



Tutoring

## 1. Program or Unit Description

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Tutoring is part of Kāko‘o Support Services located on the 2nd floor of the Library on the Kahului campus. Kāko‘o was launched in the fall 2021 semester. It was originally located in Library 101, but in spring 2022, was relocated to the second floor. At the same time, tutoring in the learning center, moved to the library 2nd floor and merged with the other Kāko‘o support services to form a one-stop for UHMC students.

Kāko‘o staff, peer mentors & tutors strive to provide a welcoming environment that fosters individual and small group learning by offering students places to study, computers, zoom access, equipment access, printing, scanning, tutoring, mentoring, snacks & coffee. The Kāko‘o staff, peer mentors & tutors understand the obstacles facing our UHMC students and are equipped to meet students at their point of need. We address academic struggles and proactively refer students to other campus resources including counselors, personal counselors, financial aid assistance, basic needs assistance, Title IX assistance.

Kāko‘o Tutors provide:

- Course tutoring, in-class tutoring, writing assistance.
- Assignment and exam preparation support that develops study skills.

Kāko‘o Mentors provide:

- Laulima, zoom, computer, printing, and other technology assistance.

Kāko‘o staff coordinate and collaborate with instructional faculty, counselors, librarians, and other student support staff to promote student success.

## 2. Analysis of the Program/Unit

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The tutoring quantitative indicators are found below the discussion.

**Demand** – In AY 2021-22, about 13% of students (unduplicated) met with a tutor in individual online tutoring sessions which is an increase from AY 2020-21, but is still lower than AY 2019-20 where 17% of (unduplicated) students met with a tutor. The increase from the previous academic year is attributed to the creation of Kāko‘o Support Services one-stop. The services offered under Kāko‘o are not new; tutoring has been funded through grants and g-funds for many years. The Kāko‘o onestop brought together Ho‘okahua tutors, TLC tutors, Library tech tutors & Title III funded mentors. We used one appointment system (Star Balance) so AY 2021-22’s data more accurately reflects tutoring happening on campus. Whereas in previous years, the data only reflected tutoring happening in The Learning Center (TLC).

In-class tutoring is a pedagogical strategy for corequisite English 22/100 classes. The tutor meets with students during class and is involved in the classroom activities. Students are encouraged to meet with their in-class tutors outside of class as needed. In AY 2021-22, seven ENG 22/100 sections had an in-class tutor. A total of 62 students were enrolled in an ENG 22/100 course with an in-class tutor, and 19 of the 62 met outside of class with their tutor at least one time.

**Efficiency** – Twenty-two percent of paid tutoring hours were spent tutoring in AY 2020-21 which is about the same as the previous academic year. Tutors help operate the Kāko‘o one stop when they are not tutoring. Reception duties include helping students with printing and scanning; responding to Kāko‘o emails, chat, and phone calls; assisting with walk-in appointments, checking out library books, and doing other duties as assigned by the Kāko‘o & Library Services staff.

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

It costs \$18 per hour for tutoring. This cost is lower than in past years because operating costs were cut and restructured during the pandemic. We employed fewer tutors; hired a couple of online tutors who were only paid if they tutored; used fewer resources; fewer supervisors, and were open less hours during the week because of the pandemic and restructuring.

**Effectiveness** – In AY 2020-21, 86% of students tutored, passed their tutored course with a C or higher. That is a higher percentage than the previous two years. According to the “How Was Your Tutoring Session” Questionnaire, 93% of those who responded indicated satisfaction with their tutoring session. 96% of those who responded stated their tutor and tutoring session helped them better understand course assignments and meet their learning goals.

The CCSSE is given every two years during the spring semester. The questions about tutoring, skills lab and computer labs fall under the category of Student Effort<sup>1</sup>. Looking at the CCSSE data below, the frequency of using tutoring and skill labs is declining. The frequency of being satisfied with peer tutoring stayed consistently high.

