# HAWAI'I COMMUNITY COLLEGE
# ANNUAL UNIT REVIEW (AUR)

# The Learning Center

**Date: December 31, 2017**

**Review Period**
**July 1, 2016 to June 30, 2017**

Initiator: Joni Onishi
Writer(s): Guy Kimura

*Program/Unit Review at Hawai'i Community College is a shared governance responsibility related to strategic planning and quality assurance. Annual and 3-year Comprehensive Reviews are important planning tools for the College's budget process. This ongoing systematic evaluation and assessment process supports achievement of Program/Unit and Institutional Outcomes.*

*Evaluated through a college-wide procedure, all completed Program/Unit Reviews are available to the College and community at large to enhance communication and public accountability. Please see* http://hawaii.hawaii.edu/files/program-unit-review/

*Please remember that this review should be written in a professional manner. Mahalo.*

# PART 1: UNIT DATA AND ACTIVITIES

**Unit Description** (required by UH System)

| | |
|---|---|
| Provide the short description as listed in the current catalog.<br>If no catalog description is available, please provide a short statement of the unit's services, operations, functions and clients served. | The Learning Center (TLC) is an academic support program of Hawai'i Community College which is a shared service with University of Hawai'i at Hilo. Over the years, TLC has maintained its strong ties to instruction, providing faculty with an extension to their classroom and providing academic support college-wide. Its basic role of supporting faculty and students in reading, writing, math, and ESL continues to be the focus which provides a firm academic foundation for all students. Along with these services, TLC provides academic resources in the form of instructional materials, computers/programs, a multimedia classroom, open lab for computers/independent study, make-up testing, and tutoring. TLC is open Monday through Friday from 8:00 a.m. to 4:15 p.m. The staff includes: one full time Faculty Center Coordinator, one full time Office Assistant IV (Office Manager), one full time Educational Specialist A, three Faculty Lab Instructors (reading, writing, ESL, and math who are assigned three credits each to coordinate their area), three clerks, and up to 35 tutors.<br><br>TLC services include:<br><br>• Tutoring – Reading Lab, ESL Lab, Math, Writing, Content Subjects, Learning Skills, computer assistance<br><br>• Academic resources in the form of instructional materials, computers/programs for instructional purposes<br><br>• A multimedia classroom<br><br>• General study/with computers |

**Comprehensive Review information** (required by UH System)

| |
|---|
| Provide the year and URL for the location of this unit's last Comprehensive Review on the HawCC Program/Unit Review website: http://hawaii.hawaii.edu/files/program-unit-review/ |

| Year | 2015 |
|---|---|

| URL | http://hawaii.hawaii.edu/files/program-unit-review/docs/2015_tlc-hkatc_comprehensive_unit_review.pdf |
|---|---|
| Provide a short summary of the CERC's evaluation and recommendations from the unit's last Comprehensive Review.<br><br>Discuss any significant changes to the unit that were aligned with those recommendations but are not discussed elsewhere in this report. | On February 15, 2017, TLC/HKATC received the CERC's review of the report.<br><br>Strengths:<br>● ARPD Core Indicator Data and Analysis  - The presentation, discussion, and analysis of the ARPD data was exceptional.<br>● Alignment with ILO and Strategic Plan – Well written, thoughtful and realistic.<br>● Action Plan – Well-thought out Action Plan based on the ever-changing needs and demands, appropriate references made and aligned with HawCC Strategic Directions 2015-2021.<br>● Budget Items – TLC/HKATC wrote an excellent comprehensive review and substantiated the need for the budgetary ask but did not weave this theme into the document.<br>● Overall Recommendation – TLC and HKATC play a key role in the support functions of the campus and their review did an excellent job at articulating this<br>Comments for next Review in 2018:<br>● Template was not followed so in certain areas information was not complete but woven into other areas making it difficult to read.  Also included some editing or structural comments.<br>● Unit Description need to provide greater context and understanding of the operations of the TLC and HKATC<br>● Analysis of Strengths and Weakness- Did not address strengths and weakness under the common heading<br>● Alignment with ILO and Strategic Plan – ILO alignment was lengthy provide too much detail, provide more information about strategy to help reader understand<br>● Strength alignment to modified College mission and ILOs<br>● Three Year Review of Unit Assessment – for future reviews this section should follow the template rather than embedded in the document.<br>● Other success, Challenges/Barriers, Concerns and /or issues – No information was included in this section but TLC/HKATC did a good job weaving this into other sections.<br>● Budget Items – Only one was requested and not funded<br>● Overall Recommendations – This review did not fully follow the template |

| | |
|---|---|
| | ● Overall Recommendation – TLC and HKATC should consider becoming separate units and writing separate review to allow for better understanding of the functions and operations which would allow separate budgetary asks which in the future could allow for more resources requests and allocations.<br><br>The CERC comments are well received and will be worked on for the next Comprehensive Review.  The Comprehensive Review takes tremendous time to write and compile information.  When the template changes, it is difficult to re write the document to align to new template.  But, the review templates and the process are changing for the better.  Regarding some specific CERC comments, the sole budgetary request for a position for HKATC "was" woven into the document using the ARPD data in the efficiency sections aside from the Budget section.  Regarding CERC recommendation for separate reporting for TLC/HKATC, HKATC is responsible for their own reporting (Assessment, Program Review, and Comprehensive Review) from Spring 2016.  Overall, TLC/HKATC acknowledges the CERC's recommendations to be helpful in writing its next Comprehensive Review for Fall 2018. |

**ARPD Data: Analysis of Quantitative Indicators** (required by UH System)
**Unit data can be found on the ARPD website:  http://www.hawaii.edu/offices/cc/arpd/**
<mark>**Please attach a copy of the unit's data tables and submit with this Annual Unit Review (AUR).**</mark>

   a) **If you will be submitting the APR in hard copy, print and staple a copy of the data tables to the submission; the icon to print the data tables is on the upper right side, just above the data tables.**
   **OR**
   b) **If you will be submitting the APR in digital form (WORD or PDF), attach a PDF copy of the data tables along with the digital submission; the icon to download the data tables as a PDF is in the upper right of the screen, just above the data tables.**

| |
|---|
| **Analyze the Unit's ARPD and other data for the review period.** |
| **Describe, discuss, and provide context for the unit's contributions to its Division's data in all CCSSE categories, as applicable.** |

Document Steward:  IAC

*See ARPD Data Tables, attached.*

For **Demand**, including Unduplicated number of students tutored in one-on-one session per student FTE yield a score of .5  The number of unduplicated students enrolled in DevEd classes who were tutored per number of students enrolled in DevEd Classes yield a score of .58.  These two scores when averaged, yield 2.0 which is considered Healthy.

