1. College Skills Center’s Mission Statement
   The College Skills Center provides access to the skills necessary for students to become responsible, self-directed learners.

2. History
   The College Skills Center (CSC), originally called the Learning Assistance Center (LAC), began with city funds, and in 1981 was fully funded by Title III federal funds. Academic support services included drop-in tutoring in various subjects and testing. The Center has since converted personnel positions to general-funded positions and has expanded to include academic accommodations for students with disabilities; distance education, placement, and fee-based testing; and the delivery of entry-level math and English and college study skills courses.

   In August 16, 2010, a memo from our Chancellor Mike Rota informed the CSC that the math and English faculty members will be moving to the Mathematics and Language Arts departments, respectively. Curriculum and remedial courses were also transferred to these departments.

   A subsequent e-mail from the Vice-Chancellor of Academic Affairs was sent out on March 16, 2011, to inform the Center that the Math and Language Arts departments are to cover mathematics and English tutoring services with their own budgets. The College Skills Center was then told to focus on tutoring at the higher levels.

3. Staff
   As a result of the above changes, staff have been shifted to different departments and the current CSC staffing is as follows:
   1 coordinator (11-month faculty)
   3 educational specialists (testing, tutoring)
   1 clerical staff
   LSK 30/30A lecturer
   1 .50 IT specialist (Academic Support)
   Student assistants (testing/tutoring)

   Movement of staff to other departments are as follows:
   1 English instructor (11-month faculty) – Moved to Language Arts in Fall 2010
   1 English instructor (9-month faculty) – Moved to Language Arts in Fall 2010
   1 disability specialist (11-month faculty) – Moved under Academic Affairs
1 educational specialist (math tutoring) – Moved to the Mathematics Department
1 educational specialist (disability) – Moved under Academic Affairs
English and Math Lecturers – Moved to Mathematics and Language Arts departments
in Fall 2010

4. Computer Purchase Replacement Plan
To maintain updated computers, especially in the Testing Room, 5 computers and 1
server were purchased for testing. Because the College is restructuring its information
technology unit and there has been discussion on a campus-wide computer
replacement plan, the CSC will adhere to the campus plan.

I. Testing Services

A. Testing Data (for system program review of academic support services)

Testing Data Demand
Number of placement tests administered per year per student FTE = 2183/2532 = .862
Number of Distance Learning tests administered per year per student FTE = 2,734/2532
= 1.080
Local campus tests proctored per year per student FTE: 7855/2532 = 3.102

Testing Efficiency
Testing seats per student FTE:63/2532 = .0249
Testing seats per total number of tests: 12772 / 63 = 202.730
Total number of tests per Testing Budget: 12772 / $40710 = .314

Outcomes

10. Satisfaction measurements: Common Survey Questions

Rating: 1- Strongly Disagree, 2-Disagree, 3-Neither Agree Nor Disagree, 4 – Agree, 5 –
Strongly Agree

