

HAWAII COMMUNITY COLLEGE UNIT REVIEW REPORT

The Learning Center Tutoring

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Program/Unit Review at Hawai'i Community College is a shared governance responsibility related to strategic planning and quality assurance. It is an important planning tool for the college budget process. Achievement of Program/Unit Outcomes is embedded in this ongoing systematic assessment. Reviewed by a college-wide process, the Program/Unit Reviews are available to the college and community at large to enhance communication and public accountability.

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Unit Description

(Official Description - then provide more in depth explanation of what this unit does, who it serves and generally describe its accomplishments)

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. Along with these services, TLC provides academic resources in the form of instructional materials, computers/programs, a multi-media classroom, open lab for computers/independent study, make-up testing, and tutoring. TLC is open Monday through Friday from 8:00 a.m. to 4:15 p.m. The staff includes: one full time Faculty Center Coordinator, one full time Office Assistant IV (Office Manager), one full time Educational Specialist A, four Faculty Lab Instructors (reading, writing, ESL, and math who are assigned three credits each to coordinate their area), ten clerks, and 39 tutors.

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)

Unit Mission

The mission of The Learning Center (TLC) and 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.

3yr Review Report Summary— *If this Unit is scheduled for Comprehensive Review, this section must be more robust and detailed* explaining changes made to the function of the unit in the past 3 years; funding received since last 3 years and results from funding, etc.

Data from the last three years of the ARPD and the Center's internal data provide a reflection of the demand for services and the students and faculty perception of services provided. There has been a steady decrease in student FTE at the College 2,281, 2114, to 1976 in the past three years. Student tutored per student FTE remains stable at .4 and .5 in CCSSE and considered Healthy. Students tutored for Remedial/Developmental courses per student enrolled in Remedial/Developmental courses are stable at .4 each year and considered healthy. Tutor contact

per paid hours has increased its efficiency from 2.0 to 2.3 contacts per hour. The cost for tutoring per contact is \$18 up from last year which still remains healthy. Funding for tutors, clerks, were reduced (VCAA request) by 10% the last two years.

TLC statistics show a steady decline in overall student contacts these past three years (20,309, 16,627, 13,691). The areas with noticeable declines are in reading and general study. With a decrease in enrollment and faculty preference to use the center, student contacts have been affected. Also, on the upper campus there are other labs that provide computers and printing resources. Reading contacts for the past three years went from 7,667, 6015 to 4,829. For Computer usage, email, internet, and word processing we have seen a steady decline from 5,719 to 3,165 and 1,769. Overall, tutoring contacts are considered healthy when considering actual tutoring sessions compared overall enrollment.

Areas which have increase or remained stable despite decreasing enrollments are make-up testing, Writing, and Math. Since AY12, the number of courses students received tutoring remains constant at about 102. Aside from skills tutoring (Reading, Writing, Math, ESL), content tutoring was provided in areas such as sciences, humanities, and social sciences. Since TLC serves UHH and HawCC students, the number of unduplicated student remain fairly consistent with about 1,500 (HawCC) and about 400 (UHH) per year. Interestingly, almost 50% of students tutored by area tutors in Math, Writing, and ESL (also tutor content subjects) were from UHH courses. TLC and UHH (Kilohana) tutoring centers work well together in referring students to available resources as needed.

Over the past three years, tutored vs non tutored students show that those who received tutoring had a higher pass rate than those who did not receive tutoring. For the past three years average pass rates are as follows: 48% (non-tutored), 67% (tutored) at least one time, and 75% for those tutored five times or more.

Overall student and faculty satisfaction evaluations remain high for all three years (AY12, AY13,AY14). The student overall rating for TLC has been 95%, 93% and 97% respectively in the "agree to strongly agree" categories. Other significant results are in "The learning activities and materials in the Lab help my overall learning," ratings were 89% 84% and 93%. "My work in TLC is helping me to learn to become more independent as a student," ratings were 91%, 89% and 88%. Faculty surveys (SPR 12, Fall 13, and SPR 14) rated this question, "If your students used TLC services do you think their learning increased as a result of tutoring services?" Ratings were 100%, 69% and 86.4% respectively in the "agree" to "strongly agree" category.

CERC Comments and Feedback

CERC Comments as listed in most recent Comprehensive Review:

CERC provided recommendations intended as suggestions for improvement. Provide a brief response to the suggestions made. i.e., Were the suggestion(s) valid? What change(s) were made as a result of the suggestion(s)?, etc.

- *If no changes were made at all, write “None.”*
- *If no changes were made during this review period but you plan to in future periods, write “None in 2013-2014 however changes will be made in (AYs) and will be reported in that review.*
- *If no changes were made during this review period but changes were made in previous review periods, write “None in 2013-2014; however changes were made in (AYs).”*

Part I: Quantitative/Qualitative Indicators

A. Annual Report of Program Data (ARPD) Data Grid -- **Pertains to only Library, Technology Resources, Testing Service, and Tutoring Service.**

Look up 2014ARPD data at: <http://www.hawaii.edu/offices/cc/arpd/index.php>

List below any data elements related to the Unit.

Hawaii Community College 2014 Academic Support Services Annual Report of Program Data Tutoring Services

Part I: Program Quantitative Indicators

Overall Program Health: **Healthy**

Student and Faculty Information		Program Year		
		11-12	12-13	13-14
1	Annual Unduplicated Student Headcount	4,754	4,424	3,998
2	Annual FTE Faculty	126	131	137
2a	Annual FTE Staff	125	135	140
3	Annual FTE Student	2,281	2,114	1,976

Demand Indicators		Program Year			Demand Health Call
		11-12	12-13	13-14	
4	Unduplicated number of students tutored in one-on-one sessions per student FTE	2,062	0.4	0.5	Healthy
5	Unduplicated students enrolled in Dev/Ed classes who were tutored per number of students enrolled in Dev/Ed classes		0.4	0.4	

Efficiency Indicators		Program Year			Efficiency Health Call
		11-12	12-13	13-14	
6	Tutor contact hours per tutor paid hours in one-on-one sessions		2.0	2.3	Healthy
7	Duplicated number of students tutored in groups per tutor paid hours		0	0	
8	Tutoring Budget per student contact hours		\$15	\$18	

Effectiveness Indicators		Program Year			Effectiveness Health Call
		11-12	12-13	13-14	
9	Students who receive tutoring should pass their tutored course	1	1	2	Healthy
Community College Survey of Student Engagement (CCSSE)		Survey Year			
		2010	2012	2014	
10	4.h. Tutored or taught other students				
	Mean	1.44	1.44	1.47	
	Very Often	2.6%	3.4%	1.9%	
	Often	7.5%	6.9%	8.5%	
	Sometimes	20.9%	20.2%	24.0%	
	Never	68.9%	69.5%	65.6%	
11	13.1.d. Frequency of using peer or other tutoring				
	Mean	1.47	1.55	1.52	
	Often	7.4%	10.9%	10.5%	
	Sometimes	21.1%	20.5%	22.4%	
	Rarely/Never	47.7%	46.1%	49.7%	
	N/A	23.7%	22.6%	17.4%	
12	13.2.d. Satisfaction with peer or other tutoring				
	Mean	2.09	2.17	2.26	
	Very	17.2%	21.9%	25.4%	
	Somewhat	27.4%	29.8%	28.6%	
	Not At All	12.3%	11.0%	9.1%	
	N/A	43.1%	37.3%	36.8%	
13	13.3.d. Importance of peer or other tutoring				
	Mean	2.24	2.34	2.29	
	Very	44.7%	51.0%	47.0%	
	Somewhat	34.5%	31.6%	35.0%	
	Not At All	20.8%	17.4%	18.0%	
14	13.1.e. Frequency of using skill labs - writing, math, etc.				
	Mean	1.74	1.72	1.73	
	Often	15.1%	15.6%	16.5%	
	Sometimes	26.1%	24.8%	24.8%	
	Rarely/Never	34.9%	37.6%	37.9%	
	N/A	23.9%	22.0%	20.8%	
15	13.2.e. Satisfaction with skill labs - writing, math, etc.				
	Mean	2.22	2.23	2.31	
	Very	21.2%	21.9%	28.0%	
	Somewhat	32.5%	29.8%	32.0%	
	Not At All	7.7%	11.0%	7.1%	
	N/A	38.7%	37.3%	32.9%	
16	13.3.e. Importance of skill labs - writing, math, etc.				
	Mean	2.35	2.35	2.35	
	Very	53.0%	52.2%	52.3%	
	Somewhat	28.7%	30.9%	30.6%	
	Not At All	18.3%	16.9%	17.0%	

Last Updated: November 24, 2014

B. ARPD Data Analysis -- Pertains to only Library, Technology Resources, Testing Service, and Tutoring Service.

Based on the data from the ARPD, analyze the unit's strengths and weaknesses in terms of demand, efficiency, and effectiveness.