For **Efficiency**, the number of tutor contact hours per tutor paid hour in one to one sessions yield a .9 score on the efficiency rubric with "cautionary" rating.  The tutoring budget per student contact hour cost was $39.80.  Averaged together, a .5 score yield a "cautionary" rating for efficiency.  For AY17, TLC experienced a drastic drop in student contacts.  This was due to the limited number of classes scheduled into the Center.  The start of in-class tutoring began with 14 classes requesting tutors and unfortunately, data (student contacts) were not properly logged in.  The scores here reflect these overall scores.

For **Effectiveness**, TLC uses data which includes, the percentage of students who receive tutoring should pass their tutored courses (57%- Unhealthy), CCSSE survey results (2.0 - Healthy), and student persistence from fall to spring (2.0 - Healthy).  Scores from above, were added and divided to get the average score (1.33).  According to the TLC tutoring rubric, 1.33 was the average score is between "cautionary and healthy". We will go with the "cautionary" score. TLC needs to increase the percentage of those tutored who passed their courses with a "C" or better.  This is the first year that this score has been below the 70% range.  This score could be tied to the new strategies for developmental education.  The pass rates in these classes were low as indicated below in the summary of in-class tutoring.

**What else is relevant to understanding the unit's data?  Describe any trends, internal/external factors, strengths and/or challenge that can help the reader understand the Unit's data but are not discussed above.**

TLC is working on an effective way to count in-class tutoring contacts and their success rates. Initially, tutors were asked to complete a sign in sheet for each student they assisted in the class or outside of class.  Some turned in student contacts while others did not.  TLC tutorial contacts were limited to mostly drop in tutoring.  A better system needs to be developed to document this activity so more data can be included in the reports. For student check-in, "computer usage" needs to be separated from study hall to provide the necessary data for program review. Changes in the check-in choices using STARFISH will be done.

Document Steward:  IAC

rev. Jan 2017

## UNIT ACTIVITIES

**Report and discuss all major actions and activities that occurred in the unit during the review period, including meaningful accomplishments and successes. Describe how these unit activities contributed to achievement of the unit's goals and helped support student success.**

**Also discuss the challenges or obstacles the unit faced in meeting its goals and helping to support student success and explain what the unit did to address those challenges.**

The AY17 Assessment report, attached, provides a detailed description of the activities planned and implemented to meet unit outcomes. Overall, TLC continued to provide services including tutoring, access to a computer lab, make-up testing and facilities for general study. Faculty periodically brought in classes to use the classroom and computers. In Spring 2017, Reading classes stopped using TLC as part of their curriculum. Over the last several years, there was a slow decline in reading classes coming to use the Center for lab instruction. Several years ago, Reading alone logged at least 7,000 contacts so this was a major change for TLC. This change can be seen in the drastic downturn in overall student contacts from previous years. TLC also lost the Reading Area Coordinator (three credits assign time). A redesign of Developmental Education was beginning and instruction focused on accelerated instructional design. New strategies were being implemented and developmental courses in Math and English were fading away due to the UHCC systems' strategy to limit/eliminate developmental education and increase graduation rate. In AY17, to support Developmental Education redesign, TLC worked with English and Math faculty to establish optional in-class tutoring. Using Starfish to collect usage data was a challenge and relying on the Academic Computing for performance data was difficult, since the overall campus demands for data were high. With the help of the Student Success Coordinator, much of the missing data was retrieved through Starfish for the ARPD by mid-December.

A major activity in AY17 for TLC was providing in-class tutoring for under 100 level English and math courses. A message sent through the English and Math Chairs was sent to all faculty offering assistance with a tutor in the classroom. A total of 14 courses were served with tutors in the classroom.

At the end of the academic year, Academic Computing compiled a report (see below) for Fall and Spring classes that received tutors. The report provided the pass rates of those who were tutored and those who did not. There were issues with the logging of student contacts this year so that may explain some of the zeros. An interesting factor revealed the low pass rate for these classes. Fall 2016, feedback of general survey questions asked the faculty, tutors and student about their experience being involved with in-class tutoring. Responses were overwhelmingly positive.

At the end of the AY17, Planning was being done to support non-credit English and Math Brush up to increase students' English and math skills. TLC closely monitored the progress of Math Boot Camp held at the Hale Kea Center and supported the effort with tutors. The Math Boot Camp provided good results with students placing higher after the class. It was determined that English and Math Brush up would be offered during the summer of 2017. The plan was also to offer English and Math Brush up year-round.

## UNIT WEBSITE

Has the unit recently reviewed its website? Please check the box below that best applies and follow through as needed to keep the unit's website up-to-date.

☐ The unit does not have a website.

☐ Unit faculty/staff have reviewed the website in the past six months, no changes needed.

☒ Unit faculty/staff reviewed the website in the past six months and submitted a change request to the College's webmaster on __August 10,2017_.

☐ Unit faculty/staff recently reviewed the website as a part of the annual unit review process, found that revisions are needed, and will submit a change request to College's webmaster in a timely manner.

> *Please note that requests for revisions to Unit websites must be submitted directly to the College's webmaster at*
>
> http://hawaii.hawaii.edu/web-developer

# PART 2: UNIT ACTION PLAN

## AY 17-18 ACTION PLAN

**Provide a detailed narrative discussion of the unit's overall action plan for AY 17-18, based on analysis of the unit's AY16-17 data and the overall results of Unit Outcomes (UOs) assessments and other unit evaluations of its services conducted during the AY16-17 review period and reported below.**

**This Action Plan should identify the unit's specific goals and objectives for AY 17-18 and must provide benchmarks or timelines for achieving <u>each</u> goal.**

**Please provide attachments and additional documentation as appropriate.**

Unit Outcome #2 for AY18 was selected based on AY17's support of Developmental Education.  And the need to provide data that reflects the importance of tutoring and its effects on student success.  The following was submitted for Assessment Planning.

**Unit Outcome selected:**
2. TLC will provide tutoring Services for students to support their success in their academic endeavors

## ACTION ITEMS TO ACCOMPLISH ACTION PLAN

**For each Action Item below, describe the strategies, tactics, initiatives, innovations, activities, etc., that the unit faculty/staff plan to implement in order to accomplish the goals described in the Action Plan above.**
**For each Action Item below, discuss how implementing this action will help the College accomplish its goals for student success.**
**For each Action Item below, identify how implementing this action will help the unit achieve its Unit Outcomes (UOs and SLOs as applicable).**

**Action Item 1:**

For the AY18, The Learning Center will provide additional support for the new Developmental Education structure at HawCC.  The new structure limits credit courses that serve the very basic levels of instruction and also hopes to accelerate student progress.  Academic success for those at this level may affect attrition rates and ultimately overall enrollment.   The Learning Center will reach out to students at this level and also offer non-credit instruction to increase their success rate.

