University of Hawaii Community Colleges
2012 Annual Report of Program Data
Kapiolani Community College
Academic Support Services Executive Summary

Kapiʻolani 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 teaching and learning in ever more sophisticated and complex ways. The library is increasingly a digital archive and a gathering place for students to learn together. Faculty need professional development to keep up with the technological innovations that impact their pedagogical approaches. CELTT has been exceptionally responsive in this arena, working with faculty and providing sustained engagement in technology skills development. With recent hires, the professional development component of CELTT's service to the campus will be enhanced. The significant increase in the number of online courses and the need to authenticate student identities have put additional strain on the ability of the Library's testing center to handle student flow, most especially during midterm and final exams. CELTT staff have served the campus well, as indicated in their satisfaction surveys—no small feat considering the number of faculty and the number of help desk calls. Furthermore, CELLT 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, data collection will improve. In addition, the College now has a full-time peer mentor coordinator, whose assistance in training tutors for all programs may be requested.

Kapiolani Community College
2012 Annual Report of Instructional Program Data

Academic Support Services

The last comprehensive review for this program was on **NA, scheduled for 2012-2013**, and can be viewed at:
NA

Program Description

Library and Learning Resources

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, Smarthinking online tutoring services, 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.

Center for Excellence in Learning, Teaching and Technology

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.

Functional Statements

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]

Tutoring

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. Only the first two tutoring services will be assessed since the other two are externally funded.

Part I. Quantitative Indicators

Overall Academic Support Services Program Health:
Not Yet Applied

Student and Faculty Information	Program Year			
	09-10	10-11	11-12	
1 Annual Unduplicated Student Headcount			11,628	
2 Annual FTE Faculty			258	
2a Annual FTE Staff			197	
3 Annual FTE Student			4,767	

Library Overall Health Call: Healthy

Demand Indicators	Program Year			Demand Health Call
	09-10	10-11	11-12	
4 Number of informational and reference questions per student and faculty FTE			1.1	Healthy
5 Number of students attending presentations sessions per student FTE			1.3	
6 Number of circulations, electronic books used, full-text journal articles downloaded per student and faculty FTE			53.2	
7 Number of web accessible computers per student FTE			0.0	

Efficiency Indicators	Program Year			Efficiency Health Call
	09-10	10-11	11-12	
8 Number of informational and reference questions answered per FTE librarian			891	Healthy
9 Number of book volumes per student FTE			16.0	
10 Total materials expenditures per student FTE			$23	
11 Total library expenditures per student and faculty FTE			$210	

Effectiveness Indicators	Program Year			Effectiveness Health Call
	09-10	10-11	11-12	
12 Common Student Learning Outcome: The student will evaluate information and its sources critically			69	Healthy
13 Student and faculty satisfaction measurements using common survey questions			4.5	

Tutoring Services Overall Health Call: Cautionary

Demand Indicators	Program Year			Demand Health Call
	09-10	10-11	11-12	
14 Number of students tutored per student FTE			0.0	Cautionary
15 Number of students who placed in Dev/Ed through COMPASS per student FTE			1,391	

Efficiency Indicators	Program Year			Efficiency Health Call
	09-10	10-11	11-12	
16 Tutor contact hours per tutor paid hours			.56	Cautionary
17 Student contact hours per tutor paid hours			.56	
18 Number of sessions per tutor paid hours			.52	
19 Tutoring Budget per student contact hours			$23	

Effectiveness Indicators	Program Year			Effectiveness Health Call
	09-10	10-11	11-12	
20 Common Student Learning Outcome: Students who receive tutoring will pass their tutored course.			90	

Community College Survey of Student Engagement (CCSSE)	Survey Year	
	2010	2012
21 4.h. Tutored or taught other students (paid or voluntary)		
Very Often		2.70

	Often			5.70	
	Sometimes			23.50	
	Never			68.00	Cautionary
22	13.d. Peer or other tutoring (frequency, satisfaction, importance)				
	Frequencey			1.48	
	Satisfaction			2.12	
	Importance			2.21	
23	13.e. Skill labs (writing, math, etc.) (frequency, satisfaction, importance)				
	Frequencey			1.72	
	Satisfaction			2.19	
	Importance			2.29	

