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## University of Hawaii Community Colleges Annual Report of Program Data Analysis Preview

[\(click here to print\)](#)**PREVIEW**

### College: Kauai Community College Program: Tutoring Services

The last comprehensive review for this program was on 2012, and can be viewed at:

<http://www.hawaii.edu/offices/cc/arpd/academicsupport.php?action=analysis&college=KAU&year=2012&program=161>

### Program Description

*Program Mission Statement:* To help empower students to become efficient, confident, and independent learners and develop requisite skills they need to succeed in obtaining their academic, career and personal goals, thus enabling them to lead self-directed and productive lives now and in the 21st century.

Tutoring services is located in the Learning Commons. Its primary function is to provide tutoring to KCC students. Students access services on an appointment and a walk-in basis. Tutoring is mainly done by peer tutors with additional tutoring provided by one community volunteer and Math and English faculty. Tutoring has a collection of reference materials, mostly books, for student and tutor reference to be used in house. There is also a study room which is used for both group tutoring and quiet study. There are five computers and one printer for student use. Formerly, tutoring services provided study skills workshops, computer workshops, and the Brush-up program for writing and math. These services are presently being provided by other programs on campus.

### Part I. Quantitative Indicators

## Overall Program Health: **Not Yet Applied**

Student and Faculty Information		Program Year		
		12-13	13-14	14-15
1	Annual Unduplicated Student Headcount	1,801	1,828	1,749
2	Annual FTE Faculty	72	74	73
2a	Annual FTE Staff	93	89	91
3	Annual FTE Student	802	814	757

Demand Indicators		Program Year			Demand Health Call
		12-13	13-14	14-15	
4	Unduplicated number of students tutored in one-on-one sessions per student FTE	0.5	0.5	0.6	<b>Not Yet</b>

5	Unduplicated students enrolled in Dev/Ed classes who were tutored per number of students enrolled in Dev/Ed classes	0.4	0.3	0.3	<b>Applied</b>
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Efficiency Indicators		Program Year			Efficiency Health Call
		12-13	13-14	14-15	
6	Tutor contact hours per tutor paid hours in one-on-one sessions	.63	.63	.64	<b>Not Yet Applied</b>
7	Duplicated number of students tutored in groups per tutor paid hours	14	18.3	16.7	
8	Tutoring Budget per student contact hours	\$0	\$24	\$54	

Effectiveness Indicators		Program Year			Effectiveness Health Call
		12-13	13-14	14-15	
9	Students who receive tutoring should pass their tutored course	1	75	48	<b>Not Yet Applied</b>
Community College Survey of Student Engagement (CCSSE)		Survey Year			
		2010	2012	2014	
10	4.h. Tutored or taught other students				
	Mean	1.36	1.53	1.61	
	Very Often	2.1%	2.9%	5.3%	
	Often	3.9%	11%	9.3%	
	Sometimes	22.4%	22%	26.0%	
	Never	71.6%	63.9%	59.3%	
11	13.1.d. Frequency of using peer or other tutoring				
	Mean	1.47	1.61	1.58	
	Often	6.4%	12.1%	11.4%	
	Sometimes	22.2%	27.3%	23.4%	
	Rarely/Never	45.1%	45.2%	47.7%	
	N/A	26.3%	15.4%	17.6%	
12	13.2.d. Satisfaction with peer or other tutoring				
	Mean	2.27	2.3	2.30	
	Very	20.8%	27.6%	25.4%	
	Somewhat	26.3%	32.1%	31.4%	
	Not At All	6.4%	7.4%	6.3%	
	N/A	46.5%	32.9%	36.9%	
13	13.3.d. Importance of peer or other tutoring				
	Mean	2.21	2.39	2.34	
	Very	45.3%	54.1%	51.2%	
	Somewhat	30.6%	30.5%	31.9%	
	Not At All	24.1%	15.4%	16.8%	
14	13.1.e. Frequency of using skill labs - writing, math, etc.				
	Mean	1.72	1.78	1.70	
	Often	16.3%	16.6%	13.9%	
	Sometimes	21.8%	29.3%	26.7%	
	Rarely/Never	37.9%	34%	37.0%	
	N/A	24.0%	20.1%	22.5%	
15	13.2.e. Satisfaction with skill labs - writing, math, etc.				