- Based on data, determine and justify Health Calls – Healthy, Cautionary, Unhealthy
- If this Unit is scheduled for Comprehensive Review, analyze Unit over 3 years.

Demand Health	Efficiency Health	Effectiveness Health
<p>Demand – Healthy</p> <p>Strengths:</p> <ul style="list-style-type: none"> • Demand for TLC/HKATC tutoring services is healthy as evidenced by the following data: • The percentage of unduplicated number of students tutored in one-on-one sessions per student FTE was 51% in AY 14, up from 40% in AY 13. This scored in the healthy category of the scoring rubric. • The percentage of unduplicated students enrolled in Dev/Ed classes who were tutored per number of students enrolled in Dev/Ed classes was 44%, placing it in the healthy category of the scoring rubric. <p>Weaknesses:</p> <ul style="list-style-type: none"> • Because data for tutoring services only reflect TLC, the percentage of unduplicated students enrolled in Developmental Education classes who were tutored may be higher because students may be receiving tutoring from other programs. 	<p>Efficiency – Healthy</p> <p>Strengths:</p> <p>Efficiency is healthy as evidenced by the following data:</p> <ul style="list-style-type: none"> • AY 14 - Tutor contact hours per tutor paid hours in one-on-one sessions was 2.3, placing it in the healthy category of the scoring rubric. There was an increase from AY13 at 2.0. • AY 14 - Tutoring budget per student contact hours was \$18.00, placing it in the healthy category of the scoring rubric. <p>Weaknesses:</p> <ul style="list-style-type: none"> • AY -14 Although the budget is healthy, \$18.00, it increased from \$15.00 from the previous year. 	<p>Efficiency – Healthy</p> <p>Strengths:</p> <p>Efficiency is healthy as evidenced by the following data:</p> <ul style="list-style-type: none"> • AY 14 - Tutor contact hours per tutor paid hours in one-on-one sessions was 2.3, placing it in the healthy category of the scoring rubric. There was an increase from AY13 at 2.0. • AY 14 - Tutoring budget per student contact hours was \$18.00, placing it in the healthy category of the scoring rubric. <p>Weaknesses:</p> <ul style="list-style-type: none"> • AY -14 Although the budget is healthy, \$18.00, it increased from \$15.00 from the previous year. <p>Effectiveness – Healthy</p> <p>Strengths:</p> <ul style="list-style-type: none"> • Effectiveness is healthy as evidenced by the following data: • AY-14 CCSSE survey results (averaged mean score) was 2.0 (1.99 round up), placing it in the healthy category but close to cautionary score of 1.9. • Persistence rate was 71%, placing it in the healthy category • The passing rate of tutored students was 77% , placing it in the healthy category, it increased 2% from 68% from the previous year. <p>Weaknesses:</p> <p>None</p>

Overall Health

Healthy

C. Other Data, Trends & Factors -- Report non-ARPD data, trends or factors that can be used to analyze the unit's strengths and weaknesses.

- Provide any non-ARPD data and a brief analysis in terms of the Unit's demand, efficiency and effectiveness, e.g., a summary of Satisfaction Survey Results, special studies and/or instruments used, e.g., CCSSE, etc.
- Describe trends including comparisons to any applicable standards, such as government regulations, national standards from accrediting associations, etc.
- Describe any external factors affecting the unit or additional unit changes not included elsewhere.

Example:

There is a national trend toward on-line training, which requires expensive technological advancements and curriculum development.

Bureaucratic restrictions limit OCET's flexibility to be innovative, collaborative and entrepreneurial.

CHART #1: TLC Data for 2012, 2013 and 2014 AY

TLC	TLC 2011-2012	TLC 2012-2013	TLC 2013-2014
Personnel			
Student Assistants/Tutors	50	41	54
Faculty Coordinator	1	1	1
Assigned Faculty (9 contact hours)	4	4	4
Ed. Spec.	1	1	1
Support Staff Office Manager	1	1	1
Statistics			
# of Student Contacts	20,309	16,627	13,691
# of Students Unduplicated	2,062	1,959	1,740
# of HawCC Students	1,651	1,526	1,358
# of UHH Students	409	428	380
# of non-HawCC/UHH Students	2	5	3
Make up tests	184	289	235
General Study	2,038	1,994	1,951
Reading	7,667	6,015	4,829
Writing	1,672	1,336	1,626
Math	1,580	2,029	2,059
ESL	1,160	1,421	987
Courses	101	105	102
Computer Internet, e-mail, word processing	5,719	3,165	1,769

Equipment			
# of Computers	50	50	48
# of Printers	5	5	5
# of Copiers	1	1	1
Budget			
General Funds	80,000	80,000	75,380
UHH FWS	5,250	5,250	5,250
HawCC FWS	7,000	4,000	4,000
Supplies	20,000	15,000	20,000
Total Funds	112,250	104,250	104,630

CHART #2: HKATC Data for 2012, 2013, and 2014 AY

HKATC	HKATC 2011-2012	HKATC 2012-2013	HKATC 2013-2014
Personnel			
Office Assistants/Tutors	6	12	13
Ed. Spec.	2	2	2
Statistics			
# of Student Contacts	28,251	30,409	26,303
# of Students Unduplicated	3,622	3,867	N/A**
# of HawCC Students	3,275	3,512	N/A**
# of UHH Students	153	186	N/A**
# of non-HawCC/UHH Students	194	169	N/A**
Distance tests	1,512	2224	2701
Placement tests	1,809	1896	1410
Make up tests	453	449	215
Special testing	42	106	23
General Study	24,434*	25,732*	21,954*
Writing	34	132	89
Math	85	229	277
Equipment			
# of Computers	75	75	75
# of Printers	10	9	9
# of Copiers	1	1	1

*General Study included the following: Reading, Writing, Math, ESL, Courses, and Computer Internet, e-mail, and word processing.

** Due to data system program malfunction, this data could not be retrieved.

Note: Writing and Math number are those who met one on one with tutors assigned to HKATCmu*-

APPENDIX A

UNIT LEARNING OUTCOME: Students who receive tutoring will pass their tutored course. (System-wide common SLO)

Based on the system-wide common learning outcomes, the average pass rate for students who received tutoring was 66%. This number may seem low, but when compared to the 47% pass rate for students who didn't receive tutoring, it is a 19% improvement. Furthermore, students who received tutoring 5 times or more passed their classes at a significantly higher rate of 72%.

Non-Tutored vs. Tutored for Fall-Spring Semesters

	2010 - 2011	2011- 2012	2012-2013	2013-2014	2011-2014 Average
Non-tutored students who passed their classes	45%	46%	49%	54%	48%
*Students who receive tutoring (At least once or more) will pass their tutored courses	64%	65%	68%	74%	67%
Students who received tutoring (5 or more times) will pass their tutored course	72%	76%	72%	81%	75%

***Common Student Learning Outcome**

Data results indicate that students who were tutored at least once or more had a higher course success rate than non-tutored students. For AY 14, HawCC average pass rate is at 74% which is higher than the systems 66%. The percent increase in the pass rate of tutored versus non-tutored students was 20% (Average) in AY 14. In addition, the percent increase in the rate of students who were tutored five times or more versus non-tutored students (average for AY 2011-2014) was 26%. 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.

The following chart provides data on students who were non-tutored, tutored at least one-four times, and tutored five times or more by subject area.

Non-Tutored vs. Tutored Students by Subject Area

Subject	Non-Tutored Ave. % passing	Tutored (At least one or more times) Ave. % passing	Tutored (five times or more) Ave. % passing
Reading			
F2010 Spr2011	34%	68%	50%
F2011 pr2012	27%	65%	78%
F2012	37%	69%	76%

Spr 2013			
F2013 Spr 2014	54%	73%	78%
Average	38%	69%	71%
Writing F2010 Spr2011	43%	55%	59%
F2011 Spr2012	41%	63%	68%
F2012 Spr2013	47%	65%	68%
F2013 Spr 2014	52%	75%	75%
Average	46%	65%	68%
MATH F2010 Spr2011	49%	67%	77%
F2011 Spr2012	53%	69%	90%
F2012 Spr2013	54%	68%	66%
F2013 Spr 2014	63%	71%	75%
Average	55%	69%	77%
ESL			
F2013 Spr2014	42%	75%	89%

Averaging AY11-14 percentages, students in reading (31%), writing (19%), and math (14%) 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 (33%), writing (22%), and math (22%) when tutored five or more times. New for AY14, is data for ESL students. Although their curriculum required student to receive tutoring, some do not attend. ESL data clearly show that students who receive tutoring correlates to higher passing percentages. 33% of those that receive tutoring passed their classes and those who were tutored more than 5 times increase pass rates by 39%.

