Tutoring
Writing Center and Learning Resource Center

2020
ANNUAL REVIEW OF PROGRAM DATA

UNIVERSITY OF HAWAI'I
LEEWARD COMMUNITY COLLEGE
1. Program or Unit Description (Writing Center)

The Writing Center assists students with writing assignments for any Leeward CC class and also with scholarship essays and college success skills. The Writing Center’s target student population is all students taking Leeward CC courses.

The Writing Center’s mission is posted on the Writing Center website:

We believe all writers can benefit from having an interested and supportive audience for their ideas, drafts, questions, and plans. We work collaboratively with you to help you develop your writing, reading, and college success skills and confidence. Our goal is to help you realize and recognize your strengths and learn how to use those strengths to succeed.

Writing consultants (peer tutors) work with students individually and in small groups, both by appointment and on a drop-in basis. Writing Center services have been available in person in the Writing Center, online via SKYPE since 2008, by phone since 2009, and online via ZOOM since 2020. Writing consultants have also been providing direct curriculum support via workshops since 2005 and focused just-in-time workshop support on writing and college success skills since 2013.

The academic year 2019-2020 brought a number of changes to the Writing Center’s operations: in Summer/Fall 2019, the Writing Center coordinator was on sabbatical; and in Spring 2020, the Covid-19 pandemic resulted in services being provided online and in a sudden cut to the Writing Center budget and operations. Data for a number of the measures for the Fall 2019 semester is incomplete and/or unavailable. The Spring 2019’s abrupt switch to online delivery for classes and, similarly and consequently, for Writing Center services impacted Writing Center operations and data collection. More discussion of the impact of these changes is included below.

2. Analysis of the Program/Unit

DEMAND

UHCC ARPD Indicators

The UHCC ARPD form sets out two indicators of demand:

(a) Unduplicated number of students tutored in one-on-one sessions per student FTE.

In AY19-20, approximately 14.92% of Leeward students met with Writing Center writing consultants. The AY19-20 percentage is less than a percentage point lower than the 15.28% shown in AY18-19 and higher than the 13% for the combined LRC and Writing Center data in AY17-18.

The percentage change from the prior year may be an insignificant change statistically, but it can be viewed as a significant indicator of sustained demand despite the impact of the pandemic on the Writing Center’s operations in Spring 2020.
The sustained use of Writing Center tutoring services (which may include some workshop sessions) by a consistent percentage of Leeward students attests to the sustained demand for such services and support from Leeward faculty and staff. This support in AY19-20 included continuation of a long-standing relationships with Language Arts (“LA”), instructors teaching Writing-Intensive courses, the Math discipline (and Math Lab), and the Culinary Arts Program as well as new partnerships with two programs housed in Leeward’s Hālau ʻIke O Puʻuloa formed prior to the Writing Center coordinator’s sabbatical with services beginning in Fall 2019, while the Writing Center coordinator was on sabbatical, and which has continued with one program in Fall 2020.

(b) Unduplicated number of students enrolled in Dev/Ed classes who were tutored per number of students enrolled in DevEd classes.

As noted in previous ARPDs and discussed at UHCC system meetings, the current DevEd measure may not be a useful measure of tutoring demand by DevEd students: (a) with the co-requisite model, DevEd students generally identify ENG100, rather than ENG22, as the course for which tutoring is sought since the ENG100 assignments form the basis of most of the ENG22 coursework; (b) the reduced class size of all LA DevEd courses provides more opportunity for individualized support; and (c) the use of Waiʻanae Moku tutors for the DevEd classes at Waiʻanae Moku and the use of Math tutors for Math DevEd classes on the Pearl City campus are not included in this ARPD and the use of peer mentors in select DevEd classes on the Pearl City campus are not included in the scope of this measure.

In AY19-20, the percentage of students enrolled in DevEd English classes who met with a writing consultant was 12.50% which is less than half of the average percentage for the past two years. In AY18-19, the percentage of students enrolled in DevEd English classes who met with a writing consultant was 33.5% which was consistent with the AY17-18’s percentage of 33.2%.

Part of this 21% drop can be attributed to the special circumstances in AY 19-20: as noted in prior ARPD discussions, in-class and focused workshops provide the majority of the sessions with DevEd students.

Fall 2019’s incomplete workshop data likely contributed to the Fall 2019 semester’s low percentage of 5.63%, a drop of almost 28% from prior annual percentages.

Spring 2020’s abrupt move to online (and in many cases asynchronous) instruction also affected the number of workshops for DevEd students which was a factor in the Spring 2020’s 23.08%, a drop of approximately 10% from prior annual percentages.

