# UNIVERSITY OF HAWAII MAUI COLLEGE
# THE LEARNING CENTER
# ANNUAL PROGRAM REVIEW 2011 – 2012

## INTRODUCTION

A.  ***Mission and Vision of the College:***
    University of Hawaii Maui College (UH Maui 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 UH Maui College 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.

**C.    Goals of The Learning Center:**

- ❖ 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

### *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, 2,755 students utilized The Learning Center services from fall 2011 through summer 2012. This is a decrease from 2,931 students for academic year 2010-11 due to TLC relocation for major equipment repair during summer 2011.

Over the years many students have requested that The Learning Center open on Sundays, especially since today's students are "juggling" increased work schedules, diverse class schedules, and family commitments.  According to TLC evaluations, Sunday would be an ideal day for students to utilize computers, meet with tutors, finish homework and projects, and work in study groups.  For this reason, TLC has continued to open on Sundays, giving students the opportunity to complete their coursework, remain in college, and attain their educational goals.

### 1.    *Tutorial Support:*

Reading, writing, math, and study skills
- o professional staff and peer tutors
- o one-on-one or small group
- o individualized program to work on specific skills: assess students' skills, create program of study, monitor progress, post test
- o Content area tutoring upon staff availability

- o Hawaiian, Japanese, and Spanish languages
- o 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

Peer 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 year:

Active Listening
Building Teamwork
Computer Troubleshooting
Cultural Sensitivity
Customer Service
Dealing with the Difficult Student
Developing a Positive Work Attitude
English Instructors Roundtable
Grammar Review
How to Write a Summary
Plagiarism and Citations
Prioritizing Tasks/Effective Use of Time
Proofreading Guidelines
Questioning Techniques
Research Papers and Documenting Sources

Self Evaluations
Sexual Harassment
Special Needs Computer/Skill Building Programs
Thesis/Topic Sentences
Time Management
Tips for Establishing a Positive Tutorial Relationship
Tutor Pre-semester Training
Tutor Training Evaluations
Tutoring On the Online Writing Lab
Tutoring Resources and Equipment
Tutoring Strategies
Work Ethics
Work Styles
Working with ESL Students
Working with Special Needs Students

In addition, RDP funding has been obtained to provide supplemental classroom and TLC tutorial and study skills services to developmental math and English curriculum. These services will be implemented beginning in the fall 2011 term.


2. ***Study Skills Presentations and TLC Orientations***
   ❖ Study skills presentations in classrooms and for special programs
   ❖ TLC orientations in classrooms and in TLC (services, facility tour)

Over the past year, UH Maui College faculty and staff requested 19 study skills presentations for automotive, culinary arts, dental assisting, dental hygiene,

human services, Ku'ina, nursing, science, and Kamehameha Schools Maui campus students. In addition, 30 study skills workshops were held in The Learning Center during the academic year, some of which were video streamed and placed on TLC's website for easy student access.

### Study Skills Workshops
- Eliminating Bad Reading Habits
- How to Navigate Laulima
- How to Read a Textbook
- How to Study
- Library and Information Strategies
- Listening and Note Taking
- Motivation
- Procrastination
- Preparing for the COMPASS Test
- Research Strategies for the Online World
- Resume Writing
- Successful Reading Strategies
- Taking an Essay Exam
- Taking Classroom Notes
- Test Anxiety
- Test Taking Skills
- The Research Paper
- Time Management
- Writing a Scholarship Essay

Furthermore, to provide students and instructors with information about TLC services, during the past year professional staff members have conducted 65 learning center orientations and tours for classes across the campus.

3. *Computer Labs: 40 computers*
   - Assistance from student assistants and professional staff
   - Word processing, e-mail, Internet searches, Laulima, 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 additional assistance with basic computer skills (word processing, e-mail, Internet

searches) and accessing Laulima 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.