PERSISTENCE

NON-TUTORED

TUTORED

Term	Headcount	Persist Count	% Reenrolled	Headcount	Persist Count	% Reenrolled
Fall 2010- Spring 2011	2367	1723	72%	649	540	83%

Fall 2011- Spring 2012	2391	1662	70%	774	616	80%
Fall 2012- Spring 2013	2316	1557	67%	699	518	74%
Fall 2013 Spring 2014	2351	1684	71.63%	689	488	70.83%

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

To determine the effectiveness of tutoring on persistence rate, data on students tutored in business, ESL, math, reading, writing, nursing, and general content subjects were monitored. The outcome of tutored students reenrolling the following semester was 11% (Fall 2010), 10% (Fall 2011), and 7% (Fall 2012) higher than those students who did not use TLC services. Fall 2013 saw a 1% decline. But, those who came for tutoring 5+ times showed persistence rate at 75.72% which is 5% higher than those that did not receive tutoring.

Aside from individual tutoring, small group tutoring sessions, and a having a social support environment, students may take advantage of and benefit from the support services. Although not the only reason for students' persistence, these factors may contribute and influence their decisions to reenroll the following Spring semester. The system discontinued use of this measures because of all the outside factors contributing to persistence rate.

Part II: Analysis of the Unit

A. Alignment with Institutional Mission & Learning Outcomes (ILOs)

1) College Mission Alignment

Hawai'i Community College (HawCC) promotes student learning by embracing our unique Hawai'i Island culture and inspiring growth in the spirit of "E`Imi Pono." Aligned with the UH Community Colleges system's mission, we are committed to serving all segments of our Hawai'i Island community.

Copy/Paste from your 2012-2013 Unit Review, your description of how this Unit supports the College's Mission. Review and revise as you feel necessary. The description you finalize in the field below will be input into PATH for future reports.

Example:

The unit supports the UH Community College's mission by providing:

- *access to post-secondary education in Hawaii*
- *training workforce needed in the State, the region, and internationally*
- *opportunities for personal enrichment, occupational upgrading and career mobility through non-credit courses and activities*
- *contributions that stimulate the cultural and intellectual life of the community*

The College's mission and Institutional Learning Outcomes (ILOs) are embedded in the Centers' mission by providing services, "that support and enhance academic development for the college community..." The Centers have evolved over the years to keep up with the needs of our diverse student population, rapidly changing technology, instructional delivery methods, and researched-based best practices to promote quality support for students and faculty. Aligned with HawCC's vision, the Centers focus on providing a supportive learning environment where students can improve or enhance their lives academically, professionally, and/or personally to become productive citizens of a global community.

2) ILO Alignment

a) ILO1: *Our graduates will be able to communicate effectively in a variety of situations.*

Copy/Paste from your 2012-2013 Unit Review your description of how this Unit supports ILO1. Review and revise as you feel necessary. The description you finalize in the field below will be input into PATH for future reports. If Unit does not support this ILO, write "No alignment to ILO1."

Example:

OCET provides a wide range of professional development workshops that help participants improve their communication skills as well as many online classes with topics such as Keys to Effective Communication and Grant Writing. Test preparation classes include a review of written communication skills. Short-term international programs for students visiting from abroad focus on basic communication skills in English.

TLC/HKATC supports this first ILO by assisting students with reading, writing, and English as a Second Language. Helping students develop good reading skills familiarizes them with the written word which increases their vocabulary. A good reader develops a better understanding of the structure of language and in turn becomes a better writer. Improving writing skills encourages students to communicate more readily with their instructors, their peers, and finally within their community. Assisting students who are non-native speakers to acquire a better knowledge of English will encourage them to communicate with native speakers more easily and often. Having good communication skills gives the students confidence which is important for them in becoming independent learners.

The following are excerpts of responses from tutors who felt they supported this ILO when tutoring in their subject

area:

- This semester I have been privileged to work as an ESL and writing tutor at HawCC's Learning Center. In doing so, I have worked with students to help them achieve HawCC's Institutional Learning Outcomes. The primary outcome in that I have facilitated development is number 1: "Our graduates will be able to communicate effectively in a variety of situations".

I have worked with students on their verbal and written communication skills, as well as their comprehension and processing of others' written and verbal communications.

I encouraged students to speak freely on topics in which they were knowledgeable, this way they were comfortable and could focus on language production. I asked prompting questions that would elicit long responses requiring description and explanation, but could be provided using basic grammar and vocabulary.

In their written work, I aided students with their organization, allowing them to more freely express their points in a way that flowed clearly and efficiently. I noticed that as students felt they were understood when communicating simple ideas, they gained confidence when tackling more complex concepts and were less afraid to step out of their comfort zones.

I think it is most important to promote a student's confidence. Start simple and then work towards the complex.

For next semester, the ESL group has talked about implementing a series of workshops for the students to help with simple, yet common, grammatical errors. Hopefully this can be achieved :) AY14

- In order to work towards Institutional Learning Outcome #1, I try to help students to communicate openly regarding the ideas about which they write so that they are able to practice expressing themselves in spoken as well as in written conversations. When tutoring students in both ESL and Writing, I encourage them to express their thoughts and opinions clearly and effectively by having them discuss openly what their thoughts are rather than just reading what they have written down. This way, their communication skills can improve significantly from the opportunity not only to explain, but to back up their ideas and viewpoints. AY 15
- Being able to effectively communicate in both spoken and written contexts is crucial as one moves forward from the academic to working world. One can take the skills they have learned for these situations and apply them into other aspects of their lives. What I emphasize the most when helping students is clarity and organization of ideas. By being as clear and organized as possible, your point will come across in the most effective way and it saves time and unnecessary confusion. AY 15
- ...we help bridge the gap that students often feel between themselves and their teachers.
- As writing tutors, we offer a direct correlation between becoming effective writers and effective communicators.
- I work to help students convey their ideas in an organized and accurate manner so that they can effectively communicate in various situations. With good communication comes empowerment and confidence...
- In writing and ESL, I assist students to express their ideas or feelings on paper. Effective communication is occurring both ways by the student expressing their feelings and me asking the appropriate questions to get them thinking.

- Through valuable discussions and meaningful interactions, tutoring sessions open the door for exceptional dialogue and receptive discussions.

b) ILO2: *Our graduates will be able to gather, evaluate and analyze ideas and information to use in overcoming challenges, solving problems and making decisions.*

Copy/Paste from your 2012-2013 Unit Review your description of how this Unit supports ILO2. Review and revise as you feel necessary. The description you finalize in the field below will be input into PATH for future reports. If Unit does not support this ILO, write “No alignment to ILO2.”

Students coming to TLC/HKATC are assisted in gathering, evaluating, and analyzing ideas and information in a variety of ways. This is what is better known as critical thinking. Being able to think critically helps students to overcome challenges, solve problems and make decisions that will affect the rest of their lives. Helping students develop good math and reading skills will help them develop good critical thinking skills. Math is a logical science that presents a set pattern of variables to be followed to come to an exact answer. Reading is a more difficult application that asks the reader to extract information from the ideas put forth in order to gain knowledge and draw conclusions. These different methods of analysis prepare students for the challenges of problem solving in making important life decisions.