It appears from UHCC system discussions that this measure may be dropped in the future as a measure of demand.

**Other Demand Indicators**

Other demand indicators used in past ARPDs include the following:
(a) Number of sessions.

The number of sessions in AY19-20 decreased 16% from AY18-19. Fall 2019 showed a decrease of more than 7% from Fall 2018, more than double the approximately 3% decrease in sessions between Fall 2017 and Fall 2018. Spring 2020 had an approximate 26% decrease in number of sessions from Spring 2019, but the decrease in Spring 2020 could be at least partially attributed to the effects of the pandemic and the abrupt move online and end-of-semester cut in budget and hours for the Writing Center.

As noted in prior ARPDs, the decrease in number of sessions may be attributed, at least in part, to a decrease in enrollment. The relationship between the decrease in FTE and the decrease in number of sessions was consistent in AY18-19 with a decrease of approximately 3% in both FTE and number of sessions, but the FTE decrease in AY19-20 of approximately 4.5% was significantly less than the percentage decrease in sessions in AY19-20 either by semester or by year.

As also noted in past ARPDs and to some degree also in the discussion above, there are a number of factors that likely impacted and will continue to impact demand: the co-requisite model of combined support and instruction, the reduced class size (ten students in ENG22 and fifteen students in ENG98B), and the use of in-class LA peer mentors for some DevEd English classes. The investment of the campus and the UHCC system in third-party online tutoring services (currently, Tutor.com) will likely continue to impact demand since these third parties offer both asynchronous and synchronous online support with virtually 24/7 access for writing, math, and many content courses.

In addition to the factors noted in the preceding paragraph, the abrupt change to online instruction and online delivery for Writing Center services in Spring 2020 likely also affected demand. While the Writing Center has offered synchronous online availability since 2008 and phone availability since 2009, the majority of sessions and all of the workshops were provided on campus. In Fall 2019, approximately 97% of all sessions were done in person. In Spring 2020, approximately 96% of all sessions were done in person prior to the abrupt move online – after which 100% of all sessions were done online or by phone.

Another impact of the abrupt change to online delivery in Spring 2020 was the decrease in the number of drop-in sessions which generally constituted about half of all sessions in years past: in Fall 2019, approximately 56% of sessions were by appointment and approximately 44% were drop-in sessions. In Spring 2020, prior to the change to online delivery, 42% of all sessions were by appointment and approximately 58% were drop-in sessions. After the change to online delivery, 79% of sessions were by appointment and 21% were drop-in sessions.

The reasons for the decrease in drop-in sessions in the past have included a lack of open slots in the schedule for drop-in sessions because of budget cuts that affected hours of availability, but the factor mostly likely relevant to Spring 2020’s percentage decrease in drop-in sessions was the impact of the abrupt move to online (often asynchronous) instruction in Spring 2020 which affected
students’ study schedules and modes and incorporation of Writing Center services in those schedules and modes.

(b) Number of courses tutored.

In AY19-20, students met with writing consultants for support for 120 different courses. Courses are counted only once even though students may have sought support for the courses in both spring and fall. As in years past, the breadth of courses tutored includes courses from every division on campus.

The increase in number of courses in AY19-20 of almost 40% from AY18-19 indicates a growth in demand in terms of breadth and counters the slight 2% decrease in number of courses between AY18-19 and AY17-18. The increase in number of courses may also indicate a breadth of usage, in conjunction with the consistent percentage of students using Writing Center tutoring in relation to FTE, that provides an indication of demand that counters the decrease in number of sessions.

EFFICIENCY

The ARPD form sets forth three indicators of efficiency:

(a) Tutor contact hours per tutor paid hours in one-on-one [sic] sessions.

Although the title for this first measure indicates only “one-on-one sessions” are to be included, the current revised definition includes “online, email, group, individual, and phone tutoring,” so all tutoring sessions will be included in this calculation with the caveat that Fall 2019 data is incomplete.

Based upon the data available, approximately 41% of all paid tutoring hours for Writing Center student staff was spent tutoring in AY19-20. This percentage is about ten percent less than the Writing Center’s percentage for AY18-19 of 53.5% and the prior year’s 54.8% for the combined LRC and Writing Center data.

This percentage does not include the “just-in-time” support provided to students who were working in the Writing Center or stopping by the Writing Center’s front desk in Fall 2019 and the start of Spring 2020. It also does not include the support provided in AY19-20 to students calling or emailing with questions ranging from clarification of a citation or grammar point, needing assistance with making appointments and using online platforms such as Laulima and Zoom, or needing referrals to other campus services, or needing encouragement and reassurance.

