tutoring Budget)
Operational Cost $14,680
Student Employment $55,152

*Expenditures does not include the use of non-general funds – unable to secure through FMIS, etherity, or Kuali - Due to reorganization and shifting of personnel and budgets to different departments, accurate costs of this unit are not available during the transition.

2012-2013
Operational Cost $9,261
Student Employment $62,918

Revenue Generation

2013-2014
Operational Cost $20,874
Student Employment $75,447 = $43,466 (T&F) + $31,981 (non-general funds)

Revenue Generation
COMPASS (Retake) $4,650
Fee-Based Proctoring $2,462
Brushup Courses $3,150
Quantitative Indicators, Assessment, Analysis, and Action Plans

2009-2010

Entry-Level English and Math Courses

Enrollment and Completion Rates in English 20E

<table>
<thead>
<tr>
<th>Semester</th>
<th># of students enrolled</th>
<th>% completion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2009</td>
<td>203</td>
<td>62%</td>
</tr>
<tr>
<td>Fall 2008</td>
<td>172</td>
<td>44%</td>
</tr>
<tr>
<td>Fall 2007</td>
<td>161</td>
<td>57%</td>
</tr>
<tr>
<td>Fall 2006</td>
<td>138</td>
<td>69%</td>
</tr>
<tr>
<td>Fall 2005</td>
<td>144</td>
<td>62%</td>
</tr>
<tr>
<td>Spring 2010</td>
<td>107</td>
<td>48%</td>
</tr>
<tr>
<td>Spring 2009</td>
<td>93</td>
<td>42%</td>
</tr>
<tr>
<td>Spring 2008</td>
<td>92</td>
<td>42%</td>
</tr>
<tr>
<td>Spring 2007</td>
<td>75</td>
<td>64%</td>
</tr>
<tr>
<td>Spring 2006</td>
<td>99</td>
<td>53%</td>
</tr>
<tr>
<td>Summer 2008</td>
<td>6</td>
<td>83%</td>
</tr>
<tr>
<td>Summer 2007</td>
<td>15</td>
<td>80%</td>
</tr>
<tr>
<td>Summer 2006</td>
<td>19</td>
<td>89%</td>
</tr>
<tr>
<td>Summer 2005</td>
<td>15</td>
<td>93%</td>
</tr>
<tr>
<td>Summer 2004</td>
<td>18</td>
<td>83%</td>
</tr>
</tbody>
</table>

Data is presented for the last module of the ENG 20 series, ENG 20E, since completion of this course determines eligibility of students to progress to the next level of English. Enrollment and completion data have been separated by semesters since the numbers can be more accurately compared, and the demand for courses vary between semesters.

The completion rate for Fall 2009 increased to 62% compared to the previous Fall 2008 rate of 44%. In addition, the completion rate for Spring 2010 increased to 48% from the previous Spring 2009 rate of 42%. With careful review of classes, the faculty and staff have focused on improving delivery and completion rates and this seems to have resulted in positive gains for 2009-10.

Summer classes have traditionally maintained higher completion rates. Possible reasons are because students take just one course that meets everyday so they are able to focus their studies on the one course.
## Enrollment and Completion Rates in Math 20D

<table>
<thead>
<tr>
<th>Semester</th>
<th># of students enrolled</th>
<th>% of completion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2009</td>
<td>324</td>
<td>28%</td>
</tr>
<tr>
<td>Fall 2008</td>
<td>306</td>
<td>41%</td>
</tr>
<tr>
<td>Fall 2007</td>
<td>306</td>
<td>33%</td>
</tr>
<tr>
<td>Fall 2006</td>
<td>302</td>
<td>42%</td>
</tr>
<tr>
<td>Fall 2005</td>
<td>329</td>
<td>45%</td>
</tr>
<tr>
<td>Spring 2010</td>
<td>268</td>
<td>38%</td>
</tr>
<tr>
<td>Spring 2009</td>
<td>217</td>
<td>38%</td>
</tr>
<tr>
<td>Spring 2008</td>
<td>215</td>
<td>34%</td>
</tr>
<tr>
<td>Spring 2007</td>
<td>210</td>
<td>44%</td>
</tr>
<tr>
<td>Spring 2006</td>
<td>188</td>
<td>49%</td>
</tr>
<tr>
<td>Summer 2008</td>
<td>59</td>
<td>76%</td>
</tr>
<tr>
<td>Summer 2007</td>
<td>43</td>
<td>67%</td>
</tr>
<tr>
<td>Summer 2006</td>
<td>68</td>
<td>72%</td>
</tr>
<tr>
<td>Summer 2005</td>
<td>54</td>
<td>87%</td>
</tr>
<tr>
<td>Summer 2004</td>
<td>68</td>
<td>78%</td>
</tr>
</tbody>
</table>

Data is presented for the last module of the MATH 20 series, MATH 20D, since completion of this course determines eligibility of students to progress to the next level of English. Enrollment and completion data have been separated by semesters since the numbers can be more accurately compared, and the demand for courses vary between semesters.

Because of the College’s commitment to serve underprepared students, the entry-level math curriculum and delivery is undergoing changes to increase its completion rates and math competencies.

**Action 1 – Obtain additional classroom space - Completed**

In Fall 2009, the CSC offered 14 Math 20 classes each at 2.5 hours twice a week and 9 English 20 classes each at 3 hours twice a week using one classroom each for Math 20 and English 20 and a lab for all these students. In the Fall, when classes are running at full capacity, the lab (7/313), the English 20 classroom (7/320), and the Math 20 classroom can barely accommodate the students. During a regular academic year, the CSC services over 1000 math and English students. Also, in English 20 Satisfaction Survey, 2 of the lower marks are for “noise level in the classroom” and “noise level in the lab” which is an indication that space is an issue and may have a negative impact on students.

At the end of summer 2010, three additional classrooms were added for math classroom instruction. Administration supported the request for additional classroom space to better address the needs of underprepared students, new policies and approaches to the delivery of the entry-level mathematics course.
Action 2 - Upgrade and expand electrical system to support growing needs for computers and accompanying equipment - Completed
At the end of summer 2010, electrical needs were increased for the new math classrooms.

