**Part II: Analysis of Program**

***Testing***

The Learning Center (TLC) offered a range of testing services including college placement, proctored exams for UHMC students (distance learning, make up, and disability accommodated exams), proctored exams for non UHMC students, community proctoring, and administration of state and national certification exams. TLC staff collaborated with disability services and other student development and instructional areas including counseling/advising, admissions, grant programs, and instructional departments in support of the various student assessment needs across the campus. Throughout the year, TLC strived to maintain high quality testing services and standards. Exam records were stored in secured file cabinets accessible only by TLC personnel.

TLC proctored 8,676 tests during the 2015-2016 school-year. This number is down slightly from the previous three years, and reflects the enrollment decreases the College has seen during the past three years, and the adoption of multiple placement measures in spring 2016 which resulted in fewer COMPASS Placement test administrations. All other testing services increased from the prior year.

As indicated in the above chart, The Learning Center realized growth in UH Distance Learning and Community Proctoring. Distance Learning increased from 2,076 to 2,436 and Community Proctoring increased from 1,291 to 1,361. During 2015-2016, TLC continued to provide proctoring services for ATI (Nurse Education), Automotive Service Excellence (ASE), and Pearson Vue, Praxis, Castle Worldwide, and Ergometrics, and became a testing facility for PSI and Hawaii real Estate Exam.

TLC was open for testing 5 days a week. The center had two 1.0 FTE staff positions, a 1.0 FTE Director position, and student assistants. The testing center is within TLC which provides tutoring and other learning support services. TLC staff including student assistants shared duties for maintaining learning support and testing. TLC uses money collected from community proctoring to purchase new computers for its testing center; for 2015-2016, TLC purchased and replaced 25 of its 40 testing center computers. TLC also modified its camera system which was first install in 2014. The modification included purchasing and installing additional cameras in the testing center to increase test security. TLC also purchased locking bags so test takers can keep their valuables in a locked bag on the back of their testing chair. Upon completion of the test, the proctor unlocks the bag and the test taker can remove their valuables and proceed with check out. Aside from community proctoring, all testing was provided on a walk in basis. Overall data from TLC satisfaction survey indicated that 100% of respondents felt the testing services were very good or excellent.

***Learning Center***

*Tutoring*

The Learning Center (TLC) provided technological resources, tutoring, learning strategy workshops, supplemental instruction, and a study area for UHMC students. In 2015-2016, 2,367 students (unduplicated) utilized the services in the TLC which was open 6 days a week.

Figure 2

Since the incarnation of TLC, the peer tutoring

program has been one of the primary functions;

although, TLC is not the only program on campus

that provides tutoring. Figure 2 shows the break

down of TLC tutoring per department with most

of our tutoring resources going to STEM, English,

and Social Sciences. Tutoring sessions

were 30 minutes in length and required an

appointment. TLC tutors provided 1,107 tutorial

sessions during 2015-2016.

In addition to providing face to face tutoring,

the College also provided access to online

tutoring services through Brainfuse. Online

tutoring, has become a crucial part of TLC

services by providing support for distance

learners as well as those who cannot come to TLC

during its hours of operation. Additionally, it helps us to provide tutoring for some courses that we have struggled to find peer tutors for in the past. Brainfuse provided 957 hours of tutoring for UHMC students during the 2015-2016 school-year.

Lastly, TLC is partnering with the developmental math and English faculty to provide tutoring within the classroom; this has helped us to provide crucial support to basic skills students who have been difficult to reach in the past. In 2015-2016 school-year, 144 students received tutoring through in-class tutoring. This is a decrease from the previous year which was brought on by both an enrollment decrease and the adoption of new placement measures which decreased the number of students placing into below 100 courses.

