UNIVERSITY OF HAWAI`I COMMUNITY COLLEGES

ACADEMIC SUPPORT SERVICES
SYSTEM-WIDE PROGRAM REVIEW

For

TUTORING AND TESTING

At

THE LEARNING CENTER AND
HALE KEA ADVANCEMENT AND TESTING CENTER

Hawai`i Community College

November 15, 2010

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UNIVERSITY OF HAWAI`I COMMUNITY COLLEGES

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11/15/10

Introduction

Program Mission Statement:

The mission of The Learning Center (TLC) and the Hale Kea Advancement and Testing Center(HKATC) as an academic support program for the college needs to be a responsive one which supports the college's mission and its academic programs. TLC and HKATC seek to provide services that support and enhance academic development for the college community. These services focus on academic support for an "open door" institution, providing initial student assessment, access to technology, support for successful learning, and testing services.

Description of the Program:

The Learning Center (TLC) is an academic support program of Hawai'i Community College which is a shared service with University of Hawai'i at Hilo. Over the years, TLC has maintained its strong ties to instruction, providing faculty with an extension to their classroom and providing academic support college-wide. Its basic role of supporting faculty and students in reading, writing, math, and ESL continues to be the focus which provides a firm academic foundation for all students.

TLC services include:
- Tutoring – Reading Lab, ESL Lab, Math, Writing, Content Subjects, Learning Skills, computer assistance
- Academic resources in the form of instructional materials, computers/programs for instructional purposes
- A multi-media classroom
- General study/with computers
- Make-up testing
- Clearinghouse for community request for tutors (unadvertised)

The **Hale Kea Advancement and Testing Center** (HKATC) focuses on providing testing services, coordinating the use of an electronic classroom, and providing an independent study center with computers on the Manono Campus.

HKATC services include:
- HawCC Placement Testing
- Pearson Vue Testing Administrator
- Distance Education test proctoring (UH system and Non UH)

- Make-up and special testing
- General study/computer lab
- Tutoring (by faculty using the lab for office hours)
- Electronic classroom for instruction and college use

Student Learning Outcomes
    a. Students will pass their tutored course at the same rate as or higher than non-tutored students
    b. Students will reenroll (persistence) at the same rate as or higher than non-tutored students

Part I. Quantitative Indicators for Program Review: Tutoring Data

| **2010 Annual Report of Academic Support Services Program Data**			
COLLEGE :	**Quantitative Measure Fall 2008**	**Quantitative Measure Fall 2009**	**Quantitative Measure Fall 2010**
Tutoring Data **(Overall Health)**			
Tutoring Demand **(Health)**			
Campus Enrollment FTE	1597	1807	2075
Hours of operation per week	40	40	40
Tutoring Efficiency **(Health)**			
Number and description of staff	1 Faculty Coordinator, 1 Clerk Steno II, 1 APT Eng. Tutor, 4 Lab Coor.(3cr. Assign Time), 7 Clerks, 12 Tutors	1 Faculty Coordinator, 1 Clerk Steno II, 1 APT Eng. Tutor, 4 Lab Coor.(3cr. Assign Time), 7Clerks, 18 Tutors	1 Faculty Coordinator, 1 Clerk Steno II, 1 APT Eng. Tutor, 4 Lab Coor.(3cr. Assign Time), 9 Clerks, 21 Tutors
Tutor paid hours	2751	3367	3927
Number of students tutored	850	1322	1363
Tutor contact hours	9170	9882	8074
Tutor contact hours per tutor paid hours	3	3	2
Tutoring budget per college budget	0.0136	0.0130	0.0154
Tutoring Effectiveness **(Health)**			
Number Tutored Students who passed their courses	348	507	553
Rate at which Tutored Students pass their courses	64%	70%	68%
Number Non Tutored Students who passed their classes	830	708	935
Rate at which Non Tutored Students pass their classes	59%	54%	45%
Persistence rate Tutored Students	79%	80%	78%
Persistence rate Non Tutored Students	67%	69%	67%

