

**MAUI COMMUNITY COLLEGE
ANNUAL ASSESSMENT 2004-05
THE LEARNING CENTER
September 30, 2005**

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 2004-05 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.*
- 1.2** *Support the well-being of each individual in an atmosphere of open communication, integrity, and mutual respect.*
- 3.2** *Provide positive support for the development, implementation, and improvement of programs and academic support services for Native Hawaiians.*
(See Appendix B—MCC 2004-05 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 addition, 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 try to 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 three years, a member of MCC Strategic Plan Action Strategy I, 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.” (See Appendix C—Strategic Plan Action Strategy Team I Accomplishments)

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 Business Lab, and The Learning Center. Because we had informed students months ahead of its implementation, the transition from free printing (paper and toner waste was tremendous as well as costly) to the Pharos pay-for-print system went smoothly. The system is self-sustaining, and after the loan is paid off, monies collected could be used to upgrade computer equipment and software as well as to purchase supplies.

D. *The Learning Center Staff:*

TLC consists of the following staff members:

Debbie Hasegawa Winkler, UH Educational Specialist II, APT (Band B), 25 years, B.Ed., Acting TLC Director since January 2002, oversees all aspects of TLC operation

Julie Daliva, APT part-time casual (25 hrs/wk), 8 years, B.A., assists in the coordination of testing services and in TLC’s daily operation; APT proctor coordinator for University Center (10 hrs/wk), 5 years

Krissy Garcia, APT part-time casual (15 hrs/wk, Title III, until 09/30/05), 8 months, A.S. ECET, assists in the coordination of TLC tutorial and computer services

Ryan Garcia, APT part-time casual (5-7 hrs/wk), 1 year, A.S. ECET, assists in the coordination of TLC computer services

Jackie Perry, APT part-time casual (5-7 hrs/wk), 9 years, MSW, provides professional tutoring and covers Saturday hours

Student Assistants (7), 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 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 have been scheduled in TLC, and the English permission test was administered at Kamehameha Schools in Spring 2005.
- ❖ 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 and higher education, Acting Director Debbie Winkler is a member of the National College Learning Center Association, National Council of Teachers of English, and the International Reading Association. Journal subscriptions include *Teaching English in the Two-Year College*, *Journal of Adolescent and Adult Literacy*, *Reading Today*, and *The journal of the Conference on College Composition and Communication*.

II. CURRICULUM AND STUDENTS

A. *TLC Services:*

The Learning Center's services can be divided into four basic areas: tutorial support, study skills presentations, computer services, and testing services. According to sign-in data, the number of students (unduplicated count) who utilized The Learning Center from Fall 2004 through Spring 2005 is 1,630. (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
- ❖ On-line Writing Lab (OWL) <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

During the past year, students made approximately 825 appointments each semester 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)

TLC's Online Writing Lab has become a highly utilized service for MCC students. In the past year, 304 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.

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 21 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 87 learning center orientations and tours for classes across the campus.

3. Computer Labs: 29 working computers

- ❖ Assistance from student assistants and professional staff
- ❖ Word processing, e-mail, Internet searches, WebCt, MyUH Portal
- ❖ 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, in anticipation of increased usage of laptops in TLC, a wireless access point was purchased and installed. 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
 - ❖ English permission test
 - ❖ Distance learning testing
 - ❖ Make-up exams
 - ❖ Community proctoring services

In each of the three areas of the COMPASS placement test—reading, writing, and math—over 2,000 tests were administered from September 2004-August 2005. (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 305 permission tests compared to 255 tests in academic year 2003-04.

The demand for distance learning, campus make-up, and community proctoring services has increased tremendously over the past few years. In spring 2004, TLC administered 357 distance learning tests from across the UHCC system. In fall 2004, the amount increased to 433, and in spring 2005, distance learning tests administered increased to 612. (See Appendix G)

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, 749 make-up exams were administered in 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 2004-05 academic year, TLC staff administered 125 tests to community members.

V. ANALYSES OF PROGRAM—TYING IT ALL TOGETHER

A. *Summary Statement:*

Evaluation of program goals indicate that The Learning Center was successful in meeting the majority of its goals during the 2004-05 academic year. With limited staff, tutorial services in reading, writing, math, and study skills were provided to as many students as possible each semester. Student evaluations 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 four casual part-time staff members (as of 9/30/05, we're down to three, two of which work 5-7 hours each week), study skills presentations in classrooms were also limited.

Computer services have become 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 29 working computers to service over 1600 students each year. During Spring 2005, 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 demonstrates a strong need for more computers in The Learning Center. In addition, to assist students with basic computer skills and course software, more computer assistants need to be hired. Currently, the student receptionist, tutor, or professional staff member on duty provide assistance to students in both computer rooms.

TLC testing statistics show that the demand for testing services has increased on our campus in the past year. Staffing was 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. In addition, as testing increased, TLC staff became aware of another problem—noise. The large main room where students take paper/pencil tests is also our tutoring area, which means that people are dialoging somewhere in the room. To solve this problem, the TLC Acting Director has donated earplugs for

students to use. This has solved 90% of the noise problem; the other 10% of the noise came from cell phones. For this reason signs have been posted at the entrance of TLC and in each computer room, asking students to place their phones on vibrate or silent mode upon entering The Learning Center.

B. *Plans for next year:*

By Spring 2006, the new TLC remedial support position should be filled, somewhat alleviating some of the requests for more tutorial assistance and study skills presentations. This position will put us back up to the full-time staffing level (2 positions) of four years ago before our former TLC Director left to work in another position on campus. In the years prior to his leaving TLC, the grants that he wrote for the college in addition to a more substantial general fund allocation allowed us to hire part-time casual professional staff (80 hrs/wk) and additional student assistants to expand our services to include campus-wide content area tutoring services, the Online Writing Lab, increased study skills presentations, basic computer skills assistance, walk-in placement testing, distance learning testing, increased make-up exam services, and community proctoring. However, as grant monies ended and the college experienced budget cuts, TLC was left with one full-time position and 50 hours/week of part-time casual staff. If it were not for the dedication of our TLC staff, we would not have been able to serve as many students as we did this past year. For this reason, TLC staff members will be reassessing TLC goals for the coming year, reducing services if necessary, and investigating the development of student learning outcomes to analyze and improve services provided.

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. With one part-time casual staff member assuming some of the testing duties of TLC's Acting Director and the Acting Director carrying out the rest, testing services would have been much more fragmented if it were not for the constant communication that took place between the two staff members. 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 may be needed for future grants.

Furthermore, professional staff currently spends too much time

on clerical work and supervising 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 half-time clerk position is needed, so professional staff can spend their time working with students, presenting study skills workshops and TLC orientations, serving on campus committees, and completing administrative duties, such as program reviews.

Although TLC will continue to coordinate hours with the Business Lab 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 of our students. Presently, the week before final exams, TLC professional staff members volunteer several hours of their time to extend TLC hours of operation in the early morning and in the evening. This extension gave students extra time to study for their exams, and finish their final papers, thus better serving 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)	\$50,000
❖ Testing Coordinator (APT BBA-1)	\$35,000
❖ Additional student assistant/tutor funds: (tutoring in reading, writing, math, study skills, and content areas; computer and testing assistants; receptionists)	\$ 8,000
❖ Clerk Typist (SR-8, 1/2 time)	\$11,466
❖ 10 computers to replace old, slow computers	\$10,000
TOTAL	\$114,466