

Kapi'olani Community College

ACADEMIC SUPPORT SERVICES PROGRAM REVIEW PROCEDURES AND MEASURES

12/22/11

Executive Summary

Kapi'olani Community College provides a wide range of academic support services, delivered by a number of different units: Kahikoluamea, Student Services, the Library, the Center for Excellence in Learning, Teaching, and Technology (CELTT), and individual departments such as Math/Sciences and Business, Legal and Technology Education. The multiple outlets for these services are both a strength and a weakness. Diversity of services and multiple access points for tutoring, for instance, result in the College being better able to meet students' needs for the services. The challenge comes with management of academic support services. Four different administrators oversee these various units, requiring coordination and communication across areas of responsibility.

Demand for these services is healthy. Technology needs are not diminishing; in fact, all indicators are that technology will continue to impact pedagogy in ever more sophisticated and complex ways. Faculty need professional development to keep up. CELTT has been exceptionally responsive in this arena, working with faculty and providing sustained engagement in technology skills development. The result has been a significant increase in the number of online courses. This increase and the need to authenticate student identities have put additional strain on the ability of the testing center to handle student flow, most especially during finals. CELTT staff have served the campus well, as indicated in their satisfaction surveys—no small feat considering the number of faculty and the number off help desk calls. But CELTT staff are always looking for ways to serve the College even better: on the horizon is a virtual help desk, accessible by students. Furthermore, CELTT and library staff are in constant communication, collaborating on projects to improve services to both students and faculty.

No single unit is totally responsible for tutoring services, and it is the single most problematic area of academic support. Without a formal structure for data collection, any attempt at assessment is fraught with error. It is anticipated that with the SARS program finally being operational, this one aspect of assessment will improve in the next reporting cycle.

**Kapi'olani Community College
Academic Support Program Review
2010-2011**

Library System Program Review

Introduction:

Mission Statement

The Mission of the Library and Learning Resources unit (includes Computer labs and Testing) is to support the vision of Kapiolani 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, open computer lab, and the Testing Center.

- The Library provides services for faculty, staff, students, and the community. These services include reference, instruction services, print and electronic/online resources, printing and photocopy services, and group study rooms.
- The open Computer labs are now housed in the library including 60 laptops that are available for checkout and over 95+ desktop stations. Students have access to Microsoft Office products, internet and wireless access, and assistance with online registration.
- The Testing Center provides Placement testing services, online testing, distance learning testing, proctoring services for a fee, TOEFL, and make-up testing.

The LLR currently:

- Provides library access to over 3000 users daily
- Holds over 76,000 volumes in its collections
- Circulates 22,000 items per year
- Answers 5200 reference questions annually
- Instructs 5040 students per year on library services
- Provides computer access for over 167,000 users per year
- Delivers over 221,000 full-text articles per year

The Testing Center currently:

- Provides computer access for over 167,000 users per year
- Provides over 28,000 placement and proctored academic tests per year

- Administers over 5200 COMPASS Tests
- Supports 257 Instructors and 222 courses with proctoring services
- Activates 4300 wireless devices

Part I. Quantitative Indicators for Program Review

Library Data

Demand Measures	2008-2009	2009-2010	2010-2011
Number of informational and reference questions per student and faculty FTE	1.18	1.14	1.01
Number of students attending presentations sessions per student FTE	0.78	0.86	1.01
Number of circulations, electronic books used, full-text journal articles downloaded per student and faculty FTE	22.5	29.25	47.4
Number of web accessible computers per student FTE	0.02	0.02	0.03
Efficiency Measures			
Number of informational and reference questions answered per FTE librarian	958	884	1321
Number of book volumes per student FTE	16.29	14.69	15.44
Total materials expenditures per student FTE	24.71	17.98	26.91
Total library expenditures per student and faculty FTE	229.17	203.71	199.3
Effectiveness Measures			
Common Student Learning Outcome: The student will evaluate information and its sources critically.	See next 4 pages		
Student Satisfaction Measurements using common survey questions (see data definitions)			
1. Satisfaction with finding books.	85%	84%	83%
2. Satisfaction with finding articles.	86%	88%	90%
3. Satisfaction with library staff.	96%	96%	95%
4. Satisfaction with instruction sessions	93%	95%	96%
5. Satisfaction with library website.	93%	96%	95%
6. Satisfaction with library's computers.	95%	92%	92%
7. Satisfaction with library's study areas.	89%	89%	89%

Library Assessment Report

Program: Library

Date: June 2011

Student Learning Outcome	Assessment Method	Expected Level of Achievement	Results of Assessment	Next Steps
<p>SLO #1 - Students will be able to access library resources:</p> <ul style="list-style-type: none"> • Gain familiarity with library • Access appropriate sources for specific needs • Use Hawaii Voyager to find books • Find books on the library shelves • Use electronic resources to find articles • Email/print/save articles found in electronic resources 	<p>Survey for instructors – asking # of students that successfully applied information from library workshops</p> <p>Post workshop report (based on workshop activities) completed by workshop facilitator</p> <p>Collected data from 8/2010-5/2011</p>	<p>Expected: NA</p> <p>Collecting baseline data</p>	<p>Results:</p> <p>Faculty Survey - # of students successfully able to access library resources:</p> <p>more than 75% - 44% b/w 50-75% - 44% b/w 25-50% - 6% less than 25% - 0% N/A – 6%</p> <p>Post workshop report:</p> <ul style="list-style-type: none"> • Gain familiarity with library Strong – 27% Approaching- 20% Not strong – 0% NA – 53% • Access appropriate sources for specific needs Strong – 23% Approaching- 30% Not strong – 6% NA – 43% • Use Hawaii Voyager to 	<p>Action:</p> <ul style="list-style-type: none"> • Increase # of workshops targeting accessing library resources • Increase instructional faculty-librarian partnerships to ensure instructional delivery and improve student learning especially in ENG 22 and ENG 100 since almost all first semester students start in one of these courses. • Work with FYE coordinator to deliver workshops (around accessing library resources) in the first semester seminar (needs to be developed).