## Tutoring Quantitative Indicators

#	Student and Faculty Information	2019-20	2020-21	2021-22
1	Annual Unduplicated Student Headcount	3,740	3,612	3,333
2	Annual FTE Faculty	119	109	98
2a	Annual FTE Staff	166	162	153
3	Annual FTE Student	1,497	1,393	1214

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<sup>1</sup> <https://www.ccsse.org/survey/reports/2022/benchmarks.cfm>  
[https://www.ccsse.org/survey/reports/2022/standard\\_reports/CCSSE\\_2022\\_coh\\_freqs\\_stueff\\_std.pdf](https://www.ccsse.org/survey/reports/2022/standard_reports/CCSSE_2022_coh_freqs_stueff_std.pdf)

2022 Maui Community College ARPD  
Program: TUTORING

#	Demand Indicators	2019-20	2020-21	2021-22
4	Unduplicated number of students tutored in one-on-one sessions per student FTE	.17	.05	.13
5	Unduplicated students enrolled in Dev/Ed classes who were tutored per number of students enrolled in Dev/Ed classes	1	1	.48

#	Efficiency Indicators	2019-20	2020-21	2021-22
6	Tutor contact hours per tutor paid hours in one-on-one sessions	.4	.23	.22
7	Duplicated number of students tutored in groups per tutor paid hours	7.4	5	5
8	Tutoring budget per student contact hours	\$46	\$76	\$18

#	Effectiveness Indicators	2019-20	2020-21	2021-22
9	Students who receive tutoring should pass their tutored course	.78	.83	.86

#	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)			

2022 Maui Community College ARPD  
Program: TUTORING

		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% the
		N/A	45.2%	51.0%	N/A
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%	N/A
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

Service Outcomes:

- a. Students who use tutoring services pass the course they were tutored.
- b. Students have access to academic support they need to be successful.
- c. Students who use academic support services are satisfied with those services.
- d. Staff refers students to other campus support services to address basic needs, career counseling, mental health counseling and other resources that address the whole student, not just academics.
- e. Library Services & Kāko‘o provide a welcoming and supportive physical location where students can receive tutorial assistance, use study rooms, get assistance with research and writing
- f. Kāko‘o provides virtual one stop access through the Kāko‘o portal.

b) Program or Unit/Service Outcomes that have been assessed in the year of this Annual Review.

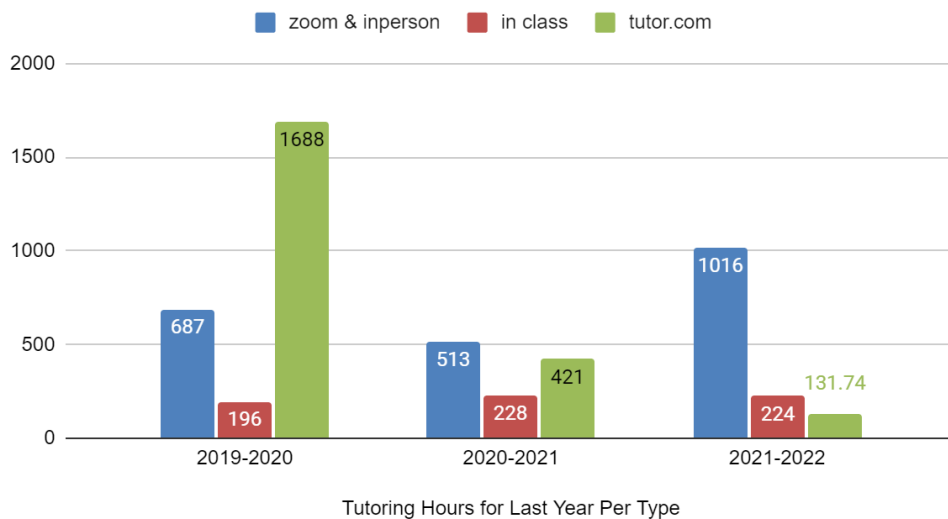
- a. Students who use tutoring services pass the course they were tutored.
- b. Students have access to academic support they need to be successful in their courses.

