2020
ANNUAL REVIEW OF PROGRAM DATA

Tutoring

UNIVERSITY *of* HAWAI'I®

KAUA'I
COMMUNITY COLLEGE

1. Program or Unit Description

Program or Unit 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.

Date of last Comprehensive Review: 2016
Date of next Comprehensive Review: 2021
Date Website Last Reviewed/Updated: 10/15/2020
What is the target student or service population? All students.
External Factor(s) that Affected to Program or Unit: COVID 19

The Academic Support Center operates 55 hours per week. There is one full-time APT coordinator. In this academic year there were 4 part-time professional tutors hired as casual hires in the fall semester and a total of 6 in the spring semester working from 4 to 20 hours per week. The remaining staff consists of peer tutors. The ASC targets the entire student population. However, this year a special effort was made to target ESL students by hiring a professional tutor with training and experience with that population.

2. Analysis of the Program/Unit

Quantitative Indicators

#	Student and Faculty Information	2017-2018	2018-2019	2019-2020
1	Annual Unduplicated Student Headcount	1,752	1,860	1,788
2	Annual FTE Faculty	68	70	90
2a	Annual FTE Staff	97	97	78
3	Annual FTE Student	675	677	681

#	Demand Indicators	2017-2018	2018-2019	2019-2020
4	Unduplicated number of students tutored in one-on-one sessions per student FTE	0.3	0.4	.3
5	Unduplicated number of students enrolled in Dev/Ed classes who were tutored per number of students enrolled in Dev/Ed classes	0.2	0.6	.3
#	Efficiency Indicators	2017-2018	2018-2019	2019-2020
6	Tutor contact hours per tutor paid hours in one-on-one sessions	.65	.51	.47
7	Duplicated number of students tutored in groups per tutor paid hours	.61	.58	.42
8	Tutoring budget per student contact hours			

#	Effectiveness Indicators	2017-2018	2018-2019	2019-2020
9	Students who receive tutoring should pass their tutored course	.57	.73	.67

#	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 item13.1.d)			
	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 13.2.d)			
	Mean	2.23	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	2.20	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%	

Demand: The number of students tutored in one-on-one sessions as measured in QI 4 decreased from last academic year from .4 to .3, which was in line with the 2018-2019 AY. The number of developmental students served (QI 5), which is the number of developmental students served compared with the number of all students enrolled in developmental classes also decreased from .6 to .24. Some of the decrease for demand is attributed to COVID-19 when classes and tutoring services were required to go online in the last half of the spring semester. However, the number of developmental English sessions and overall number of unduplicated students tutored increased. This means that while the number of sessions were down, the number of students who used tutoring at least one time in the academic year was up. The number of ENG 75 tutoring sessions almost tripled. In the 2018-2019 AY tutors held 31 individual tutoring appointments with ENG 75 students. This number increased to 87 individual appointments for ENG 75 in the 2019-2020 AY. This increase was due to a new developmental English professional tutor position. In fact, when classes went remote due to COVID-19 individual appointments for ENG 75 students accounted for almost 100% of one-on-one tutoring sessions. While the number of unduplicated students served was reduced overall, the number of developmental English students increased from 12 to 29 students in this reporting year. The positive relationship between the new professional tutor and the students who were served in the classes where she was embedded is viewed as the primary reason for the increase in the number of ENG 75 students served. In the past math students have made up the greatest number of students served in the ASC. High math tutor usage has been attributed to embedded tutoring, efforts made by the math faculty to make referrals to tutoring, proactive efforts by math faculty like walking students to the ASC, and the visibility of the math faculty in the ASC on at least a weekly basis. Interestingly, when classes went online due to COVID-19, math tutoring decreased to almost zero while ENG 75 usage continued at the the before COVID rate. In the past efforts were made to meet or exceed previous year's rate of usage. Demand, which was .29 fell short of the strategic goal of .35.