			<p>find books Strong – 21% Approaching- 34% Not strong – 3% NA – 38%</p> <ul style="list-style-type: none"> Find books on the library shelves Strong – 23% Approaching- 30% Not strong – 6% NA – 43% Use electronic resources to find articles Strong – 40% Approaching- 37% Not strong – 3% NA – 20% Email/print/save articles found in electronic resources Strong – 23% Approaching- 23% Not strong – 0% NA – 53% 	
<p>SLO # 2 Students will be able to evaluate information and its sources:</p> <ul style="list-style-type: none"> Evaluate for reliability, validity, accuracy, 	<p>Survey for instructors</p> <p>Post workshop report (based on workshop activities) completed by workshop facilitator</p>	<p>Expected: NA</p> <p>Collecting baseline data</p>	<p>Results:</p> <p>Faculty Survey - # of students successfully able to evaluate information and its sources: more than 75% - 31% b/w 50-75% - 38%</p>	<p>Action:</p> <ul style="list-style-type: none"> Increase # workshops targeting evaluating information and its sources Increase instructional

<p>authority, timeliness, and point of view or bias</p> <ul style="list-style-type: none"> • Determine if the information found meets their information needs • Recognize that searches may be limited or expanded by modifying search terminology or logic 	<p>Collected data from 8/2010-5/2011</p>		<p>b/w 25-50% - 25% less than 25% - 6% N/A – 0%</p> <p>Post workshop report:</p> <ul style="list-style-type: none"> • Evaluate for reliability, validity, accuracy, authority, timeliness, and point of view or bias <p>Strong – 10% Approaching- 38% Not strong – 10% NA – 41%</p> <ul style="list-style-type: none"> • Determine if the information found meets their information needs <p>Strong – 7% Approaching- 38% Not strong – 7% NA – 48%</p> <ul style="list-style-type: none"> • Recognize that searches may be limited or expanded by modifying search terminology or logic <p>Strong – 7% Approaching- 38% Not strong – 7% NA – 48%</p>	<p>faculty-librarian partnerships to ensure instructional delivery and improved student learning especially in ENG 100 and WI courses.</p> <ul style="list-style-type: none"> • Appoint a librarian to the ENG 100 and WI assessment teams so the library can collect direct evidence of students' ability to evaluate sources, and to strengthen dialogue between librarians and instructional faculty.
<p>SLO # 3 Students will be able to acknowledge</p>	<p>Survey for instructors</p>	<p>Expected: NA Collecting baseline</p>	<p>Results: Faculty Survey - # of students</p>	<p>Action:</p> <ul style="list-style-type: none"> • Increase # of

<p>sources:</p> <ul style="list-style-type: none"> Retrieve the source's citation information found in electronic databases Check database-generated citations for errors Use MLA/APA style correctly 	<p>Post workshop report (based on workshop activities) completed by workshop facilitator</p> <p>Collected data from 8/2010-5/2011</p>	<p>data</p>	<p>successfully able to acknowledge sources: more than 75% - 38% b/w 50-75% - 38% b/w 25-50% - 6% less than 25% - 6% N/A – 6% Unsure – 6%</p> <p>Post workshop report:</p> <ul style="list-style-type: none"> Retrieve the source's citation information found in electronic databases Strong – 30% Approaching- 30% Not strong – 0% NA – 41% Check database-generated citations for errors Strong – 0% Approaching- 19% Not strong – 11% NA – 70% Use MLA/APA style correctly Strong – 0% Approaching- 22% Not strong – 11% NA – 67% 	<p>workshops targeting acknowledging sources</p> <ul style="list-style-type: none"> Increase instructional faculty-librarian partnerships to ensure instructional delivery and improve student learning especially in ENG 22 and ENG 100 since almost all first year students take at least one of these courses.
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Part II. Analysis of the Unit

Overall: Healthy

The majority of the Library and Learning Resources budget supports the purchase of online and electronic resources, computer equipment and software, and student assistants to staff the open hours of the Library and the Testing Center. The library is open 6 days a week for 62 hours. Library hours were expanded to open on Saturday as a result of the library student satisfaction survey responses.

Mon – Thurs 7:30 am – 7:00 pm
Friday 7:30 am – 4:00 pm
Saturday 8:30 am – 4:00 pm

Library hours are extended 12 more hours during finals week: Until 8:00 pm Monday – Thursday, and open on Sunday from 9:00 am – 5:00 pm.

The library and college was closed during the winter recess and spring recess hours due to union contractual agreements. A full time librarian was on sabbatical for the majority of FY2011 and a casual hire librarian was hired to support the reference information activities.

Strengths:

- The number of instructional sessions and students attending the workshops has increased with the hiring in FY 2011 of a full-time Learning Resources librarian who is assisted by a part-time casual hire. Both have been focused on working closely with the English 22 faculty to have students access and evaluate resources for their research.
- The library purchases physical materials and electronic resources that support the curriculum. High numbers of full-text articles researched and downloaded by our KCC community continue to grow, signifying the need to continue the 24/7 access that provide ready access to the rich electronic resources. The electronic resources also directly support our distance learning students.
- There is a high satisfaction with the library staff and the assistance they provide. All faculty and staff are customer oriented and have made the highest efforts to provide courteous and helpful assistance. The staff is flexible and adaptable, and is proactive in helping students with new technology. An example of this is the implementation of Smarthinking, the online tutoring system. The staff went to training sessions and attempted to learn as much as possible to be able to assist the students with the new technology.
- Student satisfaction as measured via the online survey remains positive and continual improvements are made based on the survey.

Weaknesses:

- The satisfaction with finding library books has decreased by a percent each year, although we have bought roughly the same number of items each year. Total expenditures per FTE continue to decrease as the library's budget also includes funding the Testing Center budget.
- There are 170 public computers in the library and only one FTE staff person to setup, image, maintain, and troubleshoot the computers through software upgrades and information security requirements.
- Initial assessment results show that instruction session students are not effectively evaluating the web based resources that they cite for their research.
- Professional development and training are underfunded and travel continues to be on hold making it difficult to have all faculty and staff develop professionally in their areas of expertise.

Based on last year's Action plan, the library has met the following:

1. Expand library hours – the library has added 8 hours per week and is now open 6 days a week as per the results of the annual online library survey.
2. A new Instructional librarian was hired, effective July 2010.
3. The Collection Development policy was reviewed and revised by the Instructional librarian and library subject specialist liaisons were created to expand collection development to other selectors who coordinate purchases that meet the needs of the curriculum.

Part III. Action Plan

1. Obtain additional positions to staff the growing needs of the technology within the library. Existing staff are hard pressed to support the ever changing needs of technology.
2. Increase the number of workshops targeting evaluating information and its sources and creating faculty-librarian partnerships to focus on access and citations for English 22, 100 and WI courses.
3. Fund staff for professional development to learn and maintain their technical and professional proficiency.