Strategy #1

Provide tutorial support for Developmental Education in English and Mathematics courses using in-class tutors.
Assessment will be conducted using a special report from Academic Computing.  The special report for classes with in-class tutors will allow the academic computing specialist to retrieve data from Starfish that show students' performance when tutored in those classes.  The report will include the number of student who enrolled in the classes and the pass rate of those that received tutoring and those who did not.  Using AY17 as a baseline year, we will increase the average pass rate for those who received tutoring by 10% from AY17.

Tutors will document student contacts using a form that collects names, UH IDs, the time that they spent with the tutor and the class for which they received tutoring.  At the end of the week (or when the contact sheets are full) the tutor turns these sheets into The Learning Center.  The

student data collected will be entered into the TLC Starfish database. At the end of the semester, the TLC Coordinator requests from the Academic Computing specialist a report which provides the number of students who were tutored and their success rate in the class. The in-class tutoring seeks to increase pass rates by 10% from AY17.

Students who receive in-class tutoring will pass their classes at a rate of 10% higher than those in AY17.

Strategy #2

Provide non-credit English and Math Brush up for students prior to starting classes in the Fall and Spring. The intent of this service is to provide support for students who place two or more levels below college level in English and Math. Students will also be allowed to take a free retake of the placement exam after completion of a determined amount of course topics. After studying independently with tutor support, students may place in a higher course which will advance their academic success. The EdReady computerized curriculum will be used for instructional development. A special report showing students' course pass rates after receiving brush up services will be requested from the Academic Computing Specialist. This will establish a baseline for those students who participated in English and Math Brush Up.

The Learning Center will keep track of students who come to this voluntary English and Math Brush up program. Student will come for an orientation and begin instruction when they are ready. Tutors will oversee student progress and keep track of their progress using the EdReady independent instructional program. Students will need to complete all of the instruction prescribe by a pre-test and complete all of the units designated as appropriate preparation for each course level. Students also have the opportunity to study beyond their prescribed placement and retake the placement test for free. The TLC Coordinator will ask academic computing to track students using the UH IDs to determine if the students pass their English or math class in the upcoming semester. This year will establish a baseline for next year.

Student who receive non-credit brush up in Writing and Math will pass the classes they are enrolled in the Fall or Spring semester at a rate of 70%.

## RESOURCE IMPLICATIONS

**Provide a brief statement about any implications of or challenges due to the unit's current operating resources.**

Since AY17, the lack of staffing at Hale Kea has required that TLC send it's APT down 40% of the time. As TLC seeks to expand its services to include non-credit instruction in basic skills and peer mentoring, TLC will be experiencing a staff shortage.

## BUDGET ASKS

| For budget ask in the allowed categories (see above): | |
|---|---|
| Describe the needed item(s) in detail. | None |
| Include estimated cost(s) and timeline(s) for procurement. | |
| Explain how the item(s) aligns with one or more of the strategic initiatives of 2015-2021 Strategic Directions:<br><br>http://hawaii.hawaii.edu/sites/default/files/docs/strategic-plan/hawcc-strategic-directions-2015-2021.pdf | |

# PART 3: UNIT OUTCOMES ASSESSMENTS

**For all parts of this section, please provide information based on assessments of Unit Outcomes (UOs) and/or Student Learning Outcomes (SLOs) conducted in AY16-17.**

## Unit Outcomes

Provide the full text of the unit's current approved Unit Outcomes (UO) and Student Learning Outcomes (SLOs); indicate each UO's/SLO's alignment to one or more of the Institutional Learning Outcomes (ILOs). The College's ILOs may be found on the Assessment website: http://hawaii.hawaii.edu/files/assessment/outcomes.php#ilo

| UO # | UNIT OUTCOMES (text) | Aligned to ILO # |
|------|----------------------|------------------|
| #1 | Students who received tutoring will pass their tutored courses (System-wide SLO) | 1,2 |
| #2 | Provide tutoring/academic support services to promote student success | 1,2 |
| #3 | Provide Computer access for all students | 4 |
| #4 | Provide the College with make-up testing services | 4 |

## Assessment Strategies

For each UO/SLO assessed in AY16-17, discuss the assessment strategy, including a description of the type of assessment tool/instrument used, e.g., student surveys provided to all student participants in an activity or a log/count of services provided, etc.

| Assessment Strategies |
|---|
| **UO/SLO#: 1** <br><br> For AY17, TLC will assess the effectiveness of the newly installed Starfish program as a data collection and reporting tool to meet assessment and program review reports. The implementation of Starfish was first established in the AY14 Assessment Plan and now we will be able see if Starfish meets our needs for data collection and reporting. Starfish was installed and used starting Spring 2016. This program was initiated by student services as a tool to provide an organized communication tool for wrap around services to increase student success. Aside from participating in supporting student success, TLC needed to upgrade its present student check-in system and data report generation program. It is hoped that Starfish will be able to meet our needs in report generation regarding student usage. <br><br> The assessment activity will seek to increase accuracy in the student check-in process. Accuracy will depend on clearly defined areas of service. When students enter the Center, students are |

asked the purpose of their visit and are checked in (at this point) using three categories (tutoring, testing, or study hall – independent study and computer usage). The population that uses the center range from classes with their instructor, small groups, one on one tutoring, independent study, computer usage and make-up testing. Accurate data is necessary when determining if "…students pass their class when provided tutoring." The TLC will develop standardized check in procedures for consistent data entry to identify service areas. The accuracy of the report will seek to provide a clear picture of student usage and success. Data fields will be reviewed and refined based on Starfish data collection.

To conduct this assessment, student check-in categories will be reviewed to ensure that data entry will be consistent. Data collection will be tied to the data needed to produce reports for assessment and program review regarding TLC Unit outcomes. Data reports will also be analyzed to include items necessary to gauge TLC usage and student success. The initial categories may be expanded to further clarify data being collected.

The assessment method would yield a list of well determined categories for consistent data collection for AY 18. At the end of AY17, data reports will be compiled by Administrative Computing with clearly defined service categories.

2.      A. Extensive training of Math and English tutors will be done starting in the Fall of 2016 to improve the quality of tutoring. The English and Math Departments have collectively developed training topics for the TLC's English and Math Coordinators to train tutors. 70% of the tutors will complete the training. The results of overall English and Math students who pass their classes when tutored will increase by 5%. For AY 16, the average pass rate for students who received tutoring was 69%. 74% student pass rate will determine if we met this outcome. Data will be generated by Administrative Computing using the TLC student login data collection system.

