



Tutoring



UNIVERSITY of HAWAII®
KAUA'I
COMMUNITY COLLEGE

Kaua'i Community College
Five Year Comprehensive Program Review (CPR)

At a minimum, each program or unit CPR shall include measures described in [UHCCP 5.202](#). Additional measures may also be used for program or unit assessment.

Program Name: Tutoring

Assessment Period: 2016-2021

Program or Unit Mission Statement (UHCCP 5.202)

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.

College Mission Statement (UHCCP 5.202)

Kaua‘i Community College is a kahua that inspires, engages, and empowers learners and educators to enrich our community and our world.

Part I. Executive Summary of Program Status

Previous recommendations N/A

Changes Made N/A

Part II. Program Description (UHCCP 5.202)

Number of tutors:

Academic Year	Fall	Spring
AY '16-17	2 Professional 11 Peer	5 Professional 11 Peer
AY '17-'18	7 Professional 12 Peer	5 Professional 11 Peer
AY '18-'19	6 Professional 12 Peer	3 Professional 12 Peer
AY '19-20	4 Professional 14 Peer	7 Professional 16 Peer
AY '20-'21	4 Professional 8 Peer	3 Professional 5 Peer

Number of Faculty and Staff	Faculty (FT): 0
	Faculty (Lecturers): 0
	Staff: 1 APT; 1 half-time assistant (staffed for the fall semester only); 2-5 professional tutors; 2-15 peer tutors
Date Website Last Reviewed/Updated	October 2021
Brief History of Program	<p>The date of inception is unknown. The Academic Support Center (ASC), formerly known as The Learning Center or Tutoring, operates, under normal circumstances, five days and four evenings (until 7 PM) per week. The ASC provides tutoring support services for all students enrolled in courses at Kauai CC (target group). Students are encouraged to use the physical facility for independent study. The ASC has a study room for small group tutoring sessions or for students who require a quiet place to study but who still want to be in the ASC and close to tutors for impromptu tutoring sessions. The ASC has four computers, a printer, and a variety of reference materials for student access. Students may make appointments with tutors and drop-ins are welcome. Professional and peer tutors support students by tutoring in one-on-one, group sessions or embed in classes. Since the beginning of the COVID-19 pandemic tutors were available to access via Zoom. Students may also access tutors online through an online tutoring service, currently Tutor.com, which provides support for expanded hours. The program supports Early College students by utilizing an embedded tutor and holding regular study sessions for these students. Attendance in study groups by Early College students is excellent because they attend as a group. A half time assistant position is approved. However, this position has been difficult to fill and the retention of any one individual has proven impossible so far. It is unknown why it has been difficult to fill and retain an assistant. In the past, assistants have left for full time positions or to take other part-time positions “closer to home” or for jobs that offer benefits. This position has been vacant since spring 2020 and intentionally remained so given the decrease in ASC traffic since the pandemic.</p>

Community Partnerships, Advisory Committees, etc.	None
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Part III. Analysis of Quantitative Indicators

#	Student and Faculty Information	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
1	Annual Unduplicated Student Headcount	1,724	1,752	1,860	1,788	1,835
2	Annual FTE Faculty	65	68	70	67	66
2a	Annual FTE Staff	97	97	97	99	102
3	Annual FTE Student	686	675	677	654	651
#	Demand Indicators	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
4	Unduplicated number of students enrolled in Dev/Ed classes who were tutored in one-on-one sessions per student FTE	0.4	0.3	0.4	.3	.1
5	Unduplicated number of students enrolled in Dev/Ed classes who were tutored per number of students enrolled in Dev/Ed classes	0.3	0.2	0.6	.3	.3
#	Efficiency Indicators	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
6	Tutor contact hours per tutor paid hours in one-on-one sessions	.66	.64	.51	.47	.24
7	Duplicated number of students tutored in groups per tutor paid hours	19.5	.61	.58	.42	.23
8	Tutoring budget per student contact hours					
#	Effectiveness Indicators	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
9	Students who receive tutoring should pass their tutored course	.73	.57	.73	.67	.69

