College Mission
Windward Community College offers innovative programs in the arts and sciences and opportunities to gain knowledge and understanding of Hawai‘i and its unique heritage. With a special commitment to support the access and educational needs of Native Hawaiians, we provide O‘ahu’s Ko‘olau region and beyond with liberal arts, career and lifelong learning in a supportive and challenging environment — inspiring students to excellence. (Draft)

Learning Center Mission
The mission of the Learning Center is to assist and empower students to achieve academic and personal goals through a support network of peer and professional tutoring and guidance, study group facilitation, workshops and individual assistance aimed at helping students develop into lifelong learners.

Learning Center Vision
All students at Windward Community College can be successful, independent learners.

Learning Center Values
Opportunity, Excellence, Respect, Integrity

Services Offered
- General tutoring, supplemental instruction, peer mentoring
- Math, Speech and Writing Labs
- Academic and financial aid advising
- Testing and proctoring

Ka Piko One Stop Student Center: Where We Have Been?
Windward Community College's One Stop Student Center! Ka Piko welcomes all students who need assistance with Advising, Career services, financial aid, employment and tutoring. Our mission is to consolidate the services of the Counseling, Registration, and Financial Aid offices into one location where students can receive outstanding customer service.

The Ka Piko team is eager to provide information and assistance for a variety of services. Helpful information is also online, such as updating student profiles. Other services, such as advising, are all offered in person by appointment. Other services include: Academic Advising, Counseling and Career services, Financial Aid and Scholarships, Writing services and Employment Services.

- Ka Piko was advertised for this new academic year posters and flyers have been posted on campus. There were two articles in the campus newspaper, and we have sent emails directly to students.
- Since August, 46 students have come to use the Career Center.
- Ka Piko is staffed and open for students from 8:30 – 4:00 Monday thru Friday
- The Staff are Ryan Perrirera, Career Counselor, Job Readiness and Career Exploration; Loea Akiona, Learning Specialist, provides SL assignments and coordination; and, Kai Noa Lilly, Ka Piko Coordinator, oversees all functions of the Center, staffing, equipment coordination with faculty and departments.
Services offered include: Career Counseling and Job readiness workshops, SI, Tutoring, student mentoring and advising.

The largest number of students that have come into Ka Piko at any one time was 45 at an open house

The services most used or requested by students were Career advising and Tutoring

All student evaluations were satisfactory

Ka Piko Learning Center: Strengthening Student Engagement Through Improved Access, Early Intervention, and Innovative Student Support Services: Where Are We Now?

Ka Piko Student Success Center is now in the new Library Learning Commons. We have consolidated student support services in the Ka Piko Center to provide one location to serve students. Academic labs that provide services include: The Speech Lab – Students can get help with PowerPoint and preparing for class presentations regardless of the subject or class. The Math Lab – Tutoring services for students who need assistance in math courses from developmental to calculus. The Writing Lab – Get assistance with writing from organization to editing from Leslie Lyum and Jean Shibuya. Writing workshops will be offered during the semester.

This year was a challenge since we had to relocate staff and equipment from across campus into a new building. This included coordination with Computing Services for phones, computers and printers. The logistics of moving into the new building and coordinating with the contractors, facility and the library staff has been a smooth transition. The delayed delivery of new furniture was the main factor preventing a grand opening at the beginning of the Fall semester. The ability to market the concept of Ka Piko to students has been difficult without proper signs. The need for signage is critical to identify the boundaries in this new space. As an example, the Writing Lab is in the main corridor equipped with 12 iMacs and even with signs on each desk-top, it is still not clear to students that these iMacs represent the Writing Lab. A committee will work on signage for the Library, which will help to promote the marketing plan for Ka Piko.

Testing Center:
Testing proctors report excessively having to verbally explain steps and procedures, which are already put up around the room. Signage on first desk needs to be consolidated and kept with style of library. Wall posters also need to be reprinted and updated with correct information. Make shift walls must also be replaced or secured in actual testing room.

KaPiko Center (including tutoring/lab rooms):
Excessive use of white board signage looks cluttered and hastily thrown together, and should be redrawn with dedicated and thoughtful artwork or whiteboards should be replaced. Direction to sign in and use Macs is unclear. It’s possible to paint a large almost mural-like sign of “KaPiko center” on blank white wall above Mac computers, which would be kept to the light green and blue color scheme of The Hub. Both the writing lab and counselor rooms need permanent door-signage above room number.

Misc: Directory, Electricity Usage Panel, etc.:
Directory should be brought forward to library entrance and be given arrows to enable way-finding, map must also be blown up and possibly be tilted to align with the building itself. Directory also lacks brail. Electricity usage panel should be operational and possibly include digital map, weather, school events etc. Print-Copy room could possible use improved lighting.

Overall signage needs more contrast to be noticeable and individual room signage should be upgraded and made permanent yet still kept with the style of the library as a whole. White board and cork board signage specifically could be more aesthetically pleasing. Students should also not have to search online for directions and what the library contains. Various procedural signs
throughout the library should be made more clear and give an inviting atmosphere to every student who utilizes the library for studying, meeting, researching etc.

