MAUI COMMUNITY COLLEGE
ANNUAL ASSESSMENT 2005-06
THE LEARNING CENTER

I. OVERVIEW OF THE PROGRAM

A. Mission and Vision of the College:
Maui Community College is a learning-centered institution that provides affordable, high quality credit and non-credit educational opportunities to a diverse community of lifelong learners.

We envision a world-class college that meets current and emerging Maui County education and training needs through innovative, high quality programs offered in stimulating environments. The College mission, goals, and actions will be guided by the Native Hawaiian reverence for the ahupua’a, a practice of sustaining and sharing diverse but finite resources for the benefit of all.

B. Mission and Vision of The Learning Center:
The Learning Center at Maui Community College (MCC) provides students at all levels with academic support services to help them become successful, independent learners and reach their educational goals. To attain our mission, tutorial assistance; one-on-one, group, and online writing assistance; study skills instruction; testing services; computer laboratories; e-mail and Internet access; and computer-assisted instructional programs are provided to our diverse student population.

We envision a one-stop facility where students will receive cutting edge, high quality support services in a student-centered environment, helping students gain the skills needed to meet the rigors of their educational program and to embrace the challenges of an ever-changing world.

The Learning Center contributes to the mission and vision of Maui Community College by providing high quality academic support services in a stimulating environment for our diverse student population.
The goals of The Learning Center are the following:

- To help students enhance their skills in reading, writing, math, and study skills
- To provide tutorial services in content area courses
- To help students become independent learners
- To provide students with computer equipment and software needed to complete their coursework and broaden their learning experience
- To assist students with basic computer skills
- To provide placement, make-up, and distance learning testing services as well as community proctoring services
- To support faculty in meeting student learning outcomes
- To provide a user-friendly study environment conducive to learning and thinking
- To anticipate the academic support needs of our students
- To encourage professional development

C. **Relationship to MCC Strategic Plan:**

As an academic support facility, The Learning Center addresses the following 2005-06 Priority Order of Action Strategies within MCC’s Strategic Plan:

1.1 *Develop graduates who can learn new things, think critically, behave ethically and adapt to change.*

1.1 *Provide full student support services, including advising, tutoring, counseling, and library services that increases student retention and success in a learning-centered environment.*

3.1 *Provide positive support for the development, implementation, and improvement of programs and academic support services for Native Hawaiians.*

(See Appendix B—MCC 2005-06 Priority Order Action Strategies)

The Learning Center helps students to become independent learners by providing tutorial assistance, study skills instruction, testing services, and computer lab services. By helping students gain the tools to be successful learners, students feel empowered and take responsibility for their own learning, thinking more critically, feeling good about themselves, thus increasing student retention.
Although not priority items, The Learning Center supports the following action strategies within MCC’s Strategic Plan:

1.2  **Support the well-being of each individual in an atmosphere of open communication, integrity, and mutual respect.**
(See Appendix C—MCC Strategic Plan 2003-2010 Priority Order Action Strategies)

TLC supports the well-being of each individual by providing a friendly, non-threatening environment where students, staff, and faculty are not afraid to ask questions or ask for help. Studies show that students need a place to belong on campus, a place where they “matter.” All TLC staff members learn students’ names as quickly as possible, so students realize that they are not just a number—they really matter!

As a Wo Learning Champion for the past four years and a member of the MCC Staff Development Committee, TLC Acting Director Debbie Winkler has been active in organizing professional development activities for the campus to “support the well-being of each individual in an atmosphere of open communication, integrity, and mutual respect.”

5.2  **Encourage risk taking, reward innovation, and invest in change to reduce costs and paperwork and generate resources.**

In 2004, the Pharos printing system was installed in the library, the KaLama Computer Center, and The Learning Center. The Pharos loan was paid off in summer 2006, and the system is self-sustaining. Monies collected are now being used to upgrade computer equipment and software as well as to purchase supplies, alleviating the campus of a portion of these costs.

