

2024 Annual Report of Program Data

Testing & Learning Center (TLC)



1. Program or Unit Mission

Hawai'i Community College Mission Statement: To promote lifelong learning, Hawai'i Community College will emphasize the knowledge and experience necessary for Kauhale members to pursue academic achievement and workforce readiness. Aligned with the mission of the UH Community Colleges, we are committed to serving all segments of our Hawai'i Island community.

The Learning Center (TLC) Mission Statement: TLC at Hawai'i Community College provides services to help students become successful, independent learners and reach their educational goals.

Vision Statement: TLC fosters student success by upholding five core values:

- Promoting independent learning and critical thinking
- Respecting diversity
- Honoring confidentiality
- Demonstrating patience and compassion
- Providing a supportive and inclusive learning environment

Unit Description:

The Testing and Learning Center operates across two locations:

1. The Learning Center (TLC): Located on the UH Hilo Campus, providing tutoring and academic support.
2. Hale Kea Advancement and Testing Center (HKATC): Located on the Manono Campus, specializing in testing services.

Together, these centers serve prospective, incoming, and continuing students across the island by offering comprehensive academic support services.

Services Provided:

The Learning Center (TLC):

- Academic Tutoring: Reading, writing, ESL, math, and subject-specific support.
- Test Proctoring: Distance education, make-up tests, and accommodations testing.
- Technology and Space Access: Computer labs, study spaces, and internet for online learning.
- Peer Mentoring: Guidance for academic and technology needs (e.g., Zoom, Lulima, Google Workspace).

- Student Employment: Opportunities for academically successful students as tutors and mentors.

Hale Kea Advancement and Testing Center (HKATC)

- Proctoring Services: Distance education exams, make-up and accommodations testing.
- Placement Testing: Accuplacer placement testing.
- Fee-Based Testing: Services for non-UH students and external organizations.
- Technology and Space Access: Computer labs, study spaces, and internet for online learning.

Changes to Operations

- Facilities: In December 2022, the Hale Kea Advancement and Testing Center (HKATC) closed for renovation. As a temporary solution, the center relocated to a classroom in the Business Education Building on the UH Hilo campus in Spring 2023.
- Testing Services: The closure of the HKATC halted professional and licensure testing. In April 2023, the HKATC Education Specialist resigned, further impacting operations. By May 2023, The Learning Center absorbed all testing services, with the faculty Student Success Coordinator assuming management responsibilities, including overseeing all testing services.
- Staffing Changes: Due to the professional staffing shortage, services across the HKATC and The Learning Center were consolidated under a single entity, now referred to as the Testing and Learning Center.
- Staff Recruitment: The Education Specialist position was advertised in Fall 2024, and recruitment is currently nearing completion. The position is expected to be filled by Spring 2025, which should alleviate staffing challenges and enhance service delivery.

Current Staffing

- Faculty: 1 FTE; one full-time Faculty Student Success Coordinator responsible for coordination of academic support services for both centers, and all matters related to personnel and budget.
- Staff: 1 FTE; Spring 2024, two part-time Administrative Professional Technical (APT) Education Specialists (19 hours per week maximum) who provide support with test proctoring, staff training, and general supervision.
- Student Employees
 - Peer Tutors
 - Fall 2023 – 7
 - Spring 2024 - 9
 - Student Assistants
 - Fall 2023 - 6
 - Spring 2024 – 5

Operations:

The Testing and Learning Center (TLC) operates Monday through Friday from 8:00 a.m. to 4:00 p.m. The center is closed on weekends and state and federal holidays.

Tutoring Services

Tutoring is available Monday through Friday, from 9:00 a.m. to 3:00 p.m., these hours may vary depending on tutor availability. The primary areas of focus include reading, writing, ESL, math, and science, with additional subject-specific support offered based on tutor expertise. Due to limited staffing, scheduling an appointment for tutoring is highly recommended to ensure availability and receive personalized academic support.

Testing Services

Testing appointments are available Monday through Friday at various times, depending on the work schedule of student assistants. Appointments are required and must be submitted at least 72 hours in advance of the desired test date.

