

Academic Services Executive Summary



ANNUAL REPORT OF PROGRAM DATA **2021**



UNIVERSITY of HAWAII®
LEEWARD
COMMUNITY COLLEGE

1. Executive Summary

Overview

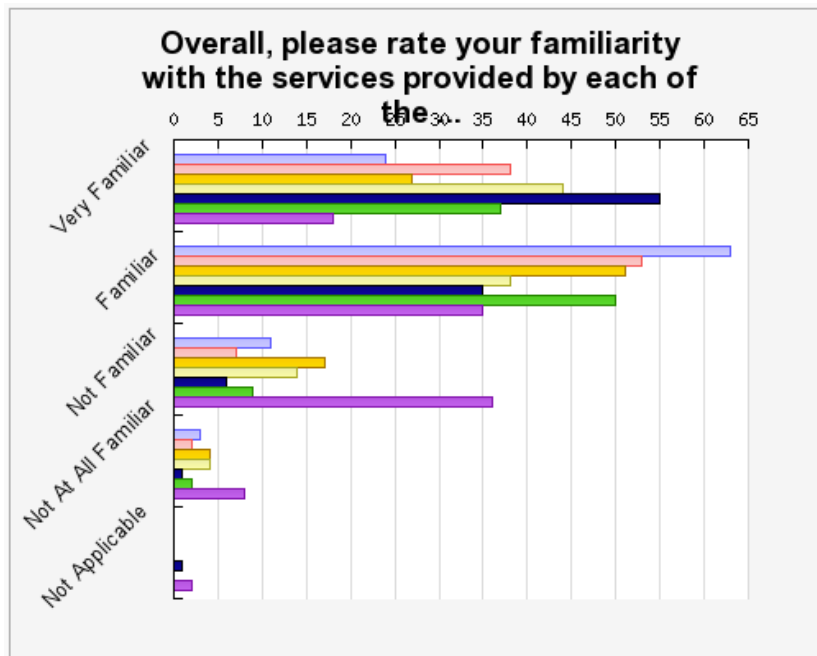
Leeward Community College (Leeward CC) Academic Services is comprised of six areas which serve students, employees, other units on the campus, and the community. The six main units are: The Learning Commons (Library, Learning Resource Center, and Writing Center), Disability Services, Educational Media Center, Information Technology, Innovation Center for Teaching and Learning, and Theatre. There are 14 faculty, 15.5 Administrative Professional Technical (APT) staff, 4 civil service, and an Executive (EM) who serve in Academic Services.

The mission statement for the unit was revised this year from “Academic Services provides comprehensive programs, resources, spaces and events that support and enrich our students, faculty, staff and community” to “**Academic Services provides learning opportunities, resources, and services for students, employees, and our community.**”

