Kauai Community College
Comprehensive Program Review

Program Name: Tutoring Services

Assessment Period: 2011-2016

College Mission Statement:

Kauaʻi Community College provides open access education and training in an ethical and innovative student-centered and community-focused environment, nurturing life-long learners who appreciate diversity and lead responsible and fulfilling lives.

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.

Part I. No previous recommendations

Part II.

The primary function of Tutoring Services is to provide tutoring to KCC students. Students access services on an appointment or a walk-in basis. Tutoring in mainly done by peer tutors with additional tutoring provided by one community volunteer and math and science faculty. Tutoring 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 five computers and one printer for student use. One of the computers was added relatively recently and is located in the study room for some ADA uses. Formerly, tutoring services provided study skills workshops, computer workshops, and the Brush-up program for writing and math.

Tutoring Services (TS) is permanently located in the Learning Commons. For one-and-half years, from fall 2014 through fall 2016 for reporting purposes, TS was relocated in another building on campus. The temporary location was very satisfactory in size but not ideal for location. It lacked a study room available in the permanent location. TS provides at least some study skills workshops each semester, although in recent years the major responsibility for these workshops has been taken up by the staff in the Kipaipai program. In the first years of this assessment period, TS was responsible for providing a Brush-up program for writing and math. Beginning in the '13-'14 school year, the Brush-up program was provided by another department

on campus. TS is staffed by a coordinator (APT), peer tutors, faculty volunteers, and at times community volunteers, with the majority of the tutoring provided by peer tutors. Beginning in 2012, a Title III grant allowed for embedded tutors in STEM courses. This increased the number of tutors from twenty to almost thirty. In the last school year of this assessment period there were embedded tutors in 20 classes in the fall and 14 classes in the spring. In addition to face-to-face tutoring in one-on-one, group, and embedded tutoring, tutoring is provided remotely by an online tutoring service called Brainfuse. Skype was utilized for some students in the UH system taking a class from our campus. Google Chat and a UH Manoa service delivered via video streaming is also an option for students.

Part III. Quantitative Indicators for Program Review as applicable

Student and Faculty Information		Program Year				
		11-12	12-13	13-14	14-15	15-16
1	Annual Unduplicated Student Head Count	1718	1801	1828	1749	1683
2	Annual FTE Faculty	71	72	74	73	73
2a	Annual FTE Staff	85	93	89	91	91
3	Annual FTE Student	780	802	814	757	708

Demand Indicators		Program Year				
		11-12	12-13	13-14	14-15	15-16
4	Unduplicated number of students tutored in one-on-one sessions per student FTE	.4	.5	.5	.6	.32
5	Unduplicated students enrolled in Dev/Ed classes who were tutored per number of students enrolled in Dev/Ed classes	.5	.4	.3	.3	.23

Efficiency Indicators		Program Year				
		11-12	12-13	13-14	14-15	15-16
6	Tutor contact hours per tutor paid hours in one-on-one sessions	.31	.63	.63	.64	.24
7	Duplicated number of students tutored in groups per tutor paid hours		14	18.3	16.7	20.9
8	Tutoring budget per student contact hours	$31	$0	$24	$54	-

Effectiveness Indicators		Program Year				
		11-12	12-13	13-14	14-15	15-16
9	Students who receive tutoring should pass their tutor course	0	78	75	48	78

Community College Survey of Student Engagement (CCSSE)		Survey Year		
		2012	2014	2016
1	4.h. Tutored or taught other students			

0				
	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%

Note: The reported effectiveness indicator for the school year 2012-2013 is 0 on the website. This is a typographical error that is corrected to read 78 on this document and will be corrected

on the official site in the near future.

Part IV.

Demand Indicators: Demand for one-on-one tutoring sessions remained fairly constant with the exception of the last year of the date range for this report. This can be attributed in large part or entirely to the necessary relocation of tutoring services from the Learning Commons to a self contained room in another building. Although the room was quite adequate for tutoring purposes, the building was not located in a part of the campus that is as convenient for students nor was it in or near a common gathering place for students. This resulted in a 40% decrease in usage in the first semester of that school year alone. Interestingly, the demand for one-on-one tutoring (QI # 4) decreased in the '15-'16 by a little less than 50%, the demand for Dev/Ed classes (QI # 5) only decreased by approximately 20%. Since embedded tutors are assigned to Dev/Ed classes almost exclusively, this can be an indicator that the students with embedded tutors were more likely to seek tutoring services.