4. ***Testing Services:***
   - ❖ COMPASS placement testing
     - *walk-in
     - *ability to benefit
     - *high school group testing
     - *COMPASS study guide and text resources
   - ❖ English permission test
   - ❖ UH Maui College tests/make-up exams
   - ❖ Community proctoring services
   - ❖ ACT Certified Testing Center

This past year, approximately 2,400 COMPASS subtests were administered in each of the three areas—reading, writing, and math.  Depending on the time of the semester, three to eight 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.  In addition, TLC staff set up seven UH Maui College applicants to take COMPASS Internet in states across the nation.

### July 1, 2011 to June 30, 2012

| Math | Percentage | Total |
|------|-----------:|------:|
| Math 18 | 28% | 670 |
| Math 50 | 26% | 628 |
| Math 82 | 32% | 766 |
| Math 100, 111, or 115 | 3% | 72 |
| Math 103 | 4% | 101 |
| Math 107 | 1% | 24 |
| Math 135 | 2% | 60 |
| Math 140 or 203 | 1% | 22 |
| Math 205 | 3% | 76 |
| | **100%** | **2419** |

| Reading | Percentage | Total |
|---|---:|---:|
| English 15 | 13% | 300 |
| English 21 | 35% | 780 |
| English 102 | 52% | 1185 |
| | **100%** | **2265** |

| Writing | Percentage | Total |
|---|---:|---:|
| English 15 | 17% | 399 |
| English 19 | 14% | 324 |
| English 22 | 28% | 667 |
| English 100 | 41% | 962 |
| | **100%** | **2352** |

COMPASS Internet was first launched in spring 2007. As TLC staff utilized COMPASS Internet and learned to troubleshoot problems encountered, the next step was to install COMPASS Internet in Maui County high schools and in UH Maui College Education Centers. Beginning in fall 2007, TLC staff members traveled to various sites to install COMPASS and train proctors. Presently, the following "remote sites" have COMPASS Internet:

**Baldwin High School**
**King Kekaulike High School**   **Lahaina Education Center**
**Lahainaluna High School**   **Lanai Education Center**
**Lanai High School**   **Molokai Education Center**
**Maui High School**   **Molokai High School**
**Kihei Charter School**   **St. Anthony High School**

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

A change in the systemwide COMPASS retest policy became effective on July 15, 2010 via a memorandum sent from Peter Quigley, Associate Vice President for Community Colleges Academic Affairs to MRC Greenwood, University of Hawaii President:

> As a result of the continuing system-wide review and study of COMPASS cut-off scores and procedures, the UHCC Placement Advisory Working Group recommended…that the mandatory sixty day wait period be rescinded so as to not cause any undue delay in

student progress through their course of studies. The proposed policy change will include that students/prospective students may request to retest with a proctoring fee of $25.

During the past year, the following COMPASS retest data was collected:

**UH Maui College COMPASS Retest Information**
**July 2011 – June 2012**

Total number of retest sessions = 336
Total number of unduplicated students taking retest    281

**Retake Results:**

### Reading
Number of test sessions = 130
Percentage who improved placement = 35% (46)
Percentage who kept same placement = 57% (73)
Percentage who placed at a lower level = 8% (11)

### Writing
Number of test sessions = 203
Percentage who improved placement = 48% (97)
Percentage who kept same placement = 42% (85)
Percentage who placed at a lower level = 10% (21)

### Math
Number of test sessions = 218
Percentage who improved placement = 33% (72)
Percentage who kept same placement = 64% (139)
Percentage who placed at a lower level = 3% (7)

The Learning Center also administers "challenge tests" for the UH Maui College English Department. Challenge tests are for UH Maui College students who would like to have their COMPASS writing placement level reevaluated. During the past year, TLC staff members administered 156 challenge tests.

UH Maui College 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 1,578 UHMC 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 reduced testing environment. In the past year, 138 appointments were scheduled in TLC's quiet 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 per hour is charged. During the 2010-11 academic year, TLC staff administered 115 tests to community members. Furthermore, The Learning Center is an ACT Certified Testing Center, servicing community members who require certification for specific vocations.