Testing Services Overall Health Call:					Cautionary
Demand Indicators		Program Year			Demand Health Call
		09-10	10-11	11-12	
24	Number of placement tests administered per year per student FTE			1.0	Healthy
25	Number of Distance Learning tests administered per year per student FTE			1.9	
26	Local campus tests proctored per year per student FTE			6.2	
Efficiency Indicators		Program Year			Efficiency Health Call
		09-10	10-11	11-12	
27	Testing seats per student FTE			0.0	Cautionary
28	Testing seats per total number of tests			0.0	
29	Total number of tests per Testing Budget			$0	
Effectiveness Indicators		Program Year			Effectiveness Health Call
		09-10	10-11	11-12	
30	Satisfaction measurements using common survey questions			4	Healthy

Technology Resources Overall Health Call: **Cautionary**

Demand Indicators	Program Year			Demand Health Call
	09-10	**10-11**	**11-12**	
31 Number of online courses per year per total number of courses (live and online)			0.2	**Cautionary**
32 Number of student, faculty and staff computers per IT desktop support staff			333.3	
33 Number of technology workshops for faculty per faculty FTE			0.2	
34 Number of technology workshops for staff per staff FTE			0.3	
35 Number of technology workshops for students per student FTE			0.0	

Efficiency Indicators	Program Year			Efficiency Health Call
	09-10	**10-11**	**11-12**	
36 Average response time for Help Desk calls			1	**Cautionary**
37 Average processing time for work orders			6.2	
38 Total number of computers per Computer Services Budget			$0	

Effectiveness Indicators	Program Year			Effectiveness Health Call
	09-10	**10-11**	**11-12**	
Common survey questions				
39 1) I am satisfied with the customer service of the Help Desk/computer services staff.			4	**Healthy**
40 2) I am satisfied with the response time of the Help Desk/computer services staff.			4	
41 3) The computers on campus meet my needs.			85	
42 4) I am satisfied with the quality of work of the instructional design faculty and staff.			74	
Community College Survey of Student Engagement (CCSSE)	Survey Year			
		2010	**2012**	
43 4.j. Used the Internet or instant messaging to work on an assignment				
Very Often			46.10	
Often			29.40	
Sometimes			19.30	
Never			5.30	
44 9.g. Using computers in academic work				
Very Much			50.50	
Quite a Bit			32.40	
Some			13.30	
Very Little			3.70	
45 12.g. Using computing and information technology				
Very Much			32.30	
Quite a Bit			34.30	
Some			23.50	
Very Little			9.80	
46 13.h. Computer lab				
Frequency			1.95	
Satisfaction			2.36	
Importance			2.40	

Glossary

Part II. Analysis of the Program

Library and Learning Resources

The majority of the Library and Learning Resources budget focuses on the purchase of online and electronic resources, computer equipment and software, and student assistants to support 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.

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 were closed during the winter recess and spring recess hours due to contractual agreements. A full time librarian was on sick leave for the majority of FY2012 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 a new collaboration between the Eng 22 classes and the library. 90% of all Eng 22 classes come twice for an instructional session in the library. Faculty and librarians continue to refine and update the Research Challenge to meet the library SLOs.

·   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 provides ready access to the rich electronic resources. The electronic resources also directly support our distance learning students.

·   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 and the computer lab.

·   There are 145 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. There are insufficient funds to continually upgrade and maintain the computers

·   Initial assessment results show that students in instructional sessions 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.

Testing services - cautionary as there is a high demand for the services at midterms and finals in the semester. In the past year, the improvements factored in comments from faculty, the online survey of students, implementing a new staggered testing period for the finals time, and having the F2F instructors administer their own tests. This decreased the wait time from 4 hours down to 30 minutes.

Center for Excellence in Learning, Teaching and Technology

Effectiveness Indicators:

Client satisfaction surveys indicate high demand, effective performance and excellent customer satisfaction.