Action 3 - Purchase chairs for the English classroom and lab - Completed
In an effort to improve the study and learning environment in the English classroom (7/320) and CSC lab (7/313), the CSC replaced damaged and unsafe chairs. A total of 129 chairs were replaced at a cost of $7,251.60 from non-general funds.

Changes – several major changes occurred at the end of 2009-10 which resulted in additional action plans for the CSC.

Action 4 – Implement Entry-level Math Curriculum Changes - Completed
At the end of the Spring 2010 semester, administration supported major curriculum and policy changes to address underprepared students in entry-level math. As noted in the plans above, three (3) more math classrooms were secured for these courses and administrative policies were developed to positively impact outcomes. Related to this matter are the costs associated with the development of the revised curriculum and set up of computerized classrooms. Below are some of the costs incurred:

<table>
<thead>
<tr>
<th>Description</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom furniture, cables, surge protectors</td>
<td>$6,892</td>
</tr>
<tr>
<td>Instructor equipment including LCD projector,</td>
<td>5,280</td>
</tr>
<tr>
<td>symposium</td>
<td></td>
</tr>
<tr>
<td>4 laptops, software licenses, etc.</td>
<td>6,488</td>
</tr>
<tr>
<td>Student desktop and laptop computers for</td>
<td>97,829</td>
</tr>
<tr>
<td>classrooms</td>
<td></td>
</tr>
<tr>
<td>Student ALEKS units for Spring 09 and Fall 10</td>
<td>17,713</td>
</tr>
<tr>
<td>Release time and stipends for course development</td>
<td>33,552</td>
</tr>
<tr>
<td>TOTAL (not including tutor costs)</td>
<td>$163,854</td>
</tr>
</tbody>
</table>

Of this total approximately $60,000 was covered by the CSC’s non-general funds.

Action 5 - Moving Entry-level Math and English Curricula and Faculty to Math and Language Arts Departments - Completed
Prior to the start of the Fall 2010 semester, the Underprepared Student Taskforce developed recommendations and a memo from Chancellor Michael Rota which referenced the work of the taskforce and informed the CSC that the English and math curricula and positions would be moved to the English and math disciplines in University College.

Testing Data (2009-2014)

Efficiency

1. Hours of operation per week: 44 – 46 hrs./wk. year around

2. Number and description of staff:
2 Educational specialists
2-4 student assistant proctors per shift

3. Student help hours per week: 92 - 144 hrs.

4. Number of compass placement tests administered (per year, July 1-June 30):
   2013-14 = 1,916
   2012-13 = 2,053
   2011-12 = 1,886
   2010-11 = 2,183
   2009-10 = 2,279

5. Number of compass placement tests administered (per year, July 1-June 30):
   2013-14 = 1,916
   2012-13 = 2,053
   2011-12 = 1,886
   2010-11 = 2,183
   2009-10 = 2,279

6. Number of Distance Learning (for DL courses and non-system testing (per year, July 1-June 30):
   2013-14 = 2,732
   2012-13 = 2,455
   2011-12 = 2,870
   2010-11 = 2,734
   2009-10 = 2,373

7. Local campus tests proctored (per year, July 1-June 30)
   2013-14 = 6,291
   2012-13 = 6,921
   2011-12 = 6,093
   2010-11 = 7,855
   2009-10 = 4,359

   TOTALS
   2013-14 = 10,939
   2012-13 = 11,429
   2011-12 = 10,849
   2010-11 = 12,772
   2009-10 = 9,011

9. **Satisfaction measurements: Common Survey Questions**
   
   Rating: 1 - Strongly Disagree, 2 - Disagree, 3 - Neither Agree nor Disagree, 4 - Agree, 5 - Strongly Agree
   
   Averages of all responses

<table>
<thead>
<tr>
<th>Year</th>
<th>Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013-14</td>
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</tr>
<tr>
<td>2012-13</td>
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<td>4.7</td>
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<td>2010-11</td>
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<td>2009-10</td>
<td>4.7</td>
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2013-2014

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<th>1 Fall 2013</th>
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<th>3 Fall 2013</th>
<th>4 Fall 2013</th>
<th>5 Fall 2013</th>
<th>1 Spring 2014</th>
<th>2 Spring 2014</th>
<th>3 Spring 2014</th>
<th>4 Spring 2014</th>
<th>5 Spring 2014</th>
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<tr>
<td>The Testing Center staff is friendly and helpful</td>
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<td>0</td>
<td>0</td>
<td>0</td>
<td>8</td>
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<td></td>
<td>4.9</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>15</td>
<td>144</td>
<td>0</td>
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<td>The hours at the Testing Center meet my needs.</td>
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<td>0</td>
<td>2</td>
<td>6</td>
<td>18</td>
<td>165</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>20</td>
<td>138</td>
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<tr>
<td></td>
<td>4.9</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>13</td>
<td>144</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>20</td>
<td>138</td>
</tr>
<tr>
<td>The atmosphere at the Testing Center is conducive to testing.</td>
<td>5.0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>8</td>
<td>182</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>13</td>
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<td></td>
<td></td>
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<tr>
<td>My test/exam was administered in a timely and efficient manner.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td></td>
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<td>Spring 2014 = 0</td>
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</tbody>
</table>

* column number x column result = sub-column number
** add up sub-column numbers to get sub-column number total for each question
*** sub-column number total for each question ÷ total number of students = rating for question

**2009-2010**

**Action 1 – Evaluate of Satisfaction Surveys on Testing Services - Completed**

For the 2009-10 surveys administered, since all items averaged above 4.5 on a 5.0 rating scale, students have indicated that they are satisfied with the testing services provided and no further evaluation is needed. If the average score is below 4.0, scores would be reviewed to determine if changes should be implemented to improve satisfaction. Given the increase in demand for placement and distance learning testing, satisfaction averages still remained high.

**Action 2 - Collect of system data elements for testing – Completed**

During 2009-10, testing coordinators in the community colleges system wide continued to develop common data elements, decided on these elements and began collecting the data. Some CSC testing services data have been compiled for several years and are provided. Subsequent system meetings will reevaluate and revise data elements and eventually determine health indicators. System data collected will be reviewed and changes, if any, determined.

**Action 3 - Increase security to deter cheating – Completed**
Because of reports of more cheating in testing centers system wide, better security measures will be implemented, especially for online/DE testing. Additional security cameras were purchased and installed for better monitoring of the testing area. In addition, revisions to security procedures were implemented resulting in timely actions regarding minor issues related to compromises in testing.