On a recent TLC survey, 96% of respondents perceived that tutoring helped to improve their grade, and 95% of respondents felt online tutoring was helpful. On the 2016 CCSSE, 72% of respondents indicated that tutoring was a very or somewhat important service that the College provides. However, only 18% indicated that they frequently or somewhat frequently used tutoring services, and only 35% indicated they were satisfied with the tutoring services. 82% of respondents indicated that they rarely or never used tutoring which suggests the TLC and the College needs to continue to focus on marketing learning support services and integrating learning support into courses. This is an increase from the previous year which is somewhat surprising since TLC uses MySuccess communication/early alert system to promote our services including tutoring and study skill workshops to students, and we have worked with the MySuccess Implementation team and UHMC instructors so that we are alerted to struggling students, and once alerted, reach out to the student by phone and email to address the instructors’ concerns.

*Orientation and Learning Strategy Workshop*

It is important to introduce TLC to as many students as possible. To this end, TLC staff provide20 minute orientations to classes including developmental English, Culinary, ENG 100, Psychology, and Social Sciences. TLC also sent a short online orientation video describing our services directly to UHMC students through MySuccess (Starfish).

The TLC also offered Learning Strategy Workshops including note taking, effective study strategies, test taking, time management, staying motivated, an stop procrastinating. TLC faculty and staff provided these workshops in the TLC and in classes upon request from an instructor. Workshops delivered in class are tailored to meet the needs of the students and discipline, for example, test taking for automotive students or study methods for a psychology class.

Based on workshop evaluations, 95% or more of respondents indicated that very useful strategies were introduced in the workshops and that they were very likely to use the strategies in their courses.

TLC recognizes that many students cannot come to the TLC for workshops due to their busy schedules during the 2015-2016 school-year, TLC faculty and staff designed some online study skill workshops that are available anytime from anyplace. The workshops are accessible online at <http://maui.hawaii.edu/tlc/learning-resources>

TLC also provided face to face grammar workshops during the 2015-2016 school-year. 100% of attendees reported that the workshops contained useful information and were likely to use the information and tips from the workshop.

TLC provides access to online self-paced, self-directed courses (EdReady Math, LASSI Modules, MyFoundations Lab) for students to brush-up on their reading, writing, grammar, math and study skills. These interactive courses provide individualized instruction and practice activities based on an initial diagnostic test. During the 2015-2016 school-year, 97 students signed up and completed the initial diagnostic. Of these, 69 or 71% completed their individualized program, and improved their post assessment scores.

*Computer Lab and Study Area*

During the 2015-2016 school-year, the TLC’s computer lab had 20 computers (both Mac and PCs). Students also had access to laptops (35) that can be used within TLC. TLC also provides access to a scanner, printer, and copier. The TLC staff provided 175 different impromptu tutoring sessions on basic computer usage and Laulima since many students were using computers and/or the UH course management for the first time. TLC works with the IT department to ensure the computer software is up to date and relevant to the courses taught during the fall and spring semesters. TLC also uses the money collected from community proctoring to upgrade computers and purchase supplemental study materials and programs.

In the past year, the TLC provided an inviting place to study both individually and in small groups. Many faculty had textbooks and other resources on reserve at the TLC for students to access. The TLC also provided a quiet room that students could reserve so they could test or study in a distraction free environment. Overall, the TLC’s staff and student assistants were and are its greatest strength. They worked hard to create a friendly and welcoming place where students felt comfortable using the resources and seeking help.

2016 CCSSE data indicated that 57% of respondents were utilizing the TLC lab or other computer lab on campus, and 33.2% indicated they used a skills lab like TLC or other skills lab on campus, and 70% indicated that they were satisfied with the campus computer lab, and 50% indicated they were satisfied with the skill labs on campus.

***Professional Development***

As part of the College’s overall vision for addressing professional development for the faculty and staff, The Learning Center has housed the campus professional development program since fall 2015. As part of the restructuring, TLC was tasked with providing professional development opportunities for all campus employees. A 1.0 FTE faculty position was moved to TLC to coordinate this component, and a college wide advisory board was established to design and implement a comprehensive professional development plan, and guide the professional development coordinator.