English - Writing Coordinator Tutor Training Plan:

WRITING LAB INSTRUCTOR/COORDINATOR
DEPARTMENTAL DUTIES
(updated August 2016)
• Tutor KSAs (knowledge, skills, abilities): what tutors need to be able to do/training topics
o Professional behavior/making students comfortable
o Hierarchy of writing concerns and how to approach with students
o How to assist students without "giving them the answers"/marking their papers
o How to ask prompt questions to elicit student ideas/corrections
o How to identify/call attention to both strengths and weaknesses in a paper

- o Paper unity and coherence
- o Idea/Body development
- o MLA/APA citation
- o Basic grammar rules, how to identify errors, how to correct errors
- o How to deal with problematic students
- o Using own experiences to connect with, provide examples/models to students
- • In-service training meetings at least once a month
- o Select topics of focus
- o Sharing of tutoring experiences/troubleshooting
- o Role-play
- o Tutor presentations
- o Possible one-on-one meetings with tutors more frequently (needs, questions, suggestions, etc.)
- o Possible online training
- • Documentation of training meetings for data purposes (TLC program review, CRLA, reassigned time report); inform Office Manager so tutors can be paid if outside of scheduled duty time
- • Observe each tutor at least once a semester and give feedback
- • At the beginning of each semester, distribute informational documents (regarding Writing Desk services) to faculty/staff at HCC and to UH Hilo English Dept. Chair
- • At the beginning of each semester, schedule class visitations (by tutors or coordinator describing services) with instructors
- • Create, assist with, and supervise tutor projects to be completed during their downtime (online projects, creation of tutoring materials, tutorial evaluations, etc.)
- • Communicate regularly with faculty about their tutorial needs (via email or dept. meetings)
- • Analyze Writing Desk usage data (work with Kalyan on data compilation) and make adjustments to services, as necessary.


Math Coordinator Tutor Training Plan:


Math Coordinator Responsibilities for the Department from Chair Bader
Fall 2016
- • Interview prospective tutors;
- • Judging from the math courses each tutor has successfully completed, determine the level of math that each tutor can comfortably tutor;
- • Hire qualified math tutors, as the budget permits;
- • Create and publish a Tutor Schedule;
- • Distribute the Tutor Schedule to all math instructors--full-timers, lecturers and other Area Coordinators asking the Math instructors to post this schedule in their classrooms;

- Post the Tutor Schedule in The Learning Center, Hale Kea, and I Ola Hāloa,(if tutors are working there);
- Keep track of tutor duty periods and complete time sheets for each tutor;
- Hold Tutor Training sessions--one each month.  My suggestions are to hold the following Tutor Training sessions:
- In September, hold a Training Session, which could be about "Characteristics of a Good Math Tutor"  You may wish to ask the tutors what they consider to be characteristics of an "excellent" math tutor--write it down and then distribute the list to them.  There are numerous websites devoted to this topic--"Google" it;
- In October, hold a Training Session on MyMathLab.  Visit pearsonmylabandmastering.com, and ask the tutors to discuss and explore MyMathLab.  Give the tutors a little "quiz" about MyMathLab, just to provide an incentive to explore this Pearson website.  Discuss the answers to your quiz;
- In November, hold a Training Session on EdReady.  Visit EdReady.org, and ask the tutors to explore this website.  Again, you could prepare a brief questionnaire on the details of EdReady that could be utilized by the tutors to help students help themselves at the site.  Be sure that the tutors use the "Sandbox" version when exploring EdReady;
- In December, hold a Training Session on Khan Academy. Visit khanacademy.org, and ask the tutors to explore the site. Ditto on the questionnaire.

1. The basic data collection that we will seek from Starfish will need to mirror those categories below or will need to be altered regarding data that can be provided by Starfish.  To accomplish our outcome, Starfish would need to be able to provide data for this chart for consistent statistics year to year.

**Sample Chart of Data Elements**

| TLC | TLC 2014-2015 | TLC 2015-2016 |
|---|---|---|
| **Statistics** | | Data still being collected |
| # of Student Contacts | 11,660 | |
| # of Students Unduplicated | 1,655 | |
| # of HawCC Students | 1,351 | |
| # of UHH Students | 303 | |
| # of non-HawCC/UHH Students | 1 | |
| Make up tests | 207 | |

| | | | |
|---|---|---|---|
| General Study | 1,774 | | |
| Reading | 4,665 | | |
| Writing | 1,634 | | |
| Math | 1,737 | | |
| ESL | 694 | | |
| Courses | 92 | | |
| Computer Internet, e-mail, word processing | 971 | | |

**Expectation for Unit Achievements**

1. By fine tuning the use of Starfish, I expect the program to provide accurate data to determine if students tutored pass their courses at least equal to those not tutored and have a 70% pass rate.

2. B. In-class tutors will be provided for some English and Math classes that are part of the newly designed course structure for Developmental Education. TLC will place tutors in classes at faculty requests. These classes will show an increase in student pass rates by 5% as compared by students who received tutoring and those that do not. The same grid for #2 will be used to compare student performance in those classes that received tutoring. With in-class tutoring and increase tutor training, students will exhibit a 5% higher percentage of pass rates compared to last year's reports.

2. **The following chart will be used to establish if the additional training session and in-class tutoring affect student success rates with an increase of 5% from AY16.**

### Non-Tutored vs. Tutored Students by Subject Area

| Subject | Non-Tutored Ave. % passing | Tutored (At least one or more times) Ave. % passing | Tutored (five times or more) Ave. % passing |
|---|---|---|---|
| **Reading AY 15** | **59%** | **73%** | **76%** |
| **Average** | **57%** | **73%** | **77%** |
| | | | |
| **Writing AY 15** | **53%** | **76%** | **85%** |
| **Average** | **57%** | **79%** | **84%** |

| | | | |
|---|---|---|---|
| | | | |
| **Math AY 15** | **59%** | **67%** | **76%** | |
| **Average** | **61%** | **69%** | **76%** | |

**Expectation for Unit Achievements**

1. By providing the additional training and in-class tutoring as requested by English and Math faculty, we will determine if there is a 5 % increase in passing rates for English and Math students as a whole and by those courses with in-class tutors.

**Comments**

1. For AY16, report generation was difficult because of the inconsistency of checking students into the new database of Starfish. Report generation did not meet expectations. Once the data elements are clearly defined, this system may produce more accurate results. This review will be done the TLC coordinator.

2. This Fall 2016 is a transition year for Developmental English and Math instruction at HawCC. In support of the new compressed structure of classes to accelerate students' time in developmental education, we will be providing increased training for tutors in math and English and providing in-class tutors to work with student in and outside of the classroom.