	Mean	2.26	2.3	2.25
	Very	21.2%	25.5%	18.4%
	Somewhat	30.5%	33.7%	39.2%
	Not At All	6.3%	6.2%	3.3%
	N/A	42.0%	34.7%	39.1%
16	13.3.e. Importance of skill labs - writing, math, etc.			
	Mean	2.27	2.4	2.29
	Very	49.6%	56.4%	48.0%
	Somewhat	28.2%	27.7%	32.9%
	Not At All	22.2%	15.9%	19.1%

Last Updated: November 23, 2015

## Glossary

### Part II. Analysis of the Program

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The percentage of unduplicated students tutored in the 2014-2015 school year is 60% of the FTE as compared to 50% last year. There were 454 unduplicated students who received tutoring this year, an increase of 10.7% compared to last year. The steady increase over the past few years, 410 last year and 332 the previous year, is largely attributed to the number of embedded tutoring in STEM classes and the volunteer rate of the math faculty. Their encouragement, and sometimes requirement, of the students to use the tutoring center and their availability to their students in the tutoring center are factors.

The efficiency rate, that is the number of students in one-on-one sessions, improved slightly to 64%, from 63% in the previous two years (see Quantitative Indicator # 6). The duplicated number of sessions went down from 18.3% to 16.17% (see Quantitative Indicator #7). This decline could be the result of the large number of study sessions that the math faculty hold inside and outside the tutoring center. Even though the tutoring services did have a part-time assistant for much of the school year, the physical configuration of the tutoring center still necessitated tutors to be used as receptionists at times.

In regard to Quantative Indicator #9, students who receive tutoring should pass their tutored courses, there is marked drop to 48% from 75% in the previous year. One factor could have been that between the fall of 2014 and the spring of 2015 the retention of rate of tutors was approximately 15%. This necessiated hiring and tranning an all new crew in the middle of the school year, which is out of the ordinary.

Tutoring Services continues its attempt to increase student use rate and will continue to incorporate specific measures to improve use and efficiency including: 1) more vigorous outreach to classes, especially for classes that show good results for students tutored but may not show a high rate of use of the overall number of students enrolled; 2) demand based scheduling which will take into account class schedules and traffic flow; 3) responsive reduction in hours of underutilized tutors; and 4) increased tutor work place training to improve return rate of tutored students. The tutoring center hours of operation remains the same at 54.5 hours per week. Appointment and walk-in system of delivery continued to be employed. Due to the high traffic rate in the tutoring center and the configuration of the facility, peer tutors continued to be used as receptionists which may negatively affect tutor efficiency.

Study Skills Workshops: Another department was responsible for conducting study skills workshops again this year. The tutoring center participated in the same capacity as last year by providing three workshops in the fall and three workshops in the spring semesters. In spite of efforts to promote the study skills workshops, the number of students participating in the three workshops provided by tutoring remains relatively small, but again the feedback is very positive.

Brush-up Program: No report. The Brush-up program was administered by another office on the college campus.

Class Visits: The tutoring center coordinator provided eight class visits at the request of the instructors. These class visits are 10 to 15 minutes in duration and consist of a brief presentation on the services provided by tutoring services with an opportunity for questions from students.

Faculty Volunteers: Again this year faculty volunteers provided a significant number of tutoring hours not reported. During this school year six math faculty donated two tutoring hours each for an additional 12 hours of tutoring per week. Informal observation demonstrates that all of

the faculty members were almost always busy conducting individual and group session during their time in the tutoring center. In addition to the math faculty, one writing instructor donated one hour per week to the tutoring center. His contact hours are included in tutoring hours. Math faculty tutoring hours are not reported.

Community Volunteer: One community volunteer tutored students by appointment. These hours are also included in tutor contact hour reports.

Student Evaluations of Tutors: Students were asked to evaluate tutors after each session for a two week period each semester. In the fall, 103 evaluations were submitted by students and in the spring another 102 evaluations were submitted for a total of 205 evaluations. On the evaluation, students were asked to respond to eight questions. The questions were as follows:

- Did the tutor arrive on time for the appointment, if applicable?
- Did the tutor seem supportive?
- Was the tutor knowledgeable in the specific subject area?
- Did the tutor respond positively to your questions and concerns?
- Did the tutor provide adequate explanations?
- Was the tutor attentive?
- Would you recommend this tutor to another student?
- Do you feel better prepared after tutoring than you did before?

