HAWAI'I COMMUNITY COLLEGE
UNIT ANNUAL REVIEW REPORT

The Learning Center

Date _____**February 16, 2017**_____

Review Period
July 1, 2015 to June 30, 2016

Initiator: Joni Onishi
Writer(s): Guy Kimura

Program/Unit Review at Hawai'i Community College is a shared governance responsibility related to strategic planning and quality assurance. Annual and 3-year Comprehensive Reviews are important planning tools for the College's budget process. This ongoing systematic assessment process supports achievement of Program/Unit and Institutional Outcomes. Evaluated through a college-wide procedure, all completed Program/Unit Reviews are available to the College and community at large to enhance communication and public accountability. Please see http://hawaii.hawaii.edu/files/program-unit-review/

Please remember that this review should be written in a professional manner. Mahalo.

UNIT DESCRIPTION

Describe the Unit	
Provide the short description as listed in the current catalog.	The Learning Center (TLC) is an academic support program of Hawai'i Community College which is a shared service with University of Hawai'i 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. Along with these services, TLC provides academic resources in the form of instructional materials, computers/programs, a multi-media classroom, open lab for computers/independent study, make-up testing, and tutoring. 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 Office Assistant IV (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), five clerks, and 35 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)

Provide and discuss the unit's mission (or goals and objectives if no unit mission statement is available).	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.

Comprehensive Review information

Provide the year and URL for the location of this unit's last Comprehensive Review on the HawCC Program/Unit Review website: http://hawaii.hawaii.edu/files/program-unit-review/	
Year	AY 2016
URL	review/docs/2016_tlc_comprehensive_unit_review.pdf
Provide a short summary regarding the last Comprehensive Review for this unit. Discuss any significant changes to the unit since the last Comprehensive Review that are not discussed elsewhere in this review.	The CERC Review for TLC/HKATC Comprehensive Review was received on February 15, 2017. A summary of the report is as follows: Positive comments were for: • The presentation, discussion and analysis of ARPD data • Alignment with Institutional Mission, ILOs, and the 2008-2015 Strategic Plan - well written thoughtful and realistic • Comments and Feedback from Previous Review – Unit completely addressed each comment/recommendation. • Action Plan – well thought-out with the understanding of ever changing needs of services provided. • Appropriate aligned to HawCC 's Strategic Plan • Overall Comment: TLC/HKATC plays a key role in the support function of the campus and the review did an excellent job at articulating this. Comments and Recommendation for the next Comprehensive Review in 2018 and for the upcoming AY18 Assessment and Program Review Activities were: • Follow Template for easy reading – include a Unit description.

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- Did not address strengths and weakness under a common section heading but it was woven throughout the ARPD section.
- Discussion of assessment results for three years woven into APRD data and analysis.
- Other Successes, Challenges/Barriers, Concerns and /or Issues – this information although woven into the report should be addressed in the appropriate box.
- Budgetary Items should be woven in to the document so when the item is requested the reader would understand the need or the unit.
- TLC and Hale Kea might consider becoming separate units and writing separate reviews.

TLC/HKATC appreciates the review and comments from CERC in an effort for continuous program improvement. One major recommendation of separating TLC and HKATC reports has already started in AY17. Since 2004, HKATC was considered an extension of TLC. Over the past 13 years, HKATC's function and services have evolved and a separate mission, vision, and unit outcomes needs to be developed. We look forward to HKATC evolution.

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QUANTITATIVE INDICATORS
ARPD Data
IF ARPD data is available for the unit, please attach a copy of the ARPD data and submit with the Unit Review document.

a) **If you will be submitting the Unit Review document in hard copy, print and staple a copy of the ARPD data tables, if available, or other unit data as applicable, to the submission; the icon to print the ARPD data tables is on the upper right side, just above the data tables.**
   OR

b) **If you will be submitting the Unit Review document in digital form, attach a PDF copy of the ARPD data tables, if available, or other unit data as applicable, along with the digital submission; the icon to download the ARPD data tables as a PDF is in the upper right side, just above the data tables.**

Unit ARPD data, if available, can be found on the ARPD website:
http://www.hawaii.edu/offices/cc/arpd/

ANALYSIS OF THE UNIT'S DATA

Describe, discuss, analyze, and provide context for the unit's data.	
Discuss, analyze, and provide context for the unit's ARPD health scores in the Demand, Efficiency, Effectiveness, and Overall Health categories as applicable.	**Demand – Healthy** **Strengths:** Demand for TLC/HKATC tutoring services is healthy as evidenced by the following data: • The percentage of unduplicated number of students tutored in one-on-one sessions per student FTE was 49% in AY 16, down from 53% in AY 16. This scored in the **healthy** category of the scoring rubric.zzzzzaaaaaaaaa • The percentage of unduplicated students enrolled in Dev/Ed classes who were tutored per number of students enrolled in Dev/Ed classes was 49%, placing it in the **healthy** category of the scoring rubric. **Weaknesses:** • Because data for tutoring services only reflect TLC, the percentage of unduplicated students enrolled in Dev/Ed classes who were tutored may be higher because students may be receiving tutoring from other programs in AY16.

Efficiency – Healthy
Strengths:
Efficiency is healthy as evidenced by the following data:
• AY 16 - Tutor contact hours per tutor paid hours in one-on-one sessions was 3.6, placing it in the **healthy** category of the scoring rubric. There was a slight increase from AY15 score of 3.1.
• AY 16 - Tutoring budget per student contact hours was $17.00, placing it in the **healthy** category of the scoring rubric. Cost per tutoring session dropped from $19 in AY15 to $17 in AY16
Weaknesses:
None

Effectiveness – Healthy
Strengths:
Effectiveness is healthy as evidenced by the following data:
• AY16 - CCSSE survey results (averaged mean score) was 2.0, placing it in the healthy category.
• The passing rate of tutored students was 69%, placing it in the cautionary category for students who attended at least one tutoring session. Student who received tutoring five or more times averaged 79% pass rate.

Weaknesses:
None

Overall Tutoring Health: Healthy

Describe, discuss, analyze, and provide context for unit data that was collected based on its specific operations and functions. Examples could include, but are not limited to, work logs and activities records, meeting and session records, and any other relevant internal or	**Statistics**	AY14	AY15	AY16
	# of Student Contacts	13,691	11,660	11,251*
	# of Students Unduplicated	1,740	1,655	1692*
	# of HawCC Students	1,358	1,351	1,390*
	# of UHH Students	380	303	301
	# of non-HawCC/UHH Students	3	1	1
	Make up tests	235	207	568
	General Study	1,951	1,774	3,982
	Reading	4,829	4,665	3,942
	Writing	1,626	1,634	1,226

external data, as appropriate.	Math	2,059	1,737	1,618
	ESL	987	694	581
	Courses	102	92	92
	Computer Internet, e-mail, word processing	1,769	971	Included in General Study

*Spring numbers were not available, part of the HawCC student numbers were determined by using a percentage of last Spring's numbers.

tutored – per program review report, use BUS, ESL, GEN, Math, Nursing, Reading, Writing.

Computer – could use all the blank spaces where students did not designate what they came into study for this year, there were 5610 contacts in Starfish.

In Spring 2016 Starfish was installed on TLC check-in computer and used to track student data. Starfish can only track HawCC students; UHH students were checked-in using the TLC's existing system we are trying to replace. This may pose a problem if we need to use two data check-in systems. An assessment of Starfish's usefulness will be done this academic year. Demand for the number of unduplicated students tutored increased by 7% from AY 15. The number of unduplicated Dev/Ed students tutored increased from 45% to 49% for AY 16. This steady increase in tutoring demand could be attributed to the following assessment strategies and interventions TLC vigilantly implemented: distributed flyers and advertised tutoring information on both campuses, conducted classroom visitations to promote services, STEM Center tutor support, and kept TLC/HKATC website current with resources available.