Part IV. Resource Implications (physical, human, financial)

1. Positions must be reallocated to add personnel into the high demand area of technology.
2. Funding to support the regular upgrade of computers and software.
3. Additional physical space for instructional presentations will be necessary to support the faculty-librarian partnerships to include workshops for all English 22, English 100, and WI classes.
4. Additional librarian position to support the partnerships.
5. Equipment to support the Instructional librarian.
6. Funding for professional development for training.

Tutoring Services System Program Review

Introduction:

The College does not have a singular tutoring program. Tutoring is provided in a variety of settings, in a variety of program areas:

- Business, Legal, and Technology Education: accounting and IT
- Kahikoluamea: remedial/developmental math and English
- Native Hawaiian Vocational Program: multiple disciplines
- Science, Technology, Engineering and Math: peer mentors who lead study sessions

Thus, there is no single mission statement that guides and directs the multiple tutoring services. However, all are focused on improving students' opportunities for enriched learning and eventual success in their courses. Increasingly, the programs are moving away from using tutors. Instead, peer mentors are being trained to provide students with a broader range of support services.

Part I. Quantitative Indicators for Program Review

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 data included in the table below are a combination of what was submitted by the individual tutoring providers. For all data elements, one or another of the programs was missing data. As a result, the data below do not consistently reflect the reality of tutoring services. The individual reports submitted by the different units are attached as appendixes, except for the STEM program, which provides peer mentors exclusively, not tutors.

	2008-2009	2009-2010	2010-2011
Tutoring Data (Overall Health)	Cautionary	Cautionary	Cautionary
Tutoring Demand (Health)	Cautionary	Cautionary	Cautionary
Number of students tutored per student FTE			0.60
Number of students who placed in Dev/Ed through COMPASS per student FTE	N/A	0.39	0.42
Tutoring Efficiency (Health)	Cautionary	Cautionary	Cautionary
Tutor contact hours per tutor paid hours	N/A	N/A	0.53
Student contact hours per tutor paid hours	N/A	N/A	0.73
Number of sessions per tutor paid hours	N/A	N/A	0.69
Tutoring Budget per student contact hours	N/A	N/A	12.97

Tutoring Effectiveness (Health)	Cautionary	Cautionary	Cautionary
Common Student Learning Outcome: Students who receive tutoring will pass their tutored course.		81%	79%
CCSSE Indicators			
4.h. Tutored or taught other students (paid or voluntary) OFTEN/VERY OFTEN	N/A	9.70%	N/A
13.d. Peer or other tutoring (frequency, SOMETIMES/OFTEN; satisfaction SOMEWHAT/VERY, importance SOMEWHAT/VERY)	N/A	26.8%, 39.5%, 76.2%	N/A
13.e. Skill labs (writing, math, etc.) (frequency SOMETIMES/OFTEN, satisfaction SOMEWHAT/VERY, importance SOMEWHAT/VERY)	N/A	34.3%, 43.0%, 76.5%	N/A

Part II. Analysis of the Unit

The overall health of tutoring services is impossible to quantify, given the inconsistent and incomplete data; cautionary status is by default the determination. However, it is clear from the CCSSE responses that students feel tutoring services are important. In spite of limited data, an assessment of Kapi'olani's tutoring services can be made.

Strengths:

- Access. Because tutoring is provided by different program areas, students may access the services in at least four different facilities on campus. Combined, the programs offer 98 hours of tutoring per week.
- Staffing. Twenty-two paid tutors and two volunteers were able to assist students. Of these tutors, all but five were paid by college funds. Faculty members oversee the student tutors either as part of their responsibilities as program coordinators (accounting and IT) or with teaching equivalencies (Kahikoluamea). The College has committed its resources to sustain the services.

Weaknesses:

- Data collection. The various tutoring services do not all collect the same data, nor do they all track students to monitor effectiveness.
- Training. Each unit that provides tutoring determines its own training regimen for tutors. Standards and procedures are not consistent or uniform.
- Outcomes. The current measure of effectiveness may need to be rethought. Reporting the success rates of students who have been tutored is too simplistic. There are far too many variables that are not accounted for: student's GPA prior to tutoring (to determine if the student would have been likely to pass the course without the tutoring), the amount of tutoring assistance obtained by the student, to name just two. Other areas of student success may also need to be assessed in determining the effectiveness of tutoring: student behavior, confidence, and attitude. The outcomes of

All of these weaknesses were evident in the program review report compiled last year: “Clearly the College needs to get more accurate data and provide a more consistent quality in this area of student support. The various entities on campus that provide tutoring will collaborate to (1) systematize the collection of data on services provided across all the tutoring programs, possibly through SARS; (2) standardize tutor training, and (3) track outcomes more consistently.” No progress was made on these action plans in 2010-2011. However, that will change in the next reporting cycle.

Part III. Action Plan

We are finally able to address all of these areas of weakness. As of Fall 2011, the College has hired a peer mentor coordinator who will be providing training to the tutors in all the units. The peer mentor coordinator will be implementing a national training model from CRLA (College Reading & Learning Association) and providing certification for peer mentors. As of Spring 2012, the SARS software is operational and will be deployed to all tutoring programs. In addition, online tutoring via Smarthinking will allow students in online courses to have access to tutoring. Smarthinking also provides monthly usage data, some of which can be used in program assessment. Finally, if the data elements remain intact for the 2011-2012 reporting period, we will have consistent data from all units.

Part IV. Resource Implications (physical, human, financial)

The College will need to sustain its current level of commitment to both on-site and online tutoring. No additional resource needs are anticipated.

Testing Services System Program Review

Introduction:

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

Description of Program

The Library and Learning Resources Unit consists of the Library, open computer lab, and the Testing Center.

- The open Computer labs are now housed in the library including 50+ laptops that are available for checkout and over 90 desktop stations. Students have access to Microsoft Office products, Smarthinking online tutoring services, internet and wireless access, and assistance with online registration.
- The Testing Center provides placement testing services, online and paper testing, distance learning testing, proctoring services for a fee, TOEFL, and make-up testing.

