Academic Support Services
Tutoring Services

2019
ANNUAL REPORT OF PROGRAM DATA

UNIVERSITY *of* HAWAI'I®
MAUI COLLEGE

1. Program Description

Statement and brief description of the program including a listing of the program level Student Learning Outcomes (SLOs) and/or Service Area Outcomes (SAOs).

The Learning Center[1] (TLC) provides the UHMC campus community with a variety of services including placement testing, distance learning testing, makeup and disabilities testing, community and certification exam proctoring; face to face, in-class, and online tutorial assistance for courses; study management tutorial assistance; learning strategy and study skill face to face and online workshops and resources; computer assisted instruction for grammar, writing, reading and math advancement; a physical location where students can study and receive tutorial assistance; a computer lab, laptop rental program, and computer and Laulima tutorial assistance; outreach for the campus early alert progress survey; technology support for MySuccess including backend student and academic support coordination for all agreed upon progress surveys. We strive to provide quality services and resources and work with the rest of our campus community to support student success.

TLC Service Outcomes

- Assist students in passing their courses;
- 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;
- Provide relevant training to tutors and other learning assistant professionals to help them thrive in their jobs;
- Develop stronger partnerships with faculty and other support program staff to strategize learning assistance that helps UHMC students and instructors;
- 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.

TLC Student Learning Outcome

- Students will pass their tutored course

2. Analysis of the Program

Strengths and weaknesses in terms of demand, efficiency, and effectiveness based on an analysis of the Quantitative Indicators and surveys (located in the Appendix). Analysis for subunits may be included; however, an overall analysis for Academic Support Services must be included.

The program is healthy.

Demand - TLC tutoring services increased by 34% since AY 2016-2017 despite a 5% enrollment decrease over the same period. In AY 2018-2019 both face to face peer tutoring and online tutoring increased while in class tutoring for writing classes decreased. We attribute the decrease for in class writing tutoring to 1) the implementation of multiple measures which increased the number of students starting in ENG 100, and 2) the enrollment decrease which has led

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1 TLC is not the only place on campus that provides tutoring and testing services. The data in this report only reflects TLC. Math lab data as well as other tutoring and testing data can be found in other programs review reports including Math and ELWED.

to fewer course sections being offered. We implemented three strategies that we attribute to the increase in peer and online tutoring which are discussed further in part d.

Efficiency – TLC learning assistance and testing operations are fully integrated. We encourage UHMC students to make tutorial appointments and some specialized tutors only work if they have appointments. Other peer tutors, when not tutoring, assist with proctoring and processing exams, answering phones, assisting with reception, answering quick "help" questions from students, participating in FYE and Student Life events, and assisting with creating learning resources for other students. Combined TLC had 10,296 face to face transactions of our various services in AY 2018-2019.

Effectiveness – In AY 2017-2018, 82% passed their tutored course, and in AY 2018-2019 79% of students passed their tutored course. See part c for success rates by semester. Students who receive tutoring are passing their courses at healthy rates.

3. Program Student Learning Outcomes

   a) List of the Program SLOs/SAOs
   b) Program SLOs/SAOs that have been assessed in the year of the Annual Review of Program Data.

TLC Service Outcomes	Activities				Outputs	Assessment Method
	Tutoring	*Learning Resources/ Study Environment*	*Learning Strategy Workshops*	**MySuccess**		
Assist students in passing their courses	X	X	X	X	• Learning strategy videos • Website • Laptop rental program • Flag responder process	• **Usage data** • **Flag outreach** • **Turnaround data** • **Course success in tutored course**
Refer students to other campus support services as seamlessly as possible.	X			X	• Centralized tutoring link • MySuccess backend workflow maps	• # of referrals • Turnaround data
Provide access to relevant study and learning assistance materials and resources	X	X	X		• StartSmart modules • Learning strategy videos/ handouts • Website	• **StartSmart Completion - GPA data** • Student feedback • Usage data (self-directed courses)
Provide a supportive physical location where students can receive tutorial assistance, access resources and study	X	X	X		• # of study spaces • Currency of software and hardware	• **Usage data** Student feedback
Provide relevant training to tutors and other learning assistant professionals.	X				• Tutor training curriculum • # Staff PD workshops	• Tutor/Staff - self effectiveness survey and APT and faculty Evaluations • Student feedback