D.  **The Learning Center Staff:**
TLC consists of the following staff members:

Debbie Hasegawa Winkler, Academic Support, APT (Band B), 26 years, B.Ed., Acting TLC Director since January 2002, oversees all aspects of TLC operation
Julie Daliva, APT part-time casual (23 hrs/wk), 8 years/9 months (left 5/31/06), B.A., assisted in the coordination of testing services and in TLC’s daily operation; APT proctor for University Center (10 hrs/wk), 6 years (left 06/30/06)

Melissa Yoshioka, Instructional and Student Support, APT (Band A), 4 months (hired 4/17/06), M.Ed, coordinates tutorial and study skills services and assists in the coordination of testing services

Krissy Garcia, APT (Band A) part-time casual (7 hrs/wk), 1 ½ years, A.S. ECET, assists in the coordination of TLC tutorial, study skills, testing, and computer services

Ryan Garcia, APT (Band A) part-time casual (7 hrs/wk), 2 years, A.S. ECET, coordinates TLC computer services

Student Assistants (9), serve as peer tutors, computer monitors, and receptionists

E. **TLC Interaction with Community:**

- TLC staff members have frequent interactions with DOE personnel regarding COMPASS testing information and scheduling. On Friday mornings, group testing of high school seniors, Early Admission, and Running Start participants takes place in The Learning Center. Students are given their placement results immediately after testing to make them more aware of the relationship of their career pathways, academic skills, and COMPASS test scores. TLC orientation and a campus tour usually follow the testing sessions.

- TLC also works closely with Kamehameha Schools Maui Campus. TLC staff members have visited the Pukalani campus to inform students and staff about the COMPASS test and to discuss test-taking strategies. Group COMPASS testing of Running Start students has been scheduled in TLC, and the English permission test has been administered at Kamehameha.

- TLC Acting Director Debbie Winkler and Hui Malama Learning Center staff meet periodically to discuss program services and materials utilized in each facility. This relationship has been very helpful with student referrals and
in keeping abreast of what’s going on in other educational programs.

- TLC offers tours of its facility to various groups including Hui Malama Learning Center, DOE Alternative Program, DOE special needs, and DOE Career Pathway students to familiarize them with TLC services and resources.

- TLC is part of a UHCC system-wide group that offers proctoring services to community members who need to take distance learning tests from other colleges and universities. This service allows students to test in a quiet, secure environment and meet the testing requirements of their college. A system-wide fee is charged for this service.

- To keep abreast of current and new trends in learning centers, developmental education, and higher education, Acting Director Debbie Winkler is a member of the National College Learning Center Association (NCLCA), National Association of Developmental Education, National Council of Teachers of English, and the International Reading Association. Journal subscriptions include NCLCA Journal, Mon Nassar (Learning Center Exchange), Journal of Developmental Education, Research in Developmental Education, Teaching English in the Two-Year College, The journal of the Conference on College Composition and Communication, Journal of Adolescent and Adult Literacy, and Reading Today.
II. CURRICULUM AND STUDENTS

A. **TLC Services:**
The Learning Center’s services can be divided into five areas: tutorial support, study skills presentations, computer services, testing services, and distance learning services. According to sign-in data, students spent 25,486 hours in The Learning Center from Fall 2005 through Summer 2006. Unfortunately, with limited staff this past academic year, many students entered the facility without signing in. (See Appendix D--TLC Usage Report)

1. **Tutorial Support:**
   - Reading, writing, math, and study skills
     * professional staff and peer tutors
     * one-on-one or small group
     * individualized program to work on specific skills
       --assess students’ skills, create prescription,
       monitor progress, posttest (professional staff)
   - Content area tutoring upon staff availability
   - Hawaiian, Japanese, and Spanish languages
   - Proofreading assistance
     * peer tutors and professional staff
     * one-on-one 25-minute appointments
     * brainstorming session
     * suggestions for improvement (thesis statement,
       support, organization, transitions, grammar and
       mechanics, etc.)
     * grammar tidbits
     * reference materials

During the past year, students made approximately 1,725 appointments with peer tutors and professional staff. Tutors are trained every two weeks to update them on tutoring techniques, learning styles, essay assignments, and research papers. (See Appendix E—TLC Student Assistant/Tutor Training Topics)

2. **Study Skills Presentations and TLC Orientations**
   - Time management, how to read a textbook more effectively, note-taking skills, test-taking skills, learning styles, how to study more effectively, how to write a research paper, how to write a summary, etc.
   - TLC orientations in class or in TLC (services, facility tour)
In the past year, MCC faculty and staff have requested 17 study skills presentations either in the classroom or for students in programs such as Ku`ina. In addition, to provide students and instructors with information about TLC services, professional staff members have conducted 75 learning center orientations and tours for classes across the campus.