Efficiency Indicators: Efficiency was also constant in the previous three years when embedded tutoring for STEM classes was implemented. However, in spite of increased marketing attempts, there was a decline from .63 and .64 to .24 for one-on-one sessions with the physical relocation of tutoring services. In part this decline was the result of an attempt to make the same access to tutoring available to all students during the relocation semesters. Interestingly, the number of students tutored in groups, as opposed to one-on-one sessions, actually increased in the relocation year. Most of those group tutoring sessions were in STEM courses and once again can be attributed to embedded tutoring, resulting in an increase in the number of students who made a connection with an embedded tutor assigned to their class as virtually all of the group tutoring sessions were conducted by embedded tutors working with students in their assigned classes.

Effectiveness Indicators: Effectiveness for the final school year of this reporting period was the highest of the five years reported on matching the pass rate in '12-'13 SY at 78%. So, even though usage was down significantly due to the temporary relocation, effectiveness remained the same or was higher. Comparatively, the pass rate for non-tutored students in the final year was 61.6%.

The service outcome has remained the same throughout this assessment period. Students who are tutored will pass their tutored courses. The measurement used is a grade of a C or better and is assessed every year for each of the fall and spring semesters. This service outcome is expected to remain the same.

Part V. N/A

 Part VI.

The most recent Community College Survey of Student Engagement (CCSSE) was administered in 2016. (see table above). It shows that 47% of students reported that they "rarely" or "never" participated in tutoring of any kind. This is up slightly from 45.2% in the 2014 survey. Of the students surveyed 11.4% reported using tutoring often, down only .7% from the previous survey. Students reporting that satisfaction level with tutoring at "very satisfied" was down from 27.6% to 25.4% in the 2014 survey. This is curious since it is impossible to say how much of the 2.2% decrease in satisfaction was due to factors that could be attributed to the relocation. Students rated the importance of tutoring as "very important" at 51.2%, down from 54.1% from survey year 2014. Skills lab frequency, satisfaction and importance all decreased from the 2014 survey. Since Kauai Community College does not have separate math and writing labs it is impossible to determine if these results pertain to the tutoring center or to study groups held in other areas of campus by various departments.

Part VII.

In keeping with the program mission statement to help empower students to become efficient, confident, and independent learners and develop requisite skills needed to reach their goals, Tutoring Services continues to strive to increase usage and efficiency. While the temporary move in the final year of this report negatively impacted both usage and effectiveness, it has attempted to incorporate specific strategies to improve these measures. They include: 1) demand based scheduling; 2) more specialized tutor training to improve student return rate; 3) improved signage; 4) improved tutor logs to more closely monitor peak usage hours. The tutoring center continues to operate 54.5 hours per week with services available to evening students until 7 PM four evenings per week. It should be noted that peer tutors continue to be used as receptionists which negatively affects efficiency.

Faculty Volunteers: Math and science faculty continue to donate time to tutoring in the center. The number of hours is estimated at well over 100 hours of tutoring time per semester, and these hours are not reflected in the usage data as the faculty so not keep track of these sessions. Tutors are often assist faculty in their group tutoring sessions.

Community Volunteer: One community volunteer who was active for two year saw students by appointment. These hours are included in the tutor contact reports.

Brainfuse online tutoring service: Brainfuse was utilized by KCC students for 321 hours in the '15-'16 SY. There were 307 live sessions. As usual the greatest number of live submissions were for math at 209 sessions, including 3 live sessions in statistics . This was a decrease overall from

last semester and is almost equal to the number of sessions from the '13-'14 SY. Chemistry had 71 live sessions, an increase of 6 sessions from last year. It is noted that the number of Accounting sessions was only 1. There were 22 live sessions for College Writing. Because Brainfuse does not differentiate between writing lab and task submissions, it is impossible to determine how many of the 385 Writing Lab and Task Submissions were for writing assignments for English classes, writing assignments for other classes, or other questions.

BF Tutoring Hours

'11-'12	'12-'13	'13-'14 SY	'14-15 SY	'15-'16 SY
SmartThinking		371	422	321

Brainfuse total hours were down from 422 the previous year to 321 this year, a decrease of 24%. There was only a 4% decrease in enrollment from the previous year, but a decrease of 24% in tutor center usage, 6 times the decrease in enrollment. It is possible that the decrease in the Brainfuse usage due to the move from the LRC negatively affected online tutor usage because without the person to person contact, that is tutor to student contact, students were less likely to use any form of tutorial assistance.

