Academic Support Services
Tutoring Services

2019
ANNUAL REPORT OF PROGRAM DATA

UNIVERSITY *of* HAWAI'I®
HAWAI'I
COMMUNITY COLLEGE

1. Program Description

Statement and brief description of the program including a listing of the program level Student Learning Outcomes (SLOs) and/or Service Area Outcomes (SAOs).

The Learning Center (TLC) is an academic support program of Hawai'i Community College located on UH Hilo Campus. TLC maintain ties to instruction, provides faculty with an extension to their classroom, and various academic support services college-wide. TLC is committed to providing students with a variety of support services which contribute to academic success and learning. Our vision is to encourage and support student success through our five core values:

1. Respect diversity
2. Honor confidentiality
3. Demonstrate patience and compassion
4. Provide a safe learning environment
5. Promote independent learning and critical thinking

Peer tutoring services provide a supportive and encouraging learning environment where students learn and practice effective study skills techniques, become active participants in their learning process, and develop a positive approach to learning which facilitates the achievement of their academic goals.

Tutoring services primarily focus on reading, writing, ESL, and math support with an emphasis on co-requisite and developmental courses. Additional subject-specific tutoring support is offered in a wide range of classes and content areas. In addition to tutoring support, TLC provides a quiet study area, private study room for group tutoring sessions, an open lab for computers/independent study, make-up testing services, technology assistance (Laulima, STAR GPS, etc.) and workshops (study skills, math skills, writing skills, Accuplacer preparation). As a shared resource with the University of Hawai'i at Hilo, TLC also provides tutoring support for students enrolled at UH Hilo.

TLC is open Monday through Friday from 8:00 a.m. to 4:15 p.m. Tutoring services are provided from 9:00 a.m. to 4:00 p.m. (varies depending on tutor availability). Professional staff includes: one full time Faculty Center Coordinator, one full time Office Assistant IV (vacant since January 2018), one full time Educational Specialist A (vacant since September 2018), one Faculty Lab Instructor (assigned three credits to coordinate reading, writing, and ESL services), and one full time Professional Math Tutor. Student employees include three student assistants and up to 35 tutors.

Student Learning Outcomes (SLOs):
SLO-01 (system-wide): Students who receive tutoring will pass their tutored courses

Service Area Outcomes (SAOs):
SAO-01: Provide tutoring and academic support services to promote student success
SAO-02: Provide computer access for students
SAO-03: Provide make-up testing services to students

2. Analysis of the Program

Strengths and weaknesses in terms of demand, efficiency, and effectiveness based on an analysis of the Quantitative Indicators and surveys (located in the Appendix). Analysis for

subunits may be included; however, an overall analysis for Academic Support Services must be included.

Demand:

- Indicator #4, unduplicated number of students tutored in one-on-one sessions per student FTE, shows that TLC served 18 percent of the FTE (1401) for the 2018 – 2019 academic year.
- Indicator #5, unduplicated students enrolled in Dev/Ed classes who were tutored per number of students enrolled in Dev/Ed classes, shows that TLC provided tutoring services to 15 percent of the total number of unduplicated students enrolled in Developmental math and/or English.

Efficiency:

- Indicator #6, the number of tutor contact hours per tutor paid hour in one to one sessions is .73
- Indicator #8, the tutoring budget per student contact hour cost was $19 per hour

Effectiveness:

- Indicator #9, students who receive tutoring should pass their tutored courses, was assessed using student passing rates for students enrolled in developmental English and math. Data show that 65 percent of students enrolled in Developmental English and/or math passed either and/or both of their courses.

Analysis:

- According to the 2018 CCSSEE survey data, forty-nine percent of students rate the importance of peer tutoring as "very" important. Additionally, forty-five percent of students' surveyed rank the importance of skill labs (writing, math, etc.) as "very" important. However, sixty percent of students report "rarely/never" regarding the use of peer or other tutoring. Despite acknowledging the importance of tutoring services, a majority of students do not access these services which can account for the low number of students tutored to FTE.