						• Usage data
Develop stronger partnerships with faculty and other support programs to strategize learning assistance that helps students and instructors.	X	X	X	X	• # of partnerships • Contextual course based learning support curriculum	• Usage data

TLC Student Learning Outcomes	Assessment Method	Assessment Result
Students who receive tutoring from TLC will pass their tutored course.	Grade in tutored course	**Fall 2018 – 77% received C or higher Spring 2019 – 81% received C or higher**

c) Assessment Results

Tutoring usage[2] for AY 2018-2019
- Face to face peer tutoring usage increased by 7% since AY 2017-2018 while enrollment decreased by 4%.
- Online tutoring (tutor.com) increased by less than 1% from AY 2017-2018 while enrollment decreased by 4%
- Inclass tutoring for writing courses decreased by 9% since AY 2017-2018, and a 13% decrease since AY 2016-2017.
- Top three departments utilizing face to face tutoring in AY 2018-2019: STEM (36%), BUSN/HOST/CULN (28%), and English (24%).
- Utilization of online tutoring in AY 2018-2019: Drop off essay review (49%), STEM (20%), and Writing Center (14%).
- 68% of online tutoring (tutor.com) sessions happened between 8:00PM and 9:00AM when TLC was closed.

Passing grade in tutored course for face to face tutoring[3] AY 2018-2019 and AY 2017-2018

Fall 2018 – 77% received C or higher
Spring 2019 – 81% received C or higher
Fall 2017 – 73% received a C or higher
Spring 2018 – 90% received C or higher

Turnaround data[4] (student flagged at early alert passes flagged course) AY 2018-2019 and AY 2017-2018
Fall 18 - Out of 387 #2 flags TLC responded to, 176 or 45% of students had a successful course outcome.
Spring 19 - Out of 259 #2 flags TLC responded to, 124 or 48% of students had a successful course outcome.
Fall 17 - Out of 392# flags TLC responded to 196, or 50% had a successful course outcome.
Spring 18 - Out of 343 #2 TLC responded to 189, or 55% had a successful course outcome.

StartSmart Completers and GPA[5] AY 2018-2019 and AY 2017-2018
AY 2018-2019
- 342 students completed Start Smart

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2 Data from MySuccess and tutor.com and Brainfuse
3 Data from MySuccess and STAR
4 Data from MySuccess and STAR
5 Data from Laulima and STAR

- Of 342 completers, 90% had a 2.00 or higher GPA the semester completed

AY 2017-2018
    - 243 students completed StartSmart
    - Of the 243 completers, 83% had a 2.00 or higher GPA the semester completed

With the introduction of StartSmart, TLC increased learning workshop participation by 1,850% since AY2015-2016 when we offered face to face learning strategy workshops like exam preparation, time management etc.

40% more students completed StartSmart in AY 2018-2019 than AY2017-2018.

TLC Services Usage data[6] AY 2018-2019 (does not include test center data)

- From AY 2017-2018 to AY 2018-2019
    - TLC *computer lab* usage decreased from 24% to 19%
    - TLC *study space* usage increased from 31% to 33%
    - TLC *Instructor meeting* space usage increased by 1%
    - TLC *tutor meeting* space usage decreased by 1% (some tutors connected to classes meet with students outside of TLC)
    - Rented 82 laptops

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

For the past several years, TLC staff has been working to increase usage of our services, and work towards the Strategic Directions Student Success and Quality of Learning goals[7]. We focused on three strategies: MySuccess, FYE, and online learning resources.

In AY 2014-2015, we started to champion MySuccess to help us be more proactive in reaching out to students instead of waiting for them to come to us. Since then, we worked with departments and units across campus to launch three progress surveys helping us to connect students to "just in time" academic and student supports at different points during the semester based on their behaviors like attending class regularly, submitting assignments, participating in class discussions, passing quizzes and exams, and communicating with the instructor. Although MySuccess is a college wide effort, TLC's technology and tutor coordinator manages the backend of MySuccess for the campus. He developed the MySuccess progress surveys' backend workflow, and works with the faculty, counselors, and support staff across the college to raise flags and provide interventions in a systematic and coordinated way. As MySuccess has grown, his time spent on it has grown. In 2016, we hired an additional special funded support staff[8] to assist with TLC front desk operations and MySuccess *early alert flag* outreach which is key to getting tutorial assistance and other supports to students early enough that they can still pass the course. Our Title III IR Analyst termed this "turnaround". Turning around a student is a collective and coordinated effort between the instructor, counselor, peer navigators, tutors, support staff, learning resource staff, and the student.