Appointment Scheduling

Students can schedule tutoring or testing appointments using one of the following methods:

- In person
- Online through the TLC Virtual Front Desk
- By phone
- By email
- By submitting the TLC [Appointment Request Form](#).

Online appointment requests are processed within 72 hours of submission. Appointments are not automated due to variability in student assistant schedules and test time limits.

Appointment Management

All confirmed appointments are recorded and managed through STAR Balance. The platform automatically generates an email to students, providing specific details and instructions for their appointments.

2. Program Student Learning Outcomes or Unit/Service Outcomes

List of the Unit/Service Outcomes

- SLO-01(System): Students who receive tutoring will pass their tutored courses

Testing & Learning Center Service Area Outcomes (SAOs):

- SAO-01: Provide tutoring, testing, and academic support services to promote student success (TLC and Hale Kea SAO combined)
- SAO-02: Provide computer access for students
- SAO-03: Provide make-up testing services to students

Program or Unit/Service Outcomes that have been assessed in the year of this Annual Review.

- SAO-01: Provide tutoring, testing, and academic support services to promote student success
- (SLOs): SLO-01 (system-wide): Students who receive tutoring will pass their tutored courses

3. Analysis of the Program/Unit

Item	Metric	2021-22	2022-23	2023-24
1	Annual Unduplicated Student Headcount	2,829	2,801	3,040
2	Annual FTE Faculty	108	90	93
2a	Annual FTE Staff	122	114	114
3	Annual FTE Student	1,098	1,044	1,090

Academic Support Services

Student Contacts by Service	
Service	Duplicated/Unduplicated Student Count
Total Contacts	1337/765
Tutoring	340/100
Testing	792/293
Study Table	156/62
Computer Use	34/11
Zoom for class attendance	15/6

Test Proctoring by Type

Test Type	Duplicated/Unduplicated Student Count
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Distance Education (DE)	524/137
ATI TEAS	133/65
Make -up Testing	38/21
Government Testing (Fire Department)	35/35
Placement Testing (Accuplacer)	28/19
Accommodations Testing	25/7
Non - UH Fee for Proctoring	9/9
Total Proctored Tests	792

Assessment Results:

SAO-01 (Student Support Services): A large portion of services are focused on tutoring and testing, with 59.2% of contacts being related to testing, followed by tutoring at 25.4%. The remaining services, such as study tables and computer access, account for a smaller portion of engagement.

Tutoring Services:

- A total of 340 tutoring appointments were conducted, representing 25.4% of all service interactions.
- The unduplicated number of students tutored in one-on-one sessions per student FTE, shows approximately ten percent of the FTE utilized tutoring services from TLC.
 - Tutoring appointments are lower as compared to previous years (pre COVID).
 - The decline in overall appointments may be attributed to limited awareness and visibility within the campus community. Outreach efforts currently include emailing flyers to faculty and sharing information with students via the weekly Ka'io news bulletin. Expanding promotional strategies could help increase engagement and participation in tutoring services.
- On average, students attended 3.4 sessions each, with 10% seeking support for multiple academic classes.

Testing Services:

- Testing was the most utilized service, accounting for 792 appointments, or 59.2% of total contacts.
- The number of total tests administered per FTE testing center staff is 198
- The number of total tests administered per Student FTE was .73
- The number of Distance Education tests administered per year per student FTE was .48

- DE Testing has decreased as compared to previous years. The decline in DE testing can be attributed to several factors. As a result of staffing challenges and the elements required for remote testing, TLC stopped remote testing services as of Additionally, Faculty have moved to building their own assessments into the Learning Management System or have identified alternate assessment methods.
- Remaining test proctoring services (Accommodation, Make-Up, Professional) was .21
 - TLC continues to offer reduced distraction testing for students requiring accommodations. Requests for Accommodation and Make-up Testing is similar to prior years. Professional and Licensure proctoring is significantly lower due to the ongoing building renovations at the Testing Center.
- The number of Placement tests administered per year per student FTE was .02.
 - Placement testing using Accuplacer is minimal after the system-wide implementation of EdReady in 2020. EdReady is an online self-paced learning platform for students preparing for college and can be used for placement into English and Math Courses. EdReady is free to all UHCC students. Currently, students attempting to place into ESL courses are required to use Accuplacer.

