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.

Outcomes and Goals

- Students and faculty will receive quality testing services to meet their academic support needs.

  Student satisfaction surveys will average 4.0 or higher on a 1 – 5 (highly satisfied) rating scale.

  Number of tests administered will be above 9,000 per fiscal year.

- Students and faculty will receive quality in-person and online tutoring services that meet their academic support needs.

  Students receiving tutoring will succeed in the courses they were tutored in at 70% or higher.

  Student satisfaction surveys will average 4.0 or higher on a 1 – 5 (highly satisfied) rating scale.

- Students enrolled in the Brush-Up courses will develop the necessary skills to place higher than the levels in Essentials English and/or math.

  Students who meet the exit requirements of the Math Brushup course will place into a higher level of math at 70% or higher.

- Students and faculty will receive quality service learning support to meet their academic support needs.

  Students in service learning courses will total more 2,000 hours or more of service to community/educational organizations.

Motto:
Helping underprepared students prepare, prepared students advance, and advanced students excel. (from NADE motto)

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 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 non-credit classes 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 moved to the Mathematics and Language Arts departments, respectively. 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.

On August 16, 2012, the College’s reorganization chart was approved. In this new structure, CSC is in the Testing and Tutoring component of Student Success within the Academic Support Division.

On February, 11, 1013, Honolulu Community College received notification from ACCJC that it was being placed on “Warning” status.

An Assessment Workshop (April 17-19, 2013) was followed by a meeting with Russell Uyeno, Interim Vice-Chancellor of Academic Affairs and Chair Jerry Saviano, of Student Success. CSC’s current SLO’s were approved with goals to be established. According to the Accreditation Report (p. 45), the other newly separated units (i.e., Essentials English, Essentials Math) “need to go through their own program review process.”

3. Staff
As a result of the above changes, CSC staff members have been transferred to different departments resulting in the following CSC staffing:

1 coordinator
1 math faculty
3 T & F and 1 Perkins-funded educational specialists (testing, tutoring, service learning)
1 VISTA member (high school outreach and service learning)
1 clerical staff
1.50 IT specialist (selection, maintenance, installation of computer hardware/software programs to service students and staff)
Student assistants (testing/tutoring)

4. Building 7 Renovations
CSC began discussions with the Vice-Chancellor of Administrative Services in 2011 to plan for the temporary move 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. CSC operations were temporarily moved to Building 2, Rooms 214 and 216 at the start of Fall 2013. Services will be impacted since the space and technological capacity will be reduced.
5. Testing Services

Goals:

Student satisfaction surveys will average 4.0 or higher on a 1 – 5 (highly satisfied) rating scale.

Of 399 students surveyed for Fall 2012 and Spring 2013 semesters, the average overall score is 4.9 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.

Number of tests administered will be above 9,000 per fiscal year.

In FY 2013, 11,429 tests were administered, meeting the goal of 9,000 tests. Because CSC is being moved to a temporary location which has a much smaller space and seat capacity in Fall 2013 due to building renovations, counts are expected to be less, so the goal will remain the same.

Testing Data for Annual Report of Program Data (ARPD) (7/1/2012 – 6/30/2013)

Annual Student FTE: 2,469

Demand Indicators

(24) Number of placement tests administered per year per student FTE: 0.8
Number of placement tests administered: 2,053

(25) Number of Distance Learning tests administered per year per student FTE: 1.0
Number of distance learning tests administered: 2,455

(26) Local campus tests proctored per year per student FTE: 2.8
Number of campus tests proctored: 6,921

Efficiency Indicators

(27) Testing seats per student FTE: 0.0
Testing seats: 63

(28) Testing seats per total number of tests: 0.0
Total number of tests: 11,429

(29) Total number of tests per Testing Budget: 0.0

Effectiveness Indicators

(30) Satisfaction measurements using common survey questions: 4.9

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

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<tr>
<th>The Testing Center staff is friendly and helpful</th>
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<td>3</td>
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and efficient manner.  

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* column number x column result = sub-column number  
** add up sub-column numbers to get sub-column number total for each question  
*** sub-column number total for each question ÷ total number of students = rating for question

**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, a second APT position would support the increased demand for testing services. CSC advocated for this position during FY 2012 through the college budget request process, which was unanimously supported by the HCC campus governing bodies (FSEC, ASUH, SSEC, Kupu Ka Wai, Planning Council).

While the CSC was in the process of developing the testing position in Fall 2012, Jerry Saviano, chair for Student Success proposed to have the duties of this testing position be covered by Varouny Sybounmy.

**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. At the end of each semester, an extra room is needed to accommodate overflow testing resulting from 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.