- According to the CCSSEE survey, approximately twenty-six percent of students surveyed reported being "very" satisfied with peer or other tutoring. Although student contact to FTE is low, students who utilize TLC services do so frequently with an average of 8 contacts per student. This can be attributed to students' familiarity with TLC staff and tutors and satisfaction regarding the services provided.

- Efficiency of tutoring services is cautionary. The tutoring budget per student contact hour cost was set at $19. As reflected in Efficiency indicator #6, only .73 student contact hours per tutor paid hours were provided. Ideally, student tutor contacts should be at 1 or 1.5 to maximize tutor services and increase the number of unduplicated student contacts. In an effort to improve efficiency and increase the number of tutor to student contacts, in spring 2019, TLC implemented appointment based tutoring for the Writing desk with appointment limits set at 30 minutes.

- Tutoring effectiveness was determined using data of students enrolled in developmental math and English courses. Students enrolled in these courses who utilized tutoring services passed their tutored course which is positive. However, given the broad range of classes in which tutoring was provided, TLC was unable to identify an effective strategy to access the data.

3. Student Learning Outcomes

a) Unit Student Learning Outcomes and Service Area Outcomes are as follows:
SLO-01 (system-wide): Students who receive tutoring will pass their tutored courses
SAO-01: Provide tutoring and academic support services to promote student success
SAO-02: Provide computer access for students
SAO-03: Provide make-up testing services to students

b) Program SLOs/SAOs that have been assessed in the year of the Annual Review of Program Data.
SLO-01 (system-wide): Students who receive tutoring will pass their tutored courses
SAO-01: Provide tutoring and academic support services to promote student success

c) Assessment Results

SLO-01: Students who receive tutoring will pass their tutored courses

Students enrolled in DevEd courses (unduplicated)	Students enrolled in DevEd courses who attended tutoring sessions	Percentage of students enrolled in DevEd courses who attended tutoring and passed either or both courses (math/English)
272	38	65%

SAO-01: Provide tutoring and academic support services to promote student success

Academic Support Services:

Student Contacts	Tutoring	Computer Lab/Independent Study	Make-Up Testing	Total Contacts
Duplicated	**2200**	**872**	**204**	**3276**
Unduplicated	**254**	**133**	**76**	**463**

Supplemental Workshops: In Summer 2018, TLC provided Accuplacer Preparation Workshops for Math and College Skills workshops in Math and Writing in an effort to assist incoming students with placement preparation and readiness for college level math and writing. The professional math tutor, one math tutor, and one writing tutor were hired during the summer to assist with the development and implementation of the summer workshop offering. As an incentive for workshop participation, students were provided a waiver of the Accuplacer retake fee upon successful completion of the workshop sessions. The workshops focused on:
- Improving study skills (based on AVID) while reviewing algebra material from an NROC (National Repository of Online Courses) handbook

- Test taking strategies and additional online resources for learning math
- Peer/group learning
- Study skills including taking and reviewing notes for math, reading for math, and calculator use
- Accuplacer preparation for writing
- Essay basics including thesis development, sentence structure, editing, etc.

Academic Writing Prep/Accuplacer Prep for Writing	• 10 students registered for the Writing Skills workshop, 7 out of 10 (70 percent) participated consistently and subsequently registered for an English course for the fall 2018 semester • 5 out of 7 students (71 percent) passed at least one of their English courses in the semester immediately following workshop completion.
Accuplacer Math Prep Workshop	• 5 students registered, 2 students attended regularly (40 percent) • Student 1 took the Accuplacer Algebra (AAL) placement test following the workshop (6/29) and achieved a score of 270, successfully placing him in MATH 100 (AAL score 250–275). Student 2 went on to register for the subsequent Math Skills

Math Skills Workshop	• 10 students registered, 5 students regularly attended (50 percent)
	• Student Goals:
	    ○ Goal 1: Place into MATH 26
	    ○ Goal 2: Review math concepts in preparation for required math course
	• Outcomes:
	    ○ 3 students retook the Accuplacer and placed into Math 26. 2 of the 3 students did not enroll in the semester following the workshop. 1 student enrolled in QM120 and completed the course with an "A". 1 student enrolled in and completed Math 100 with an "A", 1 student did not retake the Accuplacer and did not enroll in any math course