For tutoring services, efficiency measures can arguably include productive use of time to prepare for working with students effectively. Productive use of time would include preparation for workshops, review of tutoring and content materials, documentation of services, updates of Writing Center online and print resources, and training sessions.
In Spring 2020, this work included developing new protocols and procedures for Zoom sessions and reworking the Writing Center’s Focused Workshops from in-person presentation mode to Zoom delivery while preserving the interactive nature of the workshops. The Writing Center staff also created online resources for students in response to the instructional changes resulting from the pandemic, creating five new videos featuring online success tips and a new Focused Workshop on growth mindset development and revising existing handouts and updating the Writing Center website.

(b) Duplicated number of students tutored in groups per tutor paid hours.

Because group tutoring data is incomplete for Fall 2019 and group tutoring, as noted earlier, was affected by the abrupt switch to online instruction and services in Spring 2020, this measure will not be included in this year’s ARPD.

(c) Tutoring budget per contact hours.

As noted in the ARPDs for the last two years, this efficiency calculation will not be used in response to administration’s current position to protect professional staff’s privacy rights regarding salary information.

EFFECTIVENESS

The ARPD form sets forth two indicators of effectiveness:

(a) Program (Service Area) outcomes and measures.

As discussed in more detail in the next section, the expected level of achievement for both outcomes were met.

(b) Community College Survey of Student Engagement (CCSSE).

CCSSE data was not available for AY19-20.

3. Program Student Learning Outcomes or Unit/Service Outcomes

a) Unit/Service Outcomes and Measures.

#1: Students who use tutoring services will succeed in the course.

Expected Level of Achievement: Students who use tutoring will be as successful or more successful in the course than those enrolled in the same course who did not use tutoring.

#2: Working with Writing Center writing consultants contributes to students’ understanding of and engagement with the course material discussed.

Expected Level of Achievement: Students will indicate via feedback that they find working with Writing Center writing consultants contributes to understanding of and engagement with the course material discussed.
b) Unit/Service Outcomes assessed in F19-S20.

Both Outcomes have been measured annually since they were adopted, and both were again measured in the subject time period of this report; however, measurement of the second outcome includes only Spring 2020 data since Fall 2019 data is unavailable.

c) Assessment Results.

(i) P(SA)O #1: Students who use tutoring services will succeed in the course.

Expected Level of Achievement: Students who use tutoring will be as successful or more successful in the course than those enrolled in the same course who did not use tutoring.

The Office of Program, Planning and Policy (OPPA) provided data on final course grades for tutored and non-tutored students based on raw data on tutoring usage provided by the Learning Resource Center (LRC) and the Writing Center. Course success, for purposes of this analysis, continues to be defined as an A, B, or C.

As discussed below, the expected level of achievement P(SA)O #1 was met in AY19-20 as it has consistently been met in prior five years: in AY19-20, students who used tutoring attained greater course success on average than those who did not by more than 8.3%.

<table>
<thead>
<tr>
<th>Time Period</th>
<th>Center Included</th>
<th>Success Rate with Tutoring</th>
<th>Success Rate without Tutoring</th>
<th>Success Rate Differential</th>
</tr>
</thead>
<tbody>
<tr>
<td>AY19-20 (and Summer 2019)</td>
<td>LRC and Writing Center</td>
<td>82.2%</td>
<td>73.9%</td>
<td>+8.3%</td>
</tr>
<tr>
<td>AY18-19</td>
<td>Writing Center only</td>
<td>87.6%</td>
<td>73%</td>
<td>+14.6%</td>
</tr>
<tr>
<td>AY17-18</td>
<td>LRC and Writing Center</td>
<td>82.5%</td>
<td>72.1%</td>
<td>+10.4%</td>
</tr>
</tbody>
</table>

As shown above, the success rate differential in AY19-20 was lower than in prior years, one of which included only Writing Center success rates and the other which included both the LRC and the Writing Center.

Breaking down the success rate analysis by term shows the Fall 2019 success rate differential was 8.3%, exactly the same as the AY19-20 success rate, so it appears the inclusion of Summer 2019 (which included only Writing Center data) with its low success rate differential may not be the dispositive factor in AY19-20’s success rate differential decrease. The fewer sessions in summer and the summer success rates which were more than 12% higher than in either semester or in prior years may have contributed to Summer 2019’s success rate differential.
The Spring 2020 success rate differential, despite the impact of the pandemic on instruction and Writing Center services, was higher than the Fall 2019 success rate differential and in line with prior combined (LRC and Writing Center) success rate differentials of approximately 9%.