Response choices are Yes, Somewhat, No, and NA.

Student evaluation of tutors are again overwhelmingly positive. Ninety-eight percent of the responses were Yes, 99% of all responses were either Yes or Somewhat with only .76% answering No.

Online Tutoring: Students at KCC used 422 hours of online tutoring via Brainfuse, our online tutoring services, up from 371 hours of online tutoring last year.

There were 450 live sessions and 423 are categorized as 'Writing Lab and Task Submissions.'

As expected, the greatest number of live sessions were for math with 288 live sessions. This is an increase from 209 live math sessions last year, a 37.8% increase. The increases use of online tutoring is seen as a positive.

Next, is Chemistry with 65 live sessions. Then, Statistics with 22 live sessions which is slightly less than half compared to last year, a significant decline. There is no apparent reason for this decline.

There were 55 live sessions for College Writing.

Brainfuse does not differentiate between writing lab and task submissions, so it is impossible to determine the number of paper submissions. It can be said that of the 'Writing Lab and Task Submissions' only 10 were for a subject other than writing. However, of the remaining 413 submissions it is not possible to ascertain how many were writing assignments for English classes, writing assignments for other classes, or other specific questions as opposed to essays or research papers.

Embedded Tutoring: KCC continues to be the recipient of grants which allow for embedded tutors in STEM classes. In the 2014-2015 school year there were 21 classes in each of the fall and spring semesters with embedded tutors. Embedded tutors attend classes and hold hours in the tutoring center where they are available to students for individual or group sessions. This practice has continued to positively impact the number of students using tutoring services and the number of contacts as reported under demand indicators. Last year's data showed no significant impact on the pass rate of students in classes with embedded tutors compared to students in classes without embedded tutors. Since it is more common for STEM classes to have embedded tutors it is difficult or impossible to make a comparisons to recent classes without embedded tutors.

Summer Programs: During the summer of 2015, there were four summer programs which utilized embedded tutoring. Only information on the two week Math 100 class is included in this report because it was offered during the month of May. This class met for five hours a day five days a week for a two week period. Two embedded tutors worked a half day each for a total of 50 additional hours of embedded tutoring. These hours are in addition to the hours reported above.

CCSSE. The number of students who reported using the tutoring services sometimes or often was 25.5%, down from 39.4% the previous school year. This was in spite of the fact that the number of unduplicated students tutored was .5 or 410 students out of 814 FTE. Satisfaction is down slightly from 59.7% in the 2012-2013 school to 57.6% with 18.4% reporting that they are very satisfied with tutoring in writing, math, etc. and 39.2% reporting that they are somewhat satisfied.

On the CCSSE questions 13.1, 13.2e, and 13.3e refer to skills labs. Tutoring services does not have writing and math labs per se and students

may have understood these questions to mean another area of the college and not the tutoring center.

2015 Academic Support Services Survey: A survey was taken of KCC faculty and staff. Sixty-one percent of the respondents were faculty and 34.9% were staff. Three items, questions #10, #11, and #12 pertain to the Tutoring Services.

Possible responses are as follows:

Strongly Disagree  
Disagree  
Neither Agree Nor Disagree  
Agree  
Strongly Agree  
N/A

Item #10, dealt specifically with Tutoring Services. Respondents were asked to respond to the following 5 statements:

1. The Tutoring Center staff is friendly and helpful when working with my students.
2. I am satisfied with the Tutoring Center's hours of operation.
3. I am satisfied with the quality of tutoring services that are offered at the Tutoring Center to students in my classes.
4. I am satisfied with the tutors' hours of availability.
5. I am satisfied with the competence of the tutors who conduct tutoring for students in my classes.

Of the 210 individual responses, 50% answered N/A, 29% responded Strongly Agree, 16% answered Agree, 5% answered Neither Agree Nor Disagree. Only .95% answered Disagree, with 0% answering Strongly Disagree.