The following are excerpts of responses from tutors who felt they supported this ILO when tutoring in their subject area:

- As a math tutor, it is my responsibility to give students the skills "to gather, evaluate, and analyze ideas and information to use in overcoming challenges, solving problems, and making decisions." Our philosophy at the math desk is to help students to become independent learners and to make them not solely dependent on the tutors. When a student comes in, often we will work through an example or two and give the student the skills and the analytic reasoning that they need to be able to do more problems on their own. From that point, we leave the student to themselves until they have another question. The fact that we don't have to help the student with every problem shows that we are giving them the skills they need to become more independent learners. AY14
- My name is Erica and I have been a tutor for Hawaii Community College for the past year and a half. During this time, I have helped many students with their assignments and self-esteem. Most importantly, I have seen them develop the ability to “gather, evaluate and analyze ideas and information to use in overcoming challenges, solving problems and making decisions,” as well as “communicate effectively in a variety of situations.” One example is a student who came in at the beginning of the spring 2014 semester who was timid, scattered, and intimidated by her English 100 class. She explained that she was only good at typing memos and not developing essays. Over the semester she developed the skills necessary to choose a topic, brainstorm, gather resources, and produce a final draft. She even won a scholarship award for submitting one of her essays. AY14
- Working at the reading desk, I've seen lots of students come to us trying to make sense of the information they're given daily by their instructors. Though not often due to a lack of effort on their part, sometimes students simply need help seeing things a different way. In my own experience with students I've gone over a variety of different methods to try and help them not only understand, but grow as well. From reading out loud to acting stories out (to an extent), I've tried all kinds of tricks to help them understand, and from what

I've seen in those short periods of time I've witnessed quite the improvement. I think the reason for this is that rather than simply trying to understand their work, I try to help them understand themselves. I know that may sound very zen and more than a bit cheesy but, more often than not, all it really comes down to is making the student feel comfortable with their own reading style. Everybody reads and processes information differently, but most are only taught to read one way. Sure it may work for some but there are times where an individual approach has to be taken. This is where we as tutors come in, and I'm more than happy to play my part. AY14

- When tutoring most subjects, I find it very helpful to have the student explain what the class has covered so far and where the student is having problems. What is it he/she is not grasping? What doesn't he/she understand? Once this is established, I can more easily determine what to work on. One of the best strategies is to ask questions to get students thinking. Writing: "How do you feel about the topic you're writing about?" "What would you like to convey to the audience you're writing for?" "What are some ideas that support your major theme?" Another good strategy is to have the student speak aloud either by reading an essay or stating the steps to follow in solving a proof for Logic. When an essay is read aloud, students tend to find sentence structure and grammar errors more easily. When solving a logic proof, if students have trouble recognizing the patterns of the rules as they apply to the solution, then having them speak aloud each step usually helps them to see how it all fits together. I have seen many students have "aha" moments using the talk-it-out method. This can help them to approach the next essay or the next proof with more confidence that they are becoming more independent in their learning. These strategies help to develop skills that will assist them in not only the rest of their academic career, but on into the future.
- This semester, I felt like a lot of my job as a tutor involved giving students confidence in themselves. A majority of the time, I could see that the skills to gather, evaluate, and analyze ideas were already present; I simply needed to show them what they were already capable of. This often occurs when I help students answer questions based on a passage that they have read. First I will ask a student what kind of information do they have available to help them answer the question. What do you know from this passage? How do you know what you know? I then establish if they understand what the question is asking them. What are they asking you? I have found that often the problem lies in misinterpretation of the question itself and will help clarify. Then, I ask them to give me a possible answer and prove to me why that is the correct one. What do you think the answer is? Why do you think that? By asking them this, they must map out their thinking process for me which allows them to really delve into the problem and analyze it. If the student is correct on their initial try, this technique teaches them to be confident in their answer and their capabilities. If their initial answer is incorrect, we are still able to legitimize their thought process while still encouraging the student to search for more information that can lead them to the correct answer. I see why you chose that answer, but is there a better answer? Why did you choose that instead? How do you know? I will typically sit with a student for a small amount of time and repeat this process with each new passage/question. I find that soon after, I am able to step away, and the student will begin to ask themselves those very same questions and arrive at the correct answer. The entire process, I feel, essentially helps the student to see that they have everything they need in front of them and in their heads. What is required is that they really evaluate the available information and gain confidence in their answer by double-checking and analyzing the question. AY15
- In relation to everyday situations, students will be able to employ the learned skills/strategies that were put into use while completing schoolwork, and apply them to daily situations that require critical thinking, and problem-solving, in turn, overcome challenges.
- With regard to Institutional Learning Outcome #2, when working with students who have an assignment that requires them to interpret and analyze data and the ideas of others, I try to make sure that they fully understand these ideas and the perspective from which they are presented by offering some discussion on

this data and asking the student how the data might be similar to or differ from their own findings; this way, the student can understand the supporting points as well as the arguments against their idea and strengthen their understanding and their argument. AY 15

- By showing students how to gather, evaluate, and analyze information effectively, I am providing students with problem solving tools that will help them overcome the challenges they face throughout life.
- ...math is all about being able to analyze what you know and use it to solve problems. Of course, life doesn't usually just throw formulas at us, so I encourage the students to really try hard with word problems (which are the hardest problems in a math book). If they can become adept at pulling out the important information from a paragraph of text and then setting up the problem, they can transfer this to all of their other classes.

c) ILO3: *Our graduates will develop the knowledge, skills and values to make contributions to our community in a manner that respects diversity and Hawaiian culture.*

Copy/Paste from your 2012-2013 Unit Review your description of how this Unit supports ILO3. Review and revise as you feel necessary. The description you finalize in the field below will be input into PATH for future reports. If Unit does not support this ILO, write "No alignment to ILO3."

Hawaii Community College is a culturally diverse institution. This speaks highly of the community as a whole since there are so many different cultures that have come together to live on this island. When local students come to TLC/HKATC, they come in already having the experience of living with different cultures. When students from other places come here, they are being immersed in that cultural diversity and gaining great knowledge of a collective community. The Centers cater to this diversity not only by assisting students that are learning English as a Second Language, but by also having a culturally diverse staff that is sensitive to the needs of the community. Students who come to the Centers for tutoring, leave with the knowledge, skills and values they need to make contributions to the community in a manner that respects diversity and the Hawaiian culture.

The following are excerpts of responses from tutors who felt they supported this ILO when tutoring in their subject area:

- When working to achieve Institutional Learning Outcome #3, it is especially important to be aware of and sensitive to the diversity of backgrounds from which students at The Learning Center come and how our community benefits from the contribution of people of all different cultures and upbringings. In one case, I worked with a student who was working on a paper regarding the history of Hawaii and the current attempts to revitalize Hawaiian language and culture. To help the student move forward with their main point, I suggested that the student think about the cultural and societal implications of revitalization of Hawaiian culture and what it means to have a Hawaiian identity in the midst of the great diversity of the islands. The student was encouraged to discuss the emergence of a 'modern' Hawaiian culture and identity that is not limited solely to native Hawaiians, as the residents of Hawaii come from all different backgrounds, and presented possible plans for moving forward with the revitalization of Hawaiian culture. Many students have great ideas and skills that would benefit our community with their forward-thinking and cultural sensitivity, but can have trouble expressing themselves or putting their ideas into words. Because of this, for all Institutional Learning Outcomes it is important that we encourage students to express themselves. AY 15 When students develop the things we teach them, they develop knowledge and values that allow them to make positive contributions to our community, which not only benefits our academic community but also benefits our whole community.

- One of the biggest steps in learning a culture is to learn the language and it is gratifying to see people in ESL learn about a different culture alongside the acquisition of the language.
- I firmly believe that people learn and teach one another through effective communication, critical thinking, and in conjunction with the practice of Hawaiian culture, the community benefits.

B. Strengths and Weaknesses

1) Strengths (Top 3 defined)

State Strength	Using supporting evidence, describe why this is a strength
<i>Example:</i> OCET hires knowledgeable and responsive instructors	<i>Example:</i> Class evaluations showed that 98% of students agreed or strongly agreed that the instructors were knowledgeable about the class subject matter and 96% agreed or strongly agreed that the instructors were responsive to their learning needs.
S1 High Demand for tutoring	For AY 14, 1007 unduplicated students out of 1976 Student FTE were tutored in one-on-one sessions. 547 unduplicated students out of 1233 enrolled in rem/dev classes received tutoring
S2 Efficiency cost per session	For AY 14, Approximately two students were tutored in an hour in one-on-one sessions at a cost of \$18.00 per tutor.
S3 Effectiveness	AY14 CCSSE results average mean score was 2.1 (last year 2.0) in the sometimes/somewhat range for frequency, satisfaction, and importance for tutoring and use of skill labs. This score falls in the "Healthy" range in the tutoring scoring rubric.