Action 4 - Improve Tutor Training – Completed
In Fall 2009, tutor training evaluations were conducted. Overall, the evaluations were positive. However, areas to improve included keeping to the schedule since some sessions went beyond the allotted time, having better organization, and reducing technology glitches during presentations.

For the Fall 2010 tutor training, knowledge surveys were administered pre- and post-training. Statements covered included CSC services offered, testing services offered, Math 98M, Student ACCESS, CRLA tutor certification, and sexual harassment. The percentage of correct answers increased from 21% (pre-training) to 82% (post-training). In addition, Fall 2010 training followed the printed schedule, and there were no significant technical delays as in the previous training. Tutor training continues to be improved based on previous evaluations. Evaluations conducted indicated that student trainees thought the material covered was valuable and understood key concepts.

In 2008, the CSC received certification of its tutor program through the College Reading and Learning Association. In Fall 2009, tutors receiving additional training totaling 10 hours and tutoring a minimum of 25 hours received this nationally recognized certification. In the Fall 2010 training, 20 tutors received the CRLA tutor certification. Evaluations of past tutor trainings are being reviewed and improvements made.

Action 5 - Tutor various subjects – In progress
Peer student drop-in tutoring was offered in upper level English and math courses as well as subjects CTE-related courses such as Chemistry and Physics. Faculty and staff also volunteered to tutor in their areas of expertise. A combination of general, non-general, and vocational educational funds have been allocated to support this endeavor.

2010-2011

Action 1 - Review and update of CSC mission and program objectives – Not completed
Because of the move of remedial math and English courses to the disciplines, CSC will explore other areas of academic support and therefore needs to review its mission and objectives.

Action 2 - Create a CSC Advisory Committee - Completed
At recent CSC meetings which included reviewing Best Practices in Higher Education for Learning Centers, one recommendation is to have an advisory committee and because of anticipated change of scope of services for the CSC, it is an opportune time to have the support of this body to provide input and review of CSC services and plans. The advisory committee held two meetings in FY2011.
Action 3 - Request for faculty and educational specialist positions Submitted requests in annual assessment – None funded

In consultation with the Vice Chancellor of Academic Affairs, CSC is planning to expand academic support services to include distance learning, COMPASS preparation, tutoring in various subjects, and service learning. To support quality services in these areas, the following positions will be requested:

1 fulltime distance learning specialist (faculty)
2 fulltime academic resource specialists (faculty) – Testing services, COMPASS preparation non-credit classes, study skills credit classes, service learning, distance learning
2 fulltime educational specialists (APT) – testing, tutoring, COMPASS prep, assessment data collection, service learning, distance learning
1 fulltime IT for Academic Support since services are necessary day, night, and on weekends

Action 4 – Provide additional student assistant proctor coverage during peak periods - Completed

From AY 2009 to AY 2010, there has been an increase in 942 tests (348 COMPASS placement and 594 DE tests) administered. Because of continued increased demands on testing, additional student assistant proctors were scheduled to work during peak periods.

Action 5 - Expand tutoring to various subjects and upper level English and math - Completed

Tutoring expanded to include subjects in levels beyond basic English and math

Action 6 - Implement computerized system for tutor contacts - Completed

Written logs monitored past tutor contacts. In order to evaluate data more effectively, one of our educational specialists researched and developed a program to monitor tutor/tutee usage. Implementation began in Spring 2011 with preliminary data collected for the semester.

Action 7 - Submit curriculum action for a 1-credit college study skills course to accommodate students in entry-level English and math courses. - Completed

If underprepared students register for entry-level math and English courses, the total number of credits will be 11. If these students register for the 1-credit LSK course, they would then be registered as fulltime students and learn to improve their study skills. Curriculum action was submitted and approved to offer a 1-credit LSK 30A course.

Action 8 - Transfer remedial English and math curricula and faculty to Math and Language Arts Departments - Completed

Prior to the start of the Fall 2010 semester, the Underprepared Student Taskforce developed recommendations and a memo from Chancellor Michael Rota which referenced the work of the taskforce and informed the CSC that the English and math curricula and positions would be moved to the English and math disciplines in University College.
During 2010-2011, some personnel from the College Skills Center were transferred to other departments. Some of their functions included curriculum redesign of remedial math and English courses, in-class tutoring, and drop-in tutoring of specific subjects. Data and budgets have been in transition during this period. In addition, reorganization of the college structure has resulted in movement of various functions and services which make it difficult to collect data on services to students. In addition, tutoring services are available in other areas of the campus such as the Native Hawaiian Center and TRIO-SSS. Therefore, tutoring data in this unit is not available for 2011-2012.

Action 1 – Secure backup room for testing – Completed
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. The end of each semester necessitates an extra room to accommodate overflow testing due to 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.

Action 2 - Secure additional APT staff for testing – In progress
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, an additional APT position would be able to cover these hours.

CSC advocated for this position during FY 2012 through the college budget request process, testifying at meetings of several governing bodies (SSEC, FSEC, ASUH). This request for a second APT position was unanimously supported by the HCC campus governing bodies (FFSE, ASUH, SSEC, Kupu Ka Wai, Planning Council) The second position mirrors APT coverage in testing operations at other large community college campuses on Oahu, such as Kapiolani Community College and Leeward Community College.

Action 3 - Refine online log-in system to collect tutor utilization data – In progress
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.

Action 4 - Continuing development of student wrap around concept – In progress
The current combination of tutors, faculty, and staff in the CSC supports student learning with 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
outlined this concept, and tutors, faculty, and staff practiced the concept during the academic year.

Action 5 – Implement non-credit brushup courses – In progress
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 grant monies. 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. Since the creation of the course a total of 104 students have enrolled in the program. Twelve 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. Of 37 students who successfully completed the course and were allowed to retake the placement test, 31 of these students, or 83%, placed into a higher math level. Six of the 31 students have actually placed 2 levels higher than their initial math COMPASS placement. Students who have taken the next level math course have done as well or better than other students in the courses.

Action 6 - Promote service learning and hire and train a VISTA member – Completed
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. For the first time at HCC (FY2011-FY2012), 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.

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.