**6. Tutoring Services**

**Goals:**

**Students receiving tutoring will succeed in the courses tutored at 70% or higher.**

70% of students receiving tutoring successfully completed the courses they were tutored in with a C grade or higher which meets the stated goal. Based on overall data collected for AY 2013 (1,645 sessions or contacts, 538 unduplicated students), students who received tutoring sessions did significantly better than those who received less, both in terms of number of sessions and in the time spent in the sessions. Students who had three or more sessions did better than their counterparts with two or fewer sessions, 76% success compared to 63%.
Also, students with 400 minutes or more of tutoring time did far better than those with less, 79% to 59% success rates. These success rates of 76% and 79%, respectively, exceed the goal of 70%, if time and sessions are increased. In sum, more tutoring time and sessions both significantly improved student performance, but more computer work only slightly improved.

**Student satisfaction surveys will average 4.0 or higher on a 1 – 5 (highly satisfied) rating scale.**

Of 27 students surveyed, 7 satisfaction questions received responses averaging scores between 4.6 and 4.9 on a scale of 1-5 (highest satisfaction). This meets the stated goal of 4.0 or higher. This high level of satisfaction indicates that students have been very satisfied with the level of service and competency provided by the tutors.

It is not surprising that additional tutoring service helps students. To help students is, after all, the goal of tutoring. Finally, the measure of success is very broad. A great many factors contribute to a grade of C or higher, and CSC use influences only a few of those factors.

The following are recommendations:

1. More accurate tracking of the classes for which students come in. The institutional analyst was unable to link up all students to their classes for the year.
2. Programming a way to switch between session types with a single click, so that brief tutoring help can be tracked.
3. Devising a better measure of student success. Perhaps students can be surveyed when they complete a session and combine this information with the grades for a more comprehensive assessment.

During AY 2011, personnel from the College Skills Center were transferred to other departments. Some of their functions included in-class tutoring, and drop-in tutoring of math and English. Data and budgets were in transition during this period. In addition, reorganization of the college resulted in movement of various functions and services which rendered it difficult to collect accurate data on services to students during the transition period. In addition, tutoring services are available in other areas of the campus such as the Native Hawaiian Center and TRIO-SSS.

**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. 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. Success rates of students tutored were difficult to obtain because identification of courses students were tutored in was not indicated in data supplied by the company.

<table>
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<th>FY</th>
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<th>Hours</th>
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<tr>
<td>2011-12</td>
<td>365</td>
<td>234</td>
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**Student Wrap-Around Concept**

The current combination of tutors, faculty, and staff in the CSC supports student learning with a 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 addressed this concept, and tutors, faculty, and staff practiced the concept during the academic year.

7. Non-Credit Brushup Courses

**Goal**

*Students who meet the exit requirements of the Math Brushup course will place into a higher level of math at 70% or higher.*

77% of students who retook the placement test placed into a higher level of math which meets the stated goal. Since the creation of the course a total of 173 students have enrolled in the program. 16 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. 52 students were allowed to retake the placement test with 40 of these students, or 77%, placing into a higher math level. 12 of the 40 students have actually placed at least 2 levels higher than their initial placement. Students who have taken the next level math course have done as well or better than other students in the 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 monies distributed by the UHCC System. Currently 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.

An online English Brushup program was pilot tested but did not yield positive results. Of 8 students that started the program, one completed and exited the program, retook the placement
test but did not place into English 22. Further research is needed to determine a more suitable program which may increase student success of students.

8. Service Learning

Goal: Students in service learning courses will total more 2000 hours or more of service to community/educational organizations.

In FY 2013, students contributed 2,235 service learning hours meeting the stated goal. Projects included hair and nail service to the elderly in a nursing facility, installation of a sidewalk at the University of Hawaii urban garden center, rebuilding stairs at several homes in a native Hawaiian neighborhood, and reading to elementary school students.

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 (FY2012-FY2013) through AMERICORPS and Hawaii Pacific Islands Campus Compact (HPICC), 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.

9. LSK 30 Courses

LSK 30 (3 credits) and LSK 30A (1 credit) College Study Skills are courses that have been offered for students practical skills to succeed in their coursework including testing, notetaking, as well as establishing short and long-term educational goals. Courses are often well-attended, student evaluations have been very positive, and success rates average around 75%.

10. Status of Past Action Plans for 2012-2013

For details, see related sections in this report.

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

Testing
Hire an APT for the testing position. – NOT COMPLETED

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. - COMPLETED

**Service Learning**
Develop a kit for faculty to integrate service learning into instructors’ courses. COMPLETED
Collect data for reporting purposes. - COMPLETED