

**Kapi'olani Community College**  
**ACADEMIC SUPPORT SERVICES**  
**PROGRAM REVIEW PROCEDURES AND MEASURES**  
12/15/09

Executive Summary

Kapi'olani Community College provides a wide range of academic support services, delivered by a number of different units: Kahikoluamea, Business Education, Student Services, the Library, the Center for Excellence in Learning, Teaching, and Technology (CELTT). Demand for these services is healthy, so much so that the ability of the units to meet the existing demands is being impacted. This challenge is especially true in the area of testing. With the increasing number of online courses and the need to verify students' identity for assessment, the testing center is experiencing severe limitations on its ability to process test takers in a timely manner. In an attempt to meet the technology needs of users, the Library will be investing in thin-clients, additional electronic resources, and professional development for staff.

While not the sole purview of the Library, tutoring is an area that warrants much closer attention. In particular, tracking students who use the service and assessing the effectiveness of tutoring support remains a particular challenge. Only the Information technology program in the Business Education department has consistently analyzed results, which indicate that students who seek tutoring support are more successful than those who do not. The Vice Chancellor for Academic Affairs will be working with all providers of tutoring to standardize data gathering and student tracking.

General technology support for the campus, given the level of funding and staffing, is highly productive and efficient based on output, client demand, and client satisfaction. A wide array of technology/telecommunications assets are managed by CELTT. This enables the department to develop and deploy innovations across many sectors of campus, with staff who are cross-trained to maintain a high level of support with a small workforce.

To support the campus' goal of increasing distance learning courses, departmental resources will be reallocated to increase direct support services in the areas of instructional multimedia and professional development programs for distance learning faculty.

CELTT is also responsible for professional development, an analysis of which is included in the narrative portion of the program review.

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<b>2009 Annual Report of Academic Support Services Program Data</b>		
<b>COLLEGE :</b>	<b>Quantitative Measure 2008</b>	<b>Quantitative Measure 2009</b>
<b>Overall Health</b>	<b>Cautionary</b>	<b>Cautionary</b>
<b>Demand Health</b>	<b>Healthy</b>	<b>Healthy</b>
<b>Efficiency Health</b>	<b>Cautionary</b>	<b>Cautionary</b>
<b>Effectiveness Health</b>	<b>Cautionary</b>	<b>Cautionary</b>

**Introduction**

The Academic Support Services at Kapi'olani are decentralized and not the purview of a single administrator. The Library and Learning Resources and the Center for Excellence in Learning, Teaching and Technology are overseen by the Vice Chancellor for Academic Affairs. Tutoring, on the other hand, is delivered under the auspices of the Dean for Student Services and the Deans of Business Education and Arts & Sciences.

As a result of the decentralized provision of services, there is no unified mission statement for the varied services at this time.

**Library & Learning Resources**

**Mission Statement**

The Mission of the Library and Learning Resources unit (includes Computer labs and Testing) is to support the vision of Kapi'olani Community College by providing an innovative environment for learning and research. To accomplish this mission, the LLR shall:

- Provide access to and instruction in the use of informational tools and resources,
- Collaborate with faculty, staff, students and community to enhance instruction, learning and research, and
- Be a gathering place (both physically and virtually) for cultural exchange and diversity in learning through development of collections, creation of original content, and participation in exhibits and performances.

**Description of Program**

The Library and Learning Resources Unit consists of the Library, Computer labs, and the Testing Center.

- The Library provides services for faculty, staff, students, and the community. These services include reference, information and instruction services, issuance of ID cards, book and electronic resources, printing and photocopy services, and group study rooms.
- The open Computer labs include Cybernesia and the Lama lab. Both the Cybernesia and Lama labs provide basic computing resources and services for students including Microsoft Office, internet access, and assistance with online registration.

- The Testing Center provides Placement testing services, online testing, distance learning testing, proctoring services for a fee, special student services, and make-up testing.

The LLR currently:

- Provides library access to over 3000 users daily
- Holds over 77,000 volumes in its collections
- Circulates over 26,000 items per year
- Answers 3500 reference questions annually
- Instructs 3500 students per year on library services
- Provides computer access for 177,000 users per year
- Provides Placement and proctoring testing services to over 21,000 users per year

**Goals:**

1. The LLR will promote student success by providing and maintaining student services that will serve to improve student success rates and satisfaction.
2. The LLR will champion diversity in local, regional, and global learning by recognizing our responsibility to honor and strengthen the Hawaiian language and culture and to serve the Native Hawaiian community.
3. The LLR will invest in the learning environment by developing a flexible, physical infrastructure that adapts and responds to a complex and changing environment, and addresses the needs of a diverse and dynamic student population.

<b>2009 Annual Report of Academic Support Services Program Data</b>			
<b>Library Data</b>	<b>(Overall Health)</b>	<b>Healthy</b>	<b>Healthy</b>
		<b>2007-2008</b>	<b>2008-2009</b>
<b>Library Demand</b>	<b>(Health)</b>	<b>Healthy</b>	<b>Healthy</b>
Student FTE		4282	4615
Number of Faculty FTE (not including Lecturers)		241	251.6
<b>Library Efficiency</b>	<b>(Health)</b>	<b>Healthy</b>	<b>Healthy</b>
Student and faculty FTE per FTE Librarian		646.14	695.22
Student and faculty FTE per FTE staff		646.14	695.22
Hours of service per week		54.5	55
Number of presentation sessions		223	285
Number of students attending presentation sessions per student FTE		0.67	0.78
Number of reference and informational questions per student and faculty FTE		1.22	1.18
Fall semester gate count per student and faculty FTE		29.64	31.84
Total materials expenditures per student and faculty FTE		19.47	24.71
Net volumes added per student and faculty FTE		0.095	0.15
Library budget allocated by college per college budget		0.02	0.03
Circulation per student and faculty FTE		5.76	7.17
Number of intra system items borrowed		550	538
<b>Library effectiveness</b>	<b>(Health)</b>	<b>Healthy</b>	<b>Healthy</b>