Tutor Evaluations of Tutors:
Students were asked to evaluate tutors during a two week period in both the fall and spring semesters. The results for the final year are following.

Total Evaluations Received: **132**

	YES	NO	SOMEWHAT	N/A
Did the tutor arrive on time for the appointment, if applicable?	105	2	1	24
Did the tutor seem supportive?	130	1	1	
Was the tutor knowledgeable in the specific subject area?	123	1	8	
Did the tutor respond positively to your questions and concerns?	124	1	7	
Did the tutor provide adequate explanations?	124	1	7	
Was the tutor attentive?	130	1		1
Would you recommend this tutor to another student?	126	2	4	
Do you feel better prepared after tutoring than you did before?	126	1	5	

Additional comments:
Great!
He is a good help when we need help.
Keola is good helping with the student. He did a great job as well.
He is such a awesome person and helping a lot with the students. He did a great job! ☺
He was very helpful I really appreciated. Thank you for having Keola as a tutor.

Keola is good helper and great person.

DUSTIN IS DA BEST!!! ☺

Dustin really helped me understand the math problems that I was confused about. He took time to help me understand. Save me tips to check answers on calculator to be sure. Really appreciated his help, patience & guidance – awesome job ☺

Keep this guy in the tutoring center forever ☺

Very helpful, very patient, very smart.

She is Awsome

Jillian is my favorite tutor, she is more than willing to help and does an exceptional job explaining difficult concepts. I can't recommend her enough!!

Jill was very good to me. I enjoyed her session and would definitely recomend her. I will return.

Great Tutor!

She helps me understand the material rather than just giving me answers. She's very patient and is really nice and supportive.

He is super helpful in tutoring one math. I have been struggling and Keola has helped me understand the problems. He is an amazing tutor

The Best Tutor Ever!!! ☺

I couldn't do this hard without marlons help. He is an amazing tutor. He makes it easy to understand the meterial.

MICHELLE IS DA BEST!!!

Michelle knows exactly what we needed help with. Very friendly and helpful.

She is the best. I love her!

Shes very patient and knowledgeable.

I really liked the way she explained & showed me step by step process. Very easy to communicate with.

Princess is very helpful to my learning and understanding Math 26 concepts-the class moves really fast so I get lost easy and make a lot of mistakes – without Princess help, guidance, and PATIENTS!! I don't think I would have made it this far…She give me hope I'm struggle but stick with it thanks to her enormous help ☺

Keep her on as a tutor.

She is a very good tutor and she love her job.

She's really helpful and whenever I need help she's always available.

She is an awesome tuter would recommend her to anyone. She is very knowledgable and patient.

Ying is an amazing, awesome tutor!

Keola was a great help, he helped me get a better view on my grammar errors! ☺

Thanks for been extra patient! You have been a great help ☺

Shelby is a very attentive tutor who is eager to help and patient with people's problems. We are taking the same math so she can't explain every single thing but she does her best to find the solution and work it through with you.

She is very helpful, especially when it comes to math. Recommend coming to Kaira for any help. I learned and understood math Better than I did in the actual class. She was very patient w/us, and encouraged us to keep on striving.

Kaira made math a lot easier for me to understand. good tutor very helpful.

She is very patient w/us, and makes us understand the math concepts we struggled with.

Kaira is very helpful for me studying finals. Improving confidence in math.

Great

Give Hal a bonus check he is a stupendous tutor.

easy to work with and did good staying on topic.

If Not for Dustin, I would Be Doing HORRIBLY In This Class. & My comprehension would stick.

Very patient, thorough, best teacher ever.

Dustin is the Best Tutor Ever!! :)

Yes he is a good help.

Yes he is a good help.

Keith is GREAT at giving grammatical advice and gives good and honest feedback.

He is such a great person and helping.

he is a have good help when you need hem is their for you.

His A Help Ful Guy to rely AND Know How to STUDENTS with ThIR ENGLISH WORK. :)

Thank you give me grammar knowledge!!

I was hesitant at first & I preferred a female tutor. But Ms. Tina told me that he is nice & teaches ESL students. He is super nice & helped me a lot. I couldn't have done anything without his help. I'm really grateful! Thank you so much! I really appreciate it. I'll come back again! :)

Very slow

Helped alot, explained details clearly.

Marlon is an excelent math tutor & has helped me a lot throughout the semester. He diserves a pay raise!!!

