HAWAI`I COMMUNITY COLLEGE
ANNUAL UNIT PROGRAM REVIEW

The Learning Center and
Hale Kea Advancement and Testing Center

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2010-2011 School Year

Introduction:
Program Mission Statement and brief description.

Program Mission Statement:

The mission of The Learning Center (TLC) and Hale Kea Advancement and Testing Center(HKATC) as an academic support program for the college needs to be a responsive one which supports the college's mission and its academic programs. TLC and HKATC seek to provide services that support and enhance academic development for the college community. These services focus on academic support for an "open door" institution, providing initial student assessment, access to technology, support for successful learning, and testing services.

Description of the Program:

The Learning Center (TLC) is an academic support program of Hawaiʻi Community College which is a shared service with University of Hawaiʻi at Hilo. Over the years, TLC has maintained its strong ties to instruction, providing faculty with an extension to their classroom and providing academic support college-wide. Its basic role of supporting faculty and students in reading, writing, math, and ESL continues to be the focus which provides a firm academic foundation for all students. TLC is open Monday through Friday from 8:00 a.m. to 4:15 p.m. The staff includes: one full time Faculty Center Coordinator, one full time Clerk Steno II (Office Manager), one full time Educational Specialist A, four Faculty Lab Instructors (reading, writing, ESL, and math who are assigned three credits each to coordinate their area), ten clerks, and 39 tutors.

TLC services include:
- Tutoring – Reading Lab, ESL Lab, Math, Writing, Content Subjects, Learning Skills, computer assistance
- Academic resources in the form of instructional materials, computers/programs for instructional purposes
- A multi-media classroom
- General study/with computers
- Make-up testing
- Clearinghouse for community request for tutors (unadvertised)

Hale Kea Advancement and Testing Center (HKATC) focuses on providing testing services, coordinating the use of an electronic classroom, tutoring in writing and math, and providing an independent study center with computers on the Manono Campus. HKATC is open Monday through Friday from 8:00 a.m. to 4:15 p.m. The staff includes: one full time Educational Specialist B (Center Manager), one full time Educational Specialist A (Assistant Manager), four clerks, and two tutors.

HKATC services include:
- HawCC Placement Testing
- Distance Education test proctoring (UH system and Non UH)
- Make-up and special testing
- General study/computer lab
- Tutoring (Writing and Math areas)
- Electronic classroom for instruction and college use

Common Student Learning Outcome:
- Students who receive tutoring will pass their tutored course.

Part I. Quantitative Indicators for Program Review

Tutoring Data

2011 Annual Report of Academic Support Services Program Data

COLLEGE :	Quantitative Measure 2008-2009	Quantitative Measure 2009-2010	Quantitative Measure 2010-2011
Tutoring Data **(Overall Health)**			
Tutoring Demand **(Health)**			
Number of students tutored per student FTE	117%	99%	83%
Number of students who placed in Dev/Ed through COMPASS per student FTE	NA	NA	91%
Tutoring Efficiency **(Health)**			
Tutor contact hours per tutor paid hours	2.6	1.8	2.5
Student contact hours per tutored paid hours	3.5	2.5	3.5
Number of sessions per tutor paid hours	2.6	1.8	2.5
Tutoring budget per student contact hours	NA	NA	$10.64
Tutoring Effectiveness **(Health)**			
Common Student Learning Outcome: Students who receive tutoring will pass their tutored course	66%	66%	64%
CCSSE Indicators			
4.h. Tutored or taught other students (paid or voluntary)			1.44
13.d. Peer or other tutoring (frequency, satisfaction, importance)			
Frequency			1.47
Satisfaction			2.09
Importance			2.24

13.e. Skill labs (writing, math, etc.)
        Frequency
        Satisfaction
        Importance)
			1.74
			2.22
			2.35

CCSSE DATA FOR LEARNING SUPPORT SERVICES

| Items		2008			2010		
		HawCC	Other Consortium	2008 Cohort	HawCC	Hawaii Cohort	2010 Cohort
4.h. Tutored or taught other students		**1.53**	1.42	1.37*	**1.44**	1.42	1.38
13.d Peer or other tutoring	Frequency	**1.49**	1.44	1.46	**1.47**	1.48	1.46
	Satisfaction	**2.07**	2.14	2.15	**2.09**	2.22	2.16
	Importance	**2.28**	2.18	2.10*	**2.24**	2.21	2.11
1=Rarely/never, 2=Sometimes, 3=Often							
13.e Skills Labs (writing, math, etc.)	Frequency	**1.75**	1.64	1.71	**1.74**	1.65	1.71
	Satisfaction	**2.22**	2.21	2.26	**2.22**	2.23	2.26
	Importance	**2.33**	2.25	2.19	**2.35**	2.26	2.20

Based on the system-wide common learning outcomes, the average pass rate for students who received tutoring was 66%. This number may seem low, but when compared to the 53% pass rate for students who didn't receive tutoring, it is a big improvement. Furthermore, students who received tutoring 5 times or more passed their classes at a significantly higher rate of 73%.

<p align="center">Non-Tutored vs. Tutored for Fall-Spring Semesters</p>

	2007– 2008	2008 - 2009	2009 - 2010	2010- 2011	2007-2010 Average
Non-tutored students who passed their classes	61%	56%	49%	45%	53%
*Students who receive tutoring (At least once or more) will pass their tutored courses	**66%**	**66%**	**66%**	**64%**	**66%**
Students who received tutoring (**5 or more times**) will pass their tutored course	75%	71%	75%	72%	73%

*Common Student Learning Outcome

Data results below indicated that students who were tutored at least once or more had a higher course success rate than non-tutored students. The percent increase in the pass rate of tutored versus non-tutored students (average for 2007-2010 AY) was **13%**. In addition, the percent increase in the rate of students who were tutored five times or more versus non-tutored students (average for 2007-2010 AY) was **20%**. The high correlation between tutoring and course pass rates is powerful evidence that TLC has a great impact on providing academic support for student success at HawCC.

