

# The Learning Center: Tutoring



## ANNUAL REPORT OF PROGRAM DATA 2021



UNIVERSITY of HAWAII®  
**MAUI COLLEGE**

## 1. Program or Unit Description

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### Program or Unit Mission or Purpose Statement

The Learning Center (TLC) provides the UHMC campus community with various tutoring, learning support, and testing services and resources. We collaborate with faculty, counseling, and other academic and student support services to support student success, one of the themes in our UHMC Strategic Directions 2015-2021. Tutoring includes one-on-one tutoring, in-class, online via Zoom, and drop-off essay review service.

The TLC provides services for all students enrolled in UHMC courses.

## 2. Analysis of the Program/Unit

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**Demand** – In AY 2020-21, about 5% of students (unduplicated) met with the TLC tutors in individual online tutoring sessions, a 12% decrease from AY 2019-20. In March 2020, when we switched to remote tutoring in response to the pandemic, the number of tutoring sessions decreased, and appointments lengthened from 30 minutes to 60 minutes as students who used tutoring services acclimated to online tutoring via Zoom. The trend continued in AY 2020-21. Few tutees, but longer sessions.

Tutors and staff provided short in-person help sessions for IT, Zoom, and Laulima not captured in the tutoring appointment data.

In-class tutoring is a pedagogical strategy for corequisite English classes. The tutor meets with students in class and is 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. In response to the pandemic, the in-class tutors switched online with their respective classes. In AY 2020-21, fourteen sections had an in-class tutor serving 228 students total.

In AY 2020-21, 5% of students used tutor.com tutoring services. Usage decreased 20% from the previous year. The decrease was intentional. We refer students to tutor.com if we do not have a campus option for tutoring for the course.

**Efficiency** – Twenty-three percent of paid tutoring hours were spent tutoring. It is a drop from the previous year, where approximately 40% of paid tutoring hours were spent tutoring. In AY 2020-21, few students were on campus, and we had fewer walk-ins. We encouraged students to meet with tutors via zoom for safety reasons. We also started using Star Balance for appointments and training students and faculty on using it. When tutors were not tutoring, they assisted with other projects, including making videos on Star Balance, study skills, and workshops for learning adjustments under a pandemic. They also promote tutoring services with UHMC students using social networking. See page 7 for more information.

Five students were tutored per paid hour of group tutoring sessions. The number has remained consistent over the last three years.

It costs about \$76 per hour for tutoring. When the tutors are not tutoring they work in the learning center - assisting students with making appointments, laulima, zoom, test proctoring, and other projects as needed. TLC tutors are also students working towards degrees and careers. As a tutor, they learn valuable soft skills. According to a report published by Hawaii P-20 in October 2020, *Promising Credentials In Hawaii*, “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 2020-21, 83% of students tutored passed their tutored course with a C or higher. According to the “How Was Your Tutoring Session” Questionnaire, 90% of those who responded indicated satisfaction with their tutoring session. 90% of those who responded stated their tutor and tutoring session helped them better understand course assignments and meet their learning goals.

## Tutoring Quantitative Indicators

#	Student and Faculty Information	2018-19	2019-20	2020-21
1	Annual Unduplicated Student Headcount	3,818	3,740	3,612
2	Annual FTE Faculty	123	119	109
2a	Annual FTE Staff	167	166	162
3	Annual FTE Student	1,540	1,497	1,393

#	Demand Indicators	2018-19	2019-20	2020-21
4	Unduplicated number of students tutored in one-on-one sessions per student FTE	.19	.17	.05
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	2018-19	2019-20	2020-21
6	Tutor contact hours per tutor paid hours in one-on-one sessions	.29	.4	.23
7	Duplicated number of students tutored in groups per tutor paid hours	4.1	7.4	5
8	Tutoring budget per student contact hours	\$40	\$46	\$76

#	Effectiveness Indicators	2018-19	2019-20	2020-21
9	Students who receive tutoring should pass their tutored course	.79	.78	.83