1. How would you rate the effectiveness of the Help Desk in solving your computer problem?
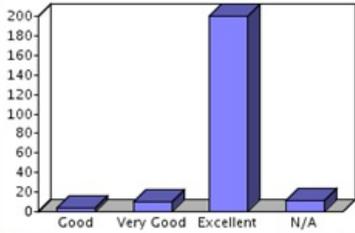
Option	Count	Percent	Cum. count	Cum. percent
2. Good	4	1.78%	4	1.78%
3. Very Good	10	4.44%	14	6.22%
4. Excellent	200	88.89%	214	95.11%
5. N/A	11	4.89%	225	100.0%
Total	225	100%	225	100%

Median: 4.0 Minimum value: 2
Total responses: 225 Maximum value: 5

2. How would you rate the Help Desk Staff's computer related knowledge?

Option	Count	Percent	Cum. count	Cum. percent
2. Good	3	1.33%	3	1.33%
3. Very Good	7	3.11%	10	4.44%
4. Excellent	199	88.44%	209	92.89%
5. N/A	16	7.11%	225	100.0%
Total	225	100%	225	100%

Median: 4.0 Minimum value: 2
Total responses: 225 Maximum value: 5

3. How would you rate customer service of the Help Desk Staff?
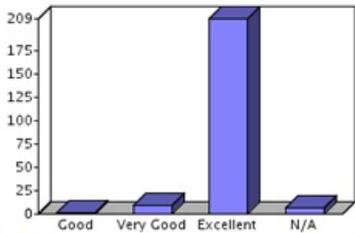
Option	Count	Percent	Cum. count	Cum. percent
2. Good	1	0.44%	1	0.44%
3. Very Good	9	4.0%	10	4.44%
4. Excellent	209	92.89%	219	97.33%
5. N/A	6	2.67%	225	100.0%
Total	225	100%	225	100%

Median: 4.0 Minimum value: 2
Total responses: 225 Maximum value: 5

4. How often have you asked for help from the Help Desk?
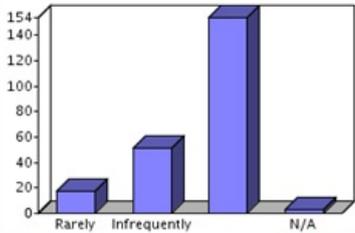
Option	Count	Percent	Cum. count	Cum. percent
1. Rarely	17	7.56%	17	7.56%
2. Infrequently	51	22.67%	68	30.22%
3. Frequently	154	68.44%	222	98.67%
4. N/A	3	1.33%	225	100.0%
Total	225	100%	225	100%

Median: 3.0 Minimum value: 1
Total responses: 225 Maximum value: 4

6. Overall your Help Desk experience was/is:

Option	Count	Percent	Cum. count	Cum. percent
2. Good	3	1.33%	3	1.33%
3. Very Good	10	4.44%	13	5.78%
4. Excellent	208	92.44%	221	98.22%
5. N/A	4	1.78%	225	100.0%
Total	225	100%	225	100%

Median:	4.0	Minimum value:	2
Total responses:	225	Maximum value:	5
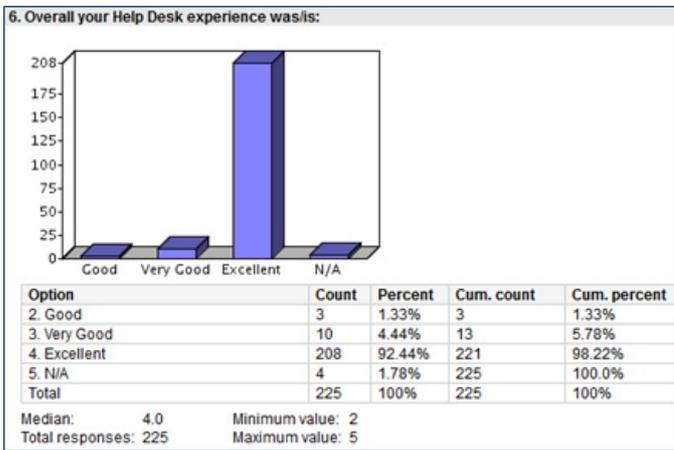
Data on Other Support:

Question 13. Have you taught a distance delivery class (e.g., completely online, cable TV, off-site) since Fall 2009? (III.B.)