As tutoring demand increased, the Efficiency in regards to tutor contacts also increased from 3.1 for AY 15 to 3.6 in AY 16. During AY 16, as an assessment strategy, Lab Coordinators provided numerous workshops for their tutors to increase their tutoring skills in their specific discipline. Moreover, TLC's Educational Specialist provided tutoring modules with discussion activities on Laulima to further enhance their tutoring abilities. All of these workshops are counted towards a tutor receiving a College Reading and Learning Association's (CRLA) certificate, a Nationally recognized tutor certification. It is believed that TLC's well-trained corps of tutors increased the efficiency rate in the number of students they tutored.

	With an increase of developmental students utilizing tutoring services, our tutors need to be trained to work with these students who are usually underprepared, lack study skills, lack persistence, and may have other personal issues affecting their lives. TLC implemented a number of strategies to increase the quality and Effectiveness of its tutoring services by conducting numerous area specific workshops, providing general tutor training sessions, making tutorial modules accessible through Laulima, and providing an in-class tutor. Data results in general indicate that students who were tutored at least once or more had a higher course success rate than non-tutored students. In fact, based on the system-wide common learning outcomes, the average pass rate (AY15, AY16) for students who received tutoring was 71%. When compared to the 62% pass rate for students who didn't receive tutoring, there is a 9% improvement for students tutored at least once or more and a significant difference of 17% improvement for those received tutoring 5 times or more. When analyzing the data by specific areas, you can see a significant difference in the following results: students in reading (8%), writing (9%), math (14%), and ESL (13%) on the average, passed their courses at a higher rate than non-tutored students. Moreover, the averaged results indicated that students passed their courses at an even higher success rate in reading (16%), writing (18%), math (13%), and ESL (25%) when tutored five or more times. 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.
Describe any trends, and any internal and/or external factors that are relevant to understanding the unit's activities during the review period.	None for AY16, See above
Discuss other strengths and challenges of the unit that are relevant to understanding the unit's activities during the review period.	See Above

Report and discuss all major/meaningful actions and activities that occurred in the unit during the review period. For example:	
Changes to the unit's services, functions, and/or operations.	None
Changes to the clients it serves (students, faculty, staff, community, UH System etc.).	None
Personnel and position additions and/or losses.	TLC's Educational Specialist was asked to support Hale Kea Advancement and Testing Center 40% of her work week. This support provides the necessary additional professional staff at HKATC needed when there are high demands for testing, supervising in the lab, or when one of the professional staff attends meetings or out sick. This started out as a trial but since HKATC was not awarded a third position, in support to help raise HKATC's Unhealthy rating in Demand for ARPD, TLC shared this position (for now) and also provides tutorial support for tutors on the Manono Campus.
Other major/meaningful activities, including responses to previous CERC feedback, if applicable.	None

Describe, analyze, and celebrate the unit's successes and accomplishments. (For example, *more students were served* OR *the unit successfully integrated new strategies/technologies*.)

Discuss what the unit has been doing well that needs to be maintained and strengthened.	All services need to be maintained regarding tutoring, testing, computer usage, and open independent study center.
Validate these successes by discussing positive improvements in the unit. Please provide evidence if applicable (ex: unit data reports, relevant URL links, etc.).	See above

Describe, analyze, and discuss any challenges and/or obstacles the unit has faced.	
Identify and discuss the unit's challenges/obstacles.	Aging computer data collection for center usage
Discuss changes and actions taken to address those challenges.	Since Spring 2016, using STARFISH to collect data. And also be part of information sharing with faculty, student services and TLC.
Describe and explain the results of these actions.	STARFISH does not recognize UHH Student. This may be temporary if UHH uses STARFISH and data is not readily available or easy to decipher.

Discuss what still needs to be done in order to successfully meet and overcome these challenges.	STARFISH data collection needs to be available for report generation.

UNIT ACTION PLAN

Discuss the unit's prior year's (AY14-15) action plan and results.	

Describe the unit's action plan from the prior review period and discuss how it was implemented in AY15-16.	**2014-2015 Assessment Report:**
	
	Each of the Strategies below was designed to assess each of the four Unit outcomes listed for TLC/HKATC. Unit outcomes #1 and #4 are designed to assess system-wide outcomes for Tutoring and Testing. Results from AY 14 were used to assist in identifying assessment strategies for AY15. Quantitative and Qualitative instruments were designed to provide data for assessment planning, implementation, and review.
	
	   Strategy 1: Data will be collected by TLC and Starfish to determine the success rate of students who received tutoring. The addition of Starfish feature will increase student contacts with referrals from faculty, and student services. To improve student success in ESL, mini workshops will be provided in the ESL lab. The Reading lab will add short stories with exercise questions to improve students reading performance. The Writing and Math Labs will create additional worksheets and study guides to support student success. Qualitative data will be used to determine student and faculty perception regarding satisfaction of tutorial and center services. Surveys to be used include TLC/HKATC evaluation, reading lab evaluation, and ESL lab evaluation.
	
	   Strategy 2: Increase total number of sessions, unduplicated number of classes, and unduplicated number of teachers' usage of the Centers, especially for students enrolled in STEM related classes. With the implementation of Starfish, we are anticipating an increase in contacts. Flyers will be distributed on both campuses to promote all services. A flyer to advertise tutorial math services seek to support student success in STEM areas.
	
	   Strategy 3: Collect and assess data on computer usage to determine demand, efficiency and effectiveness of present equipment and usage. For AY 15, pay for printing will continue to be explored.

	Strategy 4: Collect Data on Testing administrations per student FTE for efficiency; use qualitative data from UHCC common survey questions for effectiveness.
Discuss the results of the action plan and the unit's success in achieving its goals.	The four strategies listed above are highlighted below. An explanation of expected levels of achievement is listed below. TLC/HKATC uses both quantitative and qualitative data. The expectations are listed next to each of the four strategies. Strategy 1: 70% of the students who receive tutoring will pass their courses (see tutoring rubric - effectiveness). TLC/HKATC Evaluations regarding qualitative measure will exceed 80%. Qualitative data will be collected and be at 80% at the agree to strongly agree levels. Strategy 2: 10% increase in student usage according to data collection of the center and Starfish (see tutoring rubric above - demand and efficiency = overall Health). Strategy 3: Collect computer usage data and assess adequacy, equipment and facilities using the computer usage rubric (see computer usage rubric). Demand = TLC: 30% of students using computers per student contacts, HKATC is 80%; Efficiency = TLC 50 students using computers per computer availability, HKATC 80; Effectiveness = CCSSE Survey results combine TLC/KHATC scores to determine adequacy and overall health. Strategy 4: Collect testing data (administrations per FTE) for Placement exams - 80%, Distance Ed. Tests - 80%, and other local campus test - 45%. Use qualitative data from UHCC common survey questions for effectiveness – 90% to 100% range. **For AY 15,** **Strategy 1: 70% of the students who receive tutoring will pass their courses (see tutoring rubric - effectiveness). TLC/HKATC Evaluations regarding qualitative measure will exceed 80%. Qualitative data will be collected and be at 80% at the agree to strongly agree levels.** Data from Admin Computing is needed to determine student pass rate. This information is usually available in early Fall. If not available for this report it will be included in the AY15 Program Review.

TLC Center Evaluation: 193 student evaluations where completed. All ratings were above 80% in the "Agree to Strongly Agree" category. Overall rating was 97% in the "Excellent to Good" range. Students rated TLC service over 90% in areas that promote academic success. Other recognized areas such as improving overall performance of the student, becoming more independent, and recognizing the importance of technology (instruction/use of computers) in the world today all rated above 90%. The only rating that measured 82% was "tutors were concerned about my progress." In an open letter to TLC staff, the coordinator asked the staff to be proactive in helping students to show more concern for their academic success. TLC has met it benchmarks of 80%.