Action 7 – Transfer Distance Learning to Education Technology unit - Completed
Because of reorganization of the College, the function of distance education has been moved to the Educational Technology Center.

2012-2013

Action 1 - Secure additional APT staff for testing – In progress
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 (Memo dated 12/14/12). The unit concurred.

Action 2 – Evaluate of tutor services - Completed
For tutoring, 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 For tutoring, 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.

Action 3 – Promote Smarthinking – Completed
UH Community colleges as a system purchased Smarthinking, 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 Smarthinking 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></th>
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<th>Hours</th>
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<tr>
<td>2012-13</td>
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<td>370</td>
</tr>
<tr>
<td>2011-12</td>
<td>365</td>
<td>234</td>
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Action 4 – Meet SAO goal for service learning – Met
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. The goal (2,000 hours of service) was met.

2013-2014

Expected Level of Achievement of Service Area Outcomes (SAO)
- In testing, student satisfaction surveys will average 4.0 or higher on a 1 – 5 (highly satisfied) rating scale.
- Number of tests administered will be above 10,000.
- Students receiving tutoring will succeed in the courses they were tutored in at 70% or higher.
- Students who meet the exit requirements of the Math Brush-up course will place into a higher level of math at 70% or higher.
- Students in service learning courses will total more 2,000 hours or more of service to community/educational organizations.

Action 1 – Meet SAO goals for testing – Met
In testing, the number of tests administered (10,939) met the year’s goal of 10,000 tests. Results of satisfaction surveys averaged 4.9, above the stated goal (above 4.0).

Action 2 – Secure additional APT staff for testing – In progress
The Dean of Academic Support proposed moving this position #0081788) under Testing and Tutoring (TNT) Fall 2014 – awaiting posting of position on official organizational chart.

Action 3 – Meet SAO goal for tutoring – Not met

Tutoring Sessions
2013-2014 = 717
2012-2013 = 1,645

Percentage of students tutored who were successful in the courses tutored
2013-2014 = 68%
2012-2013 = 70%

Tutoring numbers were lower at 717 for 2013-2014 compared to 1,645 for 2012-2013. This may be because of the Summer 2013-Fall 2013 relocation to a smaller space. In
addition, the percentage of students who were successful in the courses they were tutored in was at 68% which was short of the goal of 70%. Again, this could be due to the move to a much smaller tutor space. Since services will be located back to its original space in 2013-2014, outcomes are expected to improve.

A new initiative from administration for 2014-2015 is for tutoring in TNT to focus on scheduled content tutoring. A plan has been developed in consultation with a Leeward CC faculty member who has implemented a similar tutor program. Assessment and evaluations will be included to determine its effectiveness.

Action 4 – Meet goal for Math Brushup – Met
TNT met the goal that students who meet the exit requirements for 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.

Action 5 - LSK 30 Courses – Eliminated
LSK 30 (3 credits) and LSK 30A (1 credit) College Study Skills were courses that offered for students on practical study skills to succeed in their coursework. Topics covered included testing, notetaking, as well as establishing short and long-term educational goals. Courses were well-attended, student evaluations were very positive, and success rates average around 75%. Students in these classes completed writing assignments in the TNT lab. In Spring 2014, through notification by the Dean of Academic Support, LSK 30 courses were not offered, and IKEA workshops were offered instead through Career Services.

Action 6 – Meet SAO goal for service learning – Met
Service Hours by Students:
2013-2014 = 4,497.5 hours
2012-2013 = 2,235 hours
The goal of 2000 hours was exceeded. Students engaging in service learning recorded over 4,000 hours with 101 student participants.

Part V. Action Plans
- As a part of the Student Success Center, plans are being made to improve the space in 7/313 for implementation in Summer 2015.
- Per the Dean of Academic Support, APT Educational Specialist Position #0081788 will be reflected as a second position in under Testing and Tutoring through reorganization by Summer 2015.

- New initiative to implement study groups and scheduled tutoring will be assessed.

- The upgrading of computers in the testing area will be researched and evaluated. Computers in the testing are 6 – 8 years old, so an analysis will be performed on investing in computer upgrades.

**Part VI. Summary**

Since 2012, Testing and Tutoring (TNT) has been operating as a unit and continuing to offer services to students. The relocation to a smaller location in Summer-Fall 2013 has negatively impacted the number of students served, but satisfaction remains high. Services should improve because of the return to the original location.

Future concerns include the reductions in budget. Because we have had a balance in the non-general fund accounts, these funds have covered for additional student assistant costs necessary to continue quality services to students. These funds, however, are diminishing.

**Part VII. Resource Implications and Needs**

Because Student Success is planning to redesign 7/313, resources may be needed to upgrade the place.

Computer upgrades in the testing area may be needed.

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**Educational Technology Center**

The Educational Technology Center has gone through significant changes since 2009. The program was once called Education Media Center that encompassed different
services. The EMC’s mission was to research, plan, develop, and deliver high quality media resources for faculty, administration, and student organizations. The EMC was a comprehensive media center and supports the following activities and functions:

- Development and delivery of distance education using a variety of media such as broadcast TV, cable TV, web-based instruction, streaming video...
- Design, development and support of instructional and College program related websites Operation of the print shop to provide duplication and print related services
- Production of graphics;
- Coordinate media for live events including audio, video and static displays;
- Assist faculty/staff with coordinating and producing graphics, print, and audio-visual materials for instructional and administrative uses;
- Loan long term equipment;
- Design, install, and maintain campus wide media systems; Design, install, and maintain multi-media classrooms;
- Coordinate and provide the media services in the operation of the Norman W. H. Loui Conference Center
- Maintain and repair media and computing equipment;
- Train faculty and staff in the use of media equipment and materials
- Serve widely distributed sub-campuses (in addition to the main campus): AMT/Diesel (Lower Campus), Marine Technology (Sand Island), Aviation Maintenance and Repair (HNL International Airport), Pacific Aerospace Training Center (Kalaeloa)
- Research and evaluate audio-visual instructional materials
- Develop long-range projections on emerging instructional materials and equipment.
- Research, evaluate, acquire, repair and maintain all campus audio-visual equipment and systems Plan for the most effective utilization of audio-visual materials, equipment and systems in a campus-wide, UH-system wide, and state-wide basis.
- Assist the faculty, staff, and administration in the improvement of instruction through the use of educational communications and technology.
- Manage a diverse range of media products production workload
- Research, develop specifications, recommend, install, and monitor the performance of campus-wide media systems.
- Consult with faculty, staff and administration concerning the function, purchase and/or rental of equipment and materials of instruction.
- Evaluate emerging trends/innovations in audio-visual fields and curriculum fields for long-range planning in order to coordinate College research in curriculum development and the improvement of instruction.
- Represent the College in various system-wide and state-wide activities related to media development and implementation including systems applications.
In 2012, the campus went through a reorganization which modified this department into what it is today, the Educational Technology Center. There was additionally as part of the reorganization a change in the number of employees from 11 to 5. Below is the ETC’s missions, goals, and SAO’s moving forward.