Average Percent Increase In Pass Rate
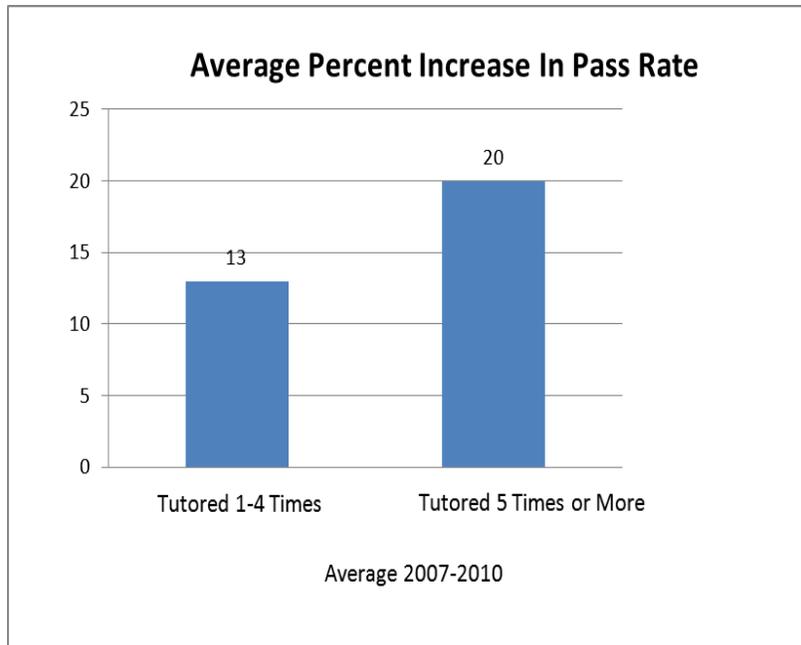
It was also interesting to note that students tutored one to four times and five times or more had a significant percent of increase in their pass rates over the years.
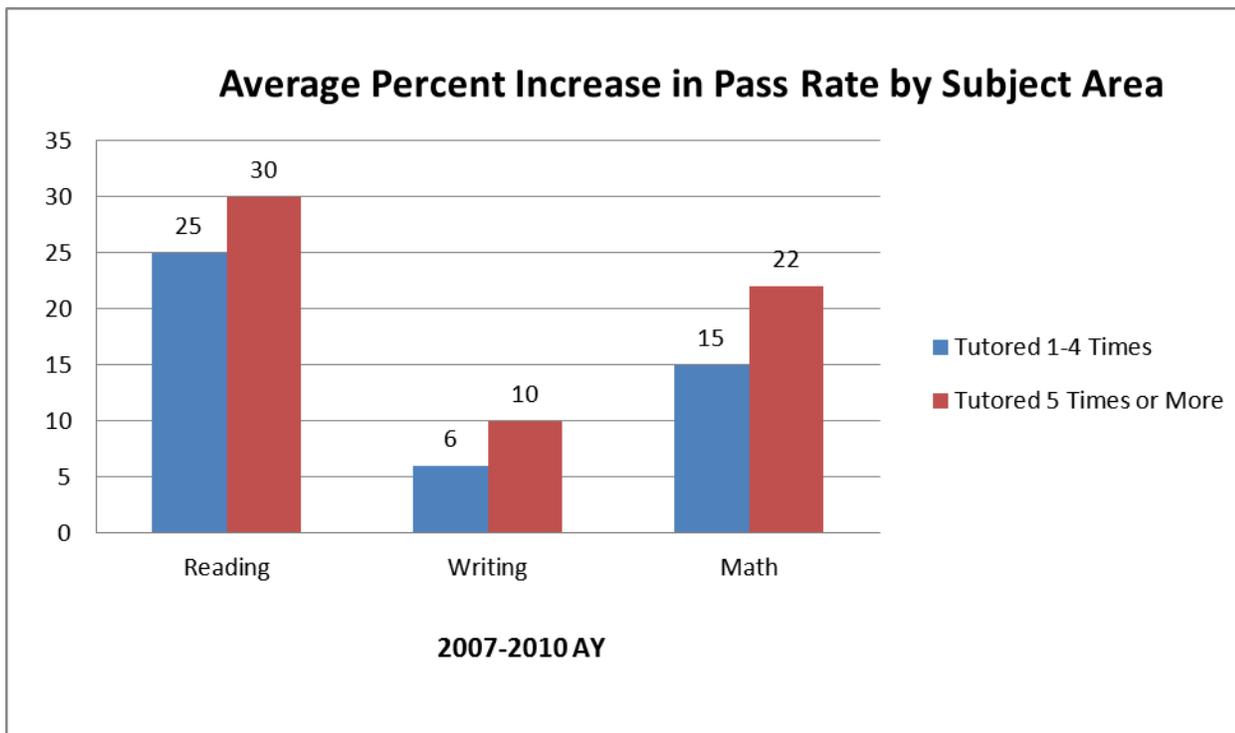