Added last CCSSE

#	Effectiveness Indicators – Community College Survey of Student Engagement (CCSSE)	2016	2018	2020
10	Tutored or taught other students (survey item 4.h)			
	Mean	1.39	1.43	
	Very Often	3.0%	3.5%	
	Often	5.6%	5.6%	
	Sometimes	19.2%	21.5%	
	Never	72.1%	69.3%	
11	Frequency of using peer or other tutor (survey item 13.1d)			
	Mean	1.35	1.08	
	Often	9.7%	17.3%	
	Sometimes	21.8%	21.7%	
	Rarely/Never	45.8%	12.6%	
	N/A	22.7%	48.4%	
12	Satisfaction with peer or other tutoring (survey item 13.2d)			
	Mean	2.25	1.59	
	Very	21.8%	34.9%	
	Somewhat	24.9%	19.2%	
	Not at All	8.8%	1.7%	
	N/A	44.6%	44.2%	
13	Importance of peer or other tutoring (survey item 13.3.d)			
	Mean	2.2	2.42	
	Very	44.3%	58.1%	
	Somewhat	31.6%	25.5%	
	Not at All	24.0%	16.5%	
14	Frequency of using skill labs – writing, math, etc. (survey item 13.1.e)			
	Mean	1.75	0.82	
	Often	17.3%	15.2%	
	Sometimes	25.4%	13.8%	
	Rarely/Never	37.1%	9.2%	
	N/A	20.3%	61.8%	
15	Satisfaction with skill labs – Writing, math, etc. (survey item 13.2.e)			
	Mean	2.3	1.51	
	Very	25.6%	24.1%	
	Somewhat	28.6%	17.3%	
	Not at All	6.9%	2.1%	
	N/A	39.0%	56.5%	
16	Importance of skill labs – writing, math, etc. (survey item 13.3.e)			
	Mean	2.26	2.20	
	Very	47.3%	43.8%	

	Somewhat	31.2%	32.0%	
	Not at All	21.5%	24.1%	

Include the five years of Annual Review of Program Data (ARPD; all [Instructional programs](#) and [Academic Support](#) programs - Library, Technology Resources, Testing Center, Tutoring, and Financial Aid), program-developed metrics (Institutional Effectiveness programs, Office of Continuing Education and Training, campus committees), or metrics required by [UHCCP 5.202](#) that are not provided as ARPD ([Administrative Service](#) programs and some Student Support [programs](#)) under review in table format below (EP 5.202 and UHCCP 5.202).

The Overall Program Health is _____. Based on the individual XXXX, I would call the overall program Unhealthy. In the past the health call was made by the IR. COVID has had an extremely negative effect on all areas of the program.

Describe and discuss demand, efficiency, effectiveness, and overall health categories. For example, what trends have emerged over the past five years? What factors (internal or external) may have contributed to the program or unit health categories? For Career and Technical Education (CTE) programs, provide a discussion on any unmet Perkins Core Indicator that includes contributing factors (UHCCP 5.202).

Demand

QI # 4 measures the number of unduplicated students enrolled in Dev/Ed classes who were tutored in one-on-one sessions. This QI has varied little over the last five years until the last reporting year (AY 2020-2021), which was the first full year of the COVID-19 pandemic. While the scores in the first four years varied between .3 and .4, the score dropped to .1 in the last year due to the pandemic. Since most students have been attending classes online, it seems they are reluctant to come to campus for tutoring sessions, although many report that they prefer to see a tutor in person. Students have the option to access tutoring sessions via Zoom. It is unclear why so few students who do not wish to physically come to campus do not take advantage of online tutoring.

QI# 5 examines the unduplicated number of Dev/Ed students who were tutored in one-on-one sessions and in group sessions compared with the number of students who were enrolled in Dev/Ed classes. It does not include the students who were tutored in class by an embedded tutor. This score is higher than expected, remaining the same as the previous year and the same as AY2016-2017 or slightly above AY 2017-2018 respectively. This was certainly due to Dev/Ed instructors encouraging the use of tutoring services, either by offering extra credit or in some cases requiring that students get at least one tutoring session. Another factor is the establishment of set group sessions for Early College. These students are on the same schedule and group

tutoring sessions are well attended because the students' schedules match and students are expected to attend. In the middle of spring of 2020 when all classes and all tutoring were forced to go an online format, the number of tutoring sessions decreased drastically. Most tutoring sessions being held were regular group sessions that had been established from the beginning of the semester. Tutors began to embed in classes via Zoom, and that practice remained through this reporting year, 2020-2021 AY.