2) Weaknesses (Top 3 defined)

State Weakness	Using supporting evidence, describe why this is a Weakness	Proposed solution
<i>Example:</i> Lack of island-wide professional staffing	<i>Example:</i> Program coordinators are based in East Hawaii which makes it difficult to design classes for the West Hawaii community. Many classes are cancelled due to not knowing the community as well as best ways to market classes in Kona. 47% of the classes scheduled in Kona were cancelled due to low enrollment.	<i>Example:</i> Hire a program coordinator for West Hawaii (see Resource Implication).
W1 Effectiveness of tutoring	74% of the students passed their classes with tutoring. The goal is to raise the pass rates to 70% and above to get specific classes off the gatekeepers list and to help students be successful at the next level course. For AY14, this was not a weakness anymore but we will strive to maintain this high score.	Continue present practice, develop support activities in area tutoring
W2 Demand – data	Better data collection need to be	Use of Starfish

collection difficult	implemented for tracking and reporting purposes. This is done by multiple instruments and need to be compiled and take many man hours to complete at various levels.	
W3 Effectiveness	AY 14 - According to CCSSE, the mean score of 1.52 (AY 13 was 1.55) was given for frequency of using peer or other tutoring. If this number could be increased, students may become more actively engaged and more likely to learn and persist toward achieving their academic goals.	Continue advertisement and work with faculty and student affairs to support students. Use Starfish tool

Part IIIA: Unit Outcomes and Assessment

A. Unit Outcome(s) Assessed -- *List the Unit Outcome(s) assessed during this reporting period.*

Example: (UO1) OCET will provide training that is relevant to the needs of the Hawaii Island community

Unit Outcome for Tutoring

1. TLC/HKATC will provide tutoring services for students to support their success in their academic endeavors
2. TLC/HKATC will provide computer access for students (In HKATC combined report on computer usage)
3. TLC/HKATC will provide the College and community with testing services (HKATC Report)

B. Expected Level of Achievement -- *Describe the different levels of achievement for each characteristic of the learning outcome(s) that were assessed. That represented "excellent," "good," "fair," or "poor" performance using a defined rubric and what percentages were set as goals for student success; i.e. 85% or more participants will choose "Strongly Agree" or "Agree" when asked whether OCET successfully provides training relevant to the needs of the Hawaii Island community on course evaluation.*

Strategy 1: Maintain the high 74% of the students who receive tutoring will pass their courses (see tutoring rubric - effectiveness). TLC/HKATC Evaluations regarding qualitative measure will exceed 80%. Qualitative data will be collected and be at 80% at the agree to strongly agree levels.

Strategy 2: 10% increase of student usage of the Centers, especially for high risk students and those enrolled in STEM related classes.

Strategy 3: Results in Testing Program Review for HKATC. AY14

C. Assessment Strateg(y/ies) & Instrument(s) -- *Describe what, why, where, when, and from whom assessment artifacts were collected.*

Example: OCET seeks community feedback on personal and professional training needs via evaluation forms collected at the conclusion of every course, as well as through focus groups.

Strategy/Instrument 1: TLC/HKATC implemented the following assessment activities to provide effective and increased number of students/faculty use of tutoring services, especially for writing and math (where students are walk-ins) and at HKATC where tutoring services began in 2010:

1. Area Coordinators informed faculty and lecturers about TLC/HKATC services through DCs' meetings.
2. Flyers were posted around campus and in student/faculty orientation packets and services were advertised via website.
3. Tutors were encouraged to complete their College Reading and Learning Association (CRLA) tutor certification and Area Coordinators conducted in-service training for tutors.

The following methods were used to assess and measure this unit outcome:

1. Faculty/student survey questions related to satisfaction with tutoring services were distributed to all students and faculty members using TLC/HKATC services at the end of the Fall 2013 semester. In addition to the usual TLC/HKATC evaluations, TLC will be using the student evaluations from the Reading and ESL area. Results and comments were compiled and shared with TLC/HKATC staff, Area

Coordinators, and tutors and strategies on how services could be improved were discussed.

2. Student contact statistics of use of tutoring services for the 2013-2014 academic year was compiled and analyzed.

Strategy/Instrument 2: *In HKATC report*

Strategy/Instrument 3: *In HKATC report*

D. Results of Unit Assessment - Provide a summary of assessment results.

Example: Out of 998 total response, 78% Strongly Agree and 21% Agree that OCEET provides training that is relevant to the needs of our island community. OCET has offered 162 courses with 2,211 attendees to meet workforce and personal enrichment needs, some of which are repeat customers. OCET provides offer various courses at varying times of the day, week and year to better meet the needs of individuals and businesses. It is important that OCET continually seek innovative ways to conduct training and provide course topics that are most relevant to the community's needs.

For AY14, The performance rate of 90% set for students feeling that their learning increased as a result of tutoring services was met. An average of 97% of the 246 students rated the Centers in the strongly agree/agree category in helping them to improve their overall performance and become more independent as a student.

The performance rate of 90% set for faculty feeling that their student s' learning increased as a result of tutoring was also met. ELECTRONIC Survey in SPR 2012 (for action in 13-14) indicated that 100% and 100% (TLC and HKATC respectfully) of the faculty surveyed felt that their tutoring expectations were met and their students' learning increased as a result of tutoring services. In addition, both TLC and HKATC faculty gave positive ratings on the effectiveness of the tutors and overall services of the Centers.

For AY14, there was a decrease in Writing tutor contacts (33%) and a substantial increase in Math tutor contacts (21%) when compared to the previous academic year at HKATC. Due to the malfunction of HKATC's data collecting system, the number of unduplicated students, UHH students and non-UH students were not available for this year's statistics. For Writing, the unduplicated number of courses increases by .5% and the unduplicated number of teachers increase by 18%. The decrease in Writing sessions may have been affected by tutor availability and lower enrollments. For Math tutoring, the total number of session increase by (33%), the unduplicated number of course increased by (77%), and the number of unduplicated faculty referring students increased by 58%. The number of students using HKATC's tutoring services is a positive sign that students and faculty are taking advantage of the resources and services available to promote student success. This finding supports one of the Academic Support Services Outcomes.

Data results for TLC writing tutoring indicated an increase in the total number of tutoring sessions (23%), increase in unduplicated number of classes (76%), and an increase in the unduplicated number of teacher referrals (54%). Possible reasons for this increase could be attributed to the advertising and classroom visitations. TLC math tutoring results indicated an increase in total number of sessions (4%), increase in unduplicated number of classes (214%), and an increase in unduplicated number of teachers (96%). It was great to see the increase in students and faculty using math tutors and resources for both HKATC and TLC, since they are STEM related fields.

Assessment Results – charts/data/analysis and rubrics used

Results of Unit Assessment

(What were the results of the assessment and the conclusions based on the results? Include the sampling results and detailed discussions that led to the conclusions)

Unit Outcome #1

HKATC MATH			
Academic Year	Total number of sessions	*Unduplicated number of classes	**Unduplicated number of teachers
2012 – 2013	229	13	12
2013 – 2014	277	23	19
% Increase	21%	77%	58%

TLC MATH			
Academic Year	Total number of sessions	*Unduplicated number of classes	**Unduplicated number of teachers
2012 – 2013	1974	22	25
2013 – 2014	2059	69	49
% Increase	4%	214%	96%

*Unduplicated number of classes referring students for math assistance

**Unduplicated number of teachers referring students for math assistance

HKATC/TLC MATH			
Academic Year	Total number of sessions	*Unduplicated number of classes	**Unduplicated number of teachers
2012/2013 to 2013/2014 Average % Increase	12.5%	145.5%	77%

Unit Outcome #1

Statistics of Students/Faculty Use of Math Tutoring Services

Total number of sessions, unduplicated number of classes, and unduplicated number of teachers using the Centers (TLC and HKATC average percent) for STEM related classes exceeded the “ increase of 10% goal” set for the expected level of achievement. It was interesting to note that there was a high percentage increase in the unduplicated number of classes using both Centers. That is a positive sign that more math related classes are seeking support and assistance from the Centers.

Math 001 ABCD In-Class Tutoring

During the Spring 2014 semester, an in-class tutor was provided to assist a Math 001 ABCD class. The tutor worked with the instructor by providing assistance in small groups or individually with students in-class and out of class tutoring sessions. Students in Math 1A and 1B exceeded the 70% pass rate which was the expected level of achievement set for passing their courses. However, students in Math 1C and 1D did not meet the expected level of achievement, making this unit outcome partially met. It appeared that as the sequence got more difficult, the pass rate dropped.

A comparison of two math 001 ABCD classes taught by the same instructor was conducted to further analyze the effectiveness of the in-class tutoring. Results indicated that spring 2014 (in-class tutoring) math 001 class compared to spring 2009 (non-tutored) math 001 class yielded higher numbers of students passing 1A and 1B levels and majority of those passing scored "A" grades. However, in-class tutoring had little impact in the success rates at the 1C and 1D levels. The reasons affecting the low number of pass rates at the 1C and 1D levels need to be further explored. Perhaps a new strategy needs to be implemented at those levels to achieve successful results.

