

**MAUI COMMUNITY COLLEGE
THE LEARNING CENTER**

**COMPREHENSIVE
PROGRAM REVIEW
2007**

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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 2006-07 Priority Order of Action Strategies within MCC's Strategic Plan:

- 1.1 Provide full student support services, including advising, tutoring, counseling, and library services that increase student retention and success in a learning-centered environment.*
- 1.1 Develop graduates who can learn new things, think critically, behave ethically and adapt to change.*
- 3.1 Provide positive support for the development, implementation, and improvement of programs and academic support services for Native Hawaiians.*
- 3.1 Provide academic support services to promote student retention and academic success.*
- 5.2 Encourage risk taking, reward innovation, and invest in change to reduce costs and paperwork and generate resources. (See Appendix B—MCC 2006-07 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.

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.

Although not a priority item, The Learning Center supports the following action strategy 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 five years, a member of the MCC Staff Development Committee, and a member of Strategic Plan Action Strategy Team I, 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.” These activities include the following:

- ❖ Wo Learning Champions Distinguished Lecturer Series: Dr. Paul Pearsall, “Toxic Success: How to Stop Striving and Start Thriving.”

- ❖ Wo Learning Champions Distinguished Lecturer Series: Gwen Fujie, “Resolving Conflict with Tongue Fu.”
- ❖ Wo Learning Champions, Strategic Plan Action Strategy Team I, Staff Development, and Carl Perkins Professional Development teams co-sponsored professional development/wellness workshops for the Business Office, Personnel Office, and mailroom staff: “Managing Priorities” and yoga.
- ❖ Office of the State Director for Career and Technical Education, Carl Perkins Professional Development Committee, Wo Learning Champions, Strategic Plan Action Strategy Team I, and Staff Development Committee co-sponsored a workshop by Dolores “Dee” Grayson, “Student Achievement Grounded in Equity.”
- ❖ Wo Innovations in Learning Day (W.I.L.D) at Kahakuloa.
- ❖ The Staff Development Committee sponsored a workshop by Darrin Zeer, “Office Yoga.”

D. *The Learning Center Staff:*

TLC consists of the following staff members:

Debbie Hasegawa Winkler, Academic Support, APT (Band B), 27 years, B.Ed., Acting TLC Director since January 2002, oversees all aspects of TLC operation

Melissa Yoshioka, Instructional and Student Support, APT (Band A), 1 ½ years, M.Ed, coordinates tutorial and study skills services and assists in the coordination of testing services

Krissy Garcia, APT (Band A) part-time casual (12 hrs/wk), 2 ½ years, A.S. ECET, B.A.S. ABIT, coordinates the MCC Online Writing Lab and assists in the coordination of TLC tutorial, study skills, testing, and computer services

Ryan Garcia, APT (Band A) part-time casual (12 hrs/wk), 3 years, A.S. ECET, B.A.S. ABIT, coordinates TLC computer services

Jackie Perry, APT (Band A) part-time casual (7 hrs/wk), 11 Years, MSW, provides professional tutoring and covers Saturday hours

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 (NADE), Pacific Association for Developmental Education (PacADE), National Council of Teachers of English (NCTE), and the International Reading Association (IRA). 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*.

Furthermore, Tutoring and Study Skills Coordinator Melissa Yoshioka is a member of the National Tutoring Association (NTA) and the Pacific Association of Developmental Education (PacADE).

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, 1,108 students spent 26,608 hours in The Learning Center from Fall 2006 through Summer 2007. Compared to two years ago, the number of hours students spend in TLC has increased by 1,000 hours. However, with limited staff at the reception counter, many students continue to enter the facility without signing in.

TLC USAGE REPORT

Major	# of Students	Hours
Auto Body Repair and Painting	4	5
Accounting	40	438
Agricultural Careers	4	22
Administration of Justice	10	241
Automotive Technology	14	106
Building Maintenance	3	30
Business Technology	9	162
Business Careers	57	1,257
Carpentry Technology	4	15
Culinary Arts	73	1,694
Dental Assisting	15	117
Drafting Technology	2	154
ECET	25	749
Fashion Technology	4	20
Hotel Operations	20	512
Human Services	32	507
Liberal Arts	434	12,017
Marine Option Program	2	8
Nursing Career Ladder/Pre-Nursing	223	5,780
Office Administration and Technology	5	37
Other	40	984
Sustainable Technology	4	57
UH Hilo	1	85
UH Manoa	8	155
UH West Oahu	8	110
Undeclared	56	1,239
VITEC	10	106
Welding	1	1
TOTAL	1108	26,608

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 and reference materials
 - *extended tutoring time for special needs students

During the past year, students made 2,632 appointments with peer tutors and professional staff. This is a 300% increase from the 2004-05 academic year. Tutors are trained every two weeks to help them improve their academic skills and to keep them abreast of tutoring strategies and techniques. The following are topics covered in tutor and student assistant training sessions over the past five years:

Active Listening	Punctuation Potpourri
Building Teamwork	Questioning Techniques
Business Writing	Research Papers and Documenting Sources
Common Grammar Errors	Self Evaluations
Communication Skills in the Workplace	Sentence Combining
Computer Troubleshooting	Sexual Harassment
Cultural Sensitivity	Special Needs Computer/Skill Building Programs
Customer Service	Stress Management
Dealing with the Difficult Student	Study Skills Assistance
Developing a Positive Work Attitude	Thesis/Topic Sentences
English Instructors Roundtable	Time Management
Factors Effecting Job Performance	Tips for Establishing a Positive Tutorial Relationship
Goal Setting	Tutor Pre-semester Training
Grammar Review	Tutor Training Evaluations
How to Organize a Paper	Tutoring Literature Students
How to Write a Summary	Tutoring On the Online Writing Lab
Job Disclosure	Tutoring Resources and Equipment
Learning and Memory Processing	Tutoring Strategies
Learning Styles and Tutoring	Work Ethics
Plagiarism and Citations	Work Styles
Prioritizing Tasks/Effective Use of time	Working with ESL Students
Problem Solving Skills	Working with Special Needs Students
Proofreading Guidelines	

The Learning Center works closely with the Allied Health Department's nursing and dental assisting students, providing initial screening and pre-enrollment tutoring to help students meet program prerequisites. After students are accepted into the Nursing program, they are referred to TLC if their initial National League for Nursing (NLN) Pre-nursing Exam verbal and/or math scores are below 35. These "high risk" students are required to do 40 hours of English and/or math preparatory work in TLC before starting the Nursing program. TLC professional staff members assess students' skills, create individual prescriptions of study, and monitor students' progress. Once these and other students begin the Nursing or Dental Assisting program, study skills workshops are offered as well as individual and group tutoring to promote success and retention of first-year nursing and dental assisting students. Over the past two years, 28 of 29 at risk nursing students who were referred to TLC at the time of admission to the nursing program have graduated or are making satisfactory progress. In addition, in the past year 98% of the students enrolled in the Registered Nurse program graduated, 88% enrolled in the Practical Nurse program graduated, and 100% enrolled in the Dental Assisting program graduated. Accordingly, The National League for Nursing Accrediting Commission identified The Learning Center as one of the strengths in nursing Student Support Services.

