Leeward Community College  
Comprehensive Review and Evaluation

**Program Name:** Learning Resource Center (LRC)/Academic Services

**Assessment Period:** 2015-2019

**College Mission:**
At Leeward Community College, we work together to nurture and inspire all students. We help them attain their goals through high-quality liberal arts and career and technical education. We foster students to become responsible global citizens locally, nationally, and internationally. We advance the educational goals of all students with a special commitment to Native Hawaiians.

**Part I. Brief Description**
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:

- **SLO#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.

- **SLO#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 at the LRC.

**Part II. Analysis of Program/Unit Data**
The following analysis compiles ARPD services, demand, and effectiveness data from 2015-17 and 2019. Data from 2018 is unavailable due to the retirement of the longtime LRC coordinator. Additionally, data from 2015-2018 was aggregated with Writing Center data, but due to a restructuring of academic services, LRC services, demand, and effectiveness data will be stand alone beginning 2019.

**Services, 2015-19**
LRC content tutors assist students with content courses across the curriculum. Tutoring is offered for diverse subjects in business, computer skills, languages, humanities, social sciences, and sciences. Most content tutoring is one-to-one and review sessions before exams for social science and science courses. Drop-in tutoring outside the LRC has been offered since Fall 2010 in science study areas; in some recent years, drop-in and in-class tutoring has been offered for a wider range of courses using grant funds. In AY 2014-15, a mini-grant from the Student Success
Committee provided LRC tutoring support outside the LRC for a broader range of courses. Grant-funded services offered included drop-in tutoring for some computer science courses, physics, and a biology course.

Math tutoring is not offered by the LRC and is not funded through Academic Support; it is offered by the Math Lab, part of the Math & Science Division. Tutoring at Leeward CC Wai‘anae is funded through that campus’ budget and overseen by Leeward CC Wai‘anae personnel. Math tutoring for DevEd courses is included in the metrics for this report, but other Math and Wai‘anae tutoring are not included in this report.

**Demand, 2015-19**

While Leeward had relatively high enrollment in 2015, there was a drop from the previous year that may have accounted for the decrease in the first demand indicator, Unduplicated number of students tutored in one-on-one sessions per student FTE, from .5 to .43. However, the total number of individual tutoring sessions per student increased. In 2016, the LRC number of individual tutoring sessions increased by about 12% from the previous year (1661 in 2014-15 vs. 1864 from 2015-16), while the number of students served showed little increase, indicating some increase in repeat visits. In 2017, the LRC number of individual tutoring sessions decreased by about 30% from the previous year (1864 in 2015-16 vs. 1299 from 2016-17), while the number of students served decreased by about 18% (578 in 2015-6 vs. 472 in 2016-17). There is no data from 2018. In 2019, the LRC and Writing Center began collecting data separately to more accurately assess demand, usage, and success indicators. For this reason, as well as the retirement of the LRC coordinator and gap in the coordinator position in 2018, the demand for one-on-one sessions per FTE fell, and there are no development education courses (Dev/Ed) tutored in the LRC.

<table>
<thead>
<tr>
<th>Demand Indicators</th>
<th>Program Year</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>14-15</td>
</tr>
<tr>
<td>Unduplicated number of students tutored in one-on-one sessions per student FTE</td>
<td>0.4</td>
</tr>
<tr>
<td>Unduplicated students enrolled in Dev/Ed classes who were tutored per number of students enrolled in Dev/Ed classes</td>
<td>0.2</td>
</tr>
</tbody>
</table>

*Data from 2018-19 represents LRC tutoring alone, previous years include combined LRC and Writing Center data

**Effectiveness, 2015-19**

The following tables show the impact on grades comparing students who had and had not received tutoring services in the LRC:
<table>
<thead>
<tr>
<th>Year</th>
<th>Tutored Y/N</th>
<th>ABC</th>
<th>% A,B,C</th>
<th>DFW</th>
<th>% D,F,W</th>
<th>Total ABC-DFW</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015</td>
<td>Y</td>
<td>1,261</td>
<td>82.0%</td>
<td>277</td>
<td>18.0%</td>
<td>1,538</td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>17,938</td>
<td>72.8%</td>
<td>6,707</td>
<td>27.25%</td>
<td>24,645</td>
</tr>
<tr>
<td></td>
<td>Grand Total</td>
<td>19,199</td>
<td>73.3%</td>
<td>6,984</td>
<td>26.7%</td>
<td>26,183</td>
</tr>
<tr>
<td>2016</td>
<td>Y</td>
<td>1,272</td>
<td>82.1%</td>
<td>278</td>
<td>17.9%</td>
<td>1,550</td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>16,898</td>
<td>72.8%</td>
<td>6302</td>
<td>27.2%</td>
<td>23,200</td>
</tr>
<tr>
<td></td>
<td>Grand Total</td>
<td>18,170</td>
<td>73.4%</td>
<td>6,580</td>
<td>26.6%</td>
<td>24,750</td>
</tr>
<tr>
<td>2017</td>
<td>Y</td>
<td>169</td>
<td>91.8%</td>
<td>13</td>
<td>8.2%</td>
<td>182</td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>1,260</td>
<td>75.8%</td>
<td>413</td>
<td>24.3%</td>
<td>1,673</td>
</tr>
<tr>
<td></td>
<td>Grand Total</td>
<td>1,429</td>
<td>77.6%</td>
<td>426</td>
<td>22.4%</td>
<td>1,855</td>
</tr>
<tr>
<td>2019</td>
<td>Y</td>
<td>311</td>
<td>84.5%</td>
<td>57</td>
<td>15.5%</td>
<td>368</td>
</tr>
</tbody>
</table>
Part III. Analysis of Major Functions/Services
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 at the LRC, Biology Open Lab, and Chemistry Workroom. The primary customers are students, and while the number of tutoring sessions reflect high demand, the number of unique tutees reflect the need for more students to take advantage of content tutoring services.