#	Effectiveness Indicators - Community College Survey of Student Engagement (CCSSE)	2016	2018	2021
10	Tutored or taught other students (survey item 4.h)			
	Mean	1.39	1.44	1.30
	Very Often	1.5%	4.0%	2.1%
	Often	6.3%	5.0%	3.6%
	Sometimes	22.1%	21.9%	17%
	Never	70.0%	69.1%	77.3%
11	Frequency of using peer or other tutoring (survey item 13.1.d)			
	Mean	1.48	.79	.59
	Often	6.6%	12.9%	7.4%
	Sometimes	23.7%	29.0%	12.2%
	Rarely/Never	46.8%	58.1%	10.9%
	N/A	22.9%	0.0%	69.0%
12	Satisfaction with peer or other tutoring (survey item 13.2.d)			
	Mean	2.17	1.35	1.52
	Very	21.4%	23.5%	57.6%
	Somewhat	20.4%	19.0%	37.0%
	Not at All	13%	6.5%	5.5%
	N/A	45.2%	51.0%	0
13	Importance of peer or other tutoring (survey item 13.3.d)			
	Mean	2.17	2.28	2.41%
	Very	42.3%	51.2%	54.5%
	Somewhat	32.3%	25.9%	32.4%

	Not at All	25.4%	22.1%	13.1%
14	Frequency of using skill labs – writing, math, etc. (survey item 13.1.e)			
	Mean	1.74	1.12	.46
	Often	16%	20.1%	7.3%
	Sometimes	28.3%	31.1%	9.1%
	Rarely/Never	37.8%	48.8%	5.1%
	N/A	17.8%	0.0%	77.8%
15	Satisfaction with skill labs – writing, math, etc. (survey item 13.2.e)			
	Mean	2.23	1.52	1.53
	Very	24.6%	31.6%	56.8%
	Somewhat	28.3%	22.5%	39.8%
	Not at all	10.3%	6.5%	3.4%
	N/A	36.9%	43.5%	0
16	Importance of skill labs – writing, math, etc. (survey item 13.3.e)			
	Mean	2.23	2.32	2.32
	Very	46.7%	50.6%	49.4%
	Somewhat	29.7%	30.6%	33.5%
	Not at All	2.36%	18.8%	17.1%

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

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- a) List of the Program Student Learning Outcomes or Unit/Service Outcomes
  - a. Assist students in passing their courses
  - b. Assist students in their understanding of course material
  - c. Refer students to other campus support services as seamlessly as possible
  - d. Provide access to relevant study and learning assistance materials and resources
  - e. Provide a supportive physical location where students can receive tutorial assistance, access learning resources, research and feel welcomed
- b) Program or Unit/Service Outcomes that have been assessed in the year of this Annual Review.

## Assessment Results.

### Tutoring usage results for AY 2020-2021

Chart 1 shows the tutoring hours per academic year for the last three years. We intentionally brought down the usage of tutor.com by dropping the number of minutes per semester from 600 to 300 and not advertising it on our webpage. We refer students to tutor.com and assign additional minutes on an individual basis. Our in-class tutoring hours increased. In-class tutors attended more weekly class sessions to help instructors facilitate learning via zoom. One-on-one peer tutoring sessions via zoom and in-person continued to decline the previous year.

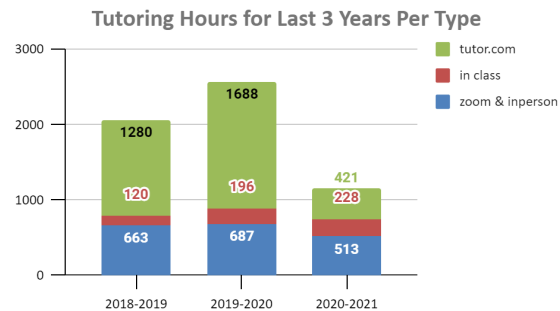


Chart 2 shows the appointment reason for one-on-one peer tutoring sessions. Most of our tutoring supports math and writing, a priority for the UHCCs and UHMC for both new students and returning adults. We also launched an Essay Review Drop-off service in spring 2021. Tutor.com's drop-off review service was frequently used, so we designed a campus service to address the need that bringing down tutor.com usage would create.



2/1/2021-6/30/2021, peer tutors provided feedback on 71 papers.

Since we use Star Balance and email, the submittal process, a two-step system, is clunky. One of the projects tutors worked on when they were not tutoring was creating "how to make appointments" on Star Balance videos and infographics. We were awarded Perkins funds for AY 2021-2022 to help us extend writing tutorial services to CTE students in AY 2021-22. We continued offering peer academic coaching support which helps students with planning and study skills. Unfortunately, we are not capturing the short walk-in assistance we provide students on IT, Laulima and zoom during the semester as one of the few places open on campus during AY 2020-21.

