

Hawai'i Community College Assessment Reporting Form

Use this form to submit assessment results for AY 2012-13. The form is due on July 1, 2013. Submit an MS Word version of the report to the Assessment Coordinator. The **Improvement Strategies** Section should be completed once the Action Plan has been implemented and assessed.

Unit Name: The Learning Center and Hale Kea Advancement and Testing Center

Submitted by: Gwen Kimura

The last comprehensive review for this Unit was: Fall 2011

Unit Description

(Provide an overview of the unit, including excerpts from the catalog narrative, goals, values and other types of support services that the unit provides)

Mission *(Insert the unit's 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.

Catalog Description and Other Narrative

(Insert the unit's catalog statement and add narrative that helps to describe the unit)

The mission of The Learning Center (TLC) is to help students be successful in their college experience. Its objective is to provide students with guidance and support to assist them in becoming active independent learners, taking responsibility for their own learning. TLC introduces students to new educational technology and old-fashioned one-on-one tutoring including study strategies and techniques. Its primary services incorporate:

1. Free academic tutoring (one-on-one and group) available to all currently enrolled students in reading, writing, math, study skills, English as a Second Language, and content area courses as available (history, computer science, philosophy, etc.)
2. Computer assisted instructional programs (including getting started with Laulima classes)
3. Instruction utilizing self-paced Computer Assisted Instruction and printed material
4. Internet and e-mail assistance
5. Employment opportunities for students who enjoy helping other students and have developed mastery in one or more courses

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Hale Kea Advancement and Testing Center (HKATC) provides computers, a study area, and free testing services (COMPASS placement testing, distance education testing, special needs testing, and make-up testing) for current and prospective Hawai‘i Community College students. Distance education and COMPASS tests are administered for community members attending non-UH campuses for a fee.

Assessment Results

TLC/HKATC Unit Outcomes (UOs)		
<i>(Enter all the Unit Outcomes (add rows if necessary) and indicate with an X in the first column if the UO is evaluated through this assessment)</i>		
Assessed this year?		Unit Outcomes
X	1	TLC/HKATC will provide tutoring services for students to support their success in their academic endeavors
	2	TLC/HKATC will provide computer access for students.
	3	TLC/HKATC will provide the College and community with testing services

ASU Outcomes (UOs)		
<i>(Indicate with an X the UO(s) which were supported through this assessment)</i>		
Assessed this year?		Academic Support Unit Outcomes
X	1	The Academic Support Unit (ASU) will provide resources and services to faculty and staff to enable them to efficiently carry out their duties and responsibilities.
X	2	The ASU will provide resources and services to promote student success.

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Institutional Learning Outcome Alignment <i>(Indicate with an X the ILO(s) which were supported through this assessment)</i>	
Aligned?	Institutional Learning Outcome
X	Our graduates will be able to communicate effectively in a variety of situations.
X	Our graduates will be able to gather, evaluate and analyze ideas and information to use in overcoming challenges, solving problems and making decisions.
X	Our graduates will develop the knowledge, skills and values to make contributions to our community in a manner that respects diversity and Hawaiian culture.

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Assessment Strategy/Instrument

Describe how you determined the sample used for this assessment (e.g. rubrics, CCSSE, surveys, data, longitudinal studies, portfolios, and evaluations). Were all students receiving services evaluated or only a random sample? Include the rubric used to evaluate the sample or attach the rubric to this report.

2011-2012 Assessment Report:

In April 2012, a survey was sent to faculty asking if they referred their students to the Centers for tutoring. The results indicated that 80% of the faculty referred their students to TLC and 56% referred their students to HKATC for tutoring. The results also indicated that 100% of the faculty members responded in the HKATC survey that they felt tutoring had a positive impact on their students, but only 56% referred their students for tutoring.