2. Study Skills Presentations and TLC Orientations

- ❖ Study skill presentations in classrooms or for special programs
- ❖ TLC orientations in classrooms or in TLC (services, facility tour)

Over the past year, MCC faculty and staff have requested 31 study skills presentations for automotive, culinary arts, dental assisting, Gear Up, Kamehameha Schools Maui Campus, Ku'ina, nursing, and science students, almost twice as many workshops requested than last year. In addition, three study skills workshops were held in The Learning Center in spring 2007. (See Appendix D—Spring 2007 TLC Study Skills Workshop Series and Appendix E—The Learning Center Study Skills Workshop Evaluations)

Furthermore, to provide students and instructors with information about TLC services, professional staff members have conducted 77 learning center orientations and tours for classes across the campus during the past year.

Study Skills Workshops

- Becoming an Active Reader
- Goal Setting
- How to Read a Textbook
- How to Study
- How to Write a Summary
- Journal Writing
- Learning Styles
- Motivation
- Preparing for the COMPASS Test
- Resume Writing
- Speed Reading
- Stress Management
- Taking an Essay Exam
- Taking Classroom Notes
- Test Anxiety
- Test Taking Skills
- The Research Paper
- Time Management
- Writing a Scholarship Essay

3. Computer Labs: 36 working computers

- ❖ Assistance from student assistants and professional staff
- ❖ Word processing, e-mail, Internet searches, WebCt, MyUH Portal, online registration
- ❖ CAI programs (*PLATO, 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)
 - *Inspiration (organizes text)

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 arduous and 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 *PLATO, 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.

In spring 2006, Ryan Garcia redesigned The Learning Center's website to make it more "user friendly" and more aligned with MCC's website. Featured links navigate to a map showing the location of The Learning Center on campus, TLC's hours of operation, the MCC Online Writing lab, TLC computer lab software list, and wireless printing for laptops. In addition, a webpage on how to "Configure the Wireless NIC" has been linked to the website:

<http://www.maui.hawaii.edu/tlc>

Also in spring 2006, a new color laser jet printer was purchased with Pharos funds and installed in TLC. This printer gives students the option of printing in black and white or in color, which has been requested by students.

4. Testing Services:

- ❖ COMPASS placement testing
 - *walk-in
 - *ability to benefit
 - *high school group testing
 - *COMPASS study guide and text resources
- ❖ English permission test
- ❖ MCC tests/Make-up exams
- ❖ Community proctoring services
- ❖ ACT Certified Testing Center

Annually, over 2,000 COMPASS subtests are administered in each of the three areas—reading, writing, and math. 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.

September 2006-August 2007

MATH	Percentage	Total
Basic Math	50%	1034
Math 22 or 50	23%	465
Math 23	8%	175
Math 25	2%	46
Math 100, 107, 111 or 115	4%	83
Math 27, 100, 107, 111 or 115	6%	119
Math 135	4%	78
Math 140 or 203	0%	8
Math 205	3%	57
		2065

READING	Percentage	Total
Basic English	13%	270
English 21	37%	763
English 102	50%	1052
		2085

WRITING	Percentage	Total
Basic English	17%	361
English 19	14%	287
English 22	29%	606
English 100	40%	853
		2107

In fall 2006, The Learning Center staff began to dialog about migrating from COMPASS 3.2.4 to COMPASS Internet. The major benefit of using the Internet version of COMPASS is that high school students could test on their own campuses, and mainland and international students could test at the nearest ACT Testing Center in their area. For this reason, Ryan Garcia researched the new system, downloaded and installed necessary software on TLC computers, and launched COMPASS Internet in spring 2006. Overall, there have been few glitches with the Internet version of COMPASS, the major one being when the ACT server goes down, no one can test across the nation.

As TLC staff utilized COMPASS Internet and learned to troubleshoot some of the problems encountered, the next step was to install COMPASS in Maui County high schools and MCC Education Centers. To implement this project, Ryan Garcia created a COMPASS Internet set-up handout, which showed minimum requirements and browser settings needed to download and install COMPASS software (see Appendix F—TLC COMPASS Internet). This handout was shared with high school and education center contacts. Once all computer requirements were met, Ryan traveled to the various sites to install COMPASS and train proctors (see Appendix G—COMPASS Placement Test Information). Presently, the following “remote sites” have COMPASS Internet:

**Baldwin High School
Lahainaluna High School
Lanai High School
Maui High School
Lahaina Education Center
Lanai Education Center**

When a high school remote site is ready to test, TLC staff is contacted and the test site is “unlocked.” Once testing is completed, the high school test site is “locked,” ensuring test security. Education center remote sites remain unlocked since testing occurs on a continuous basis.

The Learning Center also administers “permission tests” for the MCC English Department. Permission tests are for MCC students who would like to challenge their COMPASS writing placement level. During the past year, TLC staff members administered 184 permission tests, a 25% increase from the 2005-06 academic year.

MCC exams are proctored in The Learning Center for two reasons: the instructor is not available to administer the exam or students have missed an in-class exam and are given permission by their instructors to take the exam in The Learning Center. In the last academic year, TLC administered 1160 MCC exams.

The Learning Center works closely with Lisa Deneen, Disabilities Coordinator, to provide testing accommodations to students with disabilities. Services include reading tests aloud to students, extended testing time, and providing a quiet, distraction free testing environment . In the past year, approximately 66 appointments have been scheduled in TLC’s testing room.