 The progress surveys helped TLC to connect with and assist some students with getting back on track – sometimes it resulted in a tutoring appointment, but it almost always resulted in helping the students we made

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6 Data from Sign in database

7 http://maui.hawaii.edu/wp-content/uploads/2013/04/Strategic-Directions-Final-Concept-v14-lg-web.pdf

8 The special funded staff position is shared between our testing and learning assistance operations.

contact with identify their next step. Making referrals to campus resources and support personnel is a primary function of MySuccess and one of TLC's service outcomes. Is there enough return on investment for the cost of the system and the human effort it requires of instructors and support staff to carry out the progress surveys, we don't know. We think it helped some students that might have otherwise failed, but it is not a panacea for student success. Even though, we offered academic supports and tutorial assistance at "time of need", it is not enough for some students for a variety of reasons including wide academic skill and prerequisite content gaps; financial security and personal issues; and, even more frequently, setting aside the time to study. Many of our students are balancing college course work, young children, and 2 or 3 jobs.

A second strategy to increase usage and support student success was to collaborate with UHMC's FYE program. Out of this partnership, came the Nā Kōkoʻo supports survey for first year (FY) faculty. FY faculty use this survey to indicate the type and level of support services they are willing to extend to their students. The levels range from forwarding information about Nā Kōkoʻo supports to their students to inviting navigators, tutors, and support staff to participate in classroom activities. Getting into the classroom helps us to build relationships with the students; normalize and contextualize course learning assistance; and connect more students to appropriate campus resources as needed throughout the semester. We also assumed responsibility for the FYE laptop rental program, and we collaborated on the FYE Welcome and Campus Resource Week designed to promote UHMC services and resources.

Lastly, we developed online student supports because many students do not make time to attend face to face auxiliary workshops. Although our learning strategy workshops were perceived by participating students as helpful, only a handful of students attended. By developing more online strategies, both f2f and online instructors are able to integrate it into their courses. Several FY faculty embed StartSmart into their course activities. We developed and launched StartSmart in fall 2016. It is an online college success short course in Laulima. Our website has numerous learning resources including locally developed learning strategy videos and handouts; links to helpful, vetted outside resources; and access to auxiliary skills development programs like Grammar Fit and EdReady. Working closely with faculty, we can provide relevant and individual academic skill development plans focused on helping students to strengthen their academic and metacognitive skills.

During the summer our specially funded student support specialist and our peer tutors developed "students helping students" video series to help UHMC students get real about how they manage time, organize, focus, and take notes – college survival skills. They also modified our online introduction to TLC services video. The services video is sent out to faculty and students at the beginning of each semester.

We liaison with the online tutoring provider for UHMC. In AY 2018-2019, the provider changed from Brainfuse to tutor.com. We worked with the other campuses and the system office to onboard tutor.com which launched in January 2019. 68% of tutoring provided by tutor.com happened when TLC was closed. For students who prefer TLC tutors or course tutoring isn't provided by tutor.com, we started to offer virtual TLC tutoring sessions for distance learning students for a couple of courses.

Combined, these efforts (MySuccess, FYE, and Online learning assistance) have helped us to increase usage of tutorial and learning support resources despite declining enrollment. Our tutorial assistance is positively correlated with course success and students who completed StartSmart had 2.0 or higher GPA in the semester they completed it. Our IR analyst has found course success an impactful variable on semester to semester persistence and year to year persistence. Since 2016, fall to fall persistence[9] has been increasing for first time, full time students at UHMC. We are also pleased to see that *study space* usage increased. Although we prioritized

9 Data Source: UH IRO
https://www.hawaii.edu/institutionalresearch/gradRatesSummaryReport.action?IRO_INSTITUTION=MAU&drillThruLevel=&agglevel=null&reportId=SDSTT01&campusContext=null&drillId=null&VALUE=null&exportType=&drillValue=null&drillTarget=null

growing our online learning resources, we also have focused on making TLC a comfortable place to study individually and in groups.