The **Reading Lab** provided an extension to classes in ENG 18, 20R, 21 and 102 in Fall 2014 with most of the responses coming from ENG 21 students. A total of 58 evaluations were completed by lab users. Lab ratings were well above 80% in the "Strongly Agree to Agree" rating. The overall rating for the Reading Lab in the good to excellent rating was 93%. Other significant ratings were: 91% felt that the reading activities helped the student read better in other classes and experience in the lab improved their attitude toward reading in general. The Reading Lab also received high ratings for pleasant environment and tutors being helpful.   Student comments include those that appreciated the support of the tutors. Students commented that the lab assignments helped them become better readers and increased their reading rate. Areas of concerns were with the noise level due to conversations during crowded times and not allowing food or drink. We asked folks to keep conversation to a minimum, try to space class lab times and we created a space inside for students to store their food and drinks if they did not have a bag. The reading lab met its bench mark of 80%. The Reading Lab selected additional readings for students and created appropriate questions that will be offered starting in the Fall 2015.

The **ESL Lab** provided an extension to classroom instruction for ESL 20R, 20G, 20W, 21, and 22G. Evaluation questions seek student input regarding lab activities, relevance to class, appropriateness, and value. Student evaluations were very positive but may not represent all students. ESL 20W and 20G had only 2 and 3 responses respectively. One rating that may be a concern is regarding "tutors concern for student learning." One of the three students marked disagreed in ESL 20G and one person out of two marked Neutral/Undecided. Eight students in ESL 20R rated all areas very good with at 100% except the statement that tutors are concerned about students' learning (88%). Seven ESL21 student evaluations revealed that majority of the students rated all of the statements in the 60 to 70% range. Six students provided evaluations for ESL 22. Most of the statements were rated between 34% to 50% range with tutors concern for students' learning rated at 34%. Reflections on student

lab activities and the materials will be addressed by the ESL Coordinator.   ESL tutors received lower ratings in the area "concern for student academic progress" similar to those in the overall TLC student evaluations. So this will be addressed by the TLC coordinator with the support of area coordinators. Tutors were sent a message about being proactive in working with students.

As a strategy to increase Effectiveness in the ESL LAB, the Lab Coordinator hosted a mini workshop for students. This student workshop directly relates to promoting valuable student input and also seeks to increase the number of student evaluations. What follows is detailed report of the outcome of the activity.

For TLC Assessment Plan - Fall 2014
ESL Lab Report "Mini Workshop"

On November 7, 2014, the ESL lab hosted a mini workshop titled, "In their shoes: be a professor for a day – Tips for giving written feedback." The workshop took place in the ESL lab, from 2:00-3:00 pm, and was attended by 6 students. Other participants included the ESL lab tutoring staff: Lucas Kinge, Ciera Lamb, Kalyan Meola, Carrie Mospens , and Lindsay Terkelsen.

The workshop was inspired by an article written for "The Word", a publication locally produced for and by English language professionals affiliated with Hawai`i TESOL (http://hawaiitesol.wildapricot.org/Resources/Documents/Word/2012%20Feb.pdf). As illustrated in the article, many English language learners (ELL) have little to no experience in providing effective feedback. Therefore, when asked to complete course evaluations, ELLs often provide vague or unconstructive comments. In order to assist students and teachers alike, this workshop was offered to teach students how 1) to give constructive feedback, 2) to assist students with better expressing their opinions in writing, and 3) to give students confidence in completing class evaluations.

In preparation for the workshop, students were paired and grouped with a tutor. Each group was assigned a "stakeholder identity" which corresponded with the delivery of the lesson plan. Thus, one group represented administrators, another represented teachers, and the third represented students. Using these various personas, students were then asked to evaluate sample feedback through the eyes of their assigned identities and to think about the possible implications or impressions that the feedback would make. Lastly, students were guided to transform the comments into meaningful feedback.

Tutors had previously been assigned to cover specific sections of the lesson plan.

The lesson plan for the workshop was as follows:
Title: "In their shoes: be a professor for a day"
Tips for giving written feedback

Objectives:

1. Students will learn how to provide meaningful feedback
2. Students will learn how to better express their opinions in writing
3. Students will have more confidence in completing evaluations

Lesson Plan:
Introduce the workshop. (3 mins)

Explain the significance of providing written feedback: (3 mins)

- it is a valuable opportunity to support what a teacher is doing well and
- it is a valuable opportunity to make suggestions for how a teacher can do better

Divide students into 3 groups. (3 mins)
Group 1: Teachers
Group 2: Administrators
Group 3: Students

Explain that at the college level, three groups of people provide feedback to teachers. The groups are: 1) other teachers 2) administrators (people who run and manage the college) and 3) students. (2 mins)

Explain that teachers need feedback (advice) and that they have expectations about the type of feedback that they receive. (2 mins)

Have each individual group: 1) select a note-taker, reporter, and facilitator, 2) determine what they as stakeholders would expect the results of an evaluation to tell them and 3) how they would use the information. (10 mins)

Provide each group with two poorly written evaluations and one well written evaluation. Ask each group to determine: 1) whether the evaluation comments meet their expectations and 2) what the information would lead them to believe about the teacher. (10 mins)

Work to transform the comments into something meaningful. (15 mins)
*Provide list of descriptive verbs and helpful word chunks (i.e.: This class was helpful because… or The teacher can improve the class by -ing…)

Have each stakeholder group share their impressions with all participants: (5 mins)

1. What did your stakeholder group expect the results of an evaluation to tell them? and
2. How would your group use the information?

Wrap up with a discussion of how students play an important role in teacher evaluations and how this workshop can be applied to other types of evaluations (i.e.: peer evals). (5 mins)

Discuss Questions: (time permitting)

Elicit any questions.
Possible discussion questions include: What is the purpose of evaluations? What are the expectations? How long do people spend on evaluations? How much time/thought/effort is put into them?

Workshop Evaluation Questions: (via email)

How has this workshop prepared you to provide better written feedback?

How are you now better able to express your opinions in writing?

Do you feel more confident about writing feedback for evaluations? Why or why not?
In asking students to evaluate the workshop, the following comments were received:
"1. I feel the evaluation workshop has helped me in some ways. I could evaluate if the teachers are good or bad in doing his/her job, and to give my opinions and suggestions for them to make the teaching better.
2. Yes, now I feel much better to express my feedback in writing. I learned more about how to express my opinions and suggestions more specifically and helpfully.
3. I do feel confident about writing feedback for evaluations now, because I have the experience with the teachers and I now know how to evaluate better."

"1. Yes. The evaluation workshop was helpful to write effective evaluation for each class. If I had not attended the workshop, I would not know how to write effective evaluation, and how important evaluation is. I think pretending ourselves as teachers was efficient to consider what kind of evaluation are needed.

2. Yes. At least I tried.

3. Yes. I do because now what kind of evaluation are needed."

1. Yes, it is helpful. It helps me in future and practice English rightnow.
2. I think so. I think anythings have related with study are helpful.
3. Yes, I feel more confident than before."

In asking other participants to provide feedback, the following comments were received:

"For the most part, I felt that the workshop accomplished what we set out to accomplish and provided students with the vocabulary and information that they needed to write constructive reviews for their teachers and professors. The students seemed engaged and were interacting well during the workshop. There are a few things that I think could happen to help it run more smoothly next time. If those running the workshop met the day before (or anytime) to do a quick run through it would make the workshop flow better. Because there are different people conducting the workshop, maybe transitions could be planned between each tutor's part.
I also think it wouldn't hurt to design and implement a 'check understanding' portion of the workshop to give the students a chance to show that they have a handle on the material. I don't think it would hurt to have the workshop time extended to an hour and fifteen minutes to accommodate for the addition of a 'check understanding' part. Anyway, thought it went well! I also thought that the students seemed to have fun."