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<thead>
<tr>
<th>The Testing Center staff is friendly and helpful</th>
<th>Ave.</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
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<tbody>
<tr>
<td></td>
<td>4.7</td>
<td>Fall 2010 = 0</td>
<td>Fall 2010 = 0</td>
<td>Fall 2010 = 0</td>
<td>Fall 2010 = 93</td>
<td>Fall 2010 = 191</td>
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<tr>
<td></td>
<td>4.7</td>
<td>Spring 2011 = 0</td>
<td>Spring 2011 = 0</td>
<td>Spring 2011 = 7</td>
<td>Spring 2011 = 49</td>
<td>Spring 2011 = 248</td>
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<tr>
<th>The hours at the Testing Center meet my needs.</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
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<tbody>
<tr>
<td>Evaluation: Satisfaction Surveys</td>
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<tr>
<td>For the current surveys administered, since all items averaged above 4.5 to 4.8 on a 5.0 rating scale, students have indicated that they are satisfied with the testing services provided and no further evaluation is needed. The lowest score was a 4.3 for atmosphere being conducive to testing for Fall 2010, but showed and average increase to 4.7 in Spring 2011. The lower score may be attributed to the larger numbers of students utilizing the testing room in fall semesters compared to spring semesters since in Spring 2010, the score increased to 4.7. If the average score is below 4.0, scores would be reviewed to determine if changes should be implemented to improve satisfaction. Given the increase in demand for placement and distance learning testing, satisfaction averages still remained high.</td>
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| Tasks completed from 7/1/10 – 6/30/11: |
• Remote testing computers set up at Farrington High School for COMPASS Testing
• Remote high school COMPASS testing implemented at Farrington High School during Spring 2011 term. Testing staff consists of 1 APT Educational Specialist & 1 student assistant test proctor.
• Set up internet version of COMPASS testing for Ability To Benefit COMPASS Tests.
• Set up eWrite COMPASS test for intended pilot testing program for English 22 classes at Honolulu Community College
• Set up and implemented Hawaii State Firefighter Testing as part of an agreement between Honolulu Community College and the Hawaii State Firefighters
• Revised and updated procedures for yearly Pearl Harbor ASSET Testing
• Assisted University of Hawaii System COMPASS Testing Coordinator and staff with implementation of multiple-choice demographics questions used by system partly based on COMPASS multiple-choice demographic questions used by Honolulu Community College. Presented and answered questions regarding set up and implementation of multiple-choice demographic questions during a UH system COMPASS Coordinators meeting.
• Assisted in set up of Room 319 as a secondary back-up testing room to be used during times of heavy flow testing, such as finals week, and to serve as a back-up room for COMPASS testing -- both Windows and Internet Version of COMPASS testing.

II. Tutoring Services

A. Tutoring Data (for system program review of academic support services)

During AY 2011, personnel from the College Skills Center have been transferred to other departments. Some of their functions include curriculum redesign of remedial math and English courses, in-class tutoring, and drop-in tutoring of specific subjects. Data and budgets have been in transition at different periods throughout this period, and, therefore, data collection is not available for FY 2011.

III. Status of Past Action Plans for 2010-2011

General CSC

Review and update of CSC mission and program objectives – NOT COMPLETED
Because of the move of remedial math and English courses to the disciplines, CSC will explore other areas of academic support and therefore needs to review its mission and objectives.

Create a CSC Advisory Committee - COMPLETED
At recent CSC meetings which included reviewing Best Practices in Higher Education for Learning Centers, one recommendation is to have an advisory committee and because of anticipated in change of scope of services for the CSC, it is
an opportune time to have the support of this body to provide input and review of CSC services and plans. The advisory committee held two meetings in FY2011.

Request for faculty and educational specialist positions SUBMITTED IN ANNUAL ASSESSMENT – NONE FUNDED
In consultation with the Vice Chancellor of Academic Affairs, CSC is planning to expand academic support services to include distance learning, COMPASS preparation, tutoring in various subjects, and service learning. To support quality services in these areas, the following positions will be requested:
1 fulltime distance learning specialist (faculty)
2 fulltime academic resource specialists (faculty) – Testing services, COMPASS preparation non-credit classes, study skills credit classes, service learning, distance learning
2 fulltime educational specialists (APT) – testing, tutoring, COMPASS prep, assessment data collection, service learning, distance learning
1 fulltime IT for Academic Support since services are necessary day, night, and on weekends

Testing
Additional student assistant proctor coverage during peak periods - COMPLETED
From AY 2009 to AY 2010, there has been an increase in 942 tests (348 COMPASS placement and 594 DE tests) administered. Because of continued increased demands on testing, additional student assistant proctors were scheduled to work during peak periods.

Replace 25 student computers and update software for testing area – NOT COMPLETED
Because of the College’s plan to centralize IT purchases, a limited number of needed equipment was purchased for AY2011.