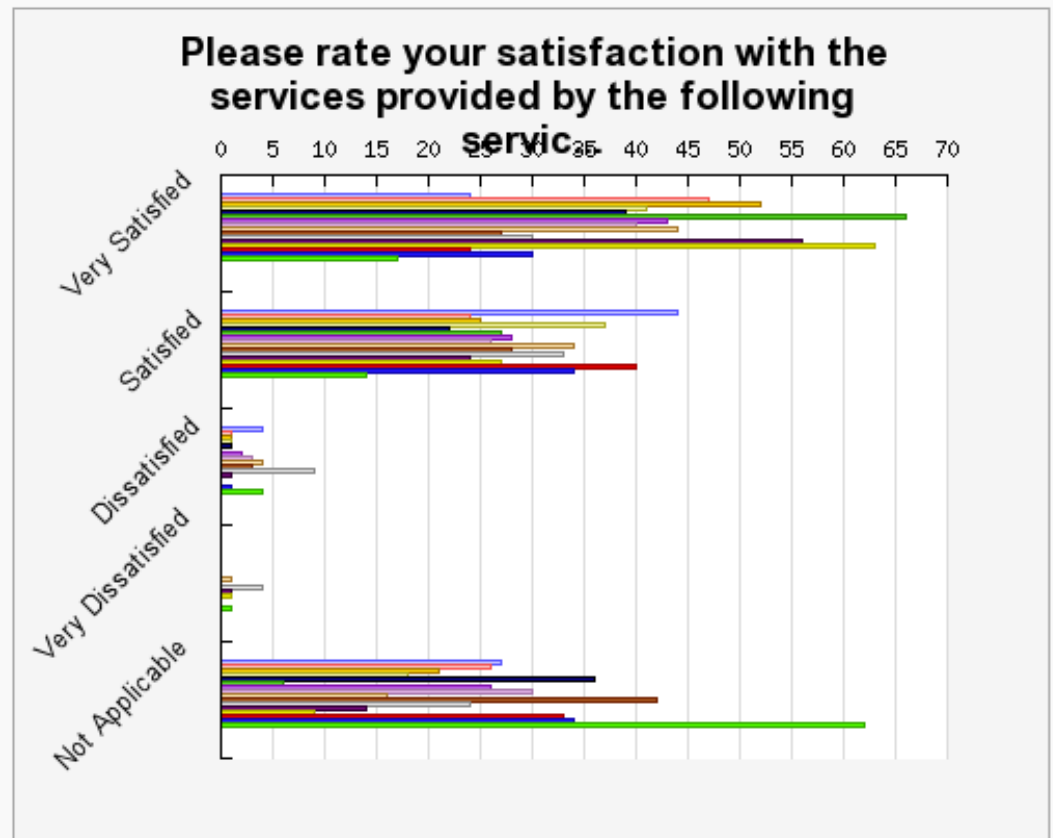
Academic Services have and continue to demonstrate incredible resilience and commitment as shown by their on-going responsive service during the COVID-19 pandemic. After pivoting to provide remote services during the start of the pandemic, all units returned to providing in-person services and have incorporated the additional remote services into their operations. Some areas have seen a reduction in demand for in-person services. However, across units, the satisfaction with client services has remained high.

In September 2021, Academic Services conducted a baseline campus-wide survey. It was sent to 429 recipients. 101 individuals completed the survey giving a 24% return rate.

In general, respondents are reported being very familiar or familiar when asked “*Overall, please rate your familiarity with the services provided*” with the Academic Service units.



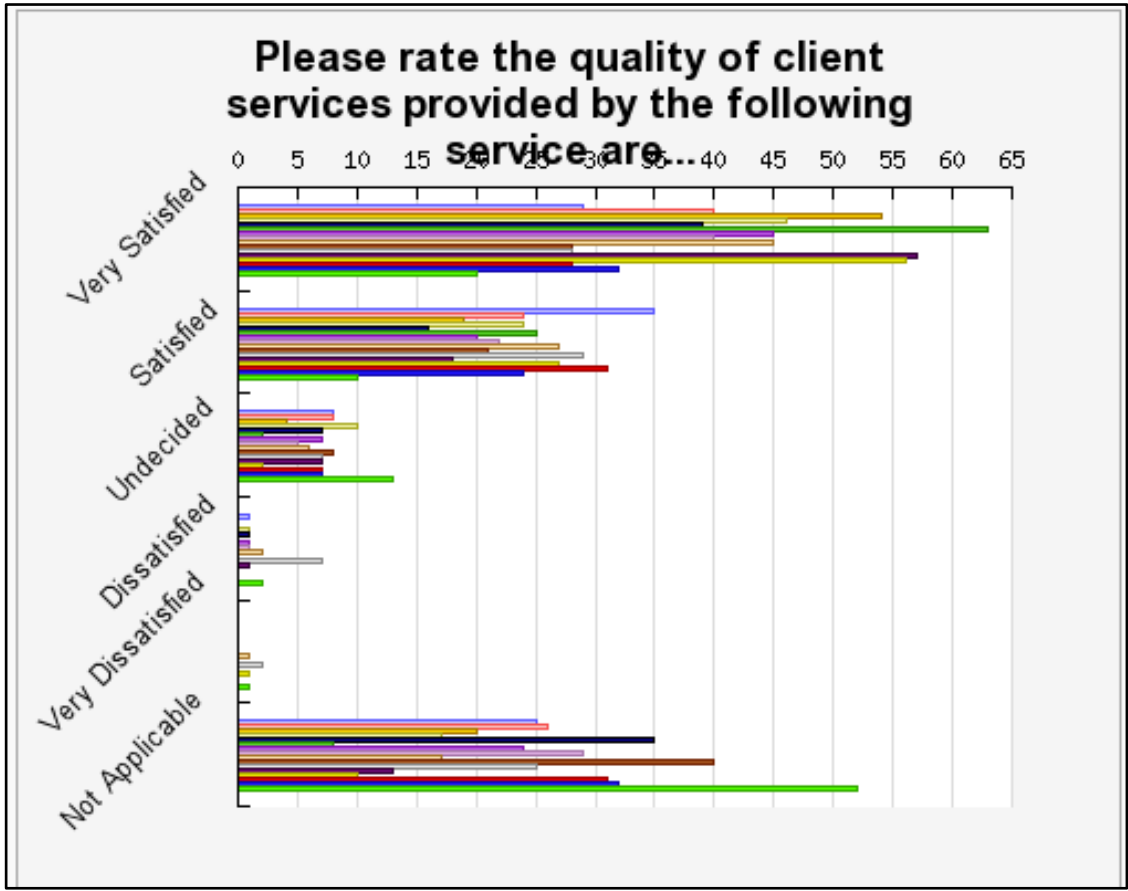
Additionally, most respondents are either very satisfied or satisfied when asked “*Please rate your satisfaction with the following services*” provided by the Academic Service units. There were a considerable number of respondents (28%) responding “Not Applicable” regarding satisfaction with services.