The Testing Center currently:

- Provides computer access for over 167,000 users per year
- Provides over 28,000 placement and proctored academic tests per year
- Administers over 5200 COMPASS Tests
- Supports 257 Instructors and 222 courses with proctoring services
- Activates 4300 wireless devices

Testing Data

Demand Measures	2008-2009	2009-2010	2010-2011
Number of placement tests administered per year per student FTE	1.05	1.15	1.21
Number of Distance Learning tests administered per year per student FTE	n/a	1.96	1.88
Local campus tests proctored per year per student FTE	4.46	3.74	5.63
Efficiency Measures			
Testing seats per student FTE	.008	.004	.004
Testing seats per total number of tests	.002	.001	.0008
Total number of tests per Testing Budget	.25	.24	.24
Effectiveness Measures			
Common survey questions			
1. The Testing Center staff is friendly and helpful.	Not available	4.66	4.8
2. The hours at the Testing Center meet my needs.		4.45	4.66
3. The atmosphere at the Testing Center is conducive to testing.		4.61	4.5
4. The services at the Testing Center are satisfactory.		4.49	4.58
5. My test was administered in a timely and efficient manner.		4.50	3.89

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

Part II. Analysis of the Unit

UNHEALTHY

Strengths: There is a strong and growing demand for testing services at the college. The budget allotted for testing staff and students breaks down to \$0.24 per test – luckily, the staff run an extremely lean operation, but this shows up in the dissatisfaction of students having to wait in excess of over 4 hours at finals to take a test. From FY 2009 through FY 2011 we have seen an annual growth rate of tests of 17% per year.

During the fall 2010 finals week the Testing Center handled 1749 tests. Students suffered with wait times of 2 to 4 hours over 4 of the days in finals week. Sometimes it took students 45 minutes to register for a test, then they would have to wait for a testing seat.

The Testing Center saw a 26% increase in tests during fall finals week from fall 2009 to fall 2010. If there is a similar increase in fall 2011 we can anticipate about 2200 tests.

Analysis

The supervisor of the Testing Center reviewed testing data collected over several years and testing patterns during finals weeks. Workflow, space and technology capacity were examined. Comments from our online student survey were reviewed.

The Testing Center noted that during finals week there are days of either very low usage of the testing seats and days when demand was well beyond capacity. Students typically prefer to wait until the last few days of the exam period before taking their tests. On days where we administer 300 tests, waiting times of 30 minutes began to build.

With the increase in student enrollments and distance education offerings and recent reductions in testing space, we can no longer effectively handle the demand. To make matters worse, we anticipate the demand to grow.

The Testing Center group brainstormed solutions for finals week. The goals were to distribute demand over the 7 days of the testing week, decrease make-up testing, increase testing seats, and improve the handling of test-taking transactions. We decided to implement as many improvements as possible to test them during Spring 2011 finals.

Results

Our efforts resulted in an increase in efficiency. In fall 2010, we saw a 30 minute wait on the day that 300 tests were administered. In spring 2011 we saw a 30 minute wait on the day that we administered 341 tests. This means we handled more tests with less waiting time. We also improved in the distribution of tests over the finals period. In spring 2011 we had a waiting line on only one day.

These results were because of a new staggered testing schedule, improvements in check-in procedures, banning make-up testing during finals week, a small PR campaign, increasing seats by utilizing the library’s computers and increasing personnel through volunteers from the library. Another effect of our new staggered testing schedule and publicity campaign was a decrease in demand for testing. Many face to face instructors chose to administer their tests in their classroom.

We have made significant improvements in testing capacity. In fall 2010 if we had 300 tests in a day students, waited 30 minutes. In spring 2011 the count went up to 341 before we saw waits of 30 minutes.

Fall final exam weeks historically see many more tests than spring final exam weeks. Fall 2011 daily numbers may go over 400 (see Table 1) and if we do not increase the current number of testing seats, even with the new systems in place we expect waiting times of well over 150 minutes.

		Tests per day	Worst wait time- minutes
Fri	Finals Day 1	195	0
Sat	Finals Day 2	106	0
Sun	Finals Day 3	95	0
Mon	Finals Day 4	370	75
Tue	Finals Day 5	420	150
Wed	Finals Day 6	500	+240
Thu	Finals Day 7	513	+240
	Total	2200	

In other words, we can handle the 1,501 tests we provided during spring 2011 finals week. We cannot handle what we anticipate to be at least 2,200 tests during fall 2011 finals week. There is no way we can guarantee an even spread of testing demand (314+ per day) over the seven days and our test demand estimate of 2,200 at this point may be conservative.

Weaknesses:

There is a strong demand for testing services at the college. The support for testing is underfunded and comes out of the library budget. There is also a need for a larger physical space for the Testing Center – for a student headcount of 9000 students, we have 24 online seats. Staffing is insufficient to meet the demands of the Testing Center.

Part III. Action Plan

1. Continue advertising our policies to push the redistribution of tests across all testing days. We saw a marked increase in tests taken over the weekend (20 in fall 2010, 171 in spring 2011).

2. Get more testing seats and personnel. With a possible increase in demand of 46% we must increase both the physical structure and staffing.
3. For the long term future, plan to renovate and make Lama 118 a testing area. We will also continue to look for alternate distance testing technologies that can provide rigorous proctored testing outside the testing center.

Part IV. Resource Implications (physical, human, financial)

1. The Chancellor has proclaimed that the college's goal is to have 30% of all classes online. We are about halfway to the goal, and the Testing Center is unable to sustain the number of tests with the seats available. To accommodate the additional increase in demand and workload, additional personnel should be reallocated to the Testing Center and Library IT unit.
2. For the long term, plan to renovate the Lama 118 area. Monies could be allocated to permanently expand the Testing area to be multipurpose for use as a classroom for the ever growing library instruction program, and as a Testing Center during peak hours.
3. Furniture including chairs, testing carrels, computers, software, and ADA compliant workstations will need to be added.

Technology Resources System Program Review

BACKGROUND

Kap'iolani Community College is developing a new ecology of learning that connects classrooms, labs and centers, campus, community, and cyberspace. [Strategic Plan 2008-2015: Framework, Process, and Context, p. 15] This learning ecology opens many avenues to faculty innovation in meeting the diverse learning styles of our students. Within this ecology, strong faculty commitment to indigenous, multicultural, international, and civic learning has helped prepare students for effective engagement and leadership in a globalizing era. The central force driving College innovation is the faculty's collective commitment to high quality student learning and success realized in degree programs and cross-curricular emphases, and supported by an active Center for Excellence in Learning, Teaching and Technology (CELTT). [Title III Grant Application, PR # P031W08004-09A]

MISSION

Using learning college principles, CELTT provides leadership and support for the improvement of teaching and learning. CELTT advances the college's mission through the application of appropriate technologies and is committed to enhancing and expanding learning opportunities for students, staff, and faculty.