**Academic Affairs:**

The collaboration with Academic Affairs and the Library staff continues to be developed. Since moving to the new library and combining student support services in one location as Ka Piko, we have increased the student contact hours by 62%. We will continue to coordinate all student support services and maintain regular operating hours. We have implemented a new scanner check-in station with SARS Trak, which will help to accurately collect student contact data. We plan to increase the student contact hours by 5.8% each year.

*Goals: Increase the*

Fall-to-Fall persistence rate of 1st-time degree-seeking students from a 2008 baseline to 56%
Percentage of students that complete developmental Eng courses from a 2007 baseline to 53%
Percentage of students that complete developmental Math courses from a 2007 baseline to 68%
Number of students who receive degrees or certificates in the Annual Fiscal Year by 45% from a 2007 base of 145 students
Number of students who transfer to a baccalaureate institution in the Annual Fiscal Year by 35% from a 2007 base of 190 students

*These target figures are based on WCC Strategic Plan Performance Measures.

http://windward.hawaii.edu/ir/Planning/2012/WIN_CC_2012_Actuals.pdf

**Supplemental Instruction:**

Supplemental Instruction (SI) is peer facilitated, group study sessions. SI addresses high-risk, gatekeeper courses (high enrollment, low pass rate). Gatekeeper courses are usually introductory level courses that are required for a particular major.

**Goal of SI**

The goal of SI is to increase student success at Windward Community College (WCC) through peer facilitated group study. Success is defined as completing the course with a grade of C or better (including CR). All other grades including D, F, W, N, ID, IF, NC are considered unsuccessful.

**Fall 2011**

In the fall 2011 semester, SI serviced 46 sections of 18 different courses, in 6 subjects. There were about 1,142 students enrolled in these courses, of which 591 (52%) attended at least two (2) SI sessions or more. SI leaders recorded at least 10,063 attendances at SI sessions. The SI program consisted of 28 SI leaders and 17 instructors.

Overall (SI attendees & non-attendees), only 62.96% of the students enrolled were successful. However, when success rates between SI attendees and non-attendees are compared, it is clear that SI is beneficial to student success. Seventy-two percent of the students who attended at least two (2) SI sessions were successful. Only 52.45% of non-attendees were successful. (See table below)

Overall GPA for SI courses in Fall 2011 was 2.0. For SI attendees, the average was a 2.29; for non-attendees, 1.68.

**Spring 2012**

In the spring 2012 semester, SI served 24 sections of 20 different courses, in 5 subjects. There were a total of 553 students enrolled in the 24 sections. SI leaders recorded 5,333 attendances to
SI sessions. There were 331 students (60%) who attended at least 2 SI sessions. This semester consisted of 15 SI leaders and 12 instructors.

Overall, only 58.95% of the students enrolled in courses with SI were successful. Students who attended at least two SI sessions succeeded at a rate of 67.27%, compared to 45.95% success rate for non-attendees.

Overall GPA for SI courses in Spring 2012 was a 1.89. For SI attendees, the average was 2.21; for non-attendees, 1.41.

<table>
<thead>
<tr>
<th>SI AY 2012</th>
<th>Percent Successful* GPA</th>
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<tbody>
<tr>
<td></td>
<td>Overall</td>
</tr>
<tr>
<td>Fall 2011</td>
<td>62.96%</td>
</tr>
<tr>
<td></td>
<td>2.0</td>
</tr>
<tr>
<td>Spring 2012</td>
<td>58.95%</td>
</tr>
<tr>
<td></td>
<td>1.89</td>
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</tbody>
</table>

* Successful is defined as grade of C or better (A, B, C, CR).

Observations
There is overwhelming evidence that these SI sessions are beneficial. On average, students who attend SI sessions regularly earn a letter grade higher than those that do not attend.

The most successful SI sections seem to have a few things in common. These include instructor buy-in, instructor recommended SI leaders, accommodating SI leaders, SI leaders with strong facilitation skills, and most important, motivated students to attend.

Supplemental Instruction was created in the medical school at the University of Missouri at Kansas City. SI works best for students that are motivated and prepared (students that go to class regularly, takes notes, does the homework, reads). Best practices tell us to keep SI voluntary, not to re-teach/lecture in the SI session, not to do homework, and always use active and collaborative learning techniques.

One of our biggest challenges is getting students to attend the SI sessions. Lower attendance confirms the expected generalization about community college students and the barriers they often face. These barriers include, but not limited to, motivation, preparedness, financial issues, and family and work obligations. Many are first-generation college students, have young children, have demanding jobs, are indigent, and/or are underprepared for college rigor. Some just do not have the motivation it takes to get the most out of a great service like SI.