**c) Assessment Results**

**a. Students who use tutoring services pass the course they were tutored.**

As Chart 1 shows, tutoring is divided into three categories: *zoom & in-person*, *in-class*, and *tutor.com*. The number of hours tutored overall decreased 46% from AY 2019-20 to AY 2021-22. However, there was an 18% increase in hours tutored from AY 2020-21 to AY 2021-22.

Chart 1: Kāko'o zoom & in-person, In-Class and Tutor .com

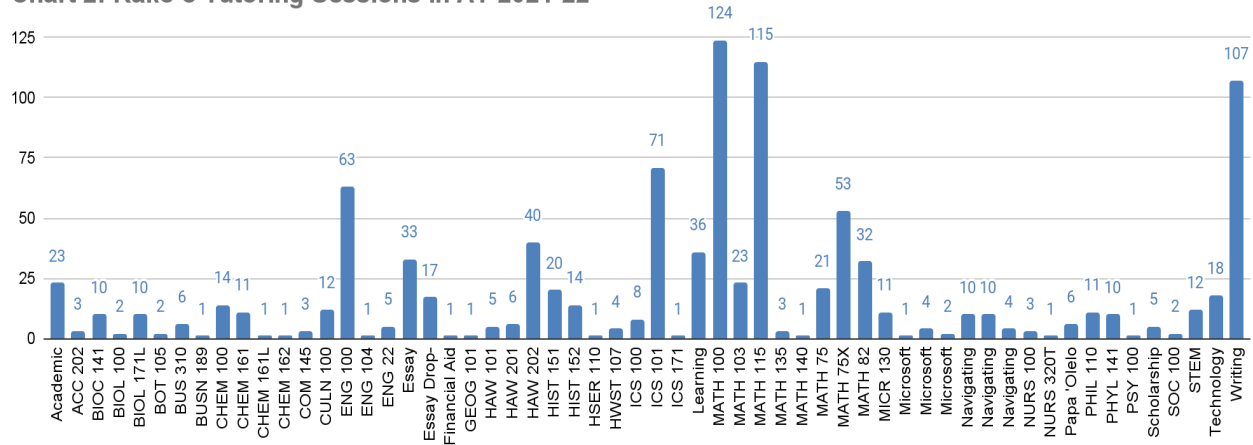


*In person & zoom*

As previously discussed, part of the increase from the previous year is attributed to the merge and shared appointment and reporting system. We also attribute the uptake to expanding tutoring capabilities. Prior to Spring 2020, campus tutoring was primarily in-person. With the onset of the pandemic, the tutors and tutor coordinator shifted all tutoring to zoom. In AY 2021-22, there were 569 zoom sessions and 448 in-person sessions. Even if classes are not online, accessing tutoring online may be preferable for some students.

Chart 2 shows Kāko‘o tutoring sessions by course and proficiency like writing, Microsoft Excel, etc. in AY 2021-22. Kāko‘o tutored 159 unduplicated students. There were 1,016 tutoring sessions. 569 of the sessions were via zoom. The average tutoring session was 59 minutes. 86% of the students who received tutoring passed their tutored course.<sup>2</sup>

**Chart 2: Kāko‘o Tutoring Sessions in AY 2021-22**



#### *tutor .com*

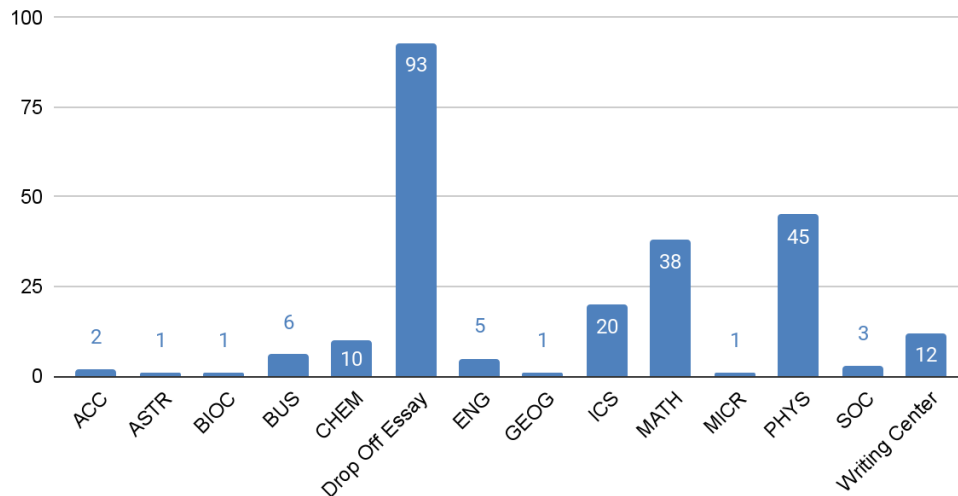
There has been a significant decline in tutor .com usage from AY 2019-20. The initial decrease was intentional in order to bring down the cost which each campus is responsible for paying. In AY 2021-22, we referred students to tutor. com if we did not have a campus option for tutoring the course, but information about the service was not posted on the Kāko‘o website nor was it in the student support service statements that faculty include in their syllabus.