Marlon is an amazing tutor. He has really helped me with my math. He is one of the best math tutors I have ever had.

Best tutor Really helped me with my math homework :)

Good Guy Should Give Him A Raise

thanks nante your the best catch you next time

Very patient in explaining. He has good points to help me relate to the math problems.

Appreciated Nante's patients with me!

Princess explains everything in really simple ways that are easy to understand. :)

Princes is an amazing tutor! She is very knowledgable in the Math field and is extremely patient and clear with explanations. Highly recommend her to anyone struggling with math!

Very helpful explained step by step how to solve problems.

She explains everything very well so it makes it super easy to understand! Very patient and helps

you to you find the answer on your own. And she is super sweet

Princess was very patient

She is cool

Ying is awesome!

Ying is awesome and helps me with all of the questions I have.

Ying is a beacon of light and positivity. I would not be the man I am today with out her support and guidance. She is the Yoda of the math world

Jill is a positive beacon of light.

Jill was a great help!

Jill was able to communicate effectively what I was doing wrong in a way that was friendly.

Michelle is awesome, very sweet and patient yet she forces me to think for myself which is great. :)

Michelle is Awesome!!!

Michelle has helped me so much with micro! I don't know what I would do without her

Awesome job - patient good tutor

Michelle was very helpful. gives me hope I'll pass.

Attempts to improve demand, efficiency, and student outcomes will continue and improvement is expected when the program is again administered in the Learning Commons due to the increased traffic and convenience to classrooms.

Part VIII.

No requests were made for the years included in this reporting period.

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	Goal was to increase delivery and efficiency of tutoring services.
Resource acquired	Time of tutoring services coordinator and IR
Outcome(s)	Outcome #1: (Efficiency Indicator #5) 2010-2011: 44% 2011-2012: 31% 2012-2013: 63% 2013-2014: 63% 2015-2016: 21% Outcome #2: (Demand Indicator #4)

	2010-2011: .4 2011-2012: .5 2012-2013: .5 2013-2014: . 6 2015-2016: .32
Outcome(s) Evaluation (Improvements made to program based on assessment data)	Demand and Efficiency improved or remained the same each year until the year of the relocation.
Action plan if outcome was not met	Improvement to pre-relocation level by the end of the first full year back in the original location.

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	Goal was to improve marketing
Resource acquired	Time of tutoring center coordinator and campus graphic artist
Outcome(s)	Signage was increased and improved. Marketing was increased by creating bookmarks, flyers and improved. The tutoring services webpage was updated and improved to include photos of the tutors.
Outcome(s) Evaluation (Improvements made to program based on assessment data)	Increase tutoring center usage by 10% from the last year of this reporting period during the first full school year back in the Learning Resource Center.
Action plan if outcome was not met	Continue efforts to improve marketing by updateding website, and improving signage when relocated to the original, permanent home in the LRC.

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	Goal was to increase number of student and success rate of the Compass Brush-up program
Resource acquired	Purchase of subscriptions to Aleks. Time of tutoring center coordinator. Time of IR for data collection.
Outcome(s)	'10-'11: 68 students '11-'12: 62 students Fall 2012: 9 students
Outcome(s) Evaluation (Improvements made to program based on assessment data)	Beginning in the fall of 2012 the Brush-up program was administered by staff in the iCAN program. This program continued through September 2016.
Action plan if outcome was not met	Will assess the need to provide Brush-up with key administrators and implement appropriate program.

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	Goal was to improve tutoring by making online services available 24/7.
Resource acquired	Subscription to Brainfuse at a cost of $5,000/year. Tablets for use in Google Chat and Skype.
Outcome(s)	Brainfuse usage hours ranged from a high of 422 hours in the '14-'15 school year to a recent low of 321 hours in the '15'16 school year.

Outcome(s) Evaluation (Improvements made to program based on assessment data)	Online tutoring access has been made available to KCC students on a 24/7 basis through Brainfuse (formerly another service called SmarThinking), UH Manoa, Google Chat, and Skype.
Action plan if outcome was not met	Action item met. Tutoring services are available to KCC students 24/7 in the subjects of reading , writing, and math. Efforts will be made to increase usage to the pre-relocation rate at minimum.