<table>
<thead>
<tr>
<th>Time Period</th>
<th>Center Included</th>
<th>Success Rate with Tutoring</th>
<th>Success Rate without Tutoring</th>
<th>Success Rate Differential</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer 2019</td>
<td>Writing Center</td>
<td>88%</td>
<td>86.7%</td>
<td>+1.3%</td>
</tr>
<tr>
<td>Fall 2019</td>
<td>LRC and Writing Center</td>
<td>82.1%</td>
<td>73.8%</td>
<td>+8.3</td>
</tr>
<tr>
<td>Spring 2020</td>
<td>LRC and Writing Center</td>
<td>81.5%</td>
<td>72.4%</td>
<td>+9.1%</td>
</tr>
</tbody>
</table>

Although the success rate differentials varied by term, all success rate differentials showed the expected level of achievement was met in all terms and for AY19-20 as a whole: students who used tutoring were as successful or more successful in the course than those enrolled in the same course who did not use tutoring.

(ii) P(SA)O #2: Working with Writing Center writing consultants contributes to students’ understanding of and engagement with the course material discussed.

Expected Level of Achievement: Students will indicate via feedback that they find working with Writing Center writing consultants contributes to understanding of and engagement with the course material discussed.

After each Writing Center tutoring session, students are invited to complete an anonymous online survey, and responses from these surveys are compiled electronically. Results of these surveys for Fall 2019 are not available, so only Spring 2020 results are included in this report.

The expected level of achievement for P(SA)O #2 was met for Spring 2020 as shown in the tables below: the survey results indicate students found working with Writing Center staff contributed to understanding of and engagement with the course material discussed.

<table>
<thead>
<tr>
<th>Statement in Surveys</th>
<th>Average of Responses Overall</th>
<th>Average of Responses Pre-Covid</th>
<th>Average of Responses Post-Covid</th>
</tr>
</thead>
<tbody>
<tr>
<td>Working with the writing consultant helped me improve my writing and/or my understanding of the work we discussed.</td>
<td>4.93</td>
<td>4.93</td>
<td>4.94</td>
</tr>
<tr>
<td>I was able to ask the questions and talk about the things I wanted to discuss.</td>
<td>4.97</td>
<td>4.96</td>
<td>4.99</td>
</tr>
<tr>
<td>Working with the writing consultant helped me plan what I could do to continue working on my writing and/or the work we discussed.</td>
<td>4.94</td>
<td>4.93</td>
<td>4.96</td>
</tr>
</tbody>
</table>

Scale: 5/strongly agree; 4/agree; 3/not sure; 2/disagree; 1/strongly disagree

The overall results represent 522 responses, approximately 74% of the Spring 2020 sessions. Prior to the change to online delivery, there was an approximate 80% response rate; after the change to
online delivery, the response rate dropped to approximately 56%. The decrease in response rate can be attributed to the change in having the survey presented in person for completion on an iPad immediately after the session to having a link to the survey shared with the student to fill out independently after leaving the session or emailed after the session sometimes several hours later.

It is interesting to see that the average post-Covid response is higher than the pre-Covid response which may attest to the success of the Writing Center’s adaptation to online delivery of services.

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

As part of the adaptation to online delivery and to address the student’s ability to work independently after the session (the last measure used for the second outcome), Writing Center protocols now include a session follow-up email for each session which includes an action plan and, where applicable, links to additional resources.

4. Action Plan

(a) Continue to provide and assess diverse, peer-delivered academic support services that meet current student and campus needs to further the College Mission of open access.

(1) Explore new methods of responding to these needs with a focus on identifying areas of need created by the current post-Covid online instruction modality.

   a. College success skills.
      i. The increase in independent work inherent in online asynchronous instruction increases the need for college success skills, including critical reading skills and with time management.
      ii. In Summer/Fall 2020, two new Focused Workshops were developed to target support for college reading strategies and Writing Center staff training again included work with time management and critical thinking.

   b. Communication.
      i. Opportunities for in-class or embedded tutoring may be limited because of asynchronous online instruction and budget constraints, but targeted communication with faculty and classes may prove effective in increasing awareness, and consequently perhaps use, of Writing Center’s services. Continuation of work with the Writing Center Advisory Board (created in Spring 2020 with faculty representation from all campus divisions) may also help guide development of Writing Center services to meet evolving student needs. Improving accessibility and clarity of communication about Writing Center services on the Leeward website may also help connect students with the Writing Center.
      ii. In Fall 2020, the Library, LRC, and Writing Center faculty and staff began review of the Leeward website to clarify communication about services offered. The Library staff continues to provide joint messaging to the campus about services offered by all three units and has rebranded such communication as “Learning Commons” messaging.
(2) Explore new partnerships and collaborations with the new commercial online tutoring service, Tutor.com.
   a. Continue to explore how to effectively use information provided by Tutor.com, including early alert notifications, to meet student needs and connect students to campus tutoring services.
   b. In Fall 2020, faculty and staff from the LRC, Math Lab and Math division, and the Writing Center began discussing Tutor.com usage as well as messaging and provided a recommendation to Leeward administration which included improved messaging and communication to faculty and staff about Tutor.com services and the availability of campus tutoring services.