FUNCTION

The Center for Excellence in Learning, Teaching and Technology (CELTT) is responsible for planning, developing, and delivering high quality computing and media resources and services for student learning, administrative operations, faculty and staff development, and delivery of instruction and services. CELTT:

- Coordinates, develops, and implements the College's technology plans;
- Develops and maintains the College's voice, data and video networks;
- Develops and supports local area networks within instructional and administrative facilities;
- Develops and coordinates faculty and staff professional development activities;
- Conducts demonstrations to familiarize faculty and staff with equipment available and to enable them to operate equipment;
- 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;
- Develops and maintains computing programs and services for both academic and administrative uses;
- Works with College program heads to formulate budget requirements especially in the area of technology and technology uses;
- Evaluates and makes recommendations on the purchase of technology;
- Maintains and repairs media and computing equipment, including the development and implementation of preventive maintenance programs;
- Trains faculty and staff in various computer applications and use of media;
- Provides telephone/telecommunication services; and
- Develops and implements applicable policies and procedures.

[Functional Statements, Reorganization Proposal, March 20, 2008, p. 5]

OUTCOMES AND PERFORMANCE MEASURES

Since CELTT operates as a support unit for the campus, we have adopted the following outcomes and attendant performance measures set forth in the 2008-2015 Strategic Plan:

1. Increase total fall enrollment of Native Hawaiian students by five percent annually, from 840 to 1,303. [Outcome A Performance Measure 1]
2. Increase by six percent per year the number of Native Hawaiian students who complete certificates and degrees, or transfer to baccalaureate institutions, while maintaining the percentage (71%) of transfers who achieve a GPA of 2.0 or higher at the transfer institution. [Outcome A Performance Measure 4]
3. Increase by three percent per year the number of students who successfully progress and graduate, or transfer to baccalaureate institutions, while maintaining the percentage (78%) of transfers who achieve a first year GPA of 2.0 or higher at the transfer institution. Increase in certificate and degree completers from 641 to 885, and increase in transfers is from 561 to 828. [Outcome B Performance Measure 4]

4. Using effective distance and offsite learning, increase enrollment of students from under-served regions from 1,103 to 1,481, and increase degrees awarded to these students from 74 to 110. [Outcome B Performance Measure 4]
5. Recruit, renew, and retain a qualified, effective, and diverse faculty, staff, and leadership committed to the strategic outcomes and performance measures. Increase professional development funding by three percent per year from \$776,000 to \$995,000. Funds allocated should support achievement of these performance measures and improvement of CCSSE Support for Learners Benchmark to the 80th percentile. [Outcome E Performance Measure 1]
6. Establish minimum technology standards for all campus learning and administrative spaces. Bring all classrooms, labs, and offices into compliance by 2015. Secure advanced technologies for student engagement. [Outcome F Performance Measure 2]

Performance measures, strategies, means of assessment, positions responsible, synergies with others, key community partners, resources needed, data collected, and use of results are all provided in CELTT’s Tactical Plan.

Part I. Quantitative Indicators for Program Review

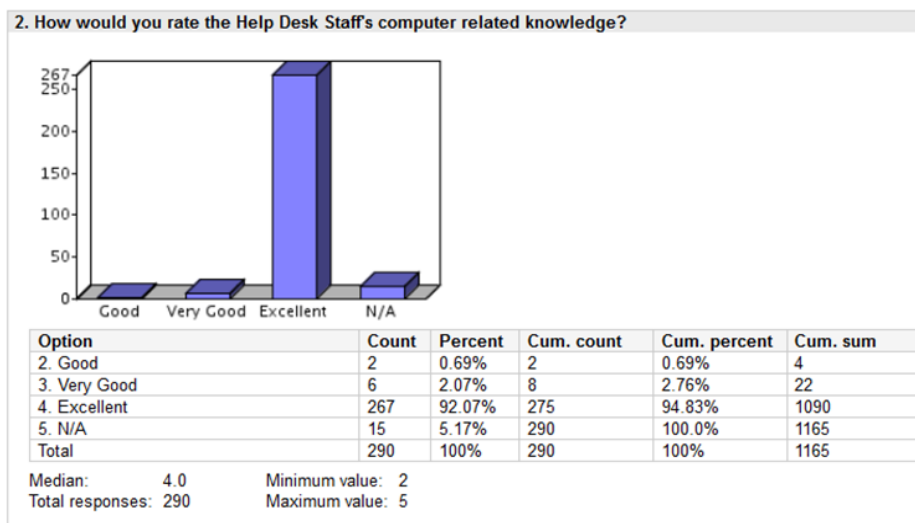
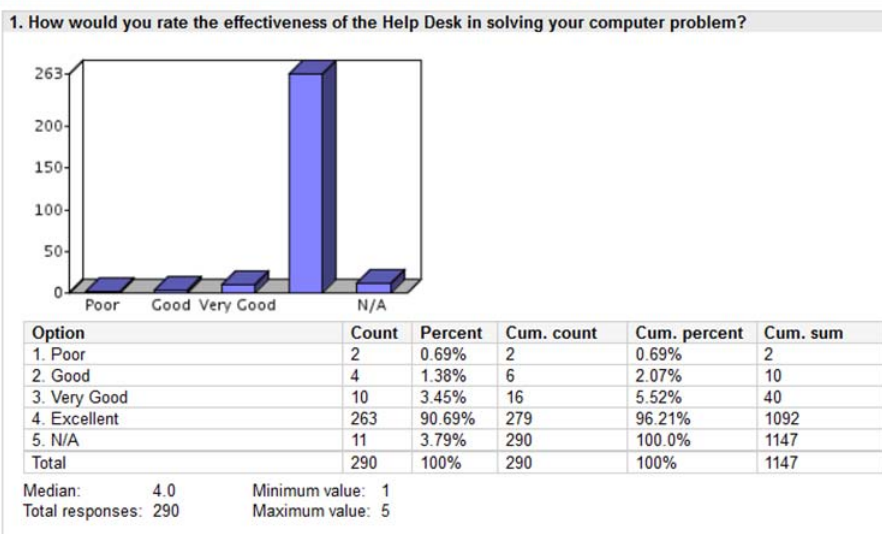
TECHNOLOGY RESOURCES DATA

2011 Annual Report of Academic Support Services Program Data	
COLLEGE :	Quantitative Measure 2008-2009
Technology Resources (Overall Health)	
Technology Resources Demand (Health)	
Number of online courses per year per total number of courses (live and online)	0.272
Number of student, faculty and staff computers per IT desktop support staff	252.33
Number of technology workshops for faculty, staff, and students per faculty FTE, staff FTE, and student FTE. <i>NOTE: Student workshop data not included here as student workshops are not offered by CELTT, but offered through LLR and other units.</i>	0.33
Technology Resources Efficiency (Health)	
Average response time for Help Desk calls	Not available
Average processing time for work orders	4.81
Total number of computers per Computer Services Budget	0.003
Technology Resources Effectiveness (Health)	
<i>Common survey questions</i>	
1. I am satisfied with the customer service of the Help Desk/computer services staff.	

