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 primarily 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 non-UH testing; and the delivery of entry-level math and English and college study skills courses.

In August 16, 2010, a memo from 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 Vice-Chancellor of Academic Affairs Erika Lacro was sent out on March 16, 2011, to inform CSC 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, CSC staff have members 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)

4. **Technology**  
For FY 2012, $3,760.64 in computers and peripherals were purchased. This included 1 staff computer and 5 iPads for tutors to assist students and record tutoring hours.

In the near future, upgrade replacement of testing center computers should be planned since computers are 5-7 years old. Future plans should also include upgrade and replacement of the camera security system in the main testing room.
CSC is supported by a half-time APT IT Specialist who maintains, installs, and recommends computer hardware/software programs to operate efficiently in serving students and staff.

5. Building 7 Renovations
CSC began discussions with the Vice-Chancellor of Administrative Services in 2011 to plan for the temporary relocation out of Building 7, due to renovations scheduled for Summer 2013. A list of CSC operations was detailed including seat capacity, square footage, equipment, furniture, and personnel.

6. Testing Services


Annual Student FTE: 2,512

Demand Indicators
(24) Number of placement tests administered per year per student FTE: 0.8
Number of placement tests administered: 1,886

(25) Number of Distance Learning tests administered per year per student FTE: 1.1
Number of distance learning tests administered: 2,870

(26) Local campus tests proctored per year per student FTE: 2.4
Number of campus tests proctored: 6,093

Efficiency Indicators
(27) Testing seats per student FTE: 0.0
Testing seats: 63
Ratio: 0.03 = 0.0

(28) Testing seats per total number of tests: 0.0
Testing seats: 63
Total number of test: 10,849
Ratio: 0.006 = 0.0

(29) Total number of tests per Testing Budget: 0

Effectiveness Indicators

(30) Satisfaction measurements using common survey questions: 5

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

<table>
<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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<tr>
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<td>0</td>
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<td>The hours at the Testing Center meet my needs.</td>
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<td>2</td>
<td>3</td>
<td>4</td>
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<td>0</td>
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<td>89</td>
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<td>The atmosphere at the Testing Center is conducive to testing.</td>
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<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td></td>
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<tr>
<td>Fall 2011</td>
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<td>0</td>
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<tr>
<td>Spring 2012</td>
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<td>0</td>
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<td>0</td>
<td>5</td>
<td>85</td>
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<td>The services at the Testing Center are satisfactory</td>
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<td>3</td>
<td>4</td>
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<tr>
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<td>0</td>
<td>40</td>
<td>100</td>
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<td>My test/exam was administered in a timely and efficient manner.</td>
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<td>2</td>
<td>3</td>
<td>4</td>
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<td></td>
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<tr>
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**Evaluation: Satisfaction Surveys**

Of 285 students surveyed for Fall 2011 and Spring 2012 semesters, scores on all items averaged 4.6 to 4.8 on a 5.0 rating scale. Students have indicated that they are very satisfied with the testing services provided; therefore, no further analysis is needed. Since these satisfaction survey results have been consistently high, other survey instruments may be developed to further assess testing services.
**Hiring a Second APT for Testing**
There is one APT position designated as a testing coordinator. For coverage of testing during the day and evening hours to students at HCC and system-wide, an additional APT position would be able to cover these hours.

CSC advocated for this position during FY 2012 through the college budget request process, testifying at meetings of several governing bodies (SSEC, FSEC, ASUH). This request for a second APT position was unanimously supported by the HCC campus governing bodies (FFSE, ASUH, SSEC, Kupu Ka Wai, Planning Council) The second position mirrors APT coverage in testing operations at other large community college campuses on Oahu, such as Kapiolani Community College and Leeward Community College.

**Additional Room for Testing**
There is a demonstrated need for an additional testing room because of increased demand for computerized testing. There have been requests for exit tests for reading courses and developmental writing courses, as well as placement testing for specific groups of high school students. The end of each semester necessitates an extra room to accommodate overflow testing due to many final exam requests, especially for distance education testing.

Building 7, Room 319 was secured for FY 2012, but because of Building 7 renovations, CSC needs to continue to justify usage of the room and secure it for future use.

**7. Tutoring Services**

**Tutoring Data**
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 during this period. In addition, reorganization of the college structure has resulted in movement of various functions and services which make it difficult to collect data on services to students. Therefore, tutoring data for the College is not available for FY 2012.

However, some data was collected. Of 245 students tutored in the CSC from 2011-12, 76% (187 students) successfully completed the courses they were tutored in. Satisfaction surveys administered to students receiving services indicate a very high level of satisfaction at 4.9 out of 5 for 123 responses.