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 2006-07 academic year, TLC staff administered 101 tests to community members, a 25% increase from the previous year. In addition, in Fall 2006, The Learning Center became an ACT Certified Testing Center, servicing community members who require certification for specific vocations.

Tests Administered 2006-07

	<u>Fall 2006</u>	<u>Spring 2007</u>	<u>Summer 2007</u>	<u>Total</u>
MCC Tests	509	565	86	1,160
Community Proctoring	27	36	38	101

5. Distance Learning Services:

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

Over the past five years, TLC's Online Writing Lab has become a highly utilized service for MCC and UH Center students. An average of 200 papers have been submitted online each year. Individual feedback indicates that students appreciate tutor suggestions and value the convenience of the service. (See Appendix H--MCC Online Writing Lab Student Comments)

In academic year 2006-07, The Learning Center administered 776 distance learning exams, a 220% increase since 2004, servicing every UH System community college campus in the state over the past five years.

Distance Learning Tests

Community College	Fall 2006	Spring 2007	Summer 2007
Hawaii CC	1	16	0
Honolulu CC	13	29	5
Kapiolani CC	93	84	15
Kauai CC	0	0	0
Leeward CC	4	1	3
Maui CC	187	129	10
UH HILO	3	0	1
UH Manoa	0	16	0
UHWO	84	52	19
Windward	5	6	0
Total	390	333	53

III. **STAFF SUPPORT AND FACILITIES**

A. ***Professional and Clerical Staff***

- ❖ Debbie Hasegawa Winkler, TLC Acting Director and MCC Testing Coordinator, oversees all aspects of TLC operation. Serves on the following system-wide committees: Achieving the Dream Data Team, Remedial/Development White Paper Committee, Testing Coordinators Committee, Wo Learning Champions. Serves on the following campus-wide committees: Academic Senate Policy and Procedures Committee, Academic Senate International Students Committee, Academic Support Committee, Department Chairs, Pharos Sub-committee, screening committees, Staff Development Committee, Strategic Plan Action Strategy Team A, Strategic Plan Action Strategy Team I, Wo Innovations in Learning Day Committee. Served as a member of the Library Program Review Report Team and as a member of the MCC accreditation team.
- ❖ Melissa Yoshioka, TLC Tutoring and Study Skills Coordinator. Responsible for professional tutoring, tutor and student assistant supervision and training, study skills workshops, TLC orientations, distance learning and community proctoring. Serves on the following campus-wide committees: Academic Senate International Students Committee, Achieving the Dream Campus Team, screening committees, Strategic Plan Action Strategy Team A. Previously served on Strategic Plan Action Strategy Team B.

In addition, The Learning Center employs three part-time casual hire APTs to coordinate computer services and the MCC Online Writing Lab as well as to provide professional tutoring on Saturdays. Professional staff and student assistants perform all clerical duties for the facility.

B. ***Facilities***

When the Learning Lab moved into its present location in 1990, it was an English Department tutoring facility, servicing students mainly in English classes and administering the CTBS English placement test for the college. Today The Learning Center services the entire campus and performs proctoring services for the entire UH system. For this reason, the facility's proctoring area is now inadequate to service the hundreds of students

testing in TLC.

Furthermore, after 17 years of foot traffic, The Learning Center's carpet is badly soiled, seams have become unglued and have been taped, and ridges have formed in high traffic areas. In addition, for the last few years, students and faculty have complained that the carpet, for lack of a better word, "stinks." Fortunately, the carpet will be replaced some time in spring 2008.

Since the mid-nineties, termites have consumed much of TLC's cupboards and drawers in the reception area. Former TLC Director Bob Converse asked to have the area inspected, and by the time inspectors checked the reception area, they found no sign of live termites or eggs. However, at this point half of the cabinetry was unusable, cupboard doors falling off at the hinges, one drawer face detached. Director Converse requested numerous times to have the reception cabinetry repaired, but the work order was low priority and the cupboards and drawers continue to be unusable.

For the past three years, The Learning Center has closed for a week in May to do "spring cleaning." During this time, TLC staff paint one or more walls of a chosen room, spray paint bookshelves and magazine racks, rearrange furniture, give away donated books and magazines, dust, clean the workroom, clean and reorganize the reception area, and repair and clean TLC computers. This annual event is now a TLC tradition, fostering teamwork, camaraderie, creativity, commitment, and most importantly—pride in TLC and the campus!

IV. **ANALYSES OF PROGRAM—TYING IT ALL TOGETHER**

A. *Summary Statement:*

For almost 4 ½ years, The Learning Center was run by one full-time professional staff member (APT) who continues to serve as TLC Acting Director and MCC Testing Coordinator. Fortunately, in April 2006 the new TLC remedial support position (APT) was filled, alleviating the abundant requests across the campus for study skills presentations and providing increased professional tutoring for our students. This position pushed TLC staff count back up to two full-time positions. In addition, The Learning Center employs three part-time casual hire APTs to coordinate computer services and the MCC Online Writing Lab as well as to provide professional tutoring on Saturdays. With this in mind, in 1980 the “Learning Lab” was an English Department tutoring facility with two full-time APTs. Services included professional and peer English tutoring, study skills workshops, and CTBS English placement testing. Today, TLC services include English, math, and content area tutoring; study skills workshops in classrooms, on other campuses, and in TLC; extensive computer lab services; MCC testing and make-up testing services; English permission testing; distance learning testing; community proctoring; and the MCC Online Writing Lab—and we still have only two full-time positions as we did in 1980. Moreover, tutorial appointments have increased by 300% in the last three years. Study skills workshop requests have increased by 55% in the past year. Testing services requests have increased by 25%, and Distance Learning testing has increased by 220% in the past year. With three casual hires working 31 hours a week, TLC staff lacks stability, continuity, and commitment for The Learning Center’s rapid growth. For all these reasons, the TLC Director position must be restored to ensure the facility’s success in providing students at all levels with cutting edge, high quality academic support services to help students gain the skills needed to meet the rigors of their educational program and to reach their educational goals.

In addition, with 68% of student assistant monies spent on student receptionists, who 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 are 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.

Computer services are an essential part of our students' education, especially with the increase of technology in the classroom and the growth of distance learning classes. 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.

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 hundreds 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.