<u>Outcomes</u>
Student learning outcomes measurement:

a. Students will pass (or receive a grade of A, B, or C) their tutored course at the same rate as or higher than non-tutored students (all students who are tutored at least once compared to students in the same course, i.e. students tutored for Eng 22 compared to students in Eng 22 who were not tutored)

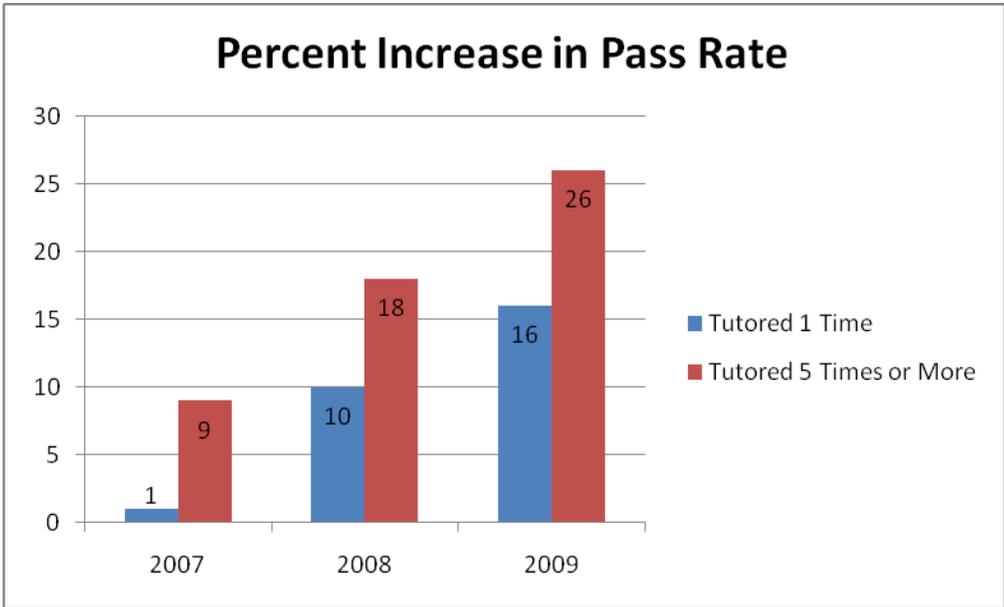<div align="center">Non-Tutored vs. Tutored for Fall Semesters Only</div>

Term	Non Tutored Ave. % passing	Tutored (At least once or more) Ave. % passing	Tutored (5 times or more) Ave. % passing
Fall 2007	64%	65%	73%
Fall 2008	57%	67%	75%
Fall 2009	49%	65%	75%

Data results indicated that students who were tutored at least once or more had a higher course success rate than non-tutored students. The percent increase in the pass rate of tutored versus non-tutored students (average for 2007 - 2009) was 9%.

Although not required for this report, data was generated for students tutored five or more times to see if the number of visits affected course success rates. The percentage increase in the pass rate of students tutored five or more times versus non-tutored students (average for 2007 - 2009) was 18%. This data clearly indicates that there was not only a correlation between students being tutored, but also the frequency of visits increased student success rates.