The professional development advisory board finalized a plan in fall 2015, and began implementation in spring 2016. The topic strands included Laulima, new faculty, teaching methods, technology tools, and specific strands for APTs, civil service, and O&M staff. Each topic strand has 3-7 individual sessions/workshops that focus on different components of the strand. Figure3 illustrates the topic strands and individual sessions under each strand.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **New Faculty** | **Laulima** | **Teaching Methods** | **Technology Tools** | **APT**Figure 3 | **Civil Service** |
| New faculty Orientation | Preparing Your Course Design Document | Teaching an d Learning Using 3D Virtual Environments  | Tips and tricks for Excel | Personality styles  | Supervisory Skills |
| Disruptive students | Using Templates | Gamification and game-based learning | Using Google Docs | Team building skills | Stress Management |
| Assessment Basics | Create an Introduction Video | The Micronesian Student: Moving from Culturally Responsive to Culturally Sustaining Educational Practices | Word Press | Stress Management | Culturally Sustaining Leadership: A Pacific Islanders Perspective |
| Understanding Title IX | Using Camtasia to Edit Videos | Distance Learning Pedagogies | Microsoft Word 2010 |  | Shortcuts for Microsoft Office |
| Introduction to contract renewal | Universal Design for Learning, Close Caption |  |  |  | Leading From Where You Are |
|  | Camtasia – zoom, pan and callouts |  |  |  |  |
|  | Articulate Engage and Quizmaker |  |  |  |  |

Although, the advisory group is still working on evaluating the overall effectiveness of the program, the group adopted Guskey’s (2000) five levels of evaluation. Figure 4 identifies the level and sample evaluation questions

Figure 4

|  |  |
| --- | --- |
| Levels | Sample Evaluation Questions |
| Level 1 and 2 – Participants reaction and learning (measured right after training) to determine what participants learned at the training, and get feedback to make improvements. | 1. Was the presenter knowledgeable of the subject area?
2. As a result of the workshop, I have a better understanding of the main concepts explored in the workshop?
3. As a result of the workshop, I improved *fill in with SLO or objective* (include a question for each objective)[[1]](#footnote-1) – trying to show attainment of specific learning objectives or outcomes.
4. I will be able to use what I learned in the workshop.
5. I would recommend the workshop to others.
6. What suggestions do you have to improve this workshop?
 |
| Level 3 – Organizational support and change (measured 3mos-1 year after training) to determine organizational obstacles or barriers to implementing. | 1. Was implementation advocated and facilitated?
2. Did it affect organizational climate and procedures?
3. Were resources made available for implementation if necessary?
4. 4. I know and understand where I can receive continued support

from this professional development.  |
| Level 4 – Use of knowledge or skill (measured 3mos-1 year after training) to determine if participants are applying new skills and impact that has on efficiency or attitudes.  | 1. As a result of my participation in this professional development, I have made the following changes to my professional practice… How do I know these changes were made?
2. I was able to implement the new knowledge and skills I learned from this professional development right away.
 |
| Level 5 – Student learning outcomes and experience (measured every 2-3 years) to determine if there is an increase in student achievement outcomes and the overall educational experience of the student. | 1. Based on the changes I made to my practice because of this professional development workshop, my students are able to \_\_\_\_\_\_\_\_\_\_\_\_ better than before this training. I know this because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
2. My students’ performance and/or achievement has significantly increased/decreased because of the training I received in this professional development. I know this because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
3. Did it impact my students’ attainment of SLOs –CASLOs, PLOs or Course SLOs?
4. Are my students more confident[[2]](#footnote-2) as learners because of the changes I made because of PD?
5. Has my students attendance and participation improved since implementing new strategies I learned as a result of PD?
 |

Levels 3, 4, and 5 are measured at a period of 3 months to 3 years after the professional development training, and since the PD advisory group and the PD coordinator just started implementing the professional development plan in spring 2016, feedback thus far has addressed levels 1 and 2 only.