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 schedules of our students.

B. *Plans for next year:*

- ❖ Complete the installation of COMPASS Internet at Maui County high schools and MCC Education Centers.
- ❖ Train COMPASS proctors at each remote site.
- ❖ Enlist English instructors to read Online Writing Lab (OWL) papers.
- ❖ Rearrange TLC main room to create a larger proctoring area.
- ❖ Investigate opening TLC on Sundays.
- ❖ Acquire a copier for student usage.
- ❖ Create TLC SLOs
- ❖ Continue to work on a more dependable check-in system, so data is more reflective of actual student usage.
- ❖ Continue to solicit TLC evaluations more diligently.

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) | \$43,000 |
| ❖ IT Specialist (APT Band A) | \$37,000 |
| ❖ Additional student assistant/tutor funds to accommodate increase in student assistant minimum wage. | \$ 8,000 |

❖ Clerk Typist (SR-8, share full-time clerk the KaLama Computer Center)	\$25,000
❖ 10 computers to replace computers used for testing	\$13,000
❖ CAI Software	\$ 5,000
TOTAL	\$186,000

APPENDIX A

GOALS OF THE LEARNING CENTER

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

APPENDIX B

MAUI COMMUNITY COLLEGE

IV. 2006-07 PRIORITY ORDER ACTION STRATEGIES

	Com	Fac/ Staff	Total	Obj	Action Strategy	Responsible Person	Team Leader	Team Members
A	8	72	80	1.1	Provide full student support services, including advising, tutoring, counseling, and library services, that increase student retention and success in a learning centered environment.	Alvin Tagomori	Laura Lees, Crystal Alberto, Kulamanu Ishihara	Chuck Carletta, Wallette Pellegrino, Dorothy Tolliver, Crystal Alberto, Malia Davidson, Cyrilla Pascual, Becky Speere, Wini Chung, Elaine Yamashita, Kulamanu Ishihara, Melissa Yoshioka, Debbie Winkler, Tim Marmack, Elisabeth Armstrong, Richard Hill, Laura Lees, Shane Payba, Sean Calder
B	16	63	79	2.1	Expand training and workforce development programs in coordination with county, state, and industry economic initiatives.	Lori Govaars	Lois Greenwood	Lois Greenwood, Cyrilla Pascual, Nancy Johnson, Maggie Bruck, Sharane Gomes
C	3	62	65	3.2	Provide positive support for the development, implementation, and improvement of programs and academic support services for Native Hawaiians.	Clyde Sakamoto	Mikahala Helm, Kiopé Raymond	Malia Davidson, Ann Emmsley, Wallette Pellegrino, Mike Albert, Wini Chung, Hokolani Holt-Padilla, Kahele Dukelow, Kaleikoa Ka'eo, Ohua Morando, Lei Ishikawa, Ben Guerrero, Sharane Gomes, Ekela Kani'aupio-Crozier, Pomaikai'I Kani'aupio-Crozier, Lee Stein, Kilohana Miller, Kathy Owara-Takeo, Loewa Martin, Ryan Daniels, Cordy McLaughlin, Kehau Newhouse, Kawika Kaikala, Adam Wong

D	11	41	52	1.1	Provide students with access to a seamless UH system with full articulation between all campuses.	Suzette Robinson	Dorothy Pyle	Colleen Shishido, Jan Moore, Dorothy Pyle, Kate Acks, Hiroko Deleon, Debbie Nakama, Catherine Thompson
E	0	48	48	2.3	Improve physical infrastructure by incorporating new facilities into revision of the Master Plan, including a new science building; additional nursing, dental, and health classrooms and labs; and additional faculty offices	David Tamanaha	Sean Calder, Patricia Duckworth	Nancy Johnson, Patricia Duckworth, Rose Ferreira, Don Ainsworth, Michele Katsutani, Sally Irwin, Lois Kimmel, Donna Haytko-Paoa, Bob Wehrman
F	7	34	41	1.1	Develop graduates who can learn new things, think critically, behave ethically and adapt to change.	Suzette Robinson	Robyn Klein	Jennifer Owen, Renee Riley, Carol Petith-Zbiciak, Jim White, Shane Payba, Maggie Ward, Robyn Klein, Cheech Shurilla, Tim Marmack
G	1	20	21	2.1	Develop appropriate sustainable baccalaureate degrees.	Clyde Sakamoto	Sally Irwin	Margaret Christensen, Mary Francl, Julie Clark, Karen Muraoka, Elaine Yamashita, Kulamanu Ishihara, Lee Stein, Rafi Boritzer, Debbie Nakama
H	2	7	9	5.2	Encourage risk taking, reward innovation, and invest in change to reduce costs and paperwork and generate resources.	Clyde Sakamoto	Angela Gannon	Diane Meyer, Denise Cohen, Pat Adams, Angela Gannon, Mona Stevenson, Rick Miller
I				3.1	Provide academic support services to promote student retention and academic success.	Pat Adams	Dorothy Tolliver, Debbie Winkler	Mike Albert, Mikahala Helm, Jon Lightfoot, Donna Haytko-Paoa, Pam Alconcel, Marti Wukelic, Lynn Britton, Dorothy Tolliver, Debbie Winkler, Marge Kelm, Karen Muraoka

APPENDIX C

University of Hawai'i System Maui Community College

Strategic Plan 2003-2010

Priority Order Action Strategies

No. of Votes	Order	Goal/Objective	
27	1	1.1	Provide students with access to a seamless UH system with full articulation between all campuses.
18	2	1.1	Expand student support, including counseling and academic and academic support services, at Hana, Molokai, and Lanai Education Centers.
15	3	2.1	Develop appropriate sustainable baccalaureate degrees.
15	3	5.2	Encourage risk-taking, reward innovation, and invest in change to reduce costs and paper work and generate revenues.
14	4	5.2	Use management procedures for planning and budgeting processes that promote the economical, efficient, and effective use of resources.
13	5	1.1	Provide full student support services, including advising, tutoring, counseling, and library services, that increase student retention and success in a learning-centered environment.
13	5	2.2	Support the request for increased staff in technology development and in academic support.
13	5	4.1	Ensure that the College's teaching and service enterprises are supported by adequate levels of classified support staff and resources.