(b) Continue to participate in the UHCC system initiative to review (and revise) the Tutoring ARPD. Inter-campus discussions began in Summer 2019 (building upon earlier discussions) and have continued to look at the current quantitative measures and identify which measures remain relevant to assessment and improvement of tutoring services.

5. Resource Implications

(a) Adequate student help funding to staff the Writing Center to meet campus and student needs, including retention of experienced writing consultants.
(b) Support for revision of Writing Center online resources, including the Writing Center website and handouts.

☐ I am NOT requesting additional resources for my program/unit.
Program/Unit Name: Learning Resource Center (LRC)/Academic Services

Brief Description - Mission and Goals

The mission of the LRC is to help students succeed in their courses; help students become better learners; help students at all levels of ability and preparation; provide LRC student employees with opportunities for personal and professional development; provide students with comfortable, supportive, and attractive learning environment; assist faculty by providing supplemental teaching materials and support services. The student learning outcomes are as follows:

- P(SA)O #1: Students who use tutoring will be as successful or more successful in the course than those enrolled in the same course who did not use tutoring.
- P(SA)O #2: Students will indicate via feedback that they find working with LRC and Writing Center tutors contributes to their understanding of and engagement with the course material discussed.

The primary service offered by the LRC is peer-to-peer content tutoring. Content tutoring is offered for a variety of science, language, and business courses primarily in-person on-campus at the LRC. As in previous years, the LRC was not open for tutoring in the summer months. During the spring semester of 2020, the impact of the COVID-19 pandemic moved LRC services to remote online platforms due to campus closure given Oahu’s sheltering-in-place order. While transitioning to a 100% online tutoring environment created disruption and necessary re-envisioning of some services, opportunities in LRC staff communication were discovered and enhanced.

Analysis of Program/Unit Data

Demand Indicators

The UHCC ARPD form sets out two indicators of demand:

a. Unduplicated number of students tutored in one-on-one sessions per student FTE. In AY19-20, about 6% of students met with LRC tutors in individual sessions. (Recorded session data did not differentiate between one-on-one and group sessions.)

b. Unduplicated number students enrolled in Dev/Ed classes who were tutored per number of students enrolled in Dev/Ed classes.

N/A. LRC tutoring services do not serve Dev/Ed classes.
The LRC provides content tutoring for a number of courses in business, languages, and science. The table below includes usage data for number of tutors, number of unique tutees, and total number of tutoring sessions for the fall 2019 and spring 2020 semesters to demonstrate the scope of the LRC program.

<table>
<thead>
<tr>
<th>LRC Staff, Tutees, and Sessions</th>
<th>Fall 2019</th>
<th>Spring 2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of tutors</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>Number of desk aides</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Number of unique tutees</td>
<td>126</td>
<td>110</td>
</tr>
<tr>
<td>Number of tutoring sessions</td>
<td>483</td>
<td>466</td>
</tr>
</tbody>
</table>

A total of 949 tutoring sessions were logged in the 2019-2020 year, which collected a timestamp of each visit, name of tutor, tutee, and professor, course alpha, and reason for visit (tutoring drop-in or “other”). Of the 949 sessions, 209 unique students participated during the year and 27 students obtained LRC support in both the fall and spring terms.

Japanese and Korean language course tutoring continue to be staples in LRC services making up 56% of all fall 2019 sessions and 58% of all spring 2020 sessions. The total average number of Japanese and Korean language tutoring sessions per student was 4.0 visits in fall 2019 and 4.4 visits in spring 2020. Last year, it was 3.25 visits in fall 2018 and 5.4 visits in spring 2019. The decrease in spring 2020 was possibly due to the update to remote online tutoring in response to the pandemic.

**Efficiency Indicators**

The UHCC ARPD form sets out three indicators of efficiency:

a. Tutor contact hours per tutor paid hours in one-on-one sessions.

This calculation was not able to be obtained based on insufficient data differentiating one-on-one and group sessions.

b. Duplicated number of students tutored in groups per tutor paid hours.