Average Percent Increase In Pass Rate

Tutored 1 Time: 9
Tutored 5 Times or More: 18

Average 2007-2009
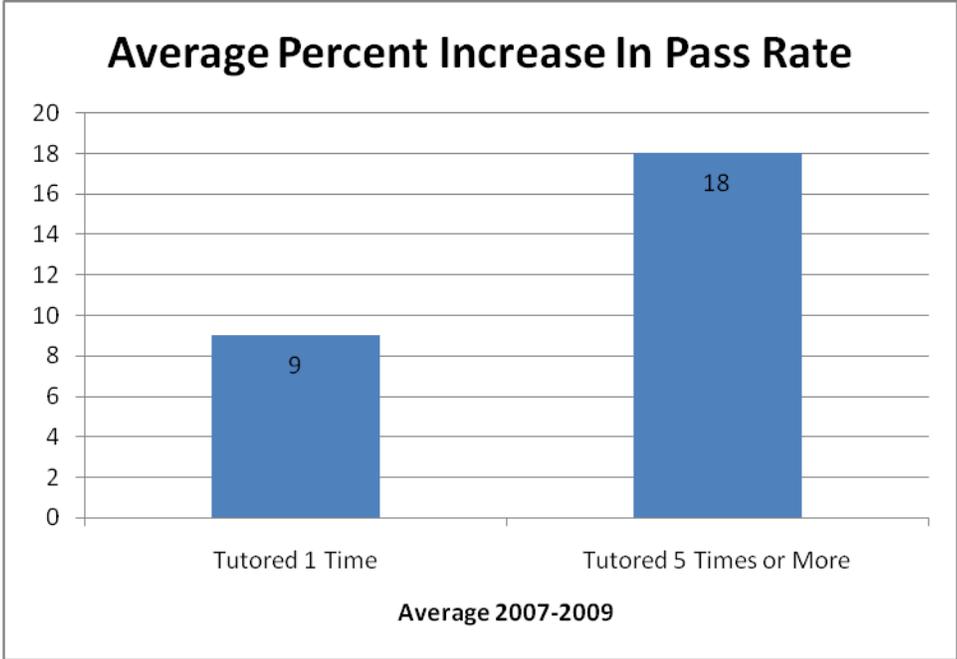
It was also interesting to note that students tutored one time and five times or more had a significant percent of increase in their pass rates over the years.

Percent Increase in Pass Rate

Year	Tutored 1 Time	Tutored 5 Times or More
2007	1	9
2008	10	18
2009	16	26

Non-Tutored vs. Tutored Students by Subject Area

Subject	Non-Tutored Ave. % passing	Tutored (At least once or more) Ave. % passing	Tutored (5 times or more) Ave. % passing
Reading F2007	48%	69%	80%
F 2008	44%	67%	80%
F2009	32%	68%	83%
Writing F2007	59%	60%	63%
F2008	57%	63%	66%
F2009	44%	53%	55%
ESL F2007	NA	63%	68%
F2008	NA	79%	79%
F2009	NA	75%	75%
MATH F2007	70%	63%	71%
F2008	60%	70%	71%
F2009	55%	74%	81%

Averaging Fall 2007 - 2009 percentages, students in reading (27%), writing (5%), and math (7%) passed their courses at a higher rate than non-tutored students. Moreover, the results indicated that students passed their courses at an even higher success rate in reading (40%), writing (8%), and math (13%) when tutored five or more times. Data for ESL students who were considered non-tutored was not available because their curriculum required them to receive tutoring. For Fall 2007 - 2009, ESL students had a 2% higher success rate when tutored five or more times.
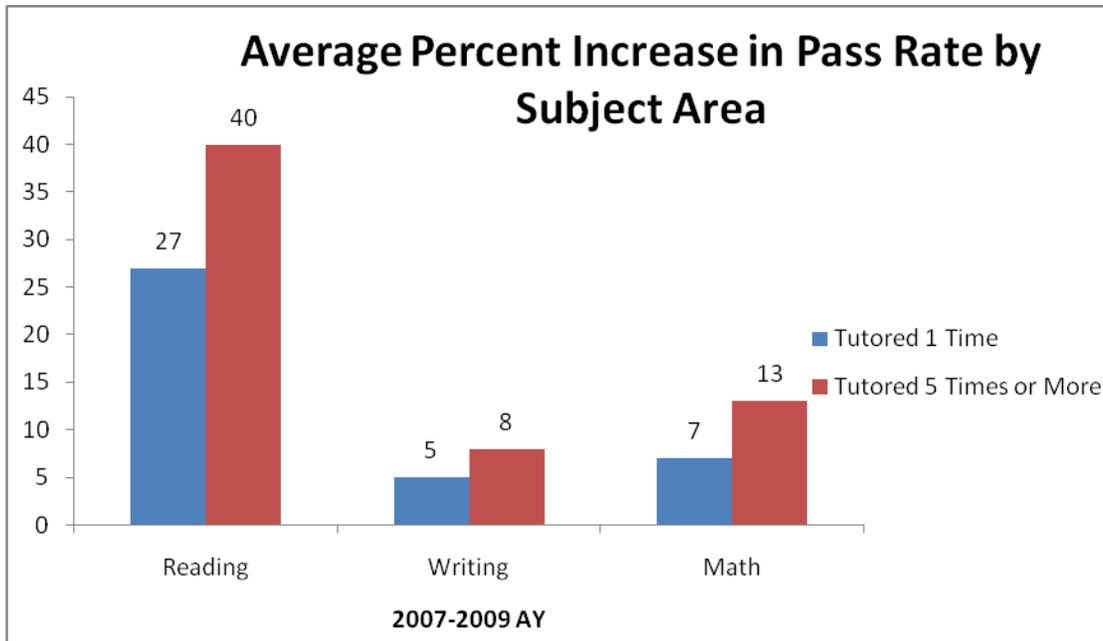
Average Percent Increase in Pass Rate by Subject Area