No. of Votes	Order	Goal/Objective
12	6	2.3 Improve physical infrastructure by incorporating new facilities into revision of the Master Plan, including a new science building; additional nursing, dental, and health classrooms and labs; and additional faculty offices.
12	6	3.1 Provide academic support services to promote student retention and academic success.
12	6	3.2 Provide positive support for the development, implementation, and improvement of programs and academic support services for Native Hawaiians.
12	6	4.1 Establish competitive and equitable instructional, non-instructional, and academic support faculty and staff workloads that encompass teaching, scholarship, and service to the College and the community at large.
11	7	1.3 Establish a comprehensive institutional effectiveness system that integrates assessment with planning, budgeting, and program implementation in a continuous improvement cycle.
11	7	1.2 Support the well-being of each individual in an atmosphere of open communication, integrity, and mutual respect.
11	7	4.1 Improve employment and retirement benefits and raise faculty and staff salaries to competitive levels; ensure fair treatment of all employees.
10	8	1.2 Continue to recruit and retain a diverse faculty and staff.
10	8	2.2 Acquire needed equipment to meet the on-going technological needs of the college campuses on the three islands.



APPENDIX D

Spring 2007 TLC Study Skills Workshop Series

These workshops are designed to provide students with the skills and attitudes necessary for academic success. All MCC students are encouraged to attend.

Note Taking

Monday, February 12th 10:30 – 11:00am

Good note taking is a key to studying and can lead to fewer headaches during study periods and exams. This workshop will provide practical tips on what to do before, during, and after a lecture.

How to Read your Textbook more Effectively and Efficiently

Monday, March 19th 10:30 – 11:00am

When you know how to read a textbook, you are able to comprehend and remember what you read. In this workshop you will learn to use reading techniques that increase your ability to identify and retain important textbook material.



Tips and Hints for Taking an Exam

Monday, April 16th 10:30 – 11:00am

To do your best on a test, you must know your subject content, and you must have a strategy for taking the test that allows you to “show” what you “know.” In this workshop you will learn practical tips to use during your exams.

APPENDIX E

The Learning Center Study Skills Workshop Evaluations Fall 2006-Spring 2007

Workshop Title		Rating				
		Best 5	4	3	2	Worst 1
Time Management & Procrastination	This workshop provided useful information.	22	5	0	0	1
		79%	18%	0%	0%	3%
	I will use at least one idea to help me with my time management.	19	6	2	0	1
		68%	21%	7%	0%	4%
	I will attend another study skills workshop offered at The Learning Center.	14	6	7	0	1
		50%	21%	25%	0%	4%
Effective Note Taking	This workshop provided useful information.	3	2	0	0	0
		60%	40%	0%	0%	0%
	I will use the information when taking notes.	3	2	0	0	0
		60%	40%	0%	0%	0%
	I will attend another study skills workshop offered at The Learning Center.	4	1	0	0	0
		80%	20%	0%	0%	0%
Tips & Hints for Taking a Test	This workshop provided useful information.	65	10	1	0	0
		86%	13%	1%	0%	0%
	I will use the information when taking a test.	61	9	0	0	0
		87%	13%	0%	0%	0%
	I will attend another study skills workshop offered at The Learning Center.	48	18	11	2	0
		61%	23%	14%	2%	0%

Workshop Title		Rating				
		Best 5	4	3	2	Worst 1
The Scholarship Essay	This workshop provided useful information.	6	0	0	0	0
		100%	0%	0%	0%	0%
	I will use the information when writing a scholarship essay.	6	0	0	0	0
		100%	0%	0%	0%	0%
	I will attend another study skills workshop offered at The Learning Center.	6	0	0	0	0
		100%	0%	0%	0%	0%
How to Read a Science Textbook	This workshop provided useful information.	26	2	1	0	0
		90%	7%	3%	0%	0%
	I will use the information when reading my textbook.	26	3	0	0	0
		90%	10%	0%	0%	0%
	I will attend another study skills workshop offered at The Learning Center.	20	3	5	1	0
		70%	10%	17%	3%	0%
How to Read a Textbook	This workshop provided useful information.	10	2	0	0	0
		84%	16%	0%	0%	0%
	I will use the information when reading my textbook.	10	1	1	0	0
		84%	8%	8%	0%	0%
	I will attend another study skills workshop offered at The Learning Center.	8	2	2	0	0
		66%	17%	17%	0%	0%

TLC Study Skills Workshop Comments:

Time Management and Procrastination

- This was one of the better workshops I have attended.
- Overall it was good & educating
- Good explanation
- It reinforced time management for me.
- Melissa you are great at giving advice – I really enjoy the information give at these classes
- Very informative
- Teacher was great! Thank you. Have a good day!
- Your right we get need to sat our minds to it. To get us started.
- These information might help to solve my problems, so I will use this information wisely to grow up myself.
- This is thirty minutes I'll never get back.
- Management is always a challenge to me. Thank you for time.
- This was really helpful. I need to really start that calendar planning. I think that will be a big help in my time management.
- Murf
- Perhaps it is enough but a schedule that is so erratic for life circumstances tends to make me focus on school activities and not be balance in life skill care.
- Nice, quick, and short, but I wish we had more time to get more into detail about some of the topics.
- This does help a lot especially when you are busy student juggling a family, and work to get a degree with a before future.
- I've heard a lot of the stuff from my parents but hearing someone tell me that I don't know tells me that is important. I really like that it was short and I learned a lot.
- I like these workshops. Every semester they help me.
- The weekly schedule is a good idea and I am also going to review after class to improve my memory of the subject.
- Keep up the great work. Our time is your time.
- I would like to attach another but I've heard so many already. Each of them are good.
- I am glad to take the opportunity to come to the workshop today.
- Thank you so much for all the resources that are available – I am taking all of what I learn and will transfer and teach my children to help with college
- Mahalo for the kokua.

Effective Note Taking

- No ka oi!!! I learned a lot Thank you
- Helped with my zoology and microbiology note taking problems. Thanks!

