

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	2010-2012 Average
Non-tutored students who passed their classes	45%	46%	49%	47%
*Students who receive tutoring (At least once or more) will pass their tutored courses	64%	65%	68%	66%
Students who received tutoring (5 or more times) will pass their tutored course	72%	76%	72%	73%

*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. The percent increase in the pass rate of tutored versus non-tutored students (average for 2010-2012 AY) was **19%**. In addition, the percent increase in the rate of students who were tutored five times or more versus non-tutored students (average for 2010-2012 AY) 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 Spr2012	27%	65%	78%
F2012 Spr 2013	37%	69%	76%
Writing F2010 Spr2011	43%	55%	59%
F2011 Spr2012	41%	63%	68%
F2012 Spr2013	47%	65%	68%
MATH F2010 Spr2011	49%	67%	77%
F2011 Spr2012	53%	69%	90%
F2012 Spr2013	54%	68%	66%

Averaging 2010-2012 AY percentages, students in reading (**34%**), writing (**17%**), and math (**16%**) 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 (**35%**), writing (**21%**), and math (**25%**) when tutored five or more times. Data for ESL students was not available because their curriculum required them to receive tutoring.

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	2921	2003	69%	94	72	76%

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.

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

Area	Benchmark	Scoring																																																																		
<p>1) <u>Demand</u></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>	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; text-align: center;">40% - 50%</td> <td style="width: 33%; text-align: center;">Healthy</td> <td style="width: 33%;"></td> </tr> <tr> <td style="text-align: center;">30% - 39%</td> <td></td> <td></td> </tr> <tr> <td style="text-align: center;">Cautionary</td> <td></td> <td></td> </tr> <tr> <td style="text-align: center;">20% - 29%</td> <td></td> <td></td> </tr> <tr> <td style="text-align: center;">Unhealthy</td> <td></td> <td></td> </tr> <tr> <td colspan="3"> </td> </tr> <tr> <td style="text-align: center;">40% - 50%</td> <td style="text-align: center;">Healthy</td> <td></td> </tr> <tr> <td style="text-align: center;">30% - 39%</td> <td></td> <td></td> </tr> <tr> <td style="text-align: center;">Cautionary</td> <td></td> <td></td> </tr> <tr> <td style="text-align: center;">20% - 29%</td> <td></td> <td></td> </tr> <tr> <td style="text-align: center;">Unhealthy</td> <td></td> <td></td> </tr> </table>	40% - 50%	Healthy		30% - 39%			Cautionary			20% - 29%			Unhealthy						40% - 50%	Healthy		30% - 39%			Cautionary			20% - 29%			Unhealthy			<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%;">2 = Healthy</td> <td style="width: 33%;"></td> <td style="width: 33%;"></td> </tr> <tr> <td>1 = Cautionary</td> <td></td> <td></td> </tr> <tr> <td>0 = Unhealthy</td> <td></td> <td></td> </tr> <tr> <td colspan="3"> </td> </tr> <tr> <td>2 = Healthy</td> <td></td> <td></td> </tr> <tr> <td>1 = Cautionary</td> <td></td> <td></td> </tr> <tr> <td>0 = Unhealthy</td> <td></td> <td></td> </tr> <tr> <td colspan="3">Average the two scores together and use the scoring rubric to determine the final "Demand" Health call score:</td> </tr> <tr> <td>1.5 – 2.0</td> <td>Healthy</td> <td></td> </tr> <tr> <td>0.5 – 1.0</td> <td>Cautionary</td> <td></td> </tr> <tr> <td>0.0 – 0.4</td> <td>Unhealthy</td> <td></td> </tr> </table>	2 = Healthy			1 = Cautionary			0 = Unhealthy						2 = Healthy			1 = Cautionary			0 = Unhealthy			Average the two scores together and use the scoring rubric to determine the final "Demand" Health call score:			1.5 – 2.0	Healthy		0.5 – 1.0	Cautionary		0.0 – 0.4	Unhealthy	
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<p>2) <u>Efficiency</u></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>	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; text-align: center;">1.5 – 2</td> <td style="width: 33%; text-align: center;">Healthy</td> <td style="width: 33%;"></td> </tr> <tr> <td style="text-align: center;">0.5 – 1.4</td> <td style="text-align: center;">Cautionary</td> <td></td> </tr> <tr> <td style="text-align: center;">0.0 – 0.4</td> <td style="text-align: center;">Unhealthy</td> <td></td> </tr> <tr> <td colspan="3"> </td> </tr> <tr> <td style="text-align: center;">\$15 – 25</td> <td style="text-align: center;">Healthy</td> <td></td> </tr> <tr> <td style="text-align: center;">26 – 35</td> <td style="text-align: center;">Cautionary</td> <td></td> </tr> <tr> <td style="text-align: center;">36 – 45</td> <td style="text-align: center;">Unhealthy</td> <td></td> </tr> </table>	1.5 – 2	Healthy		0.5 – 1.4	Cautionary		0.0 – 0.4	Unhealthy					\$15 – 25	Healthy		26 – 35	Cautionary		36 – 45	Unhealthy		<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%;">2 = Healthy</td> <td style="width: 33%;"></td> <td style="width: 33%;"></td> </tr> <tr> <td>1 = Cautionary</td> <td></td> <td></td> </tr> <tr> <td>0 = Unhealthy</td> <td></td> <td></td> </tr> <tr> <td colspan="3"> </td> </tr> <tr> <td>2 = Healthy</td> <td></td> <td></td> </tr> <tr> <td>1 = Cautionary</td> <td></td> <td></td> </tr> <tr> <td>0 = Unhealthy</td> <td></td> <td></td> </tr> <tr> <td colspan="3">Average the two scores together and use the scoring rubric to determine the final "Efficiency" Health call</td> </tr> </table>	2 = Healthy			1 = Cautionary			0 = Unhealthy						2 = Healthy			1 = Cautionary			0 = Unhealthy			Average the two scores together and use the scoring rubric to determine the final "Efficiency" Health call																							
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<p>3) <u>Effectiveness</u></p> <p>Students who receive tutoring should pass their tutored course</p> <p><u>Source: #9</u></p> <p>CCSSE survey results</p> <p><u>Source (Average): #10, 11, 12</u></p> <p>Persistence (fall to spring)</p>	<p>70% - 80% Healthy</p> <p>60% - 69% Cautionary</p> <p>50% - 59% Unhealthy</p> <p>2.0 – 3 Healthy</p> <p>1.0 – 1.9 Cautionary</p> <p>0.0 – 0.9 Unhealthy</p> <p>Healthy: 70% or higher</p> <p>Cautionary: 50% - 69%</p> <p>Unhealthy: < 50%</p>	<p>2 = Healthy</p> <p>1 = Cautionary</p> <p>0 = Unhealthy</p> <p>2 = Healthy</p> <p>1 = Cautionary</p> <p>0 = Unhealthy</p> <p>2 = Healthy</p> <p>1 = Cautionary</p> <p>0 = Unhealthy</p> <p>Average the three scores for “Effectiveness”</p> <p>Health call score:</p> <p>1.5 – 2.0 = Healthy</p> <p>0.5 – 1.0 = Cautionary</p> <p>0.0 – 0.4 = Unhealthy</p>
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