Finally, most respondents are either very satisfied or satisfied when asked “*Please rate the quality of client services*” provided by the Academic Service units. Response showed 26% “Not Applicable”.

The “Not Applicable” responses on two of the questions indicate that while respondents may be familiar with the Academic Services units, some may not be using the services provided.

Of the Academic Service units, Leeward Theatre is an outlier for all three areas (familiarity with, satisfaction with, and quality of services) with considerably lower results than other units. Analysis and discussion of this are covered in the Theatre ARPD.



Complete Academic Services Survey results are available electronically.

As we look toward the future, the elimination of certain positions, the hiring freeze, new initiatives, and a phased reopening post-COVID, all will put significant strain on existing Academic Services personnel to sustain the quality and quantity of existing services in key areas. The units will need to be creative and continually reassess and shift to provide the best services with the available personnel. This will require Academic Service units to think creatively and plan strategically to meet the campus demands.

Academic Service units have demonstrated their impressive ability to do just this through their use of Higher Education Emergency Relief Funds (HEERF), provided as a result of COVID-19. Academic Service units have been resourceful, attempting to position the college for the future by purchasing approximately \$3.5 Million (2020-2021) in technology, infrastructure, resources, professional development, and to reconfigure of learning spaces.

Library Programs, Technology Resources, Tutoring Services, and Testing Services currently submit Annual Report of Program Data (ARPD) reports to the University of Hawai‘i Community Colleges (UHCC) (<https://uhcc.hawaii.edu/varpd>). The remaining areas submit ARPDs to be included in the Leeward CC’s Planning Reports (<http://www.leeward.hawaii.edu/planning-reports>). Below is a summary of the individual program ARPDs.

UHCC ARPDs

Library Programs

The Library, part of the Learning Commons, has continued to serve all Leeward students enrolled at the Pu‘uloa (Pearl City) campus, Wai‘anae Moku Education Center, and in online courses and programs. The Learning Common’s new mission “provides an information-rich, learner-centered environment fostering discovery, critical thinking, and innovation in support of academic achievement, student success, and lifelong learning.”

Some of the key findings include:

- The demand indicator “*Number of students attending presentation sessions per student FTE,*” declined by 71.6%. The efficiency indicator, “*Number of reference questions answered per FTE librarian,*” decline by 32.1%. Both declines are directly attributed to changes to teaching and library operations.
- The demand indicator, “*Number of circulations, electronic books used, full-text journal articles downloaded per student and faculty FTE,*” increased by 4.1%. The effectiveness indicator “*I get enough articles from the library databases to meet my class needs,*” increased by 8.0%. There is a correlation between the higher e-resource usage numbers and increased user satisfaction.
- The UHCC Libraries common Student Learning Outcome measured by the successful completion of the Information Literacy Exam (ILE) showed a 11.4% decline in the ENG 100 ILE pass rate, which is cause for concern. The decline may be linked to the dramatic decrease in library instruction sessions (-71.6%). The decrease in reference interactions per FTE librarian (-32.1%) is an indication of a decline in engagement between students and the library which correlates with the lower pass rate.