2012-2013 Assessment Report:

Unit Outcome #1:

Based on the previous years' assessment results, TLC/HKATC implemented the following assessment activities to provide effective and increased number of students/faculty use of tutoring services, especially for writing and math (where students are walk-ins) and at HKATC where tutoring services began in 2010:

1. Designed referral form to be used by faculty/lecturers to refer students to TLC/HKATC for early assistance. Special attention was given to students enrolled in classes that were connected to STEM (math classes) initiatives.
2. Area Coordinators informed faculty and lecturers about TLC/HKATC services through DCs' meetings.
3. Flyers were posted around campus and in student/faculty orientation packets and services were advertised via website.
4. Classroom visitations were scheduled where tutors presented five minute orientations of Centers' services and resources.
5. Tutors were encouraged to complete their College Reading and Learning Association (CRLA) tutor certification and Area Coordinators conducted in-service training for tutors.

The following methods were used to assess and measure this unit outcome:

1. Faculty/student survey questions related to satisfaction with tutoring services were distributed to all students and faculty members using TLC/HKATC services at the end of the Fall 2012 semester. Results and comments were compiled and shared with TLC/HKATC staff, Area Coordinators, and tutors and strategies on how services could be improved were discussed.
2. Student contact statistics of use of tutoring services for the 2012-2013 academic year was compiled, analyzed, and included in this June 30, 2013 Assessment Report.
3. Focus group discussion on tutoring services and how it related to HawCC's ILOs was conducted during the Fall 2012 semester. (see Appendix 1)

Based on the above results, changes will be made to the Centers' services and iterations and assessment activities will be used to develop action plan outcomes for the 2013-2014 academic year.

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Expected Level of Achievement

(Set the Performance Rate (e.g. 85% of the sample assessed will meet or exceed expectations, or perhaps use how the unit performs in relation to the Demand, Efficiency, and Effectiveness Indicators and student surveys)

Performance Rate for Unit Outcome #1:

- 90% of the students and faculty using TLC/HKATC will feel their learning or their students' learning increased as a result of tutoring services.
- Increase of student usage of the Centers, especially for students enrolled in STEM related classes, by 10%.

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Assessment Results

Results of Unit Assessment

(What were the results of the assessment and the conclusions based on the results? Include the sampling results and detailed discussions that led to the conclusions)

Results from the surveys indicated that a majority of the students felt the Centers met their tutoring needs. Both TLC and HKATC students positively felt that working with a tutor helped them improve their performance and felt that they were becoming more independent learners.

The Learning Center (TLC) STUDENT Evaluation Survey Fall 2011-2012

Percentages represent Strongly Agree/Agree Responses

Items	Fall 2011	Fall 2012
Number of evaluations	262	261
#6 Studying at TLC helps me improve my overall performance as a student	90%	89%
#7 My work in TLC is helping me learn to become more independent as a student	91%	89%
#10. My overall rating of TLC is (Percentages represent good to Excellent responses)	95%	93%

Hale Kea Advancement and Testing Center STUDENT Evaluation Survey Fall 2012

Percentages represent Strongly Agree/Agree Responses for #3 and #4

Items	Fall 2012
Number of evaluations	100
#3 Working with a tutor in the Center helps me improve my overall performance as a student	93%
#4 My work in the Center is helping me learn to become more independent as a student	97%
#6 My overall rating of the Hale Kea Advancement & Testing Center is (Excellent/Good)	97%

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Student comments from **TLC** evaluations:

- *Thank you for the time and experience, in the world or the educational process, in order for one to move on to the next level, your various levels of assistance has been very beneficial.*
- *Thank you for providing a great place to better ourselves.*

Student comments from **HKATC** evaluations:

- *It is a great place to come to study. The staff members are friendly and helpful.*
- *You are the most helpful and most polite building/center on the campus. I come to you for help when I'm lost. Thank you.*

Similarly, results from the faculty survey indicated that 96.7% and 100% (TLC and HKATC respectfully) felt that their tutoring expectations were met and their students' learning increased as a result of tutoring services. Both TLC and HKATC faculty gave positive ratings on the effectiveness of the tutors and overall services of the Centers.