Study Tables and Computer Use:

- Secondary services such as study tables attracted 62 users (8.1%), providing a quiet, structured space for academic work.
- Computer use was minimal, with 34 appointments (2.5%), The unduplicated number of students using TLC for computer access per Student FTE was 1 percent.

Zoom for Class Attendance:

- Virtual support for class attendance saw 15 interactions (1.1%)
- The unduplicated number of students using TLC for Zoom per Student FTE was .5 percent

SLO-01 (System-wide): Students who receive tutoring will pass their tutored courses.

During the reporting period, The Learning Center (TLC) provided a total of 340 tutoring appointments to 100 unduplicated students. On average, students attended 3.4 tutoring sessions. Approximately 10% of the students utilized tutoring services for more than one academic class. Pass and fail grades were counted for each student and class in which they received tutoring services.

<i>Pass (C or higher)</i>	83	76.15%
<i>Fail (D, F, W)</i>	26	23.85%
<i>Total</i>	109	100%

76.15% (83 students) achieved a passing grade (C or higher), while **23.85% (26 students)** received a failing grade (D, F, or withdrew from the course).

This data indicates a relatively strong success rate, with over 76% of the students meeting the minimum academic standards. However, the 23.85% failure rate suggests potential areas for improvement, such as targeted interventions to support at-risk students, enhance course engagement, or address challenges contributing to withdrawals or low performance.

Additionally, the average of 3.4 tutoring sessions per student raises questions about the adequacy of support for those struggling academically. For students at risk of failure, two to three sessions may not provide sufficient opportunities to address challenges effectively. Encouraging more frequent and consistent use of tutoring services, particularly for at-risk students, could help improve academic outcomes

Overall Strengths:

- **Comprehensive Range of Services:** The TLC provides a wide array of services that support student success, including academic tutoring, test proctoring, access to technology and study spaces, and peer mentoring. This holistic approach helps meet the diverse needs of students, fostering both their academic and technological development.
- **High Success Rate in Tutoring:** The TLC has demonstrated strong outcomes in its tutoring services, with a pass rate of 76.15% among students who utilized tutoring. This reflects the effectiveness of the tutoring services in helping students succeed academically, and highlights the TLC's commitment to student achievement.
- **Steady Demand for Testing Services:** Despite operational challenges, demand for testing services remains stable. The TLC's ability to maintain testing services such as Distance Education testing, Accuplacer, and accommodations testing has ensured that students continue to have access to essential academic assessments.
- **Adaptability to Operational Changes:** The TLC has shown flexibility in the face of staffing shortages and the temporary closure of the Hale Kea Advancement and Testing Center (HKATC). By absorbing all testing services and streamlining operations, the TLC continued to provide essential services, ensuring minimal disruption to students' academic progress.
- **Student Employment Opportunities:** The TLC provides student employment opportunities through its tutor and mentor positions, offering students valuable on-the-job experience. This not only helps students develop important skills but also strengthens the center by involving them in its operations.
- **Use of Technology:** The TLC's integration of technology through computer labs, online learning resources, and virtual support (such as Zoom for class attendance) ensures that students have the tools they need to succeed, particularly in an increasingly digital academic landscape.

Opportunities for Improvement:

While the Testing & Learning Center (TLC) has made significant strides in providing essential academic support services, several areas offer opportunities for improvement:

- **Increase Awareness of Underutilized Services:** Services such as tutoring and computer access, though valuable, have seen lower engagement than anticipated. This suggests the

need for enhanced outreach strategies, not only targeting instructional faculty but also students directly. Expanding marketing efforts through digital platforms, such as social media, email newsletters, and in-class announcements, could increase awareness and utilization of these services. Engaging student clubs, faculty, and student government in promoting TLC resources might also boost visibility across campus.