small group tutoring sessions, and 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.

APPENDIX C
The Learning Center/Hale Kea Advancement and Testing Center
Early Assistance Referral Form For Tutoring

Student's Name _____ Course & Section _____
Instructor's Name _____ Date _____
Instructor's comment on reason for
appointment: _____

Directions: Please sign in at the front desk. Complete and return this form to your instructor to verify that you have gone for your tutoring session.

The Learning Center (Upper campus):
 Reading Writing ESL Math

Hale Kea Advancement and Testing Center (Manono campus):
 Writing Math

Material discussed: _____

Student's signature: _____ Tutor's Signature: _____

Date of visit: _____ Time in/out of
session: _____

What did you learn?: _____

The Learning Center/Hale Kea Advancement and Testing Center
Early Assistance Referral Form For Tutoring

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Directions: Please sign in at the front desk. Complete and return this form to your instructor to verify that you have gone for your tutoring session.

Appendix D

Tutoring P-SLOs

UNIT LEARNING OUTCOMES

TLC/HKATC will provide tutoring services for students to support their success in their academic endeavors.

Expected Level of Achievement

90% of the students and faculty using TLC/HKATC will feel their learning or their students' learning increased as a result of tutoring services.

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

Assessment Strategy/Instrument

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. Designed referral form to be used by faculty/lecturers to refer students to TLC/HKATC for early assistance. Special attention was given to students enrolled in classes that were connected to STEM (math classes) initiatives.
2. Area Coordinators informed faculty and lecturers about TLC/HKATC services through DCs' meetings.
3. Flyers were posted around campus and in student/faculty orientation packets and services were advertised via website.
4. Classroom visitations were scheduled where tutors presented five minute orientations of Centers' services and resources.
5. 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 2012 semester. 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 2012-2013 academic year was compiled and analyzed.
3. Focus group discussion on tutoring services and how it related to HawCC's ILOs was conducted during the Fall 2012 semester.