Mission: The Education Technology Center is responsible for planning, developing, and delivering high quality distance education support and other instructional media support. This office: (From Approved Organizational Charts and Functional Statements Fall 2102)

- Supports the development and delivery of distance 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 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 constituents regarding distance education

Goals/Service Area Outcomes
Instructional Design Services - for incorporating media in classroom and online instruction. Timeliness, Courteousness, Effectiveness
  - Respond to and/or resolve Instructor/Staff requests for Instructional design services in a timely manner.
  - Respond to and/or resolve Instructor/Staff requests for Instructional design services in a courteous manner that enhances the work relationship between the instructor/staff and the ETC.
  - Assist the Instructor/Staff in creating an instructional design that increases the effectiveness of their classroom/online instruction

Instructional Media support – Troubleshooting of design and technical problems with media being used in classroom and online
  - Respond to and/or resolve Instructor/Staff requests for technical support in a timely manner.
  - Respond to and/or resolve Instructor/Staff requests for technical support in a courteous manner.
  - Assist the Instructor/Staff in reducing any technical problems with media usage that impedes the effectiveness of the instructional media.

Media Production – production of media for classroom and online instruction
  - Respond to and/or resolve Instructor/Staff requests for media production services in a timely manner.
Respond to and/or resolve Instructor/Staff requests for media production services in a courteous manner that enhances the work relationship between the Instructor/Staff and ETC.

Assist the Instructor/Staff in creating a media product that increases the effectiveness of their classroom/online instruction

<table>
<thead>
<tr>
<th>Efficiency</th>
<th># of Staff</th>
<th>Operational cost</th>
<th>Student Employment</th>
<th>Other</th>
<th>Revenue Generation</th>
</tr>
</thead>
<tbody>
<tr>
<td>09-10</td>
<td>11</td>
<td>47,092</td>
<td>0</td>
<td></td>
<td>84,328</td>
</tr>
<tr>
<td>10-11</td>
<td>Unavailable*</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11-12</td>
<td>Unavailable*</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12-13</td>
<td>5</td>
<td>91,954**</td>
<td>0</td>
<td>45,551 (casual hire)</td>
<td>0</td>
</tr>
<tr>
<td>13-14</td>
<td>5</td>
<td>51,392</td>
<td>13,407</td>
<td></td>
<td>0</td>
</tr>
</tbody>
</table>

*Program unable to secure cost for FY 11 and FY 12.
**12-13 Operational Cost not accurate due to many of the revolving expenses from the Design Center was still being charged to the Ed Tech account. Allocations were moved from other accounts to cover expenses.

Part II. Quantitative Indicators (July 2012-June 2014)
A. Departments Served: 25 Departments
B. Work Orders = 238 Total Work Orders
C. Total Hours = 2849 Total Hours
D. Video Conversion = 310 Videos
E. Websites Created = 5 New Websites
F. Websites Hosted and Maintained = 52

Part III. Survey Results
2009-2010
Electronic survey was distributed via email to 5 different mailing lists to insure that every potential person within the HCC campus was informed that this survey was being conducted. Of the 150 + possible respondents there were only 53 for an approximate 30% return rate. The survey was designed to evaluate the 8 major EMC service areas, as well as 2 additional areas relating to instruction and student learning. Overall: services board were rated 4.0 (agrees or above average) There were several response areas lower than 4.5, indicating potential areas for improvement:

1. Instructional Design Services Understandable Procedures
2. **Media Production Services** Service Satisfaction, Response/Delivery time Satisfaction, Understandable Procedures
3. **Electronic Maintenance & Repair** Understandable Procedures
4. **Printing and Duplication** No low rated areas
5. **Graphics** No low rated areas
6. **Classroom Equipment Services** Understandable Procedures
7. **EMC Administrative Support** Service Satisfaction, Response/Delivery time Satisfaction, Understandable Procedures
8. **Faculty Work Room** Service Satisfaction. Response/Delivery time Satisfaction, Understandable Procedure, Quality Satisfaction. LOWEST RATED AREA
9. **My capability to instruct:** Indicates a need for improvement in instructional design support and need for better faculty workrooms
10. **Student learning (enrollment, retention, grade point)** Indicates a need for better faculty workrooms, more instructional design support, better electronic maintenance repair, improved classroom equipment services.

**Specific Question Areas and Results:**

**Instructional Design Services** Tele-course, Tele-web Courses, Web Courses, Video Production, instructional design assistance, graphic design, instructional software assistance, streaming video, assistance with Laulima, consultation services

**AVERAGE 4.59**

**Media Production Services** photography, videography, audio, media conversion, media duplication, DVD production, lecture capture, events, teleconferencing, Loui Center Services, PA systems, consultation services

**AVERAGE 4.45**

**Electronic Maintenance & Repair** – Outside of the classroom video systems, overheads, campus cable, cable TV, teleconferences, web conferences, network wiring (wireless and wired), sound systems, Hawaii Interactive Television System (HITS) electronic display, computers, media classroom design, equipment purchases, consultation services

**AVERAGE 4.5**

**Printing and Duplication Services** test duplication services, self-service copiers, classroom handouts, electronic submission, PDF file creation, consultation services

**AVERAGE 4.8**

**Publication and Graphics Services** Graphic design support with logos, brochures, flyers, reports, catalog, handouts, banners, posters, engraving, binding, wide format printing, embroidery, displays, consultation services