Answer Options		Response Percent	Response Count
Yes	All	33.9%	75
	Faculty	34.1%	74
	Staff	25.0%	1
No	All	66.1%	146
	Faculty	65.9%	143
	Staff	75.0%	3

Question 14. If "Yes" to the question above, rate the support for your equipment needs in the distance delivered classes that you have taught? If "No", please skip. (III.B.)

Answer Options	Response Percent	Response Count
Very satisfied	35.5%	27
Somewhat satisfied	34.2%	26
Neither satisfied or dissatisfied	15.8%	12
Somewhat dissatisfied	14.5%	11
Very dissatisfied	0.0%	0

Question 18. To what degree do the following support services facilitate your work to promote student learning and success? (II.B.)

Answer Options		Greatly		To some degree		A little		Not at all		Don't know		Total Response Count
		Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	
Center for Excellence in Learning, Teaching, & Technology (CELTT)	All	155	52.4%	81	27.4%	25	8.4%	12	4.1%	23	7.8%	296
	Faculty	125	52.1%	64	26.7%	25	10.4%	8	3.3%	18	7.5%	240
	Staff	30	53.6%	17	30.4%	0	0.0%	4	7.1%	5	8.9%	56

Question 31. Do you have access to the following equipment/supply when conducting your primary duty? (III.B.)

Answer Options		Yes		No		Total Response Count
		Count	Percent	Count	Percent	
1) Clickers	All	81	31.0%	180	69.0%	261
	Faculty	71	33.2%	143	66.8%	214
	Staff	10	21.3%	37	78.7%	47
2) Copier	All	266	96.7%	9	3.3%	275
	Faculty	219	96.9%	7	3.1%	226
	Staff	47	95.9%	2	4.1%	49
3) Desktop computer (with DVD playing capacity)	All	229	84.5%	42	15.5%	271
	Faculty	183	82.4%	39	17.6%	222
	Staff	46	93.9%	3	6.1%	49
4) Document camera (to project non-transparent document or video)	All	84	32.3%	176	67.7%	260
	Faculty	75	35.0%	139	65.0%	214
	Staff	9	19.6%	37	80.4%	46
5) DVD player	All	177	66.3%	90	33.7%	267
	Faculty	155	70.5%	65	29.5%	220
	Staff	22	46.8%	25	53.2%	47
6) iPad or equivalent	All	28	10.7%	233	89.3%	261
	Faculty	25	11.5%	192	88.5%	217
	Staff	3	6.8%	41	93.2%	44
7) Laptop computer	All	195	72.8%	73	27.2%	268
	Faculty	161	72.9%	60	27.1%	221
	Staff	34	72.3%	13	27.7%	47
8) Large screen TV	All	95	36.4%	166	63.6%	261
	Faculty	78	36.3%	137	63.7%	215
	Staff	17	37.0%	29	63.0%	46
9) Microphone	All	65	24.9%	196	75.1%	261
	Faculty	56	26.0%	159	74.0%	215
	Staff	9	19.6%	37	80.4%	46
10) Overhead projector	All	175	65.8%	91	34.2%	266
	Faculty	156	71.2%	63	28.8%	219
	Staff	19	40.4%	28	59.6%	47
11) Printer	All	251	91.9%	22	8.1%	273
	Faculty	204	91.1%	20	8.9%	224
	Staff	47	95.9%	2	4.1%	49
12) Printer ink cartridge	All	229	84.2%	43	15.8%	272
	Faculty	184	82.5%	39	17.5%	223
	Staff	45	91.8%	4	8.2%	49
13) Projector screen	All	214	80.1%	53	19.9%	267
	Faculty	189	85.5%	32	14.5%	221
	Staff	25	54.3%	21	45.7%	46
14) Reliable high speed internet access	All	227	84.7%	41	15.3%	268
	Faculty	184	83.6%	36	16.4%	220
	Staff	43	89.6%	5	10.4%	48
15) Speakers	All	164	62.1%	100	37.9%	264
	Faculty	135	62.2%	82	37.8%	217
	Staff	29	61.7%	18	38.3%	47
16) Webcam	All	75	29.2%	182	70.8%	257
	Faculty	63	29.9%	148	70.1%	211
	Staff	12	26.1%	34	73.9%	46

Question 46. Rate the functioning of the Center for Excellence in Learning, Teaching & Technology, or CELTT.