Number of online books and articles retrieved per student and faculty FTE	31.14	66.05
Common Student Learning Outcome: The student will evaluate information and its sources critically	n/a	n/a
Mean, median and mode of call numbers H,Q,R, and T	see below	see below
Satisfaction Measurements using common survey questions	see below	see below
<b>Testing DATA (Overall Health)</b>	Cautionary	Cautionary
<b>Testing Data Demand (Health)</b>	Healthy	Healthy
Campus Enrollment FTE	4282	4615
<b>Testing Efficiency</b>	Cautionary	Cautionary
Hours of operation per week	46	47
Number of staff (attach description)	1	2
Student help hours per week	140	111
Number of placement tests administered per year	4672	4869
Number of distance Learning tests administered per year	na	7663
Local campus tests proctored per year	na	8602
Testing seats per student FTE	0.0112	0.0073
Testing budget per college budget	0.002	0.003
<b>Testing Effectiveness (Health)</b>	Healthy	Cautionary
Satisfaction measurements using common survey questions	see below	see below

**2008 Data** Library Effectiveness: Mean, Median, and Mode

Call Number	Mean	Median	Mode
H (Social Science)	1984	1979	1991
Q (Science)	1981	1962	1991
R (Medicine)	1986	2006	1990
T (Technology)	1982	1964	1991
All call numbers	1980	1989	1990

**2009 Data** Effectiveness: Mean, Median, and Mode

Call Number	Mean	Median	Mode
H (Social Science)	1984	1973	1991
Q (Science)	1981	1965	1991
R (Medicine)	1986	1985	1990
T (Technology)	1983	1984	1991
All call numbers	1980	1998	1990

Library Effectiveness: Satisfaction Measurements using common survey questions

	2008	2009
Satisfaction with finding books	67%	85%
Satisfaction with finding articles	74%	86%
Satisfaction with library staff	82%	96%
Satisfaction with instruction sessions	67%	93%
Satisfaction with Library website	77%	93%

Satisfaction with library's computers	<b>71%</b>	<b>95%</b>
Satisfaction with library's study areas	<b>73%</b>	<b>89%</b>

## Testing Effectiveness

### Outcomes

#### 1. Satisfaction measures using common survey questions 1-5 scale

	2007	2008
Testing staff is friendly and helpful	4.80	4.71
Hours at the testing center meet my needs	4.66	4.45
Atmosphere at the Testing center is conducive to testing	4.50	4.59
Services at the Testing center are satisfactory	4.58	4.61

## Part II. Analysis of the Unit

The majority of the Library and Learning Resources budget focuses on the purchase of online and electronic resources that support distance learning, computer, and testing equipment and support, and student assistants to assist with learning. In addition, the Library has made a concentrated effort on the purchase of requested DVD's to replace the aging film and video collections that we discarded. To alleviate the problem of an aging book collection, the Library continues to subscribe to an ebook collection that provides access to over 37,000 digital books.

ID card services continue to show a very high positive response from the student survey. Laptop checkout and desktop usage has increased from a high of 58,000 last year to 177,000 uses!

In March 2009, the Testing Services moved from the 'Iliahi building into the Lama Library. The staff made several adjustments to accommodate 70+ computers that we moved into the building. We made plans and discussed among all parties affected. We dismantled library stacks and replaced the area with tables and chairs for computing equipment. Hired electricians added circuits to the electrical infrastructure. In a span of 4 days, we relocated the Testing Services and the computer labs into the library. The description above illustrates the astonishing flexibility of the staff and the thoroughness required to plan such a move that we executed flawlessly.

All library staff positions are filled, and there are no anticipated vacancies.

The Testing unit provides services for over 4800 students to take placement tests year round. In addition, we proctor online distance learning exams and proctored 5000 tests in 2004. In FY2007, the Chancellor proclaimed that the college's goal was to have 30% of all classes online. The statistics show a 216% increase in the number of online/distance learning tests as we have proctored over 16,000 tests. In July 2008, I re-described a position from the library to serve as a second Educational Specialist PBA, and a new APT was hired to support the computer lab and testing.

### Strengths:

- There is a strong demand for services of the LLR, in particular the areas of testing, electronic and technology resources and study space.
- The faculty and staff are committed to student learning and have a strong service-oriented outlook.
- Vacancies for the Hawaiian Resource specialist and the Educational Specialist (Computer lab) were filled in FY2009.
- There is an excellent relationship between the LLR and the Center for Excellence in Learning, Teaching and Technology in discussing and implementing new technology and changes.
- The staff is flexible and adaptable to a myriad of situations.

- The library facility is able to maintain temperatures that are ideal for books and for computer equipment.

Weaknesses:

- The Testing Services unit is insufficiently staffed or funded for the increased enrollment counts. Equipment, software licensing, upgrades, and replacement of equipment are unpredictable and contingent upon special funds.
- Professional development and training are underfunded and it is important that we begin to invest heavily in this area to keep up with the knowledge and current technology required.
- The number of computers available for student use is not sufficient. In addition, the library depends heavily upon donated computer equipment or for special funds to replace equipment.
- The print collection needs to be updated.

Library Health status – Healthy

Computing and Testing status – Cautionary

**Part III. Action Plan**

- The move of the Testing Services into the library has proven to be positive. Instructors and students find the facility to be sufficient and easy to access. Staff has been cross-trained to provide backup coverage for the increase in workload that the Testing Services has been facing. A draft proposal was submitted to the Interim Vice Chancellor for Academic Affairs to continue to house the Testing Services within the Library on a permanent basis.
- To keep costs down, we are investigating a thin-client solution for the Testing Services and a portion of the desktops in the library.
- A portion of the LLR funds will be directed toward the print and DVD collection in support of the areas of excellence for the college.
- New electronic databases will be vetted and added to the growing demand for scholarly resources. The number of online books and articles downloaded for use has more than doubled from 140,000 items retrieved last year, to 321,000 in this year.
- As opportunities arise, staff will be funded for professional development to develop and maintain their technical proficiency.

**Part IV. Resource Implications**

- Staffing is a continual issue with the continued growth in enrollment. If a staff member is moved to separate out placement testing, the lone staff person will be overwhelmed by the workload and morale will drop.
- We will make an initial outlay of funds to support the thin client solution for the Testing Services unit if it is deemed viable.
- Our goal of rotating our computers on replacement every four years has been achieved, and we will work to secure another computer donation in FY10. Upgrades and software changes are not predictable and require ongoing maintenance and time.
- The student laptops are heavily used, and replacements will be purchased in FY10.
- The print collection is sadly out of date. E-books have helped to supplement the collection. Additional funding is necessary to refresh the collection.
- Online classes are a priority for a campus that is short on classroom space, resources, and parking. As the numbers grow, additional resources need to be diverted to fund the infrastructure that support online testing for those courses.