"What went well:
excellent team/group work--allowed for students to discuss *why* meaningful evals are important
eval examples were a helpful, concrete aid
writing their own example of corrective feedback (or a bad example)

What can be improved:
practicing ahead of time
clear expectations of what each instructor should focus on

introduction of each task (i.e. transitions) may have been hard for students to understand or connect to main idea"

Summary

In conclusion, the workshop provided meaningful instruction for an unmet need at the college. Though participation was less than expected (an invitation was extended to all students enrolled in all English classes), the students that did attend expressed that the experience was beneficial. From the feedback received verbally and via email, all 6 students noted that the workshop was helpful. Specifically, the students indicated that they felt better equipped to give feedback and that they felt more confident about completing evaluations. This workshop was also helpful in encouraging students to use evaluations as a way to improve their classes. Before the workshop, many students believed that they could not be honest when completing evaluations because they would be identified and retaliated against. This myth was dispelled, but not before all of the staff personally attested to the fact that eCafe evaluations are in fact confidential.

In the future, improvements would be to 1) increase participation and 2) provide more mentoring to the tutors in preparation for presenting the workshop.

Respectfully submitted by Carrie B. Mospens, ESL Lab Coordinator

Hale Kea Advancement and Testing Center conducted three evaluations, one for students, one for faculty and one specifically for testing (UHCC common questions). 101 general area and tutoring evaluations were completed by student users. HKATC received rating of 100% from users in the "agree to strongly agree" rating scale in all areas that sought student input. The evaluation asked students about their perception regarding hours open, space availability, helpful staff, and support for learner independence and the effect of overall academic performance as a student. General comments were positive with multiple requests for additional hours, free printing and even a children's center. These comments are important as we address concerns under our control. Seven faculty evaluations were turned in and all seven faculty responded with an "Excellent" overall rating. The other ratings were for study environment, space and helpfulness. Faculty rated these areas high in the "strongly agree and agree" categories. There was one faculty who "disagreed" regarding space availability. This of course depends on the time of day and activities. Another area that is worth mentioning is what faculty though about students' increase in learning when tutored. Of the seven, 4 marked NA and 3 rated a positive response in the

"agree to strongly agree" category. So, faculty who were aware of their students being tutored felt tutoring had a positive effect in students learning. 100 evaluations were completed by those who received testing services. HKATC received 100% ratings for all four common system questions. These questions inquired about hours provided, atmosphere, overall services and timeliness and efficiency. HKATC has exceeded projected bench marks.

Strategy 2: 10% increase in student usage according to data collection of the center and Starfish (see tutoring rubric above - demand and efficiency = overall Health).

We were not able to establish Starfish (new target would be Summer 15) but continued to advertise services and make presentations in classes. Center services were posted on a flyer and posted on both campuses. Tutors were sent to classes to invite students to come for tutoring in English.

At the end of the academic year for AY15 (up to May 15th), TLC logged a total of 11,664 student contact a decrease from 13,691 from AY14. A slight reduction in all areas except Writing can be seen in the statistics. We will try establishing Starfish in Summer 2015, which may increase overall contacts and target special population. See detail statistical breakdown below: TLC/HKATC did not meet strategy #2 bench mark of increasing student usage by 10%.

TLC	TLC 2013-2014	TLC 2014-2015
Statistics		
# of Student Contacts	13,691	11,664
# of Students Unduplicated	1,740	1,628
# of HawCC Students	1,358	1,327
# of UHH Students	380	300
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Reading	4,829	4,649

Writing	1,626	1,639
Math	2,059	1,731
ESL	987	697
Courses	102	91
Computer Internet, e-mail, word processing	1,769	983

BIOL 142 In-class tutoring

To increase usage and support STEM courses in Spring 15, TLC supported a BIOL 142 vidcon class from West Hawaii to Hilo. Since the instructor was in West Hawaii with one student and the rest of the class was in Hilo with approximately 8-10 students, an in-class tutor was provided. An evaluation by students, the tutor, and the instructor was requested to get feedback on the support activity. At this point only the evaluation from the tutor was returned with positive comments (his own and those he got from students). He also mentioned that he would like to have started at the beginning of the class. I agree that it would have been better if we knew the circumstance earlier, but enrollment in vidcon classes are hard to predict. Tutoring actually started around the 4 week of instruction due to trying to locate a tutor, hire, and provide some training. . A request to see the results for student pass rates was sent to administrative computing. Results for BIOL 142 (SPR 15/SPR 13-control group) reveal that the course with the in-class tutor averaged a higher class GPA (3.7 compared to 3.3, 3.1, and 3.0) than those without a tutor (same instructor). Also, I noticed that the course with the in-class tutor yield a higher percentage of "A" grades than the other BIOL 142 courses (72% - A's compared to 30% , 50%, and 30%) taught by the same instructor. Regarding pass rates, all four BIOL 142 classes they were all at 100%. The results from this activity support the use of in-class tutoring for BIOL 142 and this instructor. This activity supports the Center's goal of supporting academic success of STEM majors and will be explored further in the upcoming Fall semester.

Below are the statistic for HKATC(up to May15th):

HKATC	HKATC 2013-2014	HKATC 2014-2015
Statistics		
# of Student Contacts	26,303	23,491
# of Students Unduplicated	N/A**	3,254
# of HawCC Students Contacts	N/A**	22,001
# of UHH Students	N/A**	1,079
# of non-HawCC/UHH Students	N/A**	411
Distance tests	2701	2,546
Placement tests	1410	1,323
Make up tests	215	150
Special testing	23	34
General Study	21,954*	19,437
Writing	89	N/A
Math	277	N/A

Strategy 3: Collect computer usage data and assess adequacy equipment and facilities using the computer usage rubric (see computer usage rubric). Demand = TLC: 30% of students using computers per student contacts, HKATC is 80%; Efficiency = TLC 50 students using computers per computer availability, HKATC 80; Effectiveness = CCSSE Survey results combine TLC/KHATC scores to determine adequacy and overall health.

Data collected at May 15th provided the following results:

TLC: Demand = 22% - Cautionary, Efficiency 65% - Healthy

HKATC Demand = 83% - Healthy, Efficiency 75% - Healthy

The overall score rated TLC and HKATC in the Healthy range. CCSSE results are obtained every two years. The next CCSSE will be in 2016. Pay for printing software has been purchased and messages on HKATC computers alerts users that a pay for print system will soon be established. TLC and HKATC has met their bench mark for this strategy with an overall "healthy" rating. Although TLC scored cautionary for demand, the combined score turned out Healthy. On the UHH campus, there are other computer labs open for student usage so it is not as critical as the Manono campus having only one open lab with printing capabilities.

Strategy 4: Collect testing data (administrations per FTE) for Placement exams - 80%, Distance Ed. Tests - 80%, and other local campus test - 45%. 90-100% range regarding efficiency and effectiveness.

FTE data for AY15 is projected to be 1,817 (Administrative Computing). The official number of FTE is available later in the Summer or in the Fall Semester. Using the projected FTE, placement exams were lower than projected at the 73% range, which is perfectly fine. Placement testing outside of HKATC is not counted here. Remote testing and testing at Waiakea HS would easily put the score above 80% range. For distance education the percentage score of 140% is well above the healthy score of 80%. This score is actually considered unhealthy because it is 60% above what is considered healthy base on the campus FTE. Local tests fell below the 45% range at 21%. This score has fluctuated based on a semester to semester demand of certain classes and instructors. Local test fell short of the target of 45%. Efficiency could not be entirely calculated at this point. Projections would put the number of test sessions provided by number of staff at 1,310 which would be in the healthy category. The additional data element is the cost of the operational budget. This has not been calculated for this report but will be included in the program review. Effectiveness using the UHCC common survey question placed testing service at 100% meeting the target projection. Overall Testing in general is very healthy with continued concern of escalating DE testing sessions.