Another thing that is worthy of at least a mention is the redesigned math courses (Math 19, 28, and 29). The nature of these classes, make it extremely difficult to follow the UMKC model, which focuses on active and collaborative learning techniques. These redesigned math courses are computer-based, self-paced math classes. Getting students to stop and listen to someone talk about something that is irrelevant to them at that particular time, because either they have passed that point or have not gotten there just yet, could result in less than favorable feedback from students and a similar outlook on the SI program as a whole. It would take some serious facilitation skills to execute an effective SI session in these types of classes, skills that may require more experience than our student leaders currently possess.
Although SI’s full potential may never be realized at the community college level, I still believe that it provides an invaluable academic support service and also wonderful opportunities for student engagement. SI is as beneficial to the student patrons as it is for the student SI leaders who plan and facilitate the sessions.

**Student and Faculty Feedback**
The overwhelming majority of student feedback is positive. Many have even included comments that SI should be a part of every class, or at least every math and science class offered at WCC.

Although I do not have any instructor feedback to share in this report, their constant request for SI confirms that they also value the service.

**Action Plan for AY 2013**
Below is a table of actions that I think will help the SI program be more effective and increase student success.

<table>
<thead>
<tr>
<th>Action Plan for AY 2013</th>
<th>Details</th>
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</thead>
<tbody>
<tr>
<td>Increase support staff</td>
<td>To help train and manage the large amount of SI leaders, including data collection, weekly meetings, in-service trainings, research, and session observations.</td>
</tr>
<tr>
<td>WCC SI leader manual</td>
<td>Create an SI leader manual specific to WCC will include information, examples, and techniques that are more relevant to our students</td>
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<tr>
<td>Reclassify services</td>
<td>Some of the services currently being provided under SI would be better assessed if it was reclassified as a more fitting description, especially in the case of the redesigned math courses</td>
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<tr>
<td>Advertise services</td>
<td>Create a website, social media accounts, brochures, and workshops about SI at WCC</td>
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<tr>
<td>Professional development</td>
<td>Attend an SI conference</td>
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**Ka Piko Lab Coordinator Suggestions:**

**Math Lab**- Johnny Singh “One of the things that did not work well last year was holding SI sessions in the Math Lab along with math tutoring. Students who came for tutoring thought the room was too loud during SI sessions. Therefore this semester the Math Lab is only being used for tutoring. Letting students borrow the textbook, student solution manual, and calculators while they are in the lab worked really well along with the availability of the desktop computers. We are continuing those services this semester.”

**Speech Lab**- The ability to add more student help hours and the new lab in the Library has increased our numbers.

**Writing Lab**- The computers in our lab are not easily identified.
Testing Lab- Ellen Nagaue “I feel a bit uncomfortable with your using the July 1, 2011 - June 30, 2012 numbers, since we were not yet a part of Ka Piko.”

Financial Aid- To increase financial aid participation, particularly Pell grants, we are going to dedicate a position to financial aid outreach and application assistance. This Assistant Financial Aid Officer will work in the Ka Piko Center and off-campus in our One-Stop Center at the Windward Mall.

KA PIKO LAB CONTACT HOURS INCLUDE:

The Speech Lab – Total = 99
Students can get help with PowerPoint and preparing for class presentations regardless of the subject or class.
Hours: MW 9–11 a.m. and 11:30 a.m.–1 p.m. TTh 9–10 a.m. F 9 a.m.–1 p.m.

The Math Lab – Total = 4,150
Tutoring services for students who need assistance in math courses from developmental to calculus.
Hours: MW 10 a.m.–2 p.m. TTh 9 a.m.–1 p.m. F 9 a.m.–Noon

The Writing Lab – Room 230
Get assistance with writing—from organization to editing—from Leslie Lyum and Jean Shibuya. Writing workshops will be offered during the semester.
Hours: MW 10:45 a.m.–4 p.m. TTh Noon–4 p.m. F 10:45 a.m.–3 p.m.

The Testing Center – Total = 11,745
This is the place to do Placement testing or Distance Education testing, as well as make-up and re-testing. Please bring a photo I.D. and UH I.D.

Financial Aid- Total = 214
Get application assistance for FAFSA at Windward Mall
Hours: Fri 5 p.m. - 9 p.m. Sa and Su 10 a.m.- 5 p.m.

Supplemental Instruction – Room 222
Supplemental Instructors work with you to help you succeed in your classes. They are peers who have taken classes and excelled. Their focus is on English, math, psychology, and other basic classes. Refer to online class registration to see if the class you're interested in has a designated supplemental instructor, or check with your professor.
Hours: TW 9 a.m.–5 p.m. F 9 a.m.–4p.m.

Action Plan for AY 2013:

• The goals of Ka Piko need to be re-designed based on new services and staff needs.
• Supplemental Instruction (SI) will serves all students in gatekeeper courses
• SARS Trak will be used to collect sign-in data with services identified. A barcode scanner can be used to sign into SARS, which will reinforce the need for student ID verification. The weekly reports will be exported to a database for evaluation and improvements.
• Ka Piko will provide information and assistance for a variety of services such as advising, tutoring, career and job placement and adapted technologies for students with disabilities. Academic Labs such as writing, math and speech will be offered in person and data collected through SARS Trak.
• Ka Piko units will meet once a month to review the service surveys to discuss staffing, hours, and services. Adjustments will be made accordingly.