The Learning Center (TLC) FACULTY Evaluation Survey Fall 2011 -2012

Percentages represent Good to Excellent Responses

Items	Fall 2011	Fall 2012
Number of evaluations	20	11
#2 Rate the overall services of TLC	95%	96.8%
#3 Please note the extent to which the Center meets your tutoring expectations	94.7%	96.7%
#7 Rate the effectiveness of TLC tutors	94.4%	93.1%

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Hale Kea Advancement and Testing Center **FACULTY** Evaluation Survey Fall 2012

Percentages represent Strongly Agree/Agree Responses for #3 and #4

Items	Fall 2012
Number of evaluations	10
#3 Staff at the Center are helpful and informative regarding services available at the Testing Center and HawCC	100%
#4 If your students used HKATC tutoring services, do you think their learning increased as a result of tutoring services?	100%
#6 My overall rating of the Hale Kea Advancement & Testing Center is (Excellent/Good)	100%

Comments from faculty **TLC** evaluations:

- *It's a place that's conducive to studying and students can get assistance from a variety of tutors.*
- *Provides students a place to study, use computers, take make-up tests, and go for tutoring.*

Comments from faculty **HKATC** evaluations:

- *The testing center is an extraordinary useful learning resource for my English classes. Students consistently report positive experiences with HKATC staff, tutors, and resources.*
- *I think expanding the space available for studying and computer use would be a good idea! This is the only decent study space on the lower campus.*

The expected level of achievement of “90% of the students and faculty using TLC/HKATC will feel their learning or their students’ learning increased as a result of tutoring services” have been met.

Because a key component to providing effective tutoring service is having competent and well-trained tutors, TLC/HKATC staff and Area Coordinators will continue to provide the following:

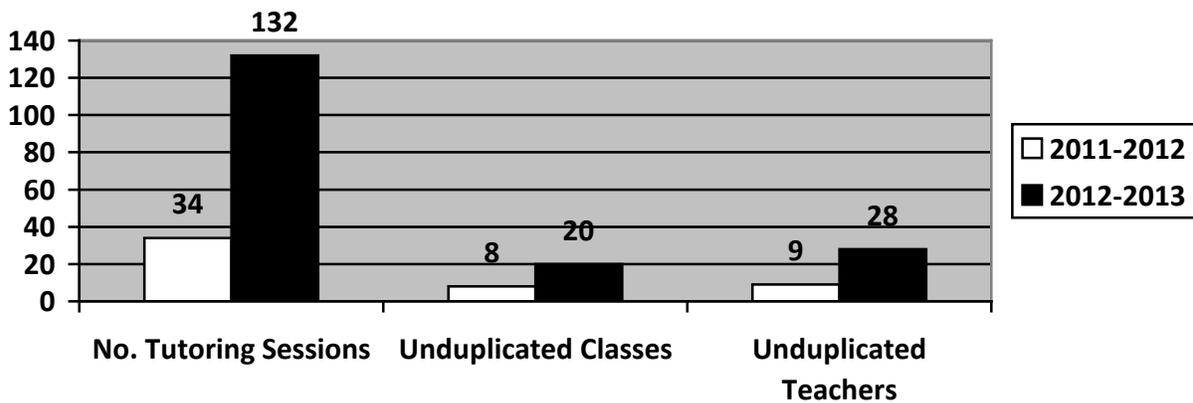
- College Reading and Learning Association (CRLA) certification
- Tutor meetings and in-service training by Area Coordinators for the different subject areas
- Evaluation and individual conferences with tutors using performance based rubrics

