

ACADEMIC SUPPORT: TUTORING



2020

ANNUAL REVIEW OF PROGRAM DATA



UNIVERSITY of HAWAII®
MAUI COLLEGE

1. Program or Unit Description

Program or Unit Mission or Purpose Statement

The Testing and Learning Center (TLC) provides the UHMC campus community with a variety of testing, tutoring, and learning support services & resources. We work in collaboration with faculty, counselors, and other academic support staff to support Student Success, one of the themes in our UHMC Strategic Directions 2015-2021. Tutoring is one component of TLC and includes one on one tutoring, in-class, embedded, and online tutorial assistance.

Testing & Learning Center (TLC) Service Outcomes

- Assist students in passing their courses
- Assist students in understanding course material
- Refer students to other campus support services as seamlessly as possible
- Provide access to relevant study and learning assistance materials and resources
- Provide a supportive physical location where students can receive tutorial assistance, access learning resources, study, and feel welcomed
- Meet the testing needs of the students, faculty, and the Maui community
- Provide quality testing conditions – including a physical environment that is conducive to all aspects of testing including check in and check out process as well as the “testing” environment and equipment.

What is the target student or service population?

TLC provides services for all students enrolled in UHMC courses. TLC also provides community and certification testing options for the Maui community. The TLC was open 56 hours a week during the fall and spring semesters (except April) and 40 hours a week during summer (once we reopened in May). We close on holidays.

2. Analysis of the Program/Unit

Discuss the Program’s or Unit’s strengths and areas to improve in terms of Demand, Efficiency, and Effectiveness based on an analysis of the program’s Quantitative Indicators or comparable unit-developed measures or program-developed metrics. Include a discussion of relevant historical-trend data on key measures (i.e., last three years).

Discuss significant program or unit actions (new certificate(s), stop outs, gain/loss of position(s), results of prior year’s action plan, etc.). Include external factors affecting the program or unit.

The tutoring quantitative indicators are on page 4.

Demand – In AY 2019-20, about 17% of students met with the TLC tutors in individual sessions. This was a 2% decrease from AY 2018-19, but a 4% increase from AY 2017-18. When we switched to remote tutoring in March in response to the pandemic, the number of tutoring sessions decreased, and appointments lengthened beyond 30 minutes as students and tutors acclimated to online services.

In class tutoring is a pedagogical strategy for our developmental and corequisite math and English classes which have the tutor involved in the classroom activities. These tutors also meet with some of these students outside of class to further assist with writing and problem solving. The in-class tutors switched to online along with their respective classes in March 2020 in response to the pandemic.

In AY 2019-20, 25% of students used tutor.com tutoring services. This is slightly inflated from previous years where 20% of students used the online tutoring service. In fall 2019, several of our English faculty experimented with requiring students to use tutor.com for every paper.

Efficiency – About 40% of paid tutoring hours were spent tutoring. This is a drop from the previous year, where approximately 75% of paid tutoring hours were spent tutoring. Pre pandemic, we had more walk-in tutoring appointments. In March, in response to the pandemic, we switched to online tutoring by appointment only. When tutors were not tutoring, they developed online workshops to help get UHMC students through the pandemic during spring 2020 semester. This is discussed in more detail in section 3.

About 6 students were tutored per paid hour of group tutoring sessions. For the last few years, we assigned a tutor to PHYL141 and 142 lecture and lab courses which are required for pre-nursing students resulting in more group tutoring outside of class. The tutor attended the labs and held study sessions before and after the lectures. The tutor did not attend the lecture part of the course. TLC's writing and math tutors meet with small groups of students in and outside of classes.

Lastly, it cost about \$46 per hour for tutoring. This is a \$9.00 increase from the previous year. We attribute the increase to the pandemic which reduced the number of walk-in tutoring sessions. We switched to online tutoring in March and had 298 online appointments from March through May. TLC tutors are also students working towards degrees and careers and they learn valuable soft skills as tutors and student assistants. According to a report, published by Hawaii P-20 in October 2020, *Promising Credentials In Hawaii*¹, “soft skills such as showing up, professional behavior, integrity, and initiative.” (p.11) are foundational requirements for work. Tutoring and tutor training helps develop these and other employability skills.

Effectiveness – In AY 2019-2020, 78% of students tutored passed their tutored course, and in AY 2018-2019 79% of students tutored passed their tutored course. According to the TLC Satisfaction Survey, 96% of those who responded indicated that meeting with a tutor helped them better understand course assignments.

We did not give the CCSSE in spring 2020.