A total of 14 students actively participated in summer workshop programming. Despite multiple outreach efforts which included Counselor referrals, emails and phone calls to student needing assistance with placement or "unable to place" results on Accuplacer assessment, enrollment in all workshops was low (total of 14 students). This can likely be attributed to the timing of the workshops as summer is a difficult time to recruit student participation in "volunteer" support services. Various scheduling and childcare challenges and an inability to dedicate 10 to 20 hours per week toward workshop participation can be barriers to student participation.

d) Changes that have been made as a result of the assessments.
- TLC continues to develop strategies to provide ongoing assistance to students that will assist with Accuplacer preparation and college readiness skill development.
- Continuation of Summer Workshops will need to be re-evaluated with the increase of students' use of self-placement qualifiers to enroll in college level courses and the subsequent decrease of Accuplacer testing
- MySuccess (Starfish) was configured to establish a referral system from the Hale Kea Advancement and Testing Center (HKATC) to identify and refer students to TLC for Accuplacer preparation assistance.

- Sign-in records were used to identify peak days and times for tutoring and tutors were scheduled to maximize availability in times of high demand.
- Recognizing appointments have historically run long, TLC conducted a review of sign in data. It was determined that a high number of students signed in for tutoring sessions that extended beyond an hour. In response, the writing desk implemented an appointment based system with appointment limits set to 30 minutes. The math desk did not feel it was necessary to implement appointment and instead established a "flag" system which allowed students to work independently and "raise their flag" when tutor assistance was needed.
- It is important to also note, that many students need deeper and more extensive support and at times, longer appointments are required based on individual student needs, particularly for students enrolled in developmental courses who need additional time and support.

4. Action Plan

Include how the actions within the plan support the college's mission. Action plans for subunits may be included; however, an overall action plan for Academic Support Services must be included.

1. Increase outreach efforts at the start of each semester to inform students of tutoring services on campus.
2. Conduct ongoing outreach at critical points in the semester (e.g. prior to midterms and finals).
3. Increase outreach to faculty and staff to provide information and updates on tutoring services; solicit feedback from faculty on ways to increase students' usage of TLC services.
4. Review appointment system to maximize the number of students that can be served throughout the day/week/month; identify strategies to increase appointments without an impact to the quality of tutoring services.
5. Identify data tools to monitor tutoring services and scheduling adjustments.
6. Expand tutoring services to the Manono Campus to meet the needs of students who do not have parking access on the UH Hilo Campus. Strategies include identifying a strategic location, increasing outreach to faculty located on the Manono campus, and increasing the use of in-class tutors to increase student engagement and continuous use of tutoring and academic support services.
7. TLC Coordinator will work with Administration and Human Resources to identify strategies to fill vacant positions to improve efficiency of tutoring services.
8. TLC will continue to focus on providing support services to students enrolled in developmental courses including expanding the use of in-class tutors. Previous in-class tutor support has not been shown to impact outcomes for students enrolled within those courses and additional faculty input and training will need to be developed.
9. TLC will hire part-time professional tutors in writing and math to maintain a consistent weekly schedule of work hours in the Learning Center for appointments and walk-ins. Additionally, part-time professional tutors will provide in-class tutoring support for targeted courses (e.g. developmental math and English) and serve as a mentor to peer writing and math tutors.

10. TLC will consult with the Institutional Research office to identify ways to collect student data including outcomes for students in tutored courses.

5. Resource Implications

(physical, human, financial) Resource implications for subunits may be included; however, overall resource implications for Academic Support Services must be included

- Manono Campus is a split campus and shares facilities with UH Hilo, with The Learning Center is physically located on the UH Hilo Campus. Students who are registered for courses only at the Manono Campus encounter parking fees at UH Hilo to utilize TLC services. In the past, tutoring services provided at the Manono Campus were underutilized. Although tutoring is currently provided for math and science, tutoring services continue to be underutilized. TLC is working on identifying a strategic location on the Manono Campus and increasing the use of in-class tutors on the Manono Campus to increase efficiency of tutoring services.

- Staff shortages (vacant permanent positions) make it difficult to provide on-going tutor training along with the development of additional services and support. Filling the clerical and/or APT positions will enable the Center Coordinator to:
    - focus on expanding and diversifying services
    - conduct ongoing analysis of TLC usage data to make adjustments to scheduling and services in a timely manner

- TLC will conduct a review of the impact appointment based tutoring has on student usage.

Appendix: Quantitative Indicators

#	Student and Faculty Information	2016-17	2017-18	2018-19
1	Annual Unduplicated Student Headcount	3,636	3,527	3,209
2	Annual FTE Faculty	125	118	117
2a	Annual FTE Staff	147	151	143
3	Annual FTE Student	1,585	1,540	1,401

#	Demand Indicators	2016-17	2017-18	2018-19
4	Unduplicated number of students tutored in one-on-one sessions per student FTE	0.5	0	.18
5	Unduplicated students enrolled in Dev/Ed classes who were tutored per number of students enrolled in Dev/Ed classes	0.6	0	.15

#	Efficiency Indicators	2016-17	2017-18	2018-19
6	Tutor contact hours per tutor paid hours in one-on-one sessions	0.9	0	.73
7	Duplicated number of students tutored in groups per tutor paid hours	0	0	0
8	Tutoring budget per student contact hours	$39	$0	$15

#	Effectiveness Indicators	2016-17	2017-18	2018-19
9	Students who receive tutoring should pass their tutored course	2	0	.65

#	Effectiveness Indicators - Community College Survey of Student Engagement (CCSSE)	2014	2016	2018
10	Tutored or taught other students (survey item 4.h)			
	Mean	1.36	1.53	1.34
	Very Often	3.0%	4.4%	2.8%
	Often	5.6%	7.6%	4.7%
	Sometimes	19.2%	24.9%	16.7%
	Never	72.0%	63.0%	75.8%

#	Effectiveness Indicators - Community College Survey of Student Engagement (CCSSE)	2014	2016	2018
11	Frequency of using peer or other tutoring (survey item 13.1.d)			
	Mean	1.53	1.67	0.73
	Often	9.7%	14.8%	8.6%
	Sometimes	21.8%	24.5%	31.3%
	Rarely/Never	45.8%	41.0%	60.1%
	N/A	22.7%	19.7%	0.0%
12	Satisfaction with peer or other tutoring (survey item 13.2.d)			
	Mean	2.23	2.26	1.47
	Very	21.8%	24.7%	25.9%
	Somewhat	24.9%	32.5%	19.4%
	Not at All	8.8%	7.7%	3.3%
	N/A	44.6%	3.0%	51.4%
13	Importance of peer or other tutoring (survey item 13.3.d)			
	Mean	2.20	2.37	2.26
	Very	44.3%	52.6%	49.0%
	Somewhat	31.6%	31.5%	28.1%
	Not at All	24.0%	15.9%	23.0%
14	Frequency of using skill labs – writing, math, etc. (survey item 13.1.e)			
	Mean	1.75	1.74	0.69
	Often	17.3%	14.9%	10.5%
	Sometimes	25.4%	28.7%	24.0%
	Rarely/Never	37.1%	35.9%	65.6%
	N/A	20.3%	20.4%	0.0%
15	Satisfaction with skill labs – writing, math, etc. (survey item 13.2.e)			
	Mean	2.31	2.40	1.40
	Very	25.6%	22.5%	19.7%
	Somewhat	28.6%	32.1%	19.5%
	Not at All	9.4%	9.7%	3.0%
	N/A	39.0%	35.7%	57.8%

#	Effectiveness Indicators - Community College Survey of Student Engagement (CCSSE)	2014	2016	2018
16	Importance of skill labs – writing, math, etc. (survey item 13.3.e)			
	Mean	2.26	2.36	2.20
	Very	47.3%	52.3%	45.0%
	Somewhat	31.2%	31.2%	29.7%
	Not at All	21.5%	16.6%	25.3%