Annual Program Review Update 2017

Kaua`i Community College
Annual Program Review Update for
Tutoring Services

Program Description

The primary function of the learning center is to provide tutoring services to students. Students may access services by appointment or on a walk-in basis. After one-and-a-half years in a temporary location, tutoring services returned to its permanent home in the Learning Commons at the beginning of the spring 2017 semester. So, for the first half of the 2016-2017 academic year tutoring services were held in the temporary location and for the second half of the academic year staff and students returned to the permanent location inside the library. The learning center is staffed by a coordinator (APT), peer tutors, faculty volunteers, and professional math and writing tutors.

The learning center has a collection of reference materials, mostly books, for student and tutor reference to be used in house. There is also a study room which is used for both group tutoring and quiet study. There are four computers and one printer for student use. In addition to tutoring, the learning center provides study skills workshops, and computer skills overviews.

In addition to face to face tutoring, students may access an online tutoring services called Brainfuse. Google Chat and a UH Manoa service delivered via video streaming is also an option for our students.

Program Mission Statement: *To help empower students to become efficient, confident, and independent learners and develop requisite skills they need to succeed in obtaining their academic, career, and personal goals, thus enabling them to lead self-directed and productive lives now and in the 21st century.* The program mission statement aligns with the college's mission in that it focuses on nurturing independent, life-long learning with the goal to help contribute to enriched lives of our students.

Part I. Quantitative Indicators

Student and Faculty Information	Program Year				
	12-13	13-14	14-15	15-16	16-17
1 Annual Unduplicated Student Head Count	1801	1828	1749	1683	1724
2 Annual FTE Faculty	72	74	73	73	65
2a Annual FTE Staff	93	89	91	91	97
3 Annual FTE Student	802	814	757	708	686

Demand Indicators		Program Year				
		12-13	13-14	14-15	15-16	16-17
4	Unduplicated number of students tutored in one-on-one sessions per student FTE	.5	.5	.6	.32	.35
5	Unduplicated students enrolled in Dev/Ed classes who were tutored per number of students enrolled in Dev/Ed classes	.4	.3	.3	.23	.28

Efficiency Indicators		Program Year				
		12-13	13-14	14-15	15-16	16-17
6	Tutor contact hours per tutor paid hours in one-on-one sessions	.63	.63	.64	.24	.66
7	Duplicated number of students tutored in groups per tutor paid hours	14	18.3	16.7	20.9	19.5
8	Tutoring budget per student contact hours	$0	$24	$54	-	

Effectiveness Indicators		Program Year				
		12-13	13-14	14-15	15-16	16-17
9	Students who receive tutoring should pass their tutor course	78	75	48	78	73

Community College Survey of Student Engagement (CCSSE)		Survey Year		
		2012	2014	2016
10	4.h. Tutored or taught other students			
	Mean	1.36	1.53	1.61
	Very Often	2.1%	2.9%	5.3%
	Often	3.9%	11%	9.3%
	Sometimes	22.4%	22%	26.0%
	Never	71.6%	63.9%	59.3%
11	12.1.d. Frequency of using peer or other tutoring			
	Mean	1.47	1.61	1.58
	Often	6.4%	12.1%	11.4%
	Sometimes	22.2%	27.3%	23.4%
	Rarely/Never	45.1%	45.2%	47.7%
	N/A	26.3%	15.4%	17.6%
12	13.2.d. Satisfaction with peer or other tutoring			
	Mean	2.27	2.3	2.3
	Very	20.8%	27.6%	25.4%
	Somewhat	26.3%	32.1%	31.4%
	Not At All	6.4%	7.4%	6.3%
	N/A	46.5%	32.9%	36.9%
13	13.3.d. Importance of peer or other tutoring			
	Mean	2.21%	2.39%	2.34%
	Very	45.3%	54.1%	51.2%
	Somewhat	30.6%	30.5%	31.9%
	Not At All	24.1%	15.4%	16.8%
14	13.1.e. Frequency of using skills labs - writing, math, etc.			
	Mean	1.72	1.78	1.70
	Often	16.3%	16.6%	13.9%
	Sometimes	21.8%	29.3%	26.7%

		Rarely/Never	37.9%	34%	37%
		N/A	24.0%	20.1%	22.5%
15	13.2.e. Satisfaction with skill labs - writing, math, etc.				
		Mean	2.26	2.3	2.25
		Very	21.2%	25.5%	18.4%
		Somewhat	30.5%	33.7%	39.2%
		Not At All	6.3%	6.2%	3.3%
		N/A	42.0%	34.7%	39.1%
16	13.3.e. Importance of skill labs - writing, math, etc.				
		Mean	2.27	2.4	2.29
		Very	49.6%	56.4%	48.0%
		Somewhat	28.2%	27.7%	32.9%
		Not At All	22.2%	15.9%	19.1%

Part II. Analysis of the Program

Demand indicators 4 and 5 marked a slight increase from last year. The number of one-on-one tutoring sessions (QI #4) increased to .35 from .32 the previous year. The number of unduplicated students tutored in developmental courses (QI #5) increased to .28 from .23 from the previous year. The increases for both of these indicators were not surprising given that the depressed numbers from a year ago may have been due to the relocation. In this reporting year, the learning center was in the temporary location for only the fall semester. The move back to the learning commons likely positively impacted both of these indicators.