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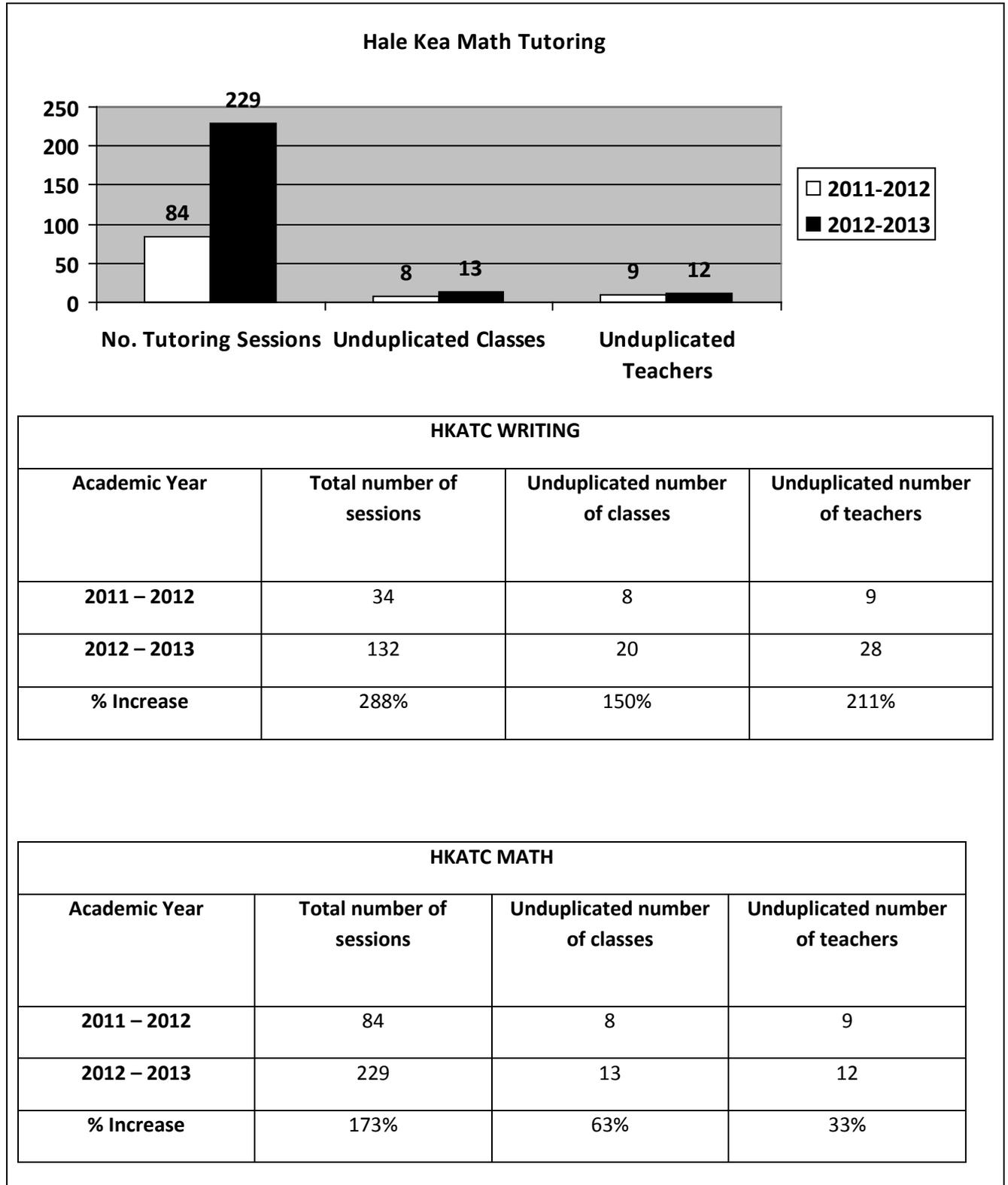
Area Coordinators continued to inform faculty/lecturers of TLC/HKATC services through department meetings and writing and math tutors were doing five minute classroom orientations of services, but there was still a need to implement a strategy to help those “at risk” or those students who were reluctant to seek assistance.

An Early Assistance Referral Form for Tutoring was designed by the Centers’ staff and Area Coordinators in the Fall 2012 and implemented in Spring 2013 to increase: total number of tutoring sessions, unduplicated number of classes, and unduplicated number of teachers. Area Coordinators informed their faculty and lecturers about this intervention at DCs’ meetings and at tutor training sessions. Although response from this early assistance initiative was minimal, there was a substantial increase, when compared to the previous academic year, in student usage in both writing (288%) and math (173%) tutoring sessions. There were also a significant increase in the number of unduplicated writing (150%) and math (63%) classes as well as a significant increase in the unduplicated number of writing (211%) and math (33%) teachers using tutoring services at HKATC.