Answer Options		Strongly agree		Somewhat agree		Neutral		Somewhat disagree		Strongly disagree		Don't know		Total Response Count
		Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	
1) CELTT enhanced the campus capacity to offer online and hybrid courses.	All	107	40.4%	77	29.1%	17	6.4%	4	1.5%	4	1.5%	56	21.1%	265
	Faculty	90	41.5%	64	29.5%	12	5.5%	4	1.8%	2	0.9%	45	20.7%	217
	Staff	17	35.4%	13	27.1%	5	10.4%	0	0.0%	2	4.2%	11	22.9%	48
2) CELTT provided more professional development opportunities.	All	102	38.5%	93	35.1%	19	7.2%	6	2.3%	8	3.0%	37	14.0%	265
	Faculty	86	39.6%	79	36.4%	13	6.0%	3	1.4%	6	2.8%	30	13.8%	217
	Staff	16	33.3%	14	29.2%	6	12.5%	3	6.3%	2	4.2%	7	14.6%	48
3) CELTT sufficiently supported technology-enhanced teaching and learning experience.	All	112	42.1%	81	30.5%	17	6.4%	11	4.1%	6	2.3%	39	14.7%	266
	Faculty	93	42.7%	68	31.2%	11	5.0%	11	5.0%	4	1.8%	31	14.2%	218
	Staff	19	39.6%	13	27.1%	6	12.5%	0	0.0%	2	4.2%	8	16.7%	48
5) CELTT provided sufficient technological support for campus operation.	All	115	43.6%	87	33.0%	14	5.3%	13	4.9%	6	2.3%	29	11.0%	264
	Faculty	94	43.5%	70	32.4%	11	5.1%	11	5.1%	4	1.9%	26	12.0%	216
	Staff	21	43.8%	17	35.4%	3	6.3%	2	4.2%	2	4.2%	3	6.3%	48

Source: 2012 Accreditation Self Evaluation Data Book Two: Faculty and Staff Survey Results – Disaggregated by Faculty and Staff Responses

Strengths:

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. A wide array of technology and telecommunications assets are managed by CELTT. This scope of responsibility enables the department to develop and deploy innovations across the campus. Although the unit has distinct working groups, staff cross-train and collaborate to maintain a wide breadth of knowledge. This approach enables the department to maintain a high level of support with a small workforce.

Weaknesses:

As the campus seeks to enhance and expand educational opportunities for students via the Internet, technologies that support quality rich learning environment 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's Instructional Support Services work group is staffed largely by temporary, grant-funded employees and casual hires. Long term plans for the college should include allocation of additional resources in the form of permanent, full time specialists such as APT Media Specialist and IT Specialist with Distance Learning expertise.

CELTT's Web Team has only one permanent position, and IT Specialist. This position is responsible for all institutional sites and the campus intranet. An additional APT position should be allocated to provide additional support, especially as both the main campus website and the intranet will be upgraded in the coming year.

Tutoring Services

The data in Part 1 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 overall health of the College's tutoring services is impossible to quantify, given the inconsistent and incomplete data and the lack of established benchmarks; cautionary/unhealthy status is by default the determination. In spite of limited data, an assessment of Kapiʻolani's tutoring services can be made.

Strengths:

1. Access. Because tutoring is provided by different program areas, students may access the services in at least four different facilities on campus. In addition to the face-to-face tutoring provided by various departments and programs, the College also made Smarthinking available to students. In this review year, 451 hours of tutoring was delivered online to students. In

Kahikoluamea Center, tutoring hours were adjusted to meet the needs of students. Open hours were 10am to 2pm, but were extended to 3pm, as many students sought tutoring services later in the afternoon. In addition, tutors visited Kahikoluamea classes at the beginning of the semester to advertise the tutoring service to students and faculty. Tutors and peer mentors actively marketed their services and distributed flyers to students in the classroom visits, as well as in the Center. Information about the tutoring service was available on the Kahikoluamea website

2. Staffing: The number of Kahikoluamea Centertutors scheduled during each hour is adjusted based on the demands to meet the needs of students.