Efficiency: The efficiency of one-on-one tutoring (QI 6), the number of one-on-one tutoring sessions per tutor paid hours, decreased from .51 to .47. Again, this QI was certainly affected by COVID-19. For half of the spring semester student workers worked their regular hours from home while individual tutoring sessions decreased. A decision was made early in the pandemic that tutors would not earn less than they had pre pandemic. These funds were outgoing while few students were being tutored, negatively affecting the tutoring session to cost ratio. The number of duplicated students tutored in groups (QI 7) also decreased since students were not able to gather and study in groups with a tutor and tutor led study groups came to a halt. Efficiency in general is routinely affected by the large number of embedded tutors that the ASC utilizes in math and English classes. Because at KCC such a large number of tutors are paid to be embedded in math and English classes and they are paid for attending those classes. When calculating the one-on-one tutoring sessions (QI 6) and the number of students tutored in groups (QI 7) the cost of tutoring overall is higher.

Effectiveness: For QI 9, all developmental courses, Math 103, English 100, and IS 103 were examined to determine the pass rate. A passing grade is defined by a grade of C or better. This indicator fell from .73 in 2018-2019 AY to .67 in this reporting year, but it did not fall close to .57, the rate of two years ago. The current pass rate of .67 is only slightly higher than then the rate of .66 for those students who did not receive tutoring. Once again numbers were likely affected by COVID-19 and the necessity to move to online delivery of classes and tutoring services which resulted in fewer students seeking tutoring services.

Embedded Tutors: In the fall of 2019 there were 18 math classes with embedded tutors, 1 science class, and 9 English classes where tutors were embedded. In the spring, embedded tutors numbered 15 in math, 2 in science, and 7 in English. The STEM grant allowed for tutoring in math and science. The goal is to embed tutors in all developmental math classes and classes that have high numbers of struggling students, according to math faculty. The English embedded tutors were paid for by Student Success funds. Again the goal was to embed tutors in developmental English classes and ENG 100 classes with a corequisite.

In the spring when COVID-19 caused classes to be moved to online delivery, embedded tutors continued to take part in classes via Zoom. There were 3 English tutors who were embedded in 7 classes, 7 math tutors embedded in 13 classes and one science tutor embedded in 2 classes.

Student Evaluations of tutors: Students evaluate tutors for approximately two weeks each semester. The following questions are asked on a questionnaire which students fill out and submit anonymously:

- 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 that is simply labeled *Comments:* with blank lines.

Of the 55 evaluations that were submitted in the Fall 2019 semester, there were *428 Yes* replies; *0 No* replies; *5 Somewhat* replies and *7 N/A* repliesOf the 5 *Somewhat* replies 2 were in response to knowledge of the subject and 2 were in response to feeling better prepared. The 34 comments that were provided by students were 100% positive and mainly focused on the tutors' skills when explaining material and the desire to recommend the tutor to other students.

There were no student evaluations of tutors conducted in the spring 2020 semester due to COVID-19.

Online Tutoring: The 2019-2020 AY was the first full year the college used Tutor.com as its online tutoring provider. There were 513 live sessions for the entire academic year and 322 hours of usage for the calendar year. Note that the number of hours includes the number of live sessions and the number of drop-off essay reviews. There were 151 new accounts established.

There were 98 math sessions. The number of writing center sessions was 64 with 265 essay drop off essay reviews. As was the case with our previous online provider, Tutor.com does not report how many of the drop off essay reviews were for English classes and how many were for other subjects, although Tutor.com does report additional categories including writing center and ESL. There were 64 Writing Center sessions and one ESL session. There is not a way to discern how many students who speak English as a second language used the service but did not request an ESL tutor specifically. Tutor.com includes student evaluations of the service which were overwhelmingly positive. Interestingly, Tutor.com usage did not increase significantly when classes and tutoring services switched to an online format due to COVID-19 after spring break. A closer look at the number of math sessions for Tutor.com revealed that for the month of March, the month the campus closed due to COVID-19 there were 5 math tutoring sessions. In April there were 2 and in May there were 0.

The ASC has alway served more math students than any other subject, so it was surprising and concerning after spring break when face to face tutoring was no longer an option for our students that math students in particular did not use the tutors employed by the college to conduct Zoom sessions nor did they use Tutor.com at a higher rate than pre-COVID-19.

One service provided by Tutor.com is the essay drop-off, which accounted for the majority of usage.