## Tutoring Data

<b>Tutoring Data</b>	<b>(Overall Health)</b>	Cautionary	Cautionary
		2007-2008	2008-2009
<b>Tutoring Demand</b>	<b>(Health)</b>		
Campus Enrollment FTE		4282	4615
Hours of operation per week		106	133
<b>Tutoring Efficiency</b>	<b>(Health)</b>	Cautionary	Cautionary
Number and description of staff		n/a	35
Tutor paid hours		1742	4430
Number of students tutored		544	n/a
Tutor contract hours		n/a	n/a
Tutor Contact hours per tutor paid hours		n/a	n/a
Tutoring budget per college Budget (from all funds, incl grants)		.154%	.118%
<b>Tutoring Effectiveness</b>	<b>(Health)</b>	Unknown	Unknown
Number Tutored Students who passed their courses		n/a	n/a
Rate at which Tutored Students pass their courses		n/a	n/a
Number Non Tutored Students who passed their classes		n/a	n/a
Rate at which Non Tutored Students pass their classes		n/a	n/a
Persistence rate Tutored Students		n/a	n/a
Persistence rate Non Tutored Students		n/a	n/a

Assessing the health of the tutoring program in the absence of data and in the absence of established benchmarks is not particularly meaningful. As a result, a middle road has been selected: all aspects of the program are cautionary.

The tutoring staff, across the various programs, includes some unspecified portion of the Kahikoluamea Learning Support Coordinator's time, as well as 16 student employees (9 Math tutors, 7 Writing tutors); and 2 community volunteers (1 each for Math and Writing). In the STEM center, there are 11 student tutors and volunteers (per semester). The Information Technology program has two paid tutors and TRIO has four.

### Details:

2008-2009	IT	Kahaiko luamea	TRIO	STEM
Hours of operation per week	20	41	18	54
Number and description of staff	2	18	4	11
Tutor paid hours	556	2,641	353	880
Number of students tutored	55	n/a*	31	620
Tutor contact hours	328	n/a*	275	660
Usage	.59	n/a*	.78	.75
Tutoring Budget	\$5,252	\$24,986	\$3,000	\$9,240
per College Budget (G+TFSS) \$37,477,367	.014%	.07%	.008%	.026%

Data from Kulia Ma Kapi'olani are not available this year. Totals for AY 08 and AY 09 do not include these students.

\*Fall data are not available for Kahikoluamea due to a technology glitch. However, for the same of comparison, the following data were obtained for Spring 2009:

Math

788 visits (85.65%) for Kahikoluamea (developmental) courses including PCM, Math 24, 25, 81  
132 visits (14.35%) for transfer-level courses

Writing/Reading

113 visits (35.04%) for Kahikoluamea (developmental) courses including PCC, Eng 21, 22

114 visits (34.34%) for ESOL/ESL\*

105 visits (31.63%) for other courses (including ENG 100 at 44 visits)\*\*

\*The ESOL program provides funding for approximately 1/3 to 1/2 of the salaries for Writing Mentors.

\*\*Other courses for Writing/Reading tutoring included HIST, ANTH, COM, SP, BUS, ECON, NURS, CULN, ART, FAMR, BIOL, GEOG, HWST, EALL, HOST and ENG courses above 100.

It's important to note that these data only represent the number of visits--*not total contact hours for each category*. (The SARS database is not yet set up to report contact hours per course.)

2007-2008	IT	Holomua	TRIO	STEM	Kulia Ma Kapi'olani
2. Hours of operation per week	16	32	33	25	20
3. Number and description of staff	0	0	0	0	0
4. Tutor paid hours	202	564	495	375	1,280
5. Number of students tutored	25	108	16	395	n/a
6. Tutor contact hours	150	n/a	23.5	375	n/a
7. Tutoring Budget	\$1,919.79	\$7,772	\$19,545	\$3,188	\$12,544
per College Budget (\$38,862,877)	.004%	.02%	.05%	.08%	.03%

**Notes:**

- Shaded tutoring services are externally funded and not included in College budget. They are included for comparison purposes and for accuracy of services provided. They are not assessed in this report.
- STEM data reflects the hours that peer mentors (not tutors) work with students.
- Another externally funded campus program, *Kulia Ma Kapi'olani*, the Native Hawaiian Project, funded through the Native Hawaiian Career and Technical Education Program of ALU LIKE Inc., offers peer mentoring, not solely tutoring to students.

**Part II. Analysis of the Unit**

Unfortunately, a glitch in the program designed to track students using the tutoring services in the Kahikoluamea Center made it impossible to keep a count of the number of students served nor the number of contact hours. However, based on a comparison of Spring 08 and Spring 09, Kahikoluamea has increased the number of unduplicated students and total contact hours:



### Comparative Growth of Kahikoluamea Tutoring Services, Spring 2008 to Spring 2009

	Spring 2008		Spring 2009	
	Math	Writing	Math	Writing
Unduplicated Students	not available	123	189	128
Total Contact Hours	approx. 350	not available	1326*	251**
Number of Sessions	approx. 250	214	934	354

\*There were 132 Math sessions that did not have a logged check-in and/or -out time and thus was given the default duration of 30 minutes.

\*\*There were 12 Writing sessions that did not have a logged check-in and/or -out time and thus was given the default duration of 30 minutes.

Kahikoluamea is actively marketing to students who are at the 100-level or above. What the data show, however, is that the gain in contact hours is disproportionate to the gain in unduplicated students. That is, a relatively limited number of students are coming more often, rather than more unduplicated students accessing services.

What the data show, generally, are that access to tutors has increased across all the programs who have reported data from both AY 08 and AY 09. More tutors are providing more hours to more contacts. What is not clear necessarily is whether these contacts are providing effective services that lead to improved student outcomes.

Of the tutoring programs on campus, only IT has collected any data on outcomes.

The purpose of this study is to compare pass/fail and persistent rates of two groups: AY 2008 - 2009 **tutored** and **non-tutored** IT students in four IT programming classes. The four classes (ITS 128, 148, 155, and 228) were chosen for the study because they were the same courses for which the majority of IT tutees received tutoring assistance.

The study is to determine if the pass rate of tutored students is the same or higher than that of non-tutored students in the same IT classes. The same is for persistence rate regarding reenrolling in college. The study reveals the effectiveness/non-effectiveness of IT tutoring and areas in which improvements should be made.