**Online Tutor Login System**
A system was developed in Spring 2011 to collect data due to the expertise and efforts of the educational specialist overseeing tutoring. The current software program developed is being refined to collect additional information which may be useful in analyzing services. These include number and hours of contacts with students tutored.

**Smarthinking**
UH Community colleges as a system purchased Smarthinking, an online tutorial for student use. The CSC was trained, promoted the tutorial system, and trained faculty and students interested in utilizing the system. Three hundred seventy contacts were made totaling 234 hours of tutoring in a variety of subjects. Instructors utilizing Smarthinking attest to the value of the service. Six live
sessions were conducted to students to demonstrate its use. Comments from the professional tutors are encouraging and provide constructive feedback but do not “fix” the problems. Suggestions are provided so students can apply the concept to their specific problem such as in writing or math equations. Collection of success rates of students tutored was difficult to obtain because identification of courses students were tutored in was not indicated in data supplied by the company.

**Student Wrap-Around Concept**

The current combination of tutors, faculty, and staff in the CSC supports student learning with scope that goes well beyond just tutoring. Students are able to express their concerns, and the CSC personnel work with the students to discuss their strategies and how to resolve their issues. Student assistant training sessions in the fall of 2012 outlined this concept, and tutors, faculty, and staff practiced the concept during the academic year.

**8. Non-Credit Brushup Courses**

The Compass Math Brush-Up program was started in the summer of 2011 as a non-credit course designed to help students review their basic math skills and retake the Compass Placement Test. The course utilizes the ALEKS online learning system and was initially offered free to students with the assistance of ARRA grant monies. The course costs $40 for 6 weeks of access to the ALEKS program. Students are expected to spend at least 2 hours per day, Monday through Friday, working on the ALEKS system. Upon completion of 100% of the Pre-Algebra curriculum, students are allowed to retake the placement test with the $25 retake fee waived. Since the creation of the course a total of 104 students have enrolled in the program. Twelve students were enrolled mainly for enrichment purposes to prepare for their initial placement test, to prepare for their next math class, or to prepare for another test such as the ASVAB and PHNSY test. Of 37 students who successfully completed the course and were allowed to retake the placement test, 31 of these students, or 83%, placed into a higher math level. Six of the 31 students have actually placed 2 levels higher than their initial math COMPASS placement. Students who have taken the next level math course have done as well or better than other students in the courses.

CSC researched online English programs and in January 2012 offered an English Brushup course utilizing the Connect Writing program from McGraw-Hill. Fifteen (15) students registered with none of them successfully placing out of the remedial English courses. CSC will further review other programs that may offer better preparation for our students to succeed to higher levels of English.

**9. Service Learning**

In Spring 2011, the CSC began to take on the role of service learning for the campus. Interested faculty members have been trained in implementing service learning in their courses. With the assistance of the EMC Director and VISTA member, a service learning website was designed. At the end of the Spring 2012 semester an information session was held for instructors (7) utilizing and interested in service learning.

For the first time, through AMERICORPS and Hawaii Pacific Islands Campus Compact (HPICCC), a full-time VISTA member volunteer was assigned to Honolulu Community College to develop a mentorship project to provide educational opportunities for low-income students. The VISTA member established collaboration with Farrington High School by providing weekly
visits to encourage students to pursue higher education and explored outreach through meetings with community organizations in the area.

For details, see related sections in this report.

Testing
Backup room for testing - COMPLETED
Hiring of additional APT staff for testing - COMPLETED

Tutoring
Refine online log-in system to collect tutor utilization data – IN PROGRESS
Promote Smarthinking - COMPLETED
Continuing development of student wrap around concept – IN PROGRESS
Brushup Classes – IN PROGRESS

Service Learning
Promote service learning and hire and train a VISTA member - COMPLETED

Distance Learning – TRANSFERRED TO EDUCATIONAL TECHNOLOGY
Because of reorganization chart for the College, the function of distance education has been moved to the Educational Technology Center

11. NEW GOALS for 2012-13

General
Review CSC mission and outcomes.
Plan move out of Building 7 due to renovations.

Testing
Hire an APT for the testing position.

Tutoring
Refine data collection about tutoring and facility use. Add an interface to the online check-in web app so that faculty can review contact made by their students. Add check-in system to mobile devices. Add online evaluations to the check in system so that students can evaluate tutors online.

Service Learning
Develop a kit for faculty to implement service learning into instructors’ courses. Collect data for reporting purposes.