### Tests Administered 2011-12

|  | Fall 2011 | Spring 2012 | Summer 2012 | Total |
|---|---|---|---|---|
| UHMC Tests | 755 | 773 | 50 | 1578 |
| Community Proctoring | 28 | 53 | 34 | 115 |

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

TLC's Online Writing Lab is a service for UH Maui College and UH Center students. A total of 283 papers were submitted online during the past year. Individual feedback indicates that students appreciate tutor suggestions and value the convenience of the service.

UH Maui College began using SMARTHINKING, an online tutoring service, during the 2008-09 academic year in conjunction with The Learning Center's face-to-face tutorial program and Online Writing Lab. SMARTHINKING provides academic assistance in writing, reading, statistics, mathematics, accounting, economics, computers and technology, introductory finance, general chemistry, organic chemistry, physics, biology, introduction to human anatomy and physiology, and Spanish.

In academic year 2012, The Learning Center administered 2,103 distance learning exams.

## Distance Learning Tests

| Community College | Fall 2011 | Spring 2012 | Summer 2012 |
|---|---|---|---|
| Hawaii CC | 1 | 22 | 0 |
| Honolulu CC | 61 | 40 | 1 |
| Kapiolani CC | 118 | 172 | 29 |
| Kauai CC | 0 | 0 | 0 |
| Leeward CC | 49 | 18 | 12 |
| UH HILO | 15 | 3 | 2 |
| UH Manoa | 3 | 6 | 0 |
| UH Maui College | 695 | 643 | 122 |
| UHWO | 18 | 22 | 1 |
| Windward | 7 | 33 | 10 |
| **Total** | 967 | 959 | 177 |

# ACADEMIC SUPPORT SYSTEMWIDE MEASURES

## Tutoring Services System Program Review

| 2012 Annual Report of Academic Support Services Program Data | | | |
|---|---|---|---|
| | Quantitative Measure 2009-2010 | Quantitative Measure 2010-2011 | Quantitative Measure 2011-2012 |
| **Tutoring Data**            **(Overall Health)** | | | Not Yet Applied |
| | | | |
| **Tutoring Demand**            **(Health)** | | | Not Yet Applied |
|      Number of students tutored per student FTE | 41% | 42% | 0.7 |
|      Number of students who placed in Dev/Ed through COMPASS per student FTE | 100% | 93% | 0.8 |
| **Tutoring Efficiency**            **(Health)** | | | Not Yet Applied |
|      Tutor contact hours per tutor paid hours | 89% | 93% | $1 |
|      Student contact hours per tutor paid hours | 1.43% | 1.64% | $2 |
|      Number of sessions per tutor paid hours | 89% | 1.01% | $1 |
|      Tutoring Budget per student contact hours | 10.05 | 12.58 | $16 |
| **Tutoring Effectiveness**            **(Health)** | | | Not Yet Applied |
| *Common Student Learning Outcome:* Students who receive tutoring will pass their tutored course. | 83.90% | 96% | 0 |
| | | | |
| *CCSSE Indicators* | | | |
|      4.h. Tutored or taught other students (paid or voluntary) | | 26.90% | 28.7% |
|      13.d. Peer or other tutoring (frequency, satisfaction, importance) | | | |
|          Frequency | | 1.4 | 0 |
|          Satisfaction | | 2.2 | 0 |
|          Importance | | 2.2 | 0 |
|      13.e. Skill labs (writing, math, etc.) (frequency, satisfaction, importance) | | | |
|          Frequency | | 1.8 | 0 |
|          Satisfaction | | 2.3 | 0 |
|          Importance | | | 0 |

