

Academic Support Unit
Tutoring Services



ANNUAL
REPORT OF PROGRAM DATA
2021



UNIVERSITY of HAWAII®
HAWAII
COMMUNITY COLLEGE

1. Program or Unit Description

The Learning Center (TLC) is an academic support program of Hawai'i Community College located on UH Hilo Campus. TLC maintains 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. Peer tutoring services provide a supportive and encouraging learning environment where students learn effective study skill techniques, become active participants in their learning process, and develop a positive approach toward learning which will facilitate achievement of their academic goals.

TLC provides academic support services to all Hawai'i CC students (island-wide) and across multiple campus sites. Academic support services include tutorial assistance; one-on-one, group, and online assistance; study skills support; computer spaces to attend online classes; and computers and internet access. Additional support is provided for placement preparation, computer skills support, and assistance with navigating Laulima and preparing for online courses.

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. Peer tutoring is provided individually and in small groups on an appointment and walk-in basis. With the onset of the COVID 19 pandemic in Spring 2020, tutoring continues to be provided primarily online via Zoom with limited in person tutoring.

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 study area, an open lab for computers/independent study, access to computers and the internet to attend online classes, make-up testing services, and technology assistance (navigating Laulima, STAR GPS, Google Suite platforms, etc.). Additional academic support is provided to assist current and incoming students with developing study skills, math and writing skills, and preparation for placement testing. In March 2020, TLC developed a Student Laptop Loan Program for students with limited or no access to technology resources. TLC continues to coordinate laptop loans across multiple campus sites.

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. Due to the budget restrictions and elimination of vacant positions due to the COVID pandemic, the vacant full time Office Assistant IV and full-time Educational Specialist position were eliminated. For the 2020 – 2021 academic year the number of student employees was significantly lower than in previous years; student employees included two student assistants/mentors and nine tutors.

2. Analysis of the Program/Unit

Demand:

- Indicator #4, the unduplicated number of students tutored in one-on-one sessions per student FTE, shows that TLC served seventeen percent of the FTE (1303) for the 2020 - 2021 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 eleven 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 hourly in one-to-one sessions was .40
- Indicator #7, the duplicated number of students tutored in groups per tutor paid hours was 40.
- Indicator #8, the tutoring budget per student contact hour cost was \$23 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 sixty-two percent of students enrolled in Developmental English and/or math who attended tutoring passed either one or both of their developmental course(s). The pass rate for students in all classes including courses in which tutors were embedded is seventy percent.

Analysis:

- TLC has experienced a significant decline in individual (unduplicated) student use which is partially reflective of enrollment declines across multiple years, the shift to online learning with the onset of the pandemic and reduction of students on campus, and the elimination of professional positions that assist with concentrated and strategic outreach and engagement efforts.
- The shift to embedded tutoring has had a positive effect on addressing the decrease of student contacts and connecting to students in the online environment. The data shows the outcomes of students enrolled in these classes is positive, as seventy percent of students enrolled in classes with an embedded tutor passed the class with a C or higher.
- To ensure tutors are making use of their work time, tutor training was provided over the course of the year. Various efforts included AVID Tutor Training, ongoing meetings, and self-paced training modules in Laulima. When tutors are not in session with a student, they

are expected to go through training modules and complete other area/subject specific projects as assigned.

- According to the 2021 CCSSE survey data, 50.7 percent of students rate the importance of peer tutoring as “very” important. Additionally, 46.9 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 services. 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. Furthermore it is important to note that the number of students who responded to the CCSSE survey represents only thirteen percent of the total unduplicated student population. The CCSSE survey asked students about their use of peer or other tutoring which includes resources outside of TLC. The information collected may not be entirely reflective of students’ use of TLC services.
- Due to COVID-19, no academic support workshops were offered. Embedded tutoring was provided for summer math courses. Peer mentors were available to provide computer skills support to incoming students needing additional assistance in preparing for the fall semester. TLC developed a Computer Needs Survey which was deployed to incoming students. Survey follow-up included outreach to students who reporting needing additional support. TLC continued to provide laptop loans to students without access to a computer.

