

**ANNUAL**  
REPORT OF PROGRAM DATA  
**2022**

UNIVERSITY of HAWAII  
**KAUA'I**  
COMMUNITY COLLEGE



Tutoring

# 1. Program or Unit Description

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## **Program or Unit Mission or Purpose 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.

## **What is the target student or service population?**

All students.

## **Description**

The tutoring center at Kauai CC is known as the Academic Support Center (ASC). For the academic year 2021-2022, the ASC was open for 48 hours per week. The ASC is staffed by one full-time APT, a part-time assistant, professional tutors, and peer tutors. During this reporting year there were three to four professional tutors, two to three peer tutors, and one community volunteer who worked with students in the spring semester. The part-time assistant position was unfilled. The effects of the pandemic were still felt in that it was difficult to find students who were interested in working as tutors. Students are served on a walk-in or appointment basis and have a choice to see tutors in person or online. In addition to tutors based in the ASC, students have access to an online tutoring service provided by a private company to which the college subscribes.

# 2. Analysis of the Program/Unit

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Last year's action plan included an increase in the number of unduplicated students' use of the ASC (QI #4) and an increase in efficiency as measured in QI #6. Outcomes were negatively affected by the ongoing pandemic, restrictions and requirements due to the pandemic, a continued decrease in the number of classes that were taught in person, and limitations in the ability to hire tutors for certain subjects that were available in the past. These subjects include accounting and some of the sciences. In addition, the only tutor qualified to tutor statistics moved on in the middle of the spring semester. It appears that some students who don't come to class or have another reason to be on campus are reluctant to reach out for tutoring support. This holds true, although to a lesser degree, for online appointments as well.

These results were in spite of outreach efforts which included text messages to students, formation of study groups held on a weekly basis, and 16 class visits over the course of the academic year.

Overall the 2021-2022 AY saw few students on campus. The Academic Support Center (ASC) was fully staffed with mostly professional tutors. Recruiting peer tutors was challenging, and the ASC had only two peer tutors for most of the year. This year marks the beginning of the five-year cycle for tutoring. After several meetings with the coordinators of the tutoring centers in other UH CCs, an effort was made to calculate QIs in manner more consistent with other tutoring centers.

## Quantitative Indicators

#	Student and Faculty Information	2019-2020	2020-2021	2021-2022
1	Annual Unduplicated Student Headcount	1,788	1,835	1,715
2	Annual FTE Faculty	67	66	65
2a	Annual FTE Staff	99	102	95
3	Annual FTE Student	654	651	527

#	Demand Indicators	2019-2020	2020-2021	2021-2022
4	Unduplicated number of students tutored in one-on-one sessions per student FTE	.3	.1	.2
5	Unduplicated number of students enrolled in Dev/Ed classes who were tutored per number of students enrolled in Dev/Ed classes	.3	.3	.89
#	Efficiency Indicators	2019-2020	2020-2021	2021-2022
6	Tutor contact hours per tutor paid hours in one-on-one sessions	.47	.24	.17
7	Duplicated number of students tutored in groups per tutor paid hours	.42	.23	6.7
8	Tutoring budget per student contact hours			
#	Effectiveness Indicators	2019-2020	2020-2021	2021-2022
9	Students who receive tutoring should pass their tutored course	.67	.69	.78

#	Effectiveness Indicators – Community College Survey of Student Engagement (CCSSE)	2016	2018	2022
10	Tutored or taught other students (survey item 4.h)			
	Mean	1.39	1.43	Not available
	Very Often	3.0%	3.5%	2.8%
	Often	5.6%	5.6%	4.2%
	Sometimes	19.2%	21.5%	14.5%
	Never	72.1%	69.3%	78.5%
11	Frequency of using peer or other tutor (survey item 13.1.d)			
	5 or more times	1.35	1.08	8.5%
	2-4 times	9.7%	17.3%	12.9%
	1 time	21.8%	21.7%	10.7%
	Never	45.8%	12.6%	67.8%
	N/A	22.7%	48.4%	
12	Satisfaction with peer or other tutoring (survey item 13.2.d)			
	Mean	2.23	1.59	Not available
	Very	21.8%	34.9%	57.7%
	Somewhat	24.9%	19.2%	36.2%
	Not at All	8.8%	1.7%	5.3%
	N/A	44.6%	44.2%	0.9%
13	Importance of peer or other tutoring (survey item 13.3.d)			
	Mean	2.20	2.42	Not available
	Very	44.3%	58.1%	44.2%
	Somewhat	31.6%	25.5%	34.6%
	Not at All	24.0%	16.5%	21.1%
14	Frequency of using skill labs – writing, math, etc. (survey item 13.1.e)			
	5 or more times	1.75	0.82	11.0
	2-4 times	17.3%	15.2%	13.3%
	1 time	25.4%	13.8%	9.2%
	Never	37.1%	9.2%	66.5%
	N/A	20.3%	61.8%	Not available
15	Satisfaction with skill labs – Writing, math, etc. (survey item 13.2.e)			
	Mean	2.3	1.51	Not available
	Very	25.6%	24.1%	57%
	Somewhat	28.6%	17.3%	37.6%
	Not at All	6.9%	2.1%	4.2%