4. Action Plan

Include how the actions within the plan support the college's mission. Action plans for subunits may be included; however, an overall action plan for Academic Support Services must be included.

The UHCC system MySuccess contract expires in 2021 and we are uncertain what will happen after that. We are working with our campus deans, faculty, and staff to determine next steps for communication and early alert. As those discussions happen, we are working on the following:

TLC Tutoring and Other Services

Activity	Person Responsible	Timeframe
Work with counseling, instructional faculty, and support staff to turnaround flagged students (for remainder of contract).	TLC Director, Tech/Tutor Coordinator and Nā Kōko'o student support specialist	AY 2019-2020
Discuss partnering with other units and labs like Library, Ho'okahua lab, STEM study area to get learning assistance closer to where students are attending classes and to coordinate services.	TLC Director	AY 2019-2020
Partner with other UHMC tutoring labs on training	TLC Director, Tech/Tutor Coordinator and Nā Kōko'o student support specialist	AY 2019-2020
Work with faculty and counseling to offer structured and targeted learning assistance labs and structured study environments[10] to enhance study time and reduce distractions for students taking courses that have historically high fail rates.	TLC Director	AY 2019-2020
Continue to design learning spaces that foster better individual and collaborative study spaces.	TLC Director, Tech/Tutor Coordinator, Testing coordinator, and Nā Kōko'o student support specialist	AY 2019-2020
Research new tutoring appointment scheduling system through STAR Balance or homegrown.	TLC Director and Tech/Tutor Coordinator	AY 2019-2020
Work with counseling and programs to offer more targeted approaches to IS – College Success course.	TLC Director	AY 2019-2020
Work with UHMC deans and system on identifying collaborative platform space (possibly through tutor.com) that includes camera, microphone and shared white board for DL tutoring for individuals and small study groups.	TLC Director	AY 2019-2020
Expand tutoring and learning support to upper division students in SSM, ABIT, and University Center programs.	TLC Director	AY 2019-2020
Continue to collaborate on campus initiatives like FYE to integrate TLC services and resources – tutoring, computer support, strategy workshops, and study and meeting space – into students' educational pathway to help more students be successful in their courses.	TLC Director, Tech/Tutor Coordinator, Testing coordinator, and Nā Kōko'o student support specialist	AY 2019-2020
Collaborate with MLI to facilitate international student support. Include international students enrolled in both credit and non-credit courses	TLC Director	AY 2019-2020

[10] Structured learning labs and study environments provide access to learning assistants and peer tutors and navigators that assist with course content, academic and metacognitive skills to be successful in college.

