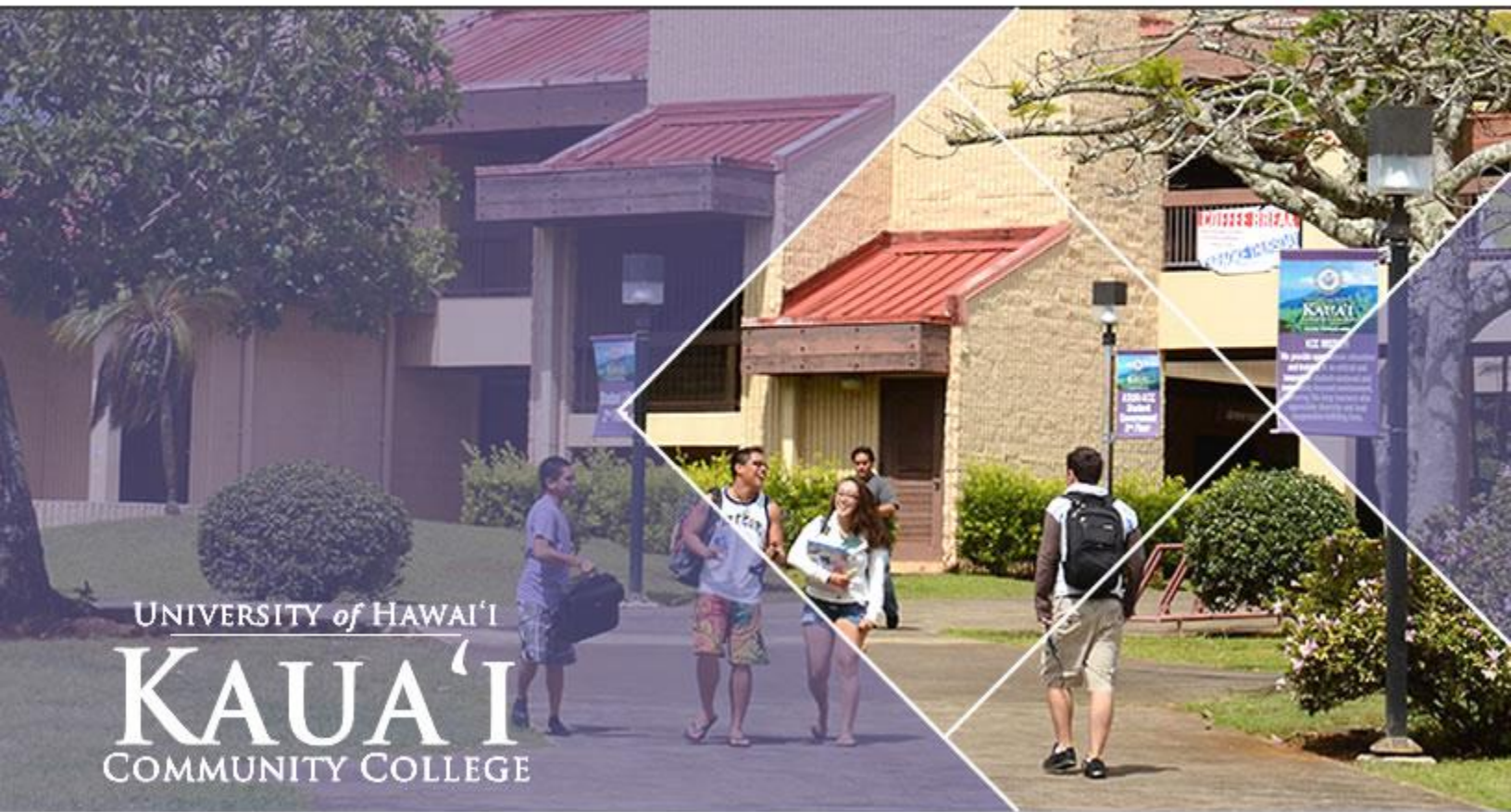


ANNUAL REPORT OF PROGRAM DATA 2023



UNIVERSITY of HAWAII
KAUA'I
COMMUNITY COLLEGE

2023 Annual Report of Program Data

Tutoring



1. Program or Unit Mission

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 tutoring center, known as the Academic Support Center (ASC) is available to support student learning by providing tutoring services in person or online via Zoom or a similar platform. The ASC provides mostly math and writing tutoring but also provides assistance in chemistry, accounting, and other subjects as demand and availability of tutors allow.