There were 5 comments as follows:

1. I had an opportunity to work with some of the tutors and boy are we fortunate to have these students in their current capacity as tutors, which I believe can enhance a students experience while attending KCC. Awesome bunch of young adults!
2. Weekend tutoring would be great - even if only limited hours. Tina is doing a great job!
3. Tina is extremely helpful and sincerely cares about the success of our students. I applaud her for encouraging tutors to ASSIST students but allow them students to do their own work. She is always available for group presentation.
4. The Tutoring Center staff is outstanding. It is clear that they honor their purpose of helping students succeed.
5. According to my students, tutors, some times, do not explain how to do a problem thoroughly. Tutors are unable to explain "why" (ex. when reducing a fraction, why do we cross out matching factors in the denominator and the numerator).

For item # 11, respondents were asked to respond to the statement, "I think my capability to instruct has increased as a result of the services provided by [Tutoring Services]." Of the 42 responses that pertained to tutoring services, 18 answered N/A, 14 answered Strongly Agree, 4 answered Agree, and 5 answered

Neither Agree Nor Disagree. No respondents answered Disagree and only one answered Strongly Disagree.

For item #12, respondents were asked to respond to the statement, "I think student learning has increased as a result of the services and technologies provided by [Tutoring Services]." Of the 43 responses, 10 responses answered N/A, 15 answered Strongly Agree, 11 answered Agree, and 5 answered Neither Agree or Disagree. No respondents answered Disagree and two answered Strongly disagree.

Of all of the ratings and comments that appeared in this survey, the one point that warrants attention is the last comment in item #10. In this comment, an instructor uses the plural 'students' when reporting that tutors can do a problem but sometimes do not know how to explain why. It is evident that the respondent is communicating that he/she has heard this kind of report from, perhaps, several students.

### Part III. Action Plan

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Action Item 1) Marketing: Since other services such as Brush -up and study skills workshops are not provided by tutoring services at present and the amount of information concerning services is small making a brochure sparse. This item will be fulfilled by a creation of a bookmark containing concise tutoring center information and provided to students at various locations around campus. Class visits have remained at the request of the instructors. Laulima and library links to the tutoring services webpage were not improved by the end of this school year. The Brush-up program continues to be administered by the iCan coordinator. Math Boot and One Room Schoolhouse were provided by faculty again this year. A two week Math 100 class was offered beginning in mid May and utilized two tutors.

Action Item 2) Improve access to tutoring by making online tutoring services available to all students 24/7. Progress has been good. Brainfuse continues to be offered to students enrolled in at least one KCC class. Hours used increased nearly 14% from last year. In addition to Brainfuse, at least two students utilized Skype from a remote location to access tutors on duty in the tutoring center.

Last year's goal to increase usage of the tutoring center for students in developmental English classes resulted in unimpressive results. When comparing the number of developmental English students who used the tutoring center in the spring of 2015 with fall of 2014, the number of visits remained the same, but the number of students actually decreased by half. When looking at the number of developmental students who used the tutoring center in the spring of 2015 with the previous spring semester, the number of students remained almost the same, but the number of visits increased from 10 visits to 17 visits. These results indicate that students who came in for developmental English tutoring returned at a higher rate after their initial visit than in the spring semester of last year. While this is positive, tutoring services will continue the attempt to increase usage by developmental English students, particularly in English 22.

Action Item 3) Attempt to obtain more insight and suggestions from the English faculty will be made in addition to offering class visits in an effort to increase usage by English students, particularly from the developmental classes. This is aligned with KCC Goals 1 and 2. Success will be measured by use data compared with previous year(s). No problems anticipated.

Goal from last APRU: To increase student access to the tutoring center. Results: Use rate increased from 50% to 60% based on unduplicated count. Overall, the goal to increase student access from the last Comprehensive Program Review is being met as user rate has steadily increase in recent year. However, the attempts to reach the new goal from last year's APRU, to increase usage for developmental English students, was not met.

## Part IV. Resource Implications

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No additional resources requested at this time.

## Program Student Learning Outcomes

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For the 2014-2015 program year, some or all of the following P-SLOs were reviewed by the program:

Assessed this year?	Program Student Learning Outcomes	
<b>1</b>	<input type="checkbox"/> Yes	Students who receive tutoring should pass their tutored course.

### A) Expected Level Achievement

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No content.

### B) Courses Assessed

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No content.

### C) Assessment Strategy/Instrument

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No content.

## D) Results of Program Assessment

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No content.

## E) Other Comments

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No content.

## F) Next Steps

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No content.

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