Hale Kea Writing Tutoring



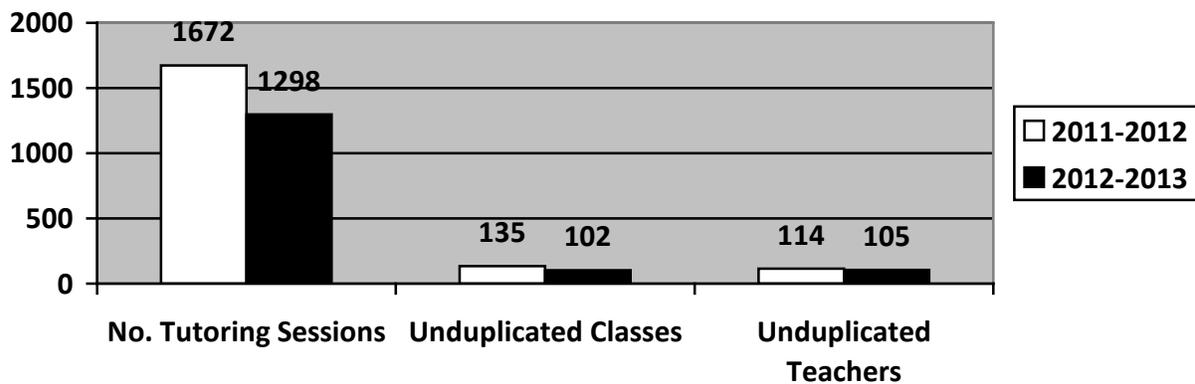
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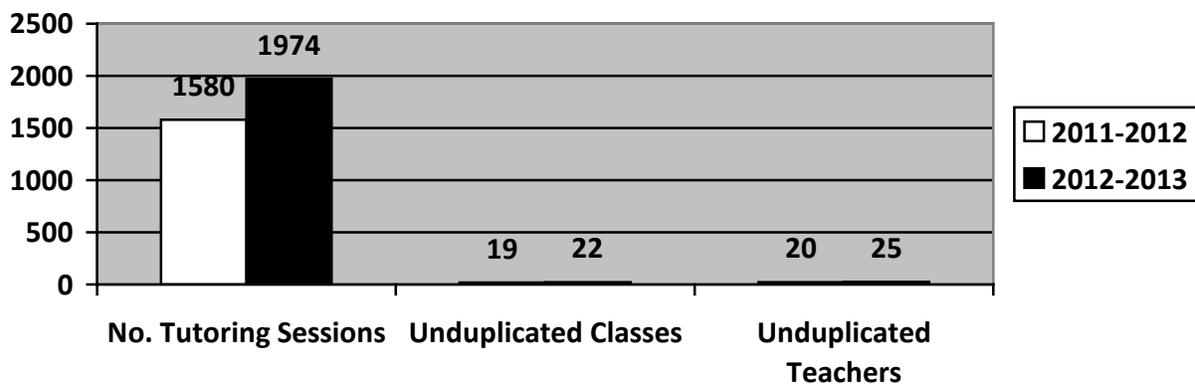
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Data results for TLC writing tutoring indicated a decrease in total number of tutoring sessions, unduplicated number of classes, and unduplicated number of teachers. Possible reasons for this decrease could be attributed to the drop in enrollment, number and types of classes using the Center, and possibly students using HKATC resources as well as other resources on the upper campus. TLC math tutoring results indicated an increase in all areas, but not as significant as HKATC. It was great to see the increase in students and faculty using math tutors and resources for both HKATC and TLC, since they are STEM related fields.

TLC Writing Tutoring



TLC Math Tutoring



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TLC WRITING			
Academic Year	Total number of sessions	Unduplicated number of classes	Unduplicated number of teachers
2011 – 2012	1672	135	114
2012 – 2013	1298	102	105
% Decrease	22%	24%	0.08%

TLC MATH			
Academic Year	Total number of sessions	Unduplicated number of classes	Unduplicated number of teachers
2011 – 2012	1580	19	20
2012 – 2013	1974	22	25
% Increase	25%	16%	25%

The expected level of achievement for “*Increase of student usage of the Centers, especially for students enrolled in STEM related classes by 10%,”* have been met, except for the TLC writing area. Reading had also seen a decline in numbers, but because the focus of the intervention was targeting “walk-ins” only writing and math classes were assessed. Although TLC/HKATC’s early referral intervention was minimal, reminding faculty and lecturers of the Centers’ resources and of the value in referring their students may have played a role in increasing student/faculty usage..

In the Fall 2013 semester, an Early Alert system will be implemented campus-wide by the Counseling Department. TLC/HKATC will be a part of this campus-wide intervention that seeks to support students in connecting them with the necessary resources and help they need to develop a strategy for success.