2. Program Student Learning Outcomes or Unit/Service Outcomes

Quantitative Indicators

#	Student and Faculty Information	2018 - 2019	2019 - 2020	2020 - 2021	2021 - 2022	2022 - 2023
1	Annual Unduplicated Head Student	1,860	1,788	1,835	1,715	1,623
2	Annual FTE Faculty	70	67	66	65	54
2a	Annual FTE Staff	97	99	102	95	91
3	Annual FTE Student	677	654	651	527	525

#	Demand Indicators	2018 - 2019	2019 - 2020	2020 - 2021	2021 - 2022	2022 - 2023
4	Unduplicated number of students tutored in one-on-one sessions per student FTE	0.4	0.3	0.1	0.2	0.25
5	Unduplicated number of students enrolled in Dev/Ed classes who were tutored per number of students enrolled in Dev/Ed classes	0.6	0.3	0.3	0.89	0.36
#	Efficiency Indicators	2018 - 2019	2019 - 2020	2020 - 2021	2021 - 2022	2022 - 2023
6	Tutor contact hours per tutor paid hours in one-on-one sessions	0.51	0.47	0.24	0.17	0.13
7	Duplicated number of students tutored in groups per tutor paid hours	0.58	0.42	0.23	0.67	0.1
8	Tutoring budget per student contact hours					
#	Effectiveness Indicators	2018 - 2019	2019 - 2020	2020 - 2021	2021 - 2022	2022 - 2023
9	Students who receive tutoring should pass their tutored course	73	0.67	0.69	0.78	0.75

#	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	3.00%	3.50%	2.80%
	Often	5.60%	5.60%	4.20%
	Sometimes	19.20%	21.50%	14.50%
	Never	72.10%	69.30%	78.50%
11	Frequency of using peer or other tutor (survey item 13.1. d)			
	5 or more times	1.35	1.08	8.50%
	2-4 times	9.70%	17.30%	12.90%
	1 time	21.80%	21.70%	10.70%
	Never	45.80%	12.60%	67.80%
	N/A	22.70%	48.40%	
12	Satisfaction with peer or other tutoring (survey item 13.2.d)			
	Mean	2.23	1.59	Not available
	Very	21.80%	34.90%	57.70%
	Somewhat	24.90%	19.20%	36.20%
	Not at All	8.80%	1.70%	5.30%

		N/A	44.60%	44.20%	0.90%
13	Importance of peer or other tutoring (survey item 13.3. d)				
		Mean	2.2	2.42	Not Available
		Very	44.30%	58.10%	44.20%
		Somewhat	31.60%	25.50%	34.60%
		Not at All	24.00%	16.50%	21.10%
14	Frequency of using skill labs – writing, math, etc. (survey item 13.1.e)				
		5 or more times	1.75	0.82	11
		2-4 times	17.30%	15.20%	13.30%
		1 time	25.40%	13.80%	9.20%
		Never	37.10%	9.20%	66.50%
		N/A	20.30%	61.80%	Not available
15	Satisfaction with skill labs – Writing, math, etc. (survey item 13.2.e)				
		Mean	2.3	1.51	Not available
		Very	25.60%	24.10%	57%
		Somewhat	28.60%	17.30%	37.60%
		Not at All	6.90%	2.10%	4.20%
		N/A	39.00%	56.50%	Not available
16	Importance of skill labs – writing, math, etc. (survey item 13.3.e)				

	Mean	2.26	2.2	Not available
	Very	47.30%	43.80%	44.20%
	Somewhat	31.20%	32.00%	34.60%
	Not at All	21.50%	24.10%	21.10%

PSLO: Students who receive tutoring will pass their tutored courses. The desired outcome is to increase the student pass rate in tutored courses as measured in QI 9.

Results from 2021-2022: The pass rate increased from .69 to .78.

Results: This reporting year the pass rate fell from .78 to .75. The Pass rate for students not tutored was .74.

3. Analysis of the Program/Unit

The number of students tutored in one-on-one sessions (QI 4) increased over the last two years. Since the first effects of a full year of the pandemic in 2020-2021 AY, the increases went from .1 to .2, then to .25 in this reporting year.

In the year 2021-2022, the number of unduplicated developmental students (QI 5) who were tutored appeared to increase because for the first time students in embedded classes were counted. It should be noted that the number of students counted in this QI includes all students in classes with embedded tutors whether or not they have direct interaction with the tutor. This reporting year the number decreased to 36. Fewer tutors, smaller class sizes, and more non-traditional class delivery are reasons for the decrease. When instructors have smaller classes, they are less likely to request an embedded tutor. More online, both synchronous and asynchronous, classes also result in fewer requests for embedded tutors.