- **Reevaluate the Relevance of Certain Services:** Services like Zoom for class attendance and computer use had low engagement, with less than 2% of students utilizing these resources. This indicates that students may have found other alternatives or that these services are not perceived as critical. A more focused survey or feedback mechanism could help determine if these services need to be reimagined or if adjustments to service hours, location, or technology could make them more relevant.
- **Expand Subject-Specific Tutoring:** The lack of student tutors in specialized subjects, particularly in math and science, has impacted the ability to offer comprehensive support. Recruiting tutors in these subject areas, possibly by partnering with faculty or utilizing peer networks, will help diversify the available tutoring resources. Improved outreach to students who excel in these areas or a more targeted recruitment campaign could address this gap.

4. Action Plan

Goals for the Next Year:

- **Address Staffing Shortages:** Request to reinstate a key position:
 - Office Assistant III (\$42,000/year)
- **Enhance Tutoring Services:** Expand outreach efforts, provide consistent training for student employees, and increase recruitment for tutors.
- **Service Expansion:** Explore new academic support workshops and increase access to technology and testing resources. Evaluate student academic performance and support needs.
- **Professional Testing:** Resume professional and licensure testing once the renovations are complete and the space can go through a recertification process
- **Enhance Data Collection and Reporting:**
 - Reimplement Student Satisfaction Survey for data collection
 - Track and report specific outcomes, such as course pass rates for tutored students, to better demonstrate tutoring's impact on academic success.
- **Address Testing Needs:**
 - Given the demand for testing services, explore opportunities to streamline or expand testing capacity to meet student needs efficiently.

Alignment with Strategic Plan:

- The action plan aligns with Ka'ika'i Haumāna to promote student success and equitable access to learning.

5. Resource Implications

I am NOT requesting additional resources for my program/unit.

I AM requesting additional resource(s) for my program/unit.

Total number of items being requested: 1 (4 items max.)

✓ Item Description: Personnel Resource

Personnel Resource	Estimated Date Needed	FTE; Position Type; Position Title	Estimated Salary	Was an Existing Position Abolished? (Y/N); Position #
Clerical Support	June 1, 2025	FTE, OAIII, Office Assistant	\$42,000 yr.	Yes

✓ Justification:

The Testing and Learning Center (TLC) at Hawai'i Community College has consistently demonstrated its dedication to student success through a wide range of academic support services, including tutoring, testing, and technology access. Despite challenges such as staffing shortages and operational changes, the TLC remains committed to helping students become independent, successful learners, while aligning with the college's broader goals of lifelong learning and workforce readiness.

To maintain and expand its positive impact, addressing staffing shortages is a key priority. Strengthening staffing will enhance service delivery, diversify available resources, and improve outreach, ensuring that a greater number of students can benefit from the TLC's offerings. In turn, this will support the college's broader goals of persistence and retention, creating equitable opportunities for academic achievement.

The following positions should be reinstated to help meet these objectives:

- **Office Assistant III:** With an estimated annual salary of \$42,000, this position will handle essential clerical tasks, such as scheduling, communication, and logistical support for tutoring and testing services. The position would be responsible for supervising student staff, maintaining personnel files, testing files, administrative correspondence, maintenance of basic accounting records, completion of inventory, and purchase requisitions. Reinstating this role is critical to maintaining operational efficiency as TLC continues to focus on expanding services and increasing student utilization.

Reinvesting in positions and expanding services will enable the TLC to meet the growing needs of its diverse student population. This strategy aligns with the Hawai'i Community College Ka'ao Ka'ika'i Strategic Plan, particularly the Ka'ika'i Haumāna initiative, which focuses on developing successful students for a brighter future.

In conclusion, the TLC continues to be a cornerstone of student success. With strategic improvements, it will further solidify its role as a vital resource for academic excellence and community engagement at Hawai'i Community College.

✓ **Alignment to the [Ka'ao Ka'ika'i Strategic Plan AY 2023 - AY 2029](#):**

Each resource request must align with one or more of our Strategic Plan Core Commitments:

Ka'ika'i Kuleana	Fulfill kuleana to Native Hawaiians and Hawai'i Island.
Ka'ika'i Haumāna	Develop successful students for a better future.
Ka'ika'i Oihana	Meet Hawai'i Island's workforce needs of today and tomorrow.
Ka'ika'i Noi'i	Diversify Hawai'i Island's economy through innovation and multi-sector partnerships.
Ka'ika'i Kauhale	Build and Maintain the Wellbeing of the College Kauhale.