¹ <https://hawaiicareerpathways.org/resources/work-based-learning/career-exploration/promising-credentials/>

Quantitative Indicators

#	Student and Faculty Information	2017-18	2018-19	2019-20
1	Annual Unduplicated Student Headcount	3,983	3,818	3,740
2	Annual FTE Faculty	126	123	119
2a	Annual FTE Staff	151	167	166
3	Annual FTE Student	1,685	1,540	1,497

#	Demand Indicators	2017-18	2018-19	2019-20
4	Unduplicated number of students tutored in one-on-one sessions per student FTE	.13	.19	.17
5	Unduplicated students enrolled in Dev/Ed classes who were tutored per number of students enrolled in Dev/Ed classes	1	1	1

#	Efficiency Indicators	2017-18	2018-19	2019-20
6	Tutor contact hours per tutor paid hours in one-on-one sessions	.68	.75	.4
7	Duplicated number of students tutored in groups per tutor paid hours	5.5	6.1	6.3
8	Tutoring budget per student contact hours	\$36	\$37	\$46

#	Effectiveness Indicators	2017-18	2018-19	2019-20
9	Students who receive tutoring should pass their tutored course	82	79	78

3. Program Student Learning Outcomes or Unit/Service Outcomes

- a) **List of the Program Student Learning Outcomes or Unit/Service Outcomes**
b) **Program or Unit/Service Outcomes that have been assessed in the year of this Annual Review.**

- Assist students with passing their courses – usage and course grade data
- Assist students in understanding course material – student survey
- Refer students to other campus support services as seamlessly as possible – Early Alert and Referrals
- Provide access to relevant study and learning assistance materials and resources – usage and survey data
- Provide a supportive physical location where students can receive tutorial assistance, access learning resources, study, and feel welcomed – student survey

c) **Assessment Results.**

Tutoring usage results for AY 2019-2020

- TLC tutoring hours decreased by 2% from the previous academic year. From AY 2017-18 to AY 2018-19, there was 7 % increase in tutoring hours despite declining enrollment.
- Online tutoring (tutor.com) increased by 32% from AY 2018-19. Fall 19 recorded peak usage since many instructors required the drop off essay review for papers.
- Top four departments utilizing tutoring in AY 2019-2020 Social Sciences, STEM, BUSN and English.
- Online tutoring high usage in AY 2019-2020: Drop off essay review, science, math, accounting, and economics.
- 85% of online tutoring (tutor.com) sessions happened between 7:00PM and 8:00AM when TLC was closed.
- 78% of students who received tutoring from TLC tutors passed the course they received tutoring for with a C or higher. The previous year was 79%.

TLC Satisfaction Survey Results AY 2019-20

- 96% of respondents indicated tutoring helped them to understand assignments and course material better.
- 88% thought tutoring helped them to get a better grade.
- 88% of respondents indicated they were very satisfied with the study space
- 96% of respondents indicated they were very satisfied with the computer lab area

TLC Learning Resources Usage AY 2019-20

- 203 FY students completed Start Smart in AY 2019-20, 393 FY students completed in AY 2018-19, and 250 FY students completed in AY 2017-18.

- 106 total attendees for 8 mindset and learning strategies workshops facilitated by TLC in AY 2019-20. Workshops were presented in TLC, library, and in classes by instructor invitation.
- TLC student assistants developed 6 new “Students Helping Students” videos. These videos and other resources are on TLC’s website and you tube page. They are accessible anytime from anywhere and provide quick tips.
- 389 students completed at least one assignment on the Online Learning Readiness Preparation course. Summer 2020 was the first time UHMC offered the course

TLC Early Alert and Remote Learning Needs Outreach and Referrals in AY 2019-20

- TLC staff and student assistants called about 300 students receiving early alert flags each semester for the last three years. Our successful contact average is 26% and has remained consistent the last three years.
- TLC staff called 179 students who were referred by their instructor after classes shifted to online in March 2020. Through reaching out to students and responding to faculty referrals, we were able to connect 48 students with laptops. TLC staff assisted 31 students struggling with the online modality in one on one help sessions.

d) Changes that have been made as a result of the assessment results.

TLC switched to online tutoring in March 2020, and in summer 2020 migrated our appointment system from MySuccess to UH STAR Balance Services which allows students to schedule appointments online. Students can also reserve a computer or study station online through UH STAR Balance Services. The TLC is open; although, our capacity is reduced because of social distancing and users must wear a facemask when inside. Peer to peer tutoring is online, but TLC full time staff have in person appointments upon request.

Although we continued to manage the MySuccess surveys (No Show, Early Alert, & Consider Withdrawing) and call flagged students in AY 2019-20, the UHCC system does not intend to renew the MySuccess contract at the end of AY 2020-21, so we are planning to pilot during spring 2021 the Participant Verification and Star Early Alert Campaign that will replace the No Show and Early Alert progress surveys. TLC works with UHMC’s STAR lead and gets updates on STAR Balance Services development through a weekly meeting. Hopefully, STAR Balance Services becomes a one stop for services available to each student. If there are opportunities to share tutors and other learning resources across campuses, STAR seems like a natural connector to sharing supports like tutoring, workshops, study spaces, and it already connects students to their advisors.