Tips and Hints on Taking a Test

- Good instructor... Thank You!
- When is the workshops? I liked your enthusiasm
- Well prepared. Very charismatic. Fun to listen to.
- Great presentation... excellent! I learned a lot
- Great
- Great information & a lot of great tips
- This was very useful information and I will try all of these techniques.
- This workshop was very, very helpful!
- Thank you
- Good stuff, thanks!
- Hopefully I'll learn to read directions better
- Thank you!
- Very helpful. I am an instructor & will bring future classes.
- No comment, but good job.
- It helps me a lot... Thank you so much! Good job Melissa!
- Good presentation! Spoke clearly & well
- Great presentation. Looking forward to next semesters workshop.
- It would be nice if some of the workshops could be conducted during evening hours. Mahalo
- Very informative, interesting, and I learned something new that I can use during exam.
- Thank you
- Great job. Well informed
- Thank you!!
- Always been helpful in every area of teaching, learning, studying, and listening
- Great job!! Good stuff.
- Very packed with info for just ½ hour lecture
- Very good and helpful strategies. Thanks!
- Mahalo Melissa! Aloha
- I appreciate you taking your time to give us these "gems"
- Thanks for taking the time out of your schedule to share with us this important information. Mahalo nui loa.
- Just awesome! I was ready to stand up and dance and shout with your assignment. That was too much for me to handle, I will need to use that at a party.
- I really enjoyed this workshop and would like to attend note taking, how to read your textbook, and time mgmt.
- This workshop would have really helped me before my history test last week. I did not attend any of these workshops last year, I should have. I never had an orientation my first year to at MCC.
- I would attend the next one, but I have a previous commitment.
- Thanks for the info. I found it to be knowledgeable. Mahalo.

- I love these workshop.
- Melissa has very helpful her tips are great especially the circle or star for the hard question then go back after. Mahalo.
- I learned a lot. It was really helpful!
- Very helpful.
- It was really a good information
- Thank you. Please continue to do this. Very helpful to all the students
- Very awesome speech
- Excellent! Understandable, clear!

The Scholarship Essay

- Mahalo!
- Well done!!
- It helped clear a lot of questions.
- Thanks
- Good job!

How to Read a Science Textbook

- Melissa is a great speaker, she's very energetic and fun to listen to.
- Techniques to get through a textbook is crucial to learning the required information to pass a class. Thank you.
- Excellent information that will help me and guide me for a better success in college learning. Thank you.
- Very informative.
- I would love to attend the study skills workshops, but Mondays I have class. Is it possible to arrange a couple dates to choose from?
- This really helped me a lot. I will go and ask about the speed reading.
- Very useful information. I learned a lot.
- Very helpful and informative.
- Very useful tips.
- Thanks!!
- Great presentation and it was very good information.
- Melissa's lively personality and eye contact with her group is wonderful. She really gets the group involved.
- It helped a lot! Thanks!!
- Half the problem with taking the time to read and comprehend is lack of time in a day.
- This workshop clarified what the purple headings are for. I also now have more of an order to read in. Thanks.

How to Read a Textbook

- It will help my reading skill
- Thanks
- Helpful tips

APPENDIX F

THE LEARNING CENTER

COMPASS INTERNET

Several steps need to be taken before the Internet version of COMPASS is activated in the high schools:

- 1) Ensure that PCs have met the minimum requirements.
- 2) Set browser settings on Internet Explorer.
- 3) Set display resolution to 800x600.

Once these requirements and settings are met, COMPASS software will be downloaded and installed before high school testing takes place. Thereafter, the high school will be registered as a remote site.

1 - PC Minimum requirements

- Internet Explorer (IE) 5.5 w/ Service Pack 2, 6.0, or 7.0
(Mozilla-based browsers are not compatible with Compass.)
- Windows Media Player 9.0
- Shockwave
- Windows 98, ME, NT, 2000, or XP
- 500 MHz Processor
- 128MB RAM (256MB preferred)
- 300 MB of free hard disk space
- Video card with 8 MB RAM minimum
- 15” monitor

2 - IE Browser settings

- 1) On the Internet Explorer menu bar, click “Tools” then “Internet Options”
- 2) Select the “General” tab, then click “Settings
- 3) Set “Check for newer versions of stored pages” to “Automatically”
- 4) Click “OK” to save the settings
- 5) In Internet Options, select the “Security” tab, then click “Custom Level”
- 6) Locate the 3 settings below and click the radio buttons to “enable” or “prompt” for each
 - Download signed ActiveX controls (Minimum: set to prompt)
 - Run ActiveX controls and plug-ins (Minimum: set to prompt, Recommended: enable)
 - Script ActiveX controls marked safe for scripting (Minimum: set to prompt, Recommended: enable)

7) Click “OK” to save the settings, then “OK” to exit Internet Options

3 - Display resolution

Display resolution needs to be exactly 800x600.

(Start – Control Panel – Display. Select the “Settings” tab and change the slider to 800x600.)

APPENDIX G

University of Hawai`i – Maui Community College The Learning Center COMPASS Placement Test Information

What is COMPASS?

COMPASS--Computer-Adaptive Placement Assessment and Support System is a comprehensive software package developed by ACT to help postsecondary institutions place students into appropriate course levels.

Test-taking Hint: Read all test directions carefully!

COMPASS is divided into two areas:

English

- Reading section – The student is given one or more passages to read and then answers questions about the passage.
- Writing section - The student is presented with an essay and asked to look for errors in grammar, punctuation, usage, and style.

Math

- The student solves problems which measure numerical, pre-algebra, and algebra skills. Some of the areas included are basic operations with integers, fractions, and decimals; exponents; ratios and proportions; percentages; and topics in elementary algebra, intermediate algebra, and college algebra.

The math section has a self-select starting point:

Pre-Algebra

Algebra

College Algebra

Who must take the COMPASS Placement Test?

Students must take the COMPASS placement test in order to enroll in math, English or any other course requiring a specific math or English placement as a prerequisite.

When and where will the COMPASS Placement Test be given?

Placement testing is available on a walk-in basis at The Learning Center (TLC) during regular hours of operation. Call 984-3240 or go to TLC's website for more information:

<http://www.maui.hawaii.edu/tlc>

How much time does the COMPASS test require, and what must be brought to The Learning Center?

You should allow approximately two hours for the entire COMPASS Test. COMPASS is a self-paced, computerized test, which allows you to proceed at your own rate.

You should bring the following information on the day of the test:

- Photo ID (driver's license with photo)
- Your social security number or UH ID number (if you have already applied to MCC or other campuses in the UH system)

You may **NOT** bring books, dictionaries, notes, papers, or other aids into the testing room. Cell phones must be turned off and put away.