Percent Increase in Pass Rate
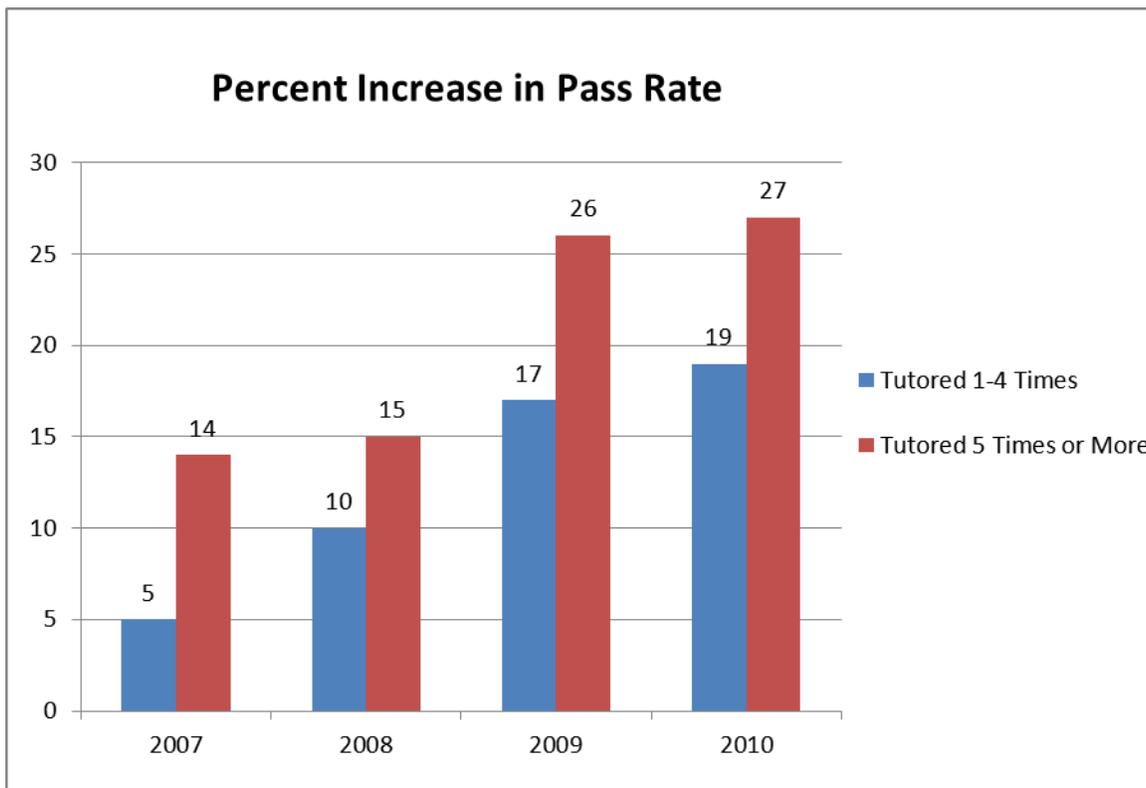
The following chart provides data on students who were non-tutored, tutored at least one-four times, and tutored five times or more by subject area.

Non-Tutored vs. Tutored Students by Subject Area

Subject	Non-Tutored Ave. % passing	Tutored (At least one-four times) Ave. % passing	Tutored (five times or more) Ave. % passing
Reading F2007 Spr2008	49%	67%	79%
F 2008 Spr2009	49%	65%	77%
F2009 Spr2010	36%	69%	83%
F2010 Spr 2011	34%	68%	50%
Writing F2007 Spr2008	62%	59%	67%
F2008 Spr2009	58%	62%	64%
F2009 Spr2010	44%	57%	58%
F2010 Spr 2011	43%	55%	59%
ESL F2007 Spr2008	NA	74%	76%
F2008 Spr2009	NA	64%	65%
F2009 Spr2010	NA	64%	65%
F2010 Spr2011	NA	55%	57%
MATH F2007 Spr2008	62%	74%	86%
F2008 Spr2009	57%	72%	72%
F2009 Spr2010	54%	71%	76%
F2010 Spr2011	49%	67%	77%

Averaging 2007-2010 AY percentages, students in reading (**25%**), writing (**6%**), and math (**15%**) passed their courses at a higher rate than non-tutored students. Moreover, the results indicated that students passed their courses at an even higher success rate in reading (**30%**), writing (**10%**), and math (**22%**) when tutored five or more times. Data for ESL students who were considered non-tutored was not available because their curriculum required them to receive tutoring. For 2007-2010 AY, ESL students had a **2%** higher success rate when tutored five or more times.

Average Percent Increase in Pass Rate by Subject Area

Legend: ■ Tutored 1-4 Times ■ Tutored 5 Times or More

Reading: Tutored 1-4 Times = 25, Tutored 5 Times or More = 30
Writing: Tutored 1-4 Times = 6, Tutored 5 Times or More = 10
Math: Tutored 1-4 Times = 15, Tutored 5 Times or More = 22

2007-2010 AY

The data confirms that tutoring does make a difference in the pass rate of students who received tutoring by subject areas. Reading numbers are high because instructors require Reading lab as part of the course curriculum, as opposed to the voluntary nature of writing/math lab. The writing and math coordinators will look for ways to encourage their faculty to refer their students to the Centers for tutoring. In addition, more study is needed to help TLC determine what is the most effective type of tutoring (i.e., walk-ins, groups, in-class, others).

Persistence Rate

Students will reenroll (persistence) at the same rate as or higher than non-tutored students. This common system-wide outcome was reported in the past two program reviews and, although not required for this review, TLC has continued to analyze this data.