<sup>2</sup> Tutoring sessions not tied to a course are not included in the success data. Success for courses is based on a C or higher.



Chart 3 shows tutor .com tutoring by subject during AY 2021-22. 70 unduplicated students used tutor .com. There were 238 tutoring sessions. The average tutoring session was 33.21 minutes. 95% of students who were tutored, passed the tutored course with a C or higher.

**Chart 3: Tutor .com Sessions By Subject AY 202122**



**b. Students have access to academic support they need to be successful in their courses.**

In AY 2021-22, we focused on centralizing academic support services through the Kāko‘o onestop. Tutoring services located in TLC previously, moved to the library 2nd floor and joined the other Kāko‘o services including mentoring, printing, scanning, computing, and borrowing equipment. Learning resources previously housed on TLC website were converted to LibGuides, the library’s website platform.

Kāko‘o staff worked with student services and academic affairs to help students access services:

- Added services like tutoring to the *syllabus template* header, that all faculty are encouraged to use.
- Created a Kāko‘o virtual onestop that centralizes access to Kāko‘o student support services.
- Worked with the instructional designer on a Kāko‘o services template that faculty are encouraged to add to their Lulima course sites. The template provides clickable visuals of Kāko‘o services.
- Contributed to the *Student Newsletter* produced by the counseling department. It is sent to students every other week during the semester. Kāko‘o populates a section with information about services and a learning tip on topics including time management, reading & study strategies, writing papers, procrastination and exam preparation etc.

- Piloted direct-to-student *week 3 check-ins*: 1) fall 2022 sent an *Emoji Survey* through text message; and 2) spring 2022 sent a *check-in* email through Star Balance to promote Kāko‘o services.
- Used direct-to-student campaigns in Star Balance to send emails to students enrolled in math, ENG, and WI courses about tutoring services available to them.
- Reached out to students flagged by instructors on the Early Alert by email and phone to direct them to academic support resources or refer to other campus resources.

We have considerable problems with Star Balance which we use as an appointment scheduler and communication tool with students. As a scheduler it is clunky to use and not intuitive to students, and a barrier to scheduling appointments. As a communication tool, it is very limited and does not recognize the Hawaiian alphabet so words like Kāko‘o are misspelled. Its reporting functions are not robust. We do not have data on # of students who open emails sent through a direct-to-student campaign. Making it hard to evaluate if the campaigns are facilitating access to services. Also, collecting summative data like success rates of students using the services is a difficult process. Other campuses use tutor management systems like TutorTrack to help them manage clients, schedule services, and track data.

Faculty have also expressed confusion about TLC and Kāko‘o. The Learning Center has been providing tutoring, testing, and learning support services for the past 29 years and now we are Kāko‘o. It is confusing and the messaging has not been clear. Faculty still refer students to TLC.