3. **Computer Labs: 31 working computers**  
   - Assistance from student assistants and professional staff  
   - Word processing, e-mail, Internet searches, WebCt, MyUH Portal, online registration  
   - CAI programs (SkillsBank, Word Attack, Spell It, Ultimate Speed Reader, etc.)  
   - Scanner, CD burner, zip drive  
   - Special needs computer w/printer and scanner  
     * Jaws (reads text on screen)  
     * Zoomtext (enlarges text)  
     * Kurzweil 3000 (reads text from scanner)  
     * Dragon Naturally Speaking (types from oral speech)

During the first three weeks of each semester, students require extra assistance with basic computer skills (word processing, e-mail, Internet searches) and accessing WebCt and MyUH Portal. For this reason, during this time TLC professional staff and peer tutors are available in both computer rooms to guide students through the sometimes frustrating process of learning how to manipulate a computer and utilize the required software to complete their coursework. For computer-based developmental studies in reading comprehension, writing, grammar and mechanics, vocabulary building, spelling, and basic and intermediate mathematics, software programs such as *SkillsBank4, Word Attack, Ultimate Speed Reader, and Spell It* continue to be highly utilized in TLC. Additionally, with a wireless access point installed, staff members have observed an increased usage of laptops in TLC. A webpage on how to “Configure the Wireless NIC” has been linked to our TLC website.

4. **Testing Services:**  
   - COMPASS placement testing  
     * walk-in  
     * ability to benefit  
     * high school group testing  
     * COMPASS study guide and text resources
In each of the three areas of the COMPASS placement test—reading, writing, and math—approximately 2,000 tests were administered from September 2005-August 2006. (See Appendix F—COMPASS Summary Report) Depending on the time of the semester, three to five TLC computers are reserved for walk-in testing. UHCC system applicants can take the COMPASS tests whenever TLC is open, as long as a testing computer is available. The English Department has also developed a “permission test” for MCC students who would like to challenge their writing placement level. During the past year, TLC staff administered 143 permission tests.

TLC’s campus make-up testing service is for MCC students who miss an in-class exam and are given permission by their instructors to take the exam in The Learning Center. In the last academic year, 983 make-up exams were administered in TLC. (See Appendix G—Tests Administered at TLC)

Another testing service is community proctoring for students who are enrolled at other universities and colleges and need to take their exams at a college testing facility. A system-wide proctoring fee of $25/hour is charged. During the 2005-06 academic year, TLC staff administered 76 tests to community members.

5. Distance Learning Services:
   - On-line Writing Lab (OWL) [http://www.hawaii.edu/maui/tlc](http://www.hawaii.edu/maui/tlc)
     *papers may be submitted anytime, and a response will be posted within 24 hours, except when submitted on Saturday evening
   - Distance learning testing

TLC’s Online Writing Lab has become a highly utilized service for MCC and UH Center students. In the past year, 200 papers were submitted online. Individual feedback indicates that students appreciated tutor suggestions and valued the convenience of the service, especially those enrolled in distance learning courses.
In academic year 2005-06, over 500 distance learning exams were administered in The Learning Center, servicing every UH System community college campus in the state. (See Appendix G—Tests Administered at TLC)
V. ANALYSES OF PROGRAM—TYING IT ALL TOGETHER

A. **Summary Statement:**

Evaluation of program goals indicate that The Learning Center met the majority of its goals during the 2005-06 academic year. However, after TLC casual hire Jackie Perry began working only on Saturdays in Fall 2005 and then eventually left in December 2005, the Acting Director and two casual hires, who worked seven hours each per week, performed all professional tutoring in reading, writing, math, study skills as well as in content area courses. In addition, with 68% of student assistant monies spent on student receptionists to answer questions asked by students and faculty at the reception counter, pass out and proctor exams, place students on COMPASS and retrieve scores, answer the phone and take messages, and type and copy materials, peer tutor funds were also limited. Student evaluations clearly indicate that more tutors are needed, especially since one of our goals is to provide tutorial services in the content areas, which was limited to staff on hand. (See Appendix H—TLC Evaluations) With one full-time professional staff member acting as TLC Director and MCC Testing Coordinator and three casual part-time staff members, two of which worked 5-7 hours per week, study skills presentations in classrooms were also limited. For the above reasons, the TLC Director position must be restored to ensure the facility’s success in meeting its mission and attaining its goals.