To determine the effectiveness of tutoring on persistence rate, data on students tutored in business, ESL, math, reading, writing, nursing, and general content subjects were monitored. The outcome of tutored students reenrolling the following semester was an overwhelming **12%** (Fall 2007), **11%** (Fall 2008),

11% (Fall 2009), and **11%** (Fall 2010) higher than those students who did not use TLC services. Because TLC provides a wide range of tutoring services, computer assistance, individual and small group tutoring sessions, and social support environment, students may take advantage of and benefit from the support services. These factors may contribute and influence students' decisions to reenroll the following Spring semester.

PERSISTENCE

	NON-TUTORED			TUTORED		
Term	**Headcount**	**Persist Count**	**% Reenrolled**	**Headcount**	**Persist Count**	**% Reenrolled**
Fall 2007-Spring 2008	1666	1113	67%	454	359	79%
Fall 2008-Spring 2009	1704	1176	69%	607	486	80%
Fall 2009-Spring 2010	1798	1210	67%	874	685	78%
Fall 2010-Spring 2011	2367	1723	72%	649	540	83%

"Percent Increase of Persistence"
of tutored students compared with non-tutored students

Percent Rate of Persistence
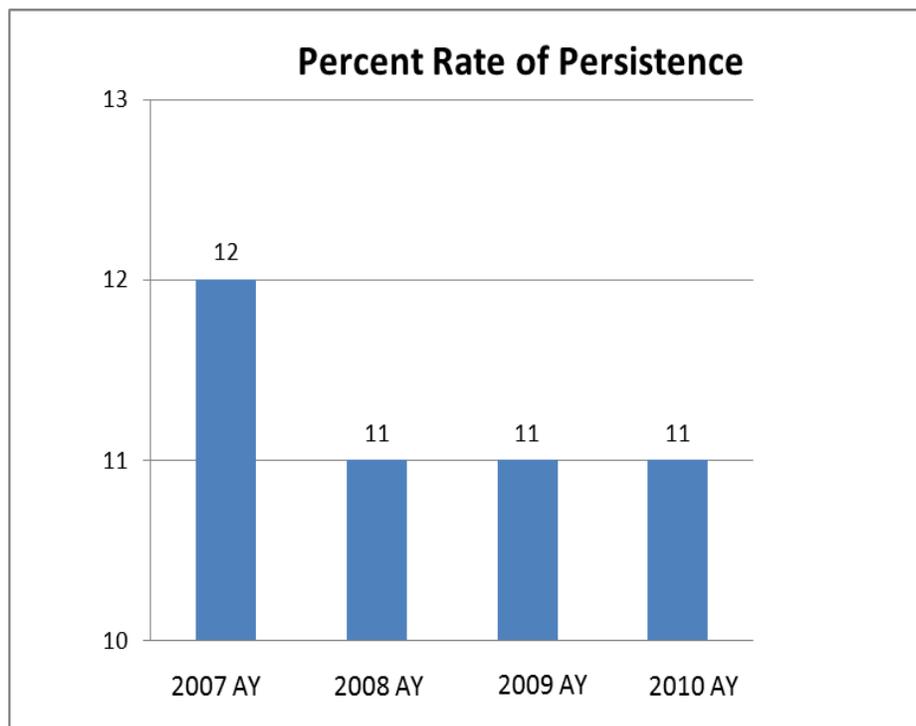
The Learning Center (TLC) Evaluation Survey
Fall 2008-2010

Percentages represent Agree/Strongly Agree Responses for #2-#9

Items	Fall 2008	Fall 2009	Fall 2010
Number of evaluations	141	267	247
#2 Tutors are knowledgeable	86%	88%	88%
#3 Tutors are concerned about my progress	66%	74%	78%
#4 The learning activities materials in the Lab help my overall learning	82%	86%	87%
#5 I find the clerks at the Center to be helpful and informative regarding services available at TLC and HawCC	87%	90%	93%
#6 Studying at TLC helps me improve my overall performance as a student	88%	89%	92%
#7 My work in TLC is helping me learn to become more independent as a student	82%	86%	86%
#8. Using and receiving assistance with computers help me recognize the importance of technology in the world today	80%	80%	87%
#9. Make-testing services allow me to catch up with tests I missed at a convenient time and location	74%	79%	85%
#10. My overall rating of TLC is (Percentages represent good to excellent responses)	89%	93%	97%

Looking at the past three years, Fall 2010 results reflect TLC's highest ratings in the areas that support student success. 97% of the students rated TLC in the good to excellent range for its overall service in 2010 (#10). 92% of the students felt that the Center helped them become better students (#6). Students rated TLC high in supporting their independence as learners (#7). This rating reflected the Center's commitment to providing integrated learning skills to help students succeed in becoming active independent learners. 87% of the students felt that the learning activities materials in the lab helped their overall learning. These positive student evaluations indicated that a high percentage of students felt The Learning Center provided quality services and met their needs.

An area of concern, based on the above survey results, was in the rating of #3, "Tutors are concerned about my progress." In 2008, ratings dropped to 66%, but later increased to 78% in 2010. This was an area which had been identified as needing attention and improvement. Area coordinators conducted workshops for their tutors where strategies and techniques were developed to address this issue.

The evaluation form also included a section where students could respond to the following open ended question: How do you think the Center can be improved? Comments about noise levels, lack of tutors, limited space, and not enough available hours were concerns that students noted on the evaluations.