HKATC System-wide Common Survey Question

Satisfaction measurements using System-wide common survey questions		
Hale Kea Advancement and Testing Center Evaluation	2012-2013	2013-2014

	The services at the Testing Center are satisfactory.	99%	100%	100%
	My test was administered in a timely and efficient manner.	97%	98%	100%

Based on the survey questions measuring efficiency and effectiveness of testing services, results reflect HKATC to have met the expected level of achievement set in the 90-100% (Healthy) range using the testing rubric.

Discuss any challenges the unit had in implementing that action plan or achieving its goals.	Starfish was installed in the later part of the Spring 2016 semester. We still need to learn the different parts of the tool and also how we can pull data. We would need to establish the benefits of this new tool.

- Did the unit review its website during AY15-16? Please check the box below that applies.

☐ Reviewed website, no changes needed.

☐ Reviewed website and submitted change request to webmaster on ___.

We have access to our website and update on regular bases. Last update made on February 6, 2017 – Title IX for Tutor Training updated.

☐ Reviewed website and will submit change request to webmaster.

☐ Unit does not have a website.

***Note: We review the web site at least once a year and make updates on our own**

Discuss the unit's overall action plan for AY16-17, based on analysis of the unit's data and the overall results of unit outcomes assessments conducted during AY15-16.	Benchmarks and Timelines for implementation and achievement of goals.
Action Goal 1: #1 Unit Outcome Student received tutoring will pass their tutored courses (System-wide SLO)	**Benchmarks/Timelines:** Results would be complied by Academic Computing in June 2017.

How can this Action Goal lead to improvements in unit services, functions, or operations, and support attainment of the unit's outcomes (UOs)?

1. For AY17, TLC will assess the effectiveness of the newly installed Starfish program as a data collection and reporting tool to meet assessment and program review reports. The implementation of Starfish was first established in the AY14 Assessment Plan and now we will be able see if Starfish meets our needs for data collection and reporting. Starfish was installed and used starting Spring 2016. This program was initiated by student services as a tool to provide an organized communication tool for wrap around services to increase student success. Aside from participating in supporting student success, TLC needed to upgrade its present student check-in system and data report generation program. It is hoped that Starfish will be able to meet our needs in report generation regarding student usage.

The assessment activity will seek to increase accuracy in the student check-in process. Accuracy will depend on clearly defined areas of service. When students enter the Center, students are asked the purpose of their visit and are checked in (at this point) using three categories (tutoring, testing, or study hall – independent study and computer usage). The population that uses the center range from classes with their instructor, small groups, one on one tutoring, independent study, computer usage and make-up testing. Accurate data is necessary when determining if "…students pass their class when provided tutoring." The TLC will develop standardized check in procedures for consistent data entry to identify service areas.

The accuracy of the report will seek to provide a clear picture of student usage and success. Data fields will be review and redefined based on Starfish data collection.

To conduct this assessment, student check-in categories will be reviewed to assure that data entry will be consistent. Data collection will be tied to the data needed to produce reports for assessment and program review regarding TLC Unit outcomes. Data reports will also be analyzed to include items necessary to gauge TLC usage and student success. The initial categories may be expanded to further clarify data being collected.

The assessment method would yield a list of well determined categories for consistent data collection for AY 18. At the end of AY17, data reports will be compiled by Administrative Computing with clearly defined service categories.

2. A. Extensive training of Math and English tutors will be done starting in the Fall of 2016 to improve the quality of tutoring. The English and Math Departments have collectively developed training topics for the TLC's English and Math Coordinators to train tutors. 70% of the tutors will complete the training. The results of overall English and Math students who pass their classes when tutored will increase by 5%. For AY 16, the average pass rate for students who received tutoring was 69%. 74% student pass rate will determine if we met this outcome. Data will be generated by Administrative Computing using the TLC student log in data collection system.

English - Writing Coordinator Tutor Training Plan:

WRITING LAB INSTRUCTOR/COORDINATOR
DEPARTMENTAL DUTIES
(updated August 2016)
- Tutor KSAs (knowledge, skills, abilities): what tutors need to be able to do/training topics
    - Professional behavior/making students comfortable
    - Hierarchy of writing concerns and how to approach with students
    - How to assist students without "giving them the answers"/marking their papers
    - How to ask prompt questions to elicit student ideas/corrections
    - How to identify/call attention to both strengths and weaknesses in a paper
    - Paper unity and coherence
    - Idea/Body development
    - MLA/APA citation
    - Basic grammar rules, how to identify errors, how to correct errors
    - How to deal with problematic students
    - Using own experiences to connect with, provide examples/models to students

- In-service training meetings at least once a month
    - Select topics of focus
    - Sharing of tutoring experiences/troubleshooting
    - Role-play
    - Tutor presentations
    - Possible one-on-one meetings with tutors more frequently (needs, questions, suggestions, etc.)
    - Possible online training
        - Documentation of training meetings for data purposes (TLC program review, CRLA, reassigned time report); inform Betty so tutors can be paid if outside of scheduled duty time
- Observe each tutor at least once a semester and give feedback
- At the beginning of each semester, distribute informational documents (regarding Writing Desk services) to faculty/staff at HCC and to UHH English Dept. Chair
- At the beginning of each semester, schedule class visitations (by tutors or coordinator describing services) with instructors
- Create, assist with, and supervise tutor projects to be completed during their downtime (online projects, creation of tutoring materials, tutorial evaluations, etc.)
- Communicate regularly with faculty about their tutorial needs (via email or dept. meetings)
- Analyze Writing Desk usage data (work with Kalyan on data compilation) and make adjustments to services, as necessary.

Math Coordinator Tutor training Plan:

 Math Coordinator Responsibilities for the Department From Chair Bader
Fall 2016
- Interview prospective tutors;
- Judging from the math courses each tutor has successfully completed, determine the level of math that each tutor can comfortably tutor;
- Hire qualified math tutors, as the budget permits;
- Create and publish a Tutor Schedule;
- Distribute the Tutor Schedule to all math instructors--full-timers, lecturers and other Area Coordinators asking the Math instructors to post this schedule in their classrooms;
- Post the Tutor Schedule in The Learning Center, Hale Kea, and I Ola Haloa,(if tutors are working there);
- Keep track of tutor duty periods and complete time sheets for each tutor;
- Hold Tutor Training sessions--one each month. My suggestions are to hold the following Tutor Training sessions:

- In September, hold a Training Session, which could be about "Characteristics of a Good Math Tutor" You may wish to ask the tutors what they consider to be characteristics of an "excellent" math tutor--write it down and then distribute the list to them. There are numerous websites devoted to this topic--"Google" it;
- In October, hold a Training Session on MyMathLab. Visit pearsonmylabandmastering.com, and ask the tutors to discuss and explore MyMathLab. Give the tutors a little "quiz" about MyMathLab, just to provide an incentive to explore this Pearson website. Discuss the answers to your quiz;
- In November, hold a Training Session on EdReady. Visit EdReady.org, and ask the tutors to explore this website. Again, you could prepare a brief questionnaire on the details of EdReady that could be utilized by the tutors to help students help themselves at the site. Be sure that the tutors use the "Sandbox"version when exploring EdReady;
- In December, hold a Training Session on Khan Academy. Visit khanacademy.org, and ask the tutors to explore the site. Ditto on the questionnaire.

2. B. In-class tutors will be provided for some English and Math classes that are part of the newly designed course structure for Developmental Education. TLC will place tutors in classes at faculty requests. These classes will show an increase in student pass rates by 5% as compared by students who received tutoring and those that do not. The same grid for #2 will be used to compare student performance in those classes that received tutoring. With in-class tutoring and increase tutor training students will exhibit a 5% higher percentage of pass rates compared to last year's reports.