**AVERAGE 4.7**

**Classroom Equipment Services** overhead projectors, Elmos, DVD players, VCRs, slide projectors, sound systems, video projectors, display systems, language labs, test scanners, cleanliness of classrooms, whiteboards, classroom furniture, projection
screens, SMART boards, Sympodium, ease of use, maintenance and repair, consultation, condition of equipment, disposal of old equipment **AVERAGE 4.5**

**EMC Administrative Support** for faculty, staff, and administration test security, fax services, hours of operation, printed materials distribution, super quote assistance, room scheduling, equipment procurement, media equipment loans, consultation services
**AVERAGE 4.5**

**Faculty Work Room** up-to-date equipment, hours of operation, explanation by staff on how to use, variety of equipment, self-service copiers
**AVERAGE 4.0**

My capability to instruct has increased as a result of the services provided by **AVERAGE 4.4**

Student learning (enrollment, retention, grade point) has increased as a result of the services and technologies provided by **AVERAGE 4.3**

**Media Services Survey Results**
Educational Media Center started this evaluation process in August 2005 in an effort to give our customers an opportunity to evaluate the services they received with each work order request.
Results: Number of Respondents: 47 Rating: All ratings excellent
Assessment of Service Area Outcome (June 2012-July 2014)
A. Expected Level of Achievement (of each SAO)
   1) Instructional Design Services (satisfaction with the timeliness, courteousness, and effectiveness)
   2) Media Support Services (satisfaction with the timeliness, courteousness, and effectiveness)
   3) Media Production Services (satisfaction with the timeliness, courteousness, and effectiveness)
   4) Quality of Service (across knowledgeable, efficient, courteous, responsive, professional, inquiry resolution, satisfaction, overall satisfaction)
B. Assessment Strategy/Instrument
   1) Survey conducted by Dean of Academic Support (End of Year 2014 across all areas of Academic Support Including The ETC) 119 responses
   2) Survey conducted by the Director of the ETC (End of Year 2014 direct to clients who used ETC Services) 14 responses
C. Assessment Results
### 38. Education Technology

<table>
<thead>
<tr>
<th></th>
<th>Strong Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>N/A</th>
<th>Rating Average</th>
<th>Rating Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>I was overall satisfied with the timeliness, courtesy, and effectiveness of the Instructional Design Services.</td>
<td>5.9% (7)</td>
<td>15.1% (18)</td>
<td>16.5% (20)</td>
<td>2.5% (3)</td>
<td>3.8% (1)</td>
<td>56.6% (70)</td>
<td>3.55</td>
<td>119</td>
</tr>
<tr>
<td>I was overall satisfied with the timeliness, courtesy, and effectiveness of the Instructional Media Support Services.</td>
<td>10.1% (12)</td>
<td>15.1% (18)</td>
<td>14.3% (17)</td>
<td>6.0% (6)</td>
<td>1.7% (2)</td>
<td>63.8% (74)</td>
<td>3.12</td>
<td>119</td>
</tr>
<tr>
<td>I was overall satisfied with the timeliness, courtesy, and effectiveness of the Media Production Services.</td>
<td>7.0% (9)</td>
<td>16.4% (19)</td>
<td>16.4% (19)</td>
<td>3.4% (4)</td>
<td>0.9% (1)</td>
<td>55.2% (64)</td>
<td>3.60</td>
<td>116</td>
</tr>
</tbody>
</table>

answered question: 119

1) Survey by ETC Director, End of spring 2013

Ed Tech Liked
- Responsive
- Friendly
- Willingness to help

Ed Tech Least
- Not sure what they do
- Way behind in tech
- No useful training on the use of classroom technology thus tech goes unused. Should have regular training on tech in classroom.

Ed Tech Improvements
- More visibility on the 3rd floor
- Consistently and detailed evaluation of services and more structured so faculty know where and who to go for what
- Not sure what Ed Tech does
### EDUCATION TECHNOLOGY

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strong Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>N/A</th>
<th>Rating Average</th>
<th>Rating Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>I was overall satisfied with the timeliness, courteousness, and effectiveness of the Instructional Design Services.</td>
<td>64%</td>
<td>29%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>7%</td>
<td>1.3</td>
<td>14</td>
</tr>
<tr>
<td>I was overall satisfied with the timeliness, courteousness, and effectiveness of the Instructional Media Support Services.</td>
<td>64%</td>
<td>36%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>1.4</td>
<td>14</td>
</tr>
<tr>
<td>I was overall satisfied with the timeliness, courteousness and effectiveness of the Media Production Services.</td>
<td>71%</td>
<td>29%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>1.3</td>
<td>14</td>
</tr>
</tbody>
</table>

Please indicate the overall quality of service you may have received from your contact with Education Technology:

<table>
<thead>
<tr>
<th>Knowledgeable</th>
<th>Excellent</th>
<th>Above Average</th>
<th>Average</th>
<th>Below Average</th>
<th>Poor</th>
<th>N/A</th>
<th>Rating Average</th>
<th>Rating Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledgeable</td>
<td>72%</td>
<td>21%</td>
<td>7%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>1.4</td>
<td>14</td>
</tr>
<tr>
<td>Efficient</td>
<td>64%</td>
<td>29%</td>
<td>7%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>1.4</td>
<td>14</td>
</tr>
<tr>
<td>Courteous</td>
<td>80%</td>
<td>14%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>1.4</td>
<td>14</td>
</tr>
<tr>
<td>Responsive</td>
<td>79%</td>
<td>21%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>1.2</td>
<td>14</td>
</tr>
<tr>
<td>Professional</td>
<td>72%</td>
<td>21%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>1.2</td>
<td>14</td>
</tr>
<tr>
<td>Inquiry Resolved</td>
<td>64%</td>
<td>29%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>1.3</td>
<td>14</td>
</tr>
<tr>
<td>Customer Satisfaction</td>
<td>64%</td>
<td>29%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>1.3</td>
<td>14</td>
</tr>
<tr>
<td>Overall Satisfaction</td>
<td>64%</td>
<td>29%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>1.3</td>
<td>14</td>
</tr>
</tbody>
</table>
2) Analysis of survey instruments

a) The survey instruments used by the Dean of Academic Support and the Director of the ETC are very similar. The Dean AS Survey was much longer, and included questions evaluating a large category of topics and areas. The portion of the survey related to the ETC was embedded within the largest survey.

b) Academic Support Division Wide Survey
- The AS Survey was much longer, and included questions evaluating a large category of topics and areas. The portion of the survey directly related to the ETC was embedded within the larger survey.
- Administered to the entire campus.
- Number of respondents was 119.
- In the category of Education Technology, Instructional Design Services, the largest number of respondents fell within the neutral to agree range, with a mean of 3.55, a little bit better than neutral. (on a Likert scale of 1 thru 5 with 1 being poor, and 5 being strongly agree.)
- In the area of Media Support Services, the largest number of respondents ranged from neutral to strongly agree, with a mean of 3.58, a little bit better than neutral.
- In the area of Media Production Services, the largest number of respondents ranged from neutral to strongly agree, with a mean of 3.60, a little bit better than neutral.
In the area of overall Quality of Service, similar patterns of ratings can be observed over all the sub-topics ranging from Knowledgable to Overall Satisfaction the generally a mean 3.0 to 3.76, average to above average across the board.