How will the COMPASS Placement Test scores be used?

Your scores will be given to you when you have completed the test. Placement results, together with advising from counselors and faculty, should insure correct course placement and assist with planning an academic program.

How often may I retake COMPASS?

At this time, COMPASS can be taken once every two months. For this reason, you should take the test seriously and try your best.

Where can I get COMPASS resources and sample questions?

Online - <http://www.act.org/compass/sample/index.html>

Book – Chart your Success on the COMPASS

APPENDIX H

MCC ONLINE WRITING LAB STUDENT COMMENTS

This is a very useful tool, expect to hear from me often.

Thank you so much for your time and comments. I will work on the suggestions.
Have a great evening.

Thank you for your quick response and recommendations, all of which I used. I attached my final draft with your recommended changes. If you have any other recommendations I would be happy to use them. thanks

Thank you Krissy for all of your helpful suggestions and feedback. I really appreciate your time and thoughtful assistance on my writing.

Thanks so much for your help and for doing it today.

Thanks for the tips. I'll definitely be able to use them on the next draft.

Your suggestions were very useful and helped to create a great essay. Thank you for your help.

Mahalo for you suggestions, I really appreciate it.

Mahalo for your feedback!

Thank you for your suggestions.

Thank you so much for your help I really appreciate it.

Thanks Krissy! I'll look into it. Thanks again!

Thank you for helping to make my final piece that I will include in my portfolio the very best.

Thank you. Your suggestions were great. Thank you for your help and support.

Thank you very much Krissy, I appreciate your comments.

Thanks for the tip, I'll revise and resend.

Thanks for your input. Next time I will get the paper to you sooner.

APPENDIX I

The Learning Center Evaluation

Date _____

Mahalo for filling out this evaluation. Your honest appraisal of TLC will allow us to provide the best services possible.

Check all that apply to you now. I am a student in: _____ What is your major? _____
_____ Day classes. # of Credits: _____
_____ Night classes. # of Credits: _____ Gender: M F Age: _____
_____ Distance Learning courses # of Credits: _____

How many hrs. per week do you use TLC? _____ Is English your first language? _____

Please rate the following:

5 = Excellent 4 = Very Good 3 = Good 2 = Fair 1 = Poor 0 = N/A

____ 1. The Learning Center provided an appropriate environment in which to study.

____ 2. The Learning Center's hours of operation were convenient for me.

____ 3. The computer equipment in The Learning Center was useful.

____ 4. Computer programs I needed were available.

____ 5. The reception staff was helpful.

____ 6. The tutor(s) met my academic needs.

____ 7. The computer lab assistants were helpful.

____ 8. COMPASS placement testing services were satisfactory.

____ 9. Distance Learning and make-up testing services were satisfactory.

____ 10. The Online Writing Lab was a useful resource.

____ 11. I found The Learning Center's website informative.

____ 12. Overall, I am satisfied with my experience in The Learning Center.

____ 13. I would use TLC again.

14. How could TLC improve its services?

15. What do you like about TLC?

Write comments you might have about TLC on the back of this sheet. Thank You!

THE LEARNING CENTER EVALUATION 2006-07

	5 Excellent	4 Very Good	3 Good	2 Fair	1 Poor	0 N/A
1. The Learning Center provided an appropriate environment in which to study.	64%	20%	11%	3%	0%	2%
2. The Learning Center's hours of operation were convenient for me.	54%	19%	17%	5%	5%	1%
3. The computer equipment in The Learning Center was useful.	60%	18%	11%	2%	1%	8%
4. Computer programs I needed were available.	58%	16%	11%	3%	1%	12%
5. The reception staff was helpful.	75%	14%	6%	1%	1%	3%
6. The tutor(s) met my academic needs.	52%	8%	10%	2%	0%	28%
7. The computer lab assistants were helpful.	54%	15%	10%	1%	0%	20%
8. COMPASS placement testing services were satisfactory.	42%	15%	13%	2%	2%	26%
9. Distance Learning and make-up testing services were satisfactory.	43%	12%	6%	2%	1%	36%
10. The Online Writing Lab was a useful resource.	56%	17%	14%	5%	0%	8%
11. I found The Learning Center's website informative.	36%	13%	14%	4%	0%	33%
12. Overall, I am satisfied with my experience in The Learning Center.	64%	19%	12%	1%	0%	4%
13. I would use TLC again.	80%	14%	4%	1%	0%	1%

The Learning Center Evaluation

How could TLC improve its services?

- Longer hours and Sundays open.
- The TLC should be open later and on Sundays for research, have a copy machine.
- Need PageMaker 6.5, too advanced word program (WordPerfect) compared to Bus lab (WordPerfect 12) I'm good w/ 2002 for home.
- Help my assignment/homework other.
- Everything was great.
- Longer hours, and some computer tutors!
- Perhaps adding word program to all of the computers.
- Open Sundays please!
- Longer hours.
- More hours on Tuesdays and Wednesdays.
- Open at 8:00 am M-F.
- Decorate add some color in here to make us feel energized.
- Earlier opening time.
- Offer a larger range of tutoring hrs./subjects
- Air conditioning in computer room. It's too hot
- The TLC already provides me a really good service.
- Offer photocopy machine for students.
- Services are very good.
- Allow the tutors to go to the other MCC sites.
- None.
- Keep up the good service.
- Stay open Wed later.
- Increase hours some. "Open at 8 AM daily!"
- Computer chairs; am hrs; better ventilation in computer room
- Stay open later.
- More evening hours

- I think it's enough now, however, I would like to know more information about the wireless network if available.
- Network to other TLC sites, distant learning bring tutors to the distant sites.
- No need for improvements.
- You guys are excellent! Thanks!
- Nothing.
- Get more computers.
- I need a copy machine.
- New keyboards, new chairs, and upgrade Microsoft Word on all computers.
- Upgrade computers! A couple of MACs for video courses would help
- It should have more college like environment. More sense of ambiance.
- Maybe more hours.
- If the TLC website could have links to the library, UH portal, and WebCT.
- Nothing, it's already good for students.
- If they open earlier than 10 AM.
- Extend hours on Tuesday.
- Nothing more to improve.
- Open later, 8pm.
- Have a better printer.
- More math tutors at earlier times please.
- More hours.
- Serve cocktails, pupus, and give away \$100 bills.
- TLC should have a copy machine.
- Pretty good already.
- A "lounge area" with a couch and chairs for relaxed laptop use.
- It's good.