Results of Program Assessment

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 2012 semester. Results from the surveys indicated that a majority of the students felt the Centers met their tutoring needs. Both TLC and HKATC students positively felt that working with a tutor helped them improve their performance and felt that they were becoming more independent learners.

The Learning Center (TLC) STUDENT Evaluation Survey Fall 2011-2012

Percentages represent Strongly Agree/Agree Responses

Items	Fall 2011	Fall 2012
Number of evaluations	262	261
#6 Studying at TLC helps me improve my overall performance as a student	90%	89%
#7 My work in TLC is helping me learn to become more independent as a student	91%	89%
#10. My overall rating of TLC is (Percentages represent good to Excellent responses)	95%	93%

Hale Kea Advancement and Testing Center STUDENT Evaluation Survey Fall 2012

Percentages represent Strongly Agree/Agree Responses for #3 and #4

Items	Fall 2012
Number of evaluations	100
#3 Working with a tutor in the Center helps me improve my overall performance as a student	93%
#4 My work in the Center is helping me learn to become more independent as a student	97%
#6 My overall rating of the Hale Kea Advancement & Testing Center is (Excellent/Good)	97%

Student comments from TLC evaluations:

- *Thank you for the time and experience, in the world or the educational process, in order for one to move on to the next level, your various levels of assistance has been very beneficial.*
- *Thank you for providing a great place to better ourselves.*

Student comments from **HKATC** evaluations:

- It is a great place to come to study. The staff members are friendly and helpful.
- You are the most helpful and most polite building/center on the campus. I come to you for help when I'm lost. Thank you.

Similarly, results from the faculty survey indicated that 96.7% and 100% (TLC and HKATC respectfully) felt that their tutoring expectations were met and their students' learning increased as a result of tutoring services. Both TLC and HKATC faculty gave positive ratings on the effectiveness of the tutors and overall services of the Centers.

**The Learning Center (TLC) FACULTY Evaluation Survey
Fall 2011 -2012**

Percentages represent Good to Excellent Responses

Items	Fall 2011	Fall 2012
Number of evaluations	20	11
#2 Rate the overall services of TLC	95%	96.8%
#3 Please note the extent to which the Center meets your tutoring expectations	94.7%	96.7%
#7 Rate the effectiveness of TLC tutors	94.4%	93.1%

**Hale Kea Advancement and Testing Center FACULTY Evaluation Survey
Fall 2012**

Percentages represent Strongly Agree/Agree Responses for #3 and #4

Items	Fall 2012
Number of evaluations	10
#3 Staff at the Center are helpful and informative regarding services available at the Testing Center and HawCC	100%
#4 If your students used HKATC tutoring services, do you think their learning increased as a result of tutoring services?	100%
#6 My overall rating of the Hale Kea Advancement & Testing Center is (Excellent/Good)	100%

Comments from faculty **TLC** evaluations:

- *It's a place that's conducive to studying and students can get assistance from a variety of tutors.*
- *Provides students a place to study, use computers, take make-up tests, and go for tutoring.*

Comments from faculty **HKATC** evaluations:

- *The testing center is an extraordinary useful learning resource for my English classes. Students consistently report positive experiences with HKATC staff, tutors, and resources.*
- *I think expanding the space available for studying and computer use would be a good idea! This is the only decent study space on the lower campus.*