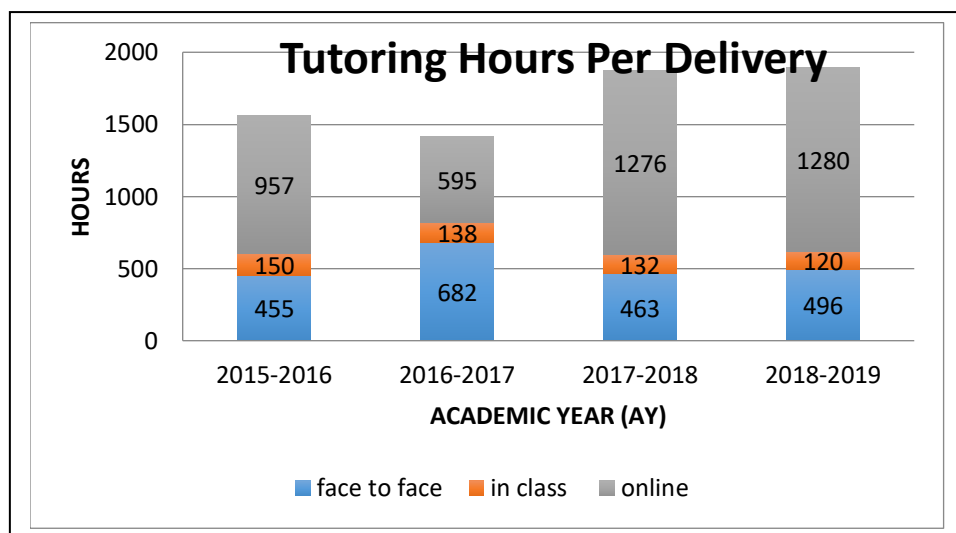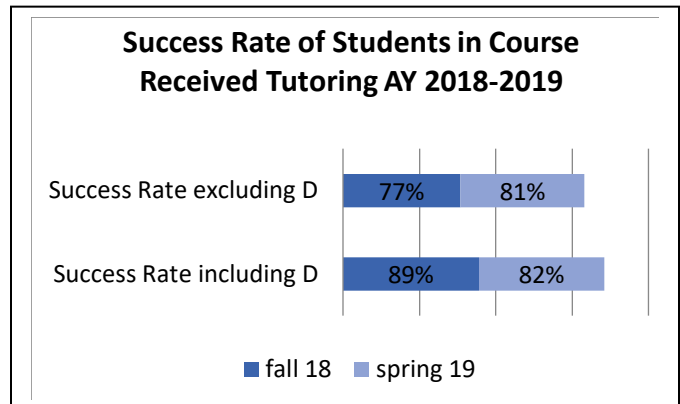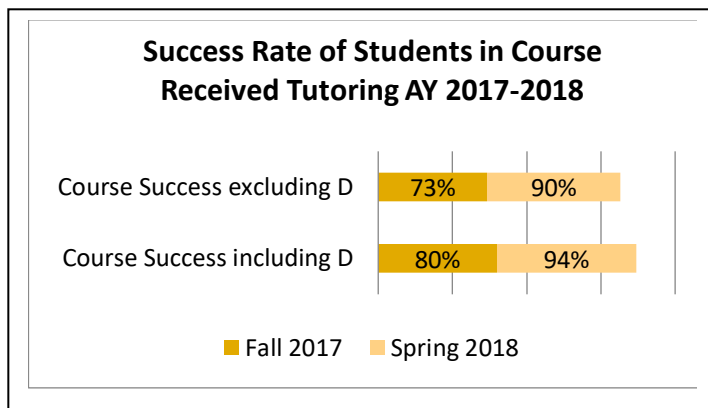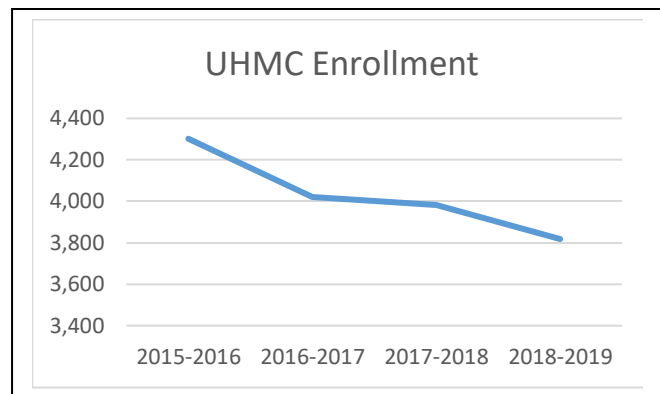|		
Provide Academic Coaching for UHMC students who want to clarify their goals; learn to manage their distractions; focus their attention; discuss different study approaches for tricky[11] courses.	TLC Director	Ay 2019-2020
Participate in discussions about the extent to which MySuccess progress surveys and communication tool supported student success and determine next steps.	TLC Director and Tech/Tutor Coordinator with faculty, counseling, other support staff and administration	AY 2019-2020

5. Resource Implications

(physical, human, financial) Resource implications for subunits may be included; however, overall resource implications for Academic Support Services must be included.

We currently have a special funded APT A position that has been instrumental in helping us grow and meet the student need for testing and learning assistance. We are currently open 6 days a week and she has been very effective at keeping our front desk operations running smoothly, and helps us to remain open for more hours than other support labs. If we do not have the APT A position, we will need to rebalance responsibilities which may happen naturally as the campus comes up with a new approach to some of the features in MySuccess like Early Alert. If nothing changes, we are requesting funds for a special-funded APT A position to provide flag and referral outreach, assist with front desk service transactions, and with student assistant floor supervision.