**Results of Unit Outcomes and Student Learning Outcomes Assessments**

**For each UO/SLO assessed in AY16-17 listed above, provide:**
- **a statement of the quantitative results;**
- **a brief narrative analysis of those results.**

**UO/SLO#: 1**

1. Student received tutoring will pass their tutored courses (System-wide SLO)

The basic data collection that we will seek from Starfish will need to mirror those categories below or will need to be altered regarding data that can be provided by Starfish. To accomplish our outcome, Starfish would need to be able to provide data for this chart for consistent statistics year to year.

| **TLC** | TLC 2014-2015 | TLC 2015-2016 | TLC 2016-2017 |
|---|---|---|---|

| Statistics | | | |
|---|---|---|---|
| # of Student Contacts | 11,660 | 11,251* | 5,236 |
| # of Students Unduplicated | 1,655 | 1,692* | 805 |
| # of HawCC Students | 1,351 | 1,390* | 497 |
| # of UHH Students | 303 | 301 | 308 |
| # of non-HawCC/UHH Students | 1 | 1 | 1 |
| Make up tests | 207 | 568 | 368 |
| General Study | 1,774 | 3,982 | 1,466 |
| Reading | 4,665 | 3,942 | NA |
| Writing | 1,634 | 1,226 | 827 |
| Math | 1,737 | 1,618 | 440 |
| ESL/IEP | 694 | 581 | 216/388 |
| Courses | 92 | 92 | 62 |
| Computer Internet, e-mail, word processing | 971 | Included in General Study | Included in General Study |

The Starfish data collection is able to provide information for the above categories except UHH users and the count for individual users. Although retrieving the data is time consuming, the data is available by drilling down in areas such as "services," "providers," and "courses". Since Starfish will be the common database for student services, TLC will continue to use Starfish as its data collection system. TLC will continue to use their own data collection system to collect data for UH Hilo students.

3. A. Extensive training of Math and English tutors will be done starting in the Fall of 2016 to improve the quality of tutoring. The English and Math Departments have collectively developed training topics for the TLC's English and Math Coordinators to train tutors. 70% of the tutors will complete the training. The results of overall English and Math students who pass their classes when tutored will increase by 5%. For AY 16, the average pass rate for students who received tutoring was 69%. 74% student pass rate will determine if we met this outcome. Data will be generated by Administrative Computing using the TLC student login data collection system.

The following chart will be used to establish if the additional training session and in-class tutoring affect student success rates with an increase of 5% from AY17.

*Data was not generated this year*.

**Non-Tutored vs. Tutored Students by Subject Area**

| Subject | Non-Tutored Ave. % passing | Tutored (At least one or more times) Ave. % passing | Tutored (five times or more) Ave. % passing |
|---|---|---|---|
| **Reading AY 15** | 59% | 73% | 76% |
| **Average** | 57% | 73% | 77% |
| **AY 17** | NA | NA | NA |
| **Writing AY 15** | 53% | 76% | 85% |
| **AY17** | NA | NA | NA |
| **Average** | 57% | 79% | 84% |
| | | | |
| **Math AY 15** | 59% | 67% | 76% |
| **AY 17** | NA | NA | NA |
| **Average** | 61% | 69% | 76% |

The English and Math Department Chairs provided an updated duties and responsibilities for the TLC English and Math coordinators. The TLC coordinators provided additional training session for tutors and TLC continued to encourage new tutors to complete the College Reading and Learning Association (CRLA) tutor training certification.

2. In-class tutors will be provided for some English and Math classes that are part of the newly designed course structure for Developmental Education. TLC will place tutors in classes at faculty requests. These classes will show an increase in student pass rates by 5% as compared by students who received tutoring and those that do not. The same grid for #2 will be used to compare student performance in those classes that received tutoring. With in-class tutoring and increase tutor training students will exhibit a 5% higher percentage of pass rates compared to last year's reports.

**In class Tutoring   Non-Tutored vs. Tutored Students**

| Fall 2016 | | | |
|---|---|---|---|
| Subject | Non-Tutored passed | Tutored (At least one or more times) passed | Tutored (five times or more) passed |
| Math 76 Class #11 45% pass | 4  36% | 1  11% | 0 |
| Math 2 Class #14 42% pass | 3  21% | 2 14% | 1 |
| Math 103 Class #25 24% pass | 5   20% | 1  .04% | 0 |
| Eng 20W Class#14 0% pass | 0 | 0 | 0 |
| Eng 22 Class #18 33% pass | 6  24% | 0 | 0 |
| | | | |
| Spring 2017 | | | |
| Math 1 Class #10 30% pass | 2  20% | 1 10% | 0 |
| Math 2 Class #21 47% pass | 10 47% | 0 | 0 |
| Math 26 Class #21 52% pass | 5  24% | 7 33% | 1 |
| Math  26 Class #27 78% pass | 16 60% | 4  30% | 4 |
| Math 26 Class #16 100% pass | 4  25% | 4 50% | 4 |
| Eng 20W | 3  37% | 4 87% | 3 |

| | | | | |
|---|---|---|---|---|
| **Class #8**<br>**123%**<br>**pass** | | | | |
| **Eng 22**<br>**Class #8**<br>**123%**<br>**pass** | **1 12%** | **5 100%** | **3** | |
| **Eng 22**<br>**Class #6**<br>**33% pass** | **2  33%** | **0** | **0** | |
| **Eng 100**<br>**Class #7**<br>**28% pass** | **0** | **1 14%** | **1** | |

In AY17, In-class tutors were provided for fourteen classes.  The results above show that attrition was a factor.  The number of students passing the classes (tutored and non-tutored) average only 54%. Those who received no tutoring on the average pass the classes at 26%.  Those who received tutoring at least once pass the classes on the average of 25%.  Of course, the number of students enrolled is not a true indicator of the number of students who persisted throughout the semester. Based on this assumption, the percentage of those students who came to class and passed the class could be higher.  Overall this snapshot of pass rates in English and math courses are poor.

In the Fall, an end of the semester survey was provided for faculty, students and tutors to provide feedback of their experience having an in-class tutor.  Faculty commented that the additional assistance provided additional one on one which increased instructional contact for students.  Tutors felt that their assistance provided students the opportunity to seek help and found great satisfaction when students experienced success.  Student almost unanimously agreed that having a tutor in the class provided an assurance that they had the support whether they needed it or not.  Overall, comments from all involved felt that in-class tutoring was a positive experience.  The VCAA, Student Success Coordinator, English and Math Chairs were provided the actual surveys for Fall 2016.

Another issue that affects this data is the tutor/student contacts recorded.  Tutors had a difficult time keeping track of students they tutored.  Many of the tutor log sheets were not completed.  TLC did not meet this performance objective. Students who received tutoring pass their courses at the same percentage as those that did not receive tutoring.  Since this is the first year that data has been collected on the effects of in class tutoring, it can be used as a baseline for next year.

**Other Comments**

**Include any additional information that will help clarify the unit's assessment results, successes and challenges.**

Data identification, collection, and reporting needs to be consistent.   Since the Starfish database will be used. Choices for student check-in needs to be developed to identify services provided at TLC.  Choices for students that need to be included are: Computer usage, Learning Skills.

