2011-2012 Executive Summary
Academic Support

Academic Support is comprised of the Library, Computing Services, Media/Duplication, the Testing Center, and Tutoring (discipline-related labs of Writing, Mathematics, and Speech). Each unit submits individual annual reports to the Dean of Academic Affairs, Division I and Academic Support. These annual reports with the exception of the discipline-related labs are posted on the WCC Institutional Research website on the Planning and Budget Council (PBC) page and are the basis for PBC requests for each unit. Writing, Mathematics, and Speech lab reports are included in the Language Arts and Mathematics/Business annual reports. All Academic Support Units have coordinators to manage each unit and are responsible for completing the annual reports for the unit. In the case of Tutoring, the KaPiko Student Success Center Coordinator, also designated as the Tutor Coordinator, is responsible for gathering, reporting, and analyzing the data from various tutoring components and submitting the report to the Dean.

Overall, each unit appears healthy in terms of demand, efficiency, and effectiveness despite the need for more staffing in the library, computing services, and media/duplication. These units have maximized their effectiveness and efficiency despite the limited funding and resources allocated to the units, but the situation will eventually take its toll on the dedicated and hard working staff. The Tutoring area is problematic because coordination of all the tutoring components has not occurred yet and will not occur until the Office of Academic Affairs and Student Affairs can resolve issues related to the current administrative structure of the KaPiko Student Success Center.

The Library is rated Healthy. In 2011-12, the library’s funding level was maintained, which allowed the library to purchase new materials and cover increased database and operational costs. The library had sufficient staffing to provide reference and instructional services.

The library has a dedicated service-oriented staff, adequate computer equipment, off-campus 24/7 access to books, journals and reference sources, and Library Resource Units, an information literacy and research skills instruction program incorporated into all English 100 and English 22 classes.

The number of library open hours was maintained at the increased 5.25 hours per week during the fall and spring semesters and 1.25 hours during the summer months for the second straight year. Beginning fall 2012, the library added 8 additional hours per week closing at 10 p. m. four nights per week.

The Library Learning Commons building that opened in July 2012 provides needed space for the collection, computers, classroom instruction, group study and office space. The new building with an increase in student traffic and service hours necessitates additional annual funding for permanent staffing:

- $75,000 to fill the Head Librarian position, which will become vacant January 2013;
- $8,600 in additional student help to keep the Library Learning Commons open an additional eight hours per week, Monday through Thursday evenings during fall and spring semesters;
- $45,000 to provide for a 1.00 FTE Access Services Manager, APT position, to maintain and improve prompt and accurate service, staff the service desk during extended library hours, manage access services functions and personnel, and respond proactively to the trending growth in the number of transactions and tasks;
- $60,000 for a 1.0 FTE 11-month faculty Electronic Resources Librarian position to procure, license and manage an expanding and complex collection of electronic resources, as well as to serve WCC’s growing distance learning program;
- $60,000 for a 1.0 FTE 11-month faculty Hawaiian Specialist Librarian;

Finally, $200,000 is needed to convert the slope between the Library Learning Commons and Hōkūlani Imaginarium into an **amphitheater**. This outdoor facility will create a visually attractive connection between these two buildings and mitigate the hazardous nature of the steeply sloped swale.

The **Testing Center** is healthy. The demand for the Testing Center has increased, especially in Distance Education. Increased enrollment and a change in the retesting policy for COMPASS continue to account for this. Decrease in efficiency for total number of tests per testing budget is the result of the budget now supporting a faculty position. Although conditions remain the same in the temporary location, effectiveness of the Center has improved in three of the five measures with one remaining the same, and a new measure being added. The temporary location site for the Center and a heavy reliance on student help to maintain the hours of operation make it difficult for the unit to sustain the “accessible assessment services to the college and the community in a secure . . . testing environment” (Testing Center Outcome). No PBC requests were submitted; however, the action plan calls for an optimal testing environment and enhanced security with the move to the LLC in August 2012.

**Computing Services’** overall status is healthy. The unit is achieving its primary service outcomes of (1) meeting needs for up-to-date hardware and software in classrooms/labs and faculty/staff offices, and (2) providing highly competent and responsive technical assistance to faculty and staff.

Surveys reflect that 85% or more of faculty, staff, and students consider the computers, software, Internet access, and support services provided by Computing Services to be Excellent or Satisfactory. During AY2011-2012, the number of computers being supported increased from 833 to 925. With no funds allocated for lifecycle equipment replacement, the average age of the computers increased from 2.7 years to 3.3 years old.

Computing Services’ major accomplishments during AY2011-2012 included migrating Windward to a new Avaya VoIP (Voice over Internet Protocol) telephone system, assisting faculty and staff in migrating their email to Google@UH, implementing NComputing thin clients as a cost-effective means to equip a new computer classroom for redesigned Math instruction, and assuming technical support responsibilities for new college programs such as Ready Set Grow / iCAN and Hulili.

Computing Services’ strategic priorities for the coming year include implementing computing facilities in Windward’s new and renovated buildings (Library Learning Commons, A’o extension, Manaleo, No’eau); improving Computing Services staff productivity by adopting new tools that streamline or automate common tech support tasks; and improving network reliability and information security throughout the college.

Computing Services is seeking a total equipment allocation of $133,700 in AY2012-2013. This includes $22,400 to outfit new and renovated buildings, and $111,300 for lifecycle replacement of old computers and printers.
**Media/Duplication Services** continues to have strong demand for services with our annual number of requests and work orders remaining steady in spite of ongoing staffing difficulties in this unit. Funding for this unit was adequate with the college committing $172,190 to provide new equipment for the Learning Resources Commons. Even though key classroom equipment replacement projects had to be postponed to the next fiscal year in favor of equipping the new Learning Resources Commons, additional funding of $13,000 was allocated for supplies to cover increasing costs of goods and services as well has emergency equipment replacement items.

Accomplishments included the upgrading of Science Labs to provide data projection capabilities and the conversion of the equipment database to a more robust inventory management software. Areas that remain most challenging for the continued improvement and greater efficiency for this unit in meeting its stated mission are staffing, assessment, and the support of technology training for faculty and staff. These areas are linked through the need for increased staffing to meet the growing demand for instructional services in online course development and distance education services.

**Ka Piko Student Success Center: Tutoring** component is problematic at this time. The Ka Piko Student Success Center Coordinator/Tutor Coordinator was not able to compile the necessary data for this report. The data that is included in the report is incomplete or unattainable at this time. Based on earlier meetings with the Coordinator and the KaPiko Advisory Group, this should be resolved once the coordinator implements the necessary means to collect data from each of the labs and federally-funded tutoring (Supplementary Instruction and TRiO).

There are several questions to be answered: (1) what is the role of the KaPiko Coordinator; (2) is a separate Tutor Coordinator position needed; (3) will the KaPiko Center be under the purview of one administrative office: Student Affairs or Academic Affairs in the future; and (4) how will the federally-funded positions be institutionalized to provide continuity and stability in the Center? A dialogue among the various players in the KaPiko Center must take place this year to answer these questions and to ensure the data needed is collected and used to improve demand, efficiency, and effectiveness.