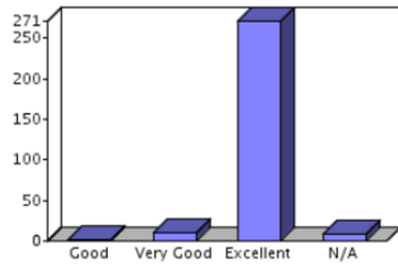
2. I am satisfied with the response time of the Help Desk/computer services staff.	
3. The computers on campus meet my needs.	Not available
4. I am satisfied with the quality of work of the instructional design faculty and staff.	Not available
CCSSE Indicators	
4.j. Used the Internet or instant messaging to work on an assignment (OFTEN/VERY OFTEN)	Not available
9.g. Using computers in academic work (QUITE A BIT/VERY MUCH)	Not available
12.g. Using computing and information technology (QUITE A BIT/VERY MUCH)	Not available
13.h. Computer lab (frequency SOMETIMES/OFTEN, satisfaction SOMEWHAT/VERY, importance SOMEWHAT/VERY)	Not available

After each online request has been completed, clients receive an email invitation to evaluate the service received. The results shown below are for the Help Desk/Customer Care Center, the group responsible for technology trouble-shooting. Similar surveys are being developed for other work groups.

Fall 2010 to Summer 2011 Customer Satisfaction Survey Results



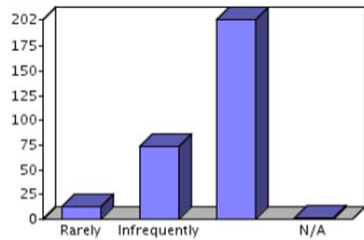
3. How would you rate customer service of the Help Desk Staff?



Option	Count	Percent	Cum. count	Cum. percent	Cum. sum
2. Good	1	0.34%	1	0.34%	2
3. Very Good	10	3.45%	11	3.79%	32
4. Excellent	271	93.45%	282	97.24%	1116
5. N/A	8	2.76%	290	100.0%	1156
Total	290	100%	290	100%	1156

Median: 4.0 Minimum value: 2
 Total responses: 290 Maximum value: 5

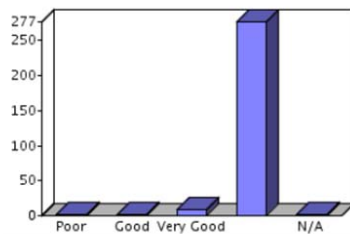
4. How often have you asked for help from the Help Desk?



Option	Count	Percent	Cum. count	Cum. percent	Cum. sum
1. Rarely	13	4.48%	13	4.48%	13
2. Infrequently	74	25.52%	87	30.0%	161
3. Frequently	202	69.66%	289	99.66%	767
4. N/A	1	0.34%	290	100.0%	771
Total	290	100%	290	100%	771

Median: 3.0 Minimum value: 1
 Total responses: 290 Maximum value: 4

6. Overall your Help Desk experience was/is:



Option	Count	Percent	Cum. count	Cum. percent	Cum. sum
1. Poor	2	0.69%	2	0.69%	2
2. Good	11	3.79%	13	4.48%	14
3. Very Good	277	95.52%	290	99.66%	1136
5. N/A	2	0.69%	292	100.0%	1146
Total	290	100%	290	100%	1146

Median: 4.0 Minimum value: 1
 Total responses: 290 Maximum value: 5

Part II. Analysis of the Unit

CELTT is a complex unit comprised of faculty, professional and clerical staff, student interns, and volunteers. As demonstrated by high demand for services and client satisfaction, CELTT is a productive and efficient unit given its level of funding and staffing. Resources in the department are effectively applied toward the campus' mission. Resources are reallocated and workgroups reorganized as appropriate to fit campus demands. Although the unit has distinct working groups, staff cross-train and collaborate to maintain a wide breadth of knowledge. A wide array of technology and telecommunications assets are managed by CELTT. This enables the department to develop and deploy innovations across the campus and to maintain a high level of support with a small workforce. Client satisfaction with services is very high as evidenced by surveys of individual clients. Additional measures of satisfaction and effectiveness are being developed for the subsequent academic year.

STAFFING and DEMAND

The campus has an annual student FTE of 4,978 and employs 258 faculty, and 448 staff. CELTT operates with the following full-time permanent staff:

- 2 faculty
- 2 secretarial/clerical (1 vacant)
- 8 IT specialists (5 vacant)
- 1 Educational Support Specialist
- 2 Electronics Technicians
- 1 Graphic Artist

It is supplemented by the following temporary or s-funded staff:

- 1 Media Specialist (trust fund)
- 1 Educational Specialist (trust fund)
- 2 IT Specialists (1 unbudgeted temp, 1 budgeted temp)

The department is currently organized into the following work groups:

- Help Desk & Telecommunications
 - 4 employees (2 permanent, 2 temporary)
- Instructional & Multimedia
 - 4 employees (2 permanent, 2 temporary)
- Institutional Web Services
 - 1 employee
- Unit Clerical & Secretarial
 - 1 employee in a temporary assignment
- General Campus Support (eWaste, graphics)
 - 2 employees

The bulk of work requests are handled by the first three units, which are sorely understaffed. The unit implemented online request form systems that permit clients to report technical problems and request technology support services from these three work groups. The online

system was slowly implemented for the Instructional & Multimedia workgroup during the reporting period; workload data for this group are thus higher than what the data show. The same is true for the Institutional Web Services group, which only began a pilot of their online request system in summer 2011.