**Discuss, if relevant, any additional evaluations or assessment projects relevant to understanding the unit's services, operations, functions and clients, including any UH System-wide data or national/industry data trends.**

In the Fall of each academic year, TLC provides a center evaluation for students to give feedback on service they received.  During a two-week period, TLC collected 103 student evaluations. The results are as follows:

      \***Percentages reflect students rating of Strongly Agree to Agree**

1.  Tutors are available:
    -Computer/LSK/ Subject Tutoring : 83%
    -ESL 82%
    -Math 91%
    -Writing 93%
    -Reading 89%

2.  Tutors are concerned about my progress: 97%
3.  Tutor are knowledgeable: 97%
4.  Learning activities materials in the lab help in my overall learning.  91%
5.  I find the clerks at the Center to helpful and informative regarding services available at The Learning Center at Hawai'i Community College. 84%
6.  Studying a The Learning Center help me improve my overall performance as a Student. 95%
7.  My work in The Learning Center is helping me to learn to become more independent as a students. 91%
8.  Using and receiving assistance with computers help me recognizes the importance of technology in the world today. 91%
9.  Make-up testing services allow me to catch up with tests I missed at a convenient time and location.  89%
10. My overall rating of The Learning Center is:  89%

**Student Evaluation Comments:** Comments were very positive
- I don't come here usually this is my first time here, but they help me. I am going to come back again.
- Very pleased and grateful to have the benefits of The Learning Center! Much Appreciated!
- I enjoy and appreciate the tutors are there to help, but do not bother me while I study (my old college was like that. It's very independent and casual.
- I love the tutors here in the Math Center, the only I noticed that was my obstruction was the wait time, it gets busy, but there is only one tutor. Although, I feel a lot more happier whenever I am finished with the tutor. It makes me feel more confident and want to come back more often.
- I struck a gold mine finding this place. I thank my professor regarding this. The tutors are really knowledgeable, enthusiastic and gentle, and patient. The clerk/staff are really student- centered and caring
- I wish printing was available, but no need. Overall, mahalo for you hours and services
- When coming to the TLC you're always welcomed and when you leave you're always wish to have a nice day! Thanks for coming. It's really nice to acknowledge as a student. Thanks for your support this center helps a lot.
- I Love the fact that anytime I need help, math tutors are available. Also helps that everyone here is so welcoming, helpful and kind.

Since much of our data regarding student performance after tutoring was not available, this student evaluation provides another view of success serving students. TLC provides a very welcoming atmosphere supportive of student learning. The results of the survey have been consistent over the years, it provides a special glimpse of how students feel as they receive academic assistance. TLC provides a safe and supportive environment.

**Fall 2016 Faculty Electronic Evaluation**
Twenty-five surveys were sent out to faculty who use the center's services. 15 faculty responded.

1. I direct my student to the Learning Center for: Faculty responses indicate more than one are faculty referred students. 33% ESL, 26% Math, 40%Reading, 66%Writing, 26% Learning Skills, 33% Subject tutoring, and 60% for Makeup testing

   **Following percentage that fall in the Excellent to Good range.**
2. Rate the overall services of TLC – 94%
3. Please note the extent to which the Center meets your tutoring expectations: 93%
4. I use the make-up testing services at TLC: 73%
5. If so, please rate the make-up testing services at TLC: 100%

6.  Are you getting the information you need bout the TLC in a timely manner? 85%
7.  Please rate the effectiveness of TLC tutors : 77%

    Comments
8.  The best thing about The Learning Center is…
    - Friendly professional staff
    - Good place to send students to use computers, get tutoring, for make-u testing
    - The positive support that is given to students which make them feel like they can learn the material.
    - In class tutors and tutor availability
    - Accessibility
    - Location on upper campus
    - Student are able to get help in the subjects
9.  The worst thing about The Learning Center is…
    - The mismatch between the teacher's computer in the TLC classroom and the student's computer
    - Not always the best place for testing (Hale Kea) has an enclosed testing area but much appreciative for services so we don't have to send student to lower campus which is not always convenient.  I try to give my students a choice.
    - Testing hours restricted to T/R – would be helpful is 5 days per week.
    - It is not 24/7
    - No beverage rule-library rules more realistic on this one and better accommodate student's needs.
    - Uneven, mixed review… I have had students report very positive but also very negative experiences with tutors there (e.g., demoralizing, or tutor insist on reorganizing paper entirely). I feel lukewarm form what I've observed.
10. Are there additional suggestions for services you like to see offered?
    - Sessions on specific writing problems-e.g. thesis writing, fragments, run-ons, punctuation
    - More focus on increasing student confidence.  More tutor training in writing center philosophy and give constructive, empowering feedback.  I also like to see public workshops like ESL sometimes offers
    - More work on grammar skills for writers.

The overall ratings from faculty were very good although we will work on tutor effectiveness through increase training for English and Math tutors.  The results of this survey were sent to the Area Coordinators to review.   Area Coordinators continued to provide training for tutors.  For generic tutor training building student independence is has always been the goal.  The suggestions provided were for the Writing Area Coordinator and she will be addressing and adjusting tutor training.

**Next Steps – ASSESSMENT ACTION PLAN for AY 17-18**

| **Describe the unit's intended next steps to support improvements in services, operations and functions in support of student success and to help the unit achieve its UOs/SLOs.** Include any specific strategies, tactics, activities or plans for improvement to the unit's future assessments of its services, operations and functions |
|---|
| The Learning Center will be focusing on providing support to English and Math classes by supporting in-class tutors for mainly development education courses.<br>There will be no changes in the structure or activities.  In class tutoring will be considered a new emphasis of The Learning Center.  This past year, there has been a steady increase of faculty request for in-class tutors.  In the Fall there were five classes and the Spring nine classes.  For Fall 2017, 12 requests were received. |

# Hawaii Community College
# 2017 Academic Support Services Annual Report of Program Data
# Tutoring Services

**Part I: Program Quantitative Indicators**

## Overall Program Health: Cautionary

| Student and Faculty Information | | Program Year | | | |
|---|---|---|---|---|---|
| | | 14-15 | 15-16 | 16-17 | |
| 1 | Annual Unduplicated Student Headcount | 3,847 | 3,838 | 3,636 | |
| 2 | Annual FTE Faculty | 129 | 131 | 125 | |
| 2a | Annual FTE Staff | 137 | 135 | 147 | |
| 3 | Annual FTE Student | 1,817 | 1,670 | 1,585 | |

| Demand Indicators | | Program Year | | | Demand Health Call |
|---|---|---|---|---|---|
| | | 14-15 | 15-16 | 16-17 | |
| 4 | Unduplicated number of students tutored in one-on-one sessions per student FTE | 0.5 | 0.5 | 0.5 | **Healthy** |
| 5 | Unduplicated students enrolled in Dev/Ed classes who were tutored per number of students enrolled in Dev/Ed classes | 0.5 | 0.5 | 0.6 | |

| Efficiency Indicators | | Program Year | | | Efficiency Health Call |
|---|---|---|---|---|---|
| | | 14-15 | 15-16 | 16-17 | |
| 6 | Tutor contact hours per tutor paid hours in one-on-one sessions | 3.1 | 3.1 | 0.9 | **Cautionary** |
| 7 | Duplicated number of students tutored in groups per tutor paid hours | 0 | 0 | 0 | |
| 8 | Tutoring Budget per student contact hours | $19 | $17 | $39 | |