Action Goal 2:	Benchmarks/Timelines:

How can this Action Goal lead to improvements in unit services, functions, or operations, and support attainment of the unit's outcomes (UOs)?

Action Goal 3:	**Benchmarks/Timelines:**
How can this Action Goal lead to improvements in unit services, functions, or operations, and support attainment of the unit's outcomes (UOs)?	

RESOURCE IMPLICATIONS

> *NOTE: General budget asks are included in the 3-year Comprehensive Review. Budget asks for the following categories only may be included in the Annual review: health and safety needs, emergency needs, and/or necessary needs to become compliant with Federal/State laws/regulations.*

Please provide a brief statement about any implications of or challenges with the unit's current operating resources.
Current resource are adequate at this time.

For budget asks in the allowed categories (see above):	
Describe the needed item(s) in detail.	None

Include estimated cost(s) and timeline(s) for procurement.	None
Explain how the item(s) aligns with one or more of the strategic initiatives of 2015-2021 Strategic Directions.	N/A

http://hawaii.hawaii.edu/sites/default/files/docs/strategic-plan/hawcc-strategic-directions-2015-2021.pdf

UNIT OUTCOMES ASSESSMENT

For all parts of this section, please provide information based on unit outcomes (UO) assessments conducted in AY 2015-16.

Unit Outcomes Assessed

- List all unit outcomes assessed during AY 2015-16.

Assessed Unit Outcome #	Unit Outcome Text
1	Students who receive tutoring will pass their tutored courses (System-wide SLO)
2	TLC/HKATC will provide tutoring services for students to support their success in their academic endeavors
3	TLC/HKATC will provide the College and community with testing services

Assessment Strategies

For each UO assessed in AY 2015-16 listed above, provide a brief description of the assessment strategy, including:		
a description on of the type of	**UO #1: Students who receive tutoring will pass their tutored courses (System-wide SLO)**	

<u>unit work or activity assessed</u>, including unit service records, client satisfaction surveys, and other types of assessment instruments.	An in-class tutor will be provided for the Diesel class to assist students having difficulty with their reading and writing assignments, projects, and exams. Tutor log sheets with data on number of students tutored, number of times tutored, and time spent tutoring will be kept. Tutoring will be done at the Diesel shop, hopefully encouraging more students to take advantage of the tutoring support provided on site. At the end of the semester, results of student pass rates will be requested from Administrative Computing. It is hoped that 70% or higher of the students receiving tutoring will pass their tutored courses. This assessment method is consistent with the System-wide common SLO The Learning Center is required to submit as part of the Annual ARPD Report. **UO #2: TLC/HKATC will provide tutoring services for students to support their success in their academic endeavors** During the Fall 2015 and Spring 2016 AY, tutors were encouraged to complete their CRLA requirements by attending workshops conducted by their Area Coordinators, attending workshops put on by TLC, and through on-line tutorials. It is hoped that with an increase of CRLA certified tutors working with our students, there would be an increased rate of students tutored passing their classes. **UO #2: TLC/HKATC will provide tutoring services for students to support their success in their academic endeavors** For the past three years, the Academic Support Unit sent out a Satisfaction Survey campus-wide asking faculty if they were aware of tutoring services at TLC/HKATC and to rate the level of satisfaction. Results from the survey reflected that 89% of the faculty was aware of tutoring services, however only 60% referred their students during Spring 2015. 60% of the faculty who referred their students rated SA/A that tutoring helped and 40% rated "neutral" in their response to whether tutoring helped their students' learning. TLC will send out its own survey specifically to faculty who used TLC tutoring services to determine the reasons for the high number of faculty who rated "neutral" in their response to whether tutoring helped and to increase their level of satisfaction.	

The surveys will be sent electronically and anonymously (During Fall 2016) to all faculty/lecturers whose students used TLC services.

UO #3: TLC/HKATC will provide the College and community with testing services

Based on the ARPD scores received from the Demand, Efficiency, and Effectiveness indicators, the Overall Health for Testing was Cautionary. Specifically, the overwhelming demand for Distance Education Testing placed it in the Unhealthy category. New strategies to help alleviate the demand for DE testing, for example implementing Proctor U as an option, will be assessed. Also, consultation with the Assessment Coordinator in reviewing testing rubrics will be conducted, especially since Compass testing will be phasing out and a new placement tool will be used.

Performance Rubric & Instrument
In the text field below, provide a copy of the rubric or scoring guide you plan to use
assessment. Also provide a copy of the assessment instrument (example: survey, con
completion record) that you will be assessing and/or an artefact example of the type
you plan to assess.
If you provide an exemplar of an employee or student artifact, remove all
individually-identifying information (i.e., staff member's name).

UO #1: Students who receive tutoring will pass their tutored courses (System-wide SLO)

Admin Computing will retrieve TLC's data to determine student pass rate. This information is usually available in early Fall. The following rubric will be used to determine and assess the health call of the performance of this strategy.

Effectiveness	
Students who receive tutoring will pass their tutored course	*70% - 80% Healthy*
	60% – 69% Cautionary
	50% – 59% Unhealthy

UO #2: TLC/HKATC will provide tutoring services for students to support their success in their academic endeavors

 The following rubric/chart will be used to determine and assess the 10% increase of CRLA certified tutors.

CRLA Certified Tutors

Semester	Certified/Total	Percentage Certified	Percentage Certified AY
Fall 2012	6/18	33%	9/20 – 45%
Spring 2013	8/19	42%	
Fall 2013	5/20	25%	7/16 – 44%
Spring 2014	6/17	35%	
Fall 2014	4/16	25%	4/20 – 20%
Spring 2015	4/17	24%	
Fall 2015			
Spring 2016			

UO #2: TLC/HKATC will provide tutoring services for students to support their success in their academic endeavors.

 The following survey question #8 will be used in assessing the level of satisfaction.

Electronic TLC Evaluation by Faculty Users
October 2016
 Question   Results of # respondents from ## surveys sent (2016)

1. I refer my students to The Learning Center (TLC) for: Check all that apply.		
	ESL	
	Math	
	Reading	
	Writing	
	Learning Skills	
	Subject Tutoring	
	Make-up Testing	
2. Rate the overall services of TLC. (Choose one)	Excellent	
	Good	

Fair		
Poor		
Very Poor		
3. Please note the extent to which the Center meets your tutoring expectations. (Choose one)	**Excellent**	
	Good	
	Fair	
	Poor	
	Very Poor	
4. I use the make-up testing services at TLC.	**Yes**	
	No	
5. If so, please rate the make-up test exam service. (Choose one)	**Excellent**	
	Good	
	Fair	
	Poor	
	Very Poor	
6. Are you getting the information you need about TLC in a timely manner? (Choose one)	**Excellent**	
	Good	
	Fair	
	Poor	
	Very Poor	
7. If you referred your students for tutoring, do you think your students' learning increased as a result of tutoring?	**Yes**	
	No	
8. If you answered YES to #7, please choose your level of agreement.	**Strongly agree**	
	Agree	
	Neutral	
	Disagree	
	Strongly Disagree	

UO #3: TLC/HKATC will provide the College and community with testing services.

The following rubric was designed to determine the health calls for Demand, Efficiency, and Effectiveness of TLC/HKATC's testing services.