### ***Tutor Training***

Tutors were trained on the phases of the Ka'ao pathway and analyzed services as mapped on the Ka'ao pathway domains. Using the Ka'ao framework, tutors were trained with communication strategies to elicit student motivation to overcome immediate and ongoing academic success barriers by explicitly communicating a student's prior knowledge, academic and career goals with course content.

In AY 2020-21, training specifically focused on managing an online tutoring environment. The tutor coordinator and tutor co-created best practices for managing the tutoring process and translating interpersonal communication styles to an online tutoring environment.

1. Use instructional strategies for integrating online collaboration tools like Google Suite, Zoom, and other instructional technologies in tutorial sessions to enhance student engagement and skill attainment.
2. Maintain interpersonal safety while working with students remotely.
3. Allow students to indicate their preferred name.
4. Ensure tutorial sessions integrate time for utilizing the tools used during a tutorial session.
5. Adhere to protocols for maintaining student information privacy when sharing documents and receiving student work.
6. Maximize time spent during tutorial sessions by proactively pre-interviewing student work and instructions before face-to-face meetings.
7. Communicate with students and attain supervisor support for meeting with students outside their established availability.
8. Integrate verbal strategies to ensure students present themselves appropriately in compliance with UHMC Student Conduct Code.

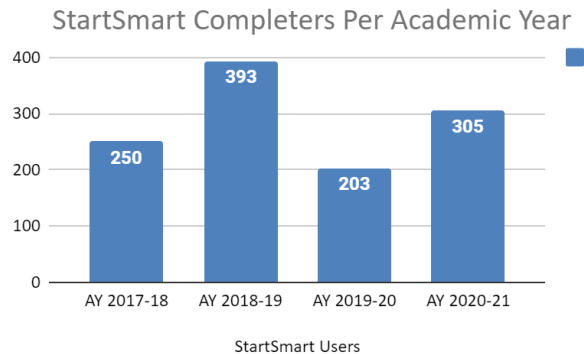
### ***Tutor Projects***

When tutors do not have tutor appointments, they work on other projects under the direction of TLC staff. One of the main projects they worked on was promoting academic services during the pandemic. They created video and print learning guides and promoted them on social media and the campus list-serv. Writing and math tutors collaborated with respective faculty on supplemental instruction workshops and research. They also created many short videos on study skills, StarBalance, & TLC orientation. Since the center was open, they also assisted with cleaning and implementing covid and check-in protocols for TLC users.

## TLC Learning Resources Usage AY 2020-21

### *StartSmart*

TLC launched UHMC StartSmart for first-year students in fall 2017. StartSmart is a 60 min College Success Module in Laulima. We have been partnering with first-year faculty who give their students credit for completing it. Chart 3 shows the number of unduplicated users over the past 4-years. 851 students completed it in a first-year



### *Learning Strategy Workshops*

In AY 2020-21, TLC developed a new series of “Make it Stick” and “Studying Strategically” workshops and handouts. TLC offered workshops on Wednesdays via zoom for our returning adults and FYE students. The workshops have a few attendees but valuable information, so we created handouts based on the workshop presentations that we can give to students anytime they request. Several faculty from departments including nursing, automotive, sustainability, and psychology classes requested workshops which contributed to the number of workshop attendees for the year. On the workshop evaluations, 100% of students who responded agreed or strongly agreed that the information presented benefited them, was relevant to them and planned to use it.



### *Online Learning Readiness Questionnaire and Orientation*

TLC is working with the DL committee to support students with online learning. TLC reached out through email to 302 low scorers on the Online Learning Readiness Questionnaire with information on joining the online learning readiness orientation; the library’s technology rental program; and accessing Kāko‘o mentors and support.

TLC also co-facilitated the Online Learning Readiness Orientation. As a co-facilitator, TLC staff graded two assignments: Module1: Laulima Profile Assignment and Module 5: Challenges & Resources Assignment. Students are not required to complete any of the assignments. 106 completed the Laulima profile assignment, and 69 completed the last assignment on identifying challenges and resources. The orientation provides excellent information to succeed in online learning. The instructional designer who is also the DL committee co chair adds all students enrolled in DL courses to this site in batches throughout the registration period.