Forty-two tutored IT students were identified through tutoring log sheets. This is a conservative number as sometimes the tutee forgot to sign the log sheet. The non-tutored students numbered 103 and were determined through final grade sheets of the 4 selected IT courses.

The report has three parts: Pass/Fail Data and Analysis of IT students, Persistence Data and Analysis of IT students, and a Combined IT/ICS Data and Analysis as 13 KCC students were also tutored for their ICS 100/101 classes.

#### IT Students: PASS/FAIL Data and Analysis

Pass/fail rates: 42 tutored IT students vs. 103 non-tutored IT students in same classes

	<u>Tutored</u> IT Students	<u>Non-tutored</u> IT Students

	(42)	(103)
Passing Grades	<b>64.3%</b> (27)	<b>72.8%</b> (75)
Failing/W/IF Grades	<b>35.7%</b> (15)	<b>27.2%</b> (28)

Breakdown of pass/fail rates: 42 tutored IT students vs. 103 non-tutored IT students in same classes

Grade	<u>Tutored</u> IT Students  (42)	Combined <u>Tutored</u> IT Students Pass/Fail Rates (42)	<u>Non-tutored</u> IT Students  (103)	Combined <u>Non-tutored</u> IT Students Pass/Fail Rates (103)
A	11.9% (5)	<b>64.3%</b> (27) <i>Passed</i>	36.9% (38)	<b>72.8%</b> (75) <i>Passed</i>
B	38.1% (16)		20.4% (21)	
C	14.3% (6)		15.5% (16)	
D	2.4% (1)	<b>35.7%</b> (15) <i>Failed, withdrew, incomplete F</i>	4.9% (5)	<b>27.2%</b> (28) <i>Failed, withdrew, incomplete F</i>
F	7.1% (3)		12.6% (13)	
W	21.4% (9)		9.7% (10)	
IF	4.8% (2)		0%	

Tutored students pass rates were below those of non-tutored students. Non-tutored students pass rate of 72.8% was 8.5% higher than that of tutored students (64.3%). Also, non-tutored students had 25% more “A” grades than tutored students. However, tutored students passing IT courses at a 64.3% rate could be considered an achievement as the majority of the tutored students were historically very marginal academically. Also, a higher number of tutored students withdrew rather than receive “D” and “F” grades in comparison to non-tutored students. Non-tutored students had 12.6% “F” grades compared to 7.1% for tutored students. This may be an indicator that tutored students were better aware of their academic standings and took action to improve their GPAs. A recommendation for improvement is to increase the early identification of potentially “D” and “F” non-tutored students and encourage them to use the tutoring service.

### **IT Students: PERSISTENCE Data and Analysis**

Persistence rates: 42 tutored IT students vs. 103 non-tutored IT students in same classes

	<u>Tutored</u> IT Students (42)	<u>Non-tutored</u> IT Students (103)
Persisted to IT courses in subsequent semester; graduated; or completed CCID requirements and returned to home country	<b>88.1%</b> (37)	<b>74.8%</b> (77)
Did not persist	<b>11.9%</b> (5)	<b>25.2%</b> (26)

Breakdown of persistence rates: 42 tutored IT students vs. 103 non-tutored IT students in same classes

	<u>Tutored</u>	Combined <u>Tutored</u>	<u>Non-tutored</u>	Combined <u>Non-tutored</u>
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Number of Students:	IT Students (42)	IT Students Persistence Rates (42)	IT Students (103)	IT Students Persistence Rates (103)
Persisted to IT courses in subsequent semester	<b>78.6%</b> (33)	<b>88.1%</b> (37) <i>Persisted, graduated, completed CCID</i>	<b>68.9%</b> (71)	<b>74.8%</b> (77) <i>Persisted, graduated, completed CCID</i>
Graduated	4.8% (2)		1.0% (1)	
Completed CCID requirements and returned to home country	4.8% (2)		4.9% (5)	
Did not persist	<b>11.9%</b> (5)	<b>11.9%</b> (5) <i>Did not persist</i>	<b>25.2%</b> (26)	<b>25.2%</b> (26) <i>Did not persist</i>

Tutored students had lower pass rates and grades than non-tutored students, but were significantly more persistent. Tutored students (78.6%) persisted to the next semester 9.7% better than those non-tutored (68.9%). Combined success rates of persistence to the next semester, graduation, and completion of CCID requirements for tutored students (88.1%) was 13.3% higher than that for non-tutored students (74.8%). It appears that tutored students seek tutoring assistance because they perceive weaknesses in their academic progress and want to improve. They are more likely to continue to pursue academic goals. IT's effort to increase retention and persistence is achieved through the deliberate cultivation of an academic community/culture that actively promotes tutoring and peer support. An important indicator that tutoring and peer support have improved learning success is the steady increase in average IT GPAs since tutoring and peer support strategies were instigated. Jeff Arbuckle of IRO recently emailed the following IT GPA averages to Steve Singer, IT coordinator:

<u>AY Year</u>	<u>Average IT GPA</u>
2008-2009	3.463
2007-2008	3.107
2006-2007	2.939

It appears that tutoring, along with peer support strategies, has significantly increased persistence and student success and needs to continue.

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### **IT/ICS Students: PASS/FAIL Data and Analysis**

Pass/Fail Rates: 42 IT students and 13 ICS 100/101 students

Grade	<u>Tutored</u> IT Students (42)	<u>Tutored</u> ICS 100/101 Students (13)	Combined <u>Tutored</u> IT/ICS Students (55)	Combined <u>Tutored</u> IT/ICS Students Pass/Fail Rates (55)
A	11.9% (5)	46.2% (6)	20.0% (11)	<b>70.9%</b> (39) <i>Passed</i>
B	38.1% (16)	38.5% (5)	38.2% (21)	
C	14.3% (6)	7.7% (1)	12.7% (7)	
D	2.4% (1)		1.8% (1)	<b>27.3%</b> (15) <i>Failed, withdrew, incomplete F</i>
F	7.1% (3)		5.5% (3)	
W	21.4% (9)		16.4% (9)	
IF	4.8% (2)		3.6% (2)	

No Grade		7.7% (1)	1.8%(1)	<b>1.8% (1)</b> <i>No Grade</i>
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Forty-two IT students and 13 ICS 100/101 students comprised the total 55 students tutored. All tutored ICS students successfully passed their courses except for one that had no grade. With IT and ICS tutees combined, 70.9% successfully passed their courses. This is a fair indicator of the effectiveness of IT tutoring, but could be improved.