	N/A	39.0%	56.5%	Not available
16	Importance of skill labs – writing, math, etc. (survey item 13.3.e)			
	Mean	2.26	2.20	Not available
	Very	47.3%	43.8%	44.2%
	Somewhat	31.2%	32.0%	34.6%
	Not at All	21.5%	24.1%	21.1%

**QI 4** The number of unduplicated students tutored in one on one sessions increased slightly from the previous year but is still lower than two years ago. Students who attended classes this AY enrolled knowing that classes would be online and were more comfortable using Zoom. Of all one-on-one tutoring sessions held nearly 83% were conducted via Zoom. Basic measures to increase student engagement in the hopes of increasing usage proportionately. In addition, efforts to increase the number of unduplicated students using tutoring for one on one sessions will continue by ongoing outreach, class visits, proactively scheduling study sessions, embedded tutoring, workshop participation. An attempt to implement an additional strategy of personal referrals by teachers will be proposed to the math instructors and possibly include English instructors.

**QI 5** This QI is calculated differently than in previous years in an effort to be more uniform with the other UH CCs. Only math and English classes under level 100 were counted. This number did, however, include students taking 75X/100 in the same semester. There were no English 75 classes in either the fall or spring semesters of this reporting year, but they would have been included. For the first time, this QI also included students who were enrolled in classes with embedded tutors, which is more in keeping with the definition in the glossary provided by system. As such it resulted in a much higher score because there were embedded tutors in all but two developmental math classes, so tutors had regular contact with almost all dev/ed students. This result will continue to be monitored.

**QI 6** This QI includes only one-on-one tutoring sessions per all tutor paid hours. Again, efficiency was negatively affected by the higher cost of professional tutor as opposed to peer tutor hourly rate.

**QI 7** This QI includes students in group sessions and, unlike previous years, students in a class with an embedded tutor. The inclusion of students in classes with embedded tutors resulted in a much higher score than in previous years and is not easily compared. This result will be used as a baseline for measures in future years.

**QI 8** Not reported

**QI 9** For this QI pass rates for certain classes were examined including all Dev/Ed, Math 100, Math 103 and English 100. The overall pass rate in these classes for fall and spring semesters combined is 75.7%. For those students in these classes who were tutored at least once the pass rate is 78.3%. Passing is defined as earning a grade of C or better.

**CCSSE** No survey administered in 2020. As expected, in the 2022 survey there was a decrease in QI 10 related to students who tutored or taught other students due to much less opportunities for students to collaborate with each other. Response for QI 11 and QI 14 changed. QI 11 regarding the frequency of using peer or other tutors do not correlate exactly because of the different possible responses. While there was an increase in the number of students who used tutoring 5 or more times, it is not possible to make a correlation with previous years. This year's score will be used as a benchmark for future surveys. Only 25.4% of respondents reported using tutoring

between 2-5 times. Of those who used tutoring, satisfaction increased as reported in QI 12. It's interesting that respondents rated the importance of tutoring at 78.8%, down nearly 5% from the 2018 survey. As in previous CCSSE surveys, QI 14-16 are difficult to analyze because unlike some other UHCC campuses Kauai CC does not have math and writing labs making it unclear if respondents are referring to the ASC. Assuming that respondents are rating the ASC when considering QI 14, 75.7% reported that they had used the services never or 1 time. As for satisfaction of math or writing labs reported in QI 15, 4.2% reported being not at all satisfied, up from 2.1% in 2018. Also 57% reported being very satisfied, an increase of nearly 33% and 37.6% reported being somewhat satisfied, an increase of 20%. Mean scores were not available at the time of this report.

### **Additional Information:**

**Class Visits:** In an effort to market the ASC services to students. Thirteen class visits were conducted in the fall semester and four were conducted in the spring semester.