In fall 2018-spring 2019, the LRC underwent a major transition, as the longtime coordinator retired in 2018, and the dean of academic services oversaw LRC operations. The LRC was open between 8am and 4pm Monday through Thursday, and 8am and 3pm on Fridays. In addition to tutoring their relative subject areas, three tutors also served as desk aides in that time. There were a total of 14 tutors in fall 2018 in the areas of and 9 tutors in spring 2019 assisting students with courses in Accounting, Business, Chemistry, Hawaiian language, Japanese, and Korean languages, Information & Computer Sciences, Oceanography, Philosophy, Physics, and Physiology. 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 that students taking the same class who did not utilize the LRC. Satisfaction surveys show that 100% of student tutees feel comfortable with their tutors and felt that tutors helped improve understanding and knowledge of the subject.

Part IV. Overview Analysis of Program/Unit
The demand for tutoring services has been consistent over the last few years, but due to the gap in leadership and no longer combining data with the Writing Center, there has been decreasing utilization of LRC content tutoring services. Declines were attributed in previous annual reports to enrollment and illness, and later retirement of the longtime LRC coordinator. Other peer support on campus, including peer mentors in the AAT, CTE, and Business programs, for example, may have contributed to decline. To improve demand, the action plan item relating to faculty resources will increase faculty engagement and improve communication between teaching faculty and content tutoring services, which will result in higher demand for services.

Effectiveness based on student grades and success rates do indicate that LRC tutoring contributes to student success significantly and consistently over the last five years. To continue the success of student satisfaction, understanding, and engagement with course content, the action plan relating to LRC tutor training will enhance services. Feedback will continue to be collected from tutees, including qualitative data that will inform tutor training topics.

Part V. Action Plan
The action plans between 2015-17 were the same:
● Continue to provide and assess diverse, peer-delivered academic support services that meet current student and campus needs
● Respond to new student and campus needs as they emerge

In 2019, the following action plans are being implemented in order to continue to success of LRC tutee satisfaction and language tutoring, as well as address the weaknesses related to duplicate services and faculty engagement, the following steps will be taken during the 2019-2020 academic year:

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

Beginning in the summer of 2019, LRC tutors will be trained alongside Writing Center consultants, Math Lab tutors, and 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, LRC tutors will also learn about Title IX, Americans with Disabilities Act (ADA) and Executive Policy 1204, customer service skills, campus resources, stress management, Growth Mindset, True Colors, and Safe Zone training.

Japanese and Korean language tutors will continue to work primarily in the LRC, but each tutor will also devote at least one hour per week to join course sections in the classroom. This will ensure that the tutors are looped into class content and connected with students where they are (the classroom). Japanese and Korean language tutoring is unique to the LRC and will be continued as long as the demand for tutoring continues.

Peer mentors are available for business courses in the One Stop and computer science tutoring is offered at The Hub. Therefore, LRC tutoring in those subject areas will be reduced in the coming year to avoid duplicate services and with the intention of expanding existing LRC offerings to include other subjects, such as art, logic, and additional science courses. Further, the LRC space presents two challenges to students: first, it is relatively far, geographically, from some science classes, and it does not house necessary equipment and models for study. Therefore, a bridge with the Biology Open Lab and Chemistry Workroom will be piloted in the coming year to encourage more participation in science tutoring.

Lastly, the LRC website will be refreshed and appended to include tutor schedules, resources for students, and resources for faculty. Faculty resources, including forms for class visit requests and tutor/tutee referrals will be created to empower faculty to take a more active approach in helping students utilize tutoring services.

In the upcoming year, the LRC will collaborate with other peer mentor & tutor supervisors to develop campus-wide training programs, streamline their current course offerings in order to make way for new subjects, and outreach with faculty to recruit outstanding tutors and promote tutoring services further.

The mission of the LRC to help students succeed in their courses shouldn’t be limited to Language Arts, and expanding tutoring subjects should attract a more diverse set of students to
the LRC. In order to help students become better learners, tutors will be trained not only in tutoring basics and their respective content areas, but also in learning theory. Further, tutors will be trained to help students at all levels of ability and preparation by learning about the ADA, Kākoʻo ʻIke Office referrals, and study skills in their training sessions. These more rigorous trainings provide LRC student employees with opportunities for personal and professional development, and ensure that each LRC employee is working together to provide students with a comfortable, supportive, and attractive learning environment. Finally, the LRC website update is meant to assist faculty by providing supplemental teaching materials and support services.

The LRC works with partners in the Academic Services and across campus to nurture and inspire all students. Peer to peer support is an effective way to develop students’ relationships to campus, which is the surest way to keep the students that we have.

In the next four years, the LRC will identify campus partners to connect and/or create opportunities to increase peer-to-peer support.

**Part VI. Resource and Budget Implications**

The primary resource needed is funding for student tutors. Even with pared down offerings, there is high demand for about 80 hours of tutoring per week in the areas of business, languages, and science.