The ASC remained open during this reporting year, and the coordinator encouraged tutors to be physically on campus, even though employees were permitted to work online. This was an effort to increase ASC visibility, sending the message to students that the facility was open, staffed, and ready to assist. Even so, approximately 94% of all one-on-one tutoring sessions were conducted online due to students' preference. It seems that students were not willing to come to campus if they didn't have to come to campus for classes. This also had an effect on the ability to recruit students to work in the ASC as peer tutors.

It has always been a challenge to get Dev/Ed students, especially those in English classes, to reach out for tutoring services. The best years (when more Dev/Ed students got tutoring) were when the ASC employed a professional tutor with particular qualifications and experience with ESL students as many second language students take developmental English. That year compared to the previous year

Efficiency

QI #6 Tutor contact hours in one-on-one sessions divided by tutor paid hours. In the last reporting year of this five-year cycle, efficiency for this QI declined significantly, although a downward trend had already been established in the previous years of this five-year cycle. The decrease in the number of students using the ASC due to the changes brought about by the pandemic accounts for most of the more drastic decrease from .47 in 2019-2020 AY to .24 in 2020-2021 AY. But also, in part, it is due to an increase in the number of professional tutors who earn a higher hourly rate than peer tutors. Tutors continue to be used as receptionists which negatively affects efficiency.

QI #7 This QI includes group tutoring sessions and embedded tutoring. While there was a downward trend since the second year of this five-year cycle, there was a more significant decline in AY 2020-2021, the final year of the reporting cycle. Again, this is the first time the pandemic impacted the full academic year. In addition to the decrease in tutoring overall, which negatively impacted the number of planned or impromptu group tutoring sessions, there was a decrease in embedded tutoring. After the first semester of the pandemic (spring 2020,) only eight peer tutors returned to their student worker jobs as tutors in the fall. Most reported that they felt that online courses would be more demanding and they needed to give their studies all of their time and attention. Due to budget concerns the ones who did return were permitted to work by appointment only, meaning that they were only paid for student contact hours. As a result, in the

spring of 2021 only two chose to return, and it was difficult to replace them. Because of this decline in the number of peer tutors, there were fewer tutors embedded in classes. In the fall of 2020 there were only nine classes with embedded tutors compared to twenty-six classes in the fall of 2019 and eighteen in the fall of 2018. In the 2021 spring semesters there were only 6 classes with embedded tutors due to a shortage of tutors.

QI #8 To be input by administration.

Effectiveness

QI #9 The pass rate for students who received tutoring is .69. This is a 2% increase from the previous year and an approximately 1.5% increase over the average of the five years in this five-year cycle. With the overall declines in demand efficiency, the slight increase in effectiveness is satisfying.

COVID has greatly affected demand, effectiveness, efficiency. As more classes return to face-to-face instruction and more students come to campus it is expected that measures will improve. A look at some colleges and universities on the mainland that have already resumed in person instruction, indicates that "recovery" may be a slow process. Outreach to students and faculty will continue with workshop offerings, class visits, scheduled study sessions, tutor promotion online and through the use of video, program promotion via social media, and text messaging will continue.

CCSSE

The CCSSE was not administered in 2020 due to COVID. The following comments are from the 2018 survey. "Very" satisfied with tutoring increased from 27.7% in the last survey to 34.9% in the most recent survey. It is difficult to interpret the skills lab data (QI 14, 15, 16) because Kauai Community College does not have separate math and writing labs, so it is not possible to determine if these results pertain to the tutoring center or to study groups held in other areas of the campus by various departments.

Online Tutoring via Tutor.com: In the first semester of the pandemic it was surprising that Tutor.com usage did not increase even though math and English instructors and ASC staff encouraged its use. However, for the 2020-2021 AY (this reporting year) there was an increase in the number of students who used Tutor.com. For comparison, in the fall of 2019, before the pandemic, there were 383 Live Sessions on Tutor.com compared to fall 2020 with 504 Live Sessions, a 32% increase. In the spring of 2020 (the first semester affected by the pandemic) there were 173 Live Sessions and 213 in the spring of 2021, an increase of 23%. Since spring 2020 was affected by the pandemic, spring 2019 was examined and found to be consistent with the subsequent spring at 174 Live sessions. Most increases in usage were for Drop Off Essay review, with 286 for AY 2019-2020 and 406 for AY 2020-2021. Math Sessions were down from 101 in AY 2019-2020 to only 80 in AY 2020-2021. A comparison to examine how usage

translated to hours used, revealed an increase from AY 2019-2020 with 320 hours used to AY 2020-2021 with 547 hours used.