Efficiency improved greatly from last year, from .24 to .66. Again, this could be due in part to the return to our permanent location in the spring semester. During the time in the temporary location scheduling was challenging and more tutors were on duty but not engaged in student contact. Groups were down only slightly, from 20.9 to 19.5, but overall rather consistent from the previous year. Efficiency continues to be impacted by the need for peer tutors to act as receptionists.

The rate of tutored students who passed their tutor course, Effectiveness Indicator #9, was examined. The pass rate was considered to be a C or better. In past years all developmental English courses, all developmental math courses, English 100 and Math 103 were included in this measurement. For this reporting period there was a marked decrease in the pass rate from 78% to 73%. This could be attributed to the fact that this is the first year that English 100x was offered instead of the four developmental English courses offered in past years. The measurement included English 100 students who were not tutored but also had English 100x. In effect, these students were not counted as developmental. It should be noted that this rate does not include withdrawals, that is those student who received a W for the course.

The data also showed that for English 100x students tutoring was extremely beneficial. The pass rate for non-tutored 100x students was only 50% as compared with a pass rate of 76% for tutored students. This could be attributed to a great degree to the benefits of having professional writing tutors imbedded in the classes and their availability in the learning center. For this measure, students who received a W were counted as not successful.

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In addition to peer tutors and professional tutors, the math faculty have continued to regularly volunteer time in the learning center. Each math instructor is scheduled for at least one hour per week. In actuality, the math instructors spend additional time holding individual and group tutoring sessions. These hours are not included in any data as the instructors do not keep track of this volunteer time.

Last year's action plan included an action item to increase the number of unduplicated students using the learning center as measured in QI #4 and to increase efficiency as measure in QI #6. The results of both of these action items are positive. QI #4 improved slightly from .32 to .35. QI #6 improved significantly from .22 to .66. Growth in both of these measurements were seen in spite of the renovation that required the learning center to be relocated to a less than ideal place on campus.

Peer Tutors Employed. In the fall of 2016 the learning center employed 15 embedded tutors and 4 non-embedded tutors. In the spring of 2017 there were 11 embedded tutors and 6 non-embedded tutors.

Brainfuse Usage for the 2016-2017 Academic Year. Brainfuse online tutoring services was utilized by KCC students for a total of 223 hours. There were 195 live sessions. The greatest number of live sessions were in math with 140 sessions. There were 45 college writing sessions. Because Brainfuse does not differentiate between writing lab and task submissions, it is impossible to determine how many of the 298 Writing Lab and Task Submissions were for writing assignments for English classes, writing assignments for other classes or other questions related to writing. Over all Brainfuse usage is down in the number of hours used, the number of live sessions, the number of math sessions, and writing lab and task submissions. The only increase seen was in the number of college writing live sessions.

	# of live sessions	# of college writing sessions	# of writing lab and task submissions	# of math live sessions	# of math hours used
2015-2016 AY	307	22	385	209	321
2016-2017 AY	195	45	298	140	223

Learning Center Tutor Evaluations. For a two week period each semester students are asked to evaluate their peer tutors. The forms are filled out after tutoring sessions and placed in a receptacle anonymously. In the fall of 2016 students submitted 53 tutor evaluations, and in the spring of 2017 students submitted 47 peer tutor evaluations. Results from both semesters are combined in the table below.

	Yes	No	Somewhat	N/A
Did the tutor arrive on time for the appointment, if applicable?	88	5	1	6
Did the tutor seen supportive?	93	5	1	1
Was the tutor knowledgeable in the specific subject area?	92	5	2	1
Did the tutor respond positively to your questions and concerns?	91	6	2	1
Did the tutor provide adequate explanations?	93	4	2	1
Was the tutor attentive?	93	5	1	1
Would you recommend this tutor to another student?	92	7	0	1
Do you feel better prepared after tutoring than you did before?	90	4	7	1

Part III. Goals, Alignment and Action Plan
Based on the 2017 Comprehensive Program Review the program goals were as follows:

Program Goal: To in increase student access to tutoring services and facilities and service to improve learning and student engagement. Aligns with KCC goals 1 & 2 and 2016-2021 Strategic Goals 1,4, 6, and 7.
It is believed that the relocation to a less than desirable facility during the renovation of the LRC during the fall semester of this reporting period and the problems associated with the online scheduling system implemented in the fall of 2016 have negatively impacted demand and efficiency. It was pleasantly surprising that both demand indicators (QI 4 & 5) showed small improvements. Efficiency indicators (QI 5 & 6) were split with tutor contact hours per tutor paid hours showing improvement slightly above the pre-relocation number. The goal is to achieve improvement in all demand and efficiency indicators to the pre-relocation rates by the end of the first full year back in the LRC. This will be achieved by conducting more outreach and continuing to schedule tutors strategically based on class schedules and observed traffic patterns.