Satisfaction the general result being 3.0 to 3.76, a little bit better than average across the board.

c) Director, ETC Survey

The Director ETC Survey was based on the questions from the Dean AS Survey which directly pertained to the ETC, and not other programs. Secondly, the Survey was administered only to those individuals or programs who had requested services. The names of the respondents were pulled from work orders (request for media service).

Number of respondents was 14, and not everyone who was sent a request to complete the survey did so.

In the category of Education Technology, Instructional Design Services, the largest number of respondents fell within the agree to strongly agree range, with a mean of 1.3, better than agree. (on a Likert scale of 1 thru 5 with 1 being strongly agree, and 5 being strongly disagree. The values of the Likert Scale were switched around from the Dean AS Survey in an effort to make sure that the respondents actually read and marked the value they felt)

The the area of Media Support Services, the entire number of respondents fell within the agree to strongly agree range, with a mean of 1.4, better than agree.

In the area of Media Production Services, the entire number of respondents fell within the agree to strongly agree range, with a mean of 1.3, better than agree.

In the area of overall Quality of Service, similar patterns of ratings can be observed over all the sub-topics ranging from Knowledgable to Overall Satisfaction the generally a mean 1 to 1.4, between above average and excellent.

There are differences in the outcomes of both surveys generally by a factor of one level higher.

Comments are generally favorable

Campus users appear to not know that the ETC is no longer responsible for Media Support Services, as reflected by the comments.

Part IV. Analysis of the Program

A. Current ETC is doing an Above Average to Excellent Job of providing services when the users of those services are asked, but Average to Above Average when the rest of the campus is asked. The ETC needs to develop a better plan for informing the general campus that services are
available. This can be done through a website that is marketed to potential users.

B. Comments from users indicate that they are still confused about classroom media support. The ETC needs to develop a clear statement of plan, so that all constituencies know that they need to contact ITC for classroom media equipment support, and ETC for the development of the media that is used

Part V. Action Plan
A. Plans for Improvement/Goals for next Academic Year
   a. Use the recommendations of the Accreditation Report, the Mission Statement from the reorganization Plan, and responses/comments from the User Surveys as a basis for the action plan.
   b. Change the Media Services Request Form to include more media production services and disseminate that information across the campus.
   c. Develop an EdTech Website that informs the potential users across the campus of who we are and what, concretely we can do to support them.
   d. Develop Instructional Design worksheets that clearly lay out the development process for web curriculum content.
   e. Come up with a rapid prototype development process which uses the best attributes of Laulima and ergonomically websites to create easy to use website interfaces that can be used for the delivery of crossed platform/crossed device, curriculum content.
   f. Use Analytics Packages in both the Laulima sites and the Google Sites to evaluate whether content users are actually using the materials developed for lecture course support, flipped course support, or WWW only courses.
   g. Train ETC production staff in the use and development of various Laulima tools so that they can assist faculty in integrating and using appropriate Laulima Tools in their course sites.
   h. Repurpose/Reformat all Olelo Production Equipment for use in faculty production systems and classroom lecture capture.
   i. Insure that all courses produced by ETC adhere, at a minimum to the standards expected for face to face instruction.
   j. Brainstorm methods for increasing the number of students who take DE courses by assisting faculty in creating a meaningful, quality experience for the students.
   k. Devise a process for collecting accurate data from our users and the campus at large, by surveying all users who submit a Media Services Request form so there is an opportunity to evaluate each and every product we produce.
   l. Create a Chapter of the USDLA (United States Distance Learning Association) at HCC so that the ETC can provide experiences, examples of best practices in Distance Education.
m. Coordinate the efforts of the DE coordinator and the ETC, so that ETC services can be promoted and evaluated.

n. Develop a closer working relationship with the HCC Disabilities Specialist to insure that the web content that is developed for DE and other purposes is ADA compliant.

o. Continue to work on improving of the overall fiscal management of the department.

Part VI. Summary

Part VII. Resource Implications and Needs
   A. Need to replace retiring Media Specialist II (No cost)
   B. Upgrade production equipment (computers and software)
Program: Distance Education  
AY Covered: 2013-2014

Mission: HCC’s Distance Education program is committed to providing the highest quality distance education courses and programs to meet the changing needs of the 21st century learner. Distance Education is dedicated to ensuring student achievement of learning outcomes, increasing educational resources, acquiring innovative technology, and providing support and equitable services to faculty and DE students. (from DE Strategic Plan on HCC Intranet)

Our Distance Education program falls organizationally under the Educational Technology Center – during this first year of transition, it was decided to create separate reports at least for year 2013-2014.

Goals/Service Area Outcomes:
1. Instructors will be able to design and deliver a distance-based course.

Assessment
- DE Orientation (every fall and spring semester)
- DE Faculty Survey

2. Students will be able to successfully complete a distance-based course.

Assessment
- DE Completion Metrics
- DE Student Survey

3. HCC leadership will be able to interpret relevant data on distance-based courses and strategically plan based on that data.

Assessment
- DE Enrollment Metrics
- DE Completion Metrics
- DE Withdrawal Metrics
- DE Home Campus Metrics

Part I. Program Demands
C. Personnel
   2. DE Coordinator – 1 Full Time

D. Budget Allocation*
   1. Operations - $0
   2. Student Employment - $0
   3. Other - $0

E. Cost of Program*
   3. Operations - $0
      a. Fix Cost - $0
      b. Other - $0
   4. Student Employment - $0
F. Revenue Generation
   1. Purpose - $0
   2. FY generated amount - $0
   3. FY expended (including encumbrances) amount - $0
      a. Description of expenses – n/a

*Note: Budget Allocation and Cost of Program are all $0 as there is no dedicated budget for Distance Education. All direct costs are either paid for by the Division who owns the DE course or for supply costs (paper, labels, etc.), was paid for previously by the VCAA account and currently paid out of the ETC account.