ESL: In this reporting year, there were 238 students who were tutored in-one-on one or group sessions as determined by the number of registration sheets collected. The ASC registration sheet is

a form that is filled out by all students who request one-on-one or group tutoring once per semester. Of the 234 students who filled out a registration form, 58 or 24% of them self identified as speaking English as a second language. For comparison, in the year before this reporting year 18% of the students who were tutored self identified as speaking English as a second language. This increase in ESL student use of tutoring could be attributed to efforts to target the ESL population and the rapport that was established by the professional tutor hired to work with this population specifically.

Community College Survey of Student Engagement: The survey was not administered in 2020 due to COVID-19.

3. Program Student Learning Outcomes or Unit/Service Outcomes

PSLO: *Students who receive tutoring will pass their tutored courses.* This PSLO was assessed this APRU cycle. Findings: Last reporting year students passed their tutored courses at a rate of 73% compared to a rate of 72% for non-tutored courses. This reporting year the combined pass rate for tutored students was 67% and 66% for non-tutored students. The pass rate for both categories was likely affected by the switch to online delivery of classes in the spring semester due to COVID-19. The difference between tutored and non-tutored students last year and this reporting year remained at 1%. These results do not take into consideration that there is a strong possibility that a greater number of weaker students may utilize tutoring, so pass rates for this population may have been lower without tutoring. Improvements implemented: More faculty input, especially from the English faculty and increased tutor training. Continue to collaborate with faculty and to implement ongoing tutor training. Next assessment date: Conclusion of spring semester 2021.

Health Call Rubric

Demand: 1 Cautionary

Efficiency: 2 Healthy

Effectiveness: 2 Healthy

4. Action Plan

Action Plan outcomes were negatively affected by COVID-19. At the time classes were scheduled to reconvene after spring break, the decision was made to shift delivery of classes to distance only and disallow tutors on campus. At that time embedded tutors began attending classes via Zoom along with the students. When students did not attend face-to-face classes, they tended to seek very little tutoring. Even the students taking classes with embedded tutors who had been in the classes for the first half of the semester and had become well acquainted with their tutors made few or no requests for tutoring via Zoom or Tutor.com. This was in spite of efforts by the ASC coordinator, tutors, and teaching faculty. The teachers and tutors repeatedly informed the students about the availability of tutoring and on the policy and procedure to follow to secure tutoring sessions though the ASC or Tutor.com and information about the availability of tutoring was posted on the website. It was hoped that students would utilize tutoring more in the fall if classes started out predominantly online as they would be better prepared for online delivery since classes would start out that way and there would be no switching modalities in mid semester. The two action items will be discussed separately below.

Action item 1: *Increase the number of unduplicated students using the learning center as measured in QI 4.* The anticipated outcome was more student use of the tutoring services. The actual outcome was that the score in QI 4 decreased to the rate of two years ago, from .4 to .3.

Action item 2: *Increase efficiency as measured in QI 6.* The anticipated outcome was an increase in efficiency compared to the previous year. The actual outcome is that there was a decrease in efficiency from .51 to .47.

Next CPR: 2021

Alignment with CPR:

Next CPR will be 2021

Strategic Goal: *Increase the number of students tutored in one-on-one sessions.* Aligned with KCC goals 1 &2 and strategic goals 1, 4, 6, & 7. Not achieved. Desired outcome was to increase to .35 or greater. Actual outcome for 2019-2020 is .29.

Strategic Goal: *Increase the number of students in developmental classes who are tutored.* Aligned with KCC goals 1 & 2 and strategic goals 1, 4, 6, & 7. Achieved. Desired outcome was to increase to .25 or greater. Actual outcome for 2019-2020 is .27. Many ESL students begin by taking ENG 75. However, tutor usage by this population was minimal. In an effort to better serve our ESL population, including our international students, a professional English tutor was hired who had a special interest, training and experience in working with ESL students. This tutor was embedded in all sections of English 75. It is this additional, specialized professional that was likely responsible for the increase in developmental English students greater use of tutoring. When tutor usage went down as a result of COVID-19 and the change to online delivery, ENG 75 students continued to utilize the ESL professional tutor.

5. Resource Implications

No resources needed

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