2007-2009 AY

b. Students will reenroll (persistence) at the same rate as or higher than non-tutored students:

Persistence from Fall to Spring

PERSISTENCE

	NON-TUTORED			TUTORED		
Term	Headcount	Persist Count	% Reenrolled	Headcount	Persist Count	% Reenrolled
Fall 2007	1666	1113	67%	454	359	79%
Fall 2008	1704	1176	69%	607	486	80%
Fall 2009	1798	1210	67%	874	685	78%

The data indicated that students who received tutoring from The Learning Center had approximately 11% higher rate of persistence than those who did not receive tutoring.   This 11% rate of persistence has been consistent over the past three years.

Percent Rate of Persistence

Year	Value
2007 AY	12
2008 AY	11
2009 AY	11
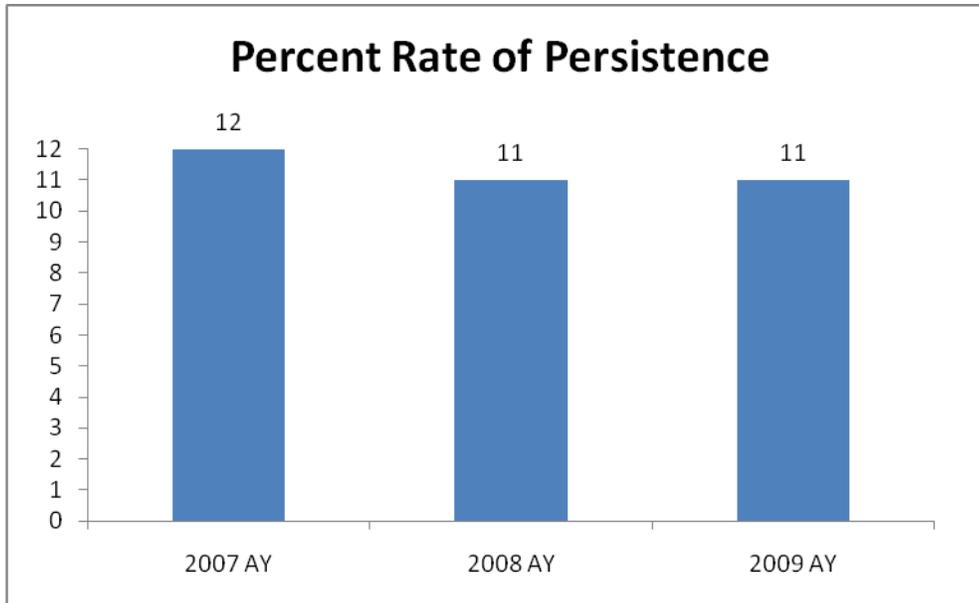
c. Student and Faculty Evaluations of TLC:

TLC Student Evaluations	Fall 2007	Fall 2008	Fall 2009
# of Evaluations	135	141	267
#10 TLC overall Rating*	91%	89%	93%
#6 Studying at the Center helps me improve my overall performance as a student*	85%	88%	89%
#7 TLC help build learner independence*	83%	82%	86%
#8 recognize importance of technology*	76%	80%	80%
#9 Make-up testing provided at a convenient time and location*	N/A 07-08	74%	79%

*agree to strongly agree student rating

Student evaluations were used to provide TLC with students' perceptions regarding services and if we were fulfilling our mission and meeting our program goals. The chart above highlights questions that provide the data specific to efficiency and effectiveness regarding the Center's main goals and the campus' emphasis on technology. Positive student evaluations and general comments indicated that a high percentage of students felt that TLC provided quality services that met their needs.

TLC Faculty Evaluations	Fall 2007	Fall 2008	Fall 2009
# of Evaluations	4	7	5
#1 TLC overall Rating*	100%	100%	100%
#2 Expectations met for tutoring*	100%	100%	80%
#5 Tutor Effectiveness*	100%	100%	80%

*agree to strongly agree faculty rating

Every Fall semester, faculty evaluations are sent to faculty who used TLC services. Although only a few faculty evaluations were received, results indicated that those surveyed were pleased with the

services and the quality of tutor assistance their students were receiving. When analyzing the drop in ratings for #2 and #5, I noticed that both questions received NAs. One explanation for the NA results could be that the faculty doing the rating did not use TLC tutoring services.

2010 Annual Report of Academic Support Services Program Data

COLLEGE :	Quantitative Measure 2007-2008	Quantitative Measure 2008-2009	Quantitative Measure 2009-2010
Testing DATA (Overall Health)			
Testing Data Demand (Health)			
Campus Enrollment FTE	1597	1807	4046.8
Testing Efficiency (Health)			
Hours of operation per week	40	40	40
Number of staff (attach description)	1 APT Band A, 1 APT Band B, 4 Student Clerks	1APT Band A, 1 APT Band B, 4 Student Clerks	1APT Band A, 1 APT Band B, 4 Student Clerks
Student help hours per week	35	28	41
Number of placement tests administered per year	2143	2197	2124
Number of distance Learning tests administered per year	783	2262	1384
Local campus tests proctored per year	410	529	617
Testing seats per student FTE	0.0187	0.0167	0.0074
Testing budget per college budget tests	0.0056	0.0057	0.0055
Testing Effectiveness (Health)			
Satisfaction measurements using common survey questions			Strongly Agree and Agree
1. The Testing Center Staff is friendly and helpful	NA	100%	99%
2. The hours at the Testing Center meet my needs	NA	99%	94%
3. The atmosphere at the Testing Center is conducive to testing	NA	99%	96%
4. The services at the Testing Center are satisfactory	NA	100%	100%
5. My test was administered in a timely and efficient manner	NA	100%	100%

Outcomes

    Satisfaction measurements using common survey questions:

    98% of the students surveyed rated Hale Kea in the Agree to Strongly Agree category in meeting their testing needs.

Part II. Analysis of the Unit

    a. TUTORING

Success Rate:
For this Fall 2009 review, students were considered tutored if they signed in at TLC for their classes at least once or more. Results positively indicated that students who were tutored had a 9% higher rate of passing their courses than non-tutored students.   An additional data element of five or more tutoring sessions was generated to determine if the number of visits affected course pass rates. The results indicated that students passed their courses with a18% higher pass rate when tutored five or more times. The high correlation between tutoring and course pass rates is powerful evidence that TLC has a great impact on providing academic support for student success at HawCC.