Efficiency in one-on-one sessions (QI 6) has continued to decrease over the past three years. The ASC remained staffed this reporting year with little student traffic and lower than expected online tutoring sessions.

Efficiency for group sessions (QI 7) decreased from the last reporting year from .67 to .10. The decrease in group tutoring can be attributed to the same reasons tutoring is down overall.

Math faculty held weekly tutoring sessions in the ASC. These tutoring sessions are not included in the data report.

CCSSE:

The Community College Survey of Student Engagement (CCSSE) was administered in the spring of 2022. There was a decrease in QI 10 related to students who tutored or taught other students due to fewer 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 does 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, but not surprising, that student 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 with 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%.

Staff:

Two to three professional tutors and three peer tutors were employed during the 2023-2023 AY. The professional math tutor left at the end of the fall semester to continue her education out of state. A replacement math tutor was never found for the remainder of the academic year.

Training:

Monthly meetings, at minimum, were held covering ASC procedures and tutoring topics. Some topics included learning styles, ethical guidelines, managing time in a tutoring session, writing style/formats, clarifying roles and responsibilities for tutors and students, and utilizing available resources in the ASC and on-campus resources (guest speaker).

Online Tutoring:

Online tutoring sessions with ASC tutors are few with most of the Zoom sessions being conducted with students who are off-island and taking a class on our campus.

Tutor.com:

The number of live sessions increased by a little less than 1%. The number of drop-off essay reviews, although still high considering the low ASC usage, decreased from 342 for last AY to 284 for this reporting year. Many of the drop-off essays are due to instructors' requirements so that students have the experience of using the service. The number of math sessions decreased to 49 in the fall semester and 0 in the spring semester. Once again, it is believed that math instructors question the quality of the service and make themselves available to students outside of class so that students are not compelled to use Tutor.com. The number of overall hours used

increased from 330 in the 2022 reporting year to 349 this reporting year. However, this slight increase is significantly down from the 2021 reporting year with hours used at 546.

Student Evaluation 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 41 evaluations (fall and spring semesters combined) that were submitted, there were 321 yes replies, 1 no reply, 5 somewhat replies, and 1 N/A reply. As in previous years the evaluations, including the comments, were overwhelmingly positive.

Comments:

Twenty-four students chose to include comments on their form. All comments were extremely positive.

4. Action Plan

Although online and in-person usage is down in most respects, there are signs of improvement. It is believed that several factors are making it difficult to regain the losses seen in the years during and after the pandemic. There are many classes that are being taught online, some hybrid and asynchronous. This results in few reasons for students to come onto campus to make connections. Therefore, they are more reluctant to reach out for support. There has not been a drastic increase in requests for Zoom sessions or Tutor.com usage that would be expected, indicating that students are coping with their classwork and assignments on their own.

Efforts will continue to increase student usage and improve efficiency in alignment with KCC goals 1 & 2 and strategic goals 1, 4, 6, and 7.

Action Items Update:

Class visits: Eight were conducted in the fall semester, and six were conducted in the spring semester. In addition, at least two instructors brought their classes into the ASC for visits and a short presentation by the coordinator or professional tutors. Continue to offer class visits twice a year as staffing allows. It would be beneficial to have staff in place by the first week of classes so the offer could be made to instructors with the confidence that staff will be available to make the visits or the ASC can be covered, freeing up the coordinator to make the visits.

Study sessions: Tutors set up regular group tutoring sessions for individual math classes up to the 140 level to increase usage and increase the number of students who returned to receive subsequent tutoring sessions either individually or in group tutoring sessions. The sessions were not well attended even though meeting times were adjusted to accommodate students' needs and preferences. Continue to set up group tutoring sessions. Attempt increased promotion by asking instructors to promote sessions at the beginning of each semester.

An attempt to establish a tutoring club was not made because of the low number of tutors and the lack of students on campus. Reassess interest and need, and then make a determination depending on the number of students on campus and the number of tutors to engage with members of the club.

The ASC is on the marketing staff's list to have a promotional video made.

Utilize more peer tutors, when possible. Recruiting tutors both peer and professional continued to be difficult in the 2022-2023 academic year. Continue to attempt to hire more peer tutors.

A tutoring referral process was not proposed to math instructors. Because of the increased visibility and presence of math faculty, it was possible to interact with instructors directly. Discontinue.

Next CPR: 2016

5. Resource Implications

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