### ***TEAS Test Preparation (Funded by Perkins Grant)***

Forty students getting ready to apply to the UHMC nursing program participated in a TEAS tutoring program funded through Perkins. Students took a pre-TEAS test, worked with tutors to practice weak areas identified in the pre-test, and then took a post-TEAS test. Sixty percent improved their post score by ten percent.

### ***Avoiding Plagiarism Tutorial***

In spring 2021, TLC created the *Avoiding Plagiarism Tutorial* for a faculty member who had a student who was plagiarizing. Other faculty also used it. A total of 52 students completed the tutorial in spring 2021.

### ***Early Alert***

In AY 2020-21, we switched from Early Alert through MySuccess to Star Balance Campaigns. Although faculty still completed a survey, TLC's outreach changed. In previous years, we used innovation and title III funds to staff a support specialist who called flagged students. Our goal was to reach out and make tutoring appointments and increase usage of our services. Although our goal has not changed, the Star Balance Campaign automatically triggers students to make an appointment with their instructor, tutor, and advisor in STAR to get back on track. In AY 2020-21, we eliminated the call campaign and did additional follow-ups through a combination of calling and emailing. Following is the data from the Spring 2021 Early Campaign:

Instructors Replied	103/139
Instructor Reply Rate	74.1%
Students At Risk	311/2422
Student at Risk Rate	12.84%

### ***FYE & Returning Adults***

TLC collaborated with academic affairs, student affairs, basic needs, and IT/Media on UHMC's first-year initiative and committee. We assisted with several activities, including the welcome bag packing and distribution, the FY Welcome Event, and the strategy workshops. Our writing tutors partnered with librarians and English 100 faculty to offer additional online research and writing support for their final research papers in spring 2021. We assisted with the Nā Kōko'o support survey to faculty to indicate the type and level of support services they are willing to extend to their students. The response rate from faculty was low, so we will have to revisit the survey's purpose and function with FY faculty in the 2021-2022 learning environment. We worked with the Returning Adults (RA) counselor to ensure RA students know all coaching & tutoring services, campus spaces, and in-person & online study strategy workshops available to them. The counselor sends weekly emails to RA students reminding them of available resources.

After reviewing the usage data, we looked more closely at the UHMC CCSSE data which measures student engagement. CCSSE provides tool guides for using a narrative approach for thinking about data. For example, based on the 2021 UHMC CCSSE.

Students' Educational Goal	Reasons would would cause withdrawal	Frequency of Usage of services in the academic year
84% of students indicate obtaining an associate's degree is a primary goal for attending college	51.2% indicated being academically unprepared would lead them to withdraw.	69% never used peer or other tutoring in the academic year
		77% never used a skills lab in the academic year
		40% never used the library resources or services in the academic year.
		32.5% never used a computer lab in the academic year
		84.2% said they never participated in a college-sponsored activity/event.
		46.4% never used career counseling

Another toolkit connected the frequency of usage data to Academic Mindset<sup>1</sup> which CCSSE defined as the following 4 constructs.

- **Growth vs. fixed mindset:** students' perceptions of the potential for change in their intelligence.
- **Self-efficacy:** students' confidence in their ability to be successful in their coursework.
- **Relevance of academic experience:** students' views of whether their college work is preparing them for future success.
- **Sense of belonging:** students' perceptions of whether they are accepted members of their college community.

Growth vs fixed mindset as well as a sense of belonging have been frequently discussed topics in many of our initiatives including first- year, math, and nursing pathways. Since usage of support services are indicators of academic mindset, it is leading us to shift our thinking and practices on academic support.

The following action plan is about empowering academic support to engage learning outside of the classroom.

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<sup>1</sup> [https://www.ccsse.org/NR2019/Mindset-Connecting\\_Center\\_Data.pdf](https://www.ccsse.org/NR2019/Mindset-Connecting_Center_Data.pdf)

## 4. Action Plan

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**Guiding ‘Ōlelo No‘eau:** ‘A‘ohe pau ka ‘ike i ka hālau ho‘okahi  
(All knowledge is not taught in the same school)

### **‘Integrated’ Year Plan**

The planning for this ARPD asks us to depict a 5-year academic support plan. In five years, we envision an academic advancement center for our students of Maui Nui to integrate and showcase educational excellence strategies from entry to career. Through a sense-of-place and belonging, we will scaffold our students’ capacity to overcome barriers in, personal, academic, career, emotional wellness, information literacy, technology, and achieving degree outcomes. As Hawai‘i being our foundation for learning, we will foster partnership, fellowship, stewardship, and engagement with our students, faculty, staff, support services, and community to develop contributing members for Maui Nui and Hawai‘i Nei.