Persistence Rate:
To determine the effectiveness of tutoring on persistence rate, data on students tutored in business, ESL, math, reading, writing, nursing, and general content subjects was monitored. The outcome of tutored students reenrolling the following semester was an overwhelming 12% (Fall 2007), 11% (Fall 2008)), and 11% (Fall 2009) higher than those students who did not use TLC services.   Because TLC provides a wide range of tutoring services, computer assistance, individual and small group sessions, and social support environment, students may take advantage of and benefit from the support services. These factors may contribute and influence students' decision to reenroll the following Spring semester.

Evaluation Surveys:
The Learning Center conducts student and faculty evaluations every Fall semester to assess its effectiveness and quality of services. For Fall 2009, approximately 89% of the students felt The Learning Center helped them to improve their overall performance as a student. Of the faculty who used TLC, 100% rated the overall services in the excellent to good category. Results from the survey are used to help continually monitor and improve the quality of services provided at The Learning Center. Alternative strategies to increase the number of faculty completing evaluation surveys will be reviewed.

Data Collection:
When compiling data for this report, our institutional researcher noticed discrepancies with some of the student ID numbers, names, and courses students were logging in for tutoring. In addition, tracking of some of the students was difficult and inputting of incorrect information may have lead to some unusable data.

Health of Program:
This is the second year Academic Support Services is being required to submit a system-wide Program Review. Data definitions for demand, efficiency, and effectiveness are still being worked on and health calls for each area are yet to be determined.

    STRENGTHS and WEAKNESSES OF TUTORING DATA
      <u>**Strengths:**</u>

- **Tutoring Demand for TLC services** as evidenced by the following:
  - Increase of FTE enrollment for Fall 2007 (1597), Fall 2008 (1807), and Fall 2009 (2075).

- **Tutoring Efficiency** rate as evidenced by the following:
  - Unduplicated student contacts for 2008 AY (**850**), 2009 AY (**1322**), and 2010 AY (**1363**),
  - Approximately 1.58% of the college's budget was used to run operations at TLC.

- **Tutoring Effectiveness** percentages as evidenced by the following:
  - Higher course pass rates of 9% when tutored at least once or more and increased to 18 % when tutored five or more times,
  - Consistent persistence rate, 11% higher, for students who were tutored in Fall 2007- 2009 than those students who did not use TLC services,
  - Positive student and faculty evaluation results indicate mission and goals of both were fulfilled and needs were met, and
  - Excellent relationship and collaboration between TLC and area coordinators in providing relevant lab instruction, materials, activities, and tutor training for their students.

    Weaknesses:

- Staffing and funding may need to be increased due to continuous enrollment growth,
- Space is a concern because of increase usage and demand for services,
- Checking-in system need to be fine tuned to reflect more accurate data, and
- More tutor training and professional development activities need to be available and accessible for tutors, staff, and faculty.

  b. **TESTING**

Distance Education Testing:
UH System has mandated campuses to proctor Distance Education tests. Over the years, TLC has supported the direction of system-wide initiatives. In 2008-2009, Hale Kea proctored 2,262 DE tests, an increase of 189% over the previous year's 783 tests proctored. This year, 2009-2010, there was a 38% (1384) decrease in DE testing. The demand for DE services fluctuated depending on courses and instructors teaching the classes, but there has been a definite upward trend. DE services require a significant amount of resources to proctor the tests, coordinate, and handle specialized instruction.

COMPASS Testing:
Administering UHCC COMPASS placement test is an external factor which requires uniform policies and procedures across the system. Also, the demand for the use of COMPASS has increased beyond placement into our English and math classes. With new initiatives to establish a smoother transition for high school students to attend college, high schools are asking to use COMPASS as an early prediction indicator for college readiness. The VCAA approved the idea of early testing of 11th graders with the condition that the high schools be responsible for the cost of the units. Aside from the cost of the tests, other administrative and technical resources needed to be considered too.