# Testing Services System Program Review

| 2012 Annual Report of Academic Support Services Program Data | Quantitative Measure 2009-2010 | Quantitative Measure 2010-2011 | Quantitative Measure 2011-2012 |
|---|---|---|---|
| **Testing Data** | | | |
| | | | |
| **Testing Data Demand** (Health) | | | Not Yet Applied |
| Number of placement tests administered per year per student FTE | 370% | 310% | 2.8 |
| Number of Distance Learning tests administered per year per student FTE | 71% | 79% | 0.9 |
| Local campus tests proctored per year per student FTE | 84% | 62% | 0.6 |
| **Testing Efficiency** (Health) | | | Not Yet Applied |
| Testing seats per student FTE | 0.013 | 0.013 | 0.0 |
| Testing seats per total number of tests | 0.0025 | 0.003 | 0.0 |
| Total number of tests per Testing Budget | 0.267 | 0.315 | $0 |
| **Testing Effectiveness** (Health) | | | Not Yet Applied |
| Satisfaction measurements using common survey questions | | | 0 |
| 1. The staff was friendly and helpful | 100% | 99% | N/A |
| 2. The hours of operation were convenient | 98% | 96% | N/A |
| 3. The services are satisfactory | 100% | 97% | N/A |
| | | | |

# Analysis of the Unit

**A.** *Summary Statement and*
**C.** *Resource Implications (physical, human, financial)*

## Strengths

Considering that The Learning Center was relocated during the entire summer period during to building repairs, it has had a very productive year, opening 7 days a week for 52 hours. Student and faculty demand for face-to-face, online, and classroom tutorial services have increased tremendously. RDP funding has provided for tutors, especially in the classroom. In addition, SMARTHINKING, an online tutorial service, has supplemented TLC's tutorial services. Study skills presentations continue to be requested across the campus, and study skills tutorial appointments in The Learning Center have increased to include developmental education classroom tutoring once a week as well as at TLC.

Funds from student technology fees were obtained to purchase 15 computers for TLC's testing room, making testing less frustrating for students with faster and more computers designated for testing. The new COMPASS retest policy was implemented at all five UH Maui College sites, and with assistance from TLC staff, Maui high schools across the island continue to offer COMPASS testing on their campuses.

## Challenges

For almost 4 ½ years, The Learning Center was run by one full-time professional staff member (APT) who had served as TLC Acting Director and UH Maui College 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 UH Maui College Online Writing Lab as well as to provide professional tutoring on Saturdays and Sundays. 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; UH Maui College testing and make-up testing services; English challenge testing; distance learning

testing; community proctoring; the UH Maui College Online Writing Lab, and SMARTHINKING—and we still have only two full-time positions as we did in 1980.  Moreover, tutorial appointments, study skills workshop requests, and testing services requests have increased over the past 7 years.  With three casual hires working 39 hours a week,TLC staff lacks stability, continuity, and commitment.  For this reason, we strongly urge that TLC's Director (faculty) position be restored to ensure The Learning Center's success in providing students with cutting edge, high quality academic support services during this time of rapid growth and increasing need for developmental academic assistance. The position will provide leadership in long-range planning, services implementation, data collection, and reporting for The Learning Center.  Furthermore, increasing the interaction between the Kahului campus learning center and the outreach sites support services would be feasible. Similarly, communicating with instructors and programs regarding TLC services and the needs of instructors/students at all sites would increase. Networking with other learning center directors in state and on the Mainland would also increase, and resource materials would be researched and developed. Most importantly for students, TLC would be able to expand its hours of operation.  In February 2008, The Learning Center's Comprehensive Program Review Team stated the following:

> The review team commends the dedication of TLC staff in achieving high quality services in spite of limited staffing and resources, but also acknowledges that the health of this dynamic program is in jeopardy.  After closely reviewing the program, we urge decision makers to provide sufficient support to sustain this program's vital role in the educational aspirations of so many of our students.

Furthermore, 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 has been 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, 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 and

phones ring unanswered.

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 members 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, UH Maui College needs a full-time testing position to coordinate all of the testing needs of the campus as well as the multitude of testing requests from other campuses in the UH the system. In addition, basic testing statistics have fallen to the wayside until such time it is needed for reports such as the program review. The testing coordinator would be able to produce current testing statistics that could be used for reports and future grants. If TLC's Director position is restored, the Testing Coordinator will be able to focus on testing services.

