



University of Hawaii Community Colleges Academic Support Annual Report of Program Data (ARPD)

ARPD Home Hawaii Honolulu **Kapiolani** Kauai Leeward Maui Windward Web Submission
Executive Summaries **College Program Analyses** Quantitative Indicators

Select the desired review year, college, and program from the drop down menus. Once a program has been selected, the results will be displayed.

Review Year:

2015

College:

Kapiolani Community College

Program:

Tutoring Services

College: Kapiolani Community College

Printer Friendly

Program: Tutoring Services



The last comprehensive review for this program was on **2013**, and can be viewed at:

<http://ofie.kapiolani.hawaii.edu/wp-content/uploads/2013/01/cprllr2013.pdf>

Program Description

Tutoring is a highly decentralized activity at the College. Program-specific tutoring is provided for accounting, IT, and STEM, the latter being federally funded. Some programs support certain populations: developmental math & English students in Kahikoluamea, TRIO students, Native Hawaiian vocational students. Tutoring is provided online in a number of disciplines through Brainfuse.

Part I. Quantitative Indicators

Overall Program Health: **Cautionary**

Student and Faculty Information		Program Year		
		12-13	13-14	14-15
1	Annual Unduplicated Student Headcount	11,181	10,712	10,448
2	Annual FTE Faculty	251	253	262
2a	Annual FTE Staff	195	200	211
3	Annual FTE Student	4,680	4,574	4,415

Demand Indicators		Program Year			Demand Health Call
		12-13	13-14	14-15	
4	Unduplicated number of students tutored in one-on-one sessions per student FTE	0.0	2,937	182	Cautionary
5	Unduplicated students enrolled in Dev/Ed classes who were tutored per number of students enrolled in Dev/Ed classes	0	0	0.0	

Efficiency Indicators		Program Year			Efficiency Health Call

		12-13	13-14	14-15	Cautionary
6	Tutor contact hours per tutor paid hours in one-on-one sessions	78.5	1.004	0	
7	Duplicated number of students tutored in groups per tutor paid hours	0	0	0	
8	Tutoring Budget per student contact hours	\$0	\$17	\$0	

Effectiveness Indicators		Program Year			Effectiveness Health Call
		12-13	13-14	14-15	
9	Students who receive tutoring should pass their tutored course	87	0	0	Cautionary
Community College Survey of Student Engagement (CCSSE)		Survey Year			
		2010	2012	2014	
10	4.h. Tutored or taught other students				
	Mean	1.46	0	1.44	
	Very Often	3.4%	2.7%	4.0%	
	Often	6.2%	5.7%	5.9%	
	Sometimes	23.2%	23.5%	20.5%	
	Never	67.1%	68%	69.6%	
11	13.1.d. Frequency of using peer or other tutoring				
	Mean	1.48	0	1.50	
	Often	7.9%	7.9%	8.7%	
	Sometimes	18.9%	19.3%	21.2%	
	Rarely/Never	45.9%	46.7%	46.7%	
	N/A	27.3%	26%	23.4%	
12	13.2.d. Satisfaction with peer or other tutoring				
	Mean	2.10	0	2.14	
	Very	15.2%	14.4%	16.4%	
	Somewhat	24.2%	27.1%	29.1%	
	Not At All	10.3%	2.3%	8.9%	
	N/A	50.2%	50.3%	49.7%	
13	13.3.d. Importance of peer or other tutoring				
	Mean	2.19	0	2.21	
	Very	43.2%	43.8%	41.8%	
	Somewhat	27.7%	34.8%	37.5%	
	Not At All	29.1%	22.1%	20.6%	
14	13.1.e. Frequency of using skill labs - writing, math, etc.				
	Mean	1.64	0	1.54	
	Often	13.9%	15%	12.1%	
	Sometimes	20.4%	24.6%	23.3%	
	Rarely/Never	40.9%	36.8%	38.9%	
	N/A	24.9%	23.5%	25.7%	
15	13.2.e. Satisfaction with skill labs - writing, math, etc.				
	Mean	2.11	0	2.16	
	Very	15.3%	18.2%	15.1%	
	Somewhat	27.7%	31.5%	32.9%	
	Not At All	9.7%	7.1%	6.5%	
	N/A	47.3%	43.2%	45.5%	
16	13.3.e. Importance of skill labs - writing, math, etc.				
	Mean	2.20	0	2.24	

	Very	43.7%	45.8%	45.1%
	Somewhat	32.9%	35.4%	34.3%
	Not At All	23.5%	18.8%	20.6%

Last Updated: December 5, 2015

Glossary

Part II. Analysis of the Program

The data for Tutoring is incomplete for 2014-15. The only data being reported is from Kahikoluamea and through the online system-wide tutoring from Brainfuse. Data were reported for on-site tutoring through Kahikoluamea, TRIO, Culinary Arts, Accounting, IT, and STEM activities. However, none of these programs reported student success data. TRIO, Culinary Arts, Accounting, IT, and STEM tutoring programs tracked students served, paid tutor hours, and total expenditures. TRIO and STEM expenditures (\$14,000) were covered by federal funds. Kahikoluamea, on the other hand, tracked students served, expenditures, but not contact hours. Therefore, all data in the analysis of demand and efficiency are virtually unusable for making judgments. Thus all “health calls” for tutoring are “cautionary”

The addition of Brainfuse in 2013-2014 has increased student access to academic support services. In 2013-14 students used 1884 hours of online tutorial assistance (\$45,216), the vast majority of those hours were spent in tutors’ review of student submissions of writing. Brainfuse was able to serve 1,014 between July 2013 and February 2014.

In 2014-15, students used 2382 hours of online tutorial assistance. 3428 submitted papers for Writing Sessions and there were 1628 Live sessions in a variety of subjects for FY2015.

Part III. Action Plan

DATA ANALYSIS of Brainfuse for 2015

General Analytical Structure: Data will be collected and analyzed in order to address three broad questions:

- Who uses Brainfuse?
- What are the grades, retention and persistence rates of Brainfuse Users?
- What are the grades, retention and persistence rates of various groups who do not use Brainfuse?

The following table details which data will be used to perform the study’s analytical objectives.

Analytical Objective	Data Required
Tutoring represented on a class-by-class basis	<ul style="list-style-type: none"> • Must map tutoring subjects to actual classes. This mapping is intrinsically imprecise but, with a statistically-significant number, will yield a relatively accurate class distribution.
Effect of online tutoring on retention (RT) and persistence (PT) rates	<ul style="list-style-type: none"> • RT rates of students who use Brainfuse • Average RT and PT rates of students as a whole • Average RT and PT rates of online/offline program students • Average RT and PT rates based on demographic data
Effect of online tutoring on grades	<ul style="list-style-type: none"> • Grades of students who used Brainfuse (midterm if possible) – Did Users receive a grade of C or better? • Average grade in each class being analyzed
Demographic information regarding students using online tutoring	<ul style="list-style-type: none"> • Ethnicity, socioeconomic status and risk level of users compared with overall distribution in school • Online/offline online tutoring users compared with overall online/offline breakdown.

Part IV. Resource Implications

In 2015-16, Tutoring will come under the Library and Learning Resources. Data will begin to be standardized and standard training, hiring, and certification of tutors are the future goals for a centralized tutoring center.

Resources will need to be shifted to the Library and Learning Resources to implement centralized academic support.

2 positions, student assistant support, furniture, and computers will be needed. Figures on cost are not determined at this time.

Program Student Learning Outcomes

No Program Student Learning Outcomes were entered by the program.

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