WORK REQUESTS

The workgroup with the most widely adopted Online Request Form system and thus the most accurate data is the Customer Care Center/Help Desk. For the reporting period, 1,197 work requests were received via this group’s online request system. The breakdown of support areas is shown below:

Issue	# Requests
Hardware Repair & Support	123
Software Support	221
AV Repair & Setup	142
Computer Setup	86
Consulting	9
eWaste	9
Loan	142
Networking, Servers	124
Other	71
Phone	99
Printer	115
Virus/Spyware	56
TOTAL	1197

As stated above, the adoption of the online tracking system for the Instructional Multimedia and Distance Learning work group has been slow and data collected (see below) do not accurately represent the true workload. As clients are still learning about the system and how to use it or remain resistant to adoption, many work requests are received in person, via email, and via telephone.

Issue	# Requests
ADA Support	5
Illuminate	7
E-Portfolio	2
Faculty Lab	7
HITS/ITV	2
Instructional Training	13
Laulima	96
Other	4
Software Support	58
Video Conferencing	6
Video Production	4
TOTAL	204

OPERATING HOURS

Clients may submit service requests 24/7 via our online request form systems; these systems cover the majority of our services. We also provide support via the telephone, email, and a BlackBoard Collaborate virtual help desk. Our in-person hours of operation for the front office are Monday to Friday, 9am to noon and 1pm to 4pm. The help desk employees work shifts that cover the period of 7:00 am to 5:30 pm, Monday through Friday. Most employees operate on a standard schedule (7:45 am to 4:30 pm), though some work is done at other times to minimize interruptions in technology services to the campus.

PROFESSIONAL DEVELOPMENT SUPPORT

CELTT's professional development programs support the unit's Tactical Plan, which is closely aligned with the campus Strategic Plan. There is alignment with strategic outcomes, performance measures and potential strategies of the 2008-2015 Strategic Plan; these are covered in detail in the latest Tactical Plan and we highlight some below.

Strategic Outcomes Supported by Professional Development

Strategic Outcome E

Recognize and invest in faculty and staff resources and develop innovative and inspiring learning environments in which to work.

Professional development opportunities contribute to a positive work environment and represent an investment in human resources. Professional development offerings whether in group or individual settings, often promote innovative practices such as adoption of Elluminate (now called BlackBoard Collaborate!) which is a web-based conferencing system that is used for online office hours and online synchronous tutoring and technical support.

Strategic Outcome F, part II

Exercise exemplary stewardship over all of the University's resource for a sustainable future.

In addition to encouraging innovative practices, professional development offerings can also support adoption of more sustainable technologies, such as thin client computers in teaching labs that consume less power and are less costly to maintain.

Potential Strategies Supported by Professional Development

1. Improve outreach to Native Hawaiian students by developing better communication technologies and appropriate distance learning courses. [A1B]

We provided one-on-one professional development support for faculty teaching distance learning courses in HWST 107, PACS 108, and Hawaiian Language courses. We taught them how to use web-page templates to provide information to students with professional-looking and visually engaging web pages. We also taught them how to integrate a student readiness website into their courses – the site is called the Orientation to Distance Learning at Kapi'olani Community College. These faculty were mentored by CELTT to incorporate a variety of media when presenting information to online students.

8/5/2011	Blackboard Collaborate Moderator Training I and II
8/15/2011	Blackboard Collaborate Training for Kahikoluamea
8/17/2011	Blackboard Collaborate Moderator Training I and II
AY 2010-2011 Professional Development Program	
Date	Event
8/18/2010	New Faculty Orientation
9/24/2010	SARS Demo with Therese Nakadomari
10/22/2010	Death to E-Mail
10/29/2010	Protect Sensitive Information with Jodi Ito
11/5/2010	Distance Education is So 21st Century Dude
12/14/2010	Elluminate Introduction Workshop
12/15/2010	Elluminate Introduction Workshop
1/4/2011	Elluminate Moderator Training Part 1
1/5/2011	Elluminate Moderator Training Part 2
1/24/2011	Elluminate Introduction Workshop
1/26/2011	Elluminate Moderator Training Part 1
1/28/2011	Elluminate Moderator Training Part 2
2/1/2011	Elluminate Introduction Workshop
2/3/2011	Elluminate Moderator Training Part 1
2/4/2011	Elluminate Moderator Training Part 2
2/23/2011	Elluminate Introduction Workshop
2/24/2011	Elluminate Moderator Training Part 1
2/25/2011	Protecting UH Sensitive Information
2/25/2011	Elluminate Moderator Training Part 2
3/8/2011	Cyber Safety Demo: How to Protect Your Computer and Yourself
3/14/2011	Elluminate Introduction Workshop
3/16/2011	Elluminate Moderator Training Part 1
3/18/2011	Elluminate Moderator Training Part 2
3/29/2011	Elluminate Introduction Workshop
3/31/2011	Elluminate Moderator Training Part 1
4/1/2011	Elluminate Moderator Training Part 2
4/11/2011	Elluminate Introduction Workshop
4/13/2011	Elluminate Moderator Training Part 1
4/15/2011	Elluminate Moderator Training Part 2
4/26/2011	Elluminate Introduction Workshop
4/26/2011	Protecting UH Sensitive Information
4/28/2011	Elluminate Moderator Training Part 1
4/29/2011	Elluminate Moderator Training Part 2
5/3/2011	Cyber Safety Demo: How to Protect Your Computer and Yourself
5/6/2011	Elluminate Training for Library
5/16/2011	Elluminate Sessions
6/7/2011	Introduction to Elluminate
6/9/2011	Elluminate Moderator Training I and II
6/27/2011	Introduction to Elluminate
6/29/2011	Elluminate Moderator Training I and II
7/19/2011	Introduction to Elluminate
7/20/2011	Elluminate Moderator Training I and II
8/4/2011	Introduction to Blackboard Collaborate

2.

Support the development, implementation, evaluation, and improvement of learning materials and pedagogies based on research-based best practice. [E1C]

We delivered a professional development program in Summer 2010 for distance learning and hybrid faculty based on best practices and ACCJC guidelines. We enhanced the program and will begin offering the enhanced program in October 2011. This program is designed to provide support for faculty as they learn to or continue to deliver hybrid or online courses. Unlike prior programs, this one has been designed around [the TPACK \(Technological Pedagogical Content Knowledge\) Framework](#) for Teacher Knowledge. The framework is based on the notion that technology should not be the sole focus of professional development programs. It must take into account the interplay of three bodies of teacher knowledge—Content, Pedagogy, and Technology—as effective teaching with technology is a complex interaction among these three areas. The program also promotes development of courses that employ high-impact practices that foster student learning, student engagement, and student success, while contributing to the advancement of tactical and strategic planning goals.