Computer services is an essential part of our students’ education, especially with the increase of technology in the classroom and the growth of distance learning classes. Currently, The Learning Center has 31 working computers to service all of our students. Once again during the spring semester, students waited in line to use TLC computers to complete their coursework and to take WebCt tests for distance learning classes, especially during midterms and at the end of the semester. This again demonstrates a strong need for more computers in The Learning Center. In addition, to assist students with basic computer skills and course software, funding is needed for computer assistants and an IT Specialist to train staff, repair broken computers, upkeep hardware and peripherals, and load computer software. Currently, the student receptionist, tutor (if one is on duty and available), or professional staff member on duty provides assistance to students in both computer rooms. Consequently, staff members are at times unavailable at the reception counter, phones ring
unanswered, and students enter the facility without signing in, resulting in inaccurate student usage data this past year.

TLC testing statistics show a tremendous demand for testing services on our campus. Staffing is always a problem, especially with the increase of distance learning testing since this involves receiving, processing, copying, administering, proctoring, collecting, recording, faxing or mailing, and filing the tests. On the positive side, TLC staff have honed their multi-tasking skills, but we must ensure that testing integrity is not breached while we attempt to service a multitude of students, especially with their use of sophisticated equipment such as cell phones and PDAs. As testing requests will only increase, MCC needs a full-time testing position to coordinate all of the testing needs of the campus and the UH system. In addition, basic testing statistics have fallen to the wayside until such time it is needed for a report such as program review. The testing coordinator would be able to produce current testing statistics that could be used for reports and future grants.

Furthermore, professional staff currently spends valuable time on clerical work and supervision of the reception area. New student assistants constantly need to be trained in reception duties and testing procedures (answering the phone, taking messages, copying and faxing distance learning tests, etc.). For this reason, a full-time clerk position is needed to serve both the KaLama Computer Center and The Learning Center, so TLC professional staff can spend their time working with students, presenting study skills workshops and TLC orientations, testing, serving on campus and system-wide committees, participating in professional development, and completing administrative duties, such as program reviews.

B. Plans for next year:

In April 2006, the new TLC remedial support position was filled by Melissa Yoshioka, alleviating the abundant requests for study skills presentations and some of the requests for more tutorial assistance. The following are plans for the coming year:

- Create a schedule of study skills presentations and advertise on campus.
- Enlist English instructors to read Online Writing Lab (OWL) papers.
- Involve more instructors in tutor training.
Purchase a color printer, so students have the option of printing in color, especially for projects.
Work on a more dependable check-in system, so data is more reflective of actual student usage.
Update TLC website.
Study and revise distance learning testing procedures to streamline process.
Create a COMPASS information sheet.
Solicit TLC evaluations more diligently.
Discuss SLOs with Lynn Yankowski.

Although TLC will continue to coordinate hours with the KaLama Computer Center and the library, with additional professional staff and student assistants, TLC would also be able to expand its hours of operation to meet the growing needs and varying lifestyles of our students.

C. **Budget for next year:**

In addition to our annual budget, to meet our program goals, the following is requested:

- TLC Director (Instructor—11 months) $55,000
- Testing Coordinator (APT Band B) $38,000
- IT Specialist (APT Band A) $37,000
- Additional student assistant/tutor funds: (tutoring in reading, writing, math, study skills, and content areas; computer and testing assistants) $8,000
- Clerk Typist (SR-8, share full-time clerk the KaLama Computer Center) $24,000
- 10 computers to replace old, slow computers $10,000
- CAI Software $2,000

**TOTAL** $174,000