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11 Tricky in this context means it's not the content that is problematic – it's helping them to adjust their approach in a course where their current approach/strategies aren't working.

Appendix: Charts

TLC Face to Face Peer Tutoring Sessions Per Academic Year

Academic Year	Sessions
2015-2016	910
2016-2017	918
2017-2018	926
2018-2019	992

UHMC Enrollment

Line chart showing enrollment declining from approximately 4,300 in 2015-2016 to approximately 3,820 in 2018-2019.

Success Rate of Students in Course Received Tutoring AY 2017-2018

	Fall 2017	Spring 2018
Course Success excluding D	73%	90%
Course Success including D	80%	94%

Success Rate of Students in Course Received Tutoring AY 2018-2019

	fall 18	spring 19
Success Rate excluding D	77%	81%
Success Rate including D	89%	82%

Tutoring Hours Per Delivery

ACADEMIC YEAR (AY)	face to face	in class	online
2015-2016	455	150	957
2016-2017	682	138	595
2017-2018	463	132	1276
2018-2019	496	120	1280

% of TLC Tutoring Sessions Per Department AY 18-19

Allied Health 2%
BUSN/HOST/CULN 28%
STEM 36%
ENG 24%
Social Sciences 2%
Humanities 8%
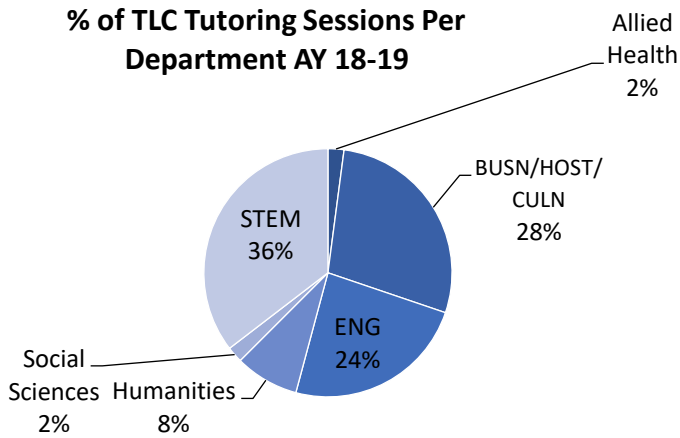
% of Tutor.com Sessions: Spring 2019

Writing Center, 14%
CULN/BUSN/HOST 4%
STEM, 20%
English, 7%
Humanities, 1%
Social Sciences, 4%
Drop off Essay Review, 49%
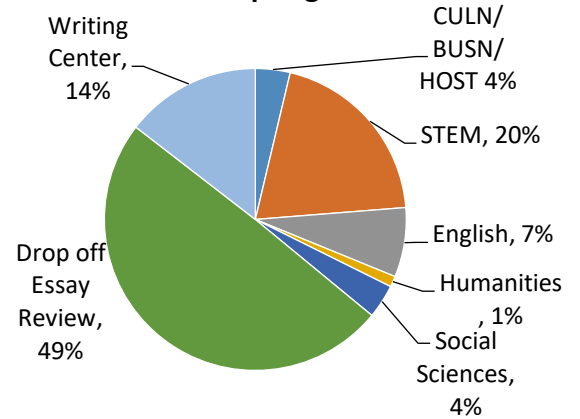
Online Tutoring Hours Per Academic Year

ACADEMIC YEAR	HOURS
2013-2014	1190
2014-2015	1043
2015-2016	957
2016-2017	595
2017-2018	1276
2018-2019	1280
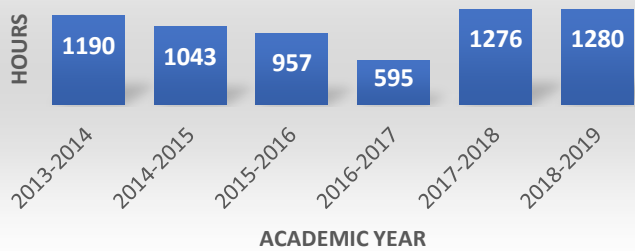
AY 2018-2019 Online Tutoring Hours