**Part III. Action Plan**

For all components of the College that provide tutoring services, a concerted effort will be made to track students accessing tutoring services and their subsequent success rates. Unfortunately, each of the programs documents these contacts differently at this point.

Kahikoluamea Tutoring Services used the Scheduling and Reporting System (SARS) to track tutoring services data for Spring 2009. We will be able to correlate success rates, retention and persistence for students receiving tutoring services (and the number of sessions) from Kahikoluamea (Section 8: Outcomes) for that semester.

The Vice Chancellor for Academic Affairs will be working with all providers of tutoring to standardize data gathering and student tracking.

**Part IV. Resource Implications**

It is fair to say that with the recent increase in student enrollment, and increased marketing of the services, there will need to be additional resources allocated to supporting tutoring. Because college-supported services are offered through multiple different departments, any increases in the allocations will need to be negotiated within the departmental tactical plans.

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PRINTING SERVICES, INSTRUCTIONAL MULTIMEDIA SUPPORT  
SERVICES, COMPUTER SERVICES AND IT SUPPORT

**Mission And Goals**

*Using learning college principles, CELLT provides leadership and support for the improvement of teaching and learning.*

Goals that support this mission include:

- Ensure the quality of teaching and learning through centralized, localized professional development support focused on learning-college pedagogy in classroom and clinical settings.
- Ensure the quality of teaching and learning through technology support.
- Increase learning-centered behavior of KCC faculty & staff.
- Promote the scholarship of teaching.
- Support the enhancement of the technology infrastructure across the campus.
- Promote more efficient provision of campus services through the use of technology.

**Links to Campus Goals**

These directly support the following goals of KapCC:

- Goal 1: To Promote Learning and Teaching for Student Success
- Goal 2: To Build A Learning, Partnering, and Service Network for Student Success
- Goal 5: To Invest in People: Professionals in a Learning Organization
- Goal 6: To Invest in the Learning Environment

**Links to Campus Strategic Plan**

The unit's goals are aligned with these portions of the Planning Context of KapCC's 2003-2010 Strategic Plan:

*Improvements in educational technology and networked communications will continue to increase the information available to students, the communication among faculty and students, and the ability to deliver instruction to remote sites and other off-campus settings....There will also be greater emphasis on assessing the best uses of these technologies for student learning.*

*The institution will place increased emphasis on implementing strategies that connect and expand the learning environment from the classroom center to the campus, community, cyberspace and abroad....Quality online-learning increases faculty-student and student-student interaction and deepens everyone's learning.*

## Support services delivered by the Center for excellence in learning, teaching and technology

Relative to the Program Review data elements, CELTT is responsible for the following:

- Printing and Graphic Arts
- Campus Mail Services
- Instructional Multimedia Support including
  - HITS and ITV support
  - 'Olelo cable course production
  - general campus multimedia production
  - transcription and closed captioning
  - distance learning support
  - professional development programs for faculty and staff
  - computer applications development
  - computer applications support
- Campus telecommunications systems
  - telephone system
  - networks
  - providing students and staff with access to the campus wireless network for any wireless devices
  - campus servers
  - videoconferencing facilities and equipment
  - audio conferencing equipment
- Classroom learning technologies (procurement, maintenance, end-user training)
- Consultation services for faculty, staff and Student organizations in all areas supported by the department
- Management of campus computer labs that do not have lab managers
- Management of a pool of learning technologies available for short term loans to faculty and staff for campus functions. This includes procurement, maintenance, end-user training, and repair.
- Coordination of distance learning courses and support services for distance learning faculty
- Operation of a faculty/staff technology room
- Campus websites including the KCC web and campus Intranet (Quill)
- Password resets for students

### Quantitative indicators for program review

<b>Media Services/Graphic Artist Support/Printing Services/Instructional Support</b>		
<b>(Overall Health)</b>	Cautionary	Cautionary
<b>Media...Demand</b>		
<b>(Health)</b>	Healthy	Healthy
Campus Enrollment FTE	4282	4615
Number of faculty	241	251.6

Number of staff	150	99
<b>Media... Efficiency (Health)</b>	Cautionary	Cautionary
Hours of operation per week	55	46.5
Number of staff (attach description)	2	3
Student worker hours per week	10	15
Number of work orders completed per year	n/a	n/a
Number of copies generated per year	1,945,094	2,000,000
Number of copies per FTE students per year	454.2	467.1
Hours spent on production of ITV or Cable or Videoconference programming per year	200	370
CELTT budget per college budget		3%
Classrooms equipped per total classrooms	100%	100%
<b>Media... Effectiveness (Health)</b>	Cautionary	Cautionary
CCSSE survey frequency	n/a	n/a
CCSSE survey satisfaction	n/a	n/a
<b>Computer Services/IT Support (Overall Health)</b>	Cautionary	Cautionary
<b>Computer Services/IT Support demand (Health)</b>	Healthy	Healthy
Campus enrollment FTE	4282	4615
Number of faculty	241	251.6
Number of staff	150	99
<b>Computer Services/IT Support Efficiency (Health)</b>	Healthy	Cautionary
Hours of operation or access per week	55	45
Number of staff (attach description)	11	9
Student worker hours per week	77	105
Help desk counts per week	74.1	51.8
Number of faculty and staff computers	500	500
Number of student computers per FTE	257	257
Number work orders for repair and upgrade per computer	n/a	n/a
Computer services Budget per college budget	n/a	n/a
Average processing time for work orders	2.54	4.8 days
Percent of wireless coverage	98%	98%
Average number of logins per computer per week	n/a	n/a
<b>Computer Services/IT Support Effectiveness (Health)</b>	Cautionary	Cautionary
CCSSE satisfaction	2.02	Not done
CCSSE Frequency	?	Not done

The data elements related to the numbers of computers marked "n/a" are new for this program review cycle. Given the decentralized nature of computers acquisition and maintenance, the data were unavailable at this time.

## Instructional Multimedia Support Services

(This component is not reflected in the data table)

### 1. Number and Description Of Staff

Permanent regular-funded staffing consists of one full-time faculty member and one full-time IT specialist. The team is directed by a full-time temporary Distance Learning Coordinator and also includes a casual hire covering for a vacant IT specialist and three full-time staff who are on special or trust funds. Staffing is not sufficient to meet the demand for services.

### 2. Number and Description Of Staff

Permanent regular-funded staffing consists of one full-time faculty member and one full-time IT specialist. The team is directed by a full-time temporary Distance Learning Coordinator and also includes a casual hire covering for a vacant IT specialist and three full-time staff who are on special or trust funds. Staffing is not sufficient to meet the demand for services.