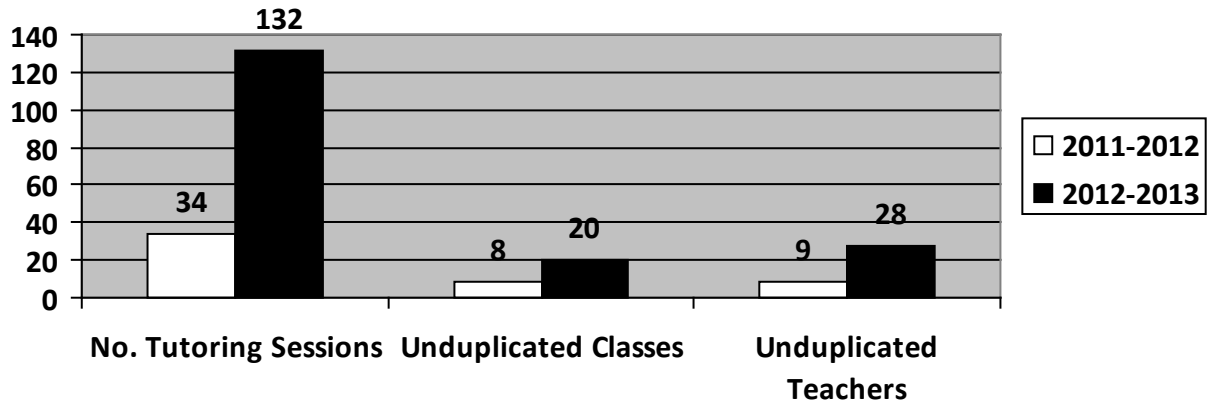
The expected level of achievement of “90% of the students and faculty using TLC/HKATC will feel their learning or their students’ learning increased as a result of tutoring services” have been met. Because a key component to providing effective tutoring service is having competent and well-trained tutors, TLC/HKATC staff and Area Coordinators will continue to provide the following:

- College Reading and Learning Association (CRLA) certification
- Tutor meetings and in-service training by Area Coordinators for the different subject areas
- Evaluation and individual conferences with tutors using performance based rubrics

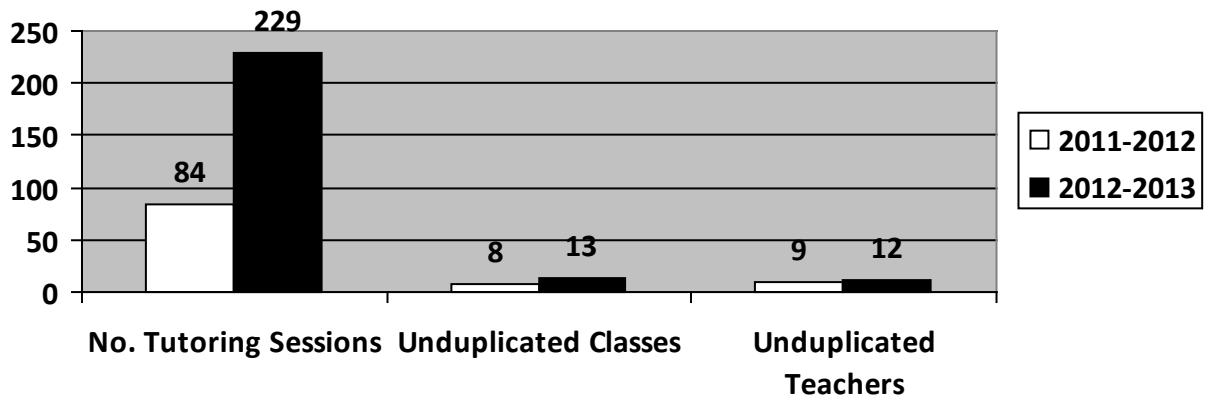
Area Coordinators continued to inform faculty/lecturers of TLC/HKATC services through department meetings and writing and math tutors were doing five minute classroom orientations of services, but there was still a need to implement a strategy to help those “at risk” or those students who were reluctant to seek assistance.

- An Early Assistance Referral Form for Tutoring was designed by the Centers’ staff and Area Coordinators in the Fall 2012 and implemented in Spring 2013 to increase: total number of tutoring sessions, unduplicated number of classes, and unduplicated number of teachers. Area Coordinators informed their faculty and lecturers about this intervention at DCs’ meetings and at tutor training sessions. There was a substantial increase at HKATC, when compared to the previous academic year, in student usage in both writing (288%) and math (173%) tutoring sessions. There was also a significant increase in the number of unduplicated writing (150%) and math (63%) classes as well as a significant increase in the unduplicated number of writing (211%) and math (33%) teachers using tutoring services at HKATC.