Although TLC will continue to coordinate hours with the Ka Lama Computer Center and the UH Maui College 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. With a dedicated staff, TLC will continue to serve our diverse student population in the most innovative way possible and anticipate the expanding needs of our students and faculty.

## B. Action Plan – 2011-12

- ❖ Implement SARS GRID to improve data collection (*Completed*)

- ❖ Train student assistants to assist students with limited computer skills (*Completed*)

- ❖ Train experienced tutors to respond to essays submitted to the UH Maui College's Online Writing Lab (*Completed)*

- ❖ Network with instructors to promote SMARTHINKING (*Completed)*

- ❖ Increase student assistant work hours during midterm and final exam period (*Completed*)

- ❖ Train new COMPASS proctors at each remote site (*Completed*)

- ❖ Hire and train new English and math tutors for the RDP Tutoring Project (*Completed*). *Also collaborated with Kaio Lab to train their tutors.*

- ❖ Create comprehensive tutor training activities for the RDP Tutoring Project (*Completed-tracked and gathered data*)

- ❖ Train tutors to assist students working on MyMathLab and MyWritingLab (*Completed*)

- ❖ Continue to seek funding to support additional student assistants and tutors(*Completed*)

- ❖ Collect data each semester to evaluate The Learning Center's Effectiveness (*Completed*)

- ❖ Continue to solicit TLC evaluations (*Completed*)

## *Action Plan – 2012 – 13*

- Collaborate with the English Department and faculty to streamline English Challenge test

- Continue working with other tutoring labs as needed

- Hire and train new English/Math tutors for RDP grant

- Work with English Department to improve effectiveness of in-class tutors

- Write a Tech Fee proposals to purchase MacIntosh computer

- Hire new TLC director

- Hire Band B position to replace Debbie Winkler

# 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 answer:*                                                                                     **Yes          No**

Did The Learning Center's services help you remain in school?          ____     ____

Did The Learning Center's tutors help you pass a class?          ____     ____

Did The Learning Center's servies help you register for the next semester?          ____     ____

If you are getting ready to graduate in the coming year, did TLC services
help you achieve your academic goals?          ____     ____

*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 and programs in The Learning Center were useful.

____ 4.  The staff was helpful.

____ 5.  COMPASS placement testing services were satisfactory.

____ 6.  Distance Learning and make-up testing services were satisfactory.

____ 7.  The Online Writing Lab was a useful resource.

____ 8.  Smarthinkin.com was a useful resource.

____ 9.  Overall, I am satisfied with my experience in The Learning Center.

____10.  I would use TLC again.

11. How could TLC improve its services?
_____

11.  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
## Fall 2010 – Spring 2011

|  | 5<br>Excellent | 4<br>Very Good | 3<br>Good | 2<br>Fair | 1<br>Poor | 0<br>N/A |
|---|---|---|---|---|---|---|
| 1.  The Learning Center provided an appropriate environment in which to study. | 59% | 25% | 7% | 4% | 3% | 2% |
| 2.  The Learning Center's hours of operation were convenient for me. | 51% | 29% | 10% | 6% | 3% | 1% |
| 3.  The computer equipment and programs in The Learning Center was useful. | 59% | 24% | 8% | 6% | 0% | 3% |
| 4.  The staff was helpful. | 70% | 20% | 6% | 3% | 1% | 0% |
| 5.  COMPASS placement testing services were satisfactory. | 38% | 22% | 15 | 1% | 3% | 21% |
| 6.  Distance Learning and make-up testing services were satisfactory. | 30% | 20% | 9% | 3% | 0% | 38% |
| 7.  The Online Writing Lab was a useful resource. | 25% | 15% | 4% | 3% | 3% | 50% |
| 8.  Smarthinkin.com was a useful resource. | 24% | 24% | 2% | 0% | 0% | 50% |
| 9.Overall, I am satisfied with my experience in The Learning Center | 69% | 22% | 5% | 2% | 1% | 1% |
| 10.  I would use TLC again. | 83% | 12% | 1% | 1% | 0% | 3% |