This calculation was not able to be obtained based on insufficient data differentiating one-on-one and group sessions.
c. Tutoring budget per student contact hours.

This efficiency calculation will not be used in response to administration’s position to protect professional staff’s privacy rights regarding salary information.

There were ten tutors in each of the fall and spring terms. Three tutors from the fall did not continue in the spring. But three new tutors were hired in the spring which maintained consistency particularly for tutoring in science and Japanese language courses. Additionally, for the spring semester one desk aide with federal work study funds was hired, enabling general clerical support, as well as programming service coverage flexibility for the LRC coordinator. With the transition to remote online services in March, the desk aide provided essential Zoom webcasting technology support facilitating appointment and break out room procedures.

**Effectiveness Indicators**

The UHCC ARPD form sets out two indicators of effectiveness:

a. Students who receive tutoring will pass their tutored course.

The effectiveness of LRC tutoring is enhanced by the demand, number of course offerings, and utilization of services. In addition, many students received help with study skills, self-care, and general computer skills. Through drop-in tutoring at the LRC and study labs across campus, students are able to engage with their peers and course content, and with the college itself.

- **P(SA)O #1**: Students who receive tutoring should pass their tutored course

<table>
<thead>
<tr>
<th>Summer 2019, Fall 2019, and Spring 2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tutored Y/N</td>
</tr>
<tr>
<td>-------------</td>
</tr>
<tr>
<td>Y</td>
</tr>
<tr>
<td>N</td>
</tr>
</tbody>
</table>

Important note: These student success results quantify combined LRC and Writing Center statistics from this year’s summer, fall, and spring terms. While the Writing Center serves students during summer months, the LRC does not provide summer tutoring services.

Tutoring has made a substantial contribution to student success as measured by final course grades. The combined annual LRC and Writing Center success results show an 82.2% success rate of students who received LRC and Writing Center tutoring. The success rate of those who took the same courses and did not utilize LRC and Writing Center tutoring was 73.9%. In addition to other academic supports and services, it is clear that tutoring was a contributing factor in their success.
b. Community College Survey of Student Engagement (CCSSE). This data was not available. However, qualitative satisfaction data from tutees was collected following conducted sessions through a feedback survey. This survey confirmed that 170 of the 172 tutees who provided feedback “definitely” felt comfortable working with their tutor with the remaining 2 tutees who felt “mostly” comfortable.

### Fall 2019 satisfaction survey questions, 68 responses

<table>
<thead>
<tr>
<th>Tutor was friendly and I felt comfortable working with him/her</th>
<th>Yes, definitely</th>
<th>Yes, mostly</th>
<th>Not sure</th>
<th>No, not much</th>
<th>No, not at all</th>
</tr>
</thead>
<tbody>
<tr>
<td>100%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>

| Tutor listened and understood where I needed help               | 100%                                                       | 0%          | 0%       | 0%           | 0%            |

| Tutor explained concepts clearly                                | 100%                                                       | 0%          | 0%       | 0%           | 0%            |

| Working with the tutor helped me to improve my understanding and knowledge of the subject | 100%                                                       | 0%          | 0%       | 0%           | 0%            |

| Tutor shared useful study tips that I may use or try in the future | 100%                                                       | 0%          | 0%       | 0%           | 0%            |

### Spring 2020 satisfaction survey questions, 103 responses

<table>
<thead>
<tr>
<th>Tutor was friendly and I felt comfortable working with him/her</th>
<th>Yes, definitely</th>
<th>Yes, mostly</th>
<th>Not sure</th>
<th>No, not much</th>
<th>No, not at all</th>
</tr>
</thead>
<tbody>
<tr>
<td>98.1%</td>
<td>1.9%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>

| Tutor listened and understood where I needed help              | 98.1%                                                       | 1.9%        | 0%       | 0%           | 0%            |

| Tutor explained concepts clearly                                | 97.1%                                                       | 2.9%        | 0%       | 0%           | 0%            |

| Working with the tutor helped me to improve my understanding and knowledge of the subject | 96.1%                                                       | 3.9%        | 0%       | 0%           | 0%            |

| Tutor shared useful study tips that I may use or try in the future | 96.1%                                                       | 3.9%        | 0%       | 0%           | 0%            |

Other indicators of satisfaction, including tutor listening and comprehension skills, communication skills, tutee comprehension, and study skill learning have continued to be collected as in the previous year. This feedback from tutees helps to measure LRC effectiveness:
• P(SA)O #2: Students will indicate via feedback that they find working with LRC and Writing Center tutors contributes to their understanding of and engagement with the course material discussed.