When drilling down, to examine the most popular days of the week and times for Tutor.com usage, it was found that students use the service less than expected on weekends when the ASC is closed. Only 16.5% of total time usage for all subjects was on Saturday and Sunday. The most popular times were Mondays and Tuesdays between the hours of 9 AM and 1 PM. It was surprising that a fair number of students chose to use Tutor.com during times when ASC tutors were available. One reason for this is that Tutor.com offers a drop-off service where students can submit papers and get feedback from a tutor without having to attend a tutoring session. Staff in the ASC do not permit paper drop offs. The belief that there is much benefit in a student to peer exchange. The goal of each tutoring session is for the student to internalize the information presented by the tutor so that not only the paper, in this case, is “fixed” but that students are able to apply skills learned to other tasks. If students do use the drop off option in Tutor.com, they are encouraged to bring the feedback to the ASC for further information and clarification.

Based on this analysis, what are the program’s strengths and areas to improve regarding demand, efficiency, and effectiveness (UHCCP 5.202)?

Part IV. Assessment Data (EP 5.202)

Assessment Results for Program Student Learning Outcomes (PSLOs; see ACCJC Standard I.B.2).

Develop a schedule for PSLO assessment over the next five years so that within the review period, all PSLOs will have been assessed (UHCCP 5.202).

1. List of the PSLOs, last date assessed, and next date to be assessed.
2. Assessment findings.
3. Changes that have been made as a result of the assessment findings.

PSLO	Date Last Assessed	Findings	Improvements Implemented	Next Assessment Date
Students who receive tutoring will pass their tutored courses	Spring 2021	2% increase	Increase in tutor training	Spring 2021

For this PSLO, the pass rate for students in all developmental classes; Math 100; Math 103; ENG 100 who were tutored are examined and compared to the pass rate for students in these same classes who were not tutored. The pass rate for tutored students was 2% higher than last year and almost 5% higher than the average rate for the five years included in this reporting period. The factors that resulted in this increase can only be speculated on given the pandemic and all that it affected. One factor is an overall decrease in the pass rate for classes examined for this QI. Last reporting year the pass rate was 66%, more than 2% lower this year. It is only speculation that part of the increase in the pass rate for tutored students could have been due to more tutor training. When discussing this QI with the tutors, they reported to having more time to devote to preparation and did not feel as rushed in tutoring sessions. The staff also believes that since so few students were on campus and seeking tutoring support required more effort to make appointments and “show up” for the session either online or in person, the more motivated students may have actually received tutoring. Also, since time was not a factor, tutoring sessions did tend to be a little longer.

Part V. Curriculum Revision and Review

Minimum of 20% of existing courses are to be reviewed each year so that within the timeframe of the CPR, all courses will be reviewed and revised as appropriate. Indicate when all courses within the program will be reviewed during the next five years.

Curriculum Revision and Review N/A

Part VI. Survey Results

List results of surveys administered during the review timeframe [e.g., student satisfaction, occupational placement in jobs (for CTE programs), employer satisfaction (for CTE programs), CESSE, licensure pass rates, and graduate/level].

Survey Results N/A

No CESSE results to report.

Student Evaluations of tutors: Students evaluate tutors for approximately two weeks each semester. However, in order to get a bigger sampling, students were encouraged to submit evaluations for approximately three weeks for each semester for the 2020-2021 AY. During that period 37 evaluations were received. The following questions are asked on a questionnaire which students fill out and submit anonymously for online and in-person tutoring sessions. The small number of evaluations is directly related to the decrease in the number of tutoring sessions conducted overall. Survey results are consistent with previous years. As in previous years, student evaluations of tutors were overwhelmingly positive. An alternate method of assessing student satisfaction with tutors will be explored with administration.

Did the Tutor arrive on time for the appointment, if applicable?

Did the Tutor seem supportive?

Was the tutor knowledgeable in the specific subject area?

Did the tutor respond positively to your questions and concerns?

Did the tutor provide adequate explanations?

Was the tutor attentive?

Would you recommend this tutor to another student?

Do you feel better prepared after tutoring than you did before?

The possible responses are Yes, No, Somewhat, and N/A. There is also a place for students to make optional comments.