| Effectiveness Indicators | | Program Year | | | Effectiveness Health Call |
|---|---|---|---|---|---|
| | | 14-15 | 15-16 | 16-17 | |
| 9 | Students who receive tutoring should pass their tutored course | 1 | 1 | 2 | |
| Community College Survey of Student Engagement (CCSSE) | | Survey Year | | | |
| | | 2012 | 2014 | 2016 | |
| 10 | 4.h. Tutored or taught other students | | | | |
| | Mean | 1.44 | 1.44 | 1.39 | |
| | Very Often | 2.6% | 3.4% | 3.0% | |
| | Often | 7.5% | 6.9% | 5.6% | |
| | Sometimes | 20.9% | 20.2% | 19.2% | |
| | Never | 68.9% | 69.5% | 72.0% | |
| 11 | 13.1.d. Frequency of using peer or other tutoring | | | | |
| | Mean | 1.47 | 1.55 | 1.53 | |
| | Often | 7.4% | 10.9% | 9.7% | |
| | Sometimes | 21.1% | 20.5% | 21.8% | |
| | Rarely/Never | 47.7% | 46.1% | 45.8% | |
| | N/A | 23.7% | 22.6% | 22.7% | |
| 12 | 13.2.d. Satisfaction with peer or other tutoring | | | | |
| | Mean | 2.09 | 2.17 | 2.23 | |
| | Very | 17.2% | 21.9% | 21.8% | |
| | Somewhat | 27.4% | 29.8% | 24.9% | |
| | Not At All | 12.3% | 11% | 8.8% | |
| | N/A | 43.1% | 37.3% | 44.6% | |
| 13 | 13.3.d. Importance of peer or other tutoring | | | | Cautionary |
| | Mean | 2.24 | 2.34 | 2.20 | |
| | Very | 44.7% | 51% | 44.3% | |
| | Somewhat | 34.5% | 31.6% | 31.6% | |
| | Not At All | 20.8% | 17.4% | 24.0% | |
| 14 | 13.1.e. Frequency of using skill labs - writing, math, etc. | | | | |
| | Mean | 1.74 | 1.72 | 1.75 | |
| | Often | 15.1% | 15.6% | 17.3% | |
| | Sometimes | 26.1% | 24.8% | 25.4% | |
| | Rarely/Never | 34.9% | 37.6% | 37.1% | |
| | N/A | 23.9% | 22% | 20.3% | |
| 15 | 13.2.e. Satisfaction with skill labs - writing, math, etc. | | | | |
| | Mean | 2.22 | 2.23 | 2.31 | |
| | Very | 21.2% | 21.9% | 25.6% | |
| | Somewhat | 32.5% | 29.8% | 28.6% | |
| | Not At All | 7.7% | 11% | 9.4% | |
| | N/A | 38.7% | 37.3% | 39.0% | |
| 16 | 13.3.e. Importance of skill labs - writing, math, etc. | | | | |
| | Mean | 2.35 | 2.35 | 2.26 | |
| | Very | 53.0% | 52.2% | 47.3% | |
| | Somewhat | 28.7% | 30.9% | 31.2% | |
| | Not At All | 18.3% | 16.9% | 21.5% | |

Last Updated: December 22, 2017

# Unit Assessment Plan Worksheet

**Assessment Period/Fiscal Year**

2016-2017

**Unit Name**

The Learning Center

**Writer(s) Name(s)**  If there are multiple writers, please list all names.

Guy Kimura

**Unit Outcomes (UOs) being assessed:**
Please enter the full text of each UO being assessed.
This Assessment Plan may include strategies to assess a single UO _or_ multiple UOs.

| Unit Outcome # | Unit Outcome text |
| --- | --- |
| #1 | Student received tutoring will pass their tutored courses (System-wide SLO) |
|  |  |
|  |  |
|  |  |
|  |  |

# Unit Assessment Plan Worksheet

1. For AY17, TLC will assess the effectiveness of the newly installed Starfish program as a data collection and reporting tool to meet assessment and program review reports. The implementation of Starfish was first established in the AY14 Assessment Plan and now we will be able see if Starfish meets our needs for data collection and reporting. Starfish was installed and used starting Spring 2016. This program was initiated by student services as a tool to provide an organized communication tool for wrap around services to increase student success. Aside from participating in supporting student success, TLC needed to upgrade its present student check-in system and data report generation program. It is hoped that Starfish will be able to meet our needs in report generation regarding student usage.

   The assessment activity will seek to increase accuracy in the student check-in process. Accuracy will depend on clearly defined areas of service. When students enter the Center, students are asked the purpose of their visit and are checked in (at this point) using three categories (tutoring, testing, or study hall – independent study and computer usage). The population that uses the center range from classes with their instructor, small groups, one on one tutoring, independent study, computer usage and make-up testing. Accurate data is necessary when determining if "…students pass their class when provided tutoring." The TLC will develop standardized check in procedures for consistent data entry to identify service areas. The accuracy of the report will seek to provide a clear picture of student usage and success. Data fields will be review and redefined based on Starfish data collection.

   To conduct this assessment, student check-in categories will be reviewed to assure that data entry will be consistent. Data collection will be tied to the data needed to produce reports for assessment and program review regarding TLC Unit outcomes. Data reports will also be analyzed to include items necessary to gauge TLC usage and student success. The initial categories may be expanded to further clarify data being collected.

   The assessment method would yield a list of well determined categories for consistent data collection for AY 18. At the end of AY17, data reports will be compiled by Administrative Computing with clearly defined service categories.

# Unit Assessment Plan Worksheet

2. A. Extensive training of Math and English tutors will be done starting in the Fall of 2016 to improve the quality of tutoring.  The English and Math Departments have collectively developed training topics for the TLC's English and Math Coordinators to train tutors. 70% of the tutors will complete the training. The results of overall English and Math students who pass their classes when tutored will increase by 5%.  For AY 16, the average pass rate for students who received tutoring was 69%.  74% student pass rate will determine if we met this outcome.  Data will be generated by Administrative Computing using the TLC student log in data collection system.