**Tutored vs Non-Tutored MATH 001
Spring 2014 compared to Spring 2009**

	Tutored	Non Tutored	% increased
Course	2014 % Passing	2009 % Passing	Passing
MATH 1A	84	79	5%
MATH 1B	76	64	12%
MATH 1C	52	52	0
MATH 1D	48	43	5%

Spring 2014 Grade Breakdown (CRN 16276, 16277, 16278, 16279)

	Math 1A	Math 1B	Math 1C	Math 1D
A	21	14	12	11
B	0	1	1	1
C	0	4	0	0
D	0	0	0	0
F	3	5	11	12

W	1	1	1	1
Total	25	25	25	25

Spring 2009 Grade Breakdown (CRN 18027, 18028, 18029, 18030)

	Math 1A	Math 1B	Math 1C	Math 1D
A	11	7	9	10
B	5	7	3	1
C	3	2	2	1
D	1	0	0	4
F	4	8	12	11
W	0	1	1	1
Total	24	25	27	28

**APPENDIX B
2013 ANNUAL REPORT OF PROGRAM DATA
TLC/HKATC TUTORING RUBRIC**

Area	Benchmark	Scoring
<p>1) Demand</p> <p>Unduplicated number of students tutored in one-on-one sessions per student FTE</p> <p><u>Source: #4</u></p> <p>Unduplicated number of students enrolled in Dev/Ed classes who were tutored</p> <p><u>Source: #5</u></p>	<p>40% - 50% Healthy 30% - 39% Cautionary 20% - 29% Unhealthy</p> <p>40% - 50% Healthy 30% - 39% Cautionary 20% - 29% Unhealthy</p>	<p>2 = Healthy 1 = Cautionary 0 = Unhealthy</p> <p>2 = Healthy 1 = Cautionary 0 = Unhealthy</p> <p>Average the two use the scoring final "Demand" 1.5 - 2.0 Health 0.5 - 1.0 Cauti 0.0 - 0.4 Unhe</p>
<p>2) Efficiency</p> <p>Tutor contact hours per tutor paid hours in one-on-one sessions</p> <p><u>Source: #6</u></p> <p>Tutoring Budget per student contact hours</p> <p><u>Source: #8</u></p>	<p>1.5 - 2 Healthy 0.5 - 1.4 Cautionary 0.0 - 0.4 Unhealthy</p> <p>\$15 - 25 Healthy 26 - 35 Cautionary 36 - 45 Unhealthy</p>	<p>2 = Healthy 1 = Cautionary 0 = Unhealthy</p> <p>2 = Healthy 1 = Cautionary 0 = Unhealthy</p> <p>Average the two use the scoring final "Efficiency" 1.5 - 2.0 Healthy</p>

		0.5 – 1.0 Cautionary 0.0 – 0.4 Unhealthy
3) <u>Effectiveness</u> Students who receive tutoring should pass their tutored course <u>Source: #9</u> CCSSE survey results <u>Source (Average): #10, 11, 12</u> Persistence (fall to spring)	70% - 80% Healthy 60% – 69% Cautionary 50% – 59% Unhealthy 2.0 – 3 Healthy 1.0 – 1.9 Cautionary 0.0 – 0.9 Unhealthy Healthy: 70% or higher Cautionary: 50% - 69% Unhealthy: < 50%	2 = Healthy 1 = Cautionary 0 = Unhealthy 2 = Healthy 1 = Cautionary 0 = Unhealthy 2 = Healthy 1 = Cautionary 0 = Unhealthy Average the three scores “Effectiveness” Healthy 1.5 – 2.0 = Healthy 0.5 – 1.0 = Cautionary 0.0 – 0.4 = Unhealthy
4) <u>Overall Health</u>	Average health call score from Demand, Efficiency, and Effectiveness	1.5 – 2.0 Healthy 0.5 – 1.0 Cautionary 0.0 – 0.4 Unhealthy

Changes Implemented as a result of Assessment	Evaluation of the changes that were implemented
<i>Change 1:</i> See above assessment results: Assessment Report Spring 2014	<i>Evaluation of Change 1:</i> See above assessment results: Assessment Report Spring 2014
<i>Change 2:</i>	<i>Evaluation of Change 2:</i>

E. Next Steps – *Based on your experience with Assessment so far, what do you plan to do in the future? Include any changes that are planned for the Unit as a result of Unit Outcome assessments. For example, changes to rubrics, changes to level of expectation, changes to services provided, etc.*

The following are TLC's next steps in improving tutoring services in AY 15:

1. Continue advertisement for tutoring services for both TLC and HKATC.
2. Implement Starfish software as a data management tool, as a check in system for students, and create a system for communication with student, faculty, and student affairs.

Part IIIB: Course Assessment & 20% Course Review

(Section IIIB pertains only to units with courses)

A. Course Assessment

1) Course(s) Assessed -- List the course(s) (Alpha/#) assessed during this reporting period.

Example:

Courses: SUBS 140, 245, 268

PLO#1: Satisfy the addiction studies educational requirements for Hawaii State Department of Health Alcohol and Drug Division 'S (ADAD) Certification:

Embedded in PLO#1 are PLO 's 2, 3, 4, & 5

2) Expected Level of Achievement -- Describe the different levels of achievement for each characteristic of the learning outcome(s) that were assessed. That represented "excellent," "good," "fair," or "poor" performance using a defined rubric and what percentages were set as goals for student success; i.e. 85% of students will achieve good or excellent in the assessed activity."

3) Assessment Strateg(y/ies) & Instrument(s) -- Describe what, why, where, when, and from whom assessment artifacts were collected.

Example: SAMPLING- College records for seven (all) 2009 program graduates

Strategy/Instrument 2:

Strategy/Instrument 3:

Strategy/Instrument 4:

4) Results of Course Assessment -- Provide a summary of assessment results.

Example: RESULTS: 86% (6/7) program graduates met or exceeded expectations: completed SUBS 140,245, 268 with a "C" grade or better. 1/7 students received an incomplete grade.

Changes Implemented as a result of Assessment	Evaluation of the changes that were implemented
Change 1:	Evaluation of Change 1:

<i>Change 2:</i>	<i>Evaluation of Change 2:</i>

5) Next Steps -- *Based on your experience with Assessment so far, what do you plan to do in the future? Include any changes that are planned for the Unit as a result of course assessments. For example, changes to rubrics, changes to level of expectation, any Unit and/or curriculum modifications, etc.*

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B. 20% Course Review

1) Courses Reviewed -- *List the Course Alpha/Number and Course Title of courses that were reviewed in AY 2013-2014.*

Course Alpha Number	Course Title

2) 20% Course Review Schedule -- *Input the Program's 20% Course Review Schedule for the next 5 years. If a schedule cannot be located, refer to HAW 5.250 Course Review Policy (<http://hawaii.hawaii.edu/ovcadmin/admin-manual/haw5-250.pdf>) to create a new schedule.*

Course Alpha Number	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019

Part IV Action Plan

A. Previous Goals (Unit Actions) & Planning

- Report all new and uncompleted goals from your 2012-2013 report. If your unit is included in the Academic Master Plan (AMP) Appendix, you should use the list of unit actions listed for your unit in the AMP Appendix, except for crossed out items. (<http://hawaii.hawaii.edu/docs/academic-master-plan-appendix-priority-actions.pdf>)
- Review and specify which unit actions were addressed/completed during Review Period AY 2013-2014.
- Give a progress report for each unit action that is not yet address/completed and describe the degree to which the goal was achieved over the review period.
- If listed in the AMP, specify unit actions that are no longer being pursued by the unit and should be deleted from the AMP.

Goals /AMP Unit Actions	Progress Evaluation & Evidence of Achievement
<p><i>Examples:</i> Goal: Increase opportunities for island-wide training AMP 29.3: Outreach to departments who have not used library services</p>	<p><i>Examples:</i> Delivered ag training island-wide. Seeking partnership w/new online vendor. Need to find other methods in addition to email.</p>
<p>Goal (or AMP #.#) FOR 13-14 Unit Outcome #1:</p> <p>TLC/HKATC implemented the following assessment activities to provide effective and increased number of students/faculty use of tutoring services, especially for STEM (math) related classes:</p> <ul style="list-style-type: none"> • Advertised tutoring support services • Area Coordinators informed faculty and lecturers about TLC/HKATC services through DCs' meetings. • Flyers were posted around campus and in student/faculty orientation packets and services were advertised via website. • Classroom visitations were scheduled where tutors presented five minute orientations of Centers' services and resources. • Provided in-class tutoring for Math 001ABCD class • Scheduled math tutor for in-class tutoring. • Tutor worked with instructor by providing assistance in small groups or individually with students in-class and out of class tutoring sessions. 	<p>FOR 13-14 Performance Rate for Unit Outcome #1:</p> <p>Total number of sessions, unduplicated number of classes, and unduplicated number of teachers' usage of the Centers, especially for students enrolled in STEM related classes, will increase by 10%. HKATC/TLC Math increased in all areas above the 10% goal. Percentage increase were 12.5%, 145% and 77% respectively for the areas stated above.</p> <p>Overall student contacts decreased for both TLC and HKATC. Noticeable decreases for TLC were in Reading and ESL. HKATC most notable decrease was in placement, make up testing and general study. Some of the drop in contacts could be due the decrease in overall enrollment.</p> <p>In class tutoring support showed that students in Math 001A and 1B exceeded the 70% pass rate which with the expected level of achievement for passing the courses. However, student in Math 1 C and D did not meet the expected level of achievement. It seem that as the material got harder, students had a more difficult time. In class tutoring continues to be offered through grant support.</p> <p>The following methods were used to assess and measure this unit outcome:</p> <ol style="list-style-type: none"> 1. Contact statistics of use of math tutoring services for the 2013-2014 academic year was compiled, analyzed,