ELECTRONIC STUDENT SURVEY
TLC Tutoring Services

Question		Results (43 students responded)		
1.	*Are you aware of The Learning Center (TLC) tutoring services?*	*Yes*		*83.7%*
		No		*16.3%*
2.	*If so, which of the following tutoring services have you used at TLC? Check all that apply.*	*Reading*		*7.1%*
		Math		*16.7%*
		Writing		*38.1%*
		ESL		*2.4%*
		Content subject		*0*
		Other		*14.3%*
		None		*42.9%*
3.	*How did you learn about TLC? Check all that apply.*	*Student newspaper/advertisement*		*11.9%*
		Flyers on campus		*14.3%*
		Teacher referral or recommendation		*54.8%*
		Tutor class presentation		*14.3%*
		Class activity		*16.7%*
		Student orientations		*23.8%*
		College website		*14.3%*
		Word of mouth		*23.8%*
		By accident		*2.4%*
		Other		*19%*
4. If you used TLC tutoring services, did it help you to:		*Yes*	*No*	*Don't know*
a. Improve your assignment grades?		*58.1%*	*6.5%*	*35.5%*
b. Improve your test scores?		*43.8%*	*9.4%*	*46.9%*
c. Improve your overall scores?		*46.7%*	*3.3%*	*50%*
d. Understand course content better?		*51.6%*	*6.5%*	*41.9%*

ELECTRONIC STUDENT SURVEY
HKATC Tutoring Services

Question		Results (43 students responded)	
1.	*Are you aware of Hale Kea Advancement and Testing Center (HKATC) tutoring services?*	*Yes*	*60%*
		No	*40%*
2.	*If so, which of the following tutoring services have you used at HKATC? Check all that apply.*	*Math*	*5.9%*
		Writing	*14.7%*
		Other	*5.9%*
		None	*73.5%*
3.	*How did you learn about HKATC? Check all that apply.*	*Student newspaper/advertisement*	*8.3%*
		Flyers on campus	*11.1%*
		Teacher referral or recommendation	*30.6%*
		Tutor class presentation	*8.3%*
		Class activity	*8.3%*
		Student orientations	*13.9%*
		College website	*11.1%*
		Word of mouth	*13.9%*
		By accident	*8.3%*
		Other	*30.6%*

4. If you used TLC tutoring services, did it help you to:	*Yes*	*No*	*Don't know*
a. Improve your assignment grades?			
b. Improve your test scores?	*29.2%*	*12.5%*	*58.3%*
c. Improve your overall scores?	*30.4%*	*13%*	*56.5%*
d. Understand course content better?	*30.4%*	*13%*	*56.5%*
	36%	*8%*	*56%*

This was the first time an electronic student survey was sent to all students to find out their awareness and perception of TLC/HKATC services. It was disappointing to see that only 43 students responded; however, the information received will be used in the assessment and future planning of tutoring services.

An analysis of the results indicated that 83.7% of the students knew about TLC tutoring services, but only 60% were aware of HKATC services. Tutoring at HKATC started in 2010 so many students may be unaware of the services. Students learned about the Centers' services primarily from teachers' referrals or recommendations and used the writing services the most. It was interesting to note that approximately 50% (TLC) and 32% (HKATC) of the students who did use tutoring services found it helpful compared to 6% (TLC) and 12% (HKATC) who said it didn't help.

TLC's Faculty Evaluations

Faculty who referred their students to TLC, used the make-up testing services, and reviewed and utilized available resources were asked to complete TLC Faculty Evaluations. Although only a few faculty

evaluations were received, results indicated that those surveyed were pleased with the services and quality of tutor assistance their students were receiving.

The results from faculty users are summarized below.

TLC Faculty Evaluations	Fall 2008	Fall 2009	Fall 2010
# of Evaluations	7	5	12
#1 TLC overall Rating *	100%	100%	100%
#2 Expectations met for tutoring *	100%	80%	100%
#5 Tutor Effectiveness *	100%	80%	100%

*good to excellent faculty rating

The following comments to the open-ended sentence, "The best thing about The Learning Center is…" further support the high ratings given in the evaluations:

- "The conducive learning environment."
- "It provides many important services for students in one convenient location."
- "Its central location, its outstanding tutors, and availability of computers so that students can work on assignments."

Faculty also had an opportunity to address the concerns and problems of the Center by completing the open ended sentence, "The worst thing about The Learning Center is …"
As in previous evaluations, frequently listed concerns dealt with limited hours, computers, over-crowding, and the noise level. These concerns were similar to those previously addressed in the student evaluation section.

ELECTRONIC FACULTY SURVEY
The Learning Center (TLC) Tutoring Services

Question	Results (45 responded)	
1. Are you aware of The Learning Center (TLC) tutoring services?	Yes	90.7%
	No	9.3%
2.If so, how did you learn about TLC?	Kukui newsletter	9.5%
	Kauhale newsletter	14.3%
	Flyers on campus	23.8%
	Class activity	16.7%
	Tutor class presentation	7.1%
	Student orientations	16.7%
	College website	28.6%
	Word of mouth	69%
	Other	42.9%
3.Have you referred your students to TLC for tutoring?	Yes	72.7%
	No	27.3%
4. If so, which of the following services did you direct your students to use at TLC? Check all that apply.	Reading	42.5%
	Math	45%

		Writing	52.5%
		ESL	32.5%
		Content subject	20%
		Other	12.5%
		None	17.5%
5.	*If your student used TLC services, do you think their learning increased as a result of tutoring services?*	Yes	96.6%
		No	3.4%

ELECTRONIC FACULTY SURVEY
Hale Kea Advancement and Testing Center Tutoring Services