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Action Plan

Using the previous assessment results, develop an action plan to improve services and/or student learning opportunities. The plan may include any proposed changes to services/activities and/or unit reorganization.

1. Continue to support instruction with instructional materials, tutors, educational technology, and facilities.
2. Participate in campus-wide Early Alert initiative.
3. Support on-line tutoring with Brainfuse technology.

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Improvement Strategies

This section is to be completed after the Action Plan is implemented and the results evaluated.

Based on the results of prior years' Action Plans, describe in detail what changes will be made to the unit's services or future assessment strategies. Include documentation of the dialog, process, and planning that led to the proposed changes.

Recommendations for Unit

(Based on the Action Plan outcomes, what changes should be implemented to improve services and/or student learning. Modifications might include redefining the unit's mission, modifying or changing UOs and SLOs, changing approaches, etc.)

Recommendations will be made after the Action Plan is implemented and results evaluated.

Recommended Assessment Modifications

(What was learned from the Action Plan implementation that can be used to improve subsequent assessments. These changes will be incorporated into the unit's five-year assessment plan.)

See above.

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APPENDIX 1

Tutors' responses to ILOs

Focus group discussion and tutor responses on tutoring services and how it related to HawCC's ILOs were conducted during the Fall 2012 semester. The three ILOs were:

1. Our graduates will be able to communicate effectively in a variety of situations.
2. Our graduates will be able to gather, evaluate and analyze ideas and information to use in overcoming challenges, solving problems and making decisions.
3. Our graduates will develop the knowledge, skills and values to make contributions to our community in a manner that respects diversity and Hawaiian culture.

The following are tutors' responses to which ILO they felt they supported when tutoring in their subject area:

Rosanna: ILO #1

As tutors, we help to bridge the gap that students often feel between themselves and their teachers. We are peers who have suffered the same or similar academic hardships that they currently find themselves in, and can offer insight and understanding on how to solve the problem(s) they are experiencing. We also foster confidence in the students' own abilities to tackle their problems and ultimately become independent learners.

As *writing* tutors, we offer a direct correlation between becoming effective writers and effective communicators. Successful writing involves skillful organization of thoughts and ideas and an understanding of how the acceptance of these is affected by how they are relayed and to whom. The skills that we help students develop through their writing can then be translated into successful communication skills and applied even further into their lives and interactions within the community.

Ciera: ILO #1

As a writing tutor, I consider effectively teaching communication skills to be one of my main goals. It is not unusual for a person to have difficulty expressing ideas, and learning to develop the skills that make a good writer will aid a student in becoming a good communicator. I work to help students convey their ideas in an organized and accurate manner so that they can effectively communicate in various situations. With good communication comes empowerment and confidence, and wish for those I tutor to develop these traits as well.

Sean: ILO #1

This is only my first semester tutoring, but already feels like I have been here for years. The presence of a Kauhale environment is definitely strongly felt amongst here. Since my first day in the learning center, I felt a welcoming and friendly vibe from everyone. This has helped

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me to love tutoring at the learning center! My only regret is that I haven't started years ago. It is such a rewarding feeling to help students understand materials difficult for them to grasp.

As a writing, math, and ESL tutor I have the opportunity to work with a variety of students. I have met different personalities and learning styles which really challenge me to change methods to help a student. In writing and ESL, I assist students to express their ideas or feelings onto paper. Many times they would have an opinion on a topic, but would not know the words to describe their feelings. This allows me to sit and talk with the student and understand what they exactly want to say. As a math tutor, I must explain or breakdown concepts into easier terms for a student to understand. Effective communication is occurring both ways by the student expressing their feelings and me asking the appropriate questions to get them thinking. Students learning how to communicate their ideas clearly will help later in their work and social environment. Thus their personal lives and self-esteem would also be boosted if they are able to communicate effectively. My experience with most of the students so far has been pleasant because they seem to all follow E 'Imi Pono. Students, tutors, and faculty at the learning center are surely seeking excellence and are working to constantly improve the quality of learning. I look forward for the rest of the school year to continue helping students strive for excellence while also improving myself at the same time.