Of the 28 evaluations that were submitted in the fall 2020 semester and the 19 that were submitted in the spring 2021 semester, there were 30 *Yes* replies; 0 *No* replies; 7 *Somewhat* replies; and 7 *N/A* replies. All optional, additional comments were positive.

Part VII. Financials

Provide your program or unit’s budget for each year of this review.

Fiscal Year	Budget
2017	No additional money, outside of salaries are ear-marked for this program with the exception of a \$200 per year budget for supplies. In past years this budget was mostly spent for consumable items. Since COVID not all of this money was used because supplies are not being consumed at the same rate.
2018	
2019	
2020	
2021	

Describe any changes that have occurred regarding services, functions, personnel, facilities, or stakeholders served. None

Provide the program or unit’s current resources.

Category	Current Resource(s)	What is needed?	Justification
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PERSONNEL			
Positions (Faculty)	0		
Positions (Staff)	1		
Position (Staff) half time	1 half-time assistant. (Not currently staffed.)		
Positions PT Professional tutors	4 or 5 half-time positions		
OPERATING			
Supplies			
Equipment			
Space/Facilities	1 study room		
TECHNOLOGY			
Hardware	4 computers and 1 printer		
Software			

During this reporting year, new furniture was purchased for the ASC from a grant. Among the items purchased is a reception counter. It is hoped that the addition of this counter will delineate and more clearly identify the ASC physical space and be more inviting to students as they approach the center.

Part VIII. Results of Prior Year Action Plans (UHCCP 5.202)

Action Plan	Anticipated Outcome	Actual Outcome
Increase the number of unduplicated students using the learning center (ASC) as measured in QI #4.	Increase ASC usage. The anticipated outcome was affected by the pandemic and the number classes taught on campus.	Decreased from .3 in reporting year 2020 to .1 in reporting year 2021

Action Plan	Anticipated Outcome	Actual Outcome
Increase efficiency as measured in QI #6.	Increase in efficiency through increased usage and less tutor down time. The anticipated outcome was affected by the pandemic and the number of classes taught on campus.	Decreased from .47 to .24

An increase in the number of students served may be difficult to obtain in the next year. Anecdotally, learning centers on the mainland, some of which have been open for face-to-face tutoring since fall 2020, are seeing a slow return to pre-pandemic numbers. An increase in efficiency will also be difficult to obtain in the next year or two. The ASC must strike a balance between staffing needs and efficiency. In the past and with the support of the Title III grants, the tendency has been to err on the side of more rather than fewer tutors because students are encouraged to walk in for services, and it is our goal to accommodate them when possible.

In spite of efforts to increase student usage, it is still challenging to get students to use the ASC. Students who come, tend to come more than once. The staff in the ASC believe that there continues to be a stigma attached to asking for help and using tutors, and it is difficult to get students to take the first step and approach the ASC.

Both Action items will be continued in 2021-2022. Efforts to improve outcomes will include proactively scheduling study groups for math classes and holding workshops for writing students. Workshops will be promoted via social media. Both efforts were implemented at the request of the administration. Class visits by ASC staff at the beginning of each semester (and at key times throughout the semester as requested by faculty) will continue and be expanded to include marketing to all instructors, not just math and English instructors. A video will be produced by the campus marketing staff to promote ASC services, including the option for online tutoring from ASC tutors. Use of an online scheduling system developed by one of the professional tutors will continue to be used so that students who wish to schedule tutoring sessions on their own can do so. To a large degree success will be determined by the numbers affected by COVID-19. Next Comprehensive Program Review will be five years from now in 2026.

Part IX. Analysis of Program

Based on findings in Parts I – VIII, develop a five-year action plan for your program or unit. This should include goals that align with the College Mission, measurable outcomes, benchmarks, and alignment to the College’s Strategic Priorities, and/or Strategic Goals. Be sure to focus on weaknesses identified in ARPD data, PSLO outcomes, results of survey data, financial needs (with timelines), and other data used to assess your unit or program. This plan should guide your program and subsequent APRUs, but may be amended based on new initiatives, updated data, or unforeseen external factors.