What do you like about TLC?

- Computers, staff, and volunteers super helpful!
- Relaxed atmosphere.
- Friendly staff, quiet, calm, and cool.
- The help we can get all the time.
- I like that the TLC is a free and available place for work and resource.
- Services were nice and helpful.
- One-on-one help much easier than trying to figure it out by myself.
- It's very convenient to study here. Computers are very helpful.
- Very helpful. Many computers so I do not have to wait for use. Many tables, staff always available, very different hospitality than Stem Lab.
- The study environment. It's an area I can go to do homework. It helps me do my work and study.
- I can use the computer anytime.
- The friendly people.
- Quiet place to study with great computers.
- Staff is quiet approachable and helpful.
- You guys are great! I couldn't do this "school stuff" without you!
- Keep it up!
- The mood is comfortable for me and I wouldn't be able to concentrate without such a quiet area.
- The staff seem to smile more.
- Test results right away!
- The people, staff and the programs on the computer which I can use on a daily basis.
- Everything, especially the candy.
- I can come and get help anytime I want for free!
- Everything.
- Staff and the environment.

- Quiet yet there's everything here to use.
- Each computer station has enough room to work comfortably without being elbow-to-elbow with next person
- The staff is excellent. Use of computers. Desk and tables to study either alone or in groups.
- You were open during spring break.
- The staff is very helpful.
- The people working at the TLC are great!
- The staff.
- Air conditioning.
- Other than the library, Borders, or Starbucks, it's another venue with a professional like energy to help drive me toward my goals.
- Nice staff.
- Computers.
- I like that it is an easy facility to use and the people here are friendly and helpful.
- The computers and workers.
- Service.
- It is a nice place to do homework. Nice environment.
- It's quiet, always someone to help me, and I get my work done.
- Internet.
- The computers and staff.
- Cool atmosphere
- Everything.
- Very helpful staff.
- The computers and the vibe.
- The TLC staff smiles.
- Nice.
- It's good.
- People who work there are excellent.
- Wireless connection and knowledgeable staff and Krissy Garcia.

- It's available, great place to study and get the extra help I need! Staff is great!
Extremely helpful and always considerate.
- The cubicles it's quiet, access to the internet, printer.
- Atmosphere and study space available works for me.
- Absolutely excellent.
- Quiet easy to study.
- The hours and the staff was great help.
- Good place to do work.
- Quiet, helpful lab assistants.
- Learning center staff.
- Everything!
- Everything, especially the friendly staff.
- Christy Pascua is the best!
- I love the couch.
- It's great edu, cultural environment.
- Good place to study.
- The staff that works there.
- Some people.
- Friendly staff.
- The support system/computers/workshops.
- Melissa and Krissy helped me so much

Comments:

- Krissy is an outstanding tutor, very, very helpful, patient and knowledgeable. I am encouraged not to give up on my difficult accounting class! Thanks for everything. Mahalo.
- Friendly staff, comfortable environment.
- The tutors are helpful.
- More tutors, please!
- Good service
- The AIMS program really helps out nursing students prior to entering the program. The time they devote in TLC pays back in the end. I learned a lot besides becoming a speed reader. I strongly recommend this to everyone to come and see it themselves. It's awesome!
- Mahalo for giving me the chance to excel!
- Doing much better in my classes thanks to TLC!
- A good thing about using TLC is that you will meet everyone who works in the learning center and get some good connections and help. Before I started using the tutoring I didn't really know them. I now feel like a part of the learning center and no longer just a student that knows where the learning center is.
- Helped me pass my classes!
- Need more opening time and more tutors.
- I enjoyed the tutoring program. The computer games were my favorite. They helped me to enhance my grammar and spelling.
- The reading practice will really help me. I can read faster than when I first came.
- The enormous wonderful help from the tutors, they have been so helpful in helping me to learn.
- My writing skills are so much better thanks to the TLC staff.
- I learned many things to prepare myself before entering into the nursing program. It helped me to widen and sharpen my knowledge in both Math and English. Although, I have learned them before, it help me refresh my memory for all the things I have forgotten.

- The tutoring at the Learning Center was a great experience.
- I'm greatly thankful that the Learning Center had given me the chance to improve my learning skills.
- The tutors who are very patient with us students learning the material for the first time, but more tutors are need.
- I think the staff are great and are very helpful with anything you may need help with. They do their best to answer any questions you may have.
- Quite and air conditioning. TLC... "I don't want no scurbs!
- The tutors are helpful.
- TLC should be open till 8:00 pm.
- Wonderful, helpful tutors!
- You need more tutors!
- The cubicles it's quiet, access to the Internet, printer is great.
- You helped me improve my reading comprehension.
- For future nursing students, I would tell them that they will have an advantage by coming in here. The fact that this is free to us makes it even more worthwhile. I know that I will be one step ahead going into the nursing program because of this extra help.
- More computers and more tutors.
- Get Microsoft Works installed on your computers—it is the most recent Microsoft word-processing application—I was unable to print from a CD!!
- Counter help is good!
- Much longer hours are needed for evening students. I work weekdays until 4:30 pm & every time they are closed and I'm forced to go to the Business Lab. It is toooooo noisy there!
- Evening hours available are helpful!
- It's okay, but more tutors!

- The SQ3R reading method will help me to comprehend more of the assigned material I'm going to face in the future. Also the reading portfolios improved my critical thinking.
- More hours, opening earlier, closing later, more tutors?
- No cell phone use in blue room & bigger room, it is a major disruption.
- The friendly staff & the study environment.
- Convenience
- It was quiet while taking my placement test.
- It was a great old time!
- People who work in TLC are excellent!
- The staffs were very helpful.
- Longer hours and Sundays open.
- Pleasant staff – always, nice and quiet – most of the time. Easy to concentrate.
- More tutors needed.
- I would rather turn in some paper so I can print than not being allowed to print when I need to because I don't have a 10.
- The general atmosphere is great!
- I like everything!
- I like the wireless connections & knowledgeable staff & Krissy Garcia.
- Atmosphere and study space avail. works for me.