A common theme that did emerge from some of our initial inquiry is that with everyone’s busy schedule, many people cannot attend the

**Part III Action Plan**

***Testing***

TLC continues to focus on the quality of test administration as it follows post-secondary testing center standards and guidelines. The following action plan articulates how the TLC testing center plans to move forward over the next year.

|  |  |  |
| --- | --- | --- |
| **Activity** | **Person(s) Responsible** | **Timeframe** |
| Continue to monitor testing center hours to maintain test security while accommodating UHMC students | Testing Coordinator and TLC Director | Ongoing |
| Increase number of industry certification tests proctored by 1 | Testing Coordinator and TLC Director | Completed by June 30, 2017 |
| Continue to Implement National College Testing Association Standards and Guidelines for Post -Secondary test centers | Testing Coordinator and TLC Director | Ongoing |

***The Learning Center***

The TLC offers tutoring, learning strategy workshops, computers, printing, and study area access 6 days a week. Increasing usage of the TLCs resources including tutoring remains the primary focus, as well as, providing professional development for staff, so they can keep abreast of effective practices and changing pedagogy. The following action plan articulates how the TLC plans to move forward.

|  |  |  |
| --- | --- | --- |
| **Activity** | **Person(s) Responsible** | **Timeframe** |
| Develop stronger partnerships with instructional and student services faculty to integrate TLC services into course requirements and early alert systems. | TLC Director | Ongoing |
| Strengthen MySuccess usage as a way to promote support services and communicate throughout the semester with students. | TLC Director and Tutor/ Technology Coordinator |  |
| Implement a tutor certification program that identifies standards and benchmarks for tutoring programs.  | Tutoring/Technology Coordinator  |  Curriculum developed by May 2017 |
| Continue to expand Online Learning Strategy Workshop offerings. | TLC Director and Tutoring/Technology Coordinator | Ongoing |
| Increase number of students utilizing TLC resources | TLC Director | Ongoing |
| Continue to offer face to face, in class and online tutoring options for UHMC students | Tutoring/Technology Coordinator and TLC Director | Ongoing |

***Professional Development***

The PD program is continuing to meet and strengthen the program by expanding the types of professional development opportunities available for employees including ones that are accessible anytime and anywhere, connect faculty and staff to national resources like Faculty Focus, are relevant to the issues the college is facing.

|  |  |  |
| --- | --- | --- |
| **Activity** | **Person(s) Responsible** | **Timeframe** |
| Research an electronic library of PD webinars/workshops for people who cannot attend face to face workshops | PD Director | Fall 2016 |
| Complete website including a PD calendar. | PD Coordinator | Fall 2016 |
| Conduct first set of focus groups  | PD Director, coordinator and advisory group | Spring 2017 |
| Streamline Performance and Teaching Evaluation processes to include professional development as a means of closing the loop and strengthening the professional practice of our employees. | PD Director, coordinator and advisory group | Spring 2017 |

**Part IV: Resource Implications**

***Testing***

The TLC’s testing center’s usage is increasing, and as such, continued funding for trained proctors and test security is imperative. TLC also needs an additional support position to assist with procurement and data input for testing, learning assistance, and professional development.

***The Learning Center***

TLC provides necessary resources and learning support for UHMC students. As previously discussed, TLC provides tutoring (at TLC, in-class, and online), learning strategy workshops, computers, and study areas. TLC is also requesting funds to pay for online tutoring which costs about $35,000 per year. Online tutoring is currently not budgeted, but many UHMC students at our Kahului campus as well as the Outreach Centers use online tutoring more than any other method of tutoring.

***Professional Development***

The professional development program which is newly located under TLC provides professional development opportunities for all faculty and staff. TLC is requesting $40,000 to cover electronic resources, supplies, student help, some facilitators, and travel for system professional development meetings.

*New Budgetary Items (not currently in TLC budget)*

|  |  |
| --- | --- |
| **Item** | **Cost** |
| APT A position | $40,000 |
| Online Tutoring (contractual service) | $35,000  |
| Professional Development – monies for electronic memberships for employees, stipends for some facilitators, student help, and supplies. | $40,000 |

1. Workshop facilitators should also monitor whether skills were acquired by observing and reporting on participant’s performance on activities completed in workshop [↑](#footnote-ref-1)
2. Develop classroom level student surveys like a confidence survey that instructors can give to measure improvements. [↑](#footnote-ref-2)