3. Support: Reference text books for math tutors in Kahikoluamea Centerwere provided to assist tutors with resources to use in their tutoring sessions, and for their own professional development. Tutors were trained on Smarthinking, and were asked to encourage students to utilize the online tutoring programs.

Weaknesses:

1. Data collection. The various tutoring services do not all collect the same data, nor do they all track students to monitor effectiveness.

2. Training. Each unit that provides tutoring determines its own training regimen for tutors. Standards and procedures are not consistent or uniform. For example, Kahikoluamea tutors are trained in peer mentoring practices, and go through an orientation during which the program's handbook is discussed. They also go through a professionalism, and FERPA training session. Math and writing tutor trainers (who are faculty members who volunteer their services and expertise) meet monthly with the math and writing tutors to discuss tutoring strategies. However, there is no indication that tutors in the IT or Accounting programs receive such training

3. Outcomes. The current metrics need to be rethought. The ratios calculated for demand, efficiency and effectiveness are not meaningful without some reference point. Without benchmarks, the numbers are merely numbers, not evidence that can be used to inform decisions on tutoring services. 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 tutoring should not just be a better piece of writing or a correct math problem. The outcomes should be a better writer or a better problem solver.

All of these weaknesses have been evident in previous ARPDs. In addition, the decentralized delivery and accountability were noted in the College's 2012 self evaluation for re-accreditation, with a recommendation to address the situation.

Part III. Action Plan

Library and Learning Resources

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.

4. An expanded Testing Center is needed to accommodate the increased demand for services. The college has a goal of offering 30% of all classes online 9we are currently at 20%), which will increase the demand on the Testing Center. To accommodate the additional incrase in demand and workload, additional personnel should be reallocated to the Testing Center and the LIbrary IT unit.

Center for Excellence in Learning, Teaching and Technology

1. Increase the unit's ability to support and promote growth in distance learning for all sectors of campus including continuing education with the necessary additional staffing
2. Consider a centralized technology procurement and management system, including a budget to achieve greater efficiency, equity and agility in technology management.

Tutoring Services

1. To improve assessment of tutoring services: (1) Create an online survey for students to complete immediately after the tutoring session as an additional means of gathering feedback to evaluate the effectiveness of the tutoring program. Set aside a laptop in the tutoring center solely for this purpose. (2) At the beginning of each semester, have each tutor identify three personal SLOs to focus on in the semester. Then, have them write a reflection at the end of the semester to reflect on the progress and status of achieving those SLOs (areas tutors want to improve on to better themselves as both a student and tutor.) (3) Allow more opportunities for faculty to become familiar with the tutors and the tutoring service, and vice versa. For example, tutors can spend time in the classrooms, and/or tutors can complete a "feedback sheet" for students to submit to their instructors with their assignment (to inform instructor that the student received tutoring and what they were assisted with). (4) ITS tutoring logs should incorporate Course-level SLOs in a drop-down list, so that tutors can select the outcome most closely addressed by their tutoring session. This will also be used by the department as a metric for course-level SLO assessment. One suggestion emerged that a current ITS programming student (or collaborative of students) could create a tablet application that allows tutors to log tutoring service activity and link the services with course competencies and program and course level student learning outcomes.
2. To improve access for ITS tutoring (based on results of student surveys): (1) tutors should increase student contact hours by being present in ITS classes and provide tutoring services during in-class, hands on and lab exercises. (2) Tutors should be available for services in the BLT computer lab at overlapping times when the instructor is also present for office hours. These are commonly busy times when students can benefit from having multiple sources of mentoring and support. (3) ITS tutors should consider adopting virtual tutoring hours, using the Blackboard Collaborate online learning software. The rationale is that students often work during day hours and are unavailable to visit either tutoring or office hours. Providing after hours/night support in a virtual office (such as Blackboard Collaborate) is suggested. (4) ITS tutoring schedules should align as closely with student availability as possible. It was suggested that future ITS students use scheduling software (such as Doodle or WhenIsGood) to determine the optimal hours for tutoring services.