Hale Kea Writing Tutoring



Hale Kea Math Tutoring

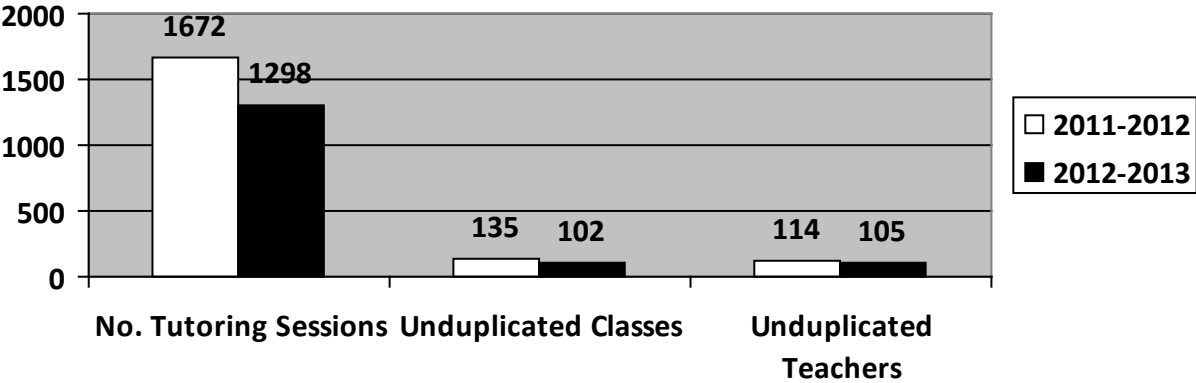


HKATC WRITING			
Academic Year	Total number of sessions	Unduplicated number of classes	Unduplicated number of teachers
2011 – 2012	34	8	9
2012 – 2013	132	20	28
% Increase	288%	150%	211%

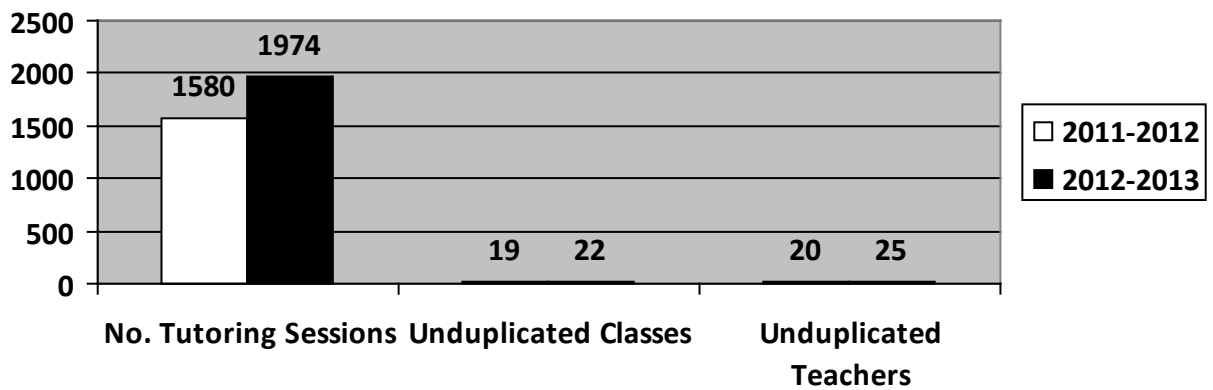
HKATC MATH			
Academic Year	Total number of sessions	Unduplicated number of classes	Unduplicated number of teachers
2011 – 2012	84	8	9
2012 – 2013	229	13	12
% Increase	173%	63%	33%

Data results for TLC writing tutoring indicated a decrease in total number of tutoring sessions, unduplicated number of classes, and unduplicated number of teachers. Possible reasons for this decrease could be attributed to the drop in enrollment, number and types of classes using the Center, and possibly students using HKATC resources as well as other resources on the upper campus. TLC math tutoring results indicated an increase in all areas, but not as significant as HKATC. 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.

TLC Writing Tutoring



TLC Math Tutoring



TLC WRITING			
Academic Year	Total number of sessions	Unduplicated number of classes	Unduplicated number of teachers
2011 – 2012	1672	135	114
2012 – 2013	1298	102	105
% Decrease	22%	24%	0.08%

TLC MATH			
Academic Year	Total number of sessions	Unduplicated number of classes	Unduplicated number of teachers
2011 – 2012	1580	19	20
2012 – 2013	1974	22	25
% Increase	25%	16%	25%

The expected level of achievement for “*Increase of student usage of the Centers, especially for high risk students and those enrolled in STEM related classes by 10%,” have been met, except for the TLC writing area.* Reminding faculty and lecturers of the Centers’ resources and of the value in referring their students may have played a role in increasing student/faculty usage.

In the Fall 2013 semester, an Early Alert system will be implemented campus-wide by the Counseling Department. TLC/HKATC will be a part of this campus-wide intervention that seeks to support students in connecting them with the necessary resources and help they need to develop a strategy for success.

Next Steps

Implement a tutor mentoring pilot project where two math tutors will be assigned to work with 10 students each for a designated Math ABCD class. These tutors will work four hours a week, each for 16 weeks, assisting students to successfully complete their course.