Tutoring
Expand tutoring to various subjects and upper level English and math - COMPLETED
Tutoring expanded to include subjects in levels beyond basic English and math

Implement computerized system for tutor contacts - COMPLETED
Written logs monitored past tutor contacts. In order to evaluate data more effectively, one of our educational specialists researched and developed a program to monitor tutor/tutee usage. Implementation began in Spring 2011 with preliminary data collected for the semester.

Courses
Submit curriculum action for a 1-credit college study skills course to accommodate students in entry-level English and math courses. - COMPLETED
If underprepared students register for entry-level math and English courses, the total number of credits will be 11. If these students register for the 1-credit LSK course,
they would then be registered as fulltime students and learn to improve their study
skills. Curriculum action was submitted and approved to offer a 1-credit LSK 30A
course.

Additional Action 1: Entry-level Math Curriculum Changes

At the end of the Spring 2010 semester, administration supported major curriculum and
policy changes to address underprepared students in entry-level math. Three (3) more
math classrooms were secured for these courses and administrative policies were
developed to positively impact outcomes.

Related to this matter were the costs associated with the development of the revised
curriculum and set up of computerized classrooms. Below are some of the costs incurred
during Summer 2010:

- $6,892 Classroom furniture, cables, surge protectors, etc.
- 5,280 Instructor equipment including LCD projector, symposium
- 6,488 4 laptops, software licenses, etc.
- 97,829 Student desktop and laptop computers for classrooms
- 17,713 Student ALEKS units for Spring 09 and Fall 10
- 33,552 Release time and stipends for course development

$163,854 TOTAL (not including tutor costs)

Of this total approximately $60,000 was covered by the CSC’s non-general funds.

These classrooms have been moved to the Mathematics Department.

Additional Action 2: Transfer remedial English and math curricula and faculty to Math
and Language Arts Departments

Prior to the start of the Fall 2010 semester, the Underprepared Student Taskforce
developed recommendations and a memo from Chancellor Michael Rota which
referenced the work of the taskforce and informed the CSC that the English and math
curricula and positions would be moved to the English and math disciplines in University
College.

NEW GOALS for 2011-12

Testing

Backup room for testing

There is a demonstrated need for a backup testing room because of increased demand
for computerized testing. There have been requests for an exit test for reading courses
and developmental writing courses, as well as placement testing for specific groups of
high school students.
Hiring of additional APT staff for testing
   There is one APT position designated as a testing coordinator. To offer testing during the day and evening hours to the campus and DE students, an additional APT position would be able to cover these hours.

Tutoring
   Refine online log-in system to collect tutor utilization data.
      A system was developed in Spring 2011 to collect data. Data will be refined to collect system data.

   UH Community colleges as a system purchased Smarthinking, this computerized tutorial system for student use. The CSC was trained, promoted the tutorial system, and trained faculty/students interested in utilizing the system.

Continuing development of student wrap around concept
   With the current combination of tutors, faculty and staff in the CSC lab who support student learning in scope that go well beyond just tutoring, students are able to express their concerns and the staff work with the students to discuss their strategies and how to resolve their issues.

Brushup Classes

Expand Math COMPASS brushup classes
   Preliminary data indicate that the COMPASS brushup course has been very successful. Since its implementation in Summer 2011, the guidelines have been refined as the course was developed and will be expanded.

Develop English COMPASS brushup class
   Due to the success of the math brushup course, the CSC will explore implementation of a COMPASS brushup for English.

Distance Learning
   Manage scheduling of DE courses.
   Responsible for cable programming.

Service Learning
   In Spring 2011, the CSC began to take on the role of service learning for the campus.
   Goals for AY 2012 include the following:
      Train faculty interested in implementing service learning in their courses.
      Maintain a record of service learning activities on our campus.
      Develop a website to promote civic engagement activities on campus.
      Hire a VISTA worker to develop a mentorship project to provide educational opportunities for low-income students.
      Send representatives to the regional service learning conference in Spring 2012.