Part IV. Resource Implications

Library and Learning Resources

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 and new furniture.

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 full time permanent librarian position to support the partnerships.

5. Funding for professional development for training.

Center for Excellence in Learning, Teaching and Technology

1. Allocate additional positions for the Instructional Support Services unit and Web Team: A faculty position to provide instructional design, assessment and distance learning support and an APT position for the campus web team to enhance the campus' ability to communicate achieve strategic goals in the areas of communication and collaboration.
2. Funding for professional development for unit staff. Technology changes rapidly and CELTT staff are engaged in regular professional development but limited to on-site and free training. Funding for conferences, site visits, and other professional development activities should be provided on a regular basis.

Tutoring Services

1. Allocate a budget for tutor supplies:

   · t-shirt uniforms to allow tutors to be more identifiable, unified, and professional

   · a stand for all informational handouts to be organized instead of having handouts sprawled out on a table top

   · print media: handouts, flyers, signs, etc.

   · Provide a secure place for tutors to place their personal belongings while on duty, instead of having their belongings out in the open in the tutoring center.

   · Have a space solely dedicated for tutoring during open tutoring center hours to ensure ample room for tutors and students utilizing the service.

2. Allocate a position to coordinate tutoring services across the institution for consistency and uniformity of policies, practices, assessment and improvement purposes

Program Student Learning Outcomes

For the 2011-2012 program year, some or all of the following P-SLOs were reviewed by the program:

Assessed this year?	Program Student Learning Outcomes
1 Yes	Library: The student will evaluate information and its sources critically
2 Yes	Tutoring: Students who receive tutoring will pass their tutored course

A) Expected Level Achievement

Library SLO: 100% of the students should attain at least 70% on the assessment survey.

Tutoring SLO: 100% of the student should earn "C" or higher in the class they received tutoring in.

B) Courses Assessed

Library SLO assessed via library instruction, not a credit class.

Tutoring SLO assessed only in ITS 128, 148, and 228 and selected sections of ACC 201 and 202.

C) Assessment Strategy/Instrument

Library SLO assessed via survey.

Tutoring SLO assess by correlation of students tutored and final grade inthe class.

D) Results of Program Assessment

Library SLO: Students averaged 69%. Initial assessment results show that instruction session students are not effectively evaluating the web based resources that they cite for their research.

Tutoring SLO: 90.3% of students passed the class in which they were tutored.

E) Other Comments

No content.

F) Next Steps

Library SLO: 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.

Tutoring SLO: Since the assessment was done of only a small subset of sudents tutored, data ccollection in the next ARPD should focus on getting correlational data for all programs that offer tutoring.

Kapiolani Community College
2012 Academic Support Services Annual Report of Program Data

Academic Support Services

Part I: Program Quantitative Indicators

Overall Academic Support Services Program Health:
Not Yet Applied

Student and Faculty Information	Program Year			
	09-10	10-11	11-12	
1 Annual Unduplicated Student Headcount			11,628	
2 Annual FTE Faculty			258	
2a Annual FTE Staff			197	
3 Annual FTE Student			4,767	

Library Overall Health Call:				Healthy
Demand Indicators	Program Year			Demand Health Call
	09-10	10-11	11-12	
4 Number of informational and reference questions per student and faculty FTE			1.1	Healthy
5 Number of students attending presentations sessions per student FTE			1.3	
6 Number of circulations, electronic books used, full-text journal articles downloaded per student and faculty FTE			53.2	
7 Number of web accessible computers per student FTE			0.0	
Efficiency Indicators	Program Year			Efficiency Health Call
	09-10	10-11	11-12	
8 Number of informational and reference questions answered per FTE librarian			891	Healthy
9 Number of book volumes per student FTE			16.0	
10 Total materials expenditures per student FTE			$23	
11 Total library expenditures per student and faculty FTE			$210	
Effectiveness Indicators	Program Year			Effectiveness Health Call
	09-10	10-11	11-12	
12 Common Student Learning Outcome: The student will evaluate information and its sources critically			69	Healthy
13 Student and faculty satisfaction measurements using common survey questions			4.5	