TLC applied and was awarded Perkins funds for AY 2020-21 to provide tutoring support for pre nursing courses including PHYL, MICRO, & BIOC. Our original proposal was submitted pre pandemic and included additional tutoring support for automotive and other CTE programs. The proposal was resubmitted spring/summer 2020 to reflect the change in UH and campus priorities emphasizing allied health. We will continue to work with the

deans and program coordinators on targeted academic support strategies that could be funded through Perkins or other grants and will help students succeed in historically high fail courses.

We partnered with UHMC's DL committee who created an Online Learning Readiness questionnaire to help students navigate online learning. Although this was in the works prior to the pandemic it became a larger priority in summer 2020 as about 75% of UHMC classes are online during AY 2020-21. TLC staff and library tech tutors reached out to low scoring students on the questionnaire and TLC director co facilitated an optional Online Learning Preparation course for students enrolled in online UHMC courses. 389 students completed at least one graded assignment in the course. We are continuing these efforts and will facilitate another Online Learning Preparation course beginning November 2020 for students enrolling in spring 2021 courses. The course was developed by the UH system who sets up a site for UHMC's TLC to manage. It has been a great way to learn how to facilitate online learning, and we used feedback from summer 2020 course to improve for our fall 2020 course launching in November 2020.

We continued our partnership with first-year experience committee to provide outreach and support to first year (FY) students and faculty. Our student assistants and staff helped with FYE events in AY 2019-20 including new student welcome and welcome week for both fall and spring semesters. We also assist with the Nā Kōko'o supports survey that goes to FY faculty who use the survey to indicate the type and level of support services they are willing to extend to their students. TLC provides tutoring and learning resources, and through the Nā Kōko'o survey, were able to connect students to course tutors and facilitate in class workshops including the *TLC Overview*, *Growth Mindset*, *Improving Focus*, & *Avoiding Procrastination* in AY 2019-20. Also, many FY faculty used *Start Smart* in their classes. *Start Smart*, an online college success course for first year students, takes about 60 minutes to complete. It has three modules: Organizing, Academic Skills, and Motivation. 203 FY students completed it in AY 2019-20. The content is relevant, but it should be updated using feedback from site users and other FY committee members.

Pre pandemic most of our workshops were in person; however, in January 2020, TLC staff facilitated *Improve Your Learnability* workshop series via zoom. Our hope was students could tune in from anywhere making it more convenient and increasing attendance. We facilitated 4 workshops in the series with the last two receiving the best feedback. Several of the of the participants were from Molokai so it helped us to extend live workshops to them which seemed innovative at the time. Now, UHMC uses zoom so much, we designed other learning resources (strategy toolkits) to use in one on one and small group academic coaching sessions for fall 2020; we even used one tool kit in a presentation via zoom to a group of psychology 270 students in early fall 2020, and received very positive feedback and some great suggestions for improving the tools when we asked for feedback in a follow up survey.

TLC staff also provides academic coaching services to students. These students are referred to us by teachers, counselors, or self-referred. In these sessions, we start with where students are and help them adjust different aspects of their study approach. In general, we work with students on backwards planning; using multiple senses to remember information more easily; more efficient ways of reading course material; and many other strategies that improve their likeliness of course success, and also improve their “teachability and flexibility” (p.11) which were cited as key qualities by employers in a report published by Hawaii P-20 in October 2020, *Promising Credentials In Hawaii*².

In AY 2018-19, TLC started the *Students Helping Students* video series. The TLC student assistants shared their tips on note taking, organizing, and keeping up with the work. These short videos are available along with other resources on the TLC website and TLC YouTube station which is designed and maintained by TLC’s tutor & tech coordinator.

In April 2020, our TLC student assistants under the guidance of TLC’s tutor & tech coordinator, facilitated several zoom workshops to help students adjust including *Getting Stuff Done*, *Staying Motivated*, *Destressing*, *Hacking Study Skills*, and *Managing Time*. In the summer 2020, they created edited videos of these workshops and located them with the other *Student Helping Student* videos. Involving students in the development of these learning resources is helping them to develop their employability skills as defined by employers in a report published by Hawaii P-20 in October 2020, *Promising Credentials In Hawaii*. (see footnote 2)

Our student assistants also created *how to* videos for using STAR Balance Services to make appointments and for accessing and using EdReady Math and English for placement. Switching to STAR Balance Services and EdReady for Placement in Summer 2020 required us to modify procedures and practices, handouts, training materials, informational materials, marketing materials, and course syllabi information etc. TLC staff and our student assistants used the summer to get these processes and materials developed and modified.