### **Specific 5 Year ‘Integrated’ Service Outcomes:**

1. Foster a sense-of-place and belonging based in the Indigenous Hawaiian language, history, culture, and values.
2. Students, faculty, professional staff, mentors, and tutors collaborate and support each other’s continued development, creativity, and scholarship.
3. Develop student employees with professional skills, leadership, effective communication, problem-solving, mentoring, and advocacy.
4. Just-in-time support for our students at critical transitional moments of their academic journey from hua to ho‘i.
5. Stimulate intellectual curiosity and facilitate learning, research, and information literacy within the academic community.
6. Develop and implement new programs to meet the professional needs of the community to improve employment options and enrich our communities through licensure, certifications, and micro-credentials.
7. Celebrate learning excellence through showcasing our student’s achievement, ingenuity, leadership, and creativity.
8. Foster, support, and promote excellence in teaching and learning in face-to-face, online, hybrid, and web-enhanced courses, and programs.

Following is an action plan for the next 1-3 years: AY 2021-22, AY 2022-23, and AY 2023-24

Activity	Person Responsible	Timeframe
Relocate tutoring and testing academic support services to the library building and form an academic support department with a department chair.	TLC, Library, Ho'okohua, faculty & staff	AY 2021-22 & AY 2022-23
Continue to collaborate on-campus initiatives including FYE, Distance Learning, Returning Adults, First-generation, math & English completion, and Assessment. These initiatives are campus and system priorities and are aligned with UHMC's Strategic Directions	Academic support department chair and staff	AY 2021-22 & Ongoing
Continue the Nā Kōko'o student support survey but adapt as support changes. 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.	Peer mentor/tutor leads	AY 2021-22 & Ongoing
Use the library software system to create study skill lib guides for disciplines	Academic support department chair and staff	Ay 2022-23 & ongoing
Continue focusing on math and writing tutoring and continue the drop-off essay review service and hire/train research writing assistants for the library space.	Peer leads	Ay 2020-21
Continue using Star Campaigns for Early Alert and Student Check-ins	Academic support department chair	Ay 2021-22
Bring awareness of Kāko'o mentors and tutors to UHMC students at critical periods in the semester. Work with the Instructional Design Coordinator to embed Kāko'o support information in all Laulima courses so students can easily make tutoring appointments.	Academic support department chair and staff	Ay 2020-21 & ongoing
Continue mentor and tutor training and add a basic library research component to assist library staff.	Peer mentor/student leads	Ay 2020-21 & ongoing
Write and collaborate on grant proposals that support an advancement center.	Academic support department chair and staff	Ay 2021-22 & ongoing
Apply for CRLA Mentor Certification – certification can help mentors and tutors to validate employability skills on their resumes.	Peer Mentor/Tutor Leads	Ay 2021-22
Continue working on appointment scheduling system for mentors, tutors, and spaces	Peer leads	Ay 2021-22
Redesign spaces in the library as we move towards an advancement center vision.	All-Academic support faculty and staff	AY 2021-22 & online
Develop and launch IS 104B + EdReady or Alternative as a replacement for ENG 19	Academic support department chair	AY 2021-22
Modify/develop a combined Student assistant training	Peer Mentors, testing, and library services coordinators	AY 2021-22 & beyond
Implement Kāko'o student supports - a peer-led support service and study hub to increase student engagement and retention. Seek funding for 1.0 FTE position	Peer mentor leads and supporting staff	AY 2021-22 and beyond
Align Academic support learning outcomes with the institutional learning outcomes and engage in campus assessment activities.	AS Department	AY 2021-22 and beyond

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

## 5. Resource Implications

Detail any resource requests, including reallocation of existing resources (physical, human, financial). \*Note that CTE programs seeking future funding via UHCC System Perkins proposals must reference their ARPD Section 4. Action Plan and this ARPD Section 5. Resource Implications to be eligible for funding.

We are requesting a 1.0 FTE APT B student support position located in the library to focus on student engagement through events, classroom visitations, and co managing a learning space.

Additionally, we are requesting \$25,000 for student assistants who will be located in the library and cross-trained to provide support services. The request also covers an increase in hourly wages for student assistants.

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