Results of most QIs in 2020-2021 were depressed. The exceptions being QI 5 which stayed the same and QI 9 which showed a moderate increase. Results were, no doubt, largely due to the COVID-19 pandemic and the move to online classes. The uncertainty connected to the pandemic

make it difficult to predict how efforts will improve desired results and what measures will be needed to be taken to work toward pre-pandemic levels. On a positive note, the move toward more in-person/on campus classes is promising. If more students are on campus, it will be easier to get them to come into the ASC, although online tutoring will continue to be an option since it is understood that everyone’s comfort level with-out-of-bubble contact is different.

Goal	Strategic Goal/Priority (List number) *	Benchmark	Desired Outcome	Unit of Measure	Year(s) Implemented
Increase the number of unduplicated students tutored in one-on-one sessions.	Strategic Goals 1,4,6,7 and KCC goals 1 & 2.	2019-2020 AY	Meet or exceed .3	As measured in QI #4	Each year
Increase the number of unduplicated students in developmental classes who are tutored.	Strategic Goals 1,4,6,7 and KCC goals 1 & 2.	2019-2020 AY	Meet or exceed .6	As measured in QI #5	Each year

Goal: Increase the number of unduplicated students tutored in one-on-one sessions. Aligns with Strategic Goal/Priority 1,4,6,7 and KCC goals 1 & 2. The desired outcome is to meet or exceed .3 as measured in QI #4.

Goal: increase the number of unduplicated students in developmental classes who are tutored. Aligns with Strategic/Goal 1, 4, 6, 7 and KCC goals 1 & 2.

Benchmark for both goals: will be the 2019-2020.

*All Strategic Goals and Priorities are Aligned to the College Mission.

Part X. Resource Request(s) for next year (Year 1 of the 5-year Plan for your unit or program).

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

Appendix A – Student Tutor Evaluations Academic Year 2020 - 2021

Student Evaluation of Tutors
 2020 – 2021

Figure 1

	Yes	No	Somewhat	N/A	Total
Did the tutor arrive on time for the appointment, if applicable?	30			7	37
Did the tutor seem supportive?	37				37
Was the tutor knowledgeable in the specific subject area?	35		2		37
Did the tutor respond positively to you questions and concerns?	37				37
Did the tutor provide adequate explanations?	35		2		37
Was the tutor attentive?	37				37
Would you recommend this tutor to another student?	37				37
Do you feel better prepared after tutoring than you did before?	34		3		37

Appendix B – Tutor.com Usage

Tutor.com Usage AY 2020 – 2021

Fall 2020					
	Live Sessions	Drop off Essay	Math Sessions	Total Hours	New Accounts
July	9	5	0	5.49	7
August	9	3	4	4.06	6
September	178	122	7	116.86	98
October	148	95	3	98.84	25
November	85	39	7	52.05	8
December	75	37	10	46.56	6
Total	504	301	31	323.86	150
Spring 2021					
	Live Sessions	Drop off Essay	Math Sessions	Total Hours	New Accounts
January	26	7	11	12.17	17
February	78	43	16	44.61	28
March	48	22	7	28.11	3
April	27	11	10	15.54	3
May	28	17	5	17.91	3
June	6	5	0	3.97	7
Total	213	105	49	122.31	61

Appendix C – Health Call Rubric

Tutoring Health Call 2020 – 2021

Figure 3

Area	Benchmark	Scoring
Demand Unduplicated number of students tutored in one-on-one sessions per student FTE (QI 4)	2 = More than .04 1 = 0.3 to 0.4 0 = Less than 0.3	2= Healthy 1=Cautionary 0=Unhealthy
Unduplicated student enrolled in Dev/Ed classes who are tutored per number of students enrolled in Dev/Ed classes (QI 5)	2 = More than 0.3 1= 0.2 to 0.3 0 = Less than 0.2	2 = Healthy 1= Cautionary 0 = Unhealthy
Efficiency Tutor contact hours per tutor paid hours in one-on-one sessions (QI 6)	2 = More than 0.6 1 = 0.5 to 0.6 0 = Less than 0.5	2 = Healthy 1= Cautionary 0 = Unhealthy
Duplicated number of students tutored in groups per tutor paid hours (QI 7)	2 = More than 0.6 1 = 0.5 to 0.6 0 = Less than 0.5	2 = Healthy 1 = Cautionary 0 = Unhealthy
Effectiveness Student satisfaction survey response = ‘YES’	2 = 90% 1 = 80% to 90% 0 = Less than 80%	2 = Healthy 1 = Cautionary 0 = Unhealthy