Tutor training is essential for equipping our tutors with strategies for engaging students, asking questions, and setting up and maintaining a comfortable learning space throughout the tutoring session. Our tutors are required to attend training sessions which we have every two weeks. Our veteran tutors are part of the planning and facilitating of those sessions. In summers 2019 and 2020, we partnered with Kaiao, library, and counseling to offer a professional development day for UHMC student employees. We had tutors, peer navigators, tech tutors, peer mentors, and other student assistants from across campus attend. A small subcommittee of student assistants planned and executed the day with the assistance

² <https://hawaiicareerpathways.org/resources/work-based-learning/career-exploration/promising-credentials/>

of their supervisors in library, Kaiao, TLC, and counseling. In AY 2020-21, we are working with the other UHCC campuses to develop shared training especially for drop off essay review which is a process a couple of campuses are setting up to offset the cost of tutor.com. There is also opportunity to partner with KAP CC on CRLA tutoring certification which they are in process of getting for their campus tutor training program. Certification is important because it verifies employability as defined by employers in a report published by Hawaii P-20 in October 2020, *Promising Credentials In Hawaii*. (see footnote 1 and 2)

In spring/summer 2020, we partnered with the Library and IT to develop the Kokua Marketplace³, a website featuring relevant academic support services and resources in a way that is more easily searchable than previously. TLC's tutor & tech coordinator led the project. The Kokua Marketplace is part of a larger project that UHMC's IT department is working on to help better connect students to our resources and services at time of need.

4. Action Plan

Based on findings in Parts 1-3, develop an action plan for your program or unit from now until your next Comprehensive Review date. Be sure to focus on areas to improve identified in ARPD data, student learning or unit/service outcomes, results of survey data, and other data used to assess your program or unit. This plan should guide your program/unit through to the next program/unit review cycle and must detail measurable outcomes, benchmarks and timelines. Include an analysis of progress in achieving planned improvements.

Specify how the action plan aligns with the College's Mission and Strategic Plan.

Discuss how these recommendations for improvement or actions will guide your program or unit until the next Comprehensive Review. Be sure to list resources that will be required, if any, in section 5 below.

*The action plan may be amended based on new initiatives, updated data, or unforeseen external factors.

Following is an action plan for the next year

Activity	Person Responsible	Timeframe
Work with counseling, library, and IT to coordinate and communicate student and academic support services, events, and resources	TLC staff, Library, IT and counseling, student life	Ay 2020-21
Continue to collaborate on campus initiatives like FYE, Distance Learning, Returning Adults, math & English completion. These initiatives are campus and system priorities and are aligned with UHMC's Strategic Directions	TLC director and staff	Ay 2020-21
Continue the Nā Kōko'o student support survey but adapt and send to all faculty. Nā Kōko'o student support survey is a way for us to work in partnership with faculty to make sure students know what resources are available to them.	TLC director	Ay 2020-21

³ maui.hawaii.edu/kokua

2020 UH Maui College ARPD
Program: Testing & Learning Center

Continue to provide academic coaching for students and create learning resources that help students learn and use a variety of strategies	TLC director and staff	Ay 2020-21
Continue to offer quality peer tutoring face to face and/or online for STEM, ACC, ENG, BUSN, ICS and SSCI courses. Seek funding to supplement budget decreases.	TLC Tutor /Tech Coordinator	Ay 2020-21
Work with UH system and UHMC STAR lead on migrating from MySuccess to UH STAR for services, appointments, progress, and texting.	TLC Director and staff	Ay 2020-21
Market tutoring and other learning resources. How to connect students to services at the time of need – ISS goal and AS goal	TLC and other academic services	Ay 2020-21
Develop a drop off essay review service – seek volunteers, meet with UHWO, Meet with STAR, response template and training.	TLC Director and staff and KAP's LC coordinator	Ay 2020-21
Write and collaborate on grant proposals to ensure wrap around strategies like tutoring, coaching, and testing support are included and funded.	TLC director & UHMC grants director, program coordinators, deans	Ay 2020-21
Adapt tutor training to get CRLA certification – certification can help tutors to validate employability skills on their resumes.	TLC director and staff and KAP's LC Coordinator	Ay 2020-21
Continue to work with DL committee by responding to the Online Learning Readiness questionnaire and facilitating the Online Learning Readiness Preparation course.	TLC director	Ay 2020-21
Work with the UHCCs on tutor training, sharing tutors and learning resources to make our resources go further.	TLC director, tutor/tech coordinator & other LC coordinators	Ay 2020-21

5. Resource Implications

Detail any resource requests, including reallocation of existing resources (physical, human, financial)

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