Question		Results (45 responded)	
1.	*Are you aware of Hale Kea Advancement and Testing Center (HKATC) tutoring services?*	Yes	71.1%
		No	28.9%
2.	*If so, how did you learn about HKATC?*	Kukui newsletter	14.7%
		Kauhale newsletter	17.6%
		Flyers on campus	23.5%
		Class activity	8.8%
		Tutor class presentation	0
		Student orientations	8.8%
		College website	23.5%
		Word of mouth	67.6%
		Other	41.2%
3.	*Have you referred your students to HKATC for tutoring?*	Yes	38.1%
		No	61.9%
4.	If so, which of the following services did you direct your students to use at HKATC? Check all that apply.	Math	22.6%
		Writing	25.8%
		Other	22.6%
		None	42.2%
5.	*If your student used HKATC services, do you think their learning increased as a result of tutoring services?*	Yes	90.5%
		No	9.5%

This is the first time an electronic survey was sent to all faculty and lecturers. The response of 45 faculty/lecturers compared to 12 in 2010, is already a positive indication that technology can improve the response rate. It was reaffirming to see that 90.7% of the respondents were aware of TLC services and 7l.1% knew of HKATC services as well. It was interesting that "word of mouth" was the method of how faculty/lecturers learned about TLC/HKATC services. For TLC, 72.7% of the faculty/lecturers referred their students and 96.6% felt that tutoring helped them. It was puzzling to note that 90.5% of

the faculty/lecturers felt HKATC services helped their students, yet only 38.1% referred them for tutoring. If such a high percentage of faculty/lectures felt tutoring assistance helped their students, why was there such a low referral rate? Perhaps this is where a Wala'au or focus group session would give more insight and strategies on how we can improve this area.

TLC Data for 2007-2010 AY

TLC	TLC 2007-2008	TLC 2008-2009	TLC 2009-2010	TLC 2010-2011
Statistics				
# of Student Contacts	15,391	26,704	20,858	21,596
# of Students Unduplicated	1,212	2,113	2,049	1,898
# of HawCC Students	921	1,485	1,474	1,473
# of UHH Students	290	622	568	422
General study	2,454	6,155	2,562	2,232
Reading	5,836	6,485	7,168	7,745
Writing	588	1,492	1,079	1,025
Math	366	1,583	1,416	1,674
ESL	3,079	3,415	2,637	2,357
Courses	72	108	109	106

Student Contacts:
During the academic year 2007-2008 while TLC was being renovated, the total student count was 15,391. After returning to its original location in 2008-2009 AY, the total student count **increased 74%** to approximately 26,704 students. In addition, the number of (unduplicated) student contacts also **increased 74%** from 1212 to 2113.   For 2009-2010 AY, the total student count and number of unduplicated student contacts **decreased 22%** (20,858) and **3%** (2049), respectfully, compared to the previous year. For 2010-2011 AY, the total student count went **up by 4%** (21,596) yet the number of unduplicated student contact, mainly UHH students, **decreased by 7%** (1,898). Grants, initiatives, and other funding sources supporting in-class tutoring or tutoring not connected to TLC could be possible factors influencing the fluctuation in numbers. The recent opening of UHH's Kilohana Resource Center may also have had an impact on the number of students TLC serviced. There is still a high demand for TLC services, particularly in the areas of tutoring, computer usage, and study area.

Testing Data

2011 Annual Report of Academic Support Services Program Data			
COLLEGE :	**Quantitative Measure 2008-2009**	**Quantitative Measure 2009-2010**	**Quantitative Measure 2010-2011**
Testing DATA **(Overall Health)**			
Testing Data Demand **(Health)**			
Number of placement tests administered per year per student FTE	2197/1807= 122%	2124/2075= 102%	1903/2289 = 83%
Number of Distance Learning tests administered per year per student FTE	2262/1807= 125%	1353/2075= 65%	1185/2289 = 52%
Local campus tests proctored per year per student FTE	137/1807= 7%	291/2075= 14%	440/2289= 19%
Testing Efficiency **(Health)**			
Testing seats per student FTE	1.67	1.45	.013
Testing seats per total number of tests	.006	.008	.009
Total number of tests per Testing Budget			.03
Testing Effectiveness **(Health)**			
Satisfaction measurements using common survey questions			
1. The Testing Center Staff is friendly and helpful	100%	99%	100%
2. The hours at the Testing Center meet my needs	99%	94%	90%
3. The atmosphere at the Testing Center is conducive to testing	99%	96%	97%
4. The services at the Testing Center are satisfactory	100%	100%	98%
5. My test was administered in a timely and efficient manner	100%	100%	100%

97% of the students surveyed rated Hale Kea in the Agree to Strongly Agree category in meeting their testing needs.

Part II. Analysis of the Unit
Data definitions for demand, efficiency, and effectiveness for the Academic Support Units are still being worked on and health calls for each area are yet to be determined.

STRENGTHS and WEAKNESSES OF TLC DATA

Strengths:

Tutoring Demand for TLC services as evidenced by the following:
- 91% of the students taking COMPASS placed in Dev.Ed: 45.61% placed in remedial reading, 66.59% placed in remedial writing, and 88.9% placed in remedial math, and
- Increase of FTE enrollment for Fall 2008 (**1807**), Fall 2009 (**2075**), and Fall 2010 (**2289**)

Tutoring Efficiency Measures as evidenced by the following:
- Student contacts for 2008 AY (**26,704**), 2009 AY (**20,858**), and 2010 AY (**21,596**),
- Tutor contact hours for 2008 AY (**19,488**), 2009 AY (**15,034**), and 2010 AY (**15,284**), and
- Tutoring budget per student contact hours was $10.64.