TESTING RUBRIC

Area	Benchmark		Scorin...
Demand **Number of placement test sessions administered per student FTE per year** Source: #4	**80% - 90% Healthy** **70%-79%; 91%- 100% Cautionary** **60%-69%; 101%-110% Unhealthy**		**2 = He** **1 = Ca** **0 = Un**
Number of Distance Ed test sessions administered per student FTE per year Source: #5	**80% - 90% Healthy** **70%-79%; 91%- 100% Cautionary** **60%-69%; 101%-110% Unhealthy**		**2 = He** **1 = Ca** **0 = Un**
Number of Local campus tests proctored per student FTE per year Source: #6	**45% - 55% Healthy** **35% - 44% Cautionary** **25% - 34% Unhealthy**		**2 = He** **1 = Ca** **0 = Un** **Averag** **use the** **final "** **1.5 – 2** **0.5 – 1** **0.0 – 0**
Efficiency **Number of test sessions administered per student FTE per year** Source: #9	**1300 or higher Healthy** **1200 – 1299 Cautionary** **1100 – 1199 Unhealthy**		**2 = He** **1 = Ca** **0 = Un**
Annual operational budget per test administered	**$15 – 25 Healthy** ** 26 – 35 Cautionary**		**2 = He** **1 = Ca**

Source: #8	**36 – 45 Unhealthy**		**0 = Un** **Averag** **the sco** **"Effici** **1.5 – 2** **0.5 – 1** **0.0 – 0**
Effectiveness **Satisfaction measurement using** **common survey questions** **Source: 9.2, 9.3, 9.4, 9.5**	**90% - 100% Healthy** **80% – 89% Cautionary** **70% – 79% Unhealthy**		**2 = He** **1 = Ca** **0 = Un**
Overall Health	**Average health call score from** **Demand, Efficiency, and** **Effectiveness**		**1.5 – 2** **0.5 – 1** **0.0 – 0**

a description of who conducted the assessment, (e.g., an individual unit faculty/st	The TLC Coordinator enlisted the assistance of the College's Administrative Computing Specialist to retrieve data from TLC/Starfish database to determine which students and in what English and Math classes received tutoring. After the list is developed, the next step of determining if those students tutored pass their classes. After receiving the data from Administrative Computing, the TLC Coordinator analyzes the results and compiles the report. TLC Coordinator and Area Coordinators in Reading, Writing, Math and English as a Second Language area coordinators review the report and plans for the next year which is part of the assessment process.	

aff member, OR a group of unit faculty/st aff).	
a discussio n of the <u>assessme nt rubric/sc oring guide</u> that identifie s criteria/c ategories and standard s used in the assessme nt.	Assessment rubrics, evaluations and data collections were discuss above in Assessment Reports and Program Review.

Expected Levels of Achievement

- For each unit outcome (UO) assessed in AY 2015-16, indicate the benchmark goal for unit success.
  - example 1: "85% of students surveyed will rate the unit's services as meeting or exceeding their expectation";
  - example 2: "95% of service requests will be completed on time and to the satisfaction of the requester."

Assessed UO#	Benchmark Goal for Unit Success for Each UO Assessed

#1	70% or higher of the Diesel students who receive in-class tutoring will pass their tutored courses.
#2	Increase the number of tutors becoming CRLA certified by 10%.
#2	Increase the level of satisfaction ratings to 70% for faculty who refer their students for tutoring. (TLC Evaluation by Faculty Users question #8 in the SA/A category).
#3	Using the Testing Rubric, the expected level of achievement for this unit outcome is to score Healthy in the Overall Health category (average of the Demand, Efficiency, and Effectiveness indicators).

Results of Unit Assessments

For each UO assessed in AY 2015-16:	
provide a <u>description of the assessment results</u> in terms of unit's attainment of the UOs.	**UO #1: Students who receive tutoring will pass their tutored courses (System-wide SLO)** An in-class tutor will be provided for the Diesel class to assist students having difficulty with their reading and writing assignments, projects, and exams. Tutor log sheets with data on number of students tutored, number of times tutored, and time spent tutoring will be kept. Tutoring will be done at the Diesel shop, hopefully encouraging more students to take advantage of the tutoring support provided on site. At the end of the semester, results of student pass rates will be requested from Administrative Computing. It is hoped that 70% or higher of the students receiving tutoring will pass their tutored courses. This assessment method is consistent with the System-wide common SLO The Learning Center is required to submit as part of the Annual ARPD Report. Results: TLC worked with the Diesel Instructor and Assessment Coordinator to establish an in-class tutor at the Diesel instructional facility. A tutor was selected and prepared to provide services for the Spring 2016 Semester. Towards the beginning of the Spring semester, it was determined by the Diesel Instructor that first year students would benefit for the tutoring when they have textbook reading assignments. During the Spring semester that was targeted, students were participating in field experience. In the future, we will try again depending on the request of the instructor. This outcome was not met.

Semester	Certified/Total	Percentage Certified	Percentage Certified AY
Fall 2012 Spring 2013	6/18 8/19	33% 42%	9/20 – 45%
Fall 2013 Spring 2014	5/20 6/17	25% 35%	7/16 – 44%
Fall 2014 Spring 2015	4/16 4/17	25% 24%	4/20 – 20%
Fall 2015 Spring 2016	2/15 9/15	13% 60%	10/15 – 67%

CRLA Certified tutors

UO #2: TLC/HKATC   will provide tutoring services for students to support their success in their academic endeavors

During the Fall 2015 and Spring 2016 AY, tutors were encouraged complete their CRLA requirements by attending workshops conducted by their Area Coordinators, attending workshops put on by TLC, and through on-line tutorials. It is hoped that with an increase of CRLA certified tutors working with our students, there would be an increased rate of students tutored passing their classes.

Results:
The following Assessment data chart shows an increase in tutor CRLA certification for the 2015-2016 school year. The unit outcome was to raise the percentage of CRLA certified tutor by 10%. The effort of the TLC professional staff and lab coordinators increased the tutor certification by 27%. We will continue to emphasize and support tutor training in the future. During the AY17 school year, we will continue to emphasize the importance of CRLA certification of all tutors. We will also monitor

student success based on the results of the unit outcome for tutoring.   This expected outcome was met.

UO #2: TLC/HKATC will provide tutoring services for students to support their success in their academic endeavors.

For the past three years, the Academic Support Unit sent out a Satisfaction Survey campus-wide asking faculty if they were aware of tutoring services at TLC/HKATC and to rate the level of satisfaction.   Results from the survey reflected that 89% of the faculty were aware of tutoring services, however only 60% referred their students during Spring 2015. 60% of the faculty who referred their students rated SA/A that tutoring helped and 40% rated "neutral" in their response to whether tutoring helped their students learning.

TLC will send out its own survey specifically to faculty who used TLC tutoring services to determine the reasons for the high number of faculty who rated "neutral" in their response to whether tutoring helped and to increase their level of satisfaction.

The surveys will be sent electronically and anonymously (During Fall 2016) to all faculty/lecturers whose students used TLC services.

Results:
The Assessment Plan indicates the electronic evaluation by faculty users was sent out in October 2016. Below are the results of TLC Faculty users evaluation. Although only 15 faculty responded, rating are fairly positive. In the good to excellent range 93% in the overall rating, 92% met expectations, 100% use make up testing, 100% satisfied, 85% getting information, and 77% felt tutors were effective. These ratings provide support that faculty feel that TLC services are effective. These ratings are higher than the ASU electronic survey in AY16.

Regarding the faculty comments, TLC is appreciated providing services on the upper campus and are professional and friendly. Suggestions for changes were discussed with Area Coordinators and staff. Some suggestions were acted upon right away. The computer in the classroom has been updated, testing on TRs has been extended by individual requests, more tutor training is being done by area coordinators to increase tutor effectiveness and personal skills. We understand the lack of a good testing environment but faculty/students are always accommodated. Student/Faculty has the choice to use TLC or HKATC. The no food or drinks in the Center will remain enforced. It applies to everyone and has kept TLC facilities clean and rodent free for 25 years. The library has had complaints in the past and fumigation was necessary. No food or drinks projects a serious professional atmosphere. There is a cart for people to store their food or drinks while they study or have business in the Center. Or they can store them in their in own bags.