Although not knowing about services or how to access them is problematic there are other reasons that students do not seek help. According to a study done in 2016, the perceived stigma of tutoring is a barrier to getting tutoring (Ciscell et al., 2016)<sup>3</sup>. Winograd and Rust (2014)<sup>4</sup> who focused primarily on students from underrepresented populations in their research, noted that “students from even well-represented backgrounds who are in the process of failing do not seek academic help; the more serious the trouble, the less likely that the students will seek help...” (p21). Pillai (2010)<sup>5</sup> found that students viewed asking for help positively but expressed some uncertainty about actually seeking help themselves, wishing to remain as independent as possible (p. 129). Students in this study also expressed concern about confidentiality, not wanting other people to know they were struggling (p. 131).

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<sup>3</sup> Ciscell, G., Foley, L., Luther, K., Howe, R., & Gjosedal, T. (2016). Barriers to accessing tutoring services among students who received a mid-semester warning. *The Learning Assistance Review*, 21(2), 39+.  
<https://link.gale.com/apps/doc/A468632183/AONE?u=anon~6aeab46b&sid=googleScholar&xid=e9d8b045>

<sup>4</sup> Winograd, G., & Rust, J. P. (2014). Stigma, awareness of support services, and academic help-seeking among historically underrepresented first-year college students. *The Learning Assistance Review*, 19(2), 19-43.

<sup>5</sup> Pillai, M. (2010). Locating learning development in a university library: Promoting effective academic help seeking. *New Review of Academic Librarianship*, 16(2), 121-144

**Note:** footnotes 4 and 5 were cited in footnote 3 as part of the study’s literature review.

UHMC CCSSE data consistently shows that students view tutoring services and skills labs as very important, but most of them had reported never using tutoring, skills or computer labs. Only a small percentage of students seek out tutoring or other learning resources that may increase their likelihood of success. Understanding why those who need support do not use and how to get them to use services like tutoring are still questions we are grappling with.

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

AY 2021-22 was dedicated to restructuring academic support and rebalancing the budget while improving access to services. TLC tutors, tutor coordinator, and director relocated to the library 2nd floor, and are integrating into Library/ Kāko‘o operations and supporting the *one stop model* which we think will help with accessing support services.

Because of problems with Star Balance, we started sending targeted emails about tutoring services from Kāko‘o email. Even so, making an appointment on Star Balance is not intuitive and may prevent access to services. Other UHCC’s like Leeward and Kapi‘olani use procured management systems that have more capabilities for engaging students.

Tutor .com is a valuable resource. Although we have not put it on our website yet, our targeted emails to students enrolled in math and writing classes about tutoring services list it as an option and how to access it.

## **4. Action Plan**

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- Make sure tutor .com is a more visible option for UHMC students and encourage access
  - tutoring should be accessible during the evening/night/early morning/weekends when our students’ study.
- Continue to transition The Learning Center’s tutoring and learning resources into Kāko‘o
  - clear messaging for faculty
  - clear messaging for students
- Re-evaluate using Star Balance. Think through change scenarios including using Library’s platform and other outside vendors like tutor trac to facilitate appointments and data collection.
- Re-evaluate how to communicate Kāko‘o services to students throughout the semester
  - continue working closely with student affairs.
  - define target groups
- Work with the Library on shared goals and outcomes for getting laptops and hotspots to students who need them; ensuring enough study rooms and study spaces; creating a welcoming space for students.
- Work to understand why students do not use tutoring services, who should use, and how to get the resource to the students.

- interview students & faculty

## 5. Resource Implications

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1. If tutor .com is more visible, there may be a need for additional funding to pay for it. Tutor .com bills \$25.00 per hour. Campuses are billed for hours used. We are requesting \$10,000 to cover the cost. In 2019-20 we used 421 hours of tutoring which cost \$10,555.00.
2. Star Balance is 0 cost, so we are requesting an allocation of \$5,000.00 to change vendors.

We are requesting \$15,000.00 total to support tutoring services.

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

## 6. Optional: Edits to Occupation List for Instructional Programs

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Review the Standard Occupational Classification (SOC) codes listed for your Instructional Program and verify that the occupations listed align with the program learning outcomes. Program graduates should be prepared to enter the occupations listed upon program completion. Indicate in this section if the program is requesting removal or additions to the occupation list.

☐ I am requesting changes to the SOC codes/occupations listed for my program/unit.