Program Goal: To increase student access to tutoring services and facilities and service to improve learning and student engagement. Aligns with KCC goals 1&2 and 2016-2021 Strategic Goals 1,4, 6, and 7.
In spite of efforts to improve signage and marketing, the goal to increase tutor center usage by 10% was not met. Efforts will continue to improve marketing by updating website, offering class visits at the beginning of each semester, promoting tutors by using posters and bookmarks.

Program Goal: To in increase student access to tutoring services and facilities and service to improve learning and student engagement. Aligns with KCC goals 1 & 2. Action item: To increase the number of students and the success rate of the brush up program. This effort is discontinued due to alternative placement methods and no longer using Compass as a placement test. Students who want to brush-up now commonly use Ed Ready rather than Alex.

Program Goal: To in increase student access to tutoring services and facilities and service to improve learning and student engagement. Aligns with KCC goals 1 & 2 and and 2016-2021 Strategic Goals 1,4, 6, and 7.
Goal to improve tutoring by making online services available 24/7. Brainfuse continues to be available for student use, but over all usage is down. Brainfuse usage hours decreased for the third year in a row. Efforts will be made to encourage students to be aware of the availability of Brainfuse, but only as a last resort. KCC math instructors have been less than satisfied with the reliability and accuracy of the service. The learning center coordinator will continue to gather feedback from students and instructors on Brainfuse.

Goals for the current year will continue to focus on usage and efficiency as outlined in Part II.

Action Plan and New Resource Request

Program Goal & Campus Strategic Goal or Priority Alignment	To increase student access to tutoring services and facilities and service to improve learning and student engagement. Aligns with KCC Goals 1 & 2.
Action Item	Improve and enhance the daily operations of the learning center.
Resource(s) Request	One half-time (19.5 hrs.) assistant position (APT) to work two weeks before classes begin each fall, one week before classes begin each spring, and one week after classes end each semester for a total of 37 weeks per academic year.
Person(s) Responsible and Collaborators	Learning center coordinator.
Timeline	Permanent. Effective fall 2018.
Indicator of Improvement	Increase accuracy of tracking and data recording. Improve general service to students in daily operations. Free the coordinator's time for more productive activities.
PSLO Impacted	Students who receive tutoring will pass their tutored courses.
Current Status	Ongoing

Program Goal & Campus Strategic Goal or Priority Alignment	To increase student access to tutoring services and facilities and service to improve learning and student engagement. Aligns with KCC Goals 1 & 2.
Action Item	Increase the number of unduplicated students using the learning center as measured in QI # 4 to the 2014-2015 level.
Resource(s) Request	N/A
Person(s) Responsible and Collaborators	Tutoring center coordinator and IR.
Timeline	Fall 2018

Indicator of Improvement	Data
PSLO Impacted	Students who receive tutoring will pass their tutored courses.
Current Status	Ongoing

Program Goal & Campus Strategic Goal or Priority Alignment	To increase student access to tutoring services and facilities and service to improve learning and student engagement. Aligns with KCC Goals 1 & 2.
Action Item	Increase tutor efficiency as measured in QI # 6 to the 2014-2015 level.
Resource(s) Request	Fall 2018
Person(s) Responsible and Collaborators	Tutoring center coordinator and IR.
Timeline	Fall 2018
Indicator of Improvement	Data
PSLO Impacted	Students who receive tutoring will pass their tutored courses.
Current Status	Ongoing

Program Goal & Campus Strategic Goal or Priority Alignment	To increase student access to tutoring services and facilities and service to improve learning and student engagement. Aligns with KCC Goals 1 & 2.
Action Item	Increase the number of unduplicated students using the learning center as measured in QI # 4 to the 2014-2015 level.
Resource(s) Request	Purchase and implementation of TutorTrac
Person(s) Responsible and Collaborators	Learning Center coordinators and IT staff.