Laura: ILO #1

As a tutor at The Learning Center, I assist Hawaii Community College students to communicate effectively in the course of their educational journeys. Effective communication is a mixture of being able to express ideas through verbal and in written form. Through valuable discussions and meaningful interactions, tutoring sessions open the door for exceptional dialogue and receptive discussions. Not only do I facilitate verbal communication, I also support students' in their efforts to express concepts, ideas, and data into writing. The combination of these two areas, along with my empathetic approach to tutoring, creates a progressive and responsive learning environment.

Karla: ILO #1

The Learning Center does such a wonderful work by providing help to students through tutoring. Tutors help students to communicate in a variety of situations. For instance, students can communicate accurately during classes; also, they can communicate with people in the community. Moreover, tutors are very friendly, so students can feel that TLC is a positive learning environment. From my own experience, I can assure you that The Learning Center does an amazing job by helping students to be able to communicate effectively. As a non-native English speaker, I am really thankful to all of the members of The Learning Center that helped me to be able to communicate effectively in a variety of situations. Furthermore, I am so glad that I have the opportunity to help others who are in the same place that I was.

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Tynan: ILOs #1&2

My own teachers have impressed upon me the value of communicating effectively, which is our first ILO. Moreover, they continue to encourage myself and the other mathematics majors to speak precisely. As with many other subjects, referring to things arbitrarily can lead to confusion. I continually try to catch myself when I do it and make sure to correct myself. But when I tutor HCC students in math, I encourage them to use precise language when they describe a problem or a solution. I believe it fosters a better control over your thoughts and the ability to share them with others. It also reduces confusion between the speaker and listener. So I try to get the students I tutor to tell me explicitly what steps they are doing as they do them so that they hear themselves say the steps and to see if they will catch their own mistakes in the process. It helps them to be able to express their thoughts more effectively, which leads to better communication.

I also help with our second ILO because math is all about being able to analyze what you know and use it to solve problems. Of course, life doesn't usually just throw formulas at us, so I encourage the students to really try hard with word problems (which really are the hardest problems in a math book). If they can become adept at pulling out the important information from a paragraph of text and then setting up the problem, they can transfer this to all of their other classes. However, it goes even farther than this. Being able to recognize the important information is helpful to all sorts of situations that don't arise in a school setting. By helping them spot patterns and key terms, or by figuring out how a problem should be solved can help them to transfer those skills to all other aspects of their schooling and careers.

Jessica: ILO #2

Our graduates will be able to gather, evaluate, and analyze ideas and information to use in overcoming challenges, solving problems, and making decisions.

As Reading Tutors in The Learning Center (TLC), our job is to integrate learning strategies within tutoring sessions, assist students with study skill resources, and offer strategies for reading and test-taking for Aims materials, among many other things. Our main goal is to help students create a better understanding of a variety of materials by using specific strategies that will help them do just that.

Many of the students that utilize the reading area of TLC are there to take AIMS tests required for their classes, as well as AIMS assignments, which are given when a student does not pass a specific test on the first attempt. A system is enforced of repetitive procedures, instilling aspects of organization and structure within the minds of the University of Hawaii System's students. Students are reminded to remember their section number because it is necessary in order to locate a student's AIMS file. Students are also reminded about the correct areas to leave AIMS folders while taking a test, how to use the scantron, where to leave test booklets, among other processes. By integrating this system, students obtain a better understanding of how important organization and structure are, not only within TLC, but within school, work, and even personal lives.

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Tutors are always available to answer any questions that students may have regarding AIMS tests and/or assignments. Students may have confusion about the context of the test, how to complete an assignment, etc. Handouts are available for a variety of materials used in the reading area. There are also many resources available that students can utilize. If there is ever any confusion, tutors will be more than happy to assist in further explaining what a test, assignment, etc., is asking a student to do, and we can also go over the handouts with the students to create a better understanding of the work at hand. Tutors can also supply students with reading and test-taking strategies, offering them ideas as to how they can analyze a text and be able to choose the best answer.