English - Writing Coordinator Tutor Training Plan:

## WRITING LAB INSTRUCTOR/COORDINATOR

## DEPARTMENTAL DUTIES

### (updated August 2016)

- Tutor KSAs (knowledge, skills, abilities): what tutors need to be able to do/training topics
    - Professional behavior/making students comfortable
    - Hierarchy of writing concerns and how to approach with students
    - How to assist students without "giving them the answers"/marking their papers
    - How to ask prompt questions to elicit student ideas/corrections
    - How to identify/call attention to both strengths and weaknesses in a paper
    - Paper unity and coherence
    - Idea/Body development
    - MLA/APA citation
    - Basic grammar rules, how to identify errors, how to correct errors
    - How to deal with problematic students
    - Using own experiences to connect with, provide examples/models to students
- In-service training meetings at least once a month
    - Select topics of focus
    - Sharing of tutoring experiences/troubleshooting
    - Role-play
    - Tutor presentations
    - Possible one-on-one meetings with tutors more frequently (needs, questions, suggestions, etc.)
    - Possible online training
- Documentation of training meetings for data purposes (TLC program review, CRLA, reassigned time report); inform Betty so tutors can be paid if outside of scheduled duty time
- Observe each tutor at least once a semester and give feedback
- At the beginning of each semester, distribute informational documents (regarding Writing Desk services) to faculty/staff at HCC and to UHH English Dept. Chair
- At the beginning of each semester, schedule class visitations (by tutors or coordinator

describing services) with instructors

- Create, assist with, and supervise tutor projects to be completed during their downtime (online projects, creation of tutoring materials, tutorial evaluations, etc.)
- Communicate regularly with faculty about their tutorial needs (via email or dept. meetings)
- Analyze Writing Desk usage data (work with Kalyan on data compilation) and make adjustments to services, as necessary.

Math Coordinator Tutor training Plan:

Math Coordinator Responsibilities for the Department From Chair Bader

Fall 2016

- Interview prospective tutors;
- Judging from the math courses each tutor has successfully completed, determine the level of math that each tutor can comfortably tutor;
- Hire qualified math tutors, as the budget permits;
- Create and publish a Tutor Schedule;
- Distribute the Tutor Schedule to all math instructors--full-timers, lecturers and other Area Coordinators asking the Math instructors to post this schedule in their classrooms;
- Post the Tutor Schedule in The Learning Center, Hale Kea, and I Ola Haloa,(if tutors are working there);
- Keep track of tutor duty periods and complete time sheets for each tutor;
- Hold Tutor Training sessions--one each month.  My suggestions are to hold the following Tutor Training sessions:
- In September, hold a Training Session, which could be about "Characteristics of a Good Math Tutor"  You may wish to ask the tutors what they consider to be characteristics of an "excellent" math tutor--write it down and then distribute the list to them.  There are numerous websites devoted to this topic--"Google" it;
- In October, hold a Training Session on MyMathLab.  Visit pearsonmylabandmastering.com, and ask the tutors to discuss and explore MyMathLab.  Give the tutors a little "quiz" about MyMathLab, just to provide an incentive to explore this Pearson website.  Discuss the answers to your quiz;
- In November, hold a Training Session on EdReady.  Visit EdReady.org, and ask the tutors to explore this website.  Again, you could prepare a brief questionnaire on the details of EdReady that could be utilized by the tutors to help students help themselves at the site.  Be sure that the tutors use the "Sandbox"version when exploring EdReady;
- In December, hold a Training Session on Khan Academy. Visit khanacademy.org, and ask the tutors to explore the site. Ditto on the questionnaire.

# Unit Assessment Plan Worksheet

2. B. In-class tutors will be provided for some English and Math classes that are part of the newly designed course structure for Developmental Education.  TLC will place tutors in classes at faculty requests.  These classes will show an increase in student pass rates by 5% as compared by students who received tutoring and those that do not. The same grid for #2 will be used to compare student performance in those classes that received tutoring.  With in-class tutoring and increase tutor training students will exhibit a 5% higher percentage of pass rates compared to last year's reports.

---

**Performance Rubric & Instrument**
*In the text field below, provide a copy of the rubric or scoring guide you plan to use in your assessment.  Also provide a copy of the assessment instrument (example: survey, contact log, work-completion record) that you will be assessing and/or an artefact example of the type of unit work that you plan to assess.*
***If you provide an exemplar of an employee or student artifact, remove all individually-identifying information (i.e., staff member's name).***

1. The basic data collection that we will seek from Starfish will need to mirror those categories below or will need to be altered regarding data that can be provided by Starfish.  To accomplish our outcome, Starfish would need to be able to provide data for this chart for consistent statistics year to year.

# Unit Assessment Plan Worksheet

| TLC | TLC 2014-2015 | TLC 2015-2016 | |
|---|---|---|---|
| **Statistics** | | Data still being collected | |
| # of Student Contacts | 11,660 | | |
| # of Students Unduplicated | 1,655 | | |
| # of HawCC Students | 1,351 | | |
| # of UHH Students | 303 | | |
| # of non-HawCC/UHH Students | 1 | | |
| Make up tests | 207 | | |
| General Study | 1,774 | | |
| Reading | 4,665 | | |
| Writing | 1,634 | | |
| Math | 1,737 | | |
| ESL | 694 | | |
| Courses | 92 | | |
| Computer Internet, e-mail, word processing | 971 | | |

# Unit Assessment Plan Worksheet

**2.** The following chart will be used to establish if the additional training session and in-class tutoring affect student success rates with an increase of 5% from AY16.

### Non-Tutored vs. Tutored Students by Subject Area

| Subject | Non-Tutored Ave. % passing | Tutored (At least one or more times) Ave. % passing | Tutored (five times or more) Ave. % passing |
|---|---|---|---|
| **Reading AY 15** | **59%** | **73%** | **76%** |
| **Average** | **57%** | **73%** | **77%** |
| | | | |
| **Writing AY 15** | **53%** | **76%** | **85%** |
| **Average** | **57%** | **79%** | **84%** |
| | | | |
| **Math AY 15** | **59%** | **67%** | **76%** |
| **Average** | **61%** | **69%** | **76%** |
| | | | |
| | | | |
| | | | |
| | | | |

---

## Expectations for Unit Achievement

*Provide a brief narrative discussion of what you hope to find out about how the unit is meeting its Unit Outcomes.  Also provide a statement of expected achievement expressed in quantitative terms.  Examples: 85% of artifacts will demonstrate Satisfactory level or better.*
*75% of artifacts will achieve scores of Meets or Exceeds Expectations.*

1. By fine tuning the use of Starfish, I expect the program to provide accurate data to determine if students tutored pass their courses at least equal to those not tutored and have a 70% pass rate.

# Unit Assessment Plan Worksheet

2. By providing the additional training and in-class tutoring as requested by English and Math faculty, we will determine if there is a 5 % increase in passing rates for English and Math students as a whole and by those courses with in-class tutors.

---

**Comments**
*Enter any additional information or details that help explain how you plan to conduct your assessment.*

1. For AY16, report generation was difficult because of the inconsistence of checking students into the new database of Starfish. Report generation did not meet expectations. Once the data elements are clearly defined, this system may produce more accurate results This review with will be done the TLC coordinator.

2. This Fall 2016 is a transition year for Developmental English and Math instruction at HawCC. In support of the new compressed structure of classes to accelerate students' time in developmental education, we will be providing increase training for tutors in math and English and providing in-class tutors to work with student in and outside of the classroom.