**Training:** Regular training included monthly meetings/training covering day to day operations, demonstrating effective techniques, challenging students and situations, putting the pencil down, Tutor.com with a representative from the service connected via Zoom. In addition, the tutors attended a series of four training sessions offered by Kapi'olani CC. The topics were Assessing Tutees' Needs; Motivational Techniques; Working with Exceptional Learners; Critical Thinking Skills.

**Outreach:** Aside from class visits, periodic text messages to students were utilized at key times each semester and follow up emails to individual students were sent as a response to surveys conducted by student services.

**Staff:** The program is managed by one APT and three to four professional tutors and two peer tutors, although it would be preferable to have more student workers. Increased in-person classes may make hiring more student workers possible.

### **Embedded Tutors:**

In the fall semester tutors were embedded in nine math classes and five English classes. In the spring semester tutors were embedded in six math classes and five English classes. Of all of the classes where tutors were embedded, only three were in person. The remainder of the classes met online with the tutors attending class via Zoom along with the students.

### **Online Tutoring:**

This reporting year was the third full year that Tutor.com was used as the online tutoring provider. While the number of face-to-face tutoring and Zoom sessions through the ASC were down, students' usage of Tutor.com varied. The number of live sessions for this year decreased slightly from 517 for last year to 507 for this year, a 2% decrease. The number of drop off essay reviews

decreased from 406 for last year to 342 for this year, an almost 16% decrease, but this number is considerable given the low number of F2F sessions in the ASC. An area not reported in previous reviews is the number of writing center sessions. For this academic year there were 75 sessions, which are included in the total number of live sessions. A significant decrease in Tutor.com usage once again was in the number of math sessions which decreased from 80 in the 2020-2021 AY to 11 sessions for this reporting year. The number of math sessions has decreased in the last two years, which could be a result of a lack of confidence in the service by the math instructors. The total hours used this reporting year was 330, down from 546 for the previous AY, a 39.5% decrease. Like last year, an examination of the most popular times of day that students used Tutor.com showed that a large number of students do not use the online service during late nights or weekends when the ASC is closed. Only 15% of Tutor.com usage was on Saturday or Sunday. The most popular times were weekdays during regular business hours for the ASC. Again, this year the large number of drop off essay reviews made up a large portion of the sessions held and hours used.

### **Student Evaluations of Tutors:**

Students evaluated tutors for approximately two weeks in the fall semester and three weeks in the spring semester. The following eight questions are asked on a questionnaire which students fill out and submit anonymously. The questions on the evaluation are:

- 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 a place on the form for students to write in comments if they choose.

Of the 52 evaluations (fall and spring semesters combined) that were submitted, there were 402 yes replies (out of a possible 416 yes replies. Fifty-two evals multiplied by 8 question equals 416), 0 no replies, 3 somewhat replies, and 11 N/A replies. As in previous years the evaluations, including the comments, were overwhelmingly positive.

## **3. Program Student Learning Outcomes or Unit/Service Outcomes**

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PSLO – Students who receive tutoring will pass their tutored courses. Benchmark = 73% last reporting year. There was an increase of 5% to 78% this year. However, there was also an increase



in the pass rate for non-tutored students. For this reporting year the pass rate for non-tutored students was 76%. The pass rate for tutored students was 78%. Next assessment will be end of spring 2023

## 4. Action Plan

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### Action Items:

(1) increase the number of unduplicated students using ASC as measured in QI #4. There was a very slight increase in the number of students who used the ASC (from .1 to .2).

(2) increase efficiency as measure in QI #6. Efficiency fell from .23 to .17.

Both of these action items will be continued as servicing more students more efficiently remain major goals.

In order to increase efficiency an attempt will be made to use more student workers as tutors as opposed to professional tutors. Much will depend on how most classes are delivered in the 2022-2023 AY. It is always difficult to balance staffing with demand. It has been especially difficult in the time during and since the pandemic.

Both items aligned with KCC goals 1 & 2 and strategic goals 1, 4, 6, 7.

Looking forward toward the end of the pandemic focus will be placed on increasing student usage of tutors based on tutoring hours. Not to include embedded or group hours.

Additional Action Item: Increase the number of tutoring hours by 2% each year from 190 hours for this reporting year.

- Increase ASC visibility by offering teaching faculty class visits at least twice during each semester
- Schedule math study groups for each math class at the 140 level and below
- Establish a tutoring club and recruit at least 20 student members.
- Participate in the creation of a video informing and promoting services provided by the ASC
- Utilize more peer tutors, when possible.
- Propose a tutoring referral process to math instructors.

Next CPR: 2026

## **5. Resource Implications**

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