Part II. Quantitative Indicators

Fall 2013 Data
- Unduplicated DE Headcount – 987 (3,338 Classroom)
- DE Sections Offered – 70 (60 Online, 10 Cable)
- Withdrawal Rate Online Courses – 11.6% (5.1% Classroom)
- Withdrawal Rate Cable Courses – 12.9%
- Successful Completion Rate Online Courses – 63.7% (80.1% Classroom)
- Successful Completion Rate Cable Courses – 60.9%

Spring 2014 Data
- Unduplicated DE Headcount – 1,049 (2,927 Classroom)
- DE Sections Offered – 67 (56 Online, 11 Cable)
- Withdrawal Rate Online Courses – 13.9% (6.4% Classroom)
- Withdrawal Rate Cable Courses – 18.0%
- Successful Completion Rate Online Courses – 62.8% (79.8% Classroom)
- Successful Completion Rate Cable Courses – 53.4%

Part III. Assessment of Service Area Outcome

F. Expected Level of Achievement (of each SAO)
- 100% expected level of achievement is expected for all three SAOs.
- SAO #1 – 100% attendance for DE Faculty Orientation Meeting in Fall 2013 and Spring 2014
- SAO #2 – See successful completion rate metrics from part II.
- SAO #3 – Website distribution of DE quantitative data is still being discussed for optimal implementation

G. Courses Assessed (if applicable)
- All DE Courses assessed – responsibility lies within the division to ensure this process is sustained; matrix of assessment results currently stored in an Excel spreadsheet available on the DE Intranet page.

H. Assessment Strategy/Instrument
- All DE Courses assessed – responsibility lies within the division to ensure this process is sustained; matrix of assessment results currently stored in an Excel spreadsheet available on the DE Intranet page.

I. Assessment Results
- DE Student Survey Fall 2013 – 35% Return Rate; See Intranet for specific results of survey.
- DE Student Survey Spring 2014 – 37% Return Rate; See Intranet for specific results of survey.

Part IV. Analysis of the Program (including accomplishments of the program in year being evaluated)
- Distance Education program successfully responded to accreditation warning (Recommendation #3) during ACCJC visit in the Fall 2013 semester.
- DE Faculty Orientation meeting has been successfully implemented. All DE instructors are expected to attend the 2-hour meeting scheduled during the week prior to the first week of instruction.
- DE Strategic Plan accepted and approved by the Distance Education Advisory Committee.
- Variety of faculty development workshops for DE-related skills offered in AY 2013-2014. Results posted to HCC Intranet.

Part V. Action Plan (Including plans for improvement and goals for next academic year based on Analysis and or Surveys)
Plans for Improvement
- DE Student Survey will continually strive to garner a higher percentage of student feedback every semester. Results of the DE Student Survey are used to make informed decisions to improve student success in DE courses. For example, Fall 2013 provided evidence that 90% of students felt that if their instructors provided periodic reminders of important due dates (assignments, tests, etc.) that it would help them to succeed in the course. We now stress communication with students during the DE faculty orientation and provide training on various tools, including free computer-based text messaging services, to help instructors send out these periodic reminders.
- Currently working on a specific student support website for DE students that will help successful completion rate. While a general website already exists for DE students with links to various resources to help them be successful, the idea behind this goal is to develop a student support website to help the student prepare before they begin their course with information like how to use the CMS product (Laulima), the importance of reading and understanding the course syllabus, communicating regularly with
their instructor, and some basic time management skills. This project has been put on hold until data is gathered on how instructors are delivering their course. Since there is no system (or campus) policy that mandates the use of the system supported CMS product (Laulima/Sakai), some faculty do not deliver their course through the CMS product and instead choose their own methods of delivery. Project to gather instructor data is currently underway in the Spring 2015 semester and the results presented at the Fall 2015 DE faculty orientation meeting for suggestions on how to proceed with this item. DEAC input will also be sought regarding this goal of a student support

- DE Faculty Orientation will be continued every semester
- Increased resources for DE faculty training

C. Goals for next Academic Year

- 45% return rate for DE Student Survey
- Student support website completed and launched (Spring 2016)
- Faculty support website completed and launched (Fall 2016)
- Continue current endeavors already in place

Part VI. Summary

The biggest challenge ahead for the viability of DE at HCC is the competition for enrollment from other campuses. HCC requires all instructors to explain how they “authenticate” student work. If exams are used, “proctoring” is required as a method of authentication. However, as this is an HCC policy and not a system-wide policy, we are seeing a decline in student enrollment due to competition from same courses at other campuses that do not require proctoring. We are also looking at possibly altering the “drop” policy for DE courses that may help “weed-out” students during the first week of the semester that haven’t communicated/participated in any course activities. This may help to increase the success rate for DE.

Another continual challenge is relying on Deans and Division Chairs to enforce these various policies.

One last challenge to mention here is there needs to be more discussion at the administrative level with regards to how an increase in DE courses might be required to offset the various campus construction projects underway for the next 5-7 years. Two big construction projects, the new STEM building and the new Rail stop, will cause two inevitable things; 1) the loss of student parking and 2) constant street traffic that will prevent students from getting to campus. HCC is the only community college campus on Oahu that requires permitted parking due to its location in an urban district populated with a multitude of businesses. A loss of parking spaces MAY cause students to seek enrollment at our sister campuses.
and DE could be the solution to help us keep some of these students. But this would require a great deal of training for the faculty to be prepared to teach DE courses and for us to be prepared to help students who may have never taken a DE course before.

Part VII. Resource Implications and Needs
A dedicated budget for DE is unnecessary as long as the understanding exists that respective divisions will handle any budgetary needs for DE courses belonging to that division. There is a need to have system-wide policies for DE so that all courses are subjected to the same requirements. This must be advocated though at the administrative level. Associated budgetary needs for DE is handled through the Educational Technology Department at this time.