IMD Staffing: Regular Full-time Employees	
Status	Title
APT IT Specialist	Professional Development Coordinator
Faculty	Faculty

IMD Staffing: Temporary or Casual Employees - Special or Trust Funds	
Status	Title
APT Media Specialist (temporary)	Distance Learning Coordinator
APT Media Specialist (temporary)	Producer/Director
APT Educational Support Specialist (temporary)	Closed Captioner, Disability Student Support
APT Institutional Support Specialist (temporary)	ePortfolio, HITS, & Lualima Support
APT IT Specialist (casual hire)	Lualima and multimedia support

### 3. Student Worker Hours Per Week

Student Workers	Title	Hrs/Wk	Source
A33 - \$10.15	Production Assistant	20	Olelo
A21 - \$8.50	Production Assistant	20	CELTT
TOTAL HOURS PER WEEK IN REGULAR SEMESTER		50	

### 4. Hours of Cable Programming Produced

Credit Course Programming					
Course	Credits	Length of Program	Sessions Per Week	Duration in Weeks	Hours Locally Produced
ESS100	3	75 minutes	2	16	40



ED 285	3	60 minutes	2	16	30
SP 181	3	75 minutes	2	16	40
SP 181	3	75 minutes	2	16	40
<b>TOTAL</b>					<b>150</b>

5. Hours of ITV Course Support

Course	Credits	Length of Program	Sessions Per Week	Duration in Weeks	Total Hours
ASL 101	4	75 minutes	3	16	60
DEAF 101	3	2 hours 45minutes	1	16	44
IT 101	2	2 hours 45minutes	1	16	44
IT 102	2	2 hours 45minutes	1	16	44
IT 201	2	2 hours 45minutes	1	16	44
IT 202	2	2 hours 45minutes	1	16	44
<b>TOTAL</b>					<b>220</b>

6. Faculty/Staff Professional Development Events Offered & Number of Participants

Fall 2008 Professional Development Events Data	
<b>Attendees</b>	302
<b>Unduplicated attendees</b>	170
<b>Departments</b>	42
<b>Workshops</b>	50

Fall 2008 Professional Development Events
<b>4Ts: Teachers talking to teachers about teaching</b>
<b>ePortfolio Summit</b>
<b>HTML Editing with Lailima and Kompozer</b>
<b>HTML Editing with the Lailima Editor</b>
<b>Introduction to Lailima</b>
<b>Lailima Institute Day II</b>
<b>Lailima Institute I</b>
<b>Launch Party for Kokua Connections Corner</b>
<b>Let's Talk Time Management (Facilitated by Krista Hiser)</b>
<b>Livescribe Pulse Demo</b>
<b>Office 2007 Overview</b>
<b>PowerPoint: AutoContent Wizard, Designs, animation, basic output options</b>
<b>PowerPoint: Games</b>
<b>Recording Tools: Camtasia</b>

<b>Recording Tools: Jing</b>
<b>Sunset Tech: Delicious (Great workshop for Web Surfers!)</b>
<b>Sunset Tech: Games in PowerPoint</b>
<b>Sunset Tech: Linkagogo</b>
<b>Sunset Tech: Powerpoint Output Options</b>
<b>Sunset Tech: RSS Feeds</b>
<b>Sunset Tech: Tips &amp; Tricks to expedite your work in Excel</b>
<b>Sunset Tech: Tips &amp; Tricks to expedite your work in Word</b>
<b>Task Management Demo (Jott, Remember The Milk, Gubb)</b>
<b>Tech Thursday - Word: Styles &amp; Table of Contents</b>
<b>Tech Thursday: Excel: Basic Printing Options in Excel</b>
<b>Tech Thursday: Excel: Basics</b>
<b>Tech Thursday: Excel: Charts</b>
<b>Tech Thursday: Excel: Conditional Formatting</b>
<b>Tech Thursday: Excel: Data Entry Forms</b>
<b>Tech Thursday: Excel: Drop Down Lists</b>
<b>Tech Thursday: Excel: Filters</b>
<b>Tech Thursday: Excel: Tips and Tricks</b>
<b>Tech Thursday: MS PowerPoint - Advanced Animation &amp; Triggers</b>
<b>Tech Thursday: MS PowerPoint - Effective Slide Design</b>
<b>Tech Thursday: Powerpoint Output Options</b>
<b>Tech Thursday: Word - Desktop Publishing &amp; Graphics</b>
<b>Tech Thursday: Word - Tabs and Bullets</b>
<b>Tech Thursday: Word: Mail Merge incl. envelopes and labels</b>
<b>Tech Thursday: Word: Tables and Columns</b>
<b>Tech Thursday: Word: Tips and Tricks</b>
<b>Tech Thursday: Word: Using Sections in Word</b>
<b>Time Management: Managing your schedule with Google Calendar, WhenIsGood, and Doodle.</b>
<b>Twitter Seminar with Susan Jaworowski</b>
<b>Word Workshop for Tenure and Promotion</b>
<b>Put your syllabus information online!</b>

7. Closed Captioning Services: Transcription and closed captioning were provided for ED 285 and SP 181. Services were also provided for community promotional pieces.
8. Work Requests to this Unit: An online request system was implemented for this work group in Fall 2008 and data reflected here is incomplete since the system was in a pilot state and not widely advertised.

Primary Issue	Aug	Sept	Oct	Nov	Dec	Totals
ADA Support	0	0	2	1	0	3

ePortfolio	1	2	2	2	3	10
Laulima	28	37	21	9	15	110
HITS/ITV	0	0	1	0	0	1
Instructional Training	4	2	1	0	0	7
Multimedia Consultation	1	1	3	2	1	8
Other	1	0	0	0	0	1
Software Support	2	1	15	1	4	23
Video Conferencing	0	1	3	1	1	6
Video Production (non 'Olelo)	0	1	0	0	0	1
<b>TOTAL</b>	<b>37</b>	<b>45</b>	<b>48</b>	<b>16</b>	<b>24</b>	<b>170</b>

9. Classrooms Equipped Per Total Classrooms: A total of 178 classrooms are equipped with multimedia equipment that is maintained by CELTT. This accounts for virtually every classroom on campus.

### Outcomes

Satisfaction Measurements Using Common Survey Questions. Satisfaction surveys were not used for general work group services but will be implemented for Fall 2009. Evaluations were conducted for each professional development event with data shown below.