What we offer to students helps them overcome challenges, solve problems, and make decisions, not only school related, but in everyday life, as well. School-wise, if students have difficulties understanding or reading tests and/or assignments, the skills/strategies that we can offer will allow them to overcome those challenges by utilizing them in those areas. Those same skills/strategies will help students solve problems and make decisions by implementing the learned information within those tests and assignments and choosing the best answer.

In relation to everyday situations, students will be able to employ the learned skills/strategies that were put into use while completing schoolwork, and apply them to daily situations that require critical thinking, analyzing, and problem-solving, in turn, overcoming challenges.

TLC offers many resources that students are very welcome to utilize. The Center is filled with an excellent staff, able to help students in a variety of ways that will in turn, help those students achieve the Institutional Learning Outcomes (ILOs).

Kalyan: ILOs #1&2

Our graduates will be able to communicate effectively in a variety of situations.

I believe this is true because, as tutors, we help our students to communication in a variety of ways. One of the most important ways we help is through tutoring writing. Writing is one of the most powerful ways anyone can communicate. Students communicate daily using writing through emails, texts, and papers for class. The first two methods may not be in the most formal of language, but it is still communication. Going over students papers with them and helping them acquire the knowledge of formal language for a class paper is just the beginning. They will be able to take this skill into their post graduate life and use it to communicate with employers, employees, and all the other people with whom they communicate their daily lives whether it is personal or professional communication.

Our graduates will be able to gather, evaluate, and analyze ideas and information to use in overcoming challenges, solving problems and making decisions.

I feel that tutors help in this area both through reading and writing. When we sit down with students and go over an AIMS test with them, we don't just give them the answers. We encourage them to look at the reading and extract the clues that will give them the answer. We ask them questions about what they have read to determine if they fully understand. These methods get students to think carefully about what they have read. They are encouraged to analyze and evaluate what they have read in order to get the answer for themselves. This

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analyzing and evaluating is critical thinking. This is what this ILO is all about. Students who acquire this skill will be equipped to handle life in a way that will serve them in achieving their goals. Being able to analyze and evaluate information also leads to good writing which relates back to the 1st ILO of good communication.

Shea: ILO #2

As a reading tutor at TLC, I help students build the foundation of skills that will support their endeavors during and after their college careers. By showing students how to gather, evaluate, and analyze information effectively, I am providing students with problem solving tools that will help them overcome the challenges they face throughout life. The ability to read and analyze information effectively can be applied in so many facets of our lives. Whether it's studying for an exam in college, or deciding what car to buy, reading skills our graduates will be better prepared to dig for the right kind of information to make an informed decision.

Chelsea: ILO #3

As a tutor at TLC, I help Hawaii Community College students develop the knowledge, skills and values that are needed to make contributions to our community in a manner that respects diversity and Hawaiian culture. I myself have five ethnicities, so in regards to diversity, I think that Hawaii has so many mixed cultures and is a melting pot that the college community is already diverse. In addition, the Hawaiian culture (I am part Hawaiian) is a very collectivist way of life, everyone's actions affects another person and they all work together to produce the best for their community. This reminds me of two Hawaiian terms Kauhale which literally translates to Hawaiian village and Laulima which translates to, many hands or working together. Therefore, I firmly believe that people learn and teach one another through effective communication, critical thinking, and in conjunction with the practice of Hawaiian culture, the community benefits.

Sam: ILO #3

As an ESL tutor, there is the amazing opportunity to interact with people from many different cultures and backgrounds. I enjoy talking with others about the differences and similarities between cultures. By comparing and contrasting through meaningful interactions, we are able have a deeper understanding into each culture. One of the biggest steps in learning a culture is to learn the language and it is gratifying to see people in ESL learn about a different culture alongside the acquisition of the language.

Chris: ILO #1, 2, & 3

One of the best tools we, as tutors, give to the students who come to the Learning Center is self-reliance. We teach students to figure out how to help themselves rather than relying on tutors, or others, to help them throughout their academic careers. We teach students helpful hints

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and practices, which allowed us to become successful students and tutors, by asking questions and requiring that they develop the answers independently through effective communication. The skills we teach help the students in their future academic goals, personal life, and any other situations that require overcoming challenges, solving problems, and making decisions. When students develop the skills we teach them, they develop knowledge and values that allow them to make positive contributions to our community, which not only benefits our academic community but also benefits our whole community