	<p>and included in this June 30, 2014 Assessment Report.</p> <p>2. Data from in-class course completion rates, course retention, and progress of students were compiled, analyzed, and included in this June 30, 2014 Assessment Report.</p>
<p>Goal 2 Unit Outcome #3 (Note: This outcome will appear in the Testing Program Review)</p> <ul style="list-style-type: none"> HKATC created COMPASS and DE testing manuals that can be used as a training and reference resources to provide the College and community with efficient and effective testing services. 	<p>FOR 13-14 Performance Rate for Unit Outcome #3: (In Testing Report)</p> <p>The following methods were used to assess and measure this unit outcome:</p> <ul style="list-style-type: none"> COMPASS and DE Testing Manuals will have been completed. Survey questions will have results in the 90%-100% (Healthy) range using the HKATC testing rubric.
Goal 3	

B. New Goals (Action Strategies) and Alignment – Describe New Goals, if any

Define Goal (Action Strategy) 1

<p>Goal 1 -- <i>Example: Reduce non-credit course cancellation rates to less than 20%.</i></p>
<p>Establish Starfish in TLC to increase tutoring contacts</p>

Alignment of Goal 1 to ILO(s)

<p>Explain how Goal 1 aligns with ILO(s) and provide supporting rationale</p>
<p><i>Example: Goal 1 aligns with ILO1. By reducing the cancellation rate of courses, there will be more opportunities to provide training to help improve students' communication skills that will contribute to an educated workforce.</i></p>
<p>ILO 1: Our graduates will be able to communicate effectively in a variety of situations.</p>
<p>ILO 2: Our graduates will be able to gather, evaluate and analyze ideas and information to use in overcoming challenges, solving problems and making decisions.</p>
<p>ILO 3: Our graduates will develop the knowledge, skills and values to make contributions to our community in a manner that respects diversity and Hawaiian culture.</p>

Note: See Tutors comments in Part II, ILO Alignment. During the process of tutoring all ILOs are covered by various areas. Use of Starfish will increase student contacts which will further assure students meet these ILOs.

Alignment of Goal 1 to Strategic Plan (SP)

http://hawaii.hawaii.edu/docs/HawCCStrategicPlan_20082015_102909.pdf

Explain how Goal 1 aligns with an Action Strategy in the Strategic Plan (SP). Include SP Reference(s) and provide supporting rationale. If Goal 1 does not align with a listed strategy, explain how it aligns to a SP Performance measure. Then, propose a new action strategy in the next field.

Example: Goal 1 aligns with A.2.1 Increase enrollment in regions and with groups who are underserved by making sure course offerings are what our communities are asking for and concentrate on offering in rural areas.

Strategic plan reference to performance measure ILO#1 - 2.3 action strategy d, ILO#2 - A2.4 action strategy f, ILO#3 - B.3 action strategy c. Data will be collected by TLC and Starfish to determine # of contacts and the success rate of students who received tutoring.

The addition of Starfish feature will increase student contacts with referrals from faculty, and student services. To improve student success in ESL, mini workshops will be provided in the ESL lab. The Reading lab will add short stories with exercise questions to improve students reading performance. The English and Math Labs will create additional worksheet and study guides to support student success. Qualitative data will be used to determine student and faculty perception regarding satisfaction of tutorial and center services. Surveys to be used include TLC/HKATC evaluation, reading lab evaluation, and ESL lab evaluation

Proposed New SP Action Strategy/Strategies (if applicable) – *If Goal 1 does not align with a listed HawCC Action Strategy, indicate above how it aligns with a Performance Measure, and then use the field below to propose a new Action Strategy to be added to the HawCC Strategic Plan. New action strategies should be written in generalized terms so that other Programs and Units could also align their goals to them in the future.*

Alignment of Goal 1 to Academic Master Plan (if applicable)

Academic Master Plan: http://hawaii.hawaii.edu/docs/HawCCStrategicPlan_20082015_102909.pdf

AMP Appendix: <http://hawaii.hawaii.edu/docs/academicmasterplanappendixpriorityactions.pdf>

Check this box if your Unit is not currently listed in AMP but would like to be added in the next revision.

Indicate which Academic Master Plan (AMP) Action Priorities Goal 1 aligns with (if applicable) and provide supporting reasoning.

	STEM	Graduation Remediation Workforce	Student Transfer	Underserved Populations	Green Curricula	Program Development
Implement Starfish		X				X

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<p>UH System Collaboration (if applicable)</p> <ul style="list-style-type: none"> • include collaboration efforts w/other campuses • include alignment with the UHCC Initiatives http://uhcc.hawaii.edu/OVPCC/ (listed on the left of John Morton's picture).
<p><i>Example: The new statewide online registration system will help to improve marketing efforts, access to course information and registration, and data tracking.</i></p>
<p>Starfish is also being used at other campuses in the CC system.</p>

Calendar of planned activities for Goal 1 -- *In chronological order, briefly describe the procedures/activities planned to achieve Goal 1*

Activity	When will the activity take place
<p><i>Example:</i></p> <ol style="list-style-type: none"> 1. Determine base cancellation rate. 2. Improve marketing strategies 3. Monitor enrollment beginning four weeks prior to scheduled class date and increase marketing efforts. 	<p><i>Example:</i></p> <ol style="list-style-type: none"> 1. Completed for this Annual Review 2. Ongoing with training and collaboration efforts 3. Ongoing as new strategies are implemented Spring/Summer 2015
Implement Starfish Project	Spring 2015

Define Goal (Action Strategy) 2

Increase student success rate in Remedial/Development classes and target STEM courses using Starfish
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Alignment of Goal 2 to ILO(s)

Explain how Goal 2 aligns with ILO(s) and provide supporting rationale
ILO 1: Our graduates will be able to communicate effectively in a variety of situations.
ILO 2: Our graduates will be able to gather, evaluate and analyze ideas and information to use in overcoming challenges, solving problems and making decisions.
ILO 3: Our graduates will develop the knowledge, skills and values to make contributions to our community in a manner that respects diversity and Hawaiian culture.

Note: See Tutors comments in Part II, ILO Alignment. During the process of tutoring all ILOs are covered by various areas. Increasing tutor contacts targeting this population will be possible with the implementation of Starfish.

Alignment of Goal 2 to Strategic Plan (SP)

http://hawaii.hawaii.edu/docs/HawCCStrategicPlan_2008-2015_10-29-09.pdf

Explain how Goal 2 aligns with an Action Strategy in the Strategic Plan (SP). Include SP Reference(s) and provide supporting rationale. If Goal 2 does not align with a listed strategy, explain how it aligns to a SP Performance measure. Then, propose a new action strategy in the next field.

In the AMP, which aligns with Strategic Plans A2.3, A2.4, and B.3, TLC/HKATC stated as a priority that it will look for ways to provide tutoring options for students in courses with low success rates and especially for those students who are in the STEM programs

Proposed New SP Action Strategy/Strategies (if applicable) – *If Goal 2 does not align with a listed HawCC Action Strategy, indicate above how it aligns with a Performance Measure, and then use the field below to propose a new Action Strategy to be added to the HawCC Strategic Plan. New action strategies should be written in generalized terms so that other Programs and Units could also align their goals to them in the future.*

Alignment of Goal 2 to Academic Master Plan (if applicable)

Academic Master Plan: http://hawaii.hawaii.edu/docs/HawCCStrategicPlan_2008-2015_10-29-09.pdf

AMP Appendix: <http://hawaii.hawaii.edu/docs/academic-master-plan-appendix-priority-actions.pdf>

Check this box if your Unit is not currently listed in AMP but would like to be added in the next revision.

	STEM	Graduation Remediation Workforce	Student Transfer	Underserved Populations	Green Curricula	Program Development
Increase student success rate in Remedial/Development classes and target STEM courses using Starfish		X				X

UH System Collaboration (if applicable) –

- include collaboration efforts w/other campuses
- include alignment with the UHCC Initiatives <http://uhcc.hawaii.edu/OVPCC/> (listed on the left of John Morton's picture).