Tutoring Services Overall Health Call:				Cautionary
Demand Indicators	Program Year			Demand Health Call
	09-10	10-11	11-12	
14 Number of students tutored per student FTE			0.0	Cautionary
15 Number of students who placed in Dev/Ed through COMPASS per student FTE			1,391	
Efficiency Indicators	Program Year			Efficiency Health Call
	09-10	10-11	11-12	
16 Tutor contact hours per tutor paid hours			.56	Cautionary
17 Student contact hours per tutor paid hours			.56	
18 Number of sessions per tutor paid hours			.52	
19 Tutoring Budget per student contact hours			$23	
Effectiveness Indicators	Program Year			Effectiveness Health Call
	09-10	10-11	11-12	
20 Common Student Learning Outcome: Students who receive tutoring will pass their tutored course.			90	
Community College Survey of Student Engagement (CCSSE)	Survey Year			
	2010	2012		
21 4.h. Tutored or taught other students (paid or voluntary)				

	Very Often		2.70	
	Often		5.70	
	Sometimes		23.50	Cautionary
	Never		68.00	
22	13.d. Peer or other tutoring (frequency, satisfaction, importance)			
	Frequencey		1.48	
	Satisfaction		2.12	
	Importance		2.21	
23	13.e. Skill labs (writing, math, etc.) (frequency, satisfaction, importance)			
	Frequencey		1.72	
	Satisfaction		2.19	
	Importance		2.29	

Testing Services Overall Health Call:				Cautionary
Demand Indicators	Program Year			Demand Health Call
	09-10	10-11	11-12	
24 Number of placement tests administered per year per student FTE			1.0	
25 Number of Distance Learning tests administered per year per student FTE			1.9	**Healthy**
26 Local campus tests proctored per year per student FTE			6.2	
Efficiency Indicators	Program Year			Efficiency Health Call
	09-10	10-11	11-12	
27 Testing seats per student FTE			0.0	
28 Testing seats per total number of tests			0.0	**Cautionary**
29 Total number of tests per Testing Budget			$0	
Effectiveness Indicators	Program Year			Effectiveness Health Call
	09-10	10-11	11-12	
30 Satisfaction measurements using common survey questions			4	**Healthy**

Technology Resources Overall Health Call:				Cautionary

Demand Indicators		Program Year			Demand Health Call
		09-10	10-11	11-12	
31	Number of online courses per year per total number of courses (live and online)			0.2	Cautionary
32	Number of student, faculty and staff computers per IT desktop support staff			333.3	
33	Number of technology workshops for faculty per faculty FTE			0.2	
34	Number of technology workshops for staff per staff FTE			0.3	
35	Number of technology workshops for students per student FTE			0.0	

Efficiency Indicators		Program Year			Efficiency Health Call
		09-10	10-11	11-12	
36	Average response time for Help Desk calls			1	Cautionary
37	Average processing time for work orders			6.2	
38	Total number of computers per Computer Services Budget			$0	

Effectiveness Indicators		Program Year			Effectiveness Health Call
		09-10	10-11	11-12	
Common survey questions					
39	1) I am satisfied with the customer service of the Help Desk/computer services staff.			4	Healthy
40	2) I am satisfied with the response time of the Help Desk/computer services staff.			4	
41	3) The computers on campus meet my needs.			85	
42	4) I am satisfied with the quality of work of the instructional design faculty and staff.			74	
Community College Survey of Student Engagement (CCSSE)		Survey Year			
		2010	2012		
43	4.j. Used the Internet or instant messaging to work on an assignment				
	Very Often		46.10		
	Often		29.40		
	Sometimes		19.30		
	Never		5.30		
44	9.g. Using computers in academic work				
	Very Much		50.50		
	Quite a Bit		32.40		
	Some		13.30		
	Very Little		3.70		
45	12.g. Using computing and information technology				
	Very Much		32.30		
	Quite a Bit		34.30		
	Some		23.50		
	Very Little		9.80		
46	13.h. Computer lab				
	Frequency		1.95		
	Satisfaction		2.36		
	Importance		2.40		

Last Updated: December 31st, 2012