The Library responded to the pandemic by closing its doors and moving to remote services from April to October 2020. During this period, services were conducted via phone, email, and online chat. The changes to service modality affected how students interacted with staff. The lack of in-person interactions meant that staff relied exclusively on students to initiate requests for assistance whereas previously, a proactive approach by staff extending support to students was common.

While the Library cannot ascertain the exact impact of service changes on user satisfaction, the Library can confidently state that there was likely a negative impact. However, the 95.6% satisfaction that “*the library staff guide me to resources I can use*” shows an ongoing extremely high level of satisfaction.

Moving forward, the Library plans to review the Information Literacy Program, redesign the website, and indigenize the Library Program.

Tutoring Services

Tutoring Services are provided by three different units at Leeward – Learning Resource Center (LRC) which provides content tutoring, Writing Center (WC), and Math Lab. LRC and WC are

included in Academic Services and are physically located within the Learning Commons. The Math Lab is included as part of the Math & Science Division.

The LRC's mission is to help students succeed in their courses; help students become better learners; help students at all levels of ability and preparation; provide LRC student employees with opportunities for personal and professional development; provide students with comfortable, supportive, and attractive learning environment; assist faculty by providing supplemental teaching materials and support services.

The Writing Center's mission is "we believe all writers can benefit from having an interested and supportive audience for their ideas, drafts, questions, and plans. We work collaboratively with you to help you develop your writing, reading, and college success skills and confidence. Our goal is to help you realize and recognize your strengths and learn how to use those strengths to succeed."

Some of the key findings include:

- Students who used tutoring were as successful or more successful in the course than those enrolled in the same course who did not use tutoring. The success rate differential in AY20-21 was higher than in the previous year.
- The number of both the LRC and Writing Center tutoring sessions decreased.
 - The LRC decreased by 65% from the previous year. Japanese and Korean language course tutoring are staples in LRC services (making up 37% of all Fall 2020 sessions and 59% of all Spring 2021 sessions). The percentage during Fall 2020 decreased from Fall 2019 from 56% as Japanese language tutoring was not offered due to the loss of tutors who graduated and did not return.
 - The WC tutoring sessions decreased by 24% from the previous year. The decrease in number of sessions may be attributed to budget constrained which affected hours and staffing. Another factor was the decrease in the number of drop-in sessions.
- Overall satisfaction results for WC and LRC were high.

Moving forward, the LRC and WC will continue to provide and assess diverse, peer-delivered academic support services that meet current student and campus needs by exploring new methods of responding through access and communication, potentially combining LRC and WC services, and hiring and training tutoring student staff.

Technology Resources

The Information Technology Group (ITG) strives to provide quality and easy to use computing and network access to the students, faculty, and staff in support of instructional, research, service, and academic support. The ITG mission is "to assist the community college in achieving its goals of technological excellence by providing and maintaining an integrated information technology system that effectively supports the Community College's administrative and academic functions." ITG comprises three units: User Support Services, Server Administration, and Networking. These units work collaboratively to deliver the highest possible quality customer service, support, and assistance.

Some of the key findings include:

- Implemented a new "one computer policy". The result showed there has already been a reduction in the number of computers directly supported from the previous year. In the past, some employees had two to four computers. The unit brought this number down to one or two devices.
- Continued extremely high year after year customer satisfaction with User Support Services (98% satisfied/highly satisfied).
- Completed significant milestone of replacing the Data Center's UPS system.
- Planning for Virtual Desktop Infrastructure (VDI) as a tool for teleworking and online classes.
- Expanding the campus wireless infrastructure

Technology plays a critical role in teaching and learning during this Pandemic of COVID-19. It is a tool that affords instructors and students the ability to explore the content beyond the classroom and allow students to become active learners. ITG strives to maintain, support, and enhance campus technology based on demand and the current needs within the budget allocated.

Moving forward, ITG will continue to improve the network infrastructure while increasing the security of the network and Data Center design. This will include upgrading the campus building network, creating the VDI infrastructure, and pursuing a physical location to consolidate Server and Network operations.