Strengths:

- Students who utilize TLC support services do so repeatedly. Students return regularly to meet with tutors and use the dedicated space and computer resources to study and work independently.
- Feedback received from students via tutoring session evaluations and surveys is generally positive. Responses from students indicates tutors are effective and tutoring sessions increase understanding of materials and confidence in abilities.
- TLC’s development of online tutoring services created the potential to deliver tutoring and academic support services to students, island-wide.
- TLC has worked hard to adapt services to address student basic needs including access to technology and assistance with navigating online courses and developing computer skills for online learning.
- The implementation of the Laptop Loan Program has been positive. For this academic year, 133 students were able to borrow a laptop to attend and complete their online classes.

Challenges:

- **Staffing and funding.** Staff shortages (vacant/eliminated permanent positions) make it difficult to provide on-going/consistent tutor training. Development of additional services

and support is also impacted by the lack of professional staff. Outreach efforts to faculty and students is also difficult without support staff to assist with these efforts.

- **Physical location.** Hawai'i CC East Hawai'i is a split campus and shares facilities with UH Hilo, with The Learning Center 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.
- **Remote services:** The implementation of online tutoring and academic support services creates a new need for tutor training and the development of strategies to engage students in actively seeking out tutoring services. TLC will need to continue to be innovative and strategize ways to connect students remotely and provide services comparable to in-person support.
- **COVID 19:** Online course delivery has had an adverse effect on many Hawai'i CC students who are struggling in their classes (based on early alert, faculty, and student feedback) but do not utilize tutoring services which are provided via Zoom. TLC has been working on ways to better connect to and engage students in utilizing academic support services. This is difficult without professional staff to support these efforts.
- **Student Employment:** The pandemic and shift to primarily online courses and services has made it difficult to identify and hire student employees. Efforts to identify potential tutors included outreach to department faculty, UH Hilo departments, and individual students who successfully completed various courses. For this current period, individual TLC employed three student assistants/mentors and up to 10 tutors.

Include external factors affecting the program or unit.

Quantitative Indicators

#	Student and Faculty Information	2017-18	2018-19	2019-20	20-21
1	Annual Unduplicated Student Headcount	3,527	3,209	3,197	3,107
2	Annual FTE Faculty	118	117	111	113
2a	Annual FTE Staff	151	143	137	140
3	Annual FTE Student	1,540	1,401	1,429	1,303

2021 Hawai'i Community College ARPD
 Program: The Learning Center (TLC, Tutoring Services)

#	Demand Indicators	2017-18	2018-19	2019-20	20-21
4	Unduplicated number of students tutored in one-on-one sessions per student FTE	.27	.18	.18	.17
5	Unduplicated students enrolled in Dev/Ed classes who were tutored per number of students enrolled in Dev/Ed classes		.15	.16	.11

#	Efficiency Indicators	2017-18	2018-19	2019-20	20-21
6	Tutor contact hours per tutor paid hours in one-on-one sessions	0	.73	.42	
7	Duplicated number of students tutored in groups per tutor paid hours	0	0	0	
8	Tutoring budget per student contact hours	\$0	\$15	\$28	

#	Effectiveness Indicators	2017-18	2018-19	2019-20	20-21
9	Students who receive tutoring should pass their tutored course		.65	.58	.62

#	Effectiveness Indicators - Community College Survey of Student Engagement (CCSSE)	2016	2018	2020	2021
10	Tutored or taught other students (survey item 4.h)				
	Mean	1.53	1.34	NA	1.30
	Very Often	4.4%	2.8%	NA	2.7%
	Often	7.6%	4.7%	NA	3.3%
	Sometimes	24.9%	16.7%	NA	15%
	Never	63.0%	75.8%	NA	79%
11	Frequency of using peer or other tutoring (survey item 12.1.d)				
	Mean	1.67	0.73	NA	.60
	Often	14.8%	8.6%	NA	6.4%
	Sometimes	24.5%	31.3%	NA	13.7%
	Rarely/Never	41.0%	60.1%	NA	79.9%
	N/A	19.7%	0.0%	NA	0.0%