Tutoring Services continues to operate on the premise that student retention is directly related to classroom performance and academic success. When providing services efforts are made to help students gain and improve the skills needed for academic success and to improve confidence which will positively impact all areas of life. Demand has and will continue to be a primary goal, and the rate of one-on-one contact did increase from the first year of this review period to the fourth from .4 to .6 until the time of the relocation. Efforts will be made to reach and surpass use rates that were attained before the temporary relocation. While efficiency is difficult because there must be a balance between meeting student needs, including meeting the demand of walk-ins and over scheduling tutors, every effort will be made to use tutoring resources wisely. One method of implementation is to more closely monitor student in/out times by adjusting the tutor log sheets used to record the number of contacts and duration. This information will be used to better predict peak usage times. The contract with Brainfuse is a system decision. With or without it or another online tutoring system, tutoring services will continue to utilize alternative methods of delivery like Google Chat and Skype even though it is clear that students much prefer face to face tutoring sessions. At present there is no replacement planned for Compass Brush-up. Some math instructors have expresses a leaning toward My Math Lab for math students. In the area of marketing, a decision was made recently to return to using the name Learning Center instead of Tutoring Center/Services. Some instructors and department heads reported that students feel there is a bigger stigma attached to a name which includes the word tutoring, even though tutoring is the primary function. It was felt that the name learning center carried a more inclusive, less intimidating connotation.

Part IX.

Action Plan and New Resource Request

Program Goal &	To increase student access to tutoring services and facilities and

Campus Strategic Goal or Priority Alignment	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 to work from one week before classes begin each semester to one week after classes end each semester.
Person(s) Responsible and Collaborators	Learning center coordinator.
Timeline	Permanent. Effective fall 2017.
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 # 6.
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.
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

In the five years of this reporting period the tutoring center scope has increased considerably. In the first year the number of peer tutors was 9 to 12 and all tutoring was done in the tutoring center location. In subsequent years, due to the STEM grant, the number of tutors has easily doubled and in one year nearly tripled to twenty-nine tutors. Since these tutors are required to attend classes, it is possible for 10 to 20 tutors to attend some 50 class periods in one week. The time needed 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, so more supervision is required and it is more time consuming. Since there has been increase in the number of classes attended by tutors, the number of groups and number of individual tutoring sessions, the amount of data input is more complex and much larger and in turn more time consuming. A part-time assistant who can help with the day-to-day operations would then allow the coordinator to explore current and creative practices and do more outreach. Also, 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. However, with a new scheduling and data collection system just implemented, the responsibility for the initial inputting falls on the peer tutors themselves. Training is critical. The time required is much greater and the room for error and omission of important data has greatly increased. As a result, the coordinator must do time consuming checks of student workers' inputting to ensure accurate data is saved in the system. 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. 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 very 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.

Resource Implications

RESOURCES NEEDED			OUTCOMES
Initial Acquisition Cost	**Annual Recurring Cost**	**Useful Life**	**(Identify and Quantify)**
$16.98/hour	$6,000	Permanent	Increase accuracy of tracking and data recording. Improve general service to students in daily operations.

Part X. Program Student Learning Outcomes and Assessment

To address the tutoring center PSLO, students who receive tutoring will pass their tutored courses with a grade of C or better, efforts were made to improve the services. In an effort to increase the number of tutored students who passed their courses, a more extensive student registration form was developed in order gather more information about students using the

learning center. This was needed since the data base associated with the input and tracking system did not always provide easily accessible information for instances when students needed to be contacted for scheduling and other purposes. At least one meeting/training session per semester is required for all peer tutors. To better prepare peer tutors to meet the needs of students seeking learning center services, training was enhanced by special sessions with math faculty members, a math faculty member from another UHCC campus who specializes in tutor training, an English faculty member, and our own educational technologist who regularly trained tutors in the use of Google Chat.

List your Program Student Learning Outcomes and indicate if they were assessed.

Students who receive tutoring will pass their tutored courses with a grade of C or better. Assessed each of the five years for the fall and spring semesters. Assessment is based on students in all developmental English and math classes, English 100, and Math 103. Students in these classes who were tutored were compared to students in these classes who were not tutored to determine how many passed with a grade of C or better. These rates are recorded in Quantitative Indicator # 9. For the last year of this reporting period the pass rate for tutored students was 78.1% compared to the pass rate for non-tutored student at 61.6% as measured by gathering data from the learning center data input/collection system. Reports containing raw numbers of tutored students are provided to the college institutional researcher who then compares these students with the college population. The aim in future semesters is to maintain a pass rate at least as high as the rate for the final year of this reporting period.