## Computer Services And It Support

### Efficiency

- Hours Open Per Week: 45 hours per week with the schedule: Monday – Friday: 7:30am to 4:30pm
- Number and Description Of Staff

Care Center and Information Technology Unit Staffing	
Status	Title
Secretary (vacant)	Department Secretary
Clerk-Typist	Clerk Typist
AV Technician	Help Desk Specialist
AV Technician	Repair Shop Manager
IT Specialist	Computer Programmer
IT Specialist	Computer Programmer
IT Specialist (temporary)	Help Desk Specialist
IT Specialist (temporary)	Help Desk Specialist
IT Specialist	Network Administrator
IT Specialist	IT Specialist on loan to Banner Team

- Student Worker Hours Per Week

Student Worker	Title	Funding	Hrs/Wk
A21 - \$8.50	Technology Room Assistant	Title III	20
A21 - \$8.50	Technology Room Assistant	Title III	20
A21 - \$8.50	Help Desk Technician Aide	CELTT	15

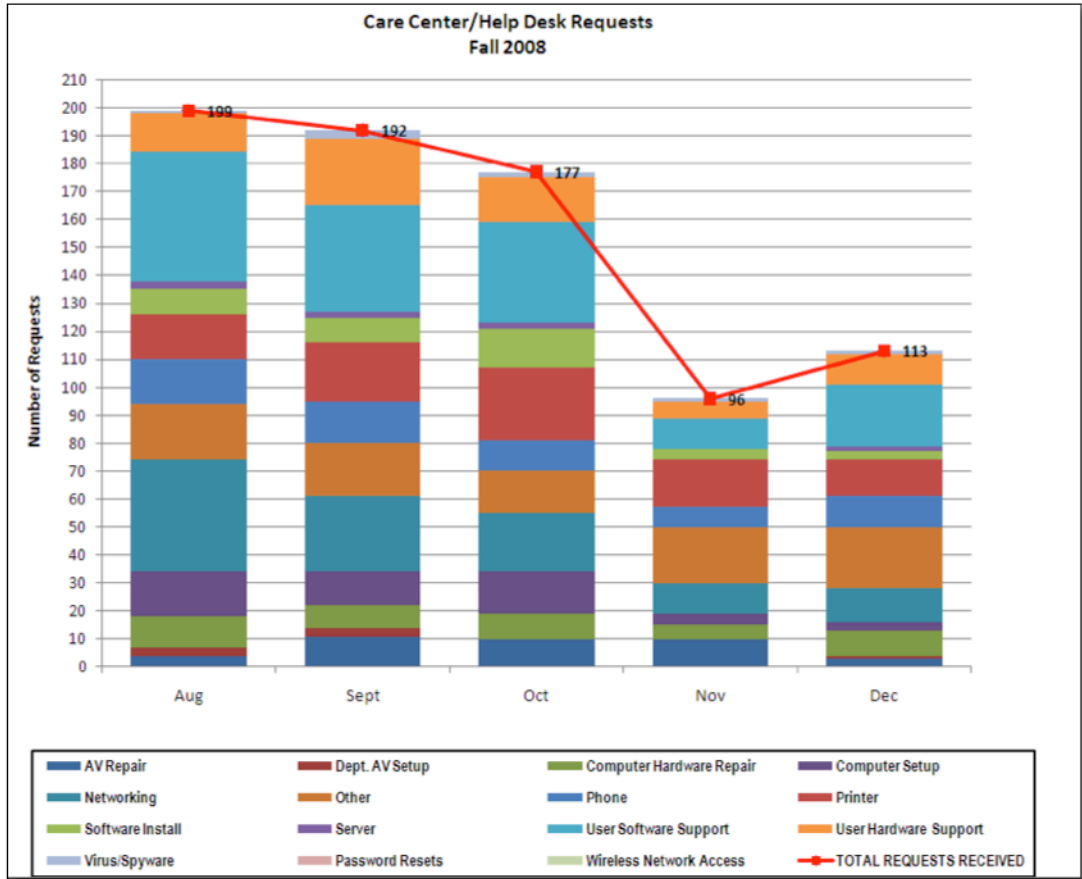
A34 - \$10.50	Instructional Computing Assistant	External Grant	20
A21 - \$8.50	Network Support Aide	CELTT	15
A21 - \$8.50	Help Desk Technician Aide	CELTT	15
TOTAL HOURS PER WEEK IN REGULAR SEMESTER			105

4. Loan Pool Equipment Loan and Set-Up Requests Received: This unit maintains a pool of equipment for faculty/staff use, e.g., cameras, projectors, sound systems, and laptop computers. A total of 344 requests were received in the program review period as shown in the table below.

Month	Total Requests
August	77
September	113
October	65
November	47
December	51
<b>TOTAL</b>	<b>344</b>

5. Help Desk and Computer Services Counts Per Week and Average Processing Time: A total of seven-hundred and seventy-seven service requests were received by our Customer Care Center. The table and chart below shows identifies the nature of the calls with monthly counts.

Primary Issue	Aug	Sept	Oct	Nov	Dec	TL
AV Repair	4	11	10	10	3	38
Dept. AV Setup	3	3	0	0	1	7
Computer Hardware Repair	11	8	9	5	9	42
Computer Setup	16	12	15	4	3	50
Networking	40	27	21	11	12	111
Other	20	19	15	20	22	96
Phone	16	15	11	7	11	60
Printer	16	21	26	17	13	93
Software Install	9	9	14	4	3	39
Server	3	2	2	0	2	9
User Software Support	46	38	36	11	22	153
User Hardware Support	14	24	16	6	11	71
Virus/Spyware	1	3	2	1	1	8
Password Resets						0
Wireless Network Access						0
<b>TOTAL REQUESTS RECEIVED</b>	<b>199</b>	<b>192</b>	<b>177</b>	<b>96</b>	<b>113</b>	<b>777</b>
<b>AVERAGE PROCESSING TIME IN DAYS</b>	<b>4.36</b>	<b>3.77</b>	<b>4.48</b>	<b>5.16</b>	<b>6.27</b>	<b>4.81</b>



6. Number of faculty and staff computers: Approximately 500 computers.
7. Number of student computers per FTE: CELTT provides primary support to a handful of computer labs, thus we cannot make an accurate estimate. The total number of computers in these labs we support is about 257.
8. Wireless Coverage Per Campus: 98% of the campus has access to the wireless network. The chart below lists buildings, number of wireless access points, and square footage of coverage provided by those access points.