Testing Services

The Test Center is part of the Information Technology Group (ITG) and provides proctoring services to all students enrolled in the University of Hawai'i (UH) Distance Learning and non-UH affiliated campuses. Specifically, the unit proctors Leeward CC on-site course make-up exams, Accuplacer placement testing, and Public Safety Department testing. The Testing Center's mission statement is "to assist Leeward Community College in achieving its goals of technological superiority by effectively supporting its administrative and academic functions through our Test Center services."

Some of the key findings include:

- The Test Center closed from March 01, 2020 to March 01, 2021. No tests were administered during that time. The Test Center reopened for Accuplacer Placement Testing by appointment only on March 1, 2021. 18 tests were administered from then to end of May 2021. No survey data was captured.
- Online proctoring options during the pandemic were explored and the student honor code model is being used.

Leeward CC's Test Center is unique in the UHCC system in that the staff is not dedicated to testing services. In addition to test proctoring, the same staff also provides information technology user support services to Pu'uloa (Pearl City) campus, Wai'anae Moku Education Center, and remote support through the Help Desk. The staff also manages nine instructional College Computing Labs at Pu'uloa. At least one additional personnel is needed to support the Test Center services.

The unit sees additional changes will be needed in the future as Leeward adjusts to the new normal operations. They realize distance learning is here to stay, and the college will not see the classroom as the primary place to learn in the future. With these changes, the unit will adjust the Testing Center to fit this new normal.

Other Academic Services Units

Disability Services

The Disability Services Office (DSO) is responsible for providing accommodations to students who self-identify with a disability (SWD). This includes students enrolled in all Leeward Community College courses whether they are offered in-person, online, or at alternate locations. The mission of the Disability Services Office is to ensure that all student with disabilities (SWD) can freely and actively participate in college life.

Some of the key findings include:

- The number of initial intakes declined by 11.8% and the number of students who submitted accommodation letters declined by 14.2% from the previous year.
- The number of exams proctored at the DSO testing rooms declined significantly by 98.2% from the previous year.
- Virtual meetings and phone calls drastically increased from zero to 674 from the previous year as a result of the pandemic.
- Satisfaction with DSO professionals and services have remained relatively high.

The shift to online learning definitely affected SWD seeking accommodations. DSO asserts that the change in course modality and limited access to in-person services (even though the office remained open) during the pandemic significantly impacted the number of students requesting services from DSO.

Moving forward, DSO plans to increase awareness of services and educate stakeholders on the classroom accommodations process and increase outreach efforts, especially to Department of Education feeder schools.

Educational Media Center

The Educational Media Center (EMC) facilitates and supports teaching and learning using technology. The EMC is comprised of four distinct service units: Educational Technology (Ed Tech), Video Production, Audio Visual Services, and Copy Center.

Some of the key findings include:

- The Ed Tech unit's demand for services such as 1-1 consultations has increased despite the campus having 6% reduction in faculty and staff FTE in AY 2020-2021. While workshop demand decreased by 26% compared to the previous year, the amount of personalized educational technology support requests increased. One-to-one consultation requests increased 34% from the previous year. Satisfaction with the quality of services remained extremely high.

- There was a 44% increase in the number of online courses (per total courses offered) as compared to the previous year due to the pandemic.
- The Video Production’s demand increased due to classes shifting to hybrid and online modalities as a result of the COVID-19 pandemic. The number of client projects doubled over the previous year. The demand for streaming services also increased.

During the COVID-19 pandemic, most courses have transitioned to hybrid or online modality. The EMC anticipates many will continue in the online modality even when more in-person classes are offered. The demand for EMC’s services has continued to grow since last year and they anticipate the demand will continue. With limited staffing, they have found it beneficial to have instructors help each other and will look toward continuing to foster community at professional development (PD) events and promote what other instructors/staff are doing.

Moving forward, the EMC plans on continuing to integrate badging into PD, offer a variety of PD workshops and services, provide streaming services, and explore 360-degree video capture.

Innovation Center for Teaching and Learning

The ICTL plans, organizes, implements, supports, and evaluates employee professional development and innovation opportunities at Leeward Community College. The mission of ICTL is to “is to support student success by providing Leeward’s faculty and staff with opportunities for innovation, professional growth, collaboration, and excellence.”