	Hours
Fall 2018 Brainfuse	507.29
Spring 2019 tutor.com	773
Total	1280.29
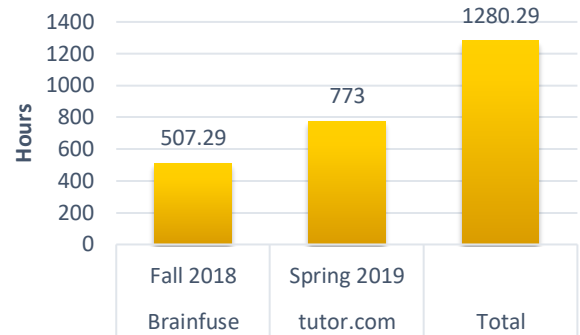
Start Smart Completers and their GPA Range Semester Completed

Academic Year	>1.00	1.00-1.99	2.00-2.99	3.00-3.99	Total
2017-2018	13	28	61	141	243
2018-2019	10	23	81	228	342

Legend: >1.00 | 1.00-1.99 | 2.00-2.99 | 3.00-3.99
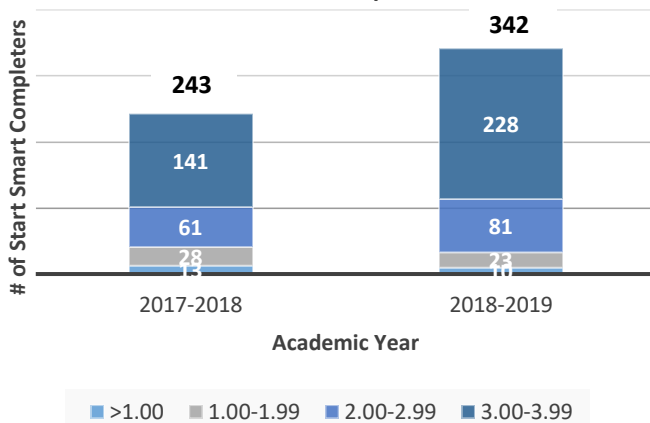
Early Alert AY 2017-2018 and 2018-2019
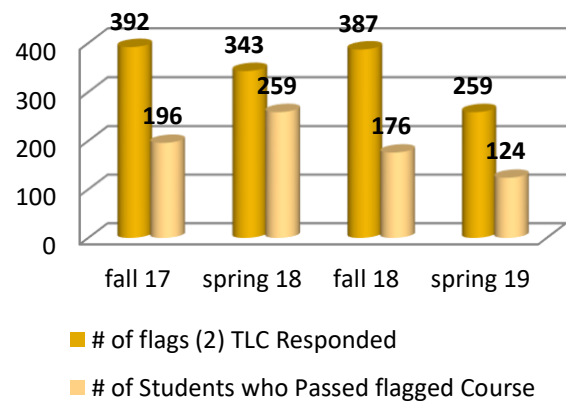
	fall 17	spring 18	fall 18	spring 19
# of flags (2) TLC Responded	392	343	387	259
# of Students who Passed flagged Course	196	259	176	124

% of TLC Services Used by UHMC Students per Academic Year

Service	2018-2019	2017-2018
Tutoring	18%	19%
Testing	29%	26%
Study	33%	31%
Instructor Appointment	2%	1%
Computer lab	19%	24%
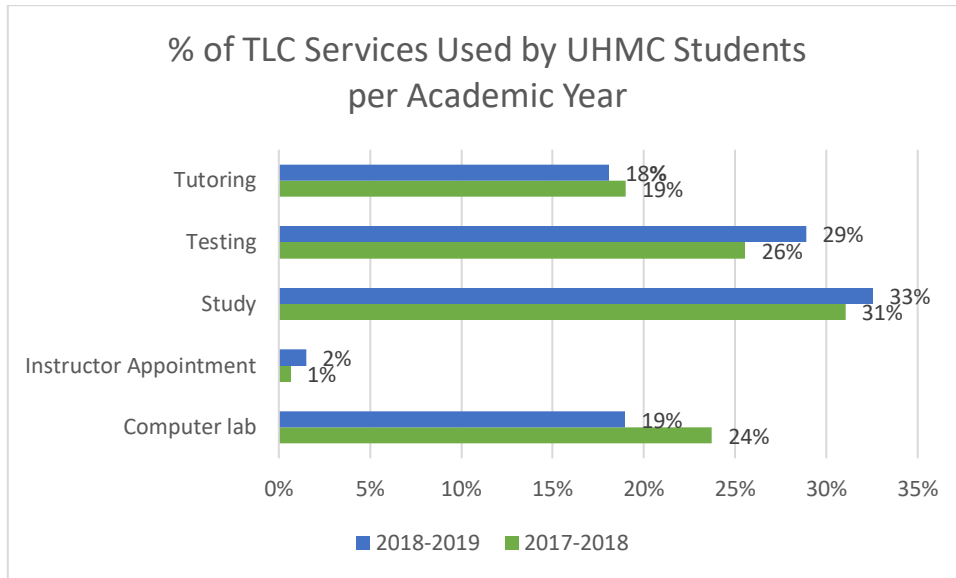
Appendix: Quantitative Indicators