Program information can be found online at <http://faculty.kcc.hawaii.edu/DE2011/index.html>

We created a professional development certificate program on Elluminate, a synchronous web-based conferencing tool. Workshops were offered throughout the 2010-2011 academic year and to date over 100 faculty completed initial training and have their own virtual office. Sixty-four have completed the entire training series and have received certificates. This provides a vehicle for expand learning environments into cyberspace and engage students more actively in the learning process.

2010-2011 Professional Development Events

Due to a planned 2010 renovation of the building, which led to temporary loss of training spaces and staffing shortages in the area of professional development and instructional support, CELTT’s professional development program for this academic year was very limited, with primary focus on a new Elluminate web conferencing tool, information security, and cybersafety.

The total attendance at all events was 292 people. This represents an unduplicated headcount of 168 people from 28 department/offices as shown below.

Departments	# attended
A&S - Counseling	7
A&S - Humanities	6
A&S - Language, Linguistics and Literature	19
A&S - Mathematics/Science	16
A&S - Social Sciences	3
Administration Services	1
Auxiliary Services	1
Business Office	1
Business, Legal and Technology Education	17
CELTT	17
College & Community Relations	3
Health - Health Sciences	5

Health - Nursing	5
Honda International Center	5
Hospitality - Culinary	3
Hospitality - Hospitality	5
Hospitality & Tourism Education	1
Human Resources Office	3
ISO (Instructional Services Office)	1
Kahikoluamea Center	6
Kapi`olani Deaf Center (KDC)	6
Kekaulike Information & Service Center (KISC)	6
Library	8
Maida Kamber Center	3
Office for Institutional Effectiveness	4
Office of Community and Continuing Education	2
Single Parents and Displaced Homemakers Program	1
Student Services	13
	168

Technology Planning

Campus technology planning is embedded in the larger planning framework. The campus ensures that operational and student learning needs are supported by appropriate technologies via a comprehensive planning process that encourages connections between the campus Strategic Plan, unit Tactical Plans, course curriculum plans, grant applications, and campus budgets/unit allocations. Technology goals are woven throughout all of these institutional plans and a high level of collaboration exists among those involved in these plans.

CELTT collaborates and provides consultation whenever technology is involved—during renovation and building projects, as grant applications are written or grant awards implemented, when departments purchase equipment, when classrooms are to be upgraded, and in the tactical and strategic planning processes. CELTT is also consulted when faculty plan curricula, through the use of Curriculum Central. This tool is the primary method by which the institution assures that technology resources are planned for and allocated in a manner that directly supports student learning. The unit head of the Center for Excellence in Learning, Teaching and Technology reviews all course proposals submitted through Curriculum Central. In the process of reviewing proposals, the unit head makes note of any resource implications and communicates these to appropriate support staff. If changes to services or operations may be warranted, the unit plans or implements changes accordingly. The use of Curriculum Central promotes a clear connection between expected learning outcomes with the allocation and application of library, learning, and technology resources to support and improve the achievement of these outcomes.

Technology planning also involves human resources; CELTT reviews position descriptions for all employees who have direct responsibility for technology and/or technology support. This consultation ensures coordinated technology support across the campus that is in compliance

with campus and university standards and practices and enables CELTT to provide appropriate support to other campus employees in technology-related jobs.

Part III. Action Plan

Given the high demand for services and low levels of funding and staffing, we have identified the following action items:

- A. reallocate internal resources as needed to meet client demand
- B. seek extramural funding to supplement our campus allocation and workforce
- C. extend services to the web, expanding our clients' access to support

Reallocation of Internal Resources

In the 2010-2011 academic year, all three action items were addressed and are part of the unit's current tactical plan. Internal resources were reallocated to provide more support for UH and UHCC infrastructure projects planned to reach implementation stages in AY 2011-2012, such as the migration to VOIP and a new campus electronic portfolio system. KCC also reallocated staffing to support increased need to improve campus information security practices. One help desk IT specialist was rebanded and given the new working title, Campus Information Security Specialist. Activities performed in Spring and Summer 2011 include:

- Training program about state and UH information security policies launched. See previous list of all CELTT-sponsored professional development events in AY 2010-2011.
- Workshops on safe computing, encryption, and virus protection were delivered.
- Campus policies and standard operating procedures were developed with regards to data collection, encryption, and responses to malware.
- Registration of all campus servers with UH ITS began in summer 2011 and should be complete in Fall 2011.

Obtain Extramural Funding

CELTT faculty and staff successfully collaborated on many grant-funded projects, which provided direct benefit to the campus and enabled the unit to expand support capacity in several areas. These grants included:

- Title III Supplemental for Distance Learning to support increases in distance learning course offerings (Expanding Learning into Cyberspace)
- Perkins Professional Development for Distance Learning Faculty
- Native Plants (Digital online project in collaboration with LCC)
- Title III Naio Renovation
- Title III Classroom Renovations to upgrade technology in campus classrooms and labs

- CORE PIG (Curriculum, web support, collateral creation and professional development for in-service and pre-service educational paraprofessionals)
- Geriatric (Provide lecture capture support for Health Academic Programs workshops in Spring 2011 and Fall 2011)
- VPTF (collateral creation for the task force)
- HENC-Olelo (creation of tv/online courses for cable TV delivery)

Extend Departmental Services to the Web

Despite several vacancies, the department was able to expand access to services and make the process of submitting and tracking service requests and trouble calls easier for our clientele. Some actions taken in this area include:

- Launch Online Request Form systems for KCC Web Services. This was done as a pilot program in the reporting period.
- Implement campus-wide adoption of the Online Request Form for the Instructional Multimedia and Distance Learning work group.

These new systems promote visibility, accessibility, and accountability for the unit and the campus. Since these systems are in the early stages of development or deployment, improvements are planned for the next academic year.

Part IV. Resource Implications (physical, human, financial)

As the campus seeks to enhance and expand educational opportunities for students via the Internet, technologies that support quality rich learning environments and web-based services will become critical. Even more critical is the presence of qualified personnel who can provide direct services to students, staff, and faculty in the appropriate uses of technology. CELTT is understaffed in the areas of web services and instructional/multimedia support. Long term plans for the college should include allocation of additional resources in the form of permanent, full time APT staff and an additional faculty position to act as lead for distance learning and professional development programs. The college may also want to consider further centralization of technology support to include procurement and asset management to achieve cost-savings (economies of scale with technology vendors), greater return on investment, and less duplication of effort. This recommendation cannot be supported without additional IT staffing.