Some of the key findings include:

- ICTL builds community through the campus as a catalyst for progress. Opportunities that provide cross-discipline and interactions among various employee groups provide a deep sense of belonging to the college and the respective roles that all team members play. Homogenous group professional development helps individuals learn from one another and enhances their craft.
- ICTL supports leadership growth and development to various employee groups. The quality of the leadership experience and skills learned are highly rated and valued by participants. The **Power Mentor** program is a quality program but severely underutilized.
- ICTL provides dynamic, fluid, and trending professional development. The demand for timely workshops that address teaching and learning and other workplace skill-building is very high.

The strengths of the ICTL lie in its resourcefulness to maintain and exceed professional development programming expectations with reduced fiscal and personnel resources. A concerted effort is made to provide inclusive professional development opportunities for all employees while still addressing the Center’s primary function to focus on teaching and learning. The weakness of the ICTL is primarily tied to the growing need for sustainable office and media support. The ability to sustain this level of professional development with no support staff and increasing professional development needs is a big concern. The willingness of faculty and staff to volunteer time to sustain these programs is an indication of the support and demand for these initiatives among Leeward

faculty and staff. However, the heavy reliance on volunteer program coordinators may threaten the consistency, quality, and continuation of these valuable programs.

Theatre

The Leeward Theatre is the only major arts presenter and arts education center in the Leeward and Central Oahu communities. The mission of Leeward Theatre is “to facilitate cultural dialogue by presenting and developing the work of local, national, and international artists and sponsoring educational and community performances.” Theatre programming is broken down into three areas: Campus Events, Leeward Presents, and Rental Events.

As a result of COVID-19, Leeward Theatre, was closed to large events starting March 2020 and was only used for instruction as classroom space. Starting Fall 2021, the Theatre is planning a phased reopening.

Some of the key findings include:

- Within Leeward CC, a recent survey showed only 54% of survey respondents were familiar with the services and only 32% were satisfied with the services provided by the Theatre. This could be a result of the Theatre being closed for both the renovation and pandemic. It could be a lack of information and marketing coming from the Theatre. It could also be the campus is not the primary audience for the Theatre.
- A weakness and challenge for the Theatre is the lack of personnel (full-time staff, student help, and volunteers).
- The COVID-19 pandemic continues to be a threat to the Theatre. The rapidly evolving county, state and federal restrictions have made it challenging to plan a long-term strategy.

In prior years, Leeward Theatre did not have Service Outcomes. Service Outcomes have been set with the expectation that in future years data will be collected and used to make more informed decisions, particularly in addressing community services.

Moving forward, As COVID-19 guidelines relax, the Theatre can actively reengage with performance groups and renters, especially longtime renters to welcome them back to the Theatre. Also, the Theatre can explore launching a new marketing initiative to attract new performance groups and renters. This will all be done while maintaining health and safety as a priority.

Summary

COVID-19 has been a tremendous disruption for everyone. It has permanently changed and will continue to influence the way we work and provide services. The Academic Services areas, like many areas on campus, have integrated remote services in addition to in-person services. Most areas reported a decline in face-to-face services with dramatic increases in virtual and remote services. Through it all, based on the survey data gathered in AY 2020-2021, all areas continued to provide quality services, receiving high client satisfaction.

As a service unit, the biggest impact on our ability to sustain services will be personnel resources. As compared to other UH campuses, LeewardCC, particularly Academic Services, was operating

very efficiently. With the elimination of positions and the hiring freeze, it will put significant strain on existing personnel to sustain the quality and quantity of services. Added to this is all units have seized the opportunity presented by the Higher Education Emergency Relief Funds (HEERF) to initiate new strategic initiatives. Many of these new projects are large and complex which require significant time and effort. In order for the units to sustain existing services and initiate new ones, the units will need to be resourceful, creative, and resilient; reassessing and shift in order to provide the best services with the available personnel. Academic Services relies heavily on student help to provide services and many of the positions have gone unfilled, even prior to the pandemic.

All areas are planning their future services to provide **learning opportunities, resources, and services** in response to the needs of **students, employees, and our community**. The units will respond to and collaborate with their instructional peers to shape the new college experience. We believe the pandemic disrupted life and learning as we knew it, but gives us a unique opportunity to welcome new ways of teaching and learning (pedagogy/andragogy), new technologies to support learning, and new ways of connecting to each other and our students.