The success of the return rate for tutees reflects the high quality of student tutors. To continue this level of satisfaction and return rates of visits, the LRC expanded training sessions in the summer of 2019 prior to the fall semester to include other campus units and leadership training. The success of the language tutors is due in part to the collaboration with Japanese and Korean language faculty who continue to actively refer potential tutors to the LRC and embed tutors in 1-2 course sections for one hour each week to familiarize tutors with their unique coursework and to connect tutors and students directly.

Weaknesses attributed to duplicate or similar services offered on campus from the previous year for science course tutoring were addressed by partnering with the various science unit labs to embed tutors in the classroom and lab settings where students and faculty had direct support access.

Analysis of Major Functions/Services

The LRC provided content tutoring for courses in accounting, anatomy and physiology, biochemistry, biology, business, chemistry, Japanese, and Korean languages, management, physics, physiology, and religion. During the fall term the LRC was open Monday through Friday; the spring term adjusted open hours to Monday through Thursday.

Metrics used in analysis of the LRC program include grade distribution analysis and satisfaction feedback forms completed by tutees. The grade distribution analysis shows that students who utilized LRC tutoring services were more successful than students taking the same class who did not utilize the LRC. Satisfaction surveys show that 100% of student tutees “definitely” or “mostly” comfortable with their tutors and felt that tutors helped improve understanding and knowledge of the subject. The LRC continued to offer tutoring utilizing the strength of peer connection to complement classroom instruction.

In March 2020, given the public health response to the COVID-19 pandemic across UH campuses and the state of Hawai‘i, campuses were closed and most academic services programming moved to remote online delivery. Tutoring and desk aide support transitioned 100% online using Zoom with Google Meet and Skype as backup platforms. Considerable effort across the campus was made to prepare students for online learning. Tutors and tutees had to adapt to online tutoring parameters and particular limitations, including differences in communication during face-to-face interaction.
and the acclimation to new procedures, especially for non-appointment drop-in support. Although overall tutoring sessions decreased from the previous year, the LRC anticipated a decrease in total sessions between fall 2019 and spring 2020 terms due to the move to online tutoring in the spring and facilitating off-campus drop-in support. The LRC, however, was able to adapt and transition to “online” drop-in sessions through Zoom web conferencing break out rooms.

Due to the physically contained space of utilizing web conferencing, the supervision of LRC staff in this online environment offered a surprising opportunity in communication. Direct, real-time communication with tutors and the desk aide one-on-one or in groups increased, allowing the coordinator to address situations and concerns in the moment. This increased communication also created valuable rapport and connection between tutors, the desk aide, and the coordinator.

Last year’s ARPD action plan identified the following steps needed to continue the success of LRC tutee satisfaction and language tutoring, as well as addressed the weaknesses related to duplicate services and faculty engagement:

A. Develop and expand tutor training
B. Continue to embed language tutors in courses
C. Reduce number of tutors in areas tutored elsewhere on campus
D. Create and promote faculty resources on the LRC website

(A)

In the summer of 2019, LRC tutors were trained alongside Writing Center consultants, Math Lab tutors, peer mentors, and tutors across many programs at Leeward CC Pearl City and Wai‘anae Moku Education Center in order to align and strengthen our program objectives and make peer-to-peer support more effective. In addition to tutor-specific training, students were introduced to a selection of topics including Title IX, Safe Zone training, conflict and stress management, learning theory and styles, and customer service.

(B)

LRC tutors continued to be embedded in class assignments for Japanese and Korean language course tutoring. Reworking facilitation of language tutoring was needed to transition to online tutoring primarily due to no longer offering “in-person” drop-in tutoring.
(C)
Biology and Chemistry Lab tutoring was organized to include LRC science tutors on-site at science labs.

(D)
The LRC website was refreshed and updated to include tutor schedules, study skills and wellness resources for students, and resources for faculty. A separate “Faculty Resources” web page includes two Google forms to submit the names of recommended tutors and referred tutees.

**Action Plan**

The Action Plan for the 2020-2021 school year identifies the following four areas:

1. LRC reopening considerations in response to the impact of COVID-19
2. Targeting, tailoring tutoring needs
3. Communication: staff and professional development, and LRC data collection improvements
4. Website assessment and redesign

(1)
Leeward CC campus reopening considerations will be informed by CDC, state, UH system, campus, and Leeward CC’s Learning Commons health and safety guidelines. The LRC will utilize available guidelines to assess and implement physical space adjustments, taking into consideration human usage capacity issues, facilitating tutoring operations (including continued remote online versus in-person on-campus tutoring options and utilizing required technologies like Zoom webcasting), and cleaning and maintenance procedures. The purchase of necessary office and tutoring supplies directly related to functioning in this new climate will be addressed.