Calendar of planned activities for Goal 2 -- *In chronological order, briefly describe the procedures/activities planned to achieve Goal 2*

Activity	When will the activity take place
Increase Total number of sessions, unduplicated number of classes, and unduplicated number of teachers' usage of the Centers, especially for students enrolled in STEM related classes. With the implementation of Starfish, we are anticipating an increase in contacts. Flyers will be distributed on both campuses to promote all services. A flyer to advertise tutorial math services seek to support student success in STEM areas.	Fall 2014 / Spring 2015

Define Goal (Action Strategy) 3

Alignment of Goal 3 to ILO(s)

Explain how Goal 3 aligns with ILO(s) and provide supporting rationale

Alignment of Goal 3 to Strategic Plan (SP)

http://hawaii.hawaii.edu/docs/HawCCStrategicPlan_2008-2015_10-29-09.pdf

Explain how Goal 3 aligns with an Action Strategy in the Strategic Plan (SP). Include SP Reference(s) and provide supporting rationale. If Goal 3 does not align with a listed strategy, explain how it aligns to a SP Performance measure. Then, propose a new action strategy in the next field.

Proposed New SP Action Strategy/Strategies (if applicable) – <i>If Goal 3 does not align with a listed HawCC Action Strategy, indicate above how it aligns with a Performance Measure, and then use the field below to propose a new Action Strategy to be added to the HawCC Strategic Plan. New action strategies should be written in generalized terms so that other Programs and Units could also align their goals to them in the future.</i>
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Alignment of Goal 3 to Academic Master Plan (if applicable)

Academic Master Plan: http://hawaii.hawaii.edu/docs/HawCCStrategicPlan_2008-2015_10-29-09.pdf

AMP Appendix: <http://hawaii.hawaii.edu/docs/academic-master-plan-appendix-priority-actions.pdf>

	<p>Check this box if your Unit is not currently listed in AMP but would like to be added in the next revision.</p>
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	STEM	Graduation Remediation Workforce	Student Transfer	Underserved Populations	Green Curricula	Program Development

<p>UH System Collaboration (if applicable) –</p> <ul style="list-style-type: none"> include collaboration efforts w/other campuses <p>include alignment with the UHCC Initiatives http://uhcc.hawaii.edu/OVPCC/ (listed on the left of John Morton's picture).</p>

Calendar of planned activities for Goal 3 -- *In chronological order, briefly describe the procedures/activities planned to achieve Goal 3*

Activity	When will the activity take place

Part V: Resource Implications

A. Cost Item 1

Description	Type <ul style="list-style-type: none"> ● Personnel ● Facilities ● Equipment ● Health/Safety ● Others (Define) 	Estimated Cost
<i>Example: 1.0 fte APT B, West Hawaii</i>	<i>Personnel</i>	\$55,000
None		

Alignment of Cost Item 1 to Strategic Plan (SP)

<p>Explain how Cost Item 1 aligns with the Strategic Plan (SP). Include SP Reference(s) and provide supporting rationale</p>
<p><i>Example: Cost Item 1 aligns with SP A1.1 (Increase Native Hawaiian enrollment by 3% per year particularly in regions that are underserved.) by ...</i></p>

Alignment of Cost Item 1 to Academic Master Plan (AMP) (if applicable)

<p>Explain how Cost Item 1 aligns with the Academic Master Plan (AMP) Action Priorities.</p>
<p><i>Example: Cost Item 1 aligns with Action Priority Underserved Populations because additional equipment is necessary to provide greater access to students.</i></p>

Alignment of Cost Item 1 to Strength(s)

<p>Explain how Cost Item 1 aligns with Unit Strengths (From Part II. Section C). Address and provide supporting rationale. If there's no alignment, write "No Alignment."</p>
<p><i>Example: No Alignment</i></p>

Alignment of Cost Item 1 to Weaknesses(s)

<p>Explain how Cost Item 1 aligns with Weaknesses (From Part II. Section C). Address and provide supporting rationale. If there's no alignment, write "No Alignment."</p>

B. Cost Item 2

Description	Type <ul style="list-style-type: none"> ● Personnel ● Facilities ● Equipment ● Health/Safety ● Others (Define) 	Estimated Cost

Alignment of Cost Item 2 to Strategic Plan (SP)

<p>Explain how Cost Item 2 aligns with the Strategic Plan (SP). Include SP Reference(s) and provide supporting rationale</p>

Alignment of Cost Item 2 to Academic Master Plan (AMP) (if applicable)

<p>Explain how Cost Item 2 aligns with the Academic Master Plan (AMP) Action Priorities.</p>

Alignment of Cost Item 2 to Strength(s)

<p>Explain how Cost Item 2 aligns with Unit Strengths (From Part II. Section C). Address and provide supporting rationale. If there's no alignment, write "No Alignment."</p>

Alignment of Cost Item 2 to Weaknesses(s)

<p>Explain how Cost Item 2 aligns with Weaknesses (From Part II. Section C). Address and provide supporting rationale. If there's no alignment, write "No Alignment."</p>

C. Cost Item 3

Description	Type <ul style="list-style-type: none"> ● Personnel ● Facilities ● Equipment ● Health/Safety ● Others (Define) 	Estimated Cost

Alignment of Cost Item 3 to Strategic Plan (SP)

Explain how Cost Item 3 aligns with the Strategic Plan (SP). Include SP Reference(s) and provide supporting rationale

Alignment of Cost Item 3 to Academic Master Plan (AMP) (if applicable)

Explain how Cost Item 3 aligns with the Academic Master Plan (AMP) Action Priorities.

Alignment of Cost Item 3 to Strength(s)

Explain how Cost Item 1 aligns with Unit Strength (From Part II. Section C). Address and provide supporting rationale. If there's no alignment, write "No Alignment."

Alignment of Cost Item 3 to Weaknesses(s)

Explain how Cost Item 3 aligns with Weakness (From Part II. Section C). Address and provide supporting rationale. If there's no alignment, write "No Alignment."

Part VI: Justification for Unit Existence

Write a brief statement describing the value of this Unit to the College. Is your Unit sustainable? If so, briefly state why. If not, briefly state why the College should continue to support your Unit.

(Sources include Industry Validation, ARPD Data Validation, and Other Data, Trends & Factors.)

The Results of Assessment for AY14 provides justification for the importance of providing Tutoring and general student academic support services.

1. ARPD Results: Overall Healthy designation for Demand, Efficiency, and Effectiveness
2. CCSSE Tutoring activities/awareness/usage results score in the Healthy area
3. Student Satisfaction in overall rating for Tutoring makes a difference in student success! For AY14, An average of 97% of the 246 students rated the Center in the strongly agree/agree category in helping them to improve their overall performance and become more independent as a student.
4. Faculty in the ELECTRONIC Survey indicated that 100% (both TLC and HKATC) of the faculty surveyed felt that their tutoring expectations were met and their students' learning increased as a result of tutoring services. In addition, both TLC and HKATC faculty gave positive ratings on the effectiveness of the tutors and overall services of the Centers.
5. For AY14, there was a decrease in Writing tutor contacts (33%) and a substantial increase in Math tutor contacts (21%) when compared to the previous academic year at HKATC. Due to the malfunction of HKATC's data collecting system, the number of unduplicated students, UHH students and non-UH students were not available for this year's statistics. For Writing, the unduplicated number of courses increases by .5% and the unduplicated number of teachers increase by 18%. The decrease in Writing sessions may have been affected by tutor availability, tutoring offered by other support services and lower enrollments. For Math tutoring, the total number of session increase by (33%), the unduplicated number of courses increased by (77%), and the number of unduplicated faculty referring students increased by 58%. The number of students using HKATC's tutoring services is a positive sign that students and faculty are taking advantage of the resources and services available to promote student success. This finding supports one of the Academic Support Services Outcomes.
6. Data results for TLC writing tutoring indicated an increase in the total number of tutoring sessions (23%), increase in unduplicated number of classes (76%), and an increase in the unduplicated number of teacher referrals (54%). Possible reasons for this increase could be attributed to the advertising and classroom visitations. TLC math tutoring results indicated an increase in total number of sessions (4%), increase in unduplicated number of classes (214%), and an increase in unduplicated number of teachers (96%). It was great to see the increase in students and faculty using math tutors and resources for both HKATC and TLC, since they are STEM related fields.
7. Demand for Open Lab general study and computer usage at both HKATC and TLC are continuing. At the HKATC, general study makes up 84% of their overall contact (21,954 out of 26,303) At TLC general study (including computer/internet, word processing) makes up 27% of their overall contacts (3,720 out of 13,369).