Electronic TLC Evaluation by Faculty Users
October 2016

Questions   **Results of 15 respondents from 25 surveys sent**

1. I direct my students to The Learning Center (TLC) for: Check all that apply.	ESL	33.33%
	Math	26.67%
	Nursing	0
	Reading	40%
	Writing	66.67%
	Business	0
	Learning Skills	26.67%
	Subject Tutoring	33.33%
	Make-up Testing	60%

2. Rate the overall services of TLC. (Choose one)	Excellent	86.67%
	Good	6.67%
	Fair	6.67%
	Poor	0
	Very Poor	0

3. Please note the extent to which the Center meets your tutoring expectations. (Choose one)	Excellent	53.85%
	Good	38.46%
	Fair	7.69%
	Poor	0
	Very Poor	0

4. I use the make-up testing services at TLC.	Yes	73.33%
	No	26.67%

5. If so, please rate the make-up test exam service. (Choose one)	Excellent	100%
	Good	0%
	Fair	0
	Poor	0
	Very Poor	0

6. Are you getting the information you need about TLC in a timely manner? (Choose one)	Excellent	71.43%
	Good	14.29%
	Fair	14.29%
	Poor	0
	Very Poor	0

7. Please rate the effectiveness of TLC tutors. (Choose one)	Excellent	53.85%
	Good	23.08%
	Fair	23.08%
	Poor	0
	Very Poor	0

8. The best thing about The Learning Center is…
- The friendly professional staff

- Good place to send students to use computers, get tutoring, go for make-up testing.
- The positive support that is given to students which makes them feel like they Can learn the material
- In class tutors and tutor availability.
- Accessibility
- Location on upper campus.
- The students are able to get help in their subjects

9. The worst thing about The Learning Center is…
- The mismatch between the teacher's computer in the TLC classroom and the student's computers
- Not always the best place for testing (Hale Kea) has an enclosed testing area but much appreciative for the services so we can't have to send students to lower campus which is not always convenient. I try to give my students the choice of testing at either place and let them decide. ☺
- It gets a bit noisy and distracting at times.
- Testing hours restricted to T/TR—would be helpful if 5 days per week as you used to do
- It is no 24/7!
- No beverage rule-library rules are more realistic on this one and better accommodate students' needs.
- Uneven, mixed reviews…I have had students report very positive but also very negative experiences with tutors there (e.g., demoralizing, or tutor insists on reorganizing paper entirely). I feel lukewarm from what I've observed.

10. Are there additional suggestions for services you would like to see offered. If so, please explain.
- Sessions on specific writing problems—e.g. thesis writing, fragments, run-ons, punctuation
- More focus on increasing student confidence. More tutor training in writing center philosophy and given constructive, empowering feedback. I also like to see public workshops like ESL sometimes offers.
- More work on grammar skills for writers.

UO #3: TLC/HKATC will provide the College and community with testing services

Based on the ARPD scores received from the Demand, Efficiency, and Effectiveness indicators, the Overall Health for Testing was Cautionary.

Specifically, the overwhelming demand for Distance Education Testing placed it in the Unhealthy category. New strategies to help alleviate the demand for DE testing, for example implementing Proctor U as an option, will be assessed. Also, consultation with the Assessment Coordinator in reviewing testing rubrics will be conducted, especially since Compass testing will be phasing out and a new placement tool will be used.

Results:
AY 2016 data/rubric for testing reveal Demand for the number of Placement Test was in the "cautionary" category with a score of 1.0. Placement Test sessions went down a bit from 1,786 to 1678. The demand for Distance Education testing was still in the "unhealthy" category with a score of 1.3. Distance Ed testing went down a bit from 2,585 to 2,212. Local testing which includes make-up and special testing scored .49 which is "healthy" on the testing rubric. Make-up and Special testing scored "healthy" and went up from 302 to 819.   Overall Demand score for testing is Cautionary. The high demand for DE tests proctoring is still an issue and the reason for the "cautionary" score.

For Efficiency, the total number of combined test session per Center Staff was 1,472 which is considered "healthy". The annual budget analysis shows the cost per test session at $23. This cost per test session scored a "healthy designation and is down from last year's $26. HKATC student evaluation for testing scored in the 98% (agree to strongly agree) which scored a "healthy" score of 2.0.

Overall health for Efficiency testing services was in the "healthy" range with a score of 1.6.

This outcome was met. In AY16, TLC Educational Specialist went down 40% of her time to assist HKATC provide testing services. This strategy was a trial to provide support to HKATC since additional professional staff was not able to be established. Adding the additional professional staff increase the ratio of the staff to test administrations. The Demand for testing seems to have stabilized this past year with numbers of test administrations about the same as last year.   But, HKATC still remains in the unhealthy category for demand to provide DE testing.

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Other Comments

Include any additional information that will help clarify the unit's UO assessment results.	
Include comparisons to any applicable College or related UH-System service-unit standards, or to any national standards from industry, professional organizations, or accrediting associations, as applicable.	None

Next Steps – Assessment Action Plan

Describe the unit's intended next steps to improve assessment of the UOs based on the unit's overall AY 2015-16 assessment results. Include any specific strategies, tactics, activities, or plans for revisions to assessment practices, and/or service or operational change, or increased student support:	
Changes to assessment practices, activities, or projects.	This section is a repeat of Assessment Plan mentioned for AY17 above.

1. For AY17, TLC will assess the effectiveness of the newly installed Starfish program as a data collection and reporting tool to meet assessment and program review reports

The TLC will develop standardized check in procedures for consistent data entry to identify service areas. The accuracy of the report will seek to provide a clear picture of student usage and success. Data fields will be review and redefined based on Starfish data collection.

To conduct this assessment, student check-in categories will be reviewed to assure that data entry will be consistent. Data collection will be tied to the data needed to produce reports for assessment and program review regarding TLC Unit outcomes.   Data reports will also be analyzed to include items necessary to gauge TLC usage and student success. The initial categories may be expanded to further clarify data being collected.

The assessment method would yield a list of well determined categories for consistent data collection for AY 18. At the end of AY17, data reports will be compiled by Administrative Computing with clearly defined service categories.

2. A. Extensive training of Math and English tutors will be done starting in the Fall of 2016 to improve the quality of tutoring. The English and Math Departments have collectively developed training topics for the TLC's English and Math Coordinators to train tutors. 70% of the tutors will complete the training. The results of overall English and Math students who pass their classes when tutored will increase by 5%. For AY 16, the average pass rate for students who received tutoring was 69%. 74% student pass rate will determine if we met this outcome. Data will be generated by Administrative Computing using the TLC student log in data collection system.

2. B. In-class tutors will be provided for some English and Math classes that are part of the newly designed course structure for Developmental Education. TLC will place tutors in classes at faculty requests. These classes will show an increase in student pass rates by 5% as compared by students who received tutoring and those that do

	not. The same grid for #2 will be used to compare student performance in those classes that received tutoring. With in-class tutoring and increase tutor training students will exhibit a 5% higher percentage of pass rates compared to last year's reports.
Modifications to the unit's services, functions, operations, client relations, and/or faculty/staff professional development activities over the next 3 years.	1. By fine tuning the use of Starfish, I expect the program to provide accurate data to determine if students tutored pass their courses at least equal to those not tutored and have a 70% pass rate. 2. By providing the additional training and in-class tutoring as requested by English and Math faculty, we will determine if there is a 5 % increase in passing rates for English and Math students as a whole and by those courses with in-class tutors.
Increases or changes in student support activities and services to support student learning and achievement.	1. For AY16, report generation was difficult because of the inconsistence of checking students into the new database of Starfish. Report generation did not meet expectations. Once the data elements are clearly defined, this system may produce more accurate results. This review will be done the TLC Coordinator. 2. This Fall 2016 is a transition year for Developmental English and Math instruction at HawCC. In support of the new compressed structure of classes to accelerate students' time in developmental education, we will be providing increase training for tutors in math and English and providing in-class tutors to work with student in and outside of the classroom.