Building	Number of Wireless Access Points	Square Feet
Chapel	0	0
Iliahi	6	1,344,000
Ilima	6	1,344,000
Kalia	3	672,000
Kauila	8	1,792,000
Koa	0	0
Kokio	6	1,344,000
Kopiko	6	1,344,000
Lama	9	2,016,000
Maile	0	0

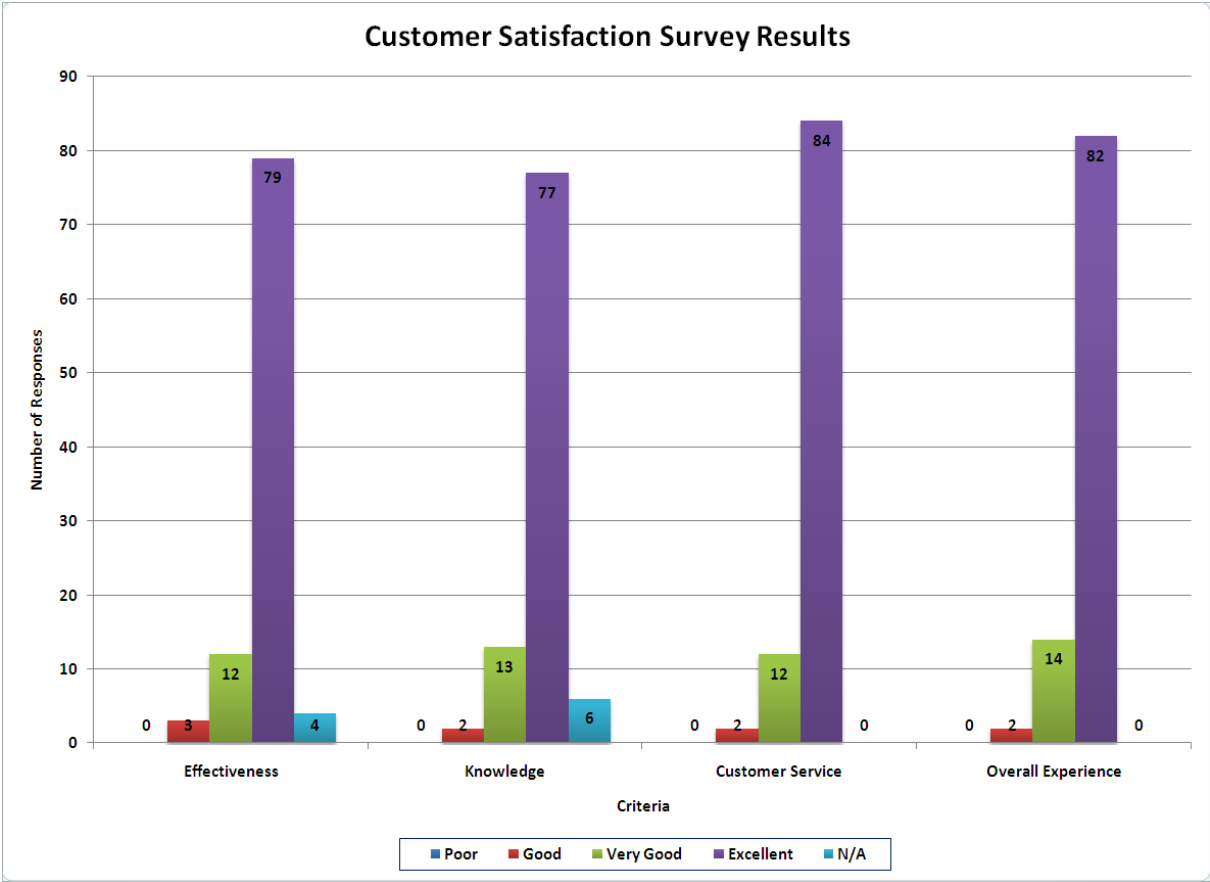
Mamane	0	0
Manele	2	448,000
Manono	3	672,000
Mokihana	1	224,000
Naio	5	1,120,000
Ohelo	3	672,000
Ohia	5	1,120,000
Olapa	6	1,344,000
Olona	5	1,120,000
Olopuia	0	0

**Outcomes**

1. Satisfaction Measurements

Campus faculty and staff request service, report problems, and make equipment loan requests using the department’s online request form. Upon receipt of the request, the client receives a confirmation email. Upon completion of the request, the client receives and email invitation to complete a customer satisfaction survey. The survey respondents rate the staff’s effectiveness, customer service, knowledge, and their overall experience with the Center. Results are very positive as shown in the table below. **The total number of respondents is ninety-eight.**





## **Part II. Analysis Of The Unit**

Given the level of funding and staffing, the unit is highly productive and efficient based on output, client demand, and client satisfaction. Resources in the department are effectively applied toward the campus' mission; internal reallocation and reorganization of resources are made appropriately based on changing demands of the campus. A wide array of technology/telecommunications assets are managed by CELTT. This enables the department to develop and deploy innovations across many sectors of campus. Although the unit has distinct working groups, staff are encouraged to cross-train and collaborate, maintaining a high level of knowledge sharing and enabling the department to maintain a high level of support with a small workforce.

## **Part III. Action Plan**

To support the campus' goal of increasing distance learning courses, departmental resources will be reallocated to increase direct support services in the areas of instructional multimedia and professional development programs for distance learning faculty.

In 2009-2010 the department will expand professional development services to non-academic units and engage larger numbers of staff in workshops and other professional development events. We will encourage the application of technology to non-instructional areas such as student services in an effort to improve services to students. Counselors and other student services personnel have indicated increasing interest in using technology to improve and expand services.

## **Part IV. Resource Implications**

With an increased focus on distance learning, technologies that support creation of high quality, rich learning environments will become increasingly critical. Even more critical is the presence of qualified personnel who can provide direct services to distance learning faculty. Faculty support services is cited as a critical ingredient for successful distance learning programs in Distance Learning guides written by the ACCJC/WASC and the American Federation of Teachers. CELTT's multimedia and instructional support unit is staffed primarily by temporary, grant-funded employees or casual hires, also grant-funded. Long term plans for the college should include allocation of additional resources in the form of one or more permanent, full time specialists, e.g., APT Media Specialist and IT Specialist with Distance Learning expertise.