Tutoring Effectiveness as evidenced by the following:
- Average of common student learning outcome: students receiving tutoring passed their tutored course for 2007-2010 at an average of **66%**,
- Higher course pass rates of **13%** when tutored one to four times and increased to **20%** when tutored five or more times,
- Consistent persistence rate, **11%** higher, for students who were tutored in Fall 2008-2010 compared to those students who did not use TLC services,
- CCSSE Data indicated that HawCC had a higher percentage rate when compared to Hawaii Cohort or 2010 Cohort for: tutored or taught other students (4.h), importance of having peer or other tutoring (13.d), and importance of skills lab (13.e),
- Positive student and faculty evaluation results indicate mission and goals of both were fulfilled and needs were met, and
- Excellent relationship and collaboration between TLC and area coordinators in providing relevant lab instruction, materials, activities, and tutor training for their students.

Weaknesses:

Tutoring Demand/Efficiency/Effectiveness

- Staffing and funding may need to be increased due to continuous enrollment growth,
- Space is a concern because of increased usage and demand for services,
- Check-in system need to be fine-tuned to reflect more accurate data, and
- More tutor training and professional development activities need to be available and accessible for tutors, staff, and faculty.

STRENGTHS and WEAKNESSES OF HKATC DATA

<u>**Strengths:**</u>

Testing Demand for HKATC services as evidenced by the following:
- Increase of FTE enrollment for Fall 2008 (**1807**), Fall 2009 (**2075**), and Fall 2010 (**2289**),
- High demand for COMPASS mandatory placement testing of all FTE enrolled students. Also, increased number of high school students using COMPASS as an early prediction indicator for college readiness, and
- Demand for Distance Education testing.

Testing Efficiency as evidenced by the following:
- Testing seats per student FTE was **.013** for 2010. As enrollment increases, fewer testing seats are available: **1.67** in 2008 and **1.45** in 2009,
- Testing seats per total number of tests increased each year from 2008 (**.006**), 2009 (**.008**) and 2010 (**.009**), and
- Total number of tests per testing budget was **.03**.

Testing Effectiveness percentages as evidenced by the following:
- **97%** of the students were pleased with HKATC testing services and felt that their needs were met, and
- Staff is flexible and responsive to the needs and requests from the college, system, and community

<u>**Weaknesses**</u>:

Testing Demand/Efficiency/Effectiveness:
- Staffing and funding may need to be increased due to continuous enrollment growth, heavy computer lab usage, and increased demand for testing services, especially in the area of Distance Education,
- Space is a concern because of increased usage and demand for services, and
- Professional development and training need to be available and accessible for staff, tutors, and faculty.

UPDATE ON PREVIOUS YEAR'S ACTION

- **Work with instruction regarding educational resources for remedial and developmental education.**

TLC maintains its strong ties to instruction, providing faculty with an extension to their classroom and providing academic support college-wide. Faculty lab area (reading, writing, math, and ESL) coordinators serve as liaisons to their departments and oversee the development of curriculum and resource materials relevant for their classes and students. In addition to the regular lab usage, TLC has been actively involved with supporting Achieving the Dream initiatives. To especially support and raise the remedial/developmental students' passing rates, TLC implemented and/or assisted in supporting the following interventions:

> In-Class Tutoring - In the 2008-2009 AY, VCAA Noreen Yamane provided TLC with monies to experiment with in-class tutoring for remedial/developmental reading, writing, and math classes. The Fall 2008 semester started out with three classes and increased to five classes in the Spring 2009 semester. Tutors were primarily TLC-trained tutors who worked with students in the lab when not scheduled for in-class tutoring.
>
> Huluena In-Class Tutoring – In the 2009-2010 AY, Annie Maeda coordinated the in-class tutoring for the Hawaii Life Styles Program which received funding from a Congressionally delegated grant. Many of the Huluena tutors used TLC as a place to meet with their students.
>
> Hui Makamae Project – This project provided retention/persistence strategies for students placing in remedial/developmental reading and math classes. For Spring 2010-Spring 2011, an ENG 21 tutor, when not in-class, held additional tutoring sessions in TLC.
>
> Math/Reading Development Project – This was a remedial/developmental project designed to improve math students' conceptual understanding and problem-solving skills by integrating reading skills and strategies into the math curriculum. For 2010-2011 AY, training sessions for math tutors were held and relevant materials were posted on TLC Math Area website.
>
> Tutoring at Hale Kea – For the Fall 2010-Spring 2011 AY, to accommodate the Student Senate's request for tutoring on the Manono Campus in writing and math, VCAA Mike Leialoha allocated an additional $5,040 to TLC's budget for tutors at Hale Kea. The writing and math tutors were hired by TLC and received tutor training by the area coordinators.

- **Review overall testing services**.

Hale Kea Testing and Advancement Center (HKATC) was originally designed as a testing and "advancement" (e.g., self-paced instruction) site. HKATC provides placement testing, distance education testing, make-up testing, special needs tests, and certification testing for the community.

Since its opening in 2004, HKATC has experienced many changes due to the increase in enrollment and increase in distance education testing. These increases have been so great that the Center was forced to

cease much of its community testing services due to staffing and facility limitations. For example, HKATC discontinued ACT testing in 2008 and in 2010, transferred Pearson Vue testing over to the Office of Continuing Education and Training. Other changes include conforming to system-wide changes in policies and procedures (such as retake limits and the implementation of various testing fees). Furthermore, major changes imposed by the Federal government regarding testing in order to prove Ability to Benefit for Federal financial aid have resulted in recent sweeping changes in the administering and reporting of these test sessions. Student usage has also driven change, and variety in instruction and instructors has affected the services provided at HKATC.