#	Student and Faculty Information	2016-17	2017-18	2018-19
1	Annual Unduplicated Student Headcount	4,020	3,983	3,818
2	Annual FTE Faculty	132	126	123
2a	Annual FTE Staff	141	151	167
3	Annual FTE Student	1,733	1,685	1,540

#	Demand Indicators	2016-17	2017-18	2018-19
4	Unduplicated number of students tutored in one-on-one sessions per student FTE	.16	.13	.19
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	2016-17	2017-18	2018-19
6	Tutor contact hours per tutor paid hours in one-on-one sessions	0.9	.16	.29
7	Duplicated number of students tutored in groups per tutor paid hours	3.9	4.1	4.1
8	Tutoring budget per student contact hours	$37	$42	$40

#	Effectiveness Indicators	2016-17	2017-18	2018-19
9	Students who receive tutoring should pass their tutored course	70	82	79

#	Effectiveness Indicators - Community College Survey of Student Engagement (CCSSE)	2014	2016	2018
10	Tutored or taught other students (survey item 4.h)			
	Mean	1.48	1.39	1.44
	Very Often	3.9%	1.5%	4.0%
	Often	7.2%	6.3%	5.0%
	Sometimes	22.0%	22.1%	21.9%
	Never	66.9%	70.0%	69.1%
11	Frequency of using peer or other tutoring (survey item 13.1.d)			
	Mean	1.49	1.48	.79
	Often	10.3%	6.6%	12.9%
	Sometimes	18.5%	23.7%	29.0%
	Rarely/Never	50.7%	46.8%	58.1%
	N/A	20.5%	22.9%	0.0%
12	Satisfaction with peer or other tutoring (survey item 13.2.d)			
	Mean	2.29	2.17	1.35
	Very	23.8%	21.4%	23.5%
	Somewhat	27.7%	20.4%	19.0%
	Not at All	6.8%	13%	6.5%
	N/A	41.6%	45.2%	51.0%
13	Importance of peer or other tutoring (survey item 13.3.d)			
	Mean	2.21	2.17	2.28
	Very	46.0%	42.3%	51.2%
	Somewhat	28.9%	32.3%	25.9%
	Not at All	25.1%	25.4%	22.1%
14	Frequency of using skill labs – writing, math, etc. (survey item 13.1.e)			
	Mean	1.91	1.74	1.12
	Often	24.9%	16%	20.1%
	Sometimes	27.6%	28.3%	31.1%
	Rarely/Never	32.7%	37.8%	48.8%
	N/A	14.9%	17.8%	0.0%

#	Effectiveness Indicators - Community College Survey of Student Engagement (CCSSE)	2014	2016	2018
15	Satisfaction with skill labs – writing, math, etc. (survey item 13.2.e)			
	Mean	2.4	2.23	1.52
	Very	35.6%	24.6%	31.6%
	Somewhat	26.6%	28.3%	22.5%
	Not at All	7.5%	10.3%	6.5%
	N/A	30.3%	36.9%	43.5%
16	Importance of skill labs – writing, math, etc. (survey item 13.3.e)			
	Mean	2.21	2.23	2.32
	Very	53.4%	46.7%	50.6%
	Somewhat	27.3%	29.7%	30.6%
	Not at All	19.3%	2.36%	18.8%