Starting in fall 2018, LRC programming has been coordinated each year by different individuals. The 2020-2021 school year will also employ a new coordinator. To enhance procedural consistency and organization, an LRC template manual will be created to document procedures and resources, standardize staff training objectives, and track budget details. Concern about future campus funding deficits due to the pandemic’s impact on Hawaii will result in budgetary adjustments. The LRC will start fall 2020 services with an estimated 50% budget reduction. Of the ten tutors working in spring 2020, only three returned to work in the fall semester. New tutor hires will be considered for high demand subject areas.
At the time of putting this report together (November 2020), many Academic Services departments continue to serve students remotely in response to the current state of COVID-19’s impact. Although plans for the spring 2021 semester presume the continuance of remote services and learning, it is uncertain when and to what degree in-person on-campus services will be safe, recommended, and manageable. The LRC is able to accommodate students on-campus - whether by appointment or drop-in - especially in circumstances where a student’s residence is not conducive to studying or there is limited Internet access. When there is a less restrictive need for health and safety precautions on-campus, the LRC will move more tutoring service options on-campus.

To accommodate budgetary limitations, tutoring will need to focus on a targeted approach supporting primarily high demand courses, as well as courses that Tutor.com does not have available. It is essential to maintain and further develop relationships with academic divisions and faculty to assess how best to tailor content tutoring towards creative yet practical solutions, like utilizing small group tutoring so multiple students learning the same content may be served. Tailoring and targeting communication approaches for students and faculty will be reviewed to address providing current LRC updates during this period of the pandemic with procedures changing regularly.

While the majority of LRC programming is online for the moment, it remains useful to leverage communication towards LRC staff and professional development especially during work time when there are no tutoring appointments. Through Internet connectivity and Zoom webcasting features like screen sharing, time can be spent flexibly to field inquiries, introduce and discuss topics including various staff training items, support LRC clerical and maintenance processes, and nurture teamwork.

Effective communication can also take the form of documentation used to improve administrative procedures. In this report’s Efficiency Indicators section there was a deficiency in data collection, particularly in distinguishing one-on-one vs. group sessions. Implementing updated tracking procedures will rectify this and consider other potential data analysis usages. In the Effectiveness Indicators section, 18% of satisfaction surveys were received of the total fall and spring sessions. Additional, standardized tutor follow up will be considered to request surveys.
The Learning Commons has been working towards rebranding its campus presence. An updated emailed faculty and staff newsletter has been created by the Library to showcase the Learning Commons as housing its three main Academic Services areas: the Library, the Writing Center, and the Learning Resource Center. In conjunction with this re-envisioning endeavor, the Learning Commons (and also the Writing Center) would like to assess possibilities in website redesigning which can aid in (re)connecting and solidifying these departments as connected services, and support increased efforts for efficient and consistent information finding. Additionally, this would include an evaluation of website content for greater accessibility.

Resource Implications

Funding for student tutors remains the primary valued resource for the LRC. As calculated in last year’s ARPD, to maximize LRC tutoring in language, sciences, business, and other subject areas where there is potential for more embedded classroom support opportunities, 80 hours of tutoring per week is suggested. This is an average of 16 tutoring hours per day - having about four tutors working four hour shifts - for the five weekdays. The cost estimates below reflect maximum capacity programming and do not take into account current or potential future budget reductions.

Cost estimates:

(a) Tutors (LRC Content Tutor II, A2)

Average of 10 tutors, each working 8 hours per week

10 tutors x 8 hours = 80 hours per week

80 x $11.65 (A2) hourly rate = $932 per week

$932 x 16 weeks = $14,912 per semester

$14,912 x 2 semesters = $29,824 total

16 weeks is used in this calculation since the first and last weeks of the semester tutoring appointments are usually very limited.

(b) Desk aide (LRC Front Desk Aide 1, A1)

As a desk aide position was utilized in spring 2020 with a student awarded federal work study funds, the calculation below is only an estimate given potential award values and reflects six hours per week of actual time allotted in fall 2020 for this same individual.

1 desk aide x 6 hours = 6 hours per week
6 x $10.60 (A1) hourly rate = $63.60 per week
$63.60 x 18 weeks = $1,144.80 per semester
$1,144.80 x 2 semesters = $2,289.60 total (federal work study funds, if available)

To support tutor retention, training, development, and maintain organizational and procedural consistency, a full-time staff coordinator position is needed.

Cost estimate:

(c) One full-time staff coordinator

Annual salary = $60,000