- **Review support for Distance Education**

In 2006, the UH system mandated campuses to proctor Distance Education tests. Hale Kea was designated as the center to administer tests for resident students enrolled in distance education courses. In the last four years nearly 6,000 DE exams were administered. In one semester alone, 1,500 tests for 75 different instructors from numerous institutions were administered; furthermore, each instructor has specific and unique policies and procedures for test administration, as well as varied lengths of tests (ranging from seven minutes to "unlimited"); types (web-based, paper and pencil, short answer, essay, etc.); and open periods (two hours on one specific day, entire semester).   HKATC will continue to service this growing population and be responsive in keeping up with new mandates and policies affecting DE testing.

- **Incorporate system developed SLO's for tutoring and testing.**

TLC and HKATC followed the updated template, approved by the UHCC Academic Affairs Administrators, for the 2010 Annual Unit Program Review. System's SLO's for tutoring and testing were reported in this review.

What value does tutoring add to a student's experience and success?
Here are some of the responses from TLC staff and tutors when asked this question:

"There are many values that tutoring adds to a students' experience and success such as learning various study strategies, enhancing various reading skills and skill areas. In addition, I believe that tutors teach students the value of having a positive self-concept, as well as, the importance of learning and the value of education."

"In TLC, we help local and international students improve their understanding of written English through tutoring. As tutors, we show students ways to find meaning in a sea of information. These methods give students the tools they need to be more efficient in school, facilitating success.
The ability to process information from written English opens up many opportunities that an improve their quality of life."

"As a tutor, it is my job to encourage, support, and assist students along the way. With empathy and understanding, warmth and genuineness, tutoring provides students with the added support they need to maintain their obstacle-filled path to a higher education. When challenges arise, students may feel anxious, stressed, and possibly hopeless. Through tutoring, they may leave feeling uplifted, positive,

and progressive. Through tutoring sessions, students can learn how to become more independent, confident, and secure in their own talents and skills."

"Engagement with a tutor not only helps a student to grasp the concept of the subject being tutored, but also helps the student to see the value of sharing ideas with a fellow student. The tutor, at one time, was at the same level of understanding about the subject that the student is now. The student is then able to see how continuing to work at the subject can bring further understanding. This concept of perseverance can help a student throughout not only his/her academic career, but also in life in general."

"Tutors are more than a resource to help students with assignments. Tutors can be friends that students come to so they can get help or advice for many situations. Sometimes students come in and are having problems, academic and personal, and we try to help them solve the problems. Even though a tutors' primary goal is to teach students to think independently and better their study habits, we also build confidence in students that already have good study habits so they can continue to grow as students and be successful in life."

What value does testing add to a student's experience and success?

Testing for appropriate placement ensures that students will be placed in courses that are suitable for each individual's level, therefore, creating a positive learning experience and success in their academic journey.

Because Hawaii CC has an "open door" policy, students arrive on our doorstep with a wide variety of skill levels, ranging, for instance, from third grade reading levels to holders of PhDs. At the most basic level, the COMPASS placement test is used to determine the best math, reading and writing courses for students to enroll in; the ideal class is not too difficult to cause frustration nor too easy to generate boredom.

The placement test is also used to make sure that incoming students are prepared to meet the demands of the classroom. For instance, textbooks for college level psychology classes are geared towards students with college-level reading abilities. Students with third grade reading levels would likely flounder in such an environment. For some trade programs, such as Carpentry, mathematical knowledge is necessary. Therefore, certain programs have entry level requirements based on math, reading and/or writing levels. Other programs do not have entry requirements, but certain math, reading, and writing levels are required for completion of the degree. Examples are Accounting, Administration of Justice, Agriculture, and Business Technology, to name a few.

Finally, students who apply for Federal financial aid but who did not graduate from high school or receive a GED (or who are unable to provide relevant documentation of these achievements) currently may use COMPASS scores to prove the "Ability to Benefit" from a college education. The Federal government will award or restrict financial aid based on minimum scores, and has set strict administration practices for this use of the test.

Part III. Action Plan

Weaknesses #1

Electronic survey results indicated low percentage of faculty/lecturer referring students to Centers although they rated high satisfaction results for those receiving tutoring services. Strategies for faculty/lecturers to have their students take advantage of the tutoring services need to be explored.

- 38% referred students to HKATC for tutoring
- 72.7% referred student to TLC for tutoring

Weaknesses #2

Better data collection and tracking system of data are needed to assess unit outcomes. In 2009, TLC's check-in system was updated to reflect a more accurate account of the classes students were being tutored in. In 2010, another component to refine the data was to be installed, but had to be postponed because of the departure of the computer programmer. TLC is in the process of looking for other tutor tracking systems that will fit our reporting needs.

Weaknesses #3

High demand (29,501 student count) for testing services and computer lab usage at HKATC must be addressed. Staffing may need to be increased due to continuous enrollment growth, heavy computer lab usage, and increased demand for testing services, especially in the area of Distance Education. In addition, space is a concern because of increased usage and demand for services. More resources need to be allocated to support HKATC so it can continue to meet the needs of students, faculty, and staff on the Manono Campus.

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

To accomplish Action Plan:
> #1- Human resources will be needed.   Faculty, lecturers, Lab coordinators, TLC/HKATC staff, and tutors/clerks will work together to promote Centers' services to students.

> #2 - Financial and human resources will be needed. TLC coordinator will research different tutor tracking systems and their costs. TLC may purchase a commercial system depending on the cost and whether it fits our reporting needs.   Another alternative would be to consult with a computer programmer to refine our current system.

> #3 - Human and financial resources will be needed. Professional development workshops in using technology and other computer programs may be needed in training tutors/clerks to assist students who are not computer literate. Resource allocations to support HKATC with additional clerks and tutors for the open computer lab area need to be considered.