Special Testing:
As a certified Pearson Vue test center, community needs have a direct impact on our resources to provide services. Pearson Vue and other special testing are value added services for the community and are administered upon request. Because of the high demand for mandatory UH test proctoring services, ACT testing has been terminated (Nov. 08) and Pearson Vue will now become a private testing center

(require scheduling two sessions a month). This change will allow us to focus on the increasing demands for distance education test proctoring, placement testing, and make-up testing.

Evaluation Surveys:
Positive student evaluations and general comments indicated that a high percentage of students felt that Hale Kea Center provided quality testing services that met their needs

Health of Program:
This is the second year Academic Support Services is being required to submit a system-wide Program Review. Data definitions for demand, efficiency, and effectiveness are still being worked on and health calls for each area are yet to be determined.

STRENGTHS and WEAKNESSES OF TESTING DATA
  Strengths:

- **Demand for testing services** as evidenced by the following:
    - Increase of FTE enrollment for Fall 2007 (1597), Fall 2008 (1807), and Fall 2009 (4046.8) (Fall 2007 and 2008 used only Fall FTE enrollment; whereas, Fall 2009 included both Fall 2009 and Spring 2010 FTE enrollment per system-wide requirement),
    - High demand for COMPASS mandatory placement testing of all FTE enrolled students. Also, increased number of high school students using COMPASS as an early prediction indicator for college readiness.

- **Testing Efficiency** as evidenced by the following:
    - Demand for testing services especially in the area of Distance Education, Placement Testing, Special Testing, and Make-up Testing,
    - Certified special testing Center to accommodate college and community needs, and
    - Less than 1% of college budget used to run operations at HKATC.

- **Testing Effectiveness** percentages as evidenced by the following:
    - 98% of the students were pleased with HKATC testing services and felt that their needs were met, and
    - Staff is flexible and responsive to the needs and requests from the college, system, and community.

  Weaknesses:

- Staffing and funding may need to be increased due to continuous enrollment growth and increased demand for testing services, especially in the area of Distance Education,
- Space is a concern because of increase usage and demand for services, and
- Professional development and training need to be available and accessible for staff and faculty.

Part III. Action Plan
Unit Goals/Plans for Tutoring and Testing:

Based upon the Centers' mission, alignment to the College's mission, the ADP, and the program determined SLO's, the following goals and plans will continue through the 2010-2011 year:

1. Continue to support instruction with instructional materials, tutors, educational technology, and facilities. Support Achieving the Dream and Remedial Developmental Initiatives
2. Work with institutional researcher and IT specialist to ensure more accuracy in data collection for future reviews. Interface check-in system with Banner for accuracy in inputting data.
3. Keep abreast of technology and educational resources. Continue program of pre-service and in-service training for tutors to include different delivery modes such as: on-line, in class, and distance education tutoring.
4. Review policies and procedures, facilities, and other resources necessary to support distance education and placement testing.
5. Review overall testing services.
6. Continue to incorporate system data elements and SLO's for tutoring and testing.

ACTION PLAN

Action Plan Tasks	Year	Responsible Party
• Work with instruction regarding educational resource for remedial and developmental education	2010-2011	TLC Coordinator
• Keep abreast of technology and educational resources	2010+	TLC Coordinator
• Review support for distance education	2010 +	HKATC Manager/TLC Coordinator
• Review overall testing services	2010 +	HKATC Manager/TLC Coordinator
• Incorporate system developed SLO's for tutoring and testing	2010-2011	TLC Coordinator/HKATC Manager
• Upgrade Hale Kea's computers to Office 2010	2010-2011	TLC Coordinator/HKATC Manager

Part IV: Resource Implications

Tutoring and Testing:
Additional funds may be needed to:
• Support increased tutor hours to accommodate increase in (the number of) students usage,
• Purchase supplies, materials, and license upgrades,
• Maintain and develop both TLC and Hale Kea Testing services, and
• Provide funding and resources for professional development