Timeline	Fall 2018
Indicator of Improvement	Data. Increase the number of student who independently schedule tutor appointments thereby increasing tutor use.
PSLO Impacted	Students who receive tutoring will pass their tutored courses.
Current Status	Ongoing

Part IV. Resource Implications

In recent years the learning center has changed greatly in the number of tutors that must be hired, trained, and supervised and in the way students schedule appointments. In 2011 the number of peer tutors was between 9 and 12 and all tutoring was done in the tutoring center location. In subsequent years, due to the STEM grant, the number of peer tutors has easily doubled and in one year nearly tripled to twenty-nine tutors. Since these tutors are required to attend classes as embedded tutors, it is possible for 10 to 20 tutors to attend some 50 class periods in one week. The time for planning and organization required on the part of the coordinator has greatly increased. Because the tutors are peer tutors, a certain amount of monitoring must be done even after classes are assigned. As a result more supervision is required and it is more time consuming. Since there has been an increase in the number of classes attended by tutors, the number of groups and individual tutoring sessions has also increased over the years.

The recent addition of professional tutors has enriched the tutoring program and contributed to a more dynamic learning environment. It has, however, contributed to the workload of the learning center coordinator. The learning center coordinator must work collaboratively with the math and English coordinators who are responsible for scheduling. While the professional math and English tutors report to their respective departments, the day to day functioning in the learning center is overseen by the learning center coordinator and the professional tutors look to the coordinator for information and direction on a daily basis. The math department has chosen to hire two professional tutors while the English department has chosen to divide the designated hours among four professional tutors.

In addition, the new scheduling and data tracking system (MySuccess), first implemented in the 2016-017 academic year, has been extremely problematic. The time required for data input has always been great but manageable for the coordinator with the help of one or two specially trained tutors each semester. With the present system the time required to input has increased. At the same time the number of tutors has also increased. There have been lots of glitches with MySuccess which has put a strain on the coordinator. Should all bugs be worked out of MySuccess, it would still require more resources since the type of data input is more complex and slower and in turn more time consuming. This has required that the main responsibility for the initial inputting fall on the peer tutors themselves. The time required is much greater and the room for error and omission of important data has greatly increased. Training of the tutors is critical. Even so, time consuming checks of student workers' inputting to ensure accurate data is

saved in the system is required of the coordinator. These checks are laborious and an assistant could greatly help with this task, again freeing up the coordinator for more productive tasks which would be a better use time allowing the coordinator to explore current and creative practices and do more outreach.

Due to some difficulty in using the new system and the propensity for errors, the possibility of removing the responsibility of initial input from the peer tutors has been discussed with our contact person on campus and the system contact. If this happens, it would be impossible for the coordinator to keep up with the data input because of the time factor especially since the new system has been so problematic. In addition, an assistant, even on a half-time basis, would decrease the need to assign peer tutors to monitor the reception desk, thus improving tutor efficiency.

The learning center would benefit greatly by having at least a half time assistant (APT) who could help cover the 52-54 hours that it operates per week. Duties would include some clerical duties but the individual would become an integral part of the learning center assisting students and tutors. Ideally, the assistant would work two weeks before the beginning of the semester to help with setting up and hiring. He or she would then work one week after the fall semester ends and one week before and after the spring semester for a total of 37 weeks per year.

The coordinator of the student success unit was asked to explore an alternative to MySuccess so that the learning center is prepared with an alternative should the decision be made to change scheduling systems. TutorTrac has been suggested and costs are outlined below. Should our institution choose not to purchase the optional amount in the Recurring Cost section below, it will not receive free upgrades and free administrator training sessions.

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Resource Implications

RESOURCES NEEDED: 19.5 Hour Assistant (APT)			OUTCOMES
Initial Acquisition Cost	**Annual Recurring Cost**	**Useful Life**	**(Identify and Quantify)**
$17.35/hour	$12,500	Permanent	Increase accuracy of tracking and data recording. Improve general service to students in daily operations.
RESOURCES NEEDED: TutorTrac			OUTCOMES
Initial Acquisition Cost	**Annual Recurring Cost**	**Useful Life**	**(Identify and Quantify)**
$3,844	$849 (optional after the first year)	Ongoing	Improve use for students. Improve ease and operations for staff and students.

Part V. Program Student Learning Outcomes and Assessment

Efforts will be made to improve the learning center PSLO, students who receive tutoring will pass their tutored courses with a grade of C or better, by a variety of methods. The following will contribute to improvement in this area: Improve student scheduling system. This will be done by developing ways that students can get help if they are met with difficulty with the current MySuccess system. Continue to use the improved and better detailed registration form to make contacting students easier. Increase the number of tutor training sessions to provide more opportunities to discuss problems, share methodology, and cement procedures. Invitations will be extended to professional tutors in an effort to maintain continuity of services regardless of whether or not a student is being serviced by a peer tutor or a professional tutor. Take advantage of faculty and other experts to provide enhanced training to tutors when available. Assessment of achievement will be done using data provided by the learning center data input system with the help of the IR who provides data and comparisons with the larger college population. The level of achievement desired is to reach the number of students tutored per student FTE seen in the year prior to the relocation.

Part VI. Programs Cost Per SSH

This will be filled in by the VCAA's office with the help of the Business office and clerk-stenos.