2021 Hawai'i Community College ARPD
 Program: The Learning Center (TLC, Tutoring Services)

#	Effectiveness Indicators - Community College Survey of Student Engagement (CCSSE)	2016	2018	2020	2021
12	Satisfaction with peer or other tutoring (survey item 12.2.d)				
	Mean	2.26	1.47	NA	1.57
	Very	24.7%	25.9%	NA	60.2%
	Somewhat	32.5%	19.4%	NA	37.1%
	Not at All	7.7%	3.3%	NA	2.7%
	N/A	3.0%	51.4%	NA	0.0%
13	Importance of peer or other tutoring (survey item 12.3.d)				
	Mean	2.37	2.26	NA	2.35
	Very	52.6%	49.0%	NA	50.7%
	Somewhat	31.5%	28.1%	NA	33%
	Not at All	15.9%	23.0%	NA	16.2%
14	Frequency of using skill labs – writing, math, etc. (survey item 12.1.e)				
	Mean	1.74	0.69	NA	.50
	Often	14.9%	10.5%	NA	7.5%
	Sometimes	28.7%	24.0%	NA	8.6%
	Rarely/Never	35.9%	65.6%	NA	83.9%
	N/A	20.4%	0.0%	NA	0.0%
15	Satisfaction with skill labs – writing, math, etc. (survey item 12.2.e)				
	Mean	2.40	1.40	NA	1.54
	Very	22.5%	19.7%	NA	54.5%
	Somewhat	32.1%	19.5%	NA	44.8%
	Not at All	9.7%	3.0%	NA	.6%
	N/A	35.7%	57.8%	NA	0.0%
16	Importance of skill labs – writing, math, etc. (survey item 12.3.e)				
	Mean	2.36	2.20	NA	2.29
	Very	52.3%	45.0%	NA	46.9%
	Somewhat	31.2%	29.7%	NA	34.9%

#	Effectiveness Indicators - Community College Survey of Student Engagement (CCSSE)	2016	2018	2020	2021
	Not at All	16.6%	25.3%	NA	18.3%

3. Program Student Learning Outcomes or Unit/Service Outcomes

- a) List of the Program Student Learning Outcomes or Unit/Service Outcomes

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 or Unit/Service Outcomes that have been assessed in the year of this Annual Review.

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

- 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)
372	40 (10.8%)	62.5%

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

Academic Support Services:

Student Contacts	Tutoring	Computer Use/Independent Study	Make-Up Testing	Total Contacts
Duplicated	1024	210	25	1259

- d) Changes that have been made as a result of the assessment results.

- TLC continues to develop strategies to increase student utilization, particularly students enrolled in developmental math and English courses. The shift to embedded tutoring in developmental courses increases the likelihood of a student to pass the course (C or better). The data above reflects that despite a low number of students in developmental courses who access tutoring (10.8 percent), almost sixty-three percent of those students were able to pass their course with a C or higher.
- Overall, TLC usage is low as compared to previous years. Efforts to outreach to students have been expanded utilizing the STAR Connect texting platform, social media, and the Academic Support Referral Form which was developed to replace Starfish Early Alert, which was eliminated in June 2021.
- TLC continues to work with faculty to develop partnerships that encourage student referrals and the use of embedded tutors.
- As we continue to experience the effects of COVID-19, TLC tutoring services will remain online via Zoom with limited in-person support for students with limited or no access to technology.
- TLC remains open to provide students access to the internet and computers. Additionally, a separate space has been designated for students to participate in synchronous classes through the use of TLC technology.
- TLC continues to identify training and support resources for tutoring staff.

4. Action Plan

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. before 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 on the quality of tutoring services.
5. Identify data tools to monitor tutoring services and scheduling adjustments.
6. Expand the use of in-class tutors to increase student engagement and efficiency.
7. TLC will consult with the Institutional Research office to identify ways to collect student data including outcomes for students in tutored courses.
8. TLC Coordinator will work with Administration and Human Resources to identify strategies to address professional staffing needs to improve the efficiency of tutoring services.
9. Explore resources to 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. Professional tutors would also support training development and provide ongoing training to student tutors.

5. Resource Implications

Continued professional staff shortages make it difficult to develop and provide on-going tutor training and expand services. Furthermore, professional staff is needed to assist with supervision of TLC student employees, provide coverage for the center when the TLC Coordinator is not available, assist with ongoing data collection which is critical to assess and improve services, develop and implement student and faculty outreach efforts, and to provide ongoing training for student employees. Having no professional staff significantly impacts consistency and diversification of TLC services and ongoing improvement of academic support services which students need. Academic support is a cornerstone of student success and impacts student retention and persistence. Consistent, robust, and responsive academic support services are essential components of ensuring Hawai'i